Messengers of Peace

MESSENGERS OF PEACE:

MID-TERM EVALUATION
OCTOBER, 2015

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EXECUTIVE SUMMARY

The Messengers of Peace (MoP) Initiative is soon entering its sixth year of existence. Since it commenced, it has achieved impressive results in terms of social impact: it has inspired hundreds of thousands of Scouts to take action in their local communities, who have done over **625 million service hours**. They have reached some 1.6 million beneficiaries through financially supported projects and a much greater number through the non-funded projects. And the numbers continue to grow.

It has **inspired behavioural change**, greater tolerance, and stronger understanding as well as respect among Scouts. Furthermore, it has supported more than a third of National Scout Organisations (NSOs) in strengthening their project management capacities, communication skills, and even building a better image of Scouting in some countries.

This report presents the results of a **nine-month evaluation project**, conducted by the World Scout Bureau with the support of the World Scout Foundation, using a range of different research methods (from interviews and surveys, to case studies, focus groups and report analysis). It aimed at understanding not only the impact MoP has achieved over the years, but also the ways in which it can be further enhanced – by examining the management structures and functioning of each element of the Initiative (the Support Fund, the educational aspect, and the MoP network). As a result, the following conclusions and recommendations can be underlined:

• Due to the fact that the MoP Initiative and its goals have evolved over time, as well as the messaging structured around them, confusion exists among various stakeholders as to what MoP actually is, how its components are defined and interrelated, and what its purpose is. It has therefore been recommended that a **clear definition of MoP** and its components should be provided in the near future, as well as a new set of key performance indicators which would reflect the current state of the Initiative and provide greater clarity of purpose for the future years.

- The greatest impact was achieved on **personal level**, as the message of peace (even though with different meanings in different parts of the world) resonated particularly well with Scouts in general. This is especially visible in conflict and post-conflict areas, where MoP helped communities in increasing tolerance and respect. This kind of impact MoP had on individuals resulted in a strong engagement on community level in many places. However, it has been recognized that more effort needs to be focused on ensuring a strong link and **sense of ownership and responsibility** among community members towards the service projects done by Scouts.

- On a national level, MoP-supported projects have helped in many cases in strengthening the capacities of NSOs for **serving their local communities** by improving their skills in project management, communication, as well as building strong trust bonds between different levels of leadership within the organisation. Through this, MoP has contributed to more and better organised community service being done around the world. Furthermore, MoP has helped improve the image of Scouting in some countries, as well as increase youth involvement in decision-making processes. These successes inspired a recommendation for ensuring opportunities for **exchange between NSO leadership** (who have and have not implemented MoP projects) about the best practices theydeveloped, as well as lessons learned from projects. Although capacities have been increased, it has been recognized that further work is necessary in the area of project management, and in particular, impact evaluation.

- There is a recognizable element of inspiration for action that the MoP network provides to Scouts, although it is evident that it has not reached its full potential. In order to enhance it, a stronger emphasis on **localising the network** is necessary, as well as ensuring greater involvement of NSO leadership in collecting information about service projects in their countries, and in promoting them nationally and internationally. A further analysis of the **functionalities of the online platform for the MoP network** (through scout.org) is necessary, along with an adaptation of those to better fulfil the needs of young people across the globe (recognizing the specific cultural and linguistic contexts, as well as internet accessibility issues).

- In terms of management of the MoP Support Fund, improvement has been recognized in the past year, however, a further need for changes is seen as necessary in ensuring that **more power in decision-making** about projects is given to regional World Scout Bureau staff and Decision-Making Committee (RDC) members. Furthermore, in order to cut down on the waiting time between the acceptance of a project and the first disbursement of funding (identified as the main complaint about the current process) it is recommended to have **2 or more set deadlines** for project applications, in order to better focus the work of staff and RDC members, as well as give a predictable timeline to NSOs for when they can expect funding to begin.

- The educational aspect of MoP is currently being re-defined, with a strong focus being put on outlining an adaptable framework, which can be implemented as part of the Youth Programme or independently. Recognizing that there **cannot be a "one-size-fits-all" solution**, the recommendation here is to allow the MoP Initiative to maintain a flexible format, without strict guidelines, but with a clear purpose and goal, and be adaptable across such a vastly diverse movement

It has been recognized that the current management structure of the Initiative lacks in **quality internal communication**, among both WSB staff members and volunteers at national and regional level. In order to enhance this, a need for a clear description of various roles (including the ones on national level) in managing the MoP Initiative has been seen as necessary.

Overall, the benefit of the Messengers of Peace Initiative to the world has been enormous. With an investment made so far of **over 15 million USD** in projects, administrative and communication costs (of the total 24.75 million USD), Scouting has created a genuine interest among membership for peace and promoting it, as well as developed project management structures of capacities unseen before in world Scouting.

MoP is the largest Initiative the World Scout Bureau has ever managed. It has been instrumental in the success of many of the major world Scouting projects (including the World Scout Educational Congress and the Global Support Assessment Tool), as well as substantial national level undertakings in terms of capacity strengthening.

As it enters its second stage of existence (MoP has initially been conceptualised as a 10-year initiative), it is important to take on board the learnings of this evaluation, and reflect upon them in order to improve the work of the Initiative in the future, and reach and inspire even more Scouts (and non-Scouts) to take action.

INTRODUCTION

The World Scout Committee commissioned a mid-term evaluation of the Messengers of Peace (MoP) Initiative in November 2014. As a result, an evaluation was developed and implemented in the period between January and September 2015. The evaluation has been funded through the MoP Support Fund.

Evaluation methods

The evaluation had been conducted from January to September 2015, including the following evaluation methods:

- **Surveys** of four stakeholder groups: National Scout Organisations' (NSO) membership, NSO leadership, World Scout Bureau (WSB) staff members and Messengers of Peace Regional Decision Committee (RDC) members;
- **Interviews** (13) with: WSB Regional Directors and former and current World Scout Committee members;
- **Case studies** (14) completed in the following countries: Belgium, Burkina Faso, Czech Republic, Dominica, Former Yugoslav Republic of Macedonia, Georgia, India, Indonesia, Madagascar, Sri Lanka, Sudan, Tunisia, Ukraine and Uruguay;
- **Report analysis** for existing MoP projects;
- **Focus groups** with NSO members and adult leaders (participants of the 23rd World Scout Jamboree);
- **Statistical analysis** of scout.org and MoP social media data.

For more information on the research methods (including questions for surveys, interviews, case studies, focus groups), please consult the Annexes.

Overview of MoP Initiative

Initiated in 2010, Messengers of Peace was at first developed with a focus on four specific areas of work:

- Culture of dialogue,
- Social entrepreneurial activities,
- Support to young people living in conflict situations,
- Developing the global network of MoP.

Later on, the areas of work have slightly changed (as will be visible throughout this report), however, the overarching objective of *"two thirds of the world's 30 million Scouts becoming 'Messengers of Peace', changing their world for the better and promoting peace to at least 200 million people"* has remained as the target for the 10 years from 2010 onwards.

Currently, the MoP Initiative has network members present in all 161 NSOs, and the Support Fund has already invested over nine million USD (out of the 24.75 million donated for the global programme) in 199 national, regional and global projects.

Messengers of Peace

FINDINGS

In order to observe the findings of the mid-term evaluation within the context of the development of the MoP Initiative, the table below lists the targets set within each of the initial four goals of MoP, as well as achievements reached in the past four years.

Goal and expected outcomes

Mid-term achievements

1. Culture of Dialogue

Expected outcomes:

- *Training in dialogue will be provided to at least 120 countries over 10 years.*
- *Total number of trainers trained – 10,000*
- *Total number of facilitators of dialogue trained – 1 million*
- *Total Scout beneficiaries – 20 million*
- *World Scout Jamborees: 100,000 young people and 20,000 leaders introduced individually to the programme.*
- *50,000 local volunteers, based on a 50% take up, leading projects in their communities.*
- *Saudi Arabia Peace camps: 3,000 participants – young leaders from 100 countries introduced to intensive training on dialogue;*
- *New models of peace activities in different cultures and countries developed by participants, and trialled before and after these peace camps.*
- *Regional jamborees: 200,000 participants introduced to the programme.*
- *100,000 young leaders, assuming a 50% take up, inspired to work at their community level.*

- *A total of 30 MoP supported projects (of 199) deal with the topic of the culture of dialogue.*
- *Approximately 2'600 young people have been trained as facilitators of dialogue through the projects mentioned above.*
- *More than 800'000 Scouts have benefited from MoP projects (only funded ones included).*
- *One Peace Camp was held in Saudi Arabia, with approximately 6'000 participants.*
- *In the past 2 World Scout Jamborees, over 75'000 young people had the chance to inform themselves about MoP.*
- *MoP was presented to at least regional and national jamborees.*
- *A total of over 170'000 service projects have been registered to date , clocking up over 625 million service hours.*

2. Social-Entrepreneurial activities

Expected outcomes:

- *60 countries benefiting from financial assistance to improve the impact and spread of their projects;*
- *Estimated 2,000,000 beneficiaries;*
- *Broad communications successes within these countries.*
- *50 National Scout Organisations receive assistance to strengthen their organisational capacities;*
- *These NSOs become self-sustaining NGOs in their countries;*
- *100% increase in membership in these NSOs over the period of the support;*
- *100% increase in the number of project beneficiaries from these countries.*

- *199 projects financially supported so far from the MoP Support Fund, coming from 85 countries.*
- *A total of over 1.6 million beneficiaries served (reported from 92 projects with available statistics).*
- *75 capacity strengthening projects in NSOs, at regional level and world level supported.*
- *Increase in membership has been observed. However, it is difficult to be specific about numbers as there are other factors at play in relation to membership growth.*

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[1] However, an estimate is that a much larger number of projects exist, due to some NSOs having separate records of service projects (e.g. Philippines and India).

3. **Support to young people living in conflict situations**

   Expected outcomes:

   - *20,000 young leaders from conflict zones exposed to alternative strategies for their work with their peers and communities;*
   - *Effective post conflict programmes run in 20 main conflict zones over ten years.*

   - *14 projects delivered in conflict or post-conflict zones or in areas where young people have difficult living circumstances.*
   - *Approximately 30'000 Scouts were trained as community mediators and promoters of peace through the Amahoro Amani project in the Great Lakes area (Rwanda, Burundi, Democratic Republic of Congo). In addition, over 4'000 young people from India and Pakistan embraced peaceful coexistence through camps organized with MoP support.*
   - *NSO membership and leadership report how these projects increase tolerance between conflicting communities.*

4. **Developing the global network of Messengers of Peace**

   Expected outcomes:

   - *young people – visitors, i-reporters, actors or "Messengers" through various social networking tools;*
   - *Broad traditional and social media coverage of the programme.*
   - *Annual exchange of 1,000 skilled trainers or selected young leaders to other countries.*
   - *Noticeable resulting cross-fertilization of programme models between countries and organisations in the programme.*
   - *Significant personal growth and noticeable increased commitment from exchange laureates.*

   - *Currently there are over 100'000 users registered on scout.org and over 250'000 followers of various MoP Facebook groups, pages and profiles.*
   - *The network enables these users to exchange on a daily basis, as a result, more than 41% (of a total of 1'360) respondents to a survey for NSO members said they felt inspired to replicate an activity/project posted on the MoP virtual network or presented in person to them.*
   - *Some NSOs have millions of Scouts involved in MoP activities, and keep special track of their achievements (examples of India, Indonesia, the Philippines and the United States of America).*
   - *Personal growth among young people participating in MoP activities/projects is strongly evident, based on qualitative research.*

The evaluation found that the MoP Initiative has made a significant contribution to individuals and organisations within the Scouting Movement and beyond. However, these successes are underrepresented in the initial indicators of success (as listed in the above table). Many of these indicators are in need of a review, and **therefore a new set of indicators of success** (or key performance indicators) would be necessary in the coming years of the MoP Initiative.

Apart from the comparison between what was planned and what was achieved in the past period, there are numerous other significant findings resulting from the evaluation:

- The goals and the scope of work, as well as the desired outcomes of MoP **have evolved over time**.

- This resulted in mixed perceptions among various stakeholders about the aim of the Initiative, the format of its educational aspect, as well as the goals of the network.

- Nevertheless, over time, significant impact has been achieved on various levels: starting primarily from an individual level, where Scouts confirmed that participating in MoP projects/activities helped them **change attitudes** (break down prejudices, become more tolerant to others) but also enabled them to develop their life skills.

- Moving further, on the community level, MoP has **inspired local action**, and apart from thousands of registered service projects and millions of service hours, it has enabled stronger bonds between Scouts and their communities – especially in cases of conflict and post-conflict communities, where the message of peace resonated particularly well with the community members.

- On a national level, MoP has contributed to an improvement in management capacities, stronger trust bonds between different levels of leadership, as well as a better image of Scouting and even greater youth involvement in decision-making in some countries.

- The **MoP network lacked a consistent explanation of its purpose**, resulting in confusion among Scouts. In particular, the message about "telling the story" was not clearly explained, which had led some Scouts to note how they prefer not to "boast" about their service – therefore missing the importance of inspiring others to action by sharing their stories.

- The current setup of the virtual network does not use the full potential of tools available. However, there is a clear interest among Scouts to have an opportunity to network with their peers and exchange ideas about potential service projects.

- The overall management structure of the MoP Initiative has been changed significantly over time, sometimes causing miscommunication between the WSB Global and Regional Support Centres, as well as with NSOs.

- The management of the Support Fund has **improved over time**. However, space for improvement is recognized in particular in strengthening the role and capacity of the Regional Support Centres and RDCs, shortening the waiting time between a project's approval and first disbursement of funding, as well as reconsidering the format of the project application, in order to make it more suitable for the various different types of MoP projects.

- When it comes to the educational aspect of MoP, it has been noted that there are **two different opinions** among key stakeholders about the format it should have (one group seeing it as a free-form, non-compulsory part of the Youth Programme, and the other as a programme with defined guidelines). There is currently no clarity on the issue, which resulted in confusion among Scouts as well – who question "what does it mean to be a Messenger of Peace – in practice?".

- The financial analysis has shown how MoP has achieved a **good return on investment**, with over 67 hours of service registered for every 1 USD invested (an estimate is that this number is at least doubled when accounting for the unregistered hours, especially from countries such as the Philippines and the USA).

SOCIAL IMPACT

The impact of the MoP Initiative can be understood on five different levels: individual, local, national, regional and global. It is important to note that, while we talk about impact in this report, we are considering that the impact that Scouting and the MoP Initiative achieve on individual, local and (to a certain extent) national level, falls under the term **social impact.**

WOSM and most other youth educational NGOs have only recently embarked on a journey of defining social impact within its own parameters, but a general understanding that has been presented in the *Position Paper on Social Impact in Scouting*[2] emphasises that Scouting's social impact can be observed on three different levels: individual Scout level, community level and institutional level[3]. This chapter focuses mainly on the first two levels of impact, as well as the impact MoP has achieved on national level.

The impact of the MoP Initiative on other levels (regional and global) will be considered in chapters Impact of the MoP Network and Management Coordination.

Personal level impact

The MoP Initiative's impact on a personal level is visible in terms of **personal development** and learning that Scouts (from different age groups) have achieved through *structured activities* (e.g. projects implemented in their National Scout Organisations or by the local group). There is an indication of the possibility of personal development being achieved through *internally motivated actions* (e.g. The NSO membership survey shows 41% of 1360 respondents felt "inspired to replicate an activity/project posted on the MoP virtual network or presented in person to them"). The MoP projects' report analysis shows how almost 20% (17 cases)of NSOs reported that their members and leadership have achieved **self-development through Scouting** – either by participating in trainings, developing certain skills, or experiencing international exchange and deepening their tolerance and respect for others[4].

In terms of the structured activities, several sources confirm that young people felt empowered to take up **leadership roles**, as a result of having an opportunity to be involved in a project. Young people felt *"a sense of ownership and are proud of being part of the Messengers of Peace Initiative"* (Jose Risal Pangilian, Regional Director, WSB Asia-Pacific Support Centre). Empowering them *"does not necessarily mean giving them money, but an opportunity to express themselves, and become leaders"* (Frederic Kama Kama, Director, WSB Africa Support Centre). Stronger youth empowerment as a result of MoP projects is visible in the Interamerican region as well, where the Regional Director, Raul Sanchez, confirms that mainly young people lead

MoP national networks in the region. In one of the case studies, as a result of the MoP supported project of renewing the NSOs' youth programme, young people felt as though they were given more responsibility, and more space to express their preferences for activities they do on a regular basis in their unit. Cynthia Marquez, MoP Network Manager at the WSB Kuala Lumpur Support Centre, notes how it is very inspiring to witness Scouts realising that they are working together towards something that has an **impact on a wider scale**.

In one of the case studies observed, in a hot conflict zone, five new Scout groups (500 members) have been established as a direct result of the MoP project. Members of these groups have been recruited from refugee families, with some being ex-child soldiers. The direct impact on the beneficiaries and families has been enormous: By becoming members of the NSO, youth have declared that they found a meaning in life, that this helped them overcome the negative impact of war, and that it also influences their families. (Beneficiaries, apart from being members of Scout groups, learned to support others - i.e. field hospitals, educational institutions, and poorer members of their community. This project helped in building long-lasting relations between members of community and strengthened the peace processes in the region.

She notes how "they realize that they can do something relevant and that someone else (apart from their leader) is acknowledging them, and recognizing their effort". The survey conducted with NSO membership showed that **31%**[3] of those who were inspired by MoP to take a more active role in their communities have taken up a leadership role.

An important aspect of personal development is the questioning of one's self in terms of behaviour and assumptions. Three case studies have shown the impact of projects that focused on this area: in one of them, Scouts had an opportunity to learn about their country's and NSO's history, and understand the difficult choices their predecessors had to make under pressure from the communist regime. This resulted in the young people learning that not all can be observed as "black and white", and that judging someone else and the decisions they make requires a lot of understanding of the circumstances in which they were made. In another
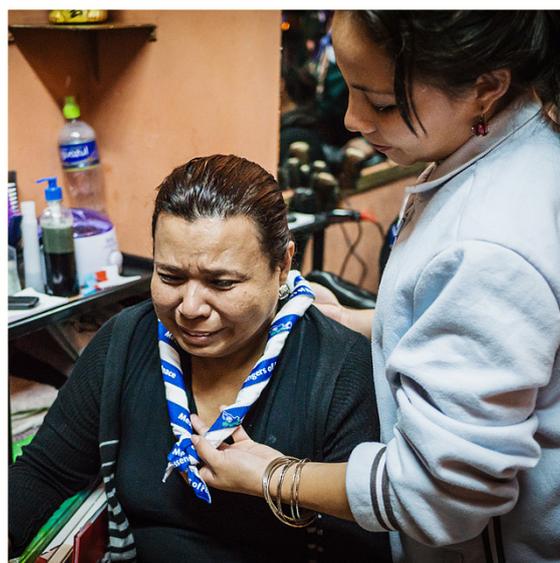
case study, Scouts had an opportunity to examine their prejudices and understand that they might not be as open as they thought. Through the project, they became sensitive towards those who were, for one reason or another, different to them. Finally, in the third case study, children interviewed for the purpose of the evaluation stated how being involved in the project and becoming Scouts gave them more discipline and taught them good manners. They also claimed that it inspired them to be an example of good behaviour to others. It is important to note here that these same children were recommended by school principals to participate in the project because of their previous deviant behaviour. The principals testified how they noticed a true impact of the project through the change in the children's behaviour, for the better.

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[2] Position paper available here in Annex 9.
[3] **Individual Scout level:** The direct impact Scouting has on an each member's personal development (skills and abilities) as well as their socio-emotional development (behaviours and attitudes) - towards being better citizens;
Community level: The impact Scouts' actions have on improving the lives overall of people in that community.
Institutional level including the national and international arenas where NSOs/ WOSM take an active part in shaping the national debate and policies, such as on youth employment, environment and gender equality. See Annex 9 for more information.
[4] Number of project reports analysed: 90 (as only projects with completed final reports were taken into consideration).

Community level impact

The community level impact is visible primarily from the **motivation** young people got from MoP to **be more active** in their local communities. Evidence of the impact achieved at this level is reflected in the **625 million service hours** registered through scout.org. In one of the case studies observed, the involvement of young people in their communities increased as a direct result of promotion of the MoP network. They recognized the need for support their communities have, and reacted through local actions. In another case study, a vibrant network of 180 young women and men had been created to promote a healthy and drug-free lifestyle. One of the young participants even stated how she managed to persuade an acquaintance to reconsider consuming hashish, which indicates the impact MoP projects are having outside the direct Scout beneficiaries.

The surveys conducted for the purpose of this evaluation give a similar result: 84%[6] of NSO members claimed how MoP inspired them to take a more active role in their community and undertake a community service activity/project. When asked about the aspect of the MoP Initiative that attracted their attention the most, 32% of NSO members stated that it is the "Possibility to take part in community service and get recognition for it", while 44% stated it was for the "Inspiration for local activities/projects from projects shared through the network"[7]. Interestingly, the survey for NSO leadership showed a somewhat different perception of what the national leadership thought attracted their membership the most. The chart below shows the responses[8]:

[5] Number of respondents: 1137.
[6] Number of responses: 1360.
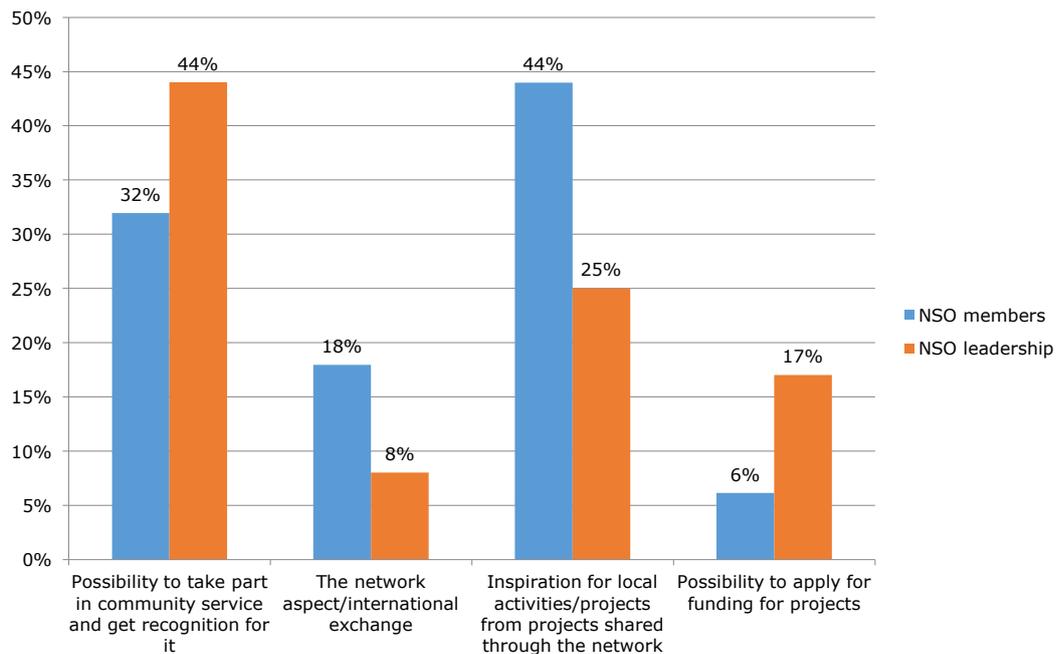[7] Number of responses: 1615.
[8] Number of responses: 93.

Figure 1: What attracts NSO members' attention to MoP?

(NSO members' response rate: 1'348; NSO leadership response rate: 93)

Similar to the NSO leadership responses, four out of eight RDC members, and 18 out of 21 WSB staff members responding to their respective surveys chose the "Possibility to take part in community service and get recognition for it" as their top choices.

When invited to elaborate on what it is about MoP that inspires them to take action in their local community, respondents rate "the possibility of being part of the MoP network (virtually or physically)" as their top choice: 65% rated it with either 4 or 5 on a scale from 1 (lowest) to 5 (highest)[53].

In addition to this, one of the original goals of MoP was to promote **training in a culture of dialogue** in leadership training programmes in Scouting worldwide, with the intention of providing young people with a set of life skills they can later apply in promoting peaceful coexistence in their communities. It is interesting here to observe the statistics and opinions of NSO leadership and membership gathered through the surveys:

- Of the total number of 89 respondents to this question in the NSO leadership survey, 54 stated how their NSO has held or participated in a training in dialogue and/or peace. The same is true for 809 (50%) of respondents to the NSO membership survey[54].

- When it comes to the contribution these trainings made to their youth programmes, 53% NSO leadership[55] stated that it contributed either "much" or "very much", while 66% of NSO membership[56] stated that the trainings contributed either "much" or "very much" to their regular Scouting activities.

- Among NSO members, 65% of those who responded (798) stated how they participated in a training in dialogue. When asked about the results of their work, 515 of them respond as follows:

- **132 of them trained 20 or more Scouts about dialogue and peace**,

- 142 have motivated more than 10 Scouts to take action in their local communities, and

- 241 have helped increase awareness about Scouting's work on peace and dialogue.

- NSO leadership reports high retention rates of the trained volunteers: 21 respondents state how 30-50% of them are still active, while 11 report 50-70%[57].

Furthermore, another one of the original goals of MoP was to **support young people living in (post-)conflict zones and/or difficult living circumstances**. As one of the case studies presented above shows, MoP has achieved impact in this area – and the statistics from NSO membership and leadership surveys give more evidence to this statement:

- Out of 84 NSO leadership survey respondents to this question, 35 stated how their NSO participated in a project that supported youth living in (post-)conflict zones and/or difficult living circumstances and of that number 19 stated how the project had contributed either "much" or "very much" to supporting these young people. The respondents report that the projects their NSOs completed contributed to: providing for basic needs (food, clothes, shelter) in 6 cases, basic education in 4 cases, **peace education in post-conflict communities** in 11 cases and an increased tolerance among members of conflicting communities in 10 cases.

- Similar to the responses presented above, the NSO membership also concluded that MoP contributed significantly to supporting youth in (post-)conflict zones and/or living in difficult circumstances (57% of 600 respondents). Furthermore, 32% of respondents noted how the projects their NSO completed provided for basic needs, 13% for basic education, while 30% reported providing peace education/training for youth in post-conflict communities, and 24% increased tolerance between members of conflicting communities[58].

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[53] Number of responses: 1348. This response is followed by «Having my project recognized worldwide through scout.org» (49% of 1333), «Receiving the MoP badge/scarf» (49% of 1329), «Possibility of becoming an MoP Hero» (46% of 1342), and last: «Having my service hours accounted for on scout.org» (47% of 1322).

[54] Number of responses: 1603.

[55] Number of responses: 51.

[56] Number of responses: 798.

[57] Number of responses: 51.

[58] Number of responses: 567.

Still, not all interviewees agreed that the impact of the MoP initiative is clearly visible on local level. For example, Iurie Emilian, Director of the WSB Eurasia Support Centre notes how the impact on local level is small in Eurasia, and that the evidence is not easily available. However, he also notes that volunteerism is not a tradition in the region, and that this mentality is slowly changing for the better, and sees that MoP can contribute further in this regard. Similarly, David McKee, Director of the WSB European Regional Office, differentiates between the impact projects supported through the MoP support fund have had (and which he had witnessed), from the impact the Initiative as a whole has had on inspiring young people to take action, for which he cannot claim to have happened.

It is interesting to note that in eight out of fourteen case studies, it was visible that MoP encouraged Scouts to **combine forces** with other organisations/institutions in their communities in achieving their shared goals. However, it was also noticed that the involvement of the community varied from case to case, where the level of ownership of the community over such joint undertakings depended on various socio-economic, historical and traditional factors.

In addition, two case studies have shown that young people that participated in MoP projects **did not understand clearly** the practical implications of being a Messenger of Peace: whilst they were eager to embrace the concept of MoP, they were not able to connect it with doing community service (even though community service is very much present in their every-day Scout life). In one of those case studies it had been understood that only those who pass the training (offered through the MoP supported project) could call themselves Messengers of Peace – and even they had a difficult time **translating it into practice**.

National level impact

Sustainable impact on national level is visible in many cases. This chapter focuses mainly on the impact achieved through MoP projects in NSOs that have implemented a project supported by the MoP support fund.

The impact at national level can be classified in the following categories:

- **Improved (or new) Youth Programmes**, better catering to the needs of young people. Three such cases have been explored as case studies through the evaluation. The MoP projects in these countries (two of which are post conflict) helped the national leadership to develop youth programmes that attract more attention among the youth members, and have a stronger focus on community service (especially visible in two of the three case studies). Additionally, 12 out of 17 WSB staff members stated how more attractive youth programmes are as an outcome of MoP-supported capacity-strengthening projects, and 18 out of 21 think that MoP has somewhat contributed to better youth programmes overall (not just in countries implementing the MoP-supported projects). Similarly 11 out of 23 NSO leaders indicated that they have noticed an improvement in their youth programme as a result of their MoP capacity-strengthening project.

- **Better relations between local, regional and national level leadership**. In 8 out of the 14 case studies observed, the ties and trust between the different levels of leadership have been improved as a direct result of the MoP-supported projects. In one of those case studies, thanks to the MoP project, the national leadership was able to gather district commissioners from all over the country, in order to promote MoP – and such gatherings are extremely rare, as travel within the country from north and south to the capital can take up to 3-4 days. Similarly, in another case, the national leadership visited all 17 units existing in the country to ensure clear understanding of the project, agreement and buy-in for the new youth programme. In a third case, not only did the communication between different levels of leadership improve, but also in terms of bonds between the female and male rover branch (since it was the first time in the history of the NSO that the two branches collaborated on a joint project).

- **Strengthened project management capacities in NSOs**. In the NSO leadership survey, 69% (of 32 respondents) rated the impact of MoP-supported project on strengthening their capacities as "good" or "excellent". Similarly, 16 out of 17 WSB staff members responding to the survey stated how they think MoP contributed either "much" or "very much" to strengthening the capacities of NSOs. However, there is still an understanding that further work on capacity strengthening is necessary (judging by the opinions from regional directors from the Africa, Eurasia and Interamerica regions).

- **Better public image of NSO**. In some case studies, the public image of the NSO had been significantly improved as a result of the MoP project. In one case, Scouting gained respect from primary school principals and parents in the schools where the MoP project had been implemented. In another case, the project helped in building partnerships with external organisations, on both the national, as well as the local level. At the same time, 34% of respondents to the NSO survey stated how MoP has helped them attract support from external organisations/institutions (while 46% said it did not, and the rest did not have any information about this)[59].

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[59] Number of responses: 82.

Haiti, Kenya and South Africa are just some of the NSOs that have progressed and grown their capacities as a result of the support MoP has provided. Haiti and South Africa are still ongoing projects, but Kenya proves to be an excellent example where, after the MoP funding had ended, the NSO has sustained a strong national board with high management capacity. That's real impact - sustainable change on the long term; exactly what we want to achieve with MoP.
David Berg, Global Director, Organisational Development (WSB Kuala Lumpur Support Centre)

In terms of national level impact, it is also interesting to observe the positive changes NSOs reported after completing a MoP-supported project[60]. In particular:

- In more than one third of all completed projects, the NSOs reported that the MoP project helped them **strengthen the Scouting Movement** in their country, either through growing numbers of members, educating new leaders, producing new educational resources, or strengthening the public profile of Scouting in their country.

- In 17 cases, NSOs reported that their members and leadership have achieved **self-development through Scouting** – either by participating in trainings, developing certain skills, or experiencing international exchange and deepening their tolerance and respect to others.

- In 21 cases, NSOs reported that the MoP project served as an opportunity to **promote peace and dialogue** in their communities, as well as being part of the MoP global network.

- Finally, 11 cases specifically stressed the contribution of the project towards organising and promoting **community service** among their Scouts.

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60 Number of project reports analysed: 90 (as only projects with completed final reports were taken into consideration).

Conclusions

Based on the analysis presented above, it can be concluded that:

- The impact MoP achieves on a personal and community level depends greatly on how people understand *peace* (as it can be perceived differently in different parts of the world, according to a society's history, tradition, and current socio-economic and political situation).

- The biggest achievement of MoP is visible on personal level, where involvement in MoP projects has led to changing attitudes, including breaking down prejudices, increasing tolerance and promoting open-mindedness (as was demonstrated in the case studies). This type of impact is especially visible among young people, who have been empowered to take up leadership roles on both local and national level in running the MoP network activities. Other levels of impact are a result of this personal impact, rather than a separate strand – they build on it.

- MoP has inspired a significant number of NSOs to undertake trainings in the culture of dialogue, and as a result over 2'600 young people have been trained in dialogue, and have continued inspiring others (judging by the NSO leadership reporting solid retention rates).

- NSO leadership and membership both see the impact of MoP in (post-)conflict zones mainly as providing training about peace and coexistence to young people, as well as increasing tolerance among members of conflicting communities.

- Community level impact can be easily observed through the fact that young people have clocked up over 625 million service hours as a result of MoP-inspired local activities.

- Expectations of communities towards service projects vary, and the level of engagement and ownership of the community depends on various cultural and socio-economic factors.

- On national level, MoP projects in several cases closed a gap between NSO and local leadership, increasing trust and enhancing communication.

- MoP has contributed to strengthening the project management capacities of NSOs, as well as improving the public image of Scouting, however, it is recognized that more work needs to be done in both areas.

- Furthermore, MoP projects have improved youth involvement in management structures and decision-making processes in several NSOs.

- Because of the above-mentioned positive developments on national level, NSOs are better equipped for serving their communities, and are encouraging more young people to do a good turn, and create a positive change.

THE IMPACT OF THE MOP NETWORK

The Messengers of Peace Network was established with the aim of inspiring 20 million Scouts from all over the world to take action in their local communities and share their stories in order to inspire others to action. Understanding it as such, the following aspects of the network were evaluated:

- Its ability to connect users from different parts of the world,
- Its ability to inspire users to action.

A few limitations:

- The main focus of the evaluation in this regard was on the virtual network (on scout.org and Facebook in particular), since the evaluation was based on looking into the network mainly from a global perspective.

- However, it is important to note that the MoP network is not only virtual; its primary form is within the local community, where exchanges happen face-to-face. In addition, it is not only based on scout.org, but is also present through social media channels (Facebook, Twitter, Google+, YouTube, etc.).

- The analysis of data from scout.org includes all available data about projects and users' service hours logged. The evaluation team recognizes that there should be a distinction made between MoP projects/activities, and Scouting activities that have not been labelled as undertaken through MoP. However, due to the structure of the website, it had been impossible to single out MoP-related projects only (although the premise held is that the vast majority of projects relate to MoP).

Usefulness of the MoP Network for Scouts

The perception of the usefulness of the MoP network varies across different surveyed/interviewed groups and by country. In the case of the NSO members, when asked what are the main benefits of the MoP network for them, 50% (of 1246) identified "Inspiration for projects/activities by seeing the projects done in other parts of the world" as the main benefit. At the other extreme, 19% of the respondents stated that they have no benefits from the MoP network (the chart below indicates the other preferences).

- International exchange: meeting Scouts from other countries online
- Inspiration for projects/activities by seeing the projects done in other parts of the world
- Being recognized for our community service through sharing our projects and accounting our service hours
- I have no benefits from the MoP network
- Other (please specify)
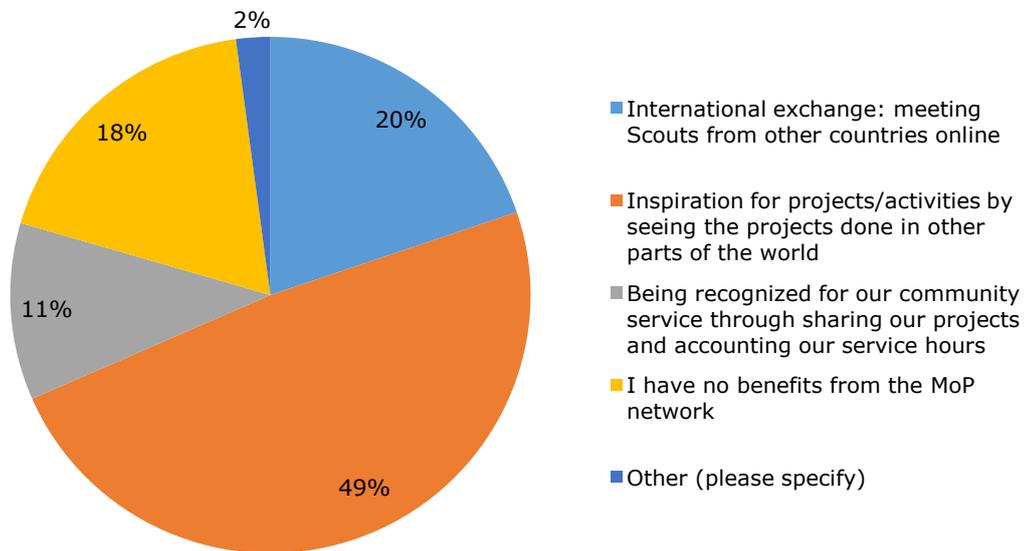
Figure 2: Main benefits of MoP network for NSO members

(NSO members' response rate: 1'246)

The NSO leadership survey shows similar responses, where 60% of the 82 respondents chose the members' top choice (Inspiration for projects and activities). Furthermore, 44% of them indicated that they have had projects in their NSO inspired by the MoP network (while 34% said "No" and 22% "I do not know")[53].

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[53] Number of responses: 82.

The Chairman of the World Scout Committee, João Armando Gonçalves, considers that the MoP network did

inspire Scouts to do local activities, even if it might not be running very smoothly all the time. There is a "feeling that there are things happening as a result of the network, and the stories shared are powerful enough to be picked up by others".

Additionally, the results of the survey for NSO membership indicate that 61% are aware of the existence of a local MoP network in their country, 11% state that there is no MoP network in their country, and 28% said they do not know whether or not it exists[54].

Out of the 61% that responded positively, 46% stated that they are members of the local network, while the other 54% stated that they are not. The case studies illustrate differing impressions about the MoP network as well.

There have been different methods identified for managing the network on a local level. Cynthia Marquez shares the examples of Mexico and the Philippines - both include a system whereby there is one national coordinator, and a team of young leaders (volunteers) coordinating efforts on a **local level**. In the Philippines, the concept of **MoP ambassadors** has been well established, and the fact that the role is formalised within the NSO, made it more attractive for young people. In Colombia, on the other hand, the network is much more visible locally, than on social media.

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[54] Number of responses: 1342.

Usefulness of the MOP network for members

The NSO leadership also indicated in their survey what they consider as beneficial for their members:

How useful is the MoP network in the following:	Not useful	A little useful	Moderately useful	Useful	Very useful	Response Count
Your NSO's members' personal growth and development	16%	17%	16%	29%	22%	82
Promoting community service among Scouts	10%	11%	17%	33%	29%	80
Enabling the sharing of experiences/ projects/activities and inspiring new actions	13%	10%	22%	34%	21%	82
Enabling an international exchange among Scouts	17%	17%	22%	27%	17%	81
Demonstrating to the wider public (and donors) the impact Scouting achieves around the world	14%	10%	22%	33%	23%	80

Table 1: NSO leaderships' opinion on the benefits of the MoP network for their membership

The majority of NSO leadership considers the MoP network either **useful or very useful** for the personal growth and development of their membership, for promoting community service among Scouts, enabling sharing of experience and international exchange, as well as demonstrating to the wider public the impact of Scouting. Cynthia Marquez notes how MoP has managed to achieve a shift in mind-set among Scouts when it comes to peace and community service, in many cases through scout.org and Facebook. She further notes how, from a network perspective, "we could reach out to even more Scouts, with a better plan for localising the network".

In three case studies, the project participants and NSO leadership stated that they do not see an added value in the network, as they mainly share their stories with their target audiences through **Facebook** posts (or the national website – as is the case in one NSO). Additionally, apart from one case, they have not seen project ideas that they would like to replicate in their own communities. The level of awareness of Scouts about the MoP network is also an issue. Since the leadership already invests effort in communicating with membership through different channels, they do not consider it necessary to double their work in creating a new communication channel (for the specific purpose of the MoP network).

In addition, in another case study, the network is not very strong and there does not seem to be enough interest among the local Scouts to develop it further. They see the determining factor of success of a local network in the efforts that are **lead by members of local leadership**, which ensures credibility and shows the priority of the organisation. In some case studies, the lack of a network is partially resulting from a lack of information about the MoP network among the national leadership.

On the other hand, in five of the 14 observed case studies, the network is active on a local level, and mainly has **young people in management positions**. Answering about the specific appeal of the network in Asia-Pacific, S Prassanna Shrivastava (Director, Development Support & Finance in the Asia-Pacific Support Centre), emphasizes that the success of these national networks lies in having "NSO MoP coordinators who are young, enthusiastic, hands on with ICT and with charming personalities". He further explains how, "out of 24 WOSM member countries in APR 75% of them opted for young people in these positions (of MoP national coordinators), where the success rate in the promotion of network is more evident than in the other countries with senior leaders in MoP coordinators role". He further notes how "the special training developed and conducted to impart the action based orientation of these leaders and special modules to promote the network amongst the young people has a great contribution in activating more and more young people to take peace actions".

On the other hand, David McKee, considers that there is a cultural aspect to the success of the MoP network in some WOSM regions, compared to others, and states "We need to recognize that there is **no single solution** for all".

Messengers of Peace
network and scout.org

In line with the comments above, it is interesting to compare the responses ofthe NSO membership survey with the statistics from scout.org (as the online platform for the MoP network).

The survey for NSO membership showed how 77% (of 1342) respondents visited scout.org in search of the virtual MoP network. Of those who know about scout.org, 37% stated that they visit the website **one to two times a month**, 19% one to two times over six months, and 16% one to two times a year[53].

When asked whether or not they have made new contacts through the MoP network with Scouts from different countries, 47% said "Yes"[54]. Additionally, 54% said they have exchanged ideas about possible activities/projects with their new contacts[55], and 32% have met in person a contact established through the MoP network[56].

Of those who have been using scout.org to connect with others, 84%[57] indicate how they have made between 10 to 50 contacts. Additionally, 58% indicate how their new contacts were from 1 to 5 different countries, and 22% indicate that they came from 5 to 10 different countries[58]. It is interesting to contrast this to the statistics from scout.org, where on average, a user has 5.6 followers, and of that proportion, 3.5 are from a country different than their own[59]. However, it is important to note that the total number of users that have followers, or are following someone on scout.org (36'514) is much lower than the total number of registered users (103'551)[60]. Here, it is also interesting to look at the 20 countries with the most users registered (see chart below). The three top countries come from the Asia-Pacific region.

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[53] Number of responses: 1020.

[54] Number of responses: 499.

[55] Number of responses: 395.

[56] Number of responses: 820.

[57] Number of responses: 547.

[58] Number of responses: 554.

[59] This analysis is based only on the number of users who have followers and are following someone (36'514). Half of these users have 4 or more followers (median). Additionally, half of the users have 2 or more followers from a country different than their own (median). Data reviewed on August 25, 2015.

[60] Data reviewed on August 25, 2015.

Philippines — 12% (11685)
India — 9% (9526)
Indonesia — 9% (8845)
Saudi Arabia — 8% (7676)
United States — 6% (6199)
Malaysia — 4% (3917)
Mexico — 2% (2510)
Brazil — 2% (2379)
Pakistan — 2% (2284)
France — 2% (1761)
United Kingdom — 2% (1760)
Venezuela — 2% (1674)
Australia — 2% (1607)
Italy — 2% (1552)
Germany — 1% (1327)
Netherlands — 1% (1263)
Colombia — 1% (1237)
Sri Lanka — 1% (1176)
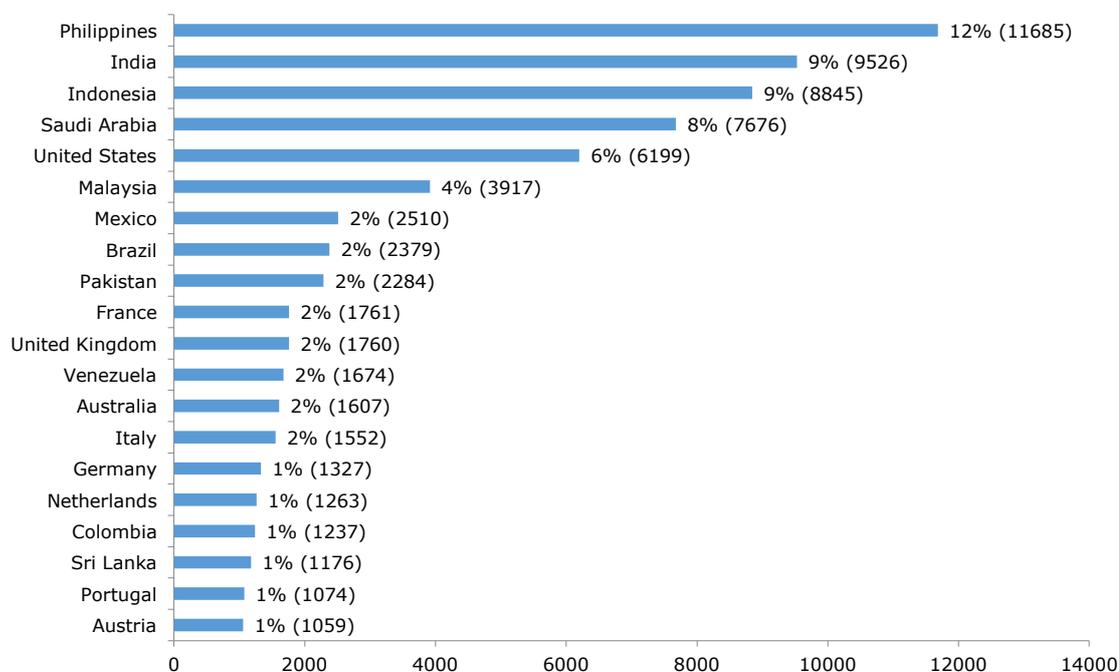Portugal — 1% (1074)
Austria — 1% (1059)

Figure 3: 20 countries with the highest number of registered users on scout.org

It is interesting to note here that the success of one of these countries[53] is, according to the national MoP network leadership, due to the fact that they incorporate the network in the youth programme[54], badge requirements and a dedicated award. However, there is a very strong emphasis put on "hunting for numbers" – where the NSO is looking at raw numbers (i.e. number of registered users, projects, service hours), which can sometimes lead to **misrepresenting** the quality of activities done.

The activity of users on scout.org gives an important overview of the success the MoP network has had in **forging connections** between users. In particular, users are given the option to post an update, scout news, as well as like and comment on other users' posts and log in their service hours.

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[53] This is the case in some states where the MoP network is particularly vibrant, thanks to MoP trainings on promoting the network, and strong local teams.

[54] The survey for NSO leadership shows that 47 out of 74 respondents consider that their NSO has worked on incorporating the MoP Initiative in its youth programme.

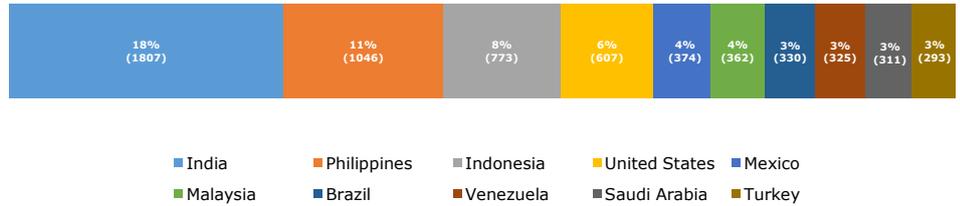The following charts show the top 10 countries in terms of use of these functionalities of the website:

18% (1807)	11% (1046)	8% (773)	6% (607)	4% (374)	4% (362)	3% (330)	3% (325)	3% (311)	3% (293)

- India
- Philippines
- Indonesia
- United States
- Mexico
- Malaysia
- Brazil
- Venezuela
- Saudi Arabia
- Turkey

Figure 4: Updates on scout.org - top 10 countries

18% (3655)	14% (2888)	6% (1260)	6% (1159)	4% (833)	4% (798)	3% (660)	3% (618)	2% (408)	2% (390)

- Indonesia
- India
- Philippines
- Mexico
- Brazil
- Venezuela
- Malaysia
- Pakistan
- Turkey
- Bangladesh
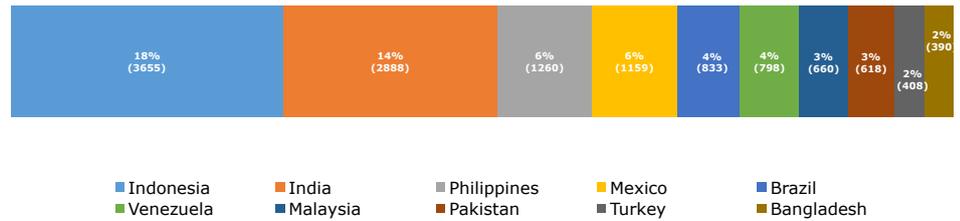
Figure 5: Scout news on scout.org - top 10 countries

12% (157)	10% (129)	8% (98)	7% (86)	5% (62)	4% (56)	4% (52)	4% (50)	4% (48)	3% (41)

- Indonesia
- India
- Mexico
- Turkey
- Bangladesh
- United Kingdom
- Philippines
- Malaysia
- Nigeria
- Ukraine
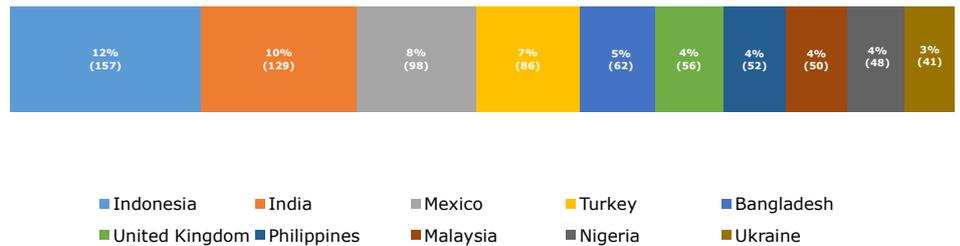
Figure 6: Comments on scout.org - top 10 countries

As is visible from the charts, the countries most active on the network come from the Asia-Pacific and Interamerica regions. However, it is also interesting to see what kind of connections are made through the posts between countries:

19% (3436)	14% (2538)	6% (1053)	5% (945)	5% (821)	3% (550)	3% (483)	2% (430)	2% (426)	2% (403)

- Indonesia
- India
- Philippines
- Malaysia
- Mexico
- Pakistan
- Turkey
- Ecuador
- United States
- Bangladesh
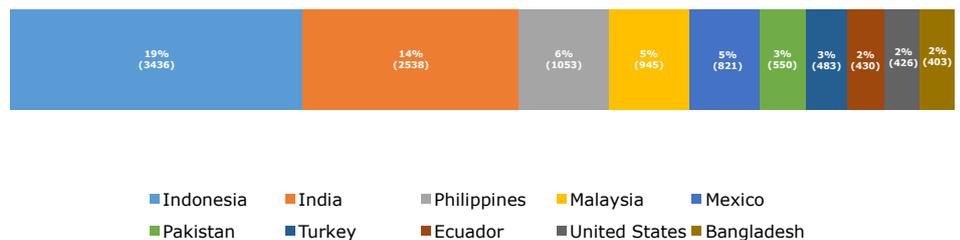
Figure 7: Service hours logged on scout.org - top 10 countries

Figure 8: Exchanges of "likes" for posts between countries that have 100+ likes
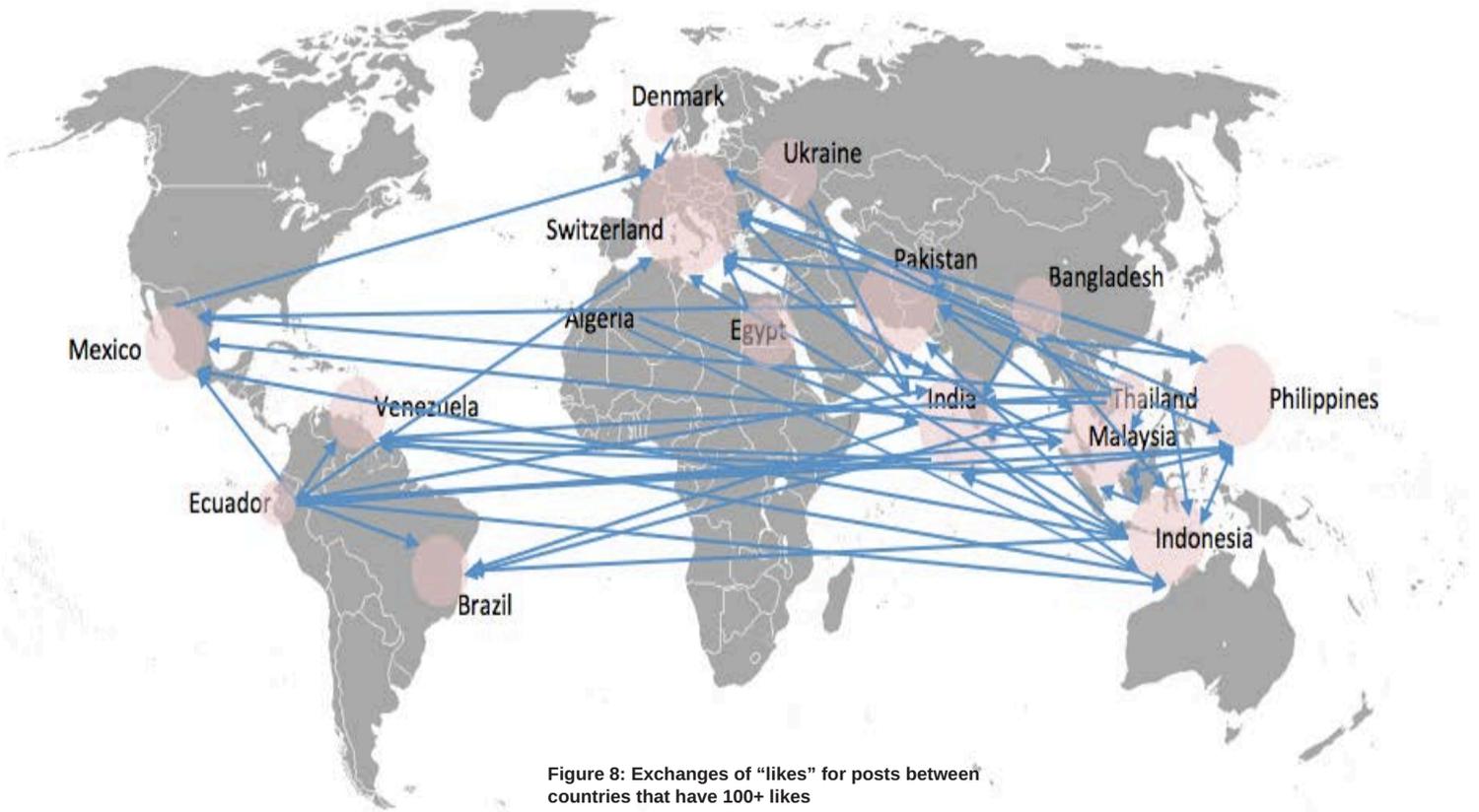
The graph above gives an indication of how connected countries are in terms of following each other's posts (note, however, that the intensity of connections with Switzerland and Malaysia is due to the WOSM official profile and MoP official profile being registered in these countries). As is visible, the countries most active in posting projects, updates and comments are also interconnected (network members follow posts from countries other than their own).

Apart from noting the top users, it is important, in order to have a full picture, to observe the total numbers of users who use the functionalities of scout.org:
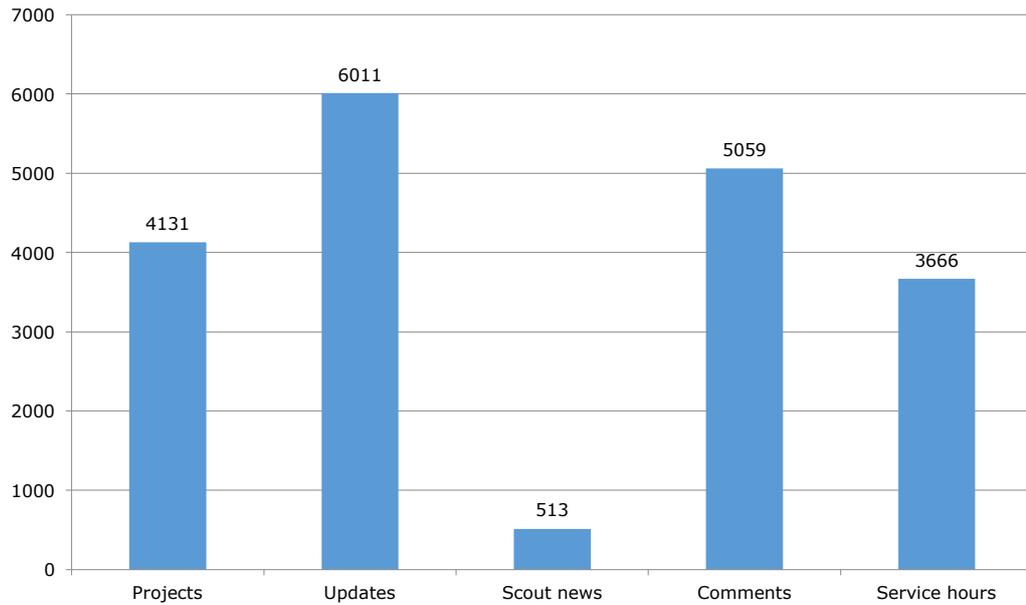
Figure 9: Total number of users who have used the different functionalities of scout.org at least once

As visible from above, of the 103'551 registered users on scout.org, only 5.8% have posted at least one update, and **only 3.5% have logged in service hours**. Furthermore, it is interesting to note that only 119 users have used all five of the above functionalities (0.12%)[53]. The table below shows further statistics:

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[53] Data reviewed on August 25, 2015. In addition, the analysis has shown that 55% of these 119 users came from Asia-Pacific countries, and 19% from Interamerican countries.

Table 2: Scout.org statistics on users' use of website functionalities

	Projects	Updates	Scout news	Comments	Service hours
Total users used functionality	4131	6011	513	5059	3666
Average per user	0.10	0.20	0.01	0.59	6'245.84
Average per user who has used the functionality	2.36	3.34	2.50	3.53	170'633.25
Median per user who has used the functionality	1	1	1	1	120

Finally, a look into the evolution of the number of users of scout.org over the past 3 years gives an insight into the development of the network over time:
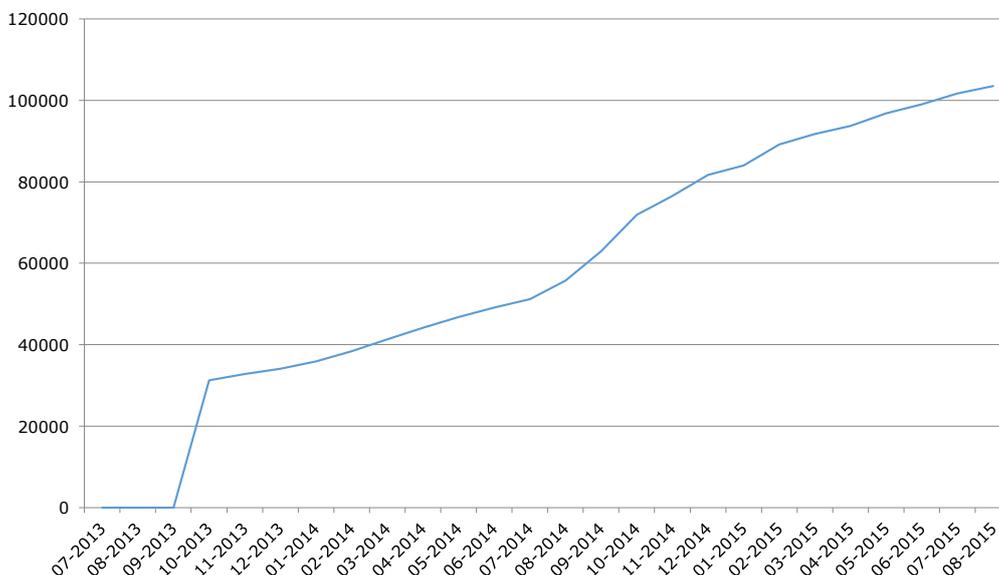

**Figure 10: Cumulative growth of number of scout.org users by month**

As visible from the chart, there was a sharp increase in the number of users in general in October 2013 (which can be justified by the novelty of the network). The overall number of users continued growing at an average rate of increase of 6% per month.

The survey for NSO membership also asked them how often they use the functionalities of scout.org (for those who are active on the website). The results are as follows:

The data presented supports the statistics from scout.org (majority of respondents did not use any of the functionalities named below).

Answer Options	Never		One to five in the past six monthsin the past six months		More than five in the past six months		Response Count
Project	516	**52%**	401	**40%**	78	**8%**	995
Question	688	**73%**	220	**23%**	34	**4%**	942
Update	533	**56%**	343	**36%**	84	**9%**	960
Comment	502	**52%**	366	**38%**	96	**10%**	964

Table 3: NSO membership survey: frequency of usage of scout.org functionalities
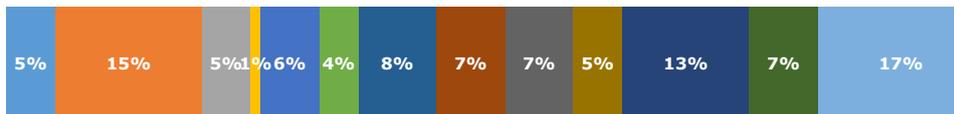
■ Adult Training	■ Community Development	■ Dialogue
■ Environment	■ Health	■ Human rights
■ Leadership	■ Life Skills	■ Outdoors skills
■ Patrol System	■ Peace	■ Personal progression
■ Service		

Figure 11: scout.org posts per topic

Finally, on scout.org, each post is classified according to the labels the users assign to them. An analysis of the posts shows how the majority fall into the categories of "Community Development" (15%), "Service" (17%) and "Peace" (13%)[53]:

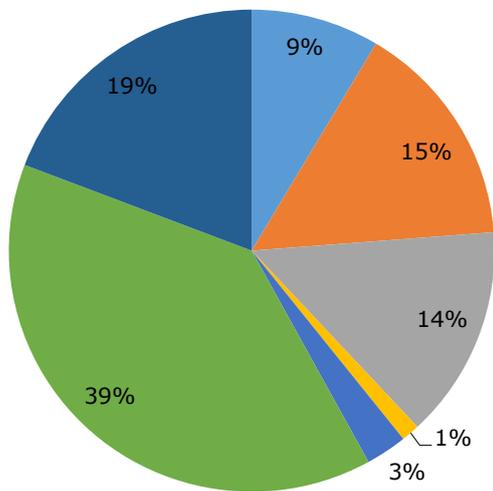[53]The percentages are based on 22'476 posts that have labels included.

Figure 12: Distribution of Facebook followers per region

- ■ Africa
- ■ Europe
- ■ Arab
- ■ Interamerica
- ■ Asia-Pacific
- ■ Global level
- ■ Eurasia

MoP network on Facebook

Through the case studies, surveys and interviews, it became clear that Facebook is the most important social media channel Scouts are using to connect with the MoP network. The survey for NSO membership confirms this: 54% of respondents state how they mainly access the MoP network online through Facebook[53]. The World Scout Bureau's communication team is aware of 163 different Facebook groups (private and public), pages and profiles, which are used to enable Scouts to exchange ideas related to MoP. By a count done in the last week of July 2015, these groups, pages and profiles had a total of **258'051** followers, however the total audience reached through them is significantly larger.

However, additional analysis has shown how the majority of these groups, pages and profiles are **dormant:** 124 of 163 pages have been inactive for over a month.

Similarly to the distribution of topics of posts on scout.org, the 65 randomly selected posts analysed from Facebook also show a major focus on "Peace" (38%), "Community Development" (31%), and "Life Skills" (9%).

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[53] Number of responses: 1246. Apart from Facebook, 3% of respondents access the MoP online network mainly through Twitter, while 33% state that they do not access the MoP network online through social media.

- ■ Adult training
- ■ Community Development
- ■ Dialogue
- ■ Health
- ■ Human Rights
- ■ Leadership
- ■ Life Skills
- ■ Outdoors Skills
- ■ Patrol System
- ■ Peace
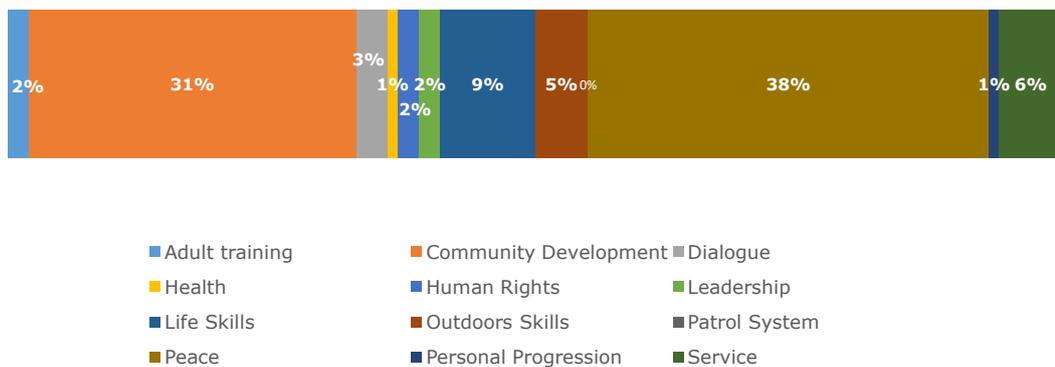- ■ Personal Progression
- ■ Service

Figure 13: Distribution of Facebook posts per topic

Challenges in promoting the MoP network

Throughout the evaluation, it became clear that there are several challenges that either NSOs' leadership, WSB staff or WSC members face when it comes to promoting the network. In particular, those challenges are:

- **Language barriers.** These exist in some areas (examples visible from case studies), where NSO leadership finds it difficult to promote a network where the language used is not the one they would normally use in communication with their membership.

- **Technical difficulties.** In Africa, access to Internet is challenging in many parts. However, mobile Internet usage has been on the rise, and more and more Scouts use their mobile phones to access the Internet. Still, most of them prefer using Facebook (as it requires less data usage than browsing the web), and are therefore keener on seeing the MoP network utilising the opportunities Facebook offers. In addition, some users face difficulties accessing scout.org through other language interfaces (e.g. in one case study, Scouts have remarked how they have been having difficulties with a scout.org language interface that is different to English).

> "We need to be sure to communicate that we have already done billions of hours: it is only a few years since we started measuring."
>
> Maeed Zahir, Youth Advisor to the World Scout Committee

- **Securing buy-in from NSO leadership.** Frederic Kama Kama explains how, in the Africa region, there are often "bottle-necks" in NSOs caused by the adult leadership, where they have difficulties with deciding who will be coordinating the MoP network in the country, and how, while at the same time, there are groups of highly motivated young people (who are not in the NSO leadership), who have heard of the network, and want to be involved. Similarly, the directors of the Interamerican, Arab and European regions state how NSO leadership needs to be "on board" with promoting the Network in their country, and initiatives for doing it outside of their approval do not contribute to the growth of the network. In addition, seven WSB staff members (out of 15 responding) considered that the lack of interest for the MoP network among NSO leadership is making their work on promoting the network more challenging.

- **Localising the network.** Cynthia Marquez notes how, in general, there have not been enough local trainings offered as a result of the regional trainings. She further notes how there is a need for more follow up after trainings with participants, in order to ensure they are still motivated. As a potentially huge supporting tool here she sees "a system for online training - ideally through scout.org".

- **Ambiguity in messaging created around the MoP network.** Some interviewees pointed out that the messaging developed around the network has been inconsistent, "confused and reactive" (according to former WSC member, John May). According to the Africa regional office director, at the beginning, there was no distinction made between the support fund and the networking aspect, and this created confusion amongst NSOs[54].

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[54] Note: see Educational aspect management chapter for more details on the messaging used to promote the educational aspect of MoP.

- **Confusion with "Telling the Story".** In three of the five focus groups held with Scouts aware of MoP at the 23rd World Scout Jamboree[55], a prominent opinion was that "telling the world is not the point", that there should not be such a strong emphasis on "showing off" what Scouts do, but that it is actually more important to actually do the community service. In one of the groups participants emphasised how it is important that "the leaders educate young people in good communication".

- In all five focus groups conducted with leaders, there had been a common understanding that the "telling the story" aspect of the MoP Initiative should not be dominant, and that more emphasis should be put on motivating Scouts to do community service in the first place.

- **Using scout.org as a platform for promoting the MoP network.** Scout.org as a website has received mixed reviews. The Chairman of the WSC emphasises how the fact that the MoP network is incorporated in scout.org is very commendable; however, he still notes that there is room for improvement. On the other hand, Iurie Emilian, Director of the WSB Eurasia Regional Office states how he believes scout.org should not be hosting a "social network" as it is the official website of the Movement. He considers it necessary to have a clear separation between the official information shared by WOSM, and the user-generated information (social network aspect). Esben Holager, a former Youth Advisor to the World Scout Committee notes how the story-telling aspect of the website needs to be reinforced by a better use of powerful story-telling techniques (such as videos). Scouts in FYROM have emphasised how navigating scout.org is not an easy task, and finding information (even about inspiring projects) can be difficult. John May, former WSC member, supports this comment. When it comes to staff members, 9 out of 19 believe that the current scout.org website "somewhat" enables MoP network members to interact online and inspire each other for action.

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[55] The impressions shared here present the accumulated outcomes of the focus groups conducted with Scouts aware and Scouts unaware of MoP and leaders aware of MoP during the 23rd World Scout Jamboree in Japan, July 28 to August 7, 2015.

Conclusions

Although the numbers of registered users of the online MoP network are below the ambitious targets the network set out to in the beginning (20 million Scouts), it is recognized that the network is still the biggest, most widespread, permanent online interaction between Scouts worldwide. In addition, local networks, especially in India, the Philippines and Indonesia have proven to be a great source of inspiration for local action for millions of Scouts.

The following can be concluded from the analysis above:

- There is a lack of a clear explanation of the role and goal of the network, which causes some confusion among Scouts, as well as NSO leadership. As a consequence, the role of MoP network coordinators has also been unclear (and therefore caused hesitation among NSOs in appointing those roles).

- In countries where the NSO leadership has embraced the MoP network, it has grown much more than in cases where there was no buy-in from NSO leadership ensured.

- The message about the importance of sharing what Scouts do for the benefit of their communities has at times been blurred, as in some cases Scouts considered it more as boasting, rather than inspiring others.

- The current setup of scout.org does not allow for maximizing the potential of the network, due to various limitations of its functionalities, language and technical barriers, as well as popularity of other tools (such as Facebook) for exchange among Scouts.

- Facebook offers a significant potential for the further development of the network.

- Scout.org was un-curated for most of its existence yet the quality of the information and posted and exchanges were generally rich and positive; a curated platform would therefore have a large potential.

MANAGEMENT COORDINATION

The management of the MoP Initiative as a whole can be observed through the following three aspects: the MoP Support Fund, the educational aspect of MoP and its communications. This chapter focuses on presenting the evaluation findings for each of these aspects.

It is important to note that the Messengers of Peace Initiative has given WOSM the unique opportunity to develop project management skills on regional and global level – since an Initiative of such size and proportions has never been implemented in World Scouting before. It immensely improved the size and scope of support offered to NSOs, moving quickly in many cases from no support at all to substantial financial, and human resource contributions towards capacity strengthening and sustainable development. David Berg,

Global Director, Organisational Development (WSB Kuala Lumpur Support Centre), notes how the WSB probably would not have developed its grant-making and project management capacities, as well as peace and dialogue capacities to the extent to which they are developed now if it were not for MoP. Furthermore, observing the Initiative as a whole, the evaluation has shown that there has been a constant improvement in its management, and it has been especially noticed in the past one and a half years.

Overall MoP Initiative Management

The management structure of the MoP Initiative has **changed over time**. When the Initiative was established, the first set up implemented on global level was a separate team within the WSB structure consisting of two project directors and one project assistant, and was soon to be changed to one project director having complete oversight of all aspects of the Initiative, and the other being responsible for the MoP network. A year after, this set-up changed again, still remaining a separate team within the WSB structure, with one director for general oversight, and two unit managers – one for the Support Fund, and another for the MoP network.

This structure remained functioning until the relocation of the WSB from Geneva to Kuala Lumpur, when the **MoP team had been immersed into three of the four global teams**, with: one staff member in charge of the MoP network based in the Scouting Development team, one staff member in charge of communications based in the Communications and External Relations team, and two team members based in the Organisational Development team, working on the Support Fund. The oversight of the MoP Initiative as a whole was given to one of the staff members based in the Organisational Development team. This decision was made due to a sense of **detachment of MoP** felt among staff (and wider) towards other aspects of the WSB work.

Although the current setup allows for greater integration of the MoP team members into the existing structures within the WSB, it also creates a lack of a sense of unity between them. This causes **challenges in coordinating** the different aspects of the Initiative on global level, but also coordinating the efforts between global and regional level.

When it comes to the coordination between the support fund and the network in particular, Cynthia Marquez indicates how there needs to be a "blending of messages and acknowledgement of importance of both sides". She explains how this in practice means strengthening a clear and mutually beneficial link between the two aspects of the Initiative.

Communication from Regional Support Centres on the different aspects of the MoP Initiative surpasses the staff member with overall oversight, as regional counterparts contact directly the staff members in charge of the different aspects (Support Fund, MoP network and communications). This makes strategic oversight of all developments within the Initiative difficult, especially when taking into account that each Regional Support Centre has a different setup of management of the Initiative at regional level (more on this issue below).

When talking about the global level, David Berg notes how there is a lack of **governance oversight** and involvement from the World Scout Committee, and that this is an issue that needs to be improved in the future. He notes how this would ensure greater accountability and transparency in the overall management of the MoP Initiative.

Management of MoP Support Fund

The MoP Support Fund had been established with the aim of supporting projects in, originally, the following areas:

- Culture of dialogue,
- Social entrepreneurial activities,
- Support to young people living in conflict situations,
- Developing the global network of MoP[53].
- In 2013, the project categories evolved as follows[54]:
- Training in dialogue (matching to the previous "Culture of dialogue"),
- Support to specific peace projects,
- Support to young people living in "hot" conflict situations (matching the previous "Support to young people living in conflict situations")
- Capacity Strengthening (matching, to an extent, the previous "Social entrepreneurial activities")
- Globalizing the "Messengers of Peace" network (matching the previous "Developing the global network of MoP).

The changes in goals came as the Initiative developed over time, and as the management team realised what topics would better respond to the needs of NSOs and their membership. As a further development, the current setup of the MoP Support Fund's budget in the recognizes three categories:

- Strengthening local capacity (corresponding to the earlier "Capacity Strengthening");
- Inspiring Messengers of Peace (matching the earlier "Globalizing the Messengers of Peace network"); and
- Special projects (covering "Training in Dialogue", "Support to specific peace projects" and "Support to young people living in 'hot' conflict situations").

This is a result of an evolution in understanding what categories are best suitable to describe the needs of NSOs.

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[53] World Scout Foundation: Messengers of Peace, Initial proposal, 2011.

[54] World Scout Bureau: Messengers of Peace Support Fund, Edition 2013.

38%

43%

19%

- Strengthening Local Capacity
- Inspiring Messengers of Peace
- Special Projects
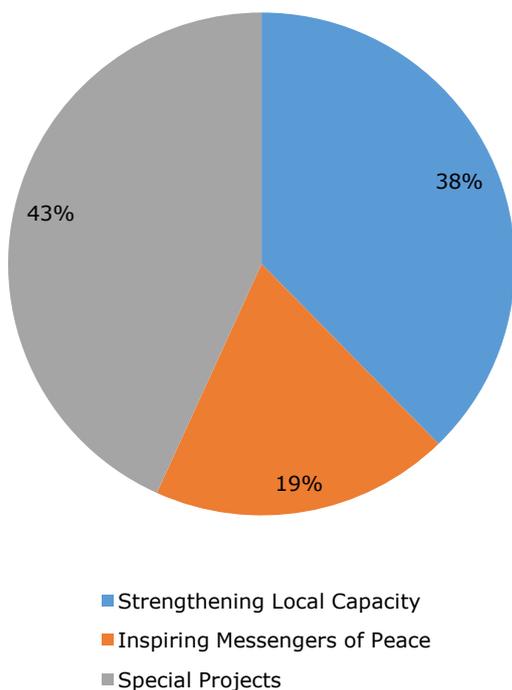
Figure 14: Distribution of MoP-supported projects by category

As such, the Fund supported over the past 4 years 199 projects, with a total investment of 9'234'023.63 million USD[55] (with the addition of administrative and communication costs, the total investment in MoP so far has been 15'318'101 USD[56]). The distribution of projects is shown in figure 14.

As visible from the chart, the leading category is Special projects, closely followed by Strengthening local capacity, while Inspiring Messengers of Peace takes in 19% of projects. Through the evaluation (and especially the case studies), attention was devoted to all categories of projects, in order to understand the common threads in management of projects and the support needed from the world and regional level staff in order to ensure the successful implementation of projects.

Here it is also important to note that within the category of Special projects, there are 14 projects dealing with support to youth in (post-)conflict zones and/or living in difficult circumstances, and 30 projects dealing with the topic of culture of dialogue and peace.

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[55] Information updated last on August 31, 2015.

[56] Data as of March 2015.

Geographically, the projects
are spread as follows:
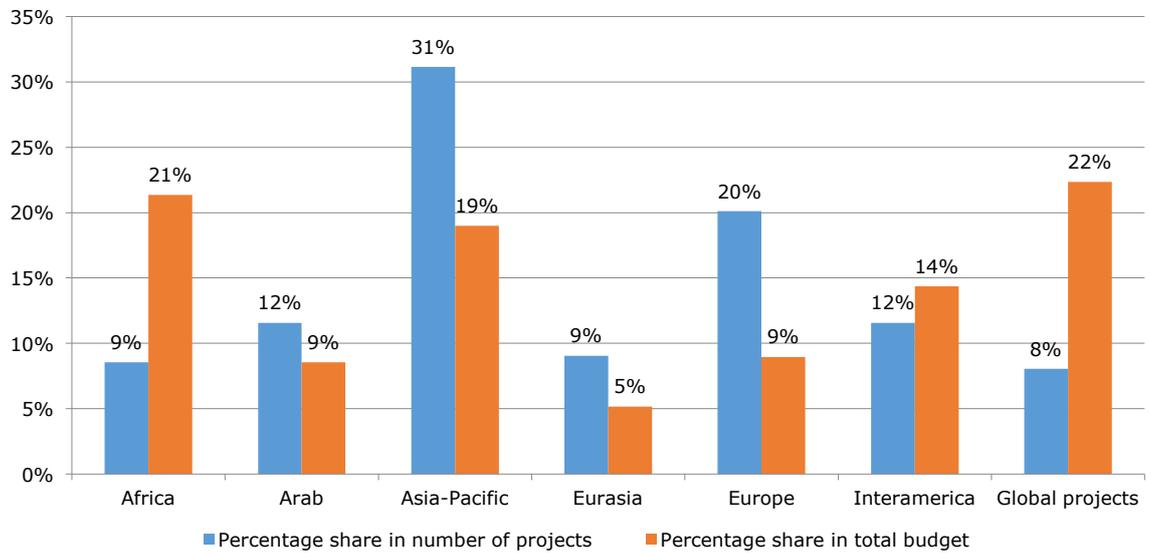
Figure 15: Percentage share of projects and budget per WOSM region

As the chart above shows, the majority of projects come from the Asia-Pacific region (62), followed by the European region (40). However, the highest investment in projects has been on global level (USD 2'063'218.42), which benefit all WOSM regions, and in the Africa region (USD 1'971'252.25)[53]. Absolute values are available in the table below:

_____
[53] Information updated last on August 31, 2015.
Full absolute values available in following table:

Region	Number of projects	Budget
Africa	17	1'971'252.25
Arab	23	790'034.00
Asia-Pacific	62	1'780'398.00
Eurasia	18	475'650.40
Europe	40	827'669.00
Interamerica	23	1'325'801.56
Global projects	16	2'063'218.42
Total	**199**	**9'234'023.63**

Table 4: Percentage share of projects and budget per WOSM region

Understanding the decision-making process for MoP projects

The graphic below presents the decision-making process for each project application:
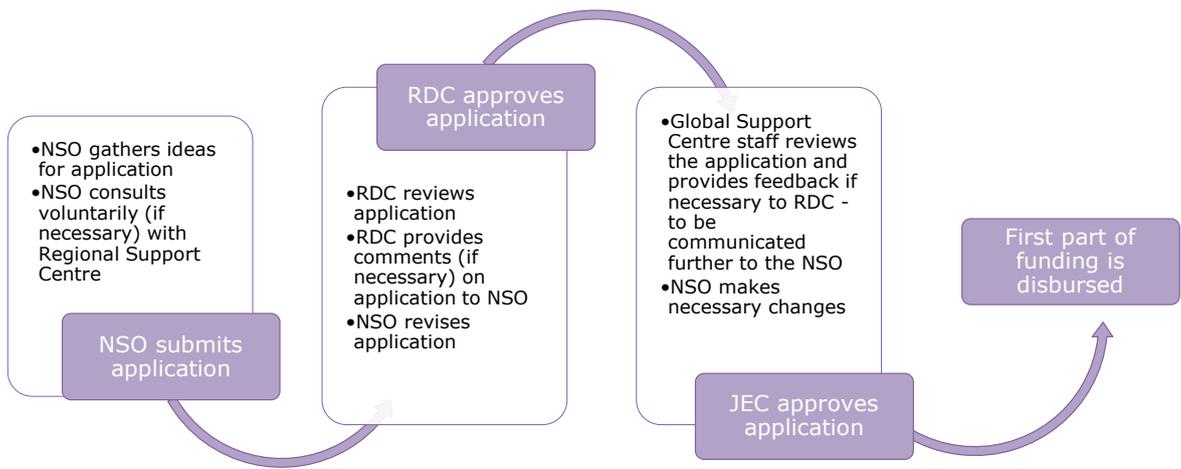
Figure 16: Decision-making process for MoP project applications

Once an NSO has created an application, it often consults with the respective Regional Support Centre before final submission. After the application has been submitted, the RDC reviews the application and either accepts it as it is, or refuses it and sends it back to the NSO with further questions for clarifications or suggestions for improvement. When the application is back on the RDC's table, if approved, it goes further to the Joint Executive Committee (JEC) for final approval and disbursement of the first part of funding. However, at times, staff at the Global Support Centre have questions about the applications, and send requests for further clarifications to the RDC and Regional

Support Centre – to be transmitted to the NSO. Initially, the plan had been to have a threshold of 25'000USD for applications: the RDCs would make the final decision for all those projects under that threshold, and the JEC would be there only to ensure quality oversight and monitoring, as well as make the decisions about projects above the threshold. However, over time the WSB decided to change this process to ensure consistency in decision-making and to raise the capacities of some regions.

According to an analysis of 82 open projects, the average time it takes from the application submission to the first disbursement of funding is **35 days**. However, when comparing the dates between the signature of the Contract of Success (by all parties) and the first disbursement, the average waiting time is **26 days**. There are 24 cases noted where it took longer than the average waiting time between the signing of the Contract for Success and the first disbursement, out of which in 4 cases it took more than 100 days. If these outliers are taken out of the equation, **the average waiting time is 19 days**.

When it comes to regions, different systems for review and support for applications have been established:

- In the **Africa** region, one staff member is in charge of handling all applications (including at times necessary translation), while three other staff members are also contributing by reviewing the applications coming from countries from the zones they are supporting. The RDC members in this region review applications individually, and send their feedback to the focal point in the Regional Support Centre. The RDC is composed of four members –members of the Regional Scout Committee and the Regional Director.

- In the **Arab** region, the Regional Director and one executive staff member are processing all applications from an administrative and decision-making point of view, as the RDC in the region has had some challenges in operating.

- In the **Asia-Pacific** region one staff member is the focal point for all work related to MoP in the region, however, there is one additional staff member allocated as administrative support for processing applications. The RDC is involved in reviewing the applications from the moment they are received by staff. The RDC is composed of the Regional Director and two Regional Scout Committee members.

- In **Eurasia**, there are two staff members (the Regional Director and an executive staff member) responsible for reviewing and translating applications (from Russian to English). In addition, the RDC reviews the application upon their submission and provides feedback. The RDC is composed of the Regional Director and two Regional Scout Committee members.

- In **Europe**, there is one staff member who allocates 20% of her time to handling MoP applications. The RDC is involved in not only reviewing submitted applications, following up on reports and evaluating projects, but also in reviewing potential applications, and providing feedback before the final submission. The RDC is composed of two regional volunteers (not members of the Regional Scout Committee).

- In **Interamerica**, the Regional Director is the focal point for applications review, although there are 3 other staff members supporting this process. The RDC is composed of 3 Regional Committee members, and the Regional Director, although he does not partake in the decision-making about the applications.

As visible from the descriptions above, the way regions operate when processing applications varies significantly. The following chapter provides more details about the application and reporting process, as seen from the perspective of NSOs.

WSB support in the application, reporting and evaluation processes

Overall, interviewees agreed that **at the beginning**, there was a lack of clarity in the management, caused partially by changes in the forms and procedures for managing the projects. When it comes to the **application and reporting** processes, case studies have shown varied opinions, based on regional experiences, as well as the year in which the projects were completed. For example, in two cases (projects started in 2013 and 2012), there had been several requests from different sources for changes in the original application, to the point where the one of the projects had taken six months from first application to acceptance of project. This caused considerable frustration within the association, since they were receiving questions and requests for changes indifferent instances (coming from both the MoP Regional Decision Committee and regional office, as well as the global support centres – at the time, Geneva). However, a more recent project from the same region (started in 2014), showed satisfaction with the application and reporting process, as well as the communication and support from the regional office and RDC.

In four case studies from three different regions, a consistent feedback had been received: they considered the application forms **very simple** and straightforward, and even "too easy" to complete, considering the amounts of funding they were applying for. Their reactions to the report forms were the same. This can be explained by the fact that these NSOs already have experience with applying for funding with different donors (one NSO, for example, had already successfully managed projects worth 1 million USD), and had therefore seen much higher requirements for funding in different applications.

However, in four other case studies from two different regions, the application process took at times **even 2-3 months**, and extensive support from the regional offices was needed in order to ensure successful applications. Furthermore, in the Asia-Pacific and Interamerican region in particular, staff had been engaged in supporting the application writing. This practice is not uncommon in South-East Europe either, as a staff member had also been involved in ensuring good-quality applications coming from the sub-region. Jemima Nartey, Vice-chair of the World Scout Committee, states how "The process of getting funding should be more flexible; especially, the application and selection process should be shorter when it comes to getting smaller amounts". Moreover, she states how "more young people should be given access to the fund and, if possible, NSOs should be given the capacity to be in charge of the smaller amounts."
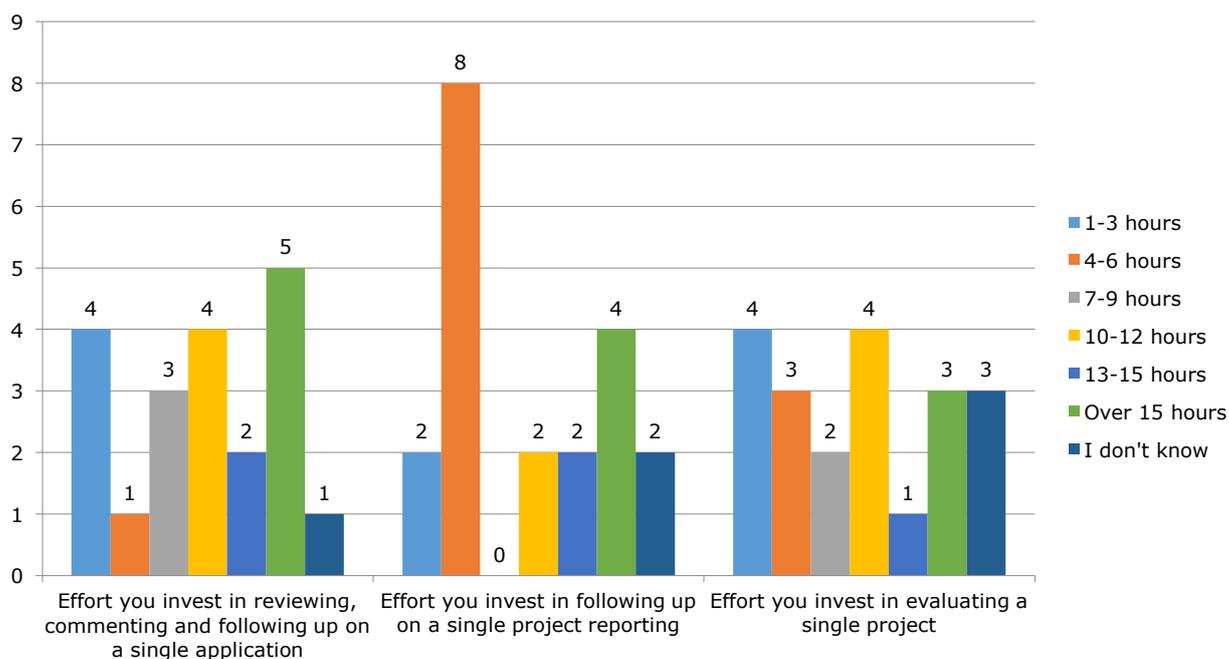
Figure 17: Time WSB staff spend on project applications, reports and evaluations

(Staff response rate: 20)

The work on MoP projects is an excellent opportunity to serve NSOs directly. However, this kind of support requests significant effort from the WSB staff in regional offices: according to the WSB staff survey[53] (see chart below), WSB staff members spend on average 9.45 hours on the application process, 7.5 hours on the reporting process, and 7.25 hours on the evaluation process for **one single project**. S Prassanna Shrivastava emphasises how the Asia-Pacific region is facing challenges in keeping up with the number of projects, meeting the expectations of NSOs in conducting orientations/training of local leaders (and similar tasks), and that more executive support is necessary.

The Interamerica Regional Director notes how most of the staff hours are spent on reviewing the applications and reports, which leaves a big gap in terms of follow up on the educational aspect of the MoP Initiative.

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[53] Number of responses: 20 – since the staff survey had been distributed to those who do not work on the Support Fund as well.
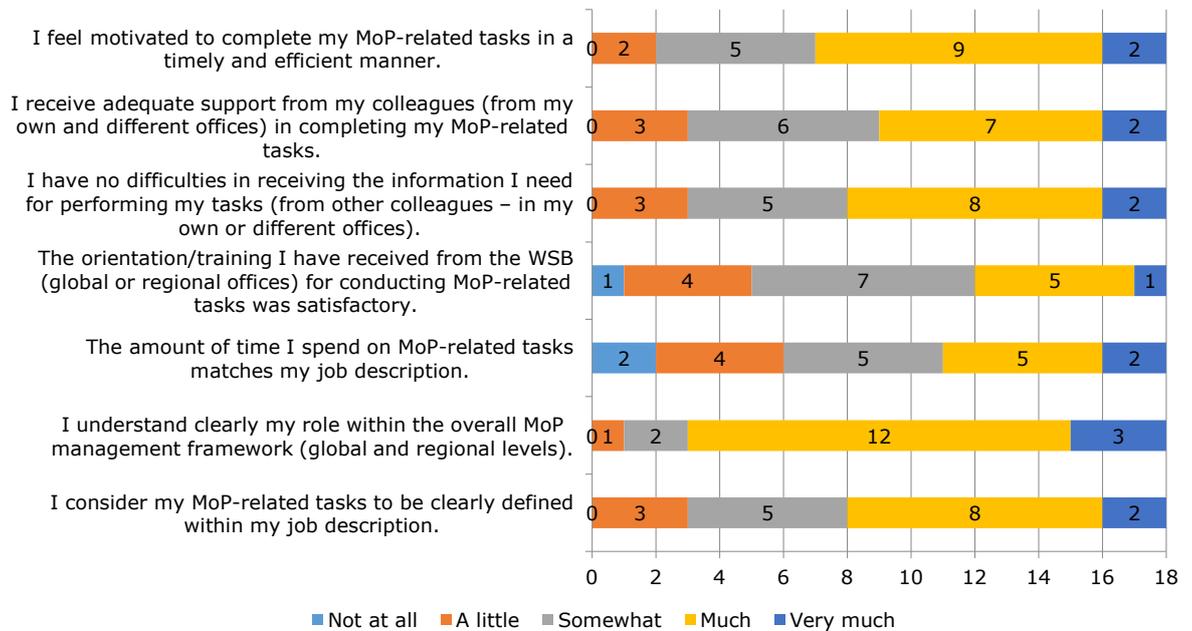
Figure 18: WSB staff satisfaction with MoP-related tasks

(Staff response rate: 18)

This chart shows the staff[54] satisfaction with the scope and volume of work they are assigned as part of managing the MoP (overall):

Of the 18 respondents, 7 feel that the amount of time spent on MoP-related tasks matches their job description "much" or "very much" (39%). Furthermore, only 6 staff members are "much" or "very much" satisfied with the orientation/training they were provided for conducting MoP related

tasks. Still, it is encouraging to note that 15 of the 18 staff members understand clearly their role within the overall management framework of the MoP Initiative.

As staff on both regional and global level have been using Newdea[55] as a collaboration platform for project management, it is interesting to see how satisfied they are with its functionalities:

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[54] Number of responses: 18.

[55] More information about Newdea at: http://www.newdea.com/.
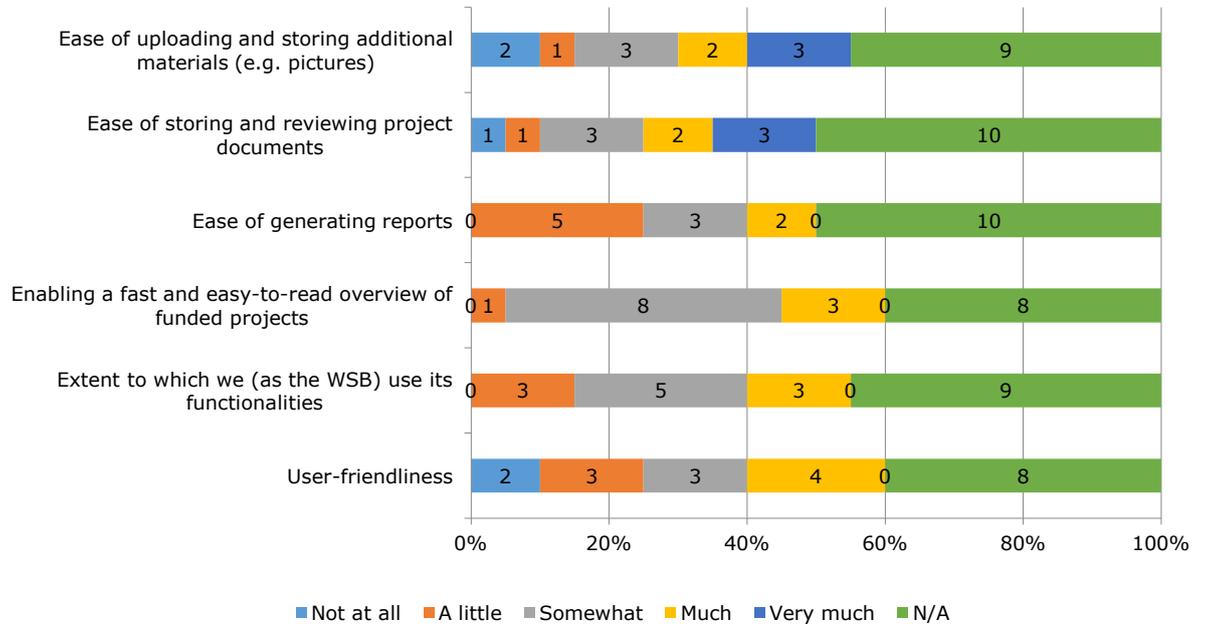
Figure 19: WSB Staff members' rating of Newdea

(Staff response rate: 20)

As the figure above indicates, overall, the staff members are somewhat satisfied with it, and there is clearly space for improvement – especially in the areas of generating reports and the user-friendliness of its functionalities.

It is interesting to see how NSO leadership reacts to the support received from the WSB as well:

- When it comes to the NSOs' views on the support received from the WSB offices, there is a generally high level of satisfaction, in particular:

  - 84% of respondents were either satisfied or very satisfied with the support in preparing and reviewing the project application,
  - 66% with the timeliness of responses in the preparation phase,
  - 63% with the quality of follow up once the application had been submitted,
  - 64% with the timeliness of follow up once the application had been submitted,
  - 54% with the support in preparing/reviewing interim and final reports, and
 - 50% with the timeliness of support in preparing/reviewing the interim and final reports[56].

- Additionally, over 29 of 38 NSO respondents were either satisfied or very satisfied with the ease of completing the application form, 61% with the current set up of the decision-making process for approving project applications, 69% with the ease of completing report forms, and 67% with the project evaluation from Regional Office (only applicable for 30 respondents).

- Out of 38 respondents, 22 preferred the current application format (electronic and hard copy) to having just hard copy (3), or an online format (13). Interestingly, when filtered by age of respondent, there is no significant difference in opinion found between respondents belonging to the 25-35-age category to those above this age. In addition, half of the staff members who responded to the question about the format of the application were indecisive about whether or not it should stay in the same format, while five agreed it should stay as it is, and five disagreed[57].

- One remark that was visible in four case studies across different regions is that the disbursements of funding were delayed, and therefore caused considerable changes in the timelines of the project implementation. NSOs expressed a strong expectation that this would be improved in the future.

In one case study, the application for a second project had been returned to the NSO several times for additional clarifications and review, resulting in the NSO proceeding with implementing the project without funding, considering that the application would be approved in retrospect. When this did not occur, at first the NSO leadership expressed great dissatisfaction with the way their application was treated, but eventually completed the project without the funding. They concluded during the case study visit that the fact their application was refused gave them additional motivation to complete the project and succeed in the next application. They are currently successfully implementing a new MoP project – based on the achievements of the previous one, and the "unfunded" MoP project.

- The analysis of 90 final reports of MoP-supported projects shows that over one third of NSOs (32) learned that they would need better management and organisational skills if they were to implement another project in the future.

- The report analysis had also shown that in 19 cases the NSOs have faced different financial challenges (mainly relating to keeping within the budget lines) and in 12 cases challenges with keeping up with the set timeframe and deadlines.

- A specific type of support that had been identified as necessary throughout the case studies is for evaluating the impact of projects, as well as making sure that, in the outset, projects have realistic and measurable goals.

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[56] Number of responses: 38.

[57] Number of respondents: 20.

Work of the MoP Regional Decision Making Committees

As mentioned previously, the Regional Decision Making Committees have been established in various formats: from being a mix of staff and volunteers (mainly members of Regional Scout Committees), to consisting of mainly the regional director and executive staff, due to difficulties in the functioning of the RDC. The work of the RDCs in each of the regions is particular and depends largely on the operational set up of the regional staff support for MoP. In some cases, the staff members review the applications first, and then share them with the RDC members (e.g. Africa, Interamerica), whereas in some, the staff are full members of the RDC and review them at the same time as the volunteer members (e.g. Europe).

The majority of RDC members (who responded to the RDC survey[58]) remarked that they were satisfied with the support they receive from their respective Regional Support Centre. One however, disagreed, stating: "There has been no training at all for RDC members. I have had to learn on the job and only hope I have been doing the right thing".

RDC members consider their tasks clearly defined. The majority considers that the time spent on RDC-related tasks matched the initial description and are satisfied with the training they received prior to the role. The majority also noted that they have no difficulties in receiving information they need for performing their tasks.

As for the success of projects they have reviewed, half of the surveyed RDC members state that more than 80% of projects in their region have been successful. One concludes that between 60% and 80% of projects in their region were successful and two state the same for 40% to 60% of projects in their respective regions. In order to improve the success of the Initiative, and Support Fund in particular, one RDC member suggested that there should be a "greater emphasis on independent evaluation, i.e. visiting and assessing projects as they occur".

> The WSB created a pragmatic approach - robust enough to create a response for donors and auditors and easy to implement on the ground.
>
> John May,
> former World Scout Committee member

Management of the MoP Support Fund on global level

When it comes to the management on a global level, the directors of regional offices note how they have witnessed improvement over time, but that there is still room for more. One of the common complaints has been the **delay in disbursements** after the projects have been approved (or after interim reports have been accepted). David Berg notes that there is a potential for making the decision-making process more virtual, with less signatures required. He further notes that the length of time spent in the application and approval stages could be reduced by combining the project approval and Contract for Success steps into one, and how this could also cut down staff workload. David McKee notes "there are difficulties related to how long it takes to process things. Emergency grants are an example: approval for them is given fast, but the disbursement is slow." It has been noticed how some WOSM regions have had no difficulties with understanding the application guidelines (in particular for emergency support), while in others there were challenges.

Iurie Emilian draws attention to the **language barrier** in processing the project applications. Namely, in the Eurasia region the majority of project applications are submitted in Russian (as per the decision that the RDC makes decisions about projects under 25'000 USD, and the Joint Executive Committee about those above that amount). However, the staff members of the Global Support Centres still require an opportunity to review the applications, and the Regional Support Centre has to provide the translations to English, which causes additional work for the regional staff. Similarly, in the Africa region, a large proportion of staff work goes on translating from French to English and vice-versa.

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[58] Number of respondents to the following questions: 6.

An impression shared by Frederic Kama Kama is that the regional office is **not managing** the fund on regional level, but "merely **facilitating the process**. The region is more of an 'interface' (and translation mechanism)". He further remarks how "micro-management of MoP should not be done", and that this situation is causing the RDC to question their role. David Berg comments that the role of the RDCs needs to be revised, and decision-making power needs to be brought back to the regions for projects under 25'000 USD, while at the same time ensuring that the capacities of RDCs are increased.

Similarly, Dr Atif Abdelmageed, Director of the WSB Arab Regional Office remarks that global-level staff often comes back to the region with more questions. He considers that transient and thinks that it can be improved by more trust in regional staff competencies and by more understanding of the regional and local situations.

Looking at the very beginning of the MoP Initiative, the Chairman of the WSC considers that the WSB did not feel fully involved in its development, however, as time went by, a much stronger sense of ownership of the Initiative as a whole was developed. He especially emphasizes that the management of the Support Fund improved a lot over the past year, although it can improve further in terms of being even more efficient and flexible.

John Geoghegan, Director of the World Scout Foundation, congratulated the World Scout Bureau team on its inspirational leadership and excellent work on managing the MoP Initiative.

Maeed Zahir remarks that , in his opinion, there is a need for more effort devoted to **evaluating** the impact of the projects, and especially looking into the quality of project management on NSO level.

Management of Educational Aspect of MoP

The educational aspect of the MoP Initiative has been understood differently among NSOs, WSB staff and RDC members. There are various different understandings of what the Messengers of Peace Initiative is, and the following table presents them:

How do you define MoP?	NSO membership	NSO leadership	WSB Staff
As an educational initiative, complementing Scouting's overall mission and youth programme	667 (40%)	32 (34%)	**14 (67%)**
As a funding opportunity for projects	71 (4%)	23 (25%)	**14 (67%)**
As a network of active citizens – Scouts achieving positive change in their communities	**877 (53%)**	**37 (40%)**	10 (48%)
Other (please specify)	55 (3%)	1 (1%)	4 (19%)
Total respondents (multiple answer choices were allowed)	**1655**	**93**	**21**

Table 5: Perceptions of MoP from NSO membership, leadership and WSB staff

Notably, a significant proportion of respondents (with the exception of WSB staff category) define MoP as "A network of active citizens – Scouts achieving positive change in their communities". Secondary,is the choice of MoP as "An educational initiative, complimenting Scouting's overall mission and youth programme", and last (with the exception of WSB staff) "as a funding opportunity for projects". In addition to these, five RDC members also defined MoP as "a network of active citizens".

The majority of interviewees, when reflecting on the educational aspect, comment that there has been vagueness and confusion in how this particular aspect of the Initiative was presented in the past, with slight improvements in the present (towards regions, NSOs, and NSO membership). There is no consensus among interviewees about the format the educational side of MoP should have, however, the opinions can be grouped in the following two categories (with the corresponding interviewees' opinions below them):

MoP as a non-compulsory, free-form element of the Youth Programme

MoP as a programme with defined guidelines

"MoP provides added value to the Youth Programme, as an additional, non-compulsory element. Instead of calling MoP a programme I rather prefer to see it as an initiative with two components: the capacity building and the educational part. The badge may be important for young people, but I am not sure if there should be a defined set of criteria for becoming a Messenger of Peace, as I think this should be crosscutting. For me it makes sense to articulate the educational part of MoP with other programmes already in place.
Some clean up is necessary in terms of duplication with already existing elements within the Youth Programme (i.e. community service)."

**João Armando Gonçalves,
Chairman of the WSC**

"Before it's been just about service, and now it's more a programme, with guidelines for progressive recognition. I was fine with how it was before, but I am also with how it is now, since it can fit into the Youth Programme.
I see MoP as a complement to the Youth Programme, and it is different from the Scouts of the World Award and the World Scout Educational Programme (they have more external partners). MoP amplifies what we do, however, educationally, it does not bring much more to the Youth Programme than what we already do. However, there is still some work to be done in making the link between community service and MoP."

**Maeed Zahir,
Youth Advisor to the WSC**

"There is an added value in embedding MoP in the Youth Programme, in the adolescent age in particular."

**John May,
Former WSC member**

"Initially, I have seen seen MoP as a project, but now I see it more as a programme, with a badge scheme. Every generation should be able to do MoP."

**Jemima Nartey,
Vice-Chair of the WSC**

"There is an added value in incorporating MoP in the YP, especially when it comes to peace and dialogue. I still think there is a need to do community service, but this need to be adopted to the relevant cultural setting."

**Esben Holager,
Former Youth Advisor to the WSC**

Table 6: Different views on the format of the educational aspect of MoP

There have been several other **concerns** raised about the character of the educational aspect of the Initiative, and the way the WSB global support centre staff has been approaching the issue:

- The European Regional Director states "it seemed to some associations as if MoP wanted to take over some aspects (social impact, community service) that are already existing in NSOs. NSOs want to maintain their own brand, and with this approach to projects they feel that they're losing ownership… The programme team needs to be fully aware of the regional needs, and the regions need to be consulted. Buy-in needs to be ensured, and this is a continuing dialogue."

- S Prassanna Shrivastava further notes how "there is a challenge in harmonizing the world programmes (WSEP, SWA). Ideally, peace should be encompassing all of them. With the idea of the Better World framework, we are contradicting our explanation: if it is all encompassing, why do we bring it in the same line as the other programmes? We should not be hastily doing things, there have been too many changes, and that is difficult to cascade down to local levels within the existing limited resources."

- The Interamerican Regional Director remarks that "currently, support is very good from the Global Support Centre, however, it is very important to define how the communication lines work. Sometimes Mauricio [Youth Programme Director, Interamerican Support Centre] felt like staff reached directly to NSOs in region, without consulting the Regional Support Centre."

When it comes to Scouts' understanding of MoP and the connection between peace and Scouting, it is interesting to observe the conclusions participants of the focus groups held at the 23rd WSJ had on the topic[59]:

- Participants (both those aware and unaware of MoP) felt that Scouting and peace are strongly linked, that both stand for unity, freedom, solidarity, family, love and respect.

- Those Scouts who were aware of MoP stated how for them, it stood for "communicating peace" and "inspiring others to be better and become the difference". They also remarked that it is an opportunity to "be a part of something bigger, through doing local actions".

- Both Scouts aware and unaware of MoP came to the conclusion that **peace is an inherent part of Scouting,** even in activities where it might not be so obvious (one participant gave the example of going for a hike, and reaching inner-peace, while surrounded by nature).

- Scouts unaware of MoP, after being given a brief, informal, explanation of MoP[60], remarked how they thought MoP is "a great way of saying that we can make a difference by working together", and that they have noticed throughout the Jamboree that "everyone is encouraging it".

[59] The impressions shared here present the accumulated outcomes of the focus groups conducted with Scouts aware and Scouts unaware of MoP during the 23rd World Scout Jamboree in Japan, July 28 to August 7, 2015.

[60] The exact wording of the explanation was as follows: *World Scouting's Messengers of Peace Initiative, launched by the World Scout Committee in 2011, aims to inspire the millions of Scouts who are doing amazing things in their local communities to tell the world about it, and thus inspire other Scouts to do even more. Any Scout project that brings a positive change in a community - its health, environment, social circumstances, safety or addresses conflict – is a Messengers of Peace project.*

These opinions indicate that Scouts see a strong link between Scouting and peace, and see Messengers of Peace as an opportunity to make a difference through local actions. However, apart from the very positive general impressions about MoP, the focus groups had also shown that Scouts had different understandings of how MoP is implemented in practice: from those who understood it as any activity that relates to community service, to those who thought that not all that Scouts do should be considered as Messengers of Peace activities (such as environment protection). This adds on to the concerns presented previously about the format of MoP and the clarity of messaging structured around the educational part of the Initiative.

There have been significant efforts invested by WSB staff in the past year in creating a more structured, yet flexible, framework for the MoP Initiative's educational proposal. This is reflected in the "Better World" framework, which considers MoP as one of the world programmes (along with the Scouts of the World Award, the World Scout Environment Programme, and others).

Management of MoP Communications and Branding

In terms of communications, the majority of interviewees commented that there has been a general lack of clarity and structure in the messaging surrounding the MoP Initiative. Christophe Lecureuil from Leidar (consultancy company engaged by the WSB to support the communications department during 2013-2014) notes "in the early days, not many people internally (staff and NSOs) understood what MoP meant for World Scouting". Additionally, Carol Wong Yuet Meng, Communications Manager at the WSB Global Support Centre Kuala Lumpur notes how, at the time when she arrived to the Bureau (in 2014), there seemed to have been a "lack of information about MoP published on scout.org and social media channels". Referring to the current situation, David Berg notes how the investment in scout.org (as a single channel of communication) has been very big, and as a consequence, not enough was invested in the overall communications, where more improvement is needed.

The concerns about the messaging and presentation of MoP are linked to the perception of its brand as well – several interviewees remark how it is difficult to define the correlation between the Scouting and MoP brands, especially in terms of how it compares with world Scouting programmes (such as SWA and WSEP). Esben Holager notes that at the beginning it seemed that the two brands excluded each other, and even though now it is clearer internally, there might still be some confusion existing in how it is communicated externally. João Armando Gonçalves remarks that, even though there has been improvement in harmonising the two brands, there is more work to be done, particularly when it comes to the positioning of MoP within the Better World framework.

From a management perspective, Carol Wong Yuet Meng notes that the current setup allows for good information sharing across departments, although she remarks there is still some lack of clarity on the role of the communications department plays, in terms of whether or not it should also be pushing and driving field activities, or just publicising and promoting them.

Conclusions

The overall management structure of the MoP Initiative has changed significantly over time, resulting in an uneven structure across WOSM regions, and a WSB MoP team split across three different global teams. This has caused some confusion over time, and still results in miscommunication between the different areas of work within the Initiative, as well as between different levels of management (global and regional)

When it comes to the Support Fund, it has been recognized that there are significant differences across regions not only in the management structure, but also in the processes set in place for following up on project applications and reports, as well as different types of relationships set up between Regional Support Centres and RDCs. Additionally, the current structure where the JEC has to confirm all decisions of funding causes strain on the trust bonds between regional and global level, as it diminishes the decision-making power of the RDCs.

Room for improvement has been recognized in the following areas:

- Strengthening the role of the Regional Support Centres and RDCs in decision-making, as well as evaluating the success of projects.
- Closing the gap between the times an application is accepted and the first disbursement is made.
- Reconsidering the "one-size-fits-all" project application format currently present.
- Strengthening the NSOs capacities in terms of project management, and particularly in evaluating the impact of projects.

The educational aspect of the MoP Initiative still lacks clarity, although there has been progress made towards presenting a flexible framework for implementing MoP in NSOs. Similarly, the management of MoP communications lacked clarity and focus in the past, and more effort is required in the future to communicate clearly about MoP to both internal and external audiences.

Due to the different understandings of MoP, messaging directed towards Scouts (young people) had been mixed, and has caused confusion about "what it means to be a Messenger of Peace in practice". There is a need for clarifying this confusion; as well as ensuring buy-in in the future from regions and NSOs for the future format of this aspect of the Initiative.
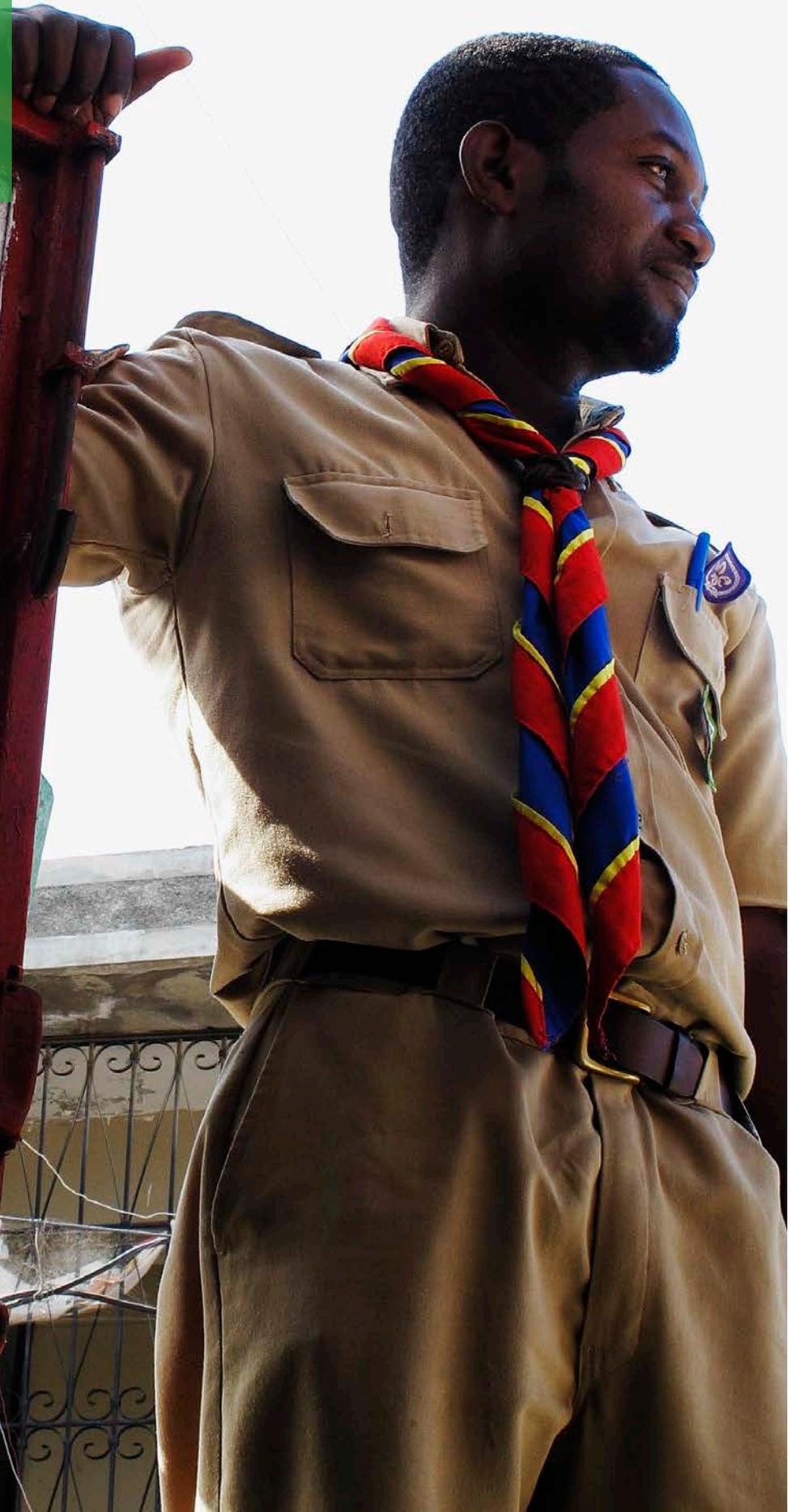
FINANCIAL PERFORMANCE

The financial performance of the Initiative has been generally praised as successful by interviewees, who agree that the investment of over 8 million USD[53] in projects (which is more than one third of the total allocated funding) has been well spent, and is paying off.

The WSC Chairman states that "from a WOSM point of view, the investment of over 8 million USD was justified for the place that Peace has now in the Scouting Global agenda. The self-awareness within the Movement about peace improved greatly, and peace came into our Scouting vocabulary very strongly, it is now much more present." Maeed Zahir considers that the successful projects made up for the less successful ones, but he also states: "the best MoP projects are the non-funded ones". David Berg notes that overall, there has been a good return on investment, especially when considering the balance between administrative and project costs on a global level. He further notes how there have been some NSO projects that did not have the expected impact, but that this is mainly because they were donor-driven.

[53] The figure of «over 8 million USD» was noted by interviewees, as it was the current spending at the time of the interviews (July-August 2015).

> Sometimes we as Scouts can underestimate our capacity to do a positive change. We can be very self critical, even though we get more than 1 to 1$ back on investment. Yes, of course the MoP investment paid off.
>
> David McKee,
> Director, WSB European Support Centre

A comparison of the number of MoP projects (funded and non-funded) with the number of service hours logged on scout.org gives an interesting insight into the return on investment achieved through MoP:

- There have been a total of **9'755** projects registered on scout.org. In addition to these, the Boy Scouts of America (BSA) contribute with their Eagle Scout projects to the total number of service projects by **163'487**[53]. However, these projects are not yet logged in on scout.org, due to current BSA policies preventing the sharing of information about Eagle Scout projects on external websites. When accumulated, this accounts for **173'242** service projects to date.

- There has been a total of **625'370'853** service hours logged to date[54].

- This means that, on average; one project has resulted in **3'610** service hours (which equals to 150 days, or **5 months of service per project!**).

- When it comes to comparing this with the investment made so far, 9'234'023.63 USD in projects – it means that, **for every USD invested, there have been 67 hours of service done.**

- It is also interesting to note that, for every funded project (199 of them) there have been approximately **870** unfunded projects[55].

However, a more accurate measure of the financial performance of the MoP Initiative can be made based on the **funded projects**, and the numbers of beneficiaries they have had. An analysis of reports of 92 projects[56] with existing figures of Scout and non-Scout beneficiaries has shown the following statistics:

- There have been **865'454** Scout beneficiaries from 89 closed and 3 on-going projects analysed.

- There have been **773'795** non-Scout beneficiaries from 52 closed and 3 on-going projects analysed.

- There has been a total of **3'331'904 USD** spent on these 92 projects, and a total of **1'639'249** beneficiaries served.

- This means that for **every 2 USD** spent in these 92 projects, there has been **one** Scout or non-Scout beneficiary.

- However, the median spending per beneficiary is **16 USD** (meaning that in half of the projects there has been 16 or more USD spent per beneficiary).

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[53] According to Boy Scouts of America Eagle Scout projects reports for 2013 and 2014.

[54] Data reviewed on August 25, 2015.

[55] Note: These statistics should be observed in light of the previously presented statistics related to the use of scout.org and ways in which service projects are counted.

[56] Note that the total number of closed projects is 92, and that the projects done in 2012 did not have in the application form a request for identifying Scout and non-Scout beneficiaries. In addition, not all projects have non-Scout beneficiaries, therefore the number of projects analysed for this purpose is somewhat smaller.

The table below shows a more detailed analysis of the spending per beneficiary and per project in each of the WOSM regions, and on world level:

Region	Number of projects analysed	Total amount spent on projects (in USD)	Average spent per project (in USD)	Total beneficiaries	Average number of beneficiaries per project	Average amount spent per beneficiary (in USD)
Africa	5	203'721	40'744	214'438	**42'888**	1
Arab	12	287'499	23'958	230'270	19'189	1
Asia-Pacific	25	680'273	27'211	**872'687**	34'907	1
Eurasia	9	243'992	27'110	73'419	8'158	3
Europe	22	443'072	20'140	117'032	5'320	4
Interamerica	7	236'813	33'830	20'012	2'859	**12**
World level	12	**1'236'534**	**103'045**	111'391	9'283	11
Overall	**92**	**3'331'904**	**36'216**	**1'639'249**	**17'818**	**2**

Table 7: Analysis of financial performance of the MoP Initiative

As visible from the table, the average spending on projects varies from region to region, with the World level having the highest spending (with note that the projects done on world level benefit all regions), followed by the Africa and Interamerica regions. The highest number of beneficiaries is in Asia-Pacific, however, the highest average number of beneficiaries per project is in Africa (42'888). Finally, the highest spending per beneficiary is in the Interamerica region (12 USD), followed by the World level (11 USD).

In addition to this analysis, it is also interesting to note that, of the 92 analysed projects with final reports, only **eight have reported a spending under the initially planned budget**. The other reports reported precise spending to the exact amount granted. Although this might give a very positive impression of the budget planning in NSOs, there is reasonable concern that it is highly unlikely that 91% of projects would have spent exactly the amount awarded.

Conclusions

The financial analysis shows how, overall, there is a good return on investment (with over 67 hours of service registered for every 1 USD invested). The spending per beneficiary varies by WOSM region, with the largest spending evident in Interamerica, followed by projects done at global level.

Reporting on spending of awarded funds is to an extent questionable, due to the high number of projects that report very precise spending of awarded grant.

Messengers of Peace

RECOMMENDATIONS

The following strategic recommendations are a result of the analysis and conclusion presented in the mid-term evaluation report:

Conclusion summary	Recommendation
• MoP inspired millions of Scouts worldwide in doing community service, and sharing their work with others (while clocking up over 625 million service hours). • The potential of MoP is truly enormous, and the fact that Scouts worldwide have a central place for recording their service hours gives World Scouting (and NSOs) and excellent opportunity to showcase their impact to a wider audience.	• WOSM should benefit further from this opportunity, and work on maximising the external publicity Scouts get for their service hours and projects, and using these figures for its advocacy purposes with external audiences. • WOSM should encourage NSOs to motivate Scouts to record their service hours, which would allow them to showcase on a national and local level the strength of their impact.
• Evolution in goals and unclear messaging towards different stakeholders contributed to a confusion about the overall meaning of the MoP Initiative.	• WOSM should develop a clear definitional framework of Messengers of Peace and all its components (Support Fund, educational aspect and network) as well as their interconnections.
• The strongest impact visible is on personal level, especially in (post-)conflict countries.	• WOSM should capitalise further on MoP's impact on personal and community level, especially when it comes to projects and activities done in (post)conflict countries.
• MoP projects contributed to creating stronger NSOs, better equipped for serving their communities. It contributed by strengthening their project management capacities, enhancing trust among different levels of leadership and improving the image of Scouting, and supported greater youth involvement in decision-making.	• WOSM should encourage NSOs which have completed MoP projects to actively promote their positive experiences and good practices in order to encourage other NSOs to take part in MoP projects.. • WOSM should stress the importance of securing buy-in by NSO leadership in all MoP-related activities, in order to ensure full support for those implementing the activities.

ANNEXES

List of annexes:

1. List of interviewees,

2. List of interview questions,

3. List of case studies and questions,

4. NSO membership survey respondent statistics and questions,

5. NSO leadership survey respondent statistics and questions,

6. WSB staff survey respondent statistics and questions,

7. RDC survey respondent statistics and questions,

8. Focus groups guidelines,

9. Reviewed Concept Paper on Understanding Social Impact and Its Measurement in Scouting.

ANNEX 1: LIST OF INTERVIEWEES

- João Armando Gonçalves, Chairman, World Scout Committee 2014-2017 (Interviewed on August 7, 2015).
- John May, Former Vice-Chairman, World Scout Committee 2011-2014 (Interviewed on August 2, 2015).
- Maeed Mohamed Zahir, Youth Advisor to the World Scout Committee 2014-2017 (Interviewed on August 8, 2015).
- Esben Holager, Former Youth Advisor to the World Scout Committee 2011-2014 (Interviewed on August 3, 2015).
- Jemima Nartey, Vice-Chairperson, World Scout Committee 2014-2017 (Interviewed on August 5, 2015).
- Frederic Kama Kama, Director, Africa Support Centre (Interviewed on July 31, 2015).
- Jose Risal Pangilian, Director, Asia-Pacific Support Centre (Interviewed on July 31, 2015).
- Dr Atif Abdelmageed, Director, Arab Support Centre (Interviewed on August 4, 2015).
- David McKee, Director, European Support Centre (Interviewed on July 31, 2015).
- Iurie Emilian, Director, Eurasia Support Centre (Interviewed on August 1, 2015).
- Raul Sanchez, Director, Interamerica Support Centre (Interviewed on August 1, 2015).
- S Prassanna Shrivastava, Director, Development Support & Finance in the Asia-Pacific Support Centre (Interviewed on August 7, 2015).
- John Geoghegan, Director, World Scout Foundation (Interviewed on September 22, 2015).
- David Berg, Global Director, Organisational Development, World Scout Bureau (Interviewed on October 14, 2015).
- Cynthia Márquez, Messengers of Peace Network Manager, World Scout Bureau (Interviewed on September 30, 2015).
- Christophe Lecureuil, Leidar (Interviewed on January 13, 2016).
- Carol Wong Yuet Meng, Communications Manager, World Scout Bureau (Interviewed on January 20, 2016).

ANNEX 2: LIST OF INTERVIEW QUESTIONS

For WSB staff:

1.   Impact on NSOs in your Region
     a.   What impact did MoP have on your Regional plans for support to NSOs (emphasis on quality and quantity of support provided before and after MoP)? Capacity strengthening
     b.   How was MoP as a whole (educational aspect, network aspect and support fund) received by the NSOs in your region – at the beginning, and what is the opinion about it now?
     c.   Did you notice an impact of MoP at local level in the countries in your region (which took part in the Initiative)?
     d.   How much has MoP contributed to the empowerment of young people in the countries that participated?

2.   Impact on Region
     a.   How has MoP (as a whole) been managed in your office? (Emphasis on task division among staff and work load)
     b.   Which aspects of MoP did your staff and regional volunteers put emphasis on?
     c.   How easy/difficult was it to manage the project applications?
     d.   How was the support from the Global Support Centres for the MoP initiative overall?
     e.   Did you notice an impact of MoP on regional-level volunteers and staff (modes of operation, motivation, etc.)?

1.   MoP network
     a.   How efficient do you consider the management of the MoP network on global, regional and national level (use examples if possible)?
     b.   How clear do you consider the messaging and communications developed around MoP – aimed towards individual NSO members, NSO leadership (from the Region and Global level)?
     c.   Did the MoP network inspire Scouts in your region to do local activities seen in other regions (did you notice an international exchange as a result of the network)?
     d.   What do you think about scout.org and its links to MoP?

2.   MoP Support Fund
     a.   How efficient do you consider the management of the MoP support fund on global and regional level (across regions, not just your own)?
     b.   Can you point out to good/bad practices in the management that should be enforced/avoided?
     c.   What do you think about the current decision-making set-up(RDCs, JEC) and your role in it (as RDs)?
     d.   How do you assess the project management capacities in the NSOs related to MoP projects?

3.   Financial performance

     a.   Looking at MoP overall, did the work/projects done so far achieve an impact commensurable to the amount invested (over 8 million USD)?
     b.   Do you think MoP impacted the membership growth of NSOs in your region that took part (through funded projects or not)? If yes, how, if not, why?
     c.   What do you think is a good proportion of funding spent on admin work (staff salaries, travel, etc.) versus activities in your region?

For former and current WSC members:

1. Impact
    a. Can you compare World Scouting before and after the introduction of MoP? What has changed?
    b. What does MoP represent for you?
    c. Has MoP influenced the way the WSC addresses the needs of NSOs?
    d. How do you see the impact of MoP on a global, regional, national, local and individual level? (Provide examples if possible)

2. Scouting and MoP communications and MoP network
    a. How do you think Scouting and MoP brands interact (in the past and present)?
    b. What do you think about the messaging/communications structure developed around MoP?
    c. What do you think about scout.org and its links to MoP?
    d. Did the network manage to create international connections among Scouts?
    e. Have you seen Scouts replicating activities seen through the network?

3. Educational aspect of MoP
    a. Do you see an added value to Scouting's youth programme in MoP? (If yes what, if no why?)
    b. Practically, how do you see the format of MoP in Scouting?
    c. Do you see it as complimentary or duplicating with what is already done the youth programme?

4. Management of MoP and financial performance
    a. How efficient do you consider the management of the MoP initiative as a whole – looking at the work of the global and regional WSB offices + WSC?
    b. Would you change anything in the current way MoP is managed?
    a. Do you consider that the work/projects done so far have achieved an impact commensurable to the amount invested?

ANNEX 3: LIST OF CASE STUDIES AND QUESTIONS

Case studies: Belgium, Burkina Faso, Czech Republic, Dominica, Former Yugoslav Republic of Macedonia, Georgia, India, Indonesia, Madagascar, Sri Lanka, Sudan, Tunisia, Ukraine and Uruguay.

QUESTIONS FOR NSO LEADERSHIP:

1. How many Scouts do you estimate have in total participated in the project so far?
2. How many volunteer and professional hours of work has the project necessitated so far?
3. How many non-Scouts do you estimate have been affected by the project?
4. Have you noticed a growth in membership as a direct result of the project?
5. What kind of impact (if any) has this project had on the way you operate as a national team?
6. Has the project impacted the connections between the national leadership and local units? (If yes, how?)
7. Has the project impacted the public perception about Scouting in your country? (If yes, how?)
8. Do you see the possibility for sharing experiences about this project with other NSOs and offering "peer-to-peer" support in replicating it?

9. *Project idea and application:*
   a. How was the decision to apply for a project taken – who was involved, through what kind of consultation process?
   b. How long did it take to come to a decision?
   c. How was the decision made about the members of the project team?
   d. How did you find out about the possibility to apply for a MoP project?
   e. Did the NSO leadership (lead volunteers and staff) actively participate in preparing the project application and providing feedback?

10. Project implementation:
    a. What activities within the project do you see as most beneficial for the NSO?
    b. Would you have changed anything in the project if you had the chance to implement it again?
    c. What did you see as the most challenging aspect for the NSO leadership, what for project leadership, and what for the units?
    d. Describe the change you see in your NSO before and after the implementation of the project (as well as projected change upon the completion of the project –if project still on-going).
    e. How much of this change do you attribute to the project (directly or indirectly) and how much to other factors or projects happening at the same time? (What other factors were there in the particular NSO case – getting a sense of context).

QUESTIONS FOR PROJECT LEADERSHIP:

1. *Development of project idea:*
   a. Was there an assessment of needs done prior to creating the project application (if yes, please describe)?
   b. How was the project team formed?

2. *Application process:*
   a. How much time did it take to prepare the application (initial phase, review after RDCs comments, etc.)? Was it easy/difficult?
   b. How useful was the support provided by the regional office and RDC in preparing the application?
   c. How did the team coordinate its work at this stage of the project?
   d. Any language barriers we need to be aware of (wording of the application)?

3. *Implementation phase:*
   a. Describe the coordination among team members – any challenges or particular success stories to share?
   b. What kind of support was received by the RO and RDC – any additional support needed from them (or the WSB global teams)?
   c. What was the reception of the project like in the units (or districts, depending on size of project) when it was first presented?
   d. How was the buy-in of the units/districts/national leadership ensured? How did you manage to motivate them to take part in the project activities?
   e. Did you face any difficulties in managing the project within the planned budget and timeline? If yes, please provide further details.
   f. What was the most challenging aspect of the implementation?
   g. What would you have done differently if you did the project all over again?
   h. Any particular success stories you would like to share from the implementation phase?

4. *Project sustainability:*
   a. Once completed, do you see the results of the project as sustainable (will the units implement the new programme and follow the strategy)?
   b. Do you already know of units using the knowledge gained at the project writing training for other projects? (Or planning to use it?)
   c. Do you see the possibility for replicating the coordination systems you have set up through this project in another one?
   d. Are the project team members staying involved in the NSO after the completion of the project (if yes, at what level and in what function)?

5. Project evaluation and potential for replication:
   a. Has there been an established evaluation and monitoring system throughout the project (if yes, please describe)?
   b. * Has there been feedback collected from the communities (non-Scouts) where the project was happening? *(Depends on type of project)*
   c. Are you aware of any replication of the project (or parts of it) in other countries/communities?

QUESTIONS FOR SCOUT UNITS/PROJECT PARTICIPANTS:

1. How did you find out about the project?
2. What made you interested in the project?
3. How have your unit's day-to-day operations changed because of the project?
4. Did it take a lot of time and effort to participate?
5. Was the participation beneficial for your group – if yes, how?
6. Was the participation beneficial for your local community – if yes, how?
7. Do you consider the effort of the project sustainable (or a one-off event)?
8. What was the most useful aspect of the project for your unit?
9. MoP network:
   a. Did you use the MoP online network? Elaborate on answer (why yes or no?).
   b. Is there a local MoP network in your country? Are you a member – and what do you think about it (benefits, challenges)?
   c. Did you find motivation for new projects or activities through the network?
   d. Have you made international friends through the network?

ANNEX 4: NSO MEMBERSHIP SURVEY RESPONDENT STATISTICS AND QUESTIONS

Total number of respondents: 2'041
Survey made available in: English (1'219 respondents), French (167 respondents), Spanish (365 respondents), Arabic (105 respondents), Russian (51), Bahasa Indonesia (134 respondents).

Regional distribution:

Region	Number of respondents	% of total
Africa	183	9%
Arab	150	7%
Asia-Pacific	647	32%
Eurasia	76	4%
Europe	330	16%
Interamerica	655	32%
Total	**2041**	**100%**

Membership in Scouting:

Duration	Number of respondents	% of total
Less than a year	41	2%
1 year	48	2%
2 years	68	3%
3 years	87	4%
4 years	83	4%
5 years	113	6%
6 years	93	5%
7 years	106	5%
8 years	94	5%
9 years	73	4%
10 years	111	5%
More than 10 years	1124	55%
Total	**2041**	**100%**

Age distribution:

Age category	Number of respondents	% of total
Under 18	343	17%
18 to 26	743	36%
27 to 30	168	8%
31 to 40	305	15%
41 to 50	258	13%
51 to 60	149	7%
61 to 65	38	2%
Over 65	37	2%
Total	**2041**	**100%**

Gender distribution:

Gender	Number of respondents	% of total
Female	522	26%
Male	1519	74%
Total	**2041**	**100%**

Survey questions:

General information

- Country
- I have been a Scout for…
- Age
- Gender
  - *Female*
  - *Male*

1. Awareness of MoP

1.1.   Have you heard about a world programme within Scouting related to peace and community service?
- Yes/No
1.2.   Have you heard of the Messengers of Peace Initiative?
- Yes/No
1.3.   Are you a Messenger of Peace (member of the MoP network)?
- Yes/No
1.4.   How have you heard of the Messengers of Peace Initiative?
- Through a friend
- scout.org
- scoutmessengers.com
- WOSM social media (Facebook, Twitter, Flickr, etc.)
- Through my NSO's communication channels
- A Scout event (local, sub-regional, regional, national, WOSM regional level)
- World level (e.g. Jamboree, JOTA-JOTI)
- Other (please specify)

1.5.   How do you define MoP?
- As an educational initiative, complementing Scouting's overall mission and youth programme
- As a funding opportunity for projects
- As a network of active citizens – Scouts achieving a positive change in their communities
- Other (please specify)

1.6.   What aspect of the MoP attracted your attention most?
- Possibility to take part in community service and get recognition for it
- The network aspect/international exchange
- Inspiration for local activities/projects from projects shared through the network
- Possibility to apply for funding for projects
- Other (please specify)

2.   *Culture of dialogue*

2.1.   Has your NSO held or participated in a training in dialogue and/or peace?
- Yes/No/I don't know à If yes, move on to next question, if NO (or I don't know), move on to question 3.1.
2.2.   On a scale from 1 to 5, please rate how much did the training in dialogue and/or peace contribute to your regular Scouting activities?
Not at all, a little, somewhat, much, very much
2.3.   Have you personally participated in a training in dialogue and/or peace?
- Yes/No
2.4.   What kind of results have you achieved after the training?
- I have trained more than 20 Scouts in dialogue and/or peace
- I have motivated more than 10 Scouts to take action in their local communities related to peace and/or dialogue
- I have helped increase awareness about Scouting's work on peace and dialogue
- Other (please specify)

3.   *Capacity-strengthening*

3.1.   Has your NSO participated in a Messengers of Peace capacity-strengthening project?
- Yes/No/I don't know à If YES, move on to next question, if NO (or I don't know), move on to question 4.1.
3.2.   How would you rate MoP's contribution to strengthening the capacities of your NSO?
Very poor, poor, ok, good, excellent
3.3.   What kind of results of the capacity-strengthening project have you noticed?
- Increase in membership
- Youth programme better adapted to needs of young people
- Better management and decision-making at all levels in NSO
- More international exchange
- Other (please specify)

4. *Support to youth in (post-) conflict zones and difficult circumstances*

4.1. Has your NSO had an MoP project supporting:
   a. Youth in conflict zones
   b. Youth in post-conflict zones
   c. Youth living in difficult circumstances
   Answer options: Yes/No/I don't know – for each of the three answers – if YES in any of the three, move to next question, if no (or I don't know), move to question 5.1.

4.2. How much has MoP contributed to supporting youth in (post)conflict zones and youth living in difficult circumstances?
   1 (not at all) to 5 (very much)

4.3. What kind of outcomes/impact has the project achieved?
   Answer options:
   • The project provided for basic needs (food, clothes, shelter) for a limited period of time
   • The project provided basic education (literacy) for a limited period of time
   • The project provided peace education/trainings for post-conflict communities
   • The project increased tolerance among members of conflicting communities
   • Other (please specify)

5. *Inspiration for Community Service*

5.1. Has MoP inspired you to take a more active role in your community and do a community service activity/ project?
   • Yes/No

5.2. If yes, what type of role?
   • Assisting with existing community service/project
   • Leadership role in existing community service/project
   • Setting up new community service/project
   • Other (please specify)

5.3. On a scale from 1 to 5 please rate the importance of the following aspects of the MoP network in inspiring you to take local action:
   • Being part of the MoP network (virtually and physically)
   • Having my project recognized worldwide through scout.org
   • Having my service hours accounted for on scout.org
   • Receiving the MoP badge/scarf
   • Possibility of becoming an MoP Hero

5.4. Have you been inspired to replicate an activity/project posted on the MoP virtual network or presented in person to you?
   • yes/no
   • If yes – please describe it briefly.

6. MoP network

6.1. Is there a local MoP network in your country?
   • Yes
   • No
   • I don't know

6.2. If yes, are you a member of the local network?
   • Yes
   • No

6.3. Have you ever visited the online MoP network through scout.org?
   • Yes/No

6.4. How often do you visit the MoP network through scout.org?
   • More than four times a week
   • One to four times a week
   • One to two times a month
   • One to two times over six months
   • One to two times a year

5.5. How many times have you posted the following on scout.org?
- Project
- Question
- Update
- Comment
  Answer options:
- Never.
- One to five posts in the past six months.
- More than five posts in the past six months.

5.6. Have you participated in the MoP network through social media?
- Yes, mainly through Facebook
- Yes, mainly through Twitter
- Yes, through both Facebook and Twitter
- No.

5.7. What are the main benefits you have from the MoP network?
- International exchange: meeting Scouts from other countries online
- Inspiration for projects/activities by seeing the projects done in other parts of the world
- Being recognized for our community service through sharing our projects and accounting our service hours
- Other (please specify)
  Answer choices: Not useful, A little useful, Moderately useful, Useful, Very useful.

5.8. Please answer the following questions with YES/NO:
- Have you made new contacts through the MoP network with Scouts from other countries?
- Have you exchanged ideas about possible activities/projects with your new contacts?
- Have you met in person with contacts established through the MoP network?

5.9. If you have made new contacts through the MoP network, please tell us:
- How many new contacts?
- From how many different countries?

7. Final remarks

7.1. What is the thing you appreciate most about MoP?

7.2. Is there anything you would like to change about MoP?

ANNEX 5: NSO LEADERSHIP SURVEY RESPONDENT STATISTICS AND QUESTIONS

Total number of respondents: 113
Survey made available in: English (97 respondents) and French (16 respondents).

Regional distribution:

Region	Number of respondents	% of total
Africa	34	30%
Arab	4	4%
Asia-Pacific	8	7%
Eurasia	5	4%
Europe	45	40%
Interamerica	17	15%
Total	**113**	**100%**

Respondents came from the following countries:

Algeria	Lithuania
Angola	Luxembourg
Australia	Madagascar
Bahamas	Mauritania
Belgium	Mauritius
Bolivia	Moldova
Bosnia and Herzegovina	Netherlands
Brazil	New Zealand
Canada	Niger
Chad	Nigeria
Chile	Panama
Denmark	Philippines
Dominican Republic	Former Yugoslav Republic of Macedonia
Ecuador	Romania
El Salvador	Russia
Fiji	Rwanda
Finland	Saint Vincent and the Grenadines
France	Saudi Arabia
Georgia	Senegal
Germany	Serbia
Greece	Slovakia
Guatemala	Slovenia
Guinea	South Africa
Honduras	South Sudan
Hong Kong	Sweden
Hungary	Switzerland
Iceland	Tajikistan
India	Tanzania
Israel	Togo
Italy	Uganda
Liberia	Ukraine
Libya	United States
Liechtenstein	Zimbabwe

Position in Scouting:

Position in Scouting	Number of respondents	% of total
General management (volunteer position)	30	27%
General management (professional staff)	11	10%
Youth programme	13	12%
Adults in Scouting	10	9%
Communications	2	2%
International cooperation	32	28%
Other (please specify)	15	13%
Total	**113**	**100%**

Age distribution:

Age category	Number of respondents	% of total
Under 18	1	1%
18 to 26	15	13%
27 to 30	17	15%
31 to 40	25	22%
41 to 50	33	29%
51 to 60	15	13%
61 to 70	6	5%
71 to 75	0	0%
Over 75	1	1%
Total	**113**	**100%**

Gender distribution:

Gender	Number of respondents	% of total
Female	28	25%
Male	85	75%
Total	**113**	**100%**

Survey questions:

General information

- Country

- My position in my NSO relates to:
  Possible answers:

  - General management (volunteer position)

  - General management (professional staff)

  - Youth programme

  - Adults in Scouting

  - Communications

  - International cooperation

- Age

- Gender

  - Female

  - Male

1. Awareness of MoP

1.1.   Are aware of the Messengers of Peace Initiative?
        Yes/No

1.2.   Are you involved with the Messengers of Peace Initiative?
        Yes/No

1.3.   How do you define MoP?
        · As an educational initiative, complementing Scouting's overall mission and youth programme
        · As a funding opportunity for projects
        · As a network of active citizens – Scouts achieving positive change in their communities
        · Other (please specify)

1.4.   How many Scouts from your NSO are Messengers of Peace?
        · None
        · Less than 100
        · Between 100 and 500
        · Between 500 and 1000
        · Between 1000 and 5000
        · More than 5000

1.5.   What do you consider attracts the attention of your members most to MoP?
        · Possibility to take part in community service and get recognition for it
        · The network aspect/international exchange
        · Inspiration for local activities/projects from projects shared through the network
        · Possibility to apply for funding for projects
        · Other (please specify)

1.6.   On a scale from 1 to please rate the overall level of the knowledge your colleagues in the NSO
        have about MoP:
        Very poor, poor, ok, good, excellent.

1.7.   What do you see as your NSO's main challenges in promoting MoP among your membership?
        · Lack of knowledge about MoP
        · Lack of resources (financial, human) for promoting MoP in the NSO
        · Lack of interest among NSO leadership for MoP
        · Other (please specify)

2.   *Application procedure for MoP projects*

2.1.   Has your NSO applied for a MoP project?
        Yes/No

2.2.   Have you personally participated in preparing the project application?
        Yes/No

2.3.   On a scale from 1 to 5 please rate your satisfaction with the following:
        •   Ease in completing the application forms
        •   The current setup of the review and decision-making process for project applications
        •   Ease in completing report forms for project
        •   Evaluation (if applicable) from the Regional Office and/or Regional Decision-making Committee

2.4.   On a scale from 1-to 5 please rate your satisfaction related to the Regional Scout Office with the following:
        •   Support in preparing/reviewing the project application
        •   Timeliness of the Regional Office's responses during preparation phase
        •   Quality of follow-up once project application was submitted
        •   Timeliness of follow-up once project application was submitted
        •   Support in preparing/reviewing mid-term and final reports
        •   Timeliness of Regional Office's support in preparing/reviewing mid-term and final reports

2.5.   On a scale from 1 to 5 please rate your satisfaction related to the Regional Decision Committee (RDC) with
        the following:
        •   Support in preparing/reviewing the project application
        •   Timeliness of RDC's responses during the preparation phase
        •   Quality of follow-up once project application was submitted
        •·   Timeliness of follow-up once project application was submitted
        •   Support in preparing/reviewing mid-term and final reports
        •   Timeliness of RDC's support in in preparing/reviewing mid-term and final reports

2.6.   Have you received any support at any stage of your project from the World Scout Bureau Kuala Lumpur/
        Geneva offices?
        Yes/No

2.7.   On a scale from 1 to 5 please rate your satisfaction related to the World Scout Bureau Kuala Lumpur/
        Geneva offices with the following:
        •   Support in preparing/reviewing the project application
        •   Timeliness of WSB's responses the preparation phase
        •   Quality of follow-up once project application was submitted
        •   Timeliness of follow-up once project application was submitted
        •   Timeliness of budget disbursements from the WSB/Regional office to your NSO
        •   Support in preparing/reviewing mid-term and final reports
        •   Timeliness of WSB's support in in preparing/reviewing mid-term and final reports

2.8.   Have you been informed that decision about projects for up to $25,000 is made by the RDC while for larger
        projects by the JEC?
        Yes/No

2.9.   How much has this influenced the way you have planned your project?
        1 (not at all) to 5 (very much)

2.10.   What format of project application/reports would you prefer in the future?
        •   Hard-copy format sent by regular mail (currently available)
        •   Electronic word/pdf format sent by email (currently available)
        •   Online form (not currently available)

2.11.   Do you have any recommendations for changes and improvements?

3.   *Culture of Dialogue*

3.1.   Has your NSO held or participated in a training in dialogue and/or peace?
Yes/No

3.2.   On a scale from 1 to 5, please rate how much did the training in dialogue and/or peace contribute to the youth programme?
1 (not at all) to 5 (very much)

3.3.   How many youth and adult leaders have participated in these trainings?
- None
- Less than 10
- Between 10 and 50
- Between 50 and 100
- Over 100

3.4.   How many of those trained are still active and conduct trainings on dialogue and/or peace for others?
- Less than 10%
- Between 10 and 30%
- Between 30 and 50%
- Between 50% and 70%
- More than 70%

3.5.   What kind of outcomes/impact was achieved as a result of these trainings?
- Each trained leader has trained more than 20 Scouts in dialogue and/or peace
- Each trained leader has motivated more than 10 Scouts to take action in their local communities related to peace and/or dialogue
- Our NSO has been recognized by the public as contributing to peace
- Our NSO has started a partnership with another non-profit organisation/educational/government institution as a result of our work on peace and dialogue
- Other (please specify)

4.   *Capacity strengthening*

4.1.   Has your NSO participated in a capacity-strengthening project?
Yes/No

4.2.   What kind of support did you receive through the project?
- Support in renewing our youth programme
- Support in strengthening our management structures
- Support in preparing organisational policies and constitutional issues
- Support in communications
- Support in developing strategy
- Support in financial management
- Support in membership monitoring (databases, etc.)
- Other (please specify)

4.3.   How much has MoP contributed to capacity strengthening in your NSO?
1 (not at all) to 5 (very much)

4.4.   What kind of outcomes/impact of the capacity-strengthening project have you noticed?
- Increase in membership
- Youth programme better adapted to needs of young people
- Better management and decision-making at all levels in NSO
- More international exchange
- Better financial management
- Other (please specify)

4.5.   How many new members have been recruited as a direct result of the project?
          Note: Percentage here refers to total membership of NSO.
- None
- Less than 5%
- Between 5 and 10%
- Between 10 and 20%
- Between 20 and 30%
- Between 30 and 40%
- Between 40 and 50%
- More than 50%
- Other (please specify raw number in the box below)

5.   *Support to youth in (post-)conflict zones and difficult circumstances*

5.1.   Has your NSO had an MoP project supporting:
- Youth in conflict zones
- Youth in post-conflict zones
- Youth living in difficult circumstances

5.2.   How much has MoP contributed to supporting youth in (post-) conflict zones and youth living in difficult circumstances?
          Not at all, a little, somewhat,   much, very much

5.3.   What kind of outcomes/impact has the project achieved?
- The project provided for basic needs (food, clothes, shelter) for a limited period of time
- The project provided basic education (literacy) for a limited period of time
- The project provided peace education/trainings for post-conflict communities
- The project increased tolerance among members of conflicting communities
- Other (please specify)

6.   *MoP Network*

6.1.   How useful is the MoP network in the following (answer scale for each point from 1 to 5):
- Your NSO's members' personal growth and development
- Promoting community service among Scouts
- Enabling the sharing of experiences/projects/activities and inspiring new actions
- Enabling an international exchange among Scouts
- Demonstrating to the wider public (and donors) the impact Scouting achieves around the world
          (Answer scale: 1 - Not useful, 2 - A little useful, 3 - Moderately useful, 4 - Useful, 5 - Very useful.

6.2.   What are the main benefits your membership has from the MoP network?
- International exchange: meeting Scouts from other countries online
- Inspiration for projects/activities by seeing the projects done in other parts of the world
- Being recognized for our community service through sharing our projects and accounting our service hours
- Other (please specify)

6.3.   Does your NSO have an estimate of how many local projects were inspired from the network? à If yes, please share the estimate.

7.   *Final remarks*

7.1.   What do you appreciate most about MoP?

7.2.   What would you like to change about MoP?

ANNEX 6: WSB STAFF SURVEY RESPONDENT STATISTICS AND QUESTIONS

Number of respondents: 22 (16 regional level, 6 global level).
Survey made available in English only.

Distribution of staff members by role in management of MoP:

Role in MoP management	Number of respondents	% of total
Working on the educational aspect of the MoP Initiative	9	40.9%
Managing the MoP fund and/or project applications	12	54.5%
Promoting/managing the MoP network	6	27.3%
Other (please specify)	5	22.7%
Note: Multiple choices were allowed.		

Distribution per length of work on MoP in WSB:

Length of work on MoP in WSB:	Number of respondents	% of total
Less than a year	5	22.7%
Between 1 and 2 years	2	9.1%
More than 2 years	15	68.2%
Other (please specify)	0	0.0%

Survey questions:

General Information

- What level in WOSM do you work on?
  - Regional
  - Global
  - What does your role in the MoP management relate to (multiple choice allowed):
  - Working on the educational aspect of the MoP Initiative
  - Managing the MoP fund and/or project applications
  - Promoting/managing the MoP network
  - Other (please specify)
- How long have you been working on MoP?
  - Less than 1 year
  - Between 1 and 2 years
  - More than 2 years

1. *MoP Awareness*

    1.1. How do you define MoP?
           Answer options (multiple choices allowed):
           • As an educational initiative, complementing Scouting's overall mission and youth programme
           • As a funding opportunity for projects
           • As a network of active citizens – Scouts achieving positive change in their communities
           • Other (please specify)

    1.2. How do you mainly get your updates about MoP activities worldwide?
           Answer options (multiple choices allowed):
           • Through scout.org
           • Through other colleagues from my own office
           • Through other colleagues from different offices
           • Through social media
           • Regional monthly report/newsletter
           • Other (please specify)

    1.3. What do you think is the most attractive component of MoP for Scouts/leaders and for NSOs?
           Offered answers (for both – two columns offered: 1. For Scouts and leaders and 2. For NSOs):
           • Possibility to take part in community service and get recognition for it
           • The network aspect/international exchange
           • Inspiration for local activities/projects from projects shared through the network
           • Possibility to apply for funding for projects
           • Other (please specify)

2. *Educational aspect of MoP*

    2.1. Do you think the MoP Initiative is contributing to the youth programme in NSOs implementing MoP projects or being part of the network?
           Answer options: Scale from 1 (not at all) to 5 (very much so)

    2.2. What are the main educational benefits of MoP for Scouts? (Offer a scale from 1 to 5 for each point)
           Answer options:
           • Community service
           • International exchange
           • Learning about dialogue and peace
           • Other (please specify)

    2.3. What are the main challenges you see in involving MoP-related activities in the youth programme?
           Answer options (scale from 1 to 5 for each point):
           • Lack of interest from NSOs
           • Lack of interest from Scouts
           • Lack of clarity in the way in which this can be done
           • No need for it – NSOs are already working on peace through other activities
           • Other (please clarify)

3. *MoP Fund management*

    3.1. On a scale from 1 to 5, please rate the efficiency of:
          Answer options (scale from 1(the least) to 5 (very much)):
          - The global management system of the MoP fund (referring to the work of the World Scout Bureau, KL and Geneva offices and the World Scout Foundation)?
          - The management of the Fund on regional level
          - The work of the Regional Decision-Making Committees (RDCs)
          - Newdea as a management and reporting tool
          - Current project forms for reporting
          - Scout.org as a platform to share best practices and experiences

    3.2. Please rate how much you agree or disagree with the following statements:
          - Having a centralised decision-making procedure at global level for funding projects is a positive characteristic of the MoP Fund.
          - Having one application and report form for all projects is an advantage.
          - The current content of the application and report forms is sufficient for capturing all necessary details about a project.
          - The current format (paper-based and pdf) of the application and report forms is efficient.

    3.3. Would you like to mention any other benefits/challenges?
          Answer in comment box (200 words max).

    3.4. How much effort do you estimate in hours is necessary for the following tasks (for each project individually):
          Answer options: scale from: 1-3 hours, 4-6 hours, 7-9, 10-12 hours, 13-15 hours, over 15 hours
          - Effort NSOs invest in completing the application forms
          - Effort NSOs invest in completing report forms for project
          - Effort you invest in reviewing, commenting and following up on a single application
          - Effort you invest in following up on a single project reporting
          - Effort you invest in evaluating a single project

    3.5. If you have been using Newdea, please rate how satisfied are you with the following aspects of it as a tool and our use of it:
          Answer options (with scale from 1 to 5 for each point):
          - User-friendliness
          - Extent to which we (as the WSB) use its functionalities
          - Enabling a fast and easy-to-read overview of funded projects
          - Ease of generating reports
          - Ease of storing and reviewing project documents
          - Ease of uploading and storing additional materials (e.g. pictures)

4. *Culture of Dialogue*

4.1. Are you aware of any trainings in dialogue and/or peace conducted in your region or globally related to MoP?
Answer options: Yes/No à If yes, move on to next question, if no, move on to question 5.1.

4.2. Please rate how much do you think the trainings in dialogue and/or peace contribute to the youth programme?
Answer options: Scale from 1 (the lowest) to 5 (the highest)

4.3. What kind of outcomes/impact do you think these trainings have achieved?
Answer options:
- Each trained leader has trained more than 20 Scouts in dialogue and/or peace
- Each trained leader has motivated more than 10 Scouts to take action in their local communities related to peace and/or dialogue
- The NSOs involved have been recognized by the public as contributing to peace
- The NSOs have started a partnership with another non-profit organisation/educational/government institution as a result of the work on peace and dialogue
- Other (please specify)

4.4. Any additional comments on trainings on dialogue and/or peace?
Answer: Comment box (200 words max).

5. *Capacity strengthening*

5.1. Are you aware of any MoP capacity-strengthening projects conducted in your region or globally?
Answer options: Yes/No à If yes, move on to next question, if no, move on to question 6.1.

5.2. How much do you think MoP has contributed to capacity strengthening of NSOs (in your region or globally)?
Answer options: Scale from 1 (not at all) to 5 (very much)

5.3. What kind of outcomes/impact of the capacity-strengthening projects have you noticed in NSOs implementing them?
Answer options:
- Increase in membership
- More attractive youth programme, better adapted to the local needs of young people
- Better management and decision-making at all levels in NSO
- More international exchange
- Better financial management
- Other (please specify)

5.4. Have you noticed an increase in membership in the NSOs implementing capacity-strengthening projects?
Answer options:
- None
- Less than 5%
- Between 5 and 10%
- Between 10 and 20%
- Between 20 and 30%
- Between 30 and 40%
- Between 40 and 50%
- More than 50%
- Other (please specify raw number in the box below)

5.5. Any additional comments on capacity-strengthening projects?
Answer: Comment box (200 words max).

6. *Support to youth in (post-) conflict zones and difficult circumstances*

6.1. Are you aware of any MoP projects (in your region or globally) supporting youth in conflict/post-conflict zones or youth living in difficult circumstances conducted?
Answer options: Yes/No à If yes, move on to next question, if no, move on to question 7.1.

6.2. How much do you think MoP contributed to supporting youth in conflict/post-conflict zones or youth living in difficult circumstances?
Answer options: Scale from 1 (not at all) to 5 (very much)

6.3. What kind of outcomes/impact do you think the project achieved?
Answer options:
• The project provided for basic needs (food, clothes, shelter) for a limited period of time
• The project provided basic education (literacy) for a limited period of time
• The project provided peace education/trainings for post-conflict communities
• The project increased tolerance among members of conflicting communities
• Other (please specify)

6.4. Any additional comments on projects supporting youth in conflict/post-conflict zones and youth living in difficult circumstances?
Answer: Comment box (200 words max).

7. *MoP network*

7.1. How useful do you think the MoP network is in the following (answer scale for each point from 1 to 5):
Answer options:
• Promoting community service among Scouts
• Enabling the sharing of experiences/projects/activities and inspiring new actions
• Enabling an international exchange among Scouts
• Demonstrating to the wider public (and donors) the impact Scouting achieves around the world

7.2. How efficient do you find the scout.org website in the following:
Answer options (scale from 1 to 5):
• Providing sufficient information about the MoP Initiative
• Enabling the sharing of stories about MoP projects/activities from Scouts worldwide in a user-friendly manner
• Enabling MoP network members to interact online and inspire each other for action
• Providing sufficient information about the application procedure for MoP funding
• Differentiating between the Scouting and MoP brands

7.3. If your role relates to promoting the MoP network, what challenges do you face in your work?
Answer options:
• Lack of interest among NSOs in MoP network
• Lack of appropriate resources/tools to promote it
• Lack of time (the MoP network is not the only aspect of your work)
• Other (please specify)
Comment field available for any further comments (max 200 words).

7.4. How do you see the impact the MoP network has had on other communication channels within WOSM?
Answer options (three options: positive, no impact, negative):
• Scoutpak
• Circulars
• Social media (unrelated to MoP)
• scout.org
Comment box offered at the end.

7.5. How efficient was the communication in the last three years regarding MoP from the WSB KL and Geneva offices towards:
• Regions
• NSOs
• Scouts
Answer: Scale from 1 (very unclear) to 5 (very clear)

8. *Final remarks*

8.1. Please rate how much you agree/disagree with the following statements:
Answer options (with a scale from 1 to 5 for each point):
- I consider my MoP-related tasks to be clearly defined within my job description.
- I understand clearly my role within the overall MoP management framework (global and regional levels).
- The amount of time I spend on MoP-related tasks matches my job description.
- The orientation/training I have received from the WSB (global or regional offices) for conducting MoP-related tasks was satisfactory.
- I have no difficulties in receiving the information I need for performing my tasks (from other colleagues – in my own or different offices).
- I receive adequate support from my colleagues (from my own and different offices) in completing my MoP-related tasks.
- I feel motivated to complete my MoP-related tasks in a timely and efficient manner.

8.2. What do you appreciate most about MoP?
Answer in comment box (200 words max).
8.3. What would you like to change about MoP?
Answer in comment box (200 words max).

ANNEX 7: RDC SURVEY RESPONDENT STATISTIC AND QUESTIONS

Total number of respondents: 8 (by the end of the survey 6)

Distribution per length of work on MoP in RDC: Two respondents chose "Between 1 and 2 years" and six respondents chose "More than 2 years".

Survey questions:

General Information

- How long have you been a member of the Regional Decision-Making Committee?
  - Less than 1 year
  - Between 1 and 2 years
  - More than 2 years

1. *Understanding of MoP*

1.1.   How do you define MoP?
Answer options (multiple choices allowed):
- As an educational initiative, complementing Scouting's overall mission and youth programme
- As a funding opportunity for projects
- As a network of active citizens – Scouts achieving positive change in their communities
- Other (please specify)

1.2.   What do you think is the most attractive component of MoP for Scouts/leaders and for NSOs?
Offered answers (for both – two columns offered: 1. For Scouts and leaders and 2. For NSOs):
- Possibility to take part in community service and get recognition for it
- The network aspect/international exchange
- Inspiration for local activities/projects from projects shared through the network
- Possibility to apply for funding for projects
- Other (please specify)

2. *Youth programme, culture of peace and support to youth in difficult circumstances*

2.1.   Do you think the MoP Initiative is contributing to the youth programme in NSOs taking part in it?
Answer options: Scale from 1 (not at all) to 5 (very much so) Optional: comment field

2.2.   What are the main educational benefits of MoP for Scouts? (Offer a scale from 1 to 5 for each point)
Answer options:
- Community service
- International exchange
- Learning about dialogue and peace
- Other (please specify)

2.3.   What are the main challenges you see in involving MoP-related activities in the youth programme?
Answer options (scale from 1 to 5 for each point):
- Lack of interest from NSOs
- Lack of interest from Scouts
- Lack of clarity in the way in which this can be done
- No need for it – NSOs are already working on peace through other activities
- Other (please clarify)

2.4.   Please rate how much do you think the trainings in dialogue and/or peace (as part of MoP projects) contribute to the youth programme?
Answer options: Scale from 1 (the lowest) to 5 (the highest)
Optional: comment field

2.5.   How much do you think MoP contributed to supporting youth in conflict/post-conflict zones or youth living in difficult circumstances?
Answer options: Scale from 1 (not at all) to 5 (very much)
Optional: comment field

3.   *Capacity strengthening*

3.1.   How much do you think MoP has contributed to capacity strengthening of NSOs (in your region)?
Answer options: Scale from 1 (not at all) to 5 (very much)

3.2.   What kind of outcomes/impact of the capacity-strengthening projects have you noticed in NSOs implementing them?
Answer options:
- Increase in membership
- More attractive youth programme, better adapted to the local needs of young people
- Better management and decision-making at all levels in NSO
- More international exchange
- Better financial management
- Other (please specify)

3.3.   Have you noticed an increase in membership in the NSOs implementing capacity-strengthening projects?
Answer options:
- None
- Less than 5%
- Between 5 and 10%
- Between 10 and 20%
- Between 20 and 30%
- Between 30 and 40%
- Between 40 and 50%
- More than 50%
- Other (please specify raw number in the box below)

4.   *Application, reporting and review processes*

4.1.   Please rate the usefulness of the following elements of the application form for making your decision about supporting a project:
Answer options (scale from 1- not important to 5-very important):
- Problem and solution statement
- Scout and non-Scout beneficiaries
- Description of activities
- Project indicators
- Strengths and weaknesses and follow up on project results upon completion
- Partners of project
- Co-funding
- Budget
- Previous experience

4.2. Please rate the usefulness of the following elements of the report for judging the successful completion of a project:
Answer options:
- Final outputs description (per activity)
- Positive changes achieved
- Interviews and testimonials
- Lessons learned
- Challenges and difficulties
- Beneficiaries and project indicators achieved
- Partners
- Financial report

4.3. Please describe how the review process is conducted in your RDC:
Answer in comment box (obligatory answer).

4.4. Please rate on a scale from 1 to 5:
- The effectiveness of the support you receive from the WSB Geneva/KL offices.
- The timeliness of disbursements for projects.
(Answer on a scale)

4.5. Please indicate how much you agree or disagree with the following statements:
- I consider my RDC-related tasks to be clearly defined within my role description.
- I understand clearly my role within the overall MoP management framework (global and regional levels).
- The amount of time I spend on RDC-related tasks matches my initial role description.
- The orientation/training I have received from the WSB (global or regional offices) for conducting RDC-related tasks was satisfactory.
- I have no difficulties in receiving the information I need for performing my tasks (from other colleagues, from the scout.org website, etc.).
- I receive adequate support from my colleagues (from my RDC) in completing my tasks.
- I feel motivated to complete my RDC-related tasks in a timely and efficient manner.

4.6. Roughly estimated, please indicate how many completed projects from your region do you consider as having fulfilled their objectives?
Answer options:
- Less than 20%
  Between 20 and 40%
- Between 40 and 60%
- Between 60 and 80%
  Over 80%

4.7. Please describe your RDCs internal procedure for evaluating projects.
Answer: Comment box.

5. *Messengers of Peace Network*

5.1.   How useful do you think the MoP network is in the following (answer scale for each point from 1 to 5):
Answer options:
- Promoting community service among Scouts
- Enabling the sharing of experiences/projects/activities and inspiring new actions
- Enabling an international exchange among Scouts
- Demonstrating to the wider public (and donors) the impact Scouting achieves around the world

5.2.   How efficient do you find the scout.org website in the following:
Answer options (scale from 1 to 5):
- Providing sufficient information about the MoP Initiative
- Enabling the sharing of stories about MoP projects/activities from Scouts worldwide in a user-friendly manner
- Enabling MoP network members to interact online and inspire each other for action
- Providing sufficient information about the application procedure for MoP funding
- Differentiating between the Scouting and MoP brands

6. *Conclusion*

6.1.   What do you appreciate most about MoP?
Answer in comment box (200 words max).
6.2.   What would you like to change about MoP? (Same for both)
Answer in comment box (200 words max).

ANNEX 8: FOCUS GROUPS GUIDELINES

Guidelines for leaders:

Goal

These focus groups aim at providing an understanding about the value MoP has added to the regular Scouting activities (youth programme) at the local level, as well as whether such activities contribute to a general sense of identifying Scouting with peace. Combined with responses that will be gained from surveys and case studies, the focus groups will give insight into how leaders perceive MoP – whether or not they see activities related to it as contributing and relevant for the youth programme.

Participants

The FGs for leaders are for IST members/CMT members/Unit leaders who are:
- Actively engaged in a local patrol/unit in their home country as a leader,
- Have had experience with MoP (either through a project, or have encouraged their Scouts to take part in the Network),
- Are fluent in English,
- Preferably from different WOSM regions,
- Are able to take approximately 1 hour off their regular WSJ duties to participate in the focus group.

Methodology recommendations:

1. We definitely need to strive to conduct separate groups with younger and older leaders. Youngers: 18-27 y.o. and older: 26+ - this will help avoid dividing the group into people who are very active and other people too shy to speak. Older people often take on the role of expert during group discussions.

2. The moderator should not be at a very different age from the respondents.

3. Because the respondents will represent different countries, it is advisable (if possible) to prepare a list of projects carried out in each country.

Group length: 1 hour 10 minutes	
Introduction	**00:00-00:10**

- Moderator introduces him/herself and the subject: Messengers of Peace Initiative.
- Informing about confidentiality, technicalities – recording, anonymity, presence of note-taker.
- A few ground rules:
  - there are no wrong or right answers – all opinions matter to us;
  - do not criticize or question someone's opinion, hear out what the other person has to say.
- Presentation of research participants + warm-up game: name, where they are from, please say one thing about their country, something few people not from that country know.

Perception of MoP   00:10-00:25

Goal: *Establishing the level of awareness of MoP, identifying defining elements of MoP*

Support/material needed: *flip chart, paper, description of MoP for all respondents, 2 colors of highlighters*

- Associations: when you hear Messengers of Peace – what comes to mind? What else? *Moderator draws up a Mind Map on the Flip Chart.* What is most important here?
- Definition: If you were explain to someone who doesn't know the initiative what MoP is, what words would you use? What else?
- Individual effort – test of unfinished sentences. Finish 3 sentences on the pieces of paper in front of you:
  - To me, MoP is…
  - If MoP was not in my country, then …
  - MoP is for…
- Now please read the MoP idea – as a reminder. Use these highlighters and mark in green these parts of the text that you agree with, and in red mark the parts you disagree with:

  World Scouting's Messengers of Peace Initiative, launched by the World Scout Committee in 2011, aims to inspire the millions of Scouts who are doing amazing things in their local communities to tell the world about it, and thus inspire other Scouts to do even more. Any Scout project that brings a positive change in a community - its health, environment, social circumstances, safety or addresses conflict – is a Messengers of Peace project.

  - *Moderator divides flipchart into 2 parts:* What do you think about this? Which elements do you agree with? How much does it matter for you? And how important is it for the scouts from your country?
  - Which parts do you disagree with? Why?

Evaluation of MoP   00:25-00:45

Goal: Assessing the impact of MoP on the actions of Leaders and Scouts. Establishing the strengths and weaknesses of the program and the expected future.

   Support/material needed - 2 flipcharts:

1. *How MoP helped my personal development*
1. *How MoP helped the personal development of Scouts/Guides in my local group*
- Before we split into groups, please say how you rate how MoP functions in your countries? *Moderator allows short, free answers.*
- *Participants will be asked to split in two groups + 2 observers/ judges:*
  - *1st group will work on brainstorming about the ways in which MoP-related activities contribute to the personal development of Scouts*
  - *2nd group will answer how those activities contribute to their own personal development (as leaders).*
- *The moderator should give the participants 5 minutes to brainstorm about the questions and write down their answers on the prepared flipcharts. This should be followed up by 1-2-minute presentations from each group about the outcomes of their discussions.*
- *At the end of the presentation – question to observers:* What drew your attention particularly much of all of these presentations? What was particularly important to you? Why*?*
- Let us sum up:
  - What are the benefits of MoP? What is attractive about the program – for you, the Scouts and the local community?
  - Does MoP help in your daily work with the Scouts? How?
  - And what do you think requires improvement? What should be done better? What do you think is missing?

Scouting and the culture of peace   00:45-00:55

Goal: *Defining the culture of peace, establishing if Scouting encompasses a culture of peace.*

Support/material needed: *Small pieces of paper for writing down the statements, pens, bowl/hat for collecting the statements.*

- *The moderator should invite participants to reflect on the meaning of culture of peace for them, and ask them to write down their thoughts on small pieces of paper. Once this is complete, the moderator should ask each participant to put his or her answers in a hat/bowl.*

- *Once this is complete, the moderator starts reading the statements and asks what they mean, asking participants to discuss whether or not each of those statements read out related to Scouting and activities done in Scouting as part of the youth programme.*

- *At the end:* Based on the discussions we've had today, does Scouting encompass a culture of peace? Why yes or no?

Summary   00:55-01:05

- Just to finish – please imagine that MoP turns into a person. That person comes into this room – who is it? How old is that person? What is that person wearing? What is his/her personality?
  - What is important for that person in their life?
  - What could that person be talking with you about? Who could that person be for you?
  - How will the person change in 5 years? What will be important for that person 5 years from now?
  - Is there anything else that you would like to add to finish up, something that we skipped and seems important to you?
  - Please fill out these short answer sheets before you go, so that we can understand even better how you see MoP.
  - Thank, finish & gifts

Guidelines for Scouts aware of MoP:

Goal
These focus groups aim at providing insight into the importance of MoP for Scouts who are already involved in MoP, and the impact the Initiative has had on them personally, as well as their communities.

Participants
Participants for these focus groups should be selected on the following basis:
- They have participated in a MoP activity/project (not necessarily funded),
- They are aware of the MoP network (even if not registered on scout.org),
- They are fluent in one of the following languages: English, French, Arabic, Spanish or Russian.

Methodology recommendations:

1. These focus groups should be entertaining (as much as possible) and appropriate for the age of the participants (14-15 or 16-17).
2. Girls and boys separately, if possible.

Group length: 1 hour 10 minutes	
Introduction	**00:00-00:10**

- Moderator introduces him/herself and the subject: *We would like to know what you think about both Scouting and peace. We are curious to hear your personal opinions about any possible links that exist between the two. Additionally, we would like to hear more about your experience with the Messengers of Peace Initiative – what you have learned from MoP, if it has inspired you to take action in your local community, etc.*
- Informing about confidentiality, technicalities – recording, anonymity, presence of note-taker.
- **A few ground rules:**
  - there are no wrong or right answers – all opinions matter to us;
  - do not criticize or question someone's opinion, hear out what the other person has to say.
- Presentation of research participants + warm-up game: name, where they are from, please say one thing about their country, something few people not from that country know.

Defining Scouting and peace   **00:10-00:30**

Goal: *Perception of Scouting and peace – definition of terms and finding common ground.*

Support/material needed: *3 flip charts, photo sort cards, 2 colours of post it (one colour for one group)*

Instructions: *Moderator invites participants to split into two groups. One group will have the task to brainstorm about what* **Scouting** *means for them – it could be in one word, or a short phrase, and each should be written on a piece of sticky note paper. All thoughts (sticky notes) should be collected on a flipchart with the title "Scouting is…".*

The other group should do the same exercise, but discussing **peace***, instead of Scouting.*

Every group also receives the same photo sort (about 40-50 photos) and besides writing associations on post its, they also need to choose a few photos that visualize Scouting and peace.

The groups need to perform their task in 10 minutes.

The procedure is as follows:
- *First group (one-two people) presents a collage/ associations with a given definition (Scouting/ Peace). At the end the group should provide 5 most important values/ attributes/ associations from the collage. It's important for the moderator to ask about the meaning of each photo and associations.*
- *The second group writes down their comments on the presentation of the first group, looking at the same time at what they came up with when creating their collage/ definition of a given term.*
- *When the group is done with the presentations of their definition, the second group presents its comments to the presented definition/ collage, together with their definition of the collage that they created. This group starts by providing their opinions on the attributes/ associations presented by the other group.*

During both presentations, the moderator writes down his/ her observations on shared and different associations with each concept. After the presentation there is a summary:

- Shared elements: please look at what both groups created. What do you have in common? What do Scouting and Peace have in common with them? *We attach the right post its and pictures from the photo sort onto the 3rd, shared flip chart.*
    - What do you think about the connections we found?
    - Are they important?
    - Are Scouting and peace strongly or weakly linked? Why yes/ not?
- Differences and how do these 2 worlds differ?
    - How do Scouting and peace differ from one another? What is the core of Scouting, what lies at its "heart". *The moderator highlights the most important elements of the definition.*
    - What distinguishes peace from Scouting? What is at the core of Peace? *Moderator highlights the most important elements of the definition.*

What does MoP mean for you?   **00:30-00:45**

Goal: *Establishing the level of awareness of MoP, identifying defining elements of MoP*

Support/material needed: *flip chart, A4 paper, pens*

- Associations: when you hear Messengers of Peace – what comes to mind? What else? *Moderator draws up a Mind Map on the Flip Chart.* What is most important here?

- Definition: If you were explain to someone who doesn't know the initiative what MoP is, what words would you use? What else?

- Individual effort – test of unfinished sentences. Finish 3 sentences on the pieces of paper in front of you:

  - To me, MoP is…

  - If MoP was not in my country, then…

  - MoP is for…

- *After this exercise moderator divides flipchart into 2 parts: "Agree" and "Disagree". Once the moderator reads out the first question, s/he invites the participants to write their response below the title text. Then, each participant should fold their sheet so that their response is not visible. They should then pass it on to the person sitting left from them (and they will receive the sheet of the person sitting right of them). This goes on for each of the three questions.*

- *The moderator should then invite each participant to unfold the paper they currently hold in their hands, and read it aloud to the group.*

- *After **each** reading, leave time to the group to discuss the responses (Do they agree or disagree with the views expressed? Why yes or no?). Moderator write down answers to particular part on flip chart.*

- Now please read the MoP idea – as a reminder. *Moderator reads out:*

- World Scouting's Messengers of Peace Initiative, launched by the World Scout Committee in 2011, aims to inspire the millions of Scouts who are doing amazing things in their local communities to tell the world about it, and thus inspire other Scouts to do even more. Any Scout project that brings a positive change in a community - its health, environment, social circumstances, safety or addresses conflict – is a Messengers of Peace project.

- What do you think about this? Do you find here something new, different as we just discussed? Which elements do you agree with? Which parts do you disagree with? Why?

What I have learned through MoP   **00:45-01:00**

Goal: *understanding what benefits Scouts have had from MoP.*

Support material needed: *3-4 additional flipcharts for drawing, colourful pens, crayons, collage materials, etc.*

- *The moderator should split the group into smaller groups of two or three, and invite each to take a piece of flipchart and express (through writing or drawing) what they have learned through being part of MoP. Once complete, each group should present their work, and some time should be left for questions and answers between groups:*
  - What does it mean for you?
  - Why is it important?

Final reflections: What can I do to promote peace?   **01:00-01:10**

- *To finish up, moderator asks respondents to write down on a piece of paper their personal reflections on what they can be doing for promoting peace – it can be in the form of a short text.*
- *Respondents put their ideas into the "wish hat". At the end the moderator asks if any of the respondents would like to share their thoughts on the exercise.*
- Is there anything else that you would like to add to finish up, something that we skipped and seems important to you?
- Please fill out these short answer sheets before you go, so that we can understand even better how you see MoP.

Thank, finish & gifts

Guidelines for Scouts unaware of MoP:

Goal

These focus groups aim at providing an insight into the links that WSJ participants make between Scouting and peace. The main objective is to see whether or not they can identify certain activities in within the youth programme that contribute to peace, and to explore their interest in them. Ideally, these focus groups should happen before participants attend the Peace Programme at the WSJ (as this might skew their answers).

Participants

The participants for these focus groups should be unaware of any MoP activities (locally or internationally). Since we can have 3-4 such groups, one or two of them could be offered in a language other than English.

Methodology recommendations:

1. These focus groups should be entertaining (as much as possible) and appropriate for the age of the participants (14-15 or 16-17).

2. Girls and boys separately, if possible.

Group length: 1 hour 10 minutes

Introduction   **00:00-00:10**

- Moderator introduces him/herself and the subject: *We would like to know what you think about both Scouting and peace. We are curious to hear your personal opinions about any possible links that exist between the two.*
- Informing about confidentiality, technicalities – recording, anonymity, presence of note-taker.
- A few ground rules:
  - there are no wrong or right answers – all opinions matter to us;
  - do not criticize or question someone's opinion, hear out what the other person has to say.
- Presentation of research participants + warm-up game: name, where they are from, please say one thing about their country, something few people not from that country know.

Defining Scouting and Peace   **00:10-00:30**

Goal: *Perception of Scouting and Peace – definition of terms and finding common ground.*

Support/material needed: *3 flip charts, photo sort cards, 2 colours of post it (one colour for one group)*

Instructions: *Moderator invites participants to split into two groups. One group will have the task to brainstorm about what **Scouting** means for them – it could be in one word, or a short phrase, and each should be written on a piece of sticky note paper. All thoughts (sticky notes) should be collected on a flipchart with the title "Scouting is…".*

*The other group should do the same exercise, but discussing **Peace**, instead of Scouting.*

Every group also receives the same photo sort (about 40-50 photos) and besides writing associations on post its, they also need to choose a few photos that visualize Scouting and Peace.

The groups need to perform their task in 10 minutes.

The procedure is as follows:
- *First group (one-two people) presents a collage/ associations with a given definition (Scouting/ Peace). At the end the group should provide 5 most important values/ attributes/ associations from the collage. It's important for the moderator to ask about the meaning of each photo and associations.*
- *The second group writes down their comments on the presentation of the first group, looking at the same time at what they came up with when creating their collage/ definition of a given term.*
- *When the group is done with the presentations of their definition, the second group presents its comments to the presented definition/ collage, together with their definition of the collage that they created. This group starts by providing their opinions on the attributes/ associations presented by the other group.*

During both presentations, the moderator writes down his/ her observations on shared and different associations with each concept. After the presentation there is a summary:

- Shared elements: please look at what both groups created. What do you have in common? What do Scouting and Peace have in common with them? *We attach the right post its and pictures from the photo sort onto the 3ʳᵈ, shared flip chart.*
    - What do you think about the connections we found?
    - Are they important?
    - Are Scouting and peace strongly or weakly linked? Why yes/ not?
- Differences and how do these 2 worlds differ?
    - How do Scouting and Peace differ from one another? What is the core of Scouting, what lies at its "heart". *The moderator highlights the most important elements of the definition.*
    - What distinguishes Peace from Scouting? What is at the core of Peace? *Moderator highlights the most important elements of the definition.*

Scouting and peace – my experiences   00:30-00:40

- *The moderator asks respondents to share the stories from their communities, in their own local context – on Scouting and peace.*
- *We allow freedom of expression and spontaneous stories. Not everyone would be expected to participate, however, it would be good to get at least half of each FG to share their experiences. It is important for the moderator's assistant to write down at least 1-2, to place them in the further report.*

Scouting and peace – what we are, and what we could be doing?   00:40-00:55

Goal: Establishing the current perception of the actions of Scouting for peace and identifying expectations linked to the future.

Support/material needed: flipchart, post it, A4 pieces of paper, colourful pens, crayons, collage materials, etc.

- Now: When you think about the now, what is Scouting for peace doing now? What actions is it undertaking? What else? *Moderator writes on the flip chart, until the subject is exhausted.*
- If you were to write how important these actions are, what score would you give them? 1 means "completely unimportant" and 5 means "very important". Please write the scores on your post its and attach it to the flipchart.
- Future: What should Scouting be doing for promoting peace? Imagine what co Scouting should do to promote peace in the world? You have in front of you paper, crayons and other materials – use your imagination and express yourself openly. *Respondents are to make drawings on their own or in groups of 2-3 people. Finally, the moderator will ask them to present their drawings and what they meant by them. An open discussion with all participants should follow.*
- And what do you think of this initiative? *Moderator reads out:*
- World Scouting's Messengers of Peace Initiative, launched by the World Scout Committee in 2011, aims to inspire the millions of Scouts who are doing amazing things in their local communities to tell the world about it, and thus inspire other Scouts to do even more. Any Scout project that brings a positive change in a community - its health, environment, social circumstances, safety or addresses conflict – is a Messengers of Peace project.
- Have you heard about this? Moderator divides flipchart into 2 parts:
- What do you think about this? Which elements do you agree with? How much does it matter for you? And how important is it for the scouts from your country?
- Which parts do you disagree with? Why?

Final reflections: What can I do to promote peace?   00:55-01:05

- *To finish up, moderator asks respondents to write down on a piece of paper their personal reflections on what they can be doing for promoting peace – it can be in the form of a short text.*
- *Respondents put their ideas into the "wish hat". At the end the moderator asks if any of the respondents would like to share their thoughts on the exercise.*
- Is there anything else that you would like to add to finish up, something that we skipped and seems important to you?

Thank, finish & gifts

**ANNEX 9: REVIEWED CONCEPT PAPER ON UNDERSTANDING SOCIAL IMPACT
AND ITS MEASUREMENT IN SCOUTING**

Background

After a three-month consultation with National Scout Organisations (NSOs), the Reaching Out to All (ROTA) Work Stream of the World Scout Committee has reviewed comments and produced an updated version of the concept paper, presenting Scouting's understanding of Social Impact, and deepening the discussion around its measurement.
This document presents Scouting's definition of social impact, as well as the general premises for its successful measurement. The document outlines also the next steps the ROTA Work Stream has set in order to meet the 2014-2017 Triennial Plan request of *"developing a system, in conjunction with a knowledge & social entrepreneurship institution, to measure and increase the social impact of Scouting".*

Reviewed Definition of Scouting's Social Impact

Definitions of social impact reinforce the following key elements: the effect of an activity on an individual/community/society. For Scouting's purposes, ***Social impact is considered as the effect of a Scouting activity on individuals and families within a community as well as the Scouting members involved in planning and implementing this activity.***
As the youth programme is the context for any activity that a youth member is engaged, it is critical that any measurement of social impact considers firstly the effect on the individual Scout who is involved in providing the activity, then individuals within the community, and finally the impact on the wider community where the project is undertaken.

Scouting achieves the following levels of social impact:

1. **Individual Scout level**: The direct impact Scouting has on an each member's *personal development* (skills and abilities) as well as their *socio-emotional development* (behaviours and attitudes) - towards being better citizens;
2. **Community level**: The impact Scouts' actions have on overall improving the lives of people in that community.
3. **Institutional level including** the **national and international arenas** where NSOs/ WOSM take an active part in shaping the national debate and policies, such as on youth employment, environment and gender equality.

It is important to acknowledge that while the focus of individual level impact is indeed on the **young person** (in the Youth Programme age), individual level impact is achieved also in the **adult volunteers** involved.

Why Do We Need to Measure Our Impact?

Scouting worldwide has several incentives for measuring impact, which can be summed under the following goals:

•   **Improving the quality of our Youth Programme**, through the activities selected to increase the impact on young people, as well as the communities they seek to improve,

•   **Contributing in a meaningful way** to situations which arise in local communities and so help create a better world,

•   Helping our members to **better understand, communicate and target** our support to specific communities,

•   **Proving the relevance of Scouting to external audiences** (from peers, other young people, parents, government institutions and donors to potential new adult volunteers).

Knowing our reasons for measuring social impact will influence the kind of data we collect, as well as the way we collect it. This is considered further in the paper.

Acknowledging Context

Special consideration needs to be given to the national and local contexts in which each every NSO operates, when discussing reasons for measuring social impact, and the methodology that would be applied. Scouting plays different roles in different societies, and while certain Scouting activities in one country might create significant impact, this should not be generalised to all countries. Scouting must use flexible and adaptable models for its impact measurement, which reflect the diversity of our Movement, and account for the various ways we achieve impact based on the specific societal, economical, and cultural circumstances.

Establishing a Baseline for Measuring Impact

In order to proceed with measuring impact, apart from knowing why we want to measure it, we also need to know clearly what is the **intended outcome (and impact)** of the different areas of our activity. If we do not understand what we wanted to achieve initially, it will be extremely difficult to show and measure impact. One established model that can be used in assisting to define intended outcomes is the ***theory of change***.
The theory of change (TOC) model shows the organisation's path from needs to activities to outcomes that will create an impact. It describes the change the organization wants to make and the steps involved in making that change happen[53].
It is not uncommon that organisations develop a theory of change **retrospectively**, i.e. precisely define the desired outcomes of their activities only after they have already started implementing them. Therefore, the lack of a theory of change should not be worrying for NSOs. However, it is important to understand that using such a model as a baseline is **essential** in establishing relevant questions when researching impact, as well as choosing the most suitable measurement methods.

Measuring Impact

Impact evaluation essentially means investigating the changes brought about by a certain activity. Impact measurement must be based on transparent data collection and analysis, triangulation of data, as well as the consideration of internal and external perspectives in order to ensure conclusions and recommendations are objective.
Further, there can be a set of subjective and objective measurement methods used for each level of impact:

- **Subjective** measurement methods include: surveys commissioned by the NSO among individual membership about the improvements in their skills and abilities, self-reported activity within the community (e.g. service hours) and similar.
- **Objective** measurement methods include: external evaluations of individuals' skills and abilities (e.g. school assessments), objective measures of increase in quality of living conditions in a community (e.g. decrease in crime, unemployment, etc.), and social return on investment (SROI) analysis[54].

However, the use of such methods may present **challenges**:

- Commissioning surveys is often costly, and burdensome on volunteers, and requires expertise which may not be readily available in NSOs.
- Accessing state-owned or government databases in some cases might be sensitive, and not readily available.
- In some countries, state-owned data is limited, and may not provide the necessary insights.
- Surveying young people (and especially children) comes with ethical and practical constrictions, depending on legal regulations in each country.
- Finally, when undertaking impact evaluation, attention needs to be devoted to analysing the **factual** (the extent to which actual results match what was expected) and the **counterfactual** (an estimate of what would have happened in the absence of the intervention). This kind of analysis can prove to be very costly, especially if conducted as part of a longitudinal study.

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[53] More information at: http://www.thinknpc.org/publications/theory-of-change/.

[54] Social Return on Investment (SROI) is a framework for measuring and accounting for a much broader concept of value; it tells the story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated. For example, a ratio of 3:1 indicates that an investment of $1 delivers $3 of social value. SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value.

Still, these challenges should not discourage NSOs from attempting to evaluate the impact of their activities, especially because there are several benefits:
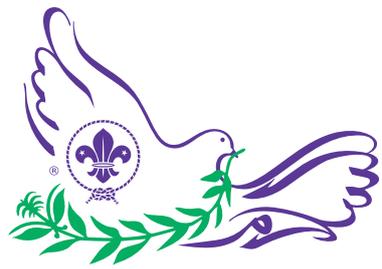
- **User-generated content** (such as the one created through scout.org) can be a great source of information: the more we engage young people and adult volunteers in recognising and reporting the impact of their actions, as well as noting any changes in their attitudes, the greater our knowledge base for analysis.
- There is a vast collection of **self-evaluation tools** available at no cost online, which can be used by NSOs in training their volunteers to undertake impact measurement.
- **Universities** and other learning institutions working on social impact can potentially be excellent partners: Scouting can provide an excellent study population for various types of research, while in return it receives an analysis of its impact which is rigorously conducted, in line with academic requirements.
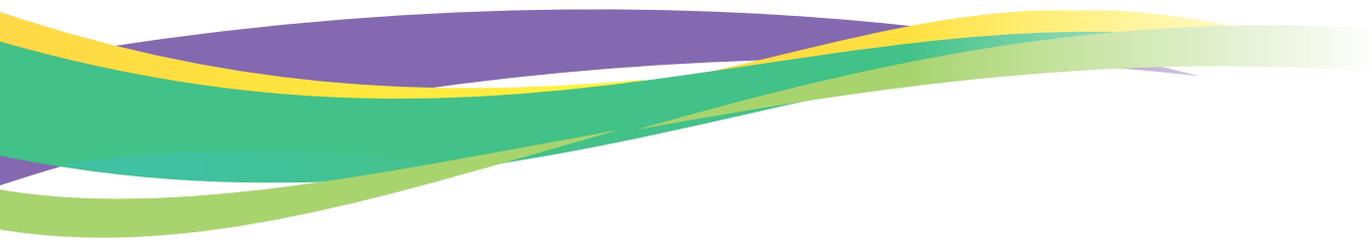
Next Steps

- Based on this initial concept paper, the ROTA Work Stream plans to achieve the following steps in order to fulfil its mandate for the 2014-2017 Triennium:

- Establish a partnership with an educational and/or social entrepreneurial institution/s, in order to facilitate a rigorous and methodologically sound approach to measuring Scouting's social impact.
- Develop a guideline/toolkit for measuring social impact for NSOs, including:
    - Developing a flexible Theory of Change model that NSOs can use as a starting point in their impact measurement.
    - Creating a database of existing resources on social impact measurement that will be easily accessible to NSOs through scout.org.
- Pilot the guideline/toolkit among selected NSOs, in order to provide a revised version in time for the 41st World Scout Conference in 2017.
- Explore further the opportunities scout.org can offer for collecting user-generated content for social impact analysis (moving further than just service hours).
- Explore opportunities for establishing a longitudinal study of Scouting's social impact.

If you would like to support any of the next steps planned, please contact
Hana Pasic (Project Manager, Impact Assessment, World Scout Bureau)
at hpasic@scout.org.

Messengers of Peace

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