



PEACE AND HUMAN RIGHTS EDUCATION IN SCOUTING



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This document is primarily for National Scout Organizations (NSOs) and National Scout Associations (NSAs). It provides a framework about peace and human rights education in Scouting. To seek further support, please contact the World Scout Bureau at worldbureau@scout.org.

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PEACE AND HUMAN RIGHTS EDUCATION IN SCOUTING



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INTRODUCTION

Scouting was founded by Robert Baden-Powell in 1907 to contribute to the education of young people, with the goal of developing active citizens. Since then, Scouts worldwide have promised to do their best, to help other people at all times and to obey the Scout Law, which includes the shared values to which Scouts are committed.

By definition, Scouting is also open to all without distinction of gender, origin, race, or creed, in accordance with the purpose, principles, and method conceived by our founder. So, creating peace and respecting all human beings has been in the DNA of Scouting since its foundation. This is also clear in the writings of our founder and the official documents of the World Organization of the Scout Movement (WOSM).

We now see it as important to frame our work as part of a wider picture, which include the achievement of the Sustainable Development Goals¹ (SDGs). These goals have become the path on which we should align our efforts, the ones of our National Scout Organizations (NSOs), and their adult leaders.

The World Scouting family has affirmed the need to focus on peace and human rights since the 2nd World Scout Conference (1924) in Copenhagen, Denmark. The concept of peace and human rights has evolved all over the world and has become a mandatory area of education in many countries. The 40th World Scout Conference firmly decided to set up this area as a priority for education at all levels through the 2014-2017 Triennial Plan and World Scout Conference resolutions 2014-12 and 2014-13².

¹ Refer to the World Scout Conference resolution 2017-08 2030 Agenda for Sustainable Development

² Refer to annex I, World Scout Conference Resolutions and Decisions



The 2017 WOSM and World Association of Girl Guides and Girl Scouts (WAGGGS) joint message for World Thinking Day and Founder's Day states: "Our members across the world are demonstrating through their actions that they want to see a more tolerant and inclusive society that accepts and welcomes people from all different walks of life. A world that respects and protects the planet that we live on and one where everyone has equal access to education, health care, and basic human rights."

The World Scout Committee created the Peace and Human Rights Unit to work with the Innovating Scouting Work Stream during the 2014-2017 triennium. This unit worked mainly on the development of this document. The thorough work in this document has shown the need for acknowledging that dealing with such issues is culturally and politically sensitive.

It is important to recognise that it would be difficult and may indeed be impossible to reach a consensus among all NSOs on what actions should be taken. Despite this, the World Scout Committee has agreed to include all topics that peace and human rights education should tackle, but remains conscious that this educational approach will inevitably be strongly influenced by individual country legislations and the cultural context of each NSO.

The purpose of this document

This peace and human rights education in Scouting document provides comprehensive guidance to support NSOs in addressing peace and human rights within their own institutional context and as part of the national Youth Programme. It may help in:

- reviewing the peace and human rights education content in the national Youth Programme and adult training schemes
- providing a well framed structure with simple examples for leaders on how peace and human rights education content and learning opportunities should look like
- raising awareness about peace and human rights in communities

The target audience

This document targets mainly the "developers"³ of Youth Programme at national level, but includes materials and references to resources that may be of use to "facilitators", those who work directly with young people.



"The most worthwhile thing is to try to put happiness into the lives of others."

Baden-Powell

³ Refer to the "Roles and Responsibilities" section in the World Scout Youth Programme Policy



TOWARDS AN UNDERSTANDING OF PEACE AND HUMAN RIGHTS

2.1 Setting the context

Peace, today and throughout history, has been a core element of Scouting, as well as of international discourse. Across the globe, peace and human rights come hand in hand for many. Human rights form the bridge to facilitate the creation of a culture of peace, which is fundamental to the Scout Movement's vision of creating a better world.

Throughout history, human societies have developed systems of peace and justice that have sought to achieve the welfare of their population. In 1948, after significant global conflict and two devastating world wars, a ground-breaking document, the Universal Declaration of Human Rights, which placed the human being at the centre of international discourse was adopted.

The rights stated in this document were meant to reflect basic human needs and establish the basic standards by which people can live with dignity. Since their codification, the concept and core values of human rights have made their way into institutions across the world.

Scouting, with its values of equality, respect, solidarity, and justice, shares many common core elements with peace and human rights. As these concepts have evolved within society over recent years, Scouting has also evolved with an unbroken commitment to its support for peace and human rights.

Since 1977, World Scouting has repeatedly reiterated its commitment to peace and human rights as expressed in the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and the UNESCO Declaration on the Culture of Peace, and reaffirmed in subsequent UN conventions, treaties, covenants, declarations, resolutions, and in international law. It has recognised that these concepts should apply without discrimination or exception to all.



Although peace has been part of Scouting since its early beginnings, the theme of human rights in Scouting has not always been an easy area to handle, as evidenced by some of the previous difficulties that emerged in World Scouting surrounding the ways in which to approach them. It was felt that work needed to be done at all levels of the Movement to promote these norms and ensure that an active effort was made to ensure that these standards were met for all.

The 40th World Scout Conference in Slovenia marked the adoption of resolution 2014-12 Scouting and Human Rights. This resolution highlights Scouting's responsibility to promote human rights education among children and young people as part of its mission of educating towards active global citizenship. It emphasised universal application: **human rights for all**.

Considering the significance of peace and human rights in society, the potential they have for bringing social change, as well as for Scouting's core educational objectives, peace and human rights education is a key tool in changing attitudes and behaviour, and in promoting respect and equality in societies.

Scouting feeds back into this change as "education for citizenship and peace" and can play a key role in establishing and developing respect for and a culture of peace and human rights. Combined with Scouting's current work with the SDGs, human rights education resonates with Scouting's vision of creating a better world.

Historical background on the culture of peace

During the 20th century, the abolition of war had been on the agenda for a very long time – being the objective of the League of Nations, the United Nations, and UNESCO. With the end of the Cold War, there was a shift in emphasis from war between countries to war within countries, from international peace to intra-national peace, for which the peacekeeping operations in countries such as Somalia and the former Yugoslavia were designed.

By 1992, a number of predispositions converged to place on the agenda the transformation of the cultural basis of war into a new culture, a culture of peace. The agenda for peace called for a contribution from UNESCO to this effort, for which the culture of peace initiative was welcomed.

UNESCO was ideally situated to initiate and promote the culture of peace because of its particular mandate to "construct the defences of peace" in the minds of men and women, and because of its universal membership as part of the United Nations family.

From 1992-2000, under the mandate of Federico Mayor, the [culture of peace](#) flowered at UNESCO, beginning with national culture of peace programmes and culminating in the [International Year for the Culture of Peace and the Manifesto 2000](#) with its 75 million signatures.

However, by this point, the culture of peace had been taken up by the UN General Assembly and by organisations of civil society around the world as a global movement for a culture of peace. By the midpoint of the International Decade for a Culture of Peace, there was a widespread consciousness about the culture of peace and its initiatives.



The concept of the culture of peace

The General Assembly of the United Nations in its Declaration 53/243 defined a culture of peace as "...a set of values, attitudes, traditions and modes of behaviour, and ways of life" based on nine core values describing how people and societies should aim and integrate into its daily practice to achieve a peaceful and sustainable environment.⁴

The Culture of Peace declaration highlights the values of respect for life in all its forms and the active practice of non-violence, promoting the education towards the peaceful settlement of conflicts through dialogue and cooperation.

Full respect of states in its domestic sovereignty of countries and freedom of expression, opinion, and information for every individual.

Urges people to observe and stand for human rights of all people, the right to development, and the provision of equal rights and opportunities for women and men.

And enhances the need to adhere to core principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, and understanding in all levels of our society.

Creating conditions that enable nations and ultimately, the international society, to a common practice conducive to peace.

Active engagement in the eradication of poverty and illiteracy, sustainable development

The promotion of a culture of peace is crucial and requires the engagement of governments and civil society working together and joining efforts, where educational institutions like NSOs, private sector, industry, and media play an active role to raise awareness about the concept of a culture of peace, promote and reinforce the values related to it, and build in young people and adults a participatory perspective of the expected behaviours.

The promotion of a culture of peace plays a key role in building a common national and global understanding and common ground, where all sectors and actors of society should be actively involved. A high-ranking official defining national policies for the country becomes as important as an artist, a teacher, a Scout leader, or a young person involved in multicultural activities and community development in the promotion of the values and principles of the culture of peace.

Considering this framework, Scouting is a relevant player in the promotion of the culture of peace. As part of our principles and methods are where many of the culture of peace principles are intrinsically embedded. The challenge is to become more active in helping young people and adults to understand the relation between our practices and the culture of peace.

⁴ UN Declaration of Peace, 1999.

About Peace in Scouting

Back in 1922, Baden-Powell, already a recognised celebrity and leader of an emerging youth movement, had the chance to share his vision of what would become the World Scout Movement and Organization, first at the Inaugural Conference, and two days later in the 3rd International Congress of Moral Education.

Baden-Powell, who was at that time a war hero, advocated for the cause of peace. His experiences in battle led him to write *Aids to Scouting* and *Scouting for Boys*, which enabled him to realise the impact of such writing on the self-education of young people. It became clear to him that his writings, which focussed on contributing to good citizenship, had a wider impact on young people, in society at large, and in the world.



During the summer of 1922, when he shared his vision in front of hundreds of Scout leaders, it became the horizon of a worldwide Movement. "Where the young citizens, male and female, in all countries are brought up to look upon their neighbours as brothers and sisters in the human family allied together with the common aim of service and sympathetic helpfulness towards each other, they will no longer think as heretofore in terms of war as against rivals, but in terms of peace and goodwill towards another."⁵ Baden-Powell himself committed the Movement to being "summarised as a universal brotherhood of service."

Scouting's Mission and Vision adopted during the 35th and 40th World Scout Conferences respectively declared that Scouting will "contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society", "enabling 100 million young people to be active citizens creating positive change in their communities."

Aligned with Scouting's Mission, Vision, and Purpose, many efforts were made throughout the recent history of Scouting (e.g. *The Peace Cruise*, 1999; *Gifts for Peace*, 2007). Now WOSM's flagship initiative is the *Messengers of Peace* which started in 2011 as a continuation of the *Gifts for Peace*, within the framework of the *Centenary of Scouting*: inspiring Scouts to engage in community service actions to address local issues.

Among its main goals, *Messengers of Peace* aims to promote a culture of peace and dialogue for mutual understanding, promote social entrepreneurship initiatives led by Scouts, support the development of young people affected by conflict situations, and connect Scouts around the world in a global network of 20 million *Messengers of Peace*. From the past to the present, a continuous chain of milestones connects Scouting's timeline of pursuing a peaceful world.

⁵ Baden Powell at Sorbonne University, 1922

Significant dates:

PEACE EDUCATION

In 1983, the 29th World Scout Conference through resolution 1983-04 Peace Education encouraged the exchange of experiences and discussion of possible actions to implement the concept.

PEACE AND HUMAN UNDERSTANDING

In 1985, the Peace and Human Understanding dossier was presented during the 30th World Scout Conference. resolution 1985-05 Peace and Human Understanding recommends that NSOs promote international cooperation as well as cooperation within the national territory.

EDUCATION OF PEACE AND HUMAN UNDERSTANDING

In 1998 in Melbourne, Australia, World Scout Conference resolution 1988-07 Education for Peace and Human Understanding encouraged NSOs to review the Youth Programme to ensure that the education for peace and human understanding is included as part of their educational offer.

PEACE WEEK

WOSM implemented Peace Week celebrations that were linked with Founder's Day celebrations in 1989.

INTERNATIONAL DAY OF PEACE

By 1990, after the wide participation of NSOs and Scouts in Peace Week, resolution 1990-15 recognised the International Day of Peace declared by the United Nations; committed to promote and support related yearly activities.

INTERCULTURAL EDUCATION

In 1993, Conference resolution 1993-13 Intercultural Education encouraged the reinforcement of an organisation open to all individuals as a way of mutual understanding.

REPRESENTATIVES OF RELIGIONS

The first meeting of representatives from different religions in Scouting was held in 1996.

INTERRELIGIOUS DIALOGUE

The 34th World Scout Conference recommended the wide promotion of interreligious dialogue and encouraged the World Scout Bureau and NSOs to make full use of ecumenical and interreligious activities through resolution 1996-10.

PEACE RESOLUTION

The same year, in reaction to conflicts related to ethnicity, xenophobia, and racism, resolution 1996-13 Peace recommended that NSOs worked towards understanding the causes of conflict for the promotion of peace, tolerance, and reconciliation between communities both for ethnic, religious, and cultural understanding.

INTERNATIONAL YEAR OF THE CULTURE OF PEACE

In 2000, WOSM took part in the celebrations of the International Year of the Culture of Peace, in coordination with UNESCO, as agreed in resolution 1999-18.

INTERRELIGIOUS SYMPOSIUM

The first World Scout Interreligious Symposium was held in 2003, in Valencia, Spain.

SPIRITUAL DIMENSION AND INTERRELIGIOUS DIALOGUE

Resolution 2005-24 Interreligious Dialogue and Spiritual Dimension recommended the incorporation of interreligious dialogue in all pluralistic and open NSOs and religious conferences. It also recommended the wide use of interreligious dialogue whenever relevant to build peace.

GIFTS FOR PEACE

Between 2004 and 2007, WOSM adopted the Gifts for Peace initiative in the framework of the celebration of the Centenary of Scouting.

EDUCATION FOR PEACE

In 2008, resolution 2008-20 Education for Peace encouraged NSOs to carry on with the Gifts for Peace projects to address local community issues and urged them to also adopt the Scouts of the World Award programme to support the promotion of and education for peace.

MESSENGERS OF PEACE INITIATIVE

In 2011, the Messengers of Peace initiative was launched, focusing on four main goals to promote social entrepreneurship to address community issues, promote and support dialogue for understanding, foster the Scouts Messengers of Peace Network, and implement the MoP fund for NSO capacity development and community service projects.

PROMOTION OF PEACE EDUCATION

In 2014, the 40th World Scout Conference reaffirmed the relevance of the World Scout Committee and NSO in the implementation and promotion of Peace Education through Scouting through resolution 2014-13; and requested that the World Scout Committee facilitate the development of peace education in all levels of the educational proposal in Scouting.



2.3 Historical background on human rights

2.3.1 The core international instruments on human rights

Individual rights and freedoms have existed for centuries. But it was only in the 20th century that the contemporary understanding of human rights appeared with the 1948 Universal Declaration of Human Rights, stating the groundbreaking idea that all humans are created equal and are thus equally entitled to certain rights simply because they are human.

Before the 20th century, the concepts of individual rights, fairness, and humanity were common in law and norms, and had been delineated in some key texts. Originally, people had rights only because of their membership of a group, such as a family.

In 539 BC, Cyrus the Great, after conquering the city of Babylon, did something totally unexpected — he freed all slaves and allowed them to return home, and declared that people should choose their own religion. The Cyrus Cylinder, a clay tablet containing his statements, is the first human rights declaration in history. From then on, the idea of human rights spread quickly to India, Greece, and eventually Rome.

The most important advances before the 20th century include:

- 1215: The Magna Carta – gave English people new rights and made the King subject to the law
- 1628: The Petition of Right – set out the rights of the English people
- 1776: The United States Declaration of Independence – proclaimed the right to life, liberty, and the pursuit of happiness
- 1789: The Declaration of the Rights of Man and of the Citizen – a document of France, stating that all citizens are equal under the law

In the mid-20th century, in the aftermath of the mass atrocities committed in two world wars, the international community called for methods to develop a culture of peace.

In 1945, the United Nations and its founding charter were created. One of the first initiatives of this key international organisation was to enshrine the concept of human rights in international law; this led to the birth of the Universal Declaration of Human Rights.

The Universal Declaration of Human Rights is the founding document for human rights. This agreement was adopted on 10 December 1948 by the United Nations. Its goal is to set the standards that we want to achieve in terms of protecting the rights of everyone around the world. It states that:

“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional, or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.”

It is a declaration; this is to say that it does not have legal force on the international sphere. From it stemmed a myriad of other documents on human rights.

Subsequently, the two most significant human rights texts that compose, with the declaration, what is known as the International Bill of Human Rights, are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Both were adopted in 1966.

These texts are divided into two categories of rights: the ICCPR focuses on liberty-oriented rights such as the freedom of expression or movement, and the ICESCR, on the right to self-determination and access to basic necessities.

There are nine core international human rights texts. Without including the three texts in the International Bill of Human Rights, these conventions are:

- [1948 – Universal Declaration of the Human Rights](#)
- [1966 – International Convention on the Elimination of All Forms of Racial Discrimination](#)
- [1979 – Convention on the Elimination of All Forms of Discrimination Against Women](#)
- [1984 – Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment](#)
- [1989 – Convention on the Rights of the Child](#)
- [1990 – Convention on the Rights of Migrant Workers and the Members of their Families](#)
- [2006 – Convention on the Protection of All Persons from Enforced Disappearance](#)
- [2006 – Convention on the Rights of Persons with Disabilities](#)

For Scouts, a central convention has been the Convention on the Rights of the Child, which aims to specify human rights especially relevant to individuals who are under 18 years old. These rights cover central concepts of youth protection, participation and support, and can be felt through many of the core norms in Scouting.

Human rights are now part of many legal texts across the world. Many countries now have their own national human rights charter that codifies these rights into the local system of legislation. But even further than legal texts, the founding principles of human rights have become global norms enshrined in a vast amount of laws and agreements today.

Discussions of lesbian, gay, bisexual, and transgender (LGBT) rights at the United Nations have included resolutions and joint statements in the United Nations General Assembly and the United Nations Human Rights Council (UNHRC), attention by the expert led human rights mechanisms such as the United Nations Treaty Bodies and Special Procedures as well as by the UN Agencies.

Human rights have now become so important as references for human dignity that they are continuously cited on a global scale as pillars for peace and well-being in society. This is what makes them such a central part of the creation of a global culture of peace, and thus, makes them a core element for Scouting.

2.3.2 The United Nations Security Council resolution 2250 on Youth, Peace, and Security

On 9 December 2015, the United Nations Security Council (UNSC) adopted Resolution 2250. This is a landmark resolution as it is the first of its kind that deals specifically with the role of young people in issues of peace and security, and recognises the core role young people can play in peacebuilding in conflict and post-conflict settings. It is set out in five key areas:

- participation
- protection
- prevention
- partnerships
- disengagement and reintegration

In the conversation around peace and human rights education in Scouting, Resolution 2250 becomes an essential international tool that emphasises the importance of ensuring the systematic, active, and meaningful participation of young people in peacebuilding activities.

Scouts, as active global citizens who aim to create a better world, have repeatedly engaged in peace projects and continue to demonstrate a firm devotion towards promoting the well-being of all individuals in society. Resolution 2250 thus contributes to the continued work of Scouts towards creating a global culture of peace.

[2015 – The United Nations Security Council Resolution 2250](#)
[2015 – The United Network of Young Peacebuilders’ Guide to Resolution 2250](#)

2.3.3 Human rights in Scouting

Since its origins, World Scouting has been strongly rooted in Baden-Powell’s experiences of war and his perspective on war from his role as the chief of World Scouting. His personal thoughts and vision have been present and mirrored through out the years, in the way the Scout Movement has evolved in its understanding of peace and human rights as values, inherent rights, and way of living.

- In 1977, World Scout Conference resolution 1977-19 on supporting the Universal Declaration of Human Rights was adopted.
- In 1988, World Scout Conference resolution 1988-8 reaffirming Scouting’s support for human rights was adopted.
- In March 2010, the World Scout Committee issued a statement on human rights issues which affirmed its “unequivocal adherence to the principles of human rights expressed in the UN Declaration.”
- In January 2011, at the 39th World Scout Conference in Brazil, a resolution titled “World Organization of the Scout Movement and the Universal Declaration of Human Rights – Reaching Out, Creating a Better World” was proposed. However, this resolution was withdrawn before any vote was taken. The World Scout Conference did, nonetheless, adopt by acclamation a Declaration from the World Scout Committee on Scouting and human rights.

- Throughout the 2011-2014 triennium, the World Scout Committee decided to create a Human Rights Task Force to study the matter further and make substantial proposals on this area to the World Scout Conference in Slovenia. The Task Force held workshops on human rights in many events.
- In August 2014, the 40th World Scout Conference in Slovenia adopted resolution 2014-12 Scouting and Human Rights which reaffirmed WOSM's responsibility to promote human rights education among children and young people as part of its Mission.
- The 2014-2017 Triennial Plan included peace and human rights education as a core part of the Innovating Scouting Work Stream. A key performance indicator of the Triennial Plan was that 50% of NSOs will have integrated peace and human rights education in their Youth Programme by 2017.
- The Peace and Human Rights Unit was created to help develop educational tools on this topic throughout the triennium. It was reformed during the mid-term review report of the Triennial Plan to strengthen this area. It met twice in July 2016 and March 2017.

When adopted in 1948, the Universal Declaration of Human Rights became the reference for listing different grounds for discrimination in society. Since then, the understanding of human rights and their definitions have evolved at an increasing pace, a reality which has come with its fair share of difficulties when trying to adapt to a global stage.

Scouting, like society, has had to deal with, on various occasions, core issues that have appeared in the understanding and application of human rights, especially in a global context of increased polarisation concerning many of these areas. We can refer to the examples of the difficulties that emerged in previous World Scout Conferences and World Scout Events on the topic of Scouting's approach to human rights and non-discrimination on the grounds of sexual orientation and identity.

The Peace and Human Rights Unit was formed through this renewed emphasis on human rights in Scouting. Its main stated objectives were to develop a framework to promote peace and human rights education as important parts of the Youth Programme as well as to identify and further develop existing tools, resources, and best practices in peace, diversity, and human rights.

The following document serves as a review of human rights education tools, principles, and materials, which were adapted to the Scout Method. The following document, therefore sets out to offer a list of Scout-specific key areas within the field of peace and human rights on which NSOs can focus their work.

World Scouting recognises that NSOs normally approach human rights through the lens of their local context. Hence, it is hard to achieve a common stance.

Nevertheless, World Scouting, in resolution 2014-12 Scouting and Human Rights that was made at the 40th World Scout Conference, recognised Scouting's acceptance of human rights as expressed in the Universal Declaration of Human Rights, the Convention on the Rights of the Child and reaffirmed in subsequent UN conventions, treaties, covenants, declarations and resolutions, and in international law, which made it clear that everyone is entitled to all the rights and freedoms stated in the Declaration without distinction of any kind and that States have a duty to promote and protect all human rights and fundamental freedoms, regardless of their political, economic, and cultural systems.

By promoting human rights and a culture of peace, Scouting can act as a space where children and young people all over the world are empowered to embrace justice, equality, and respect through equal opportunity and dignity without discrimination. On the international stage, sexual orientation as a source of discrimination based on the grounds of sex, has led to the inclusion of rights of LGBT people within the family of human rights.

Noting the growing attention to LGBT issues within World Scouting, it is acknowledged that dealing with such issues is culturally and politically sensitive. It is also recognised that it would be difficult and may indeed be impossible to reach consensus among all NSOs on what actions should be taken.

For this document, Sexual Orientation and Gender Identity is considered as one of the topics that human rights education should cover, as appropriate.

As a core understanding of discrimination, Scouting adopted in resolution 2014-12 the following statements:

- reaffirms that Scouting, as a Movement based on its principles of Duty to God, Duty to others, and Duty to self expressed in the Scout Promise and Law, does not discriminate on any grounds of human rights
- adopts the principle that WOSM and NSOs respect the protection of internationally proclaimed human rights; make sure they are not complicit in human rights abuses; and develop their own strategies and identify challenges that need to be addressed regarding human rights based on the Mission of Scouting and taking account of current legal, cultural, and religious contexts



PEACE AND HUMAN RIGHTS EDUCATION

3.1 Levels of peace and human rights education

For the past few years, the international community has emphasised on the importance that human rights education has for the promotion, protection, and effective realisation of human rights itself. Subsequently in 2011, at the General Assembly, it adopted the United Nations Declaration on Human Rights Education and Training.

In order to build and promote a culture of peace and human rights within Scouting, young people need to be empowered with the knowledge, skills, and understanding about the universality, indivisibility, and interdependence of both peace and human rights concepts, so that they can develop new attitudes and behaviours. In this section of the document, we will be guided by the United Nations Declaration on Human Rights Education and Training.

This universal culture for peace and human rights is only possible by:

- strengthening respect for human rights and fundamental freedoms
- fully developing the human personality and sense of dignity
- promoting understanding, tolerance, respect for diversity, gender equality, and friendship among all nations, indigenous peoples, and minorities
- enabling all persons to participate effectively in a free and democratic society governed by the rule of law
- building and maintaining peace
- promoting people-centred sustainable development and social justice

Article 2 of the Declaration defines human rights education and training as “... all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding, and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.”

And then continues to identify a three-dimensional approach in human rights education, which we can easily adopt for peace and human rights education:

- education **about** peace and human rights, which includes providing knowledge and understanding of peace and human rights norms and principles, the values that underpin them, and the mechanisms for their protection
- education **through** peace and human rights, which includes learning and teaching in a way that respects the rights of both educators and learners
- education **for** peace and human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Article 4 emphasizes on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments where human rights education and training should be based on, with the purpose of:

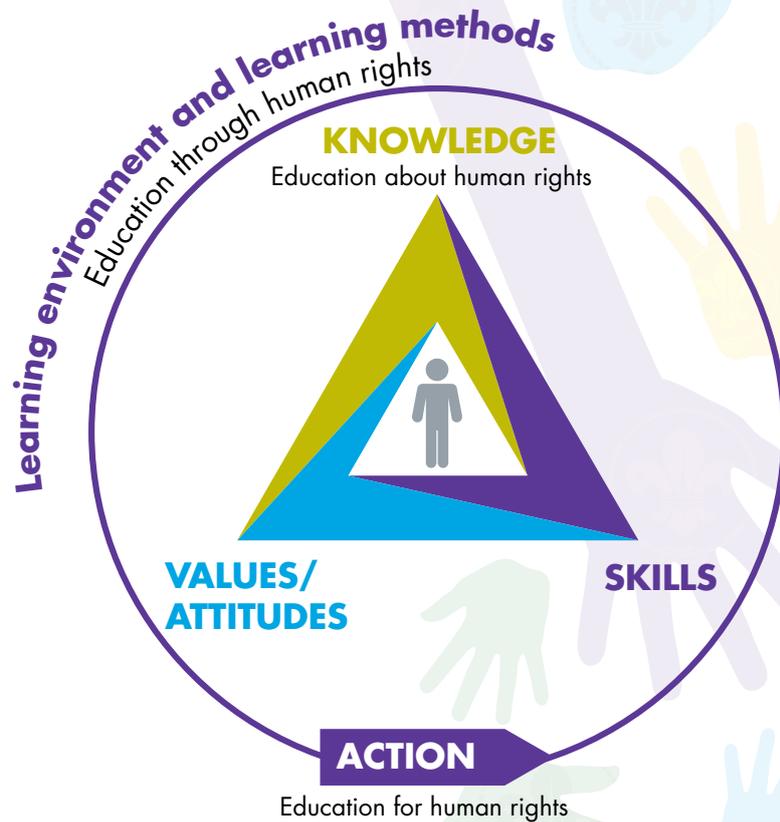
- raising awareness, understanding and acceptance of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms
- developing a universal culture of human rights, in which everyone is aware of their own rights and responsibilities to respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist, and inclusive society
- pursuing the effective realisation of all human rights and promoting tolerance, non-discrimination, and equality
- ensuring equal opportunities for all through access to quality human rights education and training, without any discrimination
- contributing to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping, and incitement to hatred, and the harmful attitudes and prejudices that underlie them

We recommend applying the same principles to peace and human rights education.

3.3 Peace and human rights education in Scouting

In seeking to find a position for peace and human rights education within Scouting, we have started from the assumption that it should sit at the heart of our educational proposals.

Since the beginning of Scouting, the purpose of creating a better world has been present in the way we have been educating our young people, believing that the Scout Movement has a responsibility to stand up for civil and human rights.



We can find the principles of peace and human rights present in the Scout Promise and Law, Scouting fundamental Principles and in the Scout Method, which provide the best possible environment to promote peace and human rights education through the development of knowledge, skills, and attitudes.

Taking into consideration the three-dimensional approach in peace and human rights education, we can already identify the learning environment and learning methods in Scouting that can enhance the education on the rights of the others.

Given that children and young people are the recipients of World Scouting's educational proposal, in the following grid a link is established between the Universal Declaration of Human Rights and the Convention of the Rights of the Child with World Scouting's purpose, principles, and elements of the Scout Method:

- Scout Promise and Law
- Learning by doing
- Team system
- Nature
- Adult support
- Personal progression
- Symbolic framework
- Community involvement

Being a worldwide Movement, Scouting's mission is to contribute to the education of children and young people on fundamental values like peace and development, cooperation and solidarity, in a perspective of creating a better world in the absolute respect and promotion of human rights.

It is proposed that NSOs should use this grid to analyse how the different elements are being applied and to identify what improvements in practice might be made. National teams and relevant members related to the Youth Programme are encouraged to discuss these statements and come up with a result of the self-assessment on their NSO.

World Organization of the Scout Movement	Universal Declaration of Human Rights	Convention of the Rights of the Child	Result of the analyses
<p>The Scout Movement is a voluntary non-political educational movement for young people open to all without distinction of gender, origin, race or creed, in accordance with the purpose, principles and method conceived by our Founder.</p>	Article 1, 2, 18, 20	Article 1, 2, 15, 30	
<p>The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.</p>	Article 18, 19, 22, 26	Article 13, 14, 27, 28, 29, 31	
<p>Duty to God</p> <ul style="list-style-type: none"> adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom 	Article 18	Article 14	
<p>Duty to others</p> <ul style="list-style-type: none"> loyalty to one's country in harmony with the promotion of local, national, and international peace, understanding, and cooperation participation in the development of society with recognition and respect for the dignity of humanity and for the integrity of the natural world 	Article 15, 19, 22	Article 7, 29	
<p>Duty to self</p> <ul style="list-style-type: none"> responsibility for the development of oneself 	Article 22, 26	Article, 28, Article 29, no.1	
<p>Scouting places the child and the young person at the centre of the educational activity, promoting their autonomy and responsibility when choosing their actions.</p>	Article 26, 29	Article 3	
<p>Scouting promotes the training of adult volunteers who, through an educational relationship of trust and companionship, guarantee the integral education of children and young people under their responsibility.</p>		Article 3	
<p>The organisation in small groups – the “patrol system” – with its own identity, life, and internal leadership and organisation, is the place where children and young people establish relationships and are called to assume several tasks to promote the common welfare.</p> <p>It is a school of citizenship and education among peers that encourages co-responsibility and enhances the learning of values like democracy and solidarity.</p>	Article 19, 29	Article 12, no. 1 Article 13, no. 1 Article 15, no. 1	
<p>There is a growing autonomy of the child and the young person who, through “learning by doing”, are actively involved in the choice, planning, preparation, execution and evaluation of all activities and projects carried out by the group.</p> <p>The learning process takes place as a dynamic process where the child and the young person are active agents and transform their aspirations and dreams into enriching experiences, in a safe environment.</p>	Article 19, 29	Article 12, no.1 Article 29, no.1	

A child or young person, as the key player of his or her self-development , chooses his or her path freely for the acquisition of knowledge, skills, and attitudes. The "system of individual progress" is based on a personal perspective, considering individual characteristics and rhythm. It is an opportunity to deepen individual abilities and personal fulfilment or even for vocational awareness.	Article 19, 29	Article 12, no.1 Article 29, no.1	
The personal adherence to a framework of values – "Law and Promise" – adopted as a life reference, is the weighted and clear will, and an expression of complete freedom.	Article 18, 19, 29	Article 12, no.1 Article 14, no.1	
Nature is the privileged space and environment for Scout activities, where the child and the young person face their limits and learn to live on the essential. The respect for nature is interiorised, providing healthy outdoor experiences.	Article 19, 29	Article 29, no.1, line e)	
Scouting takes place within the community and therefore community involvement reflects the need for Scouts to undertake service with the primary purpose of making a positive impact in the community . By working within the community, Scouts understand and appreciate the different intercultural and intergenerational issues that come into play.	Article 1, 29	Article 29	
Scout activities and games constitute the most visible part of Scouting and are extraordinary opportunities of growth, due to the action, adventure, challenge, creativity, and contact with nature within.	Article 19, 29	Article 31, no.1	
In the area of intellectual development, educational priorities or paths are related to the components of collecting and processing information, problem-solving, creativity, and expression.	Article 19, 29	Article 13, no.1 Article 27, no.1 Article 29, no.1 line a)	
In the area of physical development, educational priorities are related to the identification of needs, maintenance, and promotion of physical well-being, by adopting a healthy lifestyle where hygiene, nutrition, and exercise are fundamental components	Article 25, 29	Article 24, no.2, lines c) and e), Article 27, no. 1 Article 29, no.1 line a)	
In the area of social development, educational priorities relate to the active exercise of citizenship and underlying rights and duties, developing a sense of service and solidarity, and developing one's ability to cooperate and lead	Article 19, 27, 29	Article 27, no.1, Article 29, no.1 line b) and d)	
In the area of spiritual development, educational priorities relate to welcome and respect for interreligious diversity, leading to a spiritual discovery that gives meaning to one's personal life	Article 18, 19, 29	Article 27, no.1	
In the area of character development, educational paths relate to discovering and asserting oneself, being able to make choices and accept the consequences, defending ideas and living according to one's system of values	Article 19, 29	Article 27, no.1 Article 29, no.1 line c)	
In the area of affective development, educational paths relate to the recognition and acceptance of one's feelings, learning to express them while respecting others, in order to maintain a balance and emotional maturity	Article 19, 29	Article 27, no.1 Article 29 no.1, lines a) and c)	
The importance of parental involvement in the educational process of Scouting, without which our educational activity could not possibly complement the family context.	Article 26, no.3	Article 18, no.1	



IMPLEMENTING PEACE AND HUMAN RIGHTS EDUCATION IN SCOUTING

The key areas of a peace and human rights educational framework for Scouting

The following framework for peace and human rights education has attempted to adapt the key areas of peace and human rights activity within the field for a Scouting audience.

The division between areas does not make them exclusive from one another: these clusters serve to simplify the material. Peace and human rights education is indivisible, interdependent, and interrelated. Therefore, the proposed sections and activities are cross-cutting. These clusters are gathered from the UN Declaration of the Culture of Peace, the Universal Declaration of Human Rights, and the Convention of the Child Rights.

The following six key areas of a peace and human rights educational framework for Scouting are:

- Freedom
- Education, play, and work
- Justice
- Identity
- Interdependency
- Living conditions and well-being

It may help an NSO or an individual who wants to start to engage in peace and human rights education to consider which area of work they wish to prioritise. Youth Programme developers are encouraged to consider how their own educational framework deals with each of these issues. A traffic light approach can be used: green for a matter that is already covered, red for a matter that should be left until later (or not at all), and yellow for a matter that should be dealt with in priority.

Example:

Freedom			
Aim: To raise awareness and understanding about the fact that all human beings are born free and equal in dignity and rights. Everyone has the right to life, freedom of expression and thought, freedom to own things, and freedom to move.			
Consider the following rights for developing peace and human rights Education in Scouting	●	●	●
Right to life Everyone is born free and equal, and has the right to life, liberty, and security of person.			
Freedom of expression and thought Everyone is born free to express his/her own thoughts and opinion.			
Freedom to own things Everyone is born free to own things such as property, ideas, etc. Everyone is also responsible of the results of owning anything.			
Right to safety Includes maintaining integrity and fighting against human trafficking and sexual exploitation			
Freedom to move, freedom to stay, and freedom to seek refuge Everyone is born free to live in the country of birth, to move, and seek refugee if conditions deteriorated.			

4.2 Implementing peace and human rights in your NSO

These sections and the rights stated throughout them offers NSOs core areas adapted to Scouting in which to concentrate their efforts on peace and human rights education. Each country has their own realities concerning peace and human rights. The hope is, therefore, that this framework is used as a baseline to evaluate local priorities and adapted to reality.

Building a universal culture of peace and human rights is part of what we do as Scouts, either when we are in our local communities or when we are participating in a World Jamboree.

And even if sometimes the task can be seen as overwhelming, we should bear in mind that peace and human rights begin with simple acts of kindness and in small places where respect, dignity, tolerance, and equal opportunities are given to everybody and where we can produce positive changes in society and create a better world.

So, when we talk about peace and human rights education in Scouting, we have to take into consideration our system of progressive self-education and Scouting's practical approach to education based on:

- **Knowledge and skills** – learning about peace and human rights mechanisms and acquiring skills to apply them in a practical way in daily life
- **Values, attitudes, and behaviour** – developing values and reinforcing attitudes and behaviour which uphold peace and human rights
- **Action** – taking action to defend and promote peace and human rights

And like in any programme cycle, the implementation phase is based on a previous evaluation of the needs, the setting of the goals to be achieved, and the identification of the methods to do it.

Based on the checklist and scoring presented in Chapter 3.3 and 4.1, you might have realised that you need to review or improve some of the contents of your Youth Programme or leaders' training course in order to enhance peace and human rights education in your association. For example:

- regarding freedom of expression and thoughts, you need to improve the organisational structure and enhance youth involvement in decision-making (either in the patrol council or in the local Scout assembly)
- regarding solidarity, you need to set new educational objectives to enhance community involvement at the local level
- regarding change of behaviour, find out how the NSO is exercising its influence on issues related to human rights affecting young people in their country

On the other hand, you might just need some guidance to discover interesting tools about peace and human rights, which can provide you some ideas and guidelines on relevant and attractive activities for young people, which can help them to acquire a specific skill, to develop a more correct attitude, or to take action to defend and promote peace and human rights.

Depending on the right you want to address, several educational opportunities have been identified in a grid in Chapter 4.3, and divided into different age sections that can help young people to be empowered to learn more about peace and human rights, and to live by them.

The activities proposed in the grid are flexible and can help to raise awareness on more than one right. For example, you could decide to learn about the social, economic and environmental costs of a cotton T-shirt, which can tackle the right to work and play, the right to join trade unions, the right to adequate living standards, the right to a safe and healthy environment, etc.

Scouting teaches us that there are no impossible situations, and even for the most challenging topics, it is always possible to promote an open dialogue, respecting other opinions and views.



4.3 Examples of learning opportunities for peace and human rights education

This section provides examples of learning opportunities that can be easily integrated in the national Youth Programme for each age section as part of the peace and human rights education.

1. Freedom

AIM: To raise awareness and understanding about the fact that all human beings are born free and equal in dignity and rights. Everyone has the right to life, freedom of expression and thought, freedom to own things, and freedom to move.

Age range	< 11	11 to 14	15 +
Right to life	In a circle, young people discuss what it means to be fully human. How is that different from just "being alive" or "surviving"?	Working in patrols, young people design a flag or banner that depicts the right to life, liberty, and security of person.	Watch a movie about the "right to life" and discuss it with a panel of local community leaders who will be asked to share their views. Possible films could include: <ul style="list-style-type: none"> • Hotel Rwanda • Schindler's List • The Boy in the Striped Pyjamas • Life is Beautiful • Amistad • Gimme Shelter
Freedom of expression and thought	Young people are asked to write an anonymous letter to their troop leader, telling him/her about their opinion of a recent activity. The facilitator will then ask, "What if you signed the letter with your name? What is the difference and why?"	Young people are asked to imagine that they are attending a group meeting with the principal of their school and are asked to give their opinion of the school rules on a sheet of paper anonymously. They are then asked to read it aloud. Subsequently, the facilitator will ask, "What is the difference between writing it on a sheet of paper anonymously and reading it aloud, and why?" Some comedians make jokes that are discriminatory towards a certain group of people. Have a debate on this question: Are these jokes acceptable or not?	Young people are asked, "What would be the three topics that you will write about if you had an anonymous blog? Among those opinions, which ones will you say on a TV talk show and which other would you prefer not to talk about, and why?" Do a research on Amnesty International and their worldwide campaigns to free journalists who are unjustly detained for what they write. Find a way to contribute to that campaign.

<p>Freedom to own things</p>	<p>Young people are shown photos of various items and asked to choose the items that they would like to have in their rooms.</p>	<p>Young people are shown photos of various items before being divided into small groups. They are then asked to agree on the things that they would pick if they owned a house. The facilitator will discuss and emphasize on the right to own personal things.</p> <p>Divide the audience into small teams, ask them to build a gate with the name of their group on it and spend some time decorating it. The facilitator will then – for unknown reasons, take their gate, give it to another group, and ask the teams how they felt about it.</p> <p>Invite each group to bring an item or object which they value, or something they could not live without.</p> <p>Alternatively, ask them to take a photograph of the item and bring it with them to the group session.</p> <p>Let each young person introduce their object and say why it is important to them. The rest of the group should listen, without commenting or criticising. At the end of each “presentation”, talk about why some things matter.</p>	<p>Organise a Dialogue Circle to talk about issues affecting the freedoms of young people in the country.</p>
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<p>Safety</p>	<p>Young people are asked, "You have volunteered to host a camp weekend at your house. How will you create the safe conditions for your pack mates? What will you ask them to do to ensure everyone's safety?"</p> <p>Discussion with the pack: The facilitator should draw attention to the things that are related to human beings before talking about the rules.</p>	<p>While sharing ideas and post with friends on social media, young people are asked to create a discussion group to talk about:</p> <ul style="list-style-type: none"> • cyber safety • Safe from Harm • national safety • war and conflict <p>Create some posts and campaigns with selfies to prevent cyberbullying.</p> <p>Young people invite non-Scouts to a very tough three-day competition on outdoor skills and exploration that they are hosting.</p> <p>The facilitator will ask, "What are the measures that can be taken with non-Scouts to ensure that they can enjoy the three days of activities?" and draw attention to the things that are related to human beings before talking about the rules.</p>	<p>Young people are asked to find out how different countries are dealing with foreigners and debate about it.</p> <p>Explain that young people, in small groups, are going to design their own mobile phone app to give their peers advice and support on the right to safety.</p> <p>Ask for ideas about different ways in which an app could offer advice (e.g. text, films, infographics, cartoons, live chat with an expert) and support (e.g. button to call support agency, suggestions on how to approach a trusted adult). Each group then explains its ideas to the other groups.</p>
<p>Freedom to move, freedom to stay, and freedom to seek refuge</p>	<p>A group of young people are given the freedom to choose their own country of origin, before being grouped according to continents (or any other grouping).</p> <p>The facilitator then distributes different advantages to some groups (e.g. food, money, books, and chairs), so that these groups will feel privileged. Allow moves between groups with conditions and get them to reflect on the current reality.</p>	<p>Young people play the game called Three Things which uses discussion and diamond ranking to help people understand what it is like to have to suddenly flee one's home.</p> <p>Link: http://www.coe.int/en/web/compass/3-things</p>	<p>Young people conduct a debate or discussion on the impact of refugees on a society. It is preferable to have real cases or invite experts for the debate.</p>

2. Education, play, and work

AIM: To raise awareness and understanding everyone's right to education, rest and leisure, and to work with decent conditions and work-life balance.

Age range	< 11	11 to 14	15 +
Childhood	<p>Young people play a memory card game about the articles of the Convention on the Rights of the Child.</p> <p>Life in another planet: The leader explains that young people have been chosen to live on a new planet. Since they will set up a new society there, Mission Control wants them to have all the things that they need to live and grow.</p> <p>Mission Control has given them 20 things (one item per card) to take with them. Each pair of young people chooses four things in addition to a list of 20 that are already provided.</p> <p>Later, Mission Control sends another message saying, "Because space is limited on the spaceship to the new planet, each pair can only take 15 of the 24 items now." Each pair decides on the nine items to eliminate and sets these cards aside. Subsequently, Mission Control announces that even lesser space is available, and each pair may only take ten items.</p> <p>Each pair eliminates five more items, leaving the ten that they think are most essential. Each pair joins another and they compare the cards they've chosen. Each group negotiates a set of ten that they all agree on.</p> <p>The young people are then asked to discuss:</p> <ul style="list-style-type: none"> • Which items were most commonly eliminated and why? • Why was the second round of eliminations more difficult? • What is the difference between "wants" and "needs"? • Are wants and needs different for different people? • Why don't all children in the world have what they need? 	<p>Young people pick three articles of the Convention on the Rights of the Child and explain to their friends how important the articles are to them.</p>	<p>Young people run a campaign about the Convention on the Rights of the Child within their patrol and local community.</p>

Education	Young people are asked to tell a story about a pleasant day they had in school and explain the importance of going to school.	Young people are asked to record a video with one (or more) of their school mates explaining how important he/she think school education is.	Young people are asked to present to their troop the negative consequences of not going to school.
Right to choose what to learn	Young people design a day in the library in which each young person chooses what he/she wants to learn and share at least one thing that they have learned from this activity.	Young people organise a book presentation by patrol on a weekend meeting to explain the learning they received and the importance of learning.	Young people organise a debate within the community about the pros and cons of free learning or present to their patrol the importance of work-life balance.
Play and rest	Young people are asked to keep a diary of when they sleep, study, and play during the week. Young people conduct a fun game at the end of tiring day that is followed by a reflection on the importance of taking a break and having fun.	Young people are asked to invent a game for smaller children that requires no material and share about the importance of play with their peers.	Young people are asked to work with other Scouts to develop games for street children in their community.
Right to work	Young people play a game that describes professions that are common in the local community and reflect on the importance of work. Young people plan a day in a venue where children can experience different kinds of jobs.	Organise a parent's day where each parent can talk about his/her work/profession, and the importance of being given the freedom to choose their work/profession.	Young people debate with facts about unemployment in the local community.
Workers' rights	Young people watch a video on safety for workers in their workplace (e.g. factory and building site)	Young people role play the violation of workers' rights that could happen in the local community.	Young people organise a campaign about workers' rights in the local community in cooperation with the worker's union.
Responsible trade and business	Young people play a game between traders and customers to learn about fair trading. They are asked to find products around them which were imported from other countries and find out how those were brought in.	Young people are asked to give their opinion on the responsibility of manufacturers toward customers. Young people visit a factory and observe environmental responsibility practices.	Young people are asked to present the concept of fair trading and the extent to which their country is applying this concept. They are also asked to present the concept of Corporate Social Responsibility to their patrol.
Child soldiers	Young people watch a video on the horrible effects of being soldiers on children and reflect on that in relation to children's rights.	Young people role play a scene/conversation between children who served as soldiers in a war and children who did not.	Young people work voluntarily with an organisation that campaigns against the use of child soldiers.
Slavery	Young people share a story from history about the horrors of slavery.	In a meeting, let half of the group of young people obey whatever the other half is asking for half of the time and switch in the second half. They then reflect on slavery and its negative impact at the end of the meeting.	Young people perform a play that shows the horrors of slavery.

3. Justice

AIM: To raise awareness and understanding about the rights of everyone to be treated in fairness and justice regardless of the identity or conditions.

Age range	< 11	11 to 14	15 +
Trial, detainment, innocent until proven guilty	<p>The facilitator tells young people a story about a young girl who had been caught by her father playing video game in a normal school day despite the agreement that video games are only allowed on weekends.</p> <p>The father immediately decided – without any discussion – to disallow her and her brother go to the Scout camp the next weekend despite agreeing to it previously.</p> <p>Discuss with them the following:</p> <ul style="list-style-type: none"> The girl’s right to be heard (she might have gotten the approval from her mother, or that the next day was a day off in school and the father did not know, etc.) If she is guilty, discuss the right of her brother to go the camp as he is not guilty The different types of punishment that they received and the importance of not affecting their basic rights. 	<p>When tomorrow comes</p> <p>Young people play a game using information sheets and discussions to explore issues about:</p> <ul style="list-style-type: none"> The protection of society from criminals The human rights of criminals The death penalty <p>Link: http://www.coe.int/en/web/compass/when-tomorrow-comes</p>	<p>Young people prepare a simple play revolving around a court and trial, and let them take on different roles.</p> <p>They then practise and reflect on how they feel, and on the right of everyone to have a fair trial before any judgment.</p>
Having your rights respected by others	<p>Play the Table Rules game with them:</p> <ul style="list-style-type: none"> Get everyone to sit around the lunch table and show them some rules. Discuss with them their feelings regarding such rules, e.g. what they feel is acceptable and what is not. Some rules are related to justice and their rights: <ul style="list-style-type: none"> The brown eyed people are the only ones allowed to eat meat. The salad will go to the person with the highest score in school. The chocolate cake is only for boys. 	<p>Young people discuss the internal policies and procedures of their troop and talk about how they are preventing anyone from manipulating or going around.</p> <p>Emphasize that when there is a declaration, no one is allowed to stop them from practising their rights.</p> <p>Refer to the Universal Declaration of Human Rights.</p>	<p>Young people research on the constitution of their country and what it means.</p> <p>Young people reflect on the meaning of agreed on rights and not allowing anybody to stop them from practising their constitutional rights.</p> <p>Refer to the Universal Declaration of Human Rights.</p>

<p>Torture</p>	<p>Young people are shown images of pets that are neglected and tortured, and asked how they feel about it.</p> <p>Extend the discussion by asking them what they would do if these animals were annoying them.</p> <p>Reflect of the right of the human being not to be tortured under any circumstances.</p>	<p>Young people are shown photos of people who were tortured and asked to share their feelings and opinions about it.</p> <p>Extend the discussion by asking them if those people deserved to be tortured if they were guilty criminals.</p> <p>Emphasize on the right of everyone not to be tortured under any circumstances.</p>	<p>Young people research on the torture of maids in some countries. The facilitator can prepare some articles and let them read and discuss as a group.</p> <p>Facilitate a discussion on their feelings and opinions.</p> <p>Make the discussion tough by emphasizing that some people are lazy and will not deliver until they are punished physically or tortured.</p> <p>Emphasize on the right of everyone not to be tortured under any circumstances.</p>
<p>Justice and protection</p>	<p>Prepare a competition in any field and be the judge. Try to manipulate the results by breaching the rules and giving some unjustified advantages to some of the competitors.</p> <p>Ask young people how they felt and get them to reflect on the right to equality and to be treated fairly.</p>	<p>Rules X Land</p> <p>Young people are sent on a trip to Rules X Land. Share with them some of the rules of the new place.</p> <p>Some of the rules are against human rights such as:</p> <ul style="list-style-type: none"> • Rest rooms are only open in the morning • The use of the bathrooms are not allowed except on Mondays • No food is allowed on Tuesdays <p>Emphasize that everyone has rights no matter where they are.</p>	<p>Movie night</p> <p>Show young people one of the famous movies revolving around the slavery issue and facilitate a discussion on it, emphasizing the right of everyone not to be enslaved.</p> <p>Let them research on the history of slavery and how people were affected, and discuss about their feelings and opinions.</p>

4. Identity

AIM: To raise awareness and understanding about the rights of everyone to create his/her own identity that characterizes his/her qualities, beliefs, gender, personality, looks, expressions, and/or actions.

Age range	< 11	11 to 14	15 +
Sexual orientation and gender identity	Young people design a new uniform for their NSO that would be suitable for everyone.	Young people show and discuss pictures about gender relation, and reflect on what they think and feel.	Young people organise a debate on gender spectrum.
Marriage and family	Young people role play a wedding ceremony within one or more of the faiths in their community.	Young people prepare a party for their grandparents or members of their group.	Young people debate on the nature of the family unit in the 21 st century.
Spirituality, faith and belief	Young people grow a plant from a seed to prompt a reflection on what life means.	Young people are given the opportunity to visit one or more places of worship.	Young people are asked to find out about someone who has suffered for their faith in their community.
Right to gender equality	<p>Young people play the Heroines and Heroes games, which involves individual, small group, and whole group work. They will brainstorm and discuss</p> <ul style="list-style-type: none"> • heroines and heroes as symbols of socialisation and culture • how gender stereotypes take their roots in history, culture, and everyday life <p>Link: http://www.coe.int/en/web/compass/heroines-and-heroes</p>	In single sex patrols, young people undertake training in both motorcycle maintenance and infant care. Discuss gender expectations.	<p>Young people use materials from WAGGGS to explore the issue of violence against women.</p> <p>Link: https://www.waggs.org/en/what-we-do/stop-the-violence/get-involved/learn/</p>
Culture and tradition	Young people learn a song from a different country or culture.	Young people research on the story behind a local dish before cooking and eating it. Compare this with similar dishes from elsewhere.	Invite a guest to teach young people cultural music and dance.
Abilities	Young people go on a trail blindfolded and discuss the nature of the senses.	Young people volunteer to help the Special Olympics or Paralympics organisation in their area.	Young people research on the work of Jaipur Foot with their local Rotary Club to raise awareness of the need for prosthetics.
Origins and nationality	Young people explore and celebrate the various ancestral origins and nationalities of their family members.	Young people role play within the group to explore the nature of national identity.	Invite a representative from a local refugee organisation to join young people on a Scout camp.

5. Interdependency

AIM: To raise awareness and understanding about the universality and interdependence of human rights, and each one's responsibility to promote human dignity for all and a peaceful coexistence.

Age range	< 11	11 to 14	15 +
Non-discrimination	<p>During a camp, young people play a True or False line game using several sentences that describe common prejudices in today's society. They will then discuss and reflect on their answers.</p>	<p>Young people play the First Impression game from the Toolkit on Diversity in Scouting.</p> <p>Them 'n Us is a game about how our prejudices show themselves the first time we meet others.</p> <p>https://www.Scout.org/sites/default/files/library_files/Them%20%27n%20Us.pdf</p>	<p>At a weekend activity, young people conduct workshop no. 4 - "I'm not a racist but..." from the WOSM publication, Building Peace Together.</p> <p>The workshop reflects on images and stereotyping about different minorities and how we form our opinions about other people and social groups.</p>
Respect and acceptance of diversity (all equal, all different)	<p>In the Wolf pack, young people are seated in a circle and one child stands in the middle and states something that describes him/her (not only physical but also character attributes).</p> <p>Everyone who shares that attribute must change places and the one that is left without a seat becomes the person in the middle.</p>	<p>Young people make a play or write a song about diversity in Scouting for a campfire.</p> <p>Young people make a video about people's diversity in their own country.</p>	<p>Young people promote a campaign against bullying and present it in the schools in their community.</p> <p>Young people visit Amnesty International to learn about their main campaigns regarding human rights.</p>
Respect for humankind	<p>During a camp, the young people prepare a time capsule containing the items that they think can represent us as human beings and bury it for future generations.</p>	<p>Young people are asked to imagine that humankind is going to move to a new planet (that they can name) and they are responsible to write a list of all the new rights. Get them to explain the list and discuss their choices.</p> <p>Young people get to know the Convention on the Rights of the Child by visiting a UNICEF office or exploring campaigns on the UNICEF website.</p>	<p>At a weekend activity, young people conduct workshop no. 2 - "Learning to live together", from the WOSM publication, Building Peace Together.</p> <p>The workshop is about opening up to the intercultural dimension and how peace can be promoted through understanding and respecting other cultures</p>
Duties and responsibilities (common good)	<p>Young people create the Pack's rights and responsibilities in small groups and start listing what they need and what they think they have a right to expect as members of the Pack.</p> <p>Emphasizing the connection between rights and responsibilities, they must rephrase each right in terms of responsibilities, e.g. 'Everyone should feel safe' versus 'Not to insult or hurt anyone's feelings.</p>	<p>Young people watch the movie, debate on the theme, identify the activities that they can do which are related to the Sustainable Development Goals and design a plan of action.</p> <p>https://vimeo.com/138852758</p>	<p>Based on the articles of the Universal Declaration of Human Rights, young people design the Universal Declaration of Human Duties and share it with the local group and community.</p>

Participation and active citizenship	At a weekend activity, young people participate in a cleaning campaign in their community (e.g. garden and beach)	Young people simulate a mini-trial to decide everyone's right to vote. Each side must argue in favour or against.	Young people prepare a celebration on International Human Rights Day by inviting a human rights organisation for a debate or by organising an exhibition about human rights.
Privacy	<p>Young people write a letter with a secret to themselves and send it by post to their home.</p> <p>During a camp, young people prepare a play about privacy for the campfire.</p>	<p>Young people use the internet to search and collect information for the next summer camp.</p> <p>Every young person should be encouraged to keep a personal diary.</p>	Young people invite an expert to talk about cyber privacy and safety for all local groups.
Solidarity	<p>Introducing the topic of migration, young people brainstorm about the reasons why people move to live elsewhere (e.g natural disasters and war).</p> <p>Imagining that they must flee from home suddenly, they choose five things to put in their backpack and explain why they are important to them.</p> <p>In a scenario where young people get a new colleague at school that was evacuated from their original country, they must identify five things that they can do to help him/her.</p>	Young people describe a time when they stood up for others. These stories are then interpreted in human rights terms, using the Universal Declaration of Human Rights.	<p>Young people analyse articles of the Universal Declaration of Human Rights and evaluate its implementation in their community. The scale of evaluation can be Everyone, Most People, Some People, A Few People or No One.</p> <p>After identifying which particular people in the community are excluded, young people develop a project to improve it.</p>
Equity and equality	<p>During a camp, the pack receives different amounts of food for each of the six members, with one of them not receiving any food.</p> <p>Young people are taught the concepts of equity and equality, food distribution and sharing, and are asked to share their feelings and opinions about those concepts.</p>	Using pictures and photos, young people create their own newspaper, identifying a situation where the articles of the Convention of Children's Rights were not being respected.	<p>Young people conduct workshop no.5 - It's not fair from the WOSM publication, Building Peace Together.</p> <p>The workshop explores the connections between peace and justice on a worldwide scale: the imbalance of international trade/commerce, the rules of the economic game and the distribution of resources in the world.</p>

6. Living conditions and well-being

AIM: To raise awareness and understanding around rights for humans to fulfil their basic human needs and to be able to do so in a social, economic, political, and natural environment that fosters their well-being.

Age range	< 11	11 to 14	15 +
Food	Young people explore a local food market and discuss where and how food gets to their plate.	Young people hold a food drive in the community and donate the food to an organisation working with families in need.	Young people go on a 30-hour fast to discuss hunger and use this project to raise funds for an organisation working on food security.
Water and sanitation	Young people play a game where they must carry large containers filled with water from one side of a field to another. They then discuss access to water around the world.	Young people hold a log of the times and ways they use water during the week. During the weekly meeting, they compare experiences and discuss how water consumption can be reduced.	Young people learn about the main sources of pollution of an important body of water near their city or community. They then create a pamphlet explaining what people could do to keep the water clean, and distribute it to the people who live around this body of water.
Social security	Young people imagine a situation in which they were injured in school, went to the hospital and when they showed their social security card, they received services for free. They are then asked to discuss the implications of not having a social security card.	Young people debate on the role of the government in their city, state, or country in providing services to society.	Young people research on social safety nets for young people and adults in their country, and present the information to the group.
Health	Invite a doctor or a nurse to talk about their profession and health services in your country.	Young people volunteer for an international health organisation like the International Red Cross and Red Crescent Movement, and learn about their work across the world.	Young people compile a list of health services (mental health, sexual health, reproductive health, etc.) for young people that are available in their community and distribute the list to local schools.
Shelter	Young people draw their concept of home and present it to the members of their unit.	Young people volunteer at a homeless shelter.	Young people help to rebuild a house in their community.
Self-development	Young people are asked, "What is my dream and how will I achieve it?" Bring one object that represents this answer and present it to the group.	Young people discuss the role education plays in self-development and why some people do not have access to education, and how this can affect their physical, intellectual, spiritual, emotional and social development.	Invite a member of an indigenous community to talk about the principle of self-determination and how this relates to their right to self-development as a group.

Living with dignity	Young people play a card game featuring different types of discrimination on each card (e.g racism and xenophobia) to reflect on what these words mean and how they might affect the development of an individual. Share and compare answers.	Young people play a role-playing game where each person must react to a list of sentences about discrimination according to how it would affect their role. For example, by playing the Take a Step Forward activity.	Young people debate the concept of euthanasia, brainstorm the pros and cons of euthanasia and try to agree on the three most compelling reasons for both sides of the argument.
Life without war	Young people create a peace mural with words and/or pictures of what peace means to each Scout.	Invite a war veteran to come and talk about war and peace.	Conduct the World Scouting Dialogue training programme to learn about the role of interreligious and intercultural dialogue in creating peace.
Clean environment	Young people go on a walk in their community and find places that are the most polluted. They then discuss why that is the case and what they can do to change this, and plan a cleaning activity.	Young people reflect on the interdependency of all living and non-living things. For example, by playing the Web of Life activity.	Young people calculate the carbon footprint of their last Scout camp and partner up with an organisation to plant the amount of trees necessary to compensate for the pollution created.
Development	Young people use cards with needs on them to try and reproduce Maslow's pyramids of needs . They then discuss how poverty affects those needs.	Young people visit an office of the United Nations and learn about their work in international development.	Young people learn about Bhutan's Happiness Index before discussing and comparing this measurement with the Human Development Index.



Rights and responsibilities (Helping young people to balance)

In Scouting, we look to empower young people to become good citizens by helping them to understand not just their rights, but also their responsibilities. We do that through using small groups as testing grounds for both - and then help young people to transfer their learning from their Lodge, Six, Patrol or other small group to larger spaces like a city, state or country. We encourage Scouts to remember that everyone is a member of a community and has a responsibility to maintain it.

Responsibility

A responsibility is a duty or something someone should do.

A responsibility can be a chore at camp, in the group headquarters, or it can be following rules, helping others, and making positive changes. When someone works to help the whole community, he/she works for the common good. Obeying laws is an important responsibility.

Law

A law is a rule set by a community that tells someone how to behave or act.

Different communities have different laws. For example, many countries have laws that govern the entire country, as well as laws that govern individual states. Cities, towns, and neighbourhoods have their own laws to govern themselves.

In Scouting, young people learn that if a community member breaks a law, there are consequences. Laws help to protect citizens' rights. If a law is unfair, it is the community's responsibility to change the law. Laws can be amended or changed when responsible citizens take action.

For Scouts, understanding their Promise and Law - which for many include the term "duty" - is at the heart of understanding the concept of responsibility. As Baden-Powell wrote, "The Scout Promise and Law are our binding disciplinary force."

Right

A right is a freedom that is protected.

Citizens of different countries have different rights. In some countries, rights may be enshrined within a written Constitution, stating certain freedoms that cannot be taken away from any citizen. **These rights may include freedom of speech, freedom of expression, and freedom of religion.** Leaders establish laws to help protect people's rights. Both concepts are mutually reinforcing.

In Scouting, we work to help young people understand that they not only have rights, but also responsibilities. For instance, we might encourage Scouts to recognise that everyone has the right to practise their own religion and the responsibility to respect people of different religions.

In the troop, while every Scout has the right to participate, he/she also has the responsibility to respect all the other Scouts who want to participate. This concept of rights and responsibilities as mutually reinforcing ideas should be part of any discussion on human rights because it teaches that for your rights to be respected, you must also actively respect other people's rights.



A safe and just space for humanity: the concept of sustainable development

The world has changed a lot since the beginning of Scouting and since Baden-Powell gave us the two most important and relevant purpose of life that every Scout should pursue: "...to leave this world a little better than he found it, and to put happiness into the lives of others." This means to take care of the planet and the people who live in it.

But nowadays, we live in a much more complex, plural, and interconnected world where inequalities and poverty, apart from stretching the planet's limits, can put in danger the very survival of humanity.

In 2012, a visual framework for sustainable development was presented by Oxfam with the purpose of facing humanity's challenge for the 21st century: "...to eradicate poverty and achieve prosperity for all within the means of the planet's limited natural resources."⁶

⁶ A Safe and Just Space for Humanity, Oxfam Discussion Paper, February 2012

But what does sustainable human development mean?

Sustainable human development requires one to look at development in an integrated multidisciplinary way that places people at the centre of development and guarantees the protection of the life opportunities of present and future generations, respecting the planet on which all life depends.

Achieving sustainable development means that on one hand, all people have the necessary resources to fulfil their human rights such as food, water, health care, energy and education, whereas on the other hand, it means ensuring that the use of natural resources does not cause critical environmental degradation such as climate change, biodiversity loss, ocean acidification, etc.

So, this visual framework for sustainable development combines the concept of planet boundaries, which means that when we overuse our natural resources, we are putting the planet at risk, and the concept of social boundaries, which means that below that area, people are not getting what is necessary to live with dignity.

Figure 1 below shows us a simple representation of this double objective. Between these two boundaries, we can find a safe and just space for humanity.

In other words, and this is not new for any Scout, this is the ultimate message of our founder - to create a better world where all people have equal access to the rights and resources needed to live with dignity and fulfilment.

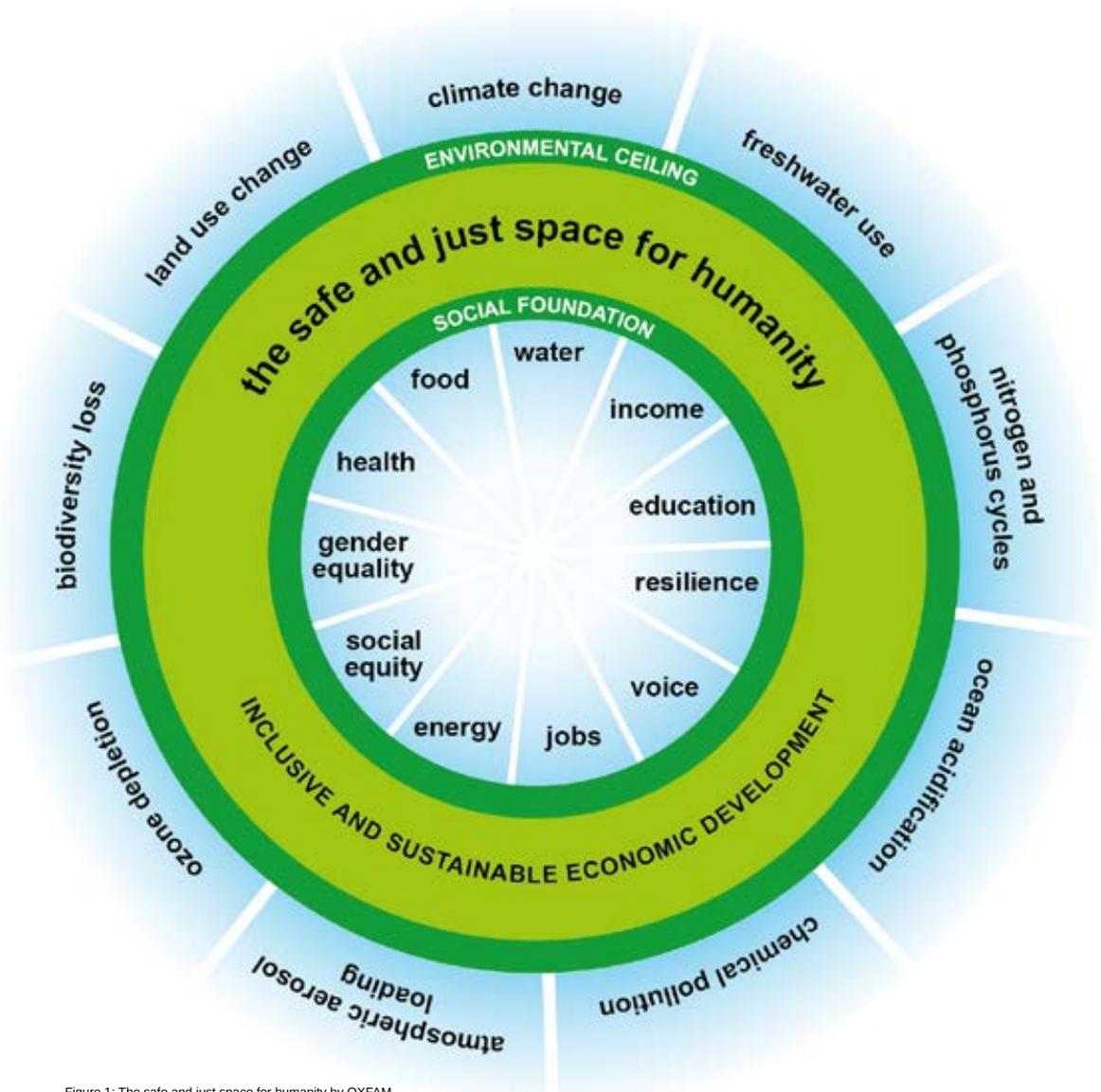


Figure 1: The safe and just space for humanity by OXFAM

Both dimensions are part of one of the principles of the Scout Movement - Duty to others – in other words, “participation in the development of society with recognition and respect for the dignity of humanity and for the integrity of the natural world.”

The good news is that Scouts around the world are already contributing to the creation of this safe and just space for humanity – when they are engaged in eradicating poverty, providing access to education or clean water, planting trees, promoting the use of clean energy and many more actions, projects, and campaigns.

But much more needs to be done for the common good and to ensure a better world for the present and future generations. So, on September 2015, the countries represented in the United Nations adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all.

They are called the Sustainable Development Goals and these 17 goals (Figure 2) aim to transform our world with specific targets to be achieved by 2030. Everyone can be involved and make an impact.



Figure 2: Sustainable Development Goals



Given the responsibility that all Scouts have in promoting a culture of peace, human rights and the sustainable development of the planet, what kind of actions and projects can be developed to create a positive impact on society?

You will find a lot of resources at the links below that can inspire and motivate your local groups and communities to take a personal commitment to ensure that no one is left behind and to take care of our "common house." So, the question that we are challenged to answer is: can we all live within the "doughnut"? What can we do as Scouts to make it happen?

<http://www.un.org/sustainabledevelopment/blog/tag/2030-agenda/page/2/>

<http://worldslargestlesson.globalgoals.org/>

<https://www.unicef.org/agenda2030/>

How to deal with sensitive topics that arise from discussing peace and human rights

We all know that Scouts come from different cultures, identities, generations, religions, etc. And we believe that this diversity is one of the unique characteristics of our Movement. Moreover, we believe that this diversity is behind the richness of the Movement in terms of ideas and programmes that help in creating a better world.

However, some topics that attract a wide array of different opinions coming from this diversified background. Sensitive topics refer to issues affecting young people in any of the areas of human rights.

This is because some of these topics are considered taboo in some cultures, either because it is part of their religious or cultural identities or simply due to some unfavourable practices related to how they were dealing with the topic in past.

There is one more challenge that can add to the sensitivity of the topic. In many cases, people who are discussing the topic can accommodate and reach a common ground with others. However, they will face a big challenge when they return to their troops in the field facing members who are not well exposed to the other point of views, which makes reaching a consensus hard.

Building on and highly valuing the unity of the Scout Movement, and to keep leveraging such amazing diversity in our Movement, we highly recommend the following approach in dealing with sensitive topics:

1. Approach the topic with a learning attitude.
2. Be confident that the Movement respects all cultures.
3. Practise active listening throughout the discussions.
4. Start with the facts about the topic and invest some time in searching for and listening to different aspects of the topic.
5. Refer to facts that you have collected on the topic.
6. Start navigating the different point of views with an open mind/stand.
7. Use the facts to check your perceptions and ask questions to understand different points of view.
8. Argue objectively and do not be harsh on yourself or others during the discussion.
9. Try to find a common area that everyone can agree on.
10. When you face conflict in the discussion, go back to your shared values.
11. Be willing to change your perceptions and to bring this change to others.
12. Start having discussions with people who are experienced in handling sensitive conversations.
13. Discuss first on the level of the key opinion leaders and decision-makers in your NSOs.
14. Do not feel obliged to accept something that you do not agree with.

Another effective tool is dialogue, which will be discussed in the next section.



Dialogue

The purpose of dialogue is not to find an agreement but to find a common ground where the parties involved can build trust and collaborate to identify perspectives, solutions, or ways that can create a constructive environment.

Dialogue can be applied in different circumstances such as a normal conversation or a conflict. Integrating dialogue in our lives helps us to improve the way we share and perceive others, setting us in a state of wanting to understand the other person and the context. It also allows us to be more open to consider different perspectives, to listen actively, and to use enquiry questions to ascertain the causes of any conflict or problem.

There are ten principles of dialogue to consider if we want to have a dialogue approach to address situations that might be sensible or difficult to manage due to its nature:

1. Establishing a safe space
2. To agree that the main purpose of the dialogue is learning
3. Use of appropriate communication skills
4. Set proper ground rules
5. Take risks, express feelings, and confront perceptions (honesty)
6. The relationship comes first
7. Gradually address the hard questions and gradually depart from them
8. Do not quit or avoid the difficult issues
9. Expect to be changed: once you participate in the dialogue, expect to be changed
10. Bring the change to others

When addressing a sensitive topic or in a conflict situation, we can use dialogue as a tool to facilitate the process where the parties find - not an agreement - but a common ground.



The Diagnosis Intervention Cycle from Schwarz (Skilled Facilitator Approach) suggests using the following steps:

- **Observe behaviour:** What are people doing? How are they moving? What can the body language tell us?
- **Inference (what does it mean?):** Is it just our interpretation from what we see, based on our own experiences and perspectives? As it is not confirmed, we can only use it as a reference but not as a definitive truth.
- **Decide whether to intervene:** Based on what you observe and the information you have, it is up to you to decide if you can intervene as a facilitator in a specific situation.
- **Describe observation:** Share with the parties what you have observed.
- **Confirm meaning:** Share with the parties your interpretation of the situation you observed. You can confirm with each party if your perception the behaviour and/or conversation is/are correct. Use enquiry questions to go deeper and allow each person to confirm or correct your interpretation.

In the question and answer process, all the other parties are also listening and sharing the information, helping each other as well. For you as a facilitator, the information will help you to get some background and to get to know the thoughts and feelings of the ones involved.

- **Consult/help the group members to change their behaviour:** As you have already managed to engage the parties in sharing their thoughts, feelings, and perceptions, they might be in a more relaxed position and be willing to explore different ways of behaviour towards finding a common ground.
- You can ask the parties directly if they are willing to take this step. You can use enquiry questions, previous information shared during the process, use of reflections, ask opinions and concerns, paraphrasing, extrapolate to similar situations known by the people involved, building rapport, etc. Feel free to interrupt in a respectful way if the conversation diverts from finding common ground to focusing on the conflict issues.

Remember, the main purpose of dialogue is to facilitate the exchange of perspectives with a non-judgemental approach when setting up yours, so that people can be open to understand and consider the perspective of the others.



EVALUATION

To ensure the successful implementation of this educational framework, the end of any process cycle should be the evaluation process. This systematic determination process that uses criteria governed by a set of standards, which we call evaluation process, is really important for the progress of any experience.

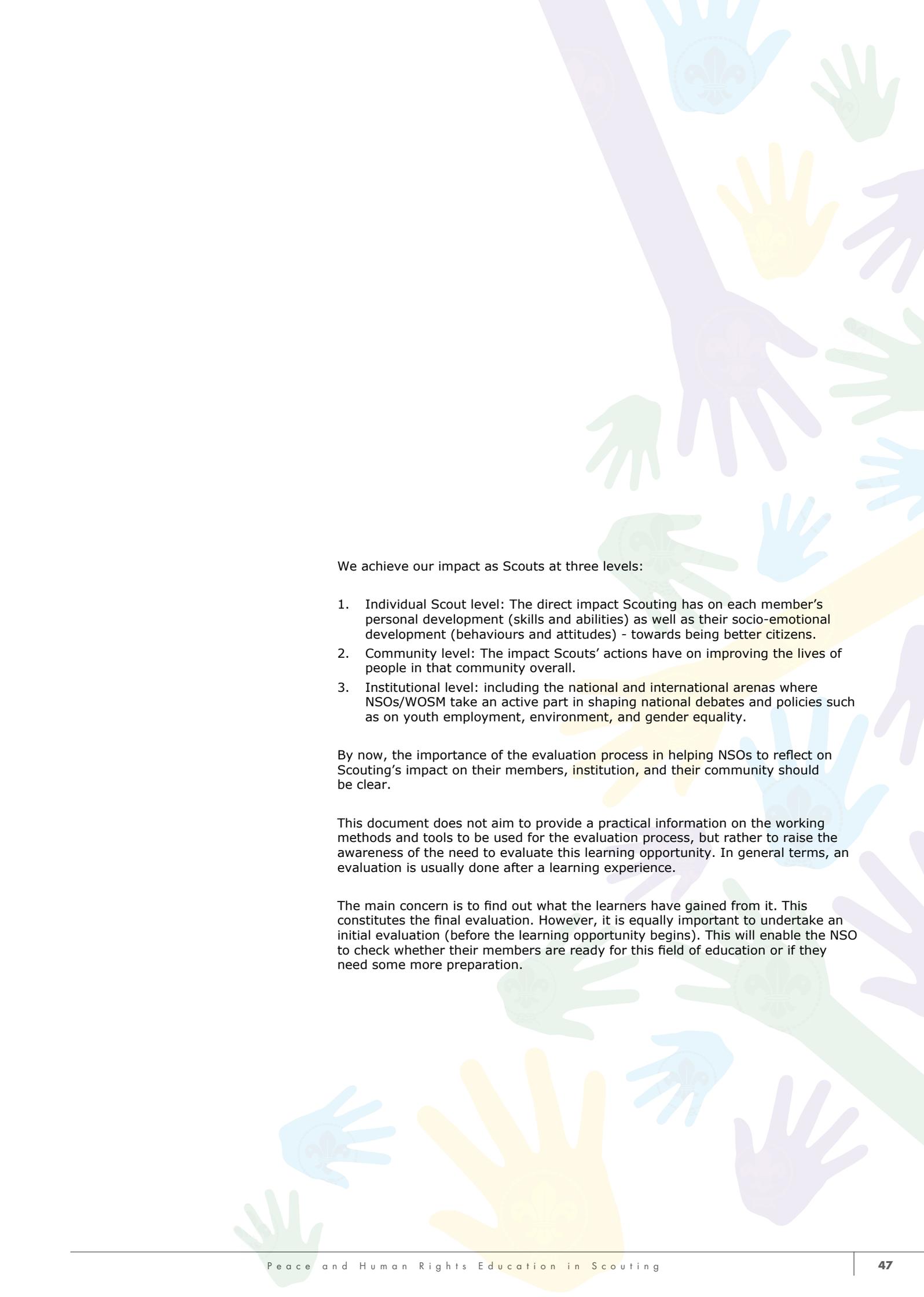
As any educational process, peace and human rights education should be evaluated after the development and delivery processes. This evaluation process can assist NSOs to:

- assess the impact and relevance of the peace and human rights education in the national Youth Programme and its reflection on the local community
- ascertain the degree of achievement towards the set educational objectives
- demonstrate the effectiveness of the Youth Programme in Scouting to community stakeholders and funders. It provides a measure of performance for marketing purposes.
- To make decisions for further steps in the future. This can be a continuation of the educational elements as developed, or further development to match the needs and reality of the NSO and community around.

Social impact

Evaluating peace and human rights education in national Youth Programme will give NSOs the right indication about their impact on society. Measuring impact starts from the exercise of developing a Theory of Change model, which explains the correlation between the needs an organisation responds through its actions, and the outputs and outcomes that are delivered through those actions, which ultimately lead to the achievement of the desired impact.

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 Scout involved in planning and implementing this activity.



We achieve our impact as Scouts at three levels:

1. Individual Scout level: The direct impact Scouting has on 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 improving the lives of people in that community overall.
3. Institutional level: including the national and international arenas where NSOs/WOSM take an active part in shaping national debates and policies such as on youth employment, environment, and gender equality.

By now, the importance of the evaluation process in helping NSOs to reflect on Scouting's impact on their members, institution, and their community should be clear.

This document does not aim to provide a practical information on the working methods and tools to be used for the evaluation process, but rather to raise the awareness of the need to evaluate this learning opportunity. In general terms, an evaluation is usually done after a learning experience.

The main concern is to find out what the learners have gained from it. This constitutes the final evaluation. However, it is equally important to undertake an initial evaluation (before the learning opportunity begins). This will enable the NSO to check whether their members are ready for this field of education or if they need some more preparation.



ADDITIONAL RESOURCES

Inside and outside of the Movement, there exists a wide range of educational materials related to peace and human rights which can be used or adapted to Scouting's non-formal educational method.

Indeed, the Scout Method lends itself to help people to understand issues of peace and human rights based on mutual respect and acceptance, rejection of discrimination or other breaches of human rights. A "human-rights-based approach" encourages a participatory method to the learning process, which includes the following games, activities or actions that are very adaptable to Scouting.

From Scouting

- Unguvu 2 - Diversity and Inclusion in Scouting
<https://www.scout.org/node/58826>
- All Different, All Equal - Diversity Toolkit
<https://www.scout.org/node/6029>
- Them 'n Us - A Toolkit on Diversity in Scouting
<https://www.scout.org/node/6028>
- Him 'n Her - A Handbook on Scouting and Equal Opportunity for Boys and Girls
<https://www.scout.org/node/450851>
- Messengers of Peace - A Renewed Gift of Peace to the World
<https://www.scout.org/node/22786>
- Messengers of Peace Kit and Scouts Messengers of Peace Timeline
<https://www.scout.org/node/46930>
- Building Peace Together
<https://www.scout.org/node/6284>
- Scouting and Peace
<https://www.scout.org/node/6289>
- The documents included in the final report of the WOSM Human Rights Task Force
- Video: Diversity and Inclusion - Interamerican Scout Region
<https://www.scout.org/videoDI?language=en>

From international organisations

Human rights education for young people in non-formal educational settings

- Compass: <https://www.coe.int/en/web/compass>
- The Danish Institute for Human Rights: The Human Rights Education Toolbox
- Equitas: Play It Fair! A manual for human rights education for kids in non-formal settings
- Equitas: Speaking Rights! A manual for human rights education for youth in non-formal settings

Human rights education for young people in formal education settings

- Manual for human rights education by UNESCO
- Teaching human rights by the OHCHR

Human rights education for adults, trainers, or people in general

- Equitas: Training of Trainers "Designing and Delivering Effective Human Rights Education"
- The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change
- Amnesty International Facilitation Manual: A guide to using participatory methodologies for human rights education
- Youth for Human Rights Information Kit for Educators - <http://www.youthforhumanrights.org/freeinfo.html>.

Video: Stand up for someone's rights today UN campaign
<https://www.youtube.com/user/UNOHCHR>

Video: What is a human right?
<https://www.youtube.com/watch?v=JpY9s1Agbsw>

Video: Rethinking gender in peacebuilding
<https://www.youtube.com/watch?v=1DoRWBL-eNo>

Natural resources and peacebuilding
<https://www.youtube.com/watch?v=-csxGMxyqwx>

Video: Lion lights – making peace with nature
https://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions

Video: Introducing "The Doughnut": A safe and just space for humanity
<https://www.oxfam.org/en/video/2012/introducing-doughnut-safe-and-just-space-humanity>



APPENDIX

ASSESSMENT TOOL – 1,2,3,4... Equality!

Freedom			
<p>Aim: To raise awareness and understanding about the fact that all human beings are born free and equal in dignity and rights. Everyone has the right to life, freedom of expression and thought, freedom to own things, and freedom to move.</p>			
<p>Consider the following rights and duties for developing peace and human rights education in Scouting</p>			
<p>Right to life Everyone is born free and equal and has the right to life, liberty, and security of person.</p>			
<p>Freedom of expression and thought Everyone is born free to express his/her own thoughts and opinions.</p>			
<p>Freedom to own things Everyone is born free to own things such as property and ideas. Everyone is also responsible of the results of owning anything.</p>			
<p>Safety Includes maintaining integrity and fighting against human trafficking and sexual exploitation.</p>			
<p>Freedom to move, freedom to stay, freedom to seek refuge Everyone is born free to live in the country of birth, to move and seek refugee if conditions deteriorated.</p>			

Education, play, and work			
Aim: To raise awareness and understanding about the rights of everyone to education, to rest and leisure and to work in decent conditions and work-life balance.			
Consider the following rights and duties for developing peace and human rights education in Scouting			
Childhood Children have the right to live their childhood and are entitled to special care and assistance.			
Education Everyone has the right to formal education where it shall be free, at least in the fundamental stages.			
Right to choose what to learn Everyone has the right to choose what to learn based on one's interest.			
Play and rest Everyone has the right to a balance between work and having rest, leisure and play. Life balance is important.			
Right to work Everyone has the right to work and free choice of employment.			
Workers' rights Everyone who works has the right to just and favourable conditions of work.			
Responsible trade and business Everyone has the right to benefit from fair and responsible trading and business.			
Child soldiers Children have the right to refuse joining military forces of any kind.			
Slavery Everyone has the right not to be held in slavery which is prohibited in all their forms.			

Justice

Aim: To raise awareness and understanding about the rights of everyone be treated in fairness and justice regardless of the identity or conditions.

Consider the following rights and duties for developing peace and human rights education in Scouting



Trial, detainment, innocent until proven guilty

Everyone charged with a penal offence has the right to be presumed innocent until proven guilty according to law in a public trial at which he/she has had all the guarantees necessary for his/her defence.

Your right to be respected by others

Everyone should respect the rights of the others, and his/her rights should also be respected.

Torture

No one shall be subjected to torture or to cruel or degrading punishment.

Justice and protection

All are equal before the law and are entitled without any discrimination to equal protection of the law.

Identity			
Aim: To raise awareness and understanding about the rights of everyone to create their own identity that characterizes his/her qualities, beliefs, gender, personality, looks, expressions and/or actions.			
Consider the following rights and duties for developing peace and human rights education in Scouting			
Sexual orientation and gender identity Everyone is free to determine his/her gender identity and sexual orientation.			
Marriage and family Everyone have the right to marry and create a family.			
Spirituality, faith, and belief Everyone is entitled to enjoy the freedom of belief and spirituality.			
Gender equality Boys and girls, men and women are equal.			
Culture and tradition Everyone has a cultural rights indispensable for his/her dignity and the free development of his/her personality.			
Abilities Everyone has the right to be recognised by his/her ability and disability.			
Origin and nationality Everyone has the right to a nationality.			

Interdependency

Aim: To raise awareness and understanding about the universality and interdependence of human rights and each one's responsibility to promote human dignity for all and living peacefully together.

Consider the following rights and duties for developing peace and human rights education in Scouting



Non-discrimination

Everyone is entitled to all the rights and freedoms without distinction of any kind.

Respect and acceptance of diversity⁷ (all equal, all different)

All human beings are equal in dignity and rights, and are entitled to equal protection of the law.

Respect for humankind

Everyone should act towards one another in a spirit of brotherhood.

Duties and responsibilities for the common good

Everyone has duties to the community, and should recognise and respect the rights and freedoms of others for general welfare in a democratic society.

Participation and active citizenship

Everyone has the right to freedom of peaceful association and to take part in the government of his/her country.

Privacy

Everyone has the right to privacy, family, home and correspondence, without any attacks upon his/her honour and reputation.

Solidarity

Everyone as a member of society has the right to social security and is entitled to realisation, through national effort and international cooperation, of the economic, social and cultural rights indispensable for his/her dignity.

Equity and equality

All human beings are equal in dignity and has the right to a standard of living and to receive social protection, if necessary.

⁷ Diversity and Inclusion by WOSM. <https://www.scout.org/diversityandinclusion>

Living Conditions and Well-being

Aim: To raise awareness and understanding around rights for humans to fulfil their basic human needs and to be able to so in a social, economic, political, and natural environment that fosters their well-being.

Consider the following rights and duties for developing peace and human rights education in Scouting



Food

Everyone has the right to a physical or economic access to adequate and sufficient food, ensuring that this access is regular, permanent, and unrestricted.

Water and sanitation

Everyone has the right to sufficient, safe, accessible, and affordable water.

Social security

Everyone has the right to access social services that guarantee their security in case they cannot provide for themselves.

Health

Everyone has the right to available, accessible, acceptable, and quality health services.

Shelter

Everyone has the right to housing that responds at the minimum to the following criteria: security of tenure; availability of services, facilities and infrastructure; affordability; habitability; accessibility; safe location; and cultural adequacy.

Self-development

Everyone has the right to the free and full development of their personality to reach their full potential.

Living with dignity

Everyone has the right to be valued, respected, and treated ethically for who they are.

Life without war

Everyone has the right to a life without war.

Clean environment

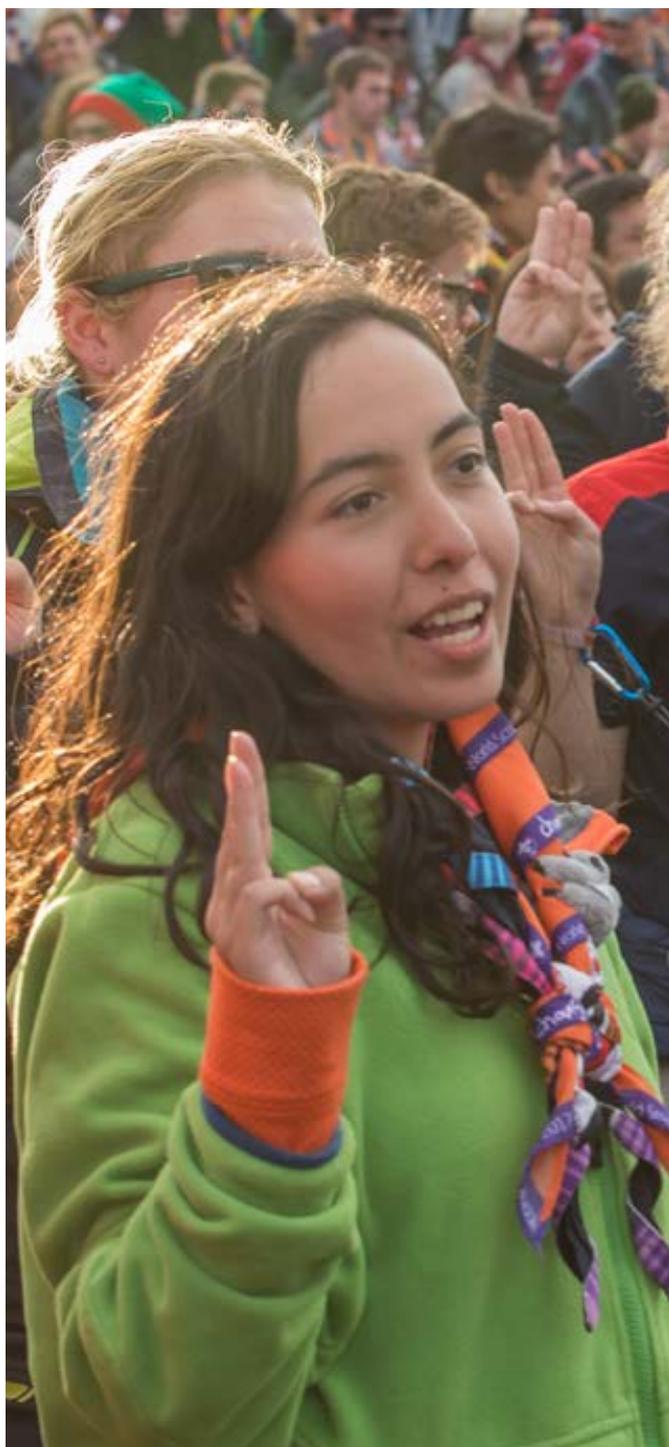
Everyone has the right to an environment of quality that permits a life of dignity and well-being where air, water, and land are protected.

Development

Everyone has the right to participate in, contribute to, and enjoy economic, social, cultural and political development.

WORLD SCOUT CONFERENCE RESOLUTIONS RELATED TO PEACE AND HUMAN RIGHTS EDUCATION

This section contains institutional resolutions and declarations by the World Scout Conference that are clearly related to peace and human rights education in Scouting. While there are many other resolutions that are indirectly related, the document cannot afford to mention all of them here.



4th World Scout Conference - Kandersteg, Switzerland, 1926

1926-15 Minorities

The Conference

earnestly exhorts the national Boy Scout associations in countries where there are minorities, to give those minorities the right to form Scout troops, which, while belonging to the national association and subject to their statutes, have the right to use their own language in their inner life and to nominate their own Scoutmasters and leaders, who, however, must be citizens of the state.

The Conference further resolves that in its opinion any difficulty concerning Scouts belonging to a nationality in minority in a state should be dealt with directly between the Boy Scouts association of their original state and that of the state in which they are citizens. In the event of the two associations after serious consideration being unable to agree, the question should be submitted to the International Committee through the International Bureau for definite solution and decision.

1926-18 Protection of Children

The Conference

strongly supports the resolution of the League of Nations Advisory Committee for the protection of children that in future town planning the question of the provision of open spaces for recreation and of swimming baths be kept in view and requests the members of the conference to bring this matter to the notice of their respective national delegates to the League of Nations.

9th World Scout Conference - The Hague, Netherlands, 1937

1937-10 Handicapped Scouts

The Conference

requests the International Bureau to collect special information from medical and Scout authorities with regard to Handicapped Scouts, which shall be made available to all Scout Associations.

The Conference also requests that the International Bureau should take a suitable opportunity at an early date of putting the question before international conferences of medical authorities for the purpose of obtaining their co-operation, and offering to send to such conferences Scout authorities on Handicapped Scouts.

10th World Scout Conference - Edinburgh, United Kingdom, 1939

1939-15 Conference for Leaders of Handicapped Scout Branch

The Conference

gratefully accepts the kind invitation of the Scouts of Holland to organise and hold during the summer of 1940 a Conference in Holland of the leaders of the Handicapped Scout Branch of the various Scout Associations.

11th World Scout Conference - Chateau De Rosny, France, 1947

1947-14 Displaced Persons

The Conference

extends its greetings to Scout groups among displaced persons and, upon the recommendation of the International Committee, resolves that the following procedure be adopted:

- a) A separate division of the Boy Scouts International Bureau shall be opened forthwith under which shall be registered all associations or groups among displaced persons now in Austria and Germany.
- b) The D.P. Division of the International Bureau will do its best to assist all D.P. Scouts, with advice and suggestions and will, in consultation with the Control Authorities, the International Refugee Organization and other responsible bodies, ensure that the aims, methods and principles of Scouting are accepted and practiced and that political propaganda is not preached.
- c) Registration with the D.P. Division of the International Bureau will not give right of membership of the Boy Scouts International Conference but will give recognition as Scouts under the protection of the Bureau.
- d) In countries other than Austria and Germany, Scout groups among D.P. Who are still in a state of transition are recommended to join or affiliate to the local branch of the national recognised Member Organization of the Conference and such national associations are requested to afford every courtesy and all possible assistance to these groups.
- e) All D.P. Scouts who eventually take up residence in a country where there is already a recognised Member Organization of the Conference shall have the choice of becoming members of that association or of relinquishing their Scout membership. On settlement, they cease to be in a state of transition and are bound by the laws of the country of their adoption.
- f) Scout associations of the country of adoption are recommended to allow such Scouts to belong to groups sponsored by the leading men of the nationality of origin and, until citizenship of the country of adoption is achieved, to take a modified form of Scout Promise which must, however, include some expression of loyalty to the laws of the country of present domicile.

1947-21 United Nations Appeal for Children

Having taken note of the United Nations Appeal for Children, looks with favour on all Movements to do with the welfare of children and calls the attention of its member national organisations to this worthwhile cause, leaving it to each country to support whatever causes they see fit

15th World Scout Conference - Niagara Falls, Canada, 1955

1955-12 Handicapped Advisory Committee and Fund

- a) The Conference thanks Hr. Bengt Junker for his admirable paper "Humanitarian Actions for Handicapped children."
- b) The Conference welcomes the institution of the International Advisory Committee on Scouting with the Handicapped and strongly recommends that member countries which have not already done so should cater for the inclusion of handicapped boys in ordinary groups where possible and, where it is not, by forming groups attached to sanatoria, hospitals and special schools. The Conference believes that Scouting is highly effective in the development and recreative training of all boys including those with many forms of handicap.
- c) The Conference recommends that at future world gatherings held under the aegis of the Conference the host country should consider the allocation of any collections at religious services to the international fund for the development of Scouting with the handicapped, administered by the International Bureau, or of sharing such collections between this fund and some other national Scout charity.

26th World Scout Conference - Montreal, Canada, 1977

1977-19 Charter of Human Rights

The World Organization of the Scout Movement, holding consultative status with the United Nations Organization, reaffirms its support for the Charter of Human Rights of the United Nations.

29th World Scout Conference - Dearborn, USA, 1983

1983-04 Peace Education

The Conference

requests the World Committee to include "Peace Education" as an item on the agenda of the 30th World Scout Conference in 1985, ensuring that it makes provision for the sharing of practical experiences and encourages discussion of possible future actions.



30th World Scout Conference - Munich, Germany, 1985

1985-05 Peace and Human Understanding

The Conference

recognising that Scouting since its beginning has been a peace-creating force in the world and due to its worldwide character has a unique possibility to develop peace education into practical activities,

- Welcomes the publishing of the dossier on peace and human understanding and urges National Scout Organizations to utilise this material in their respective countries and in cooperation with other countries,
- Recommends to the World Committee to provide opportunities for sharing of practical experiences on peace education at the next World Conference.

31st World Scout Conference - Melbourne, Australia, 1988

1988-04 Scouting with the Handicapped

The Conference

- endorses the view that all leaders in the Movement have a responsibility to promote Scouting with the handicapped
- urges all National Scout Organizations to review their programmes to ensure that they meet the needs of all young people irrespective of ability
- strongly encourages all National Scout Organizations to ensure that there is a key person with influence within the programme team at national level specifically responsible for promoting Scouting with the handicapped
- urges National Scout Organizations to make available sufficient resources to promote effective Scouting with the handicapped.

1988-07 Education for Peace and Human Understanding

The Conference

recognising that Scouting through its international character and tradition has unique opportunities to build understanding and friendship among young people

- encourages National Scout Organizations to review their Youth Programmes to ensure education for peace and human understanding is an integral part of them
- recommends to National Scout Organizations to focus particularly on activities related to education for peace and human understanding during a special peace week around Founder's Day in February 1989.

1988-08 Universal Declaration of Human Rights

The Conference

taking into account that 1988 marks the 40th Anniversary of the Universal Declaration of Human Rights by the United Nations

- reaffirms its resolution 1977-19 in support of the Declaration.

32nd World Scout Conference - Paris, France, 1990

1990-15 International Day of Peace

The Conference

- noting that different kinds of Peace activities involving many Scouts and Guides took place during Peace Week 1989
- believing firmly in the aim of "Peace - one day, at least"
- recognizing that the 26 million Scouts and Guides constitute an important force in the world
- noting that the General Assembly of the United Nations, in November 1981, declared in resolution 36/67 that the opening day of the regular session of the General Assembly each year will be officially dedicated and observed as the International Day of Peace and shall be devoted to commemorating and strengthening the ideas of peace both within and among all nations and peoples
- decides that, to promote peace education and to show our sincere dedication to peace, the World Organization will promote the United Nations' International Day of Peace on the third Tuesday of September each year
- encourages all National Scout Organizations to initiate and participate in activities related to Peace on that day under the theme "Peace - one day, at least."

1990-16 Convention on the Rights of the Child

The Conference

- considering that the respect and protection of the dignity of the child and his or her moral, social, legal and cultural rights represent a basic condition for a healthier and safer future of humanity
- recognising the fundamental obligation of a youth movement to protect and promote the best interests of children and young people
- welcomes the adoption of the Convention on the Rights of the Child by the General Assembly of the United Nations on 20 November 1989
- expresses its support to the provisions of the Convention
- invites all National Scout Organizations to play an active role in encouraging their government to ratify the Convention and in promoting its dissemination among adults and children
- encourages National Scout Organizations to find creative means to familiarise their leaders with the articles of the Convention and to use them in understanding the needs of children and young people.

33rd World Scout Conference - Bangkok, Thailand, 1993

1993-13 Intercultural Education

The Conference

- concerned by the development of disturbing phenomena, such as the upsurge of intolerance, nationalism, racism and social exclusion, in many parts of the world, which increasingly result in acts of violence and even armed conflict
- recalling that Scouting is an educational Movement open to all without distinction of origin, race or religion, and based on the principle of the promotion of local, national and international peace, understanding and cooperation
- reaffirms that Scouting has a crucial role to play in the fight against these disturbing phenomena through the education of its members in mutual understanding, tolerance and the search for justice between individuals and communities
- earnestly invites National Scout Associations to: review their Youth Programme in order to reinforce the dimension of intercultural education; make their association even more open to all individuals and all communities without exception, in the spirit of the right to equality with the respect of differences; and to direct the necessary adult resources and means towards these objectives
- requests National Scout Associations hosting any international or world event to strengthen the programme of these gatherings in the area of intercultural education
- asks the World Committee and the World Bureau to increase their support to National Scout Associations to help them to act in this direction.

1993-17 Child Labour

The Conference

- noting that the exploitation of child labour continues to be a problem of enormous dimensions throughout the world and that the number of children working increases year by year, exposing them to physical, intellectual and emotional damage
- considering the importance that the World Organization attaches to children's rights as described in the United Nations' Convention on the Rights of the Child
- mindful that the protection of children and young people is a central objective of the International Labour Organization (ILO), in particular through its International Programme on the Elimination of Child Labour (IPEC)
- recommends to National Scout Organizations to play an active role in raising awareness of the worldwide problem of the exploitation of child labour and to develop their own creative means to help improve the current situation
- encourages the World Committee to strengthen cooperation with ILO for the mutual benefit of both organizations
- recommends to National Scout Organizations in countries where ILO field representatives are based to contact them to investigate possibilities for joint approaches to this problem.



34th World Scout Conference - Oslo, Norway, 1996

1996-10 Interreligious Dialogue

The Conference

- considering the fundamental and universal importance of the spiritual and religious dimensions within the educational method of Scouting
- considering the Scout Movement as providing a privileged place and opportunity for knowledge, understanding and fellowship among Scouts of different religions which are present in the world
- welcoming the first meeting of representatives of the different religious families held in Geneva in March 1996
- recommends to the World Scout Committee and to the religious families to convene forums of representatives of the religions that are present in the Movement
- encourages the World Scout Bureau to promote the spiritual dimension and to improve mutual understanding between different religious faiths
- calls on the World Committee and National Scout Associations to make full use of the ecumenical and interreligious potential of Scouting.

1996-13 Peace

The Conference

- referring to resolution 1988-07 adopted in Melbourne concerning education for peace and understanding
- noting the proliferation of conflicts which devastate the world and destroy human lives as well as socio-economic and cultural infrastructure
- particularly welcoming initiatives by Scout Associations to help safeguard and re-establish peace, notably the seminar on the role of Scouting in socio-political crises organised by Scout Associations in the Great Lakes area (Burundi-Rwanda-Zaire)
- challenging xenophobia and racism, and noting that inter-cultural learning opportunities for young people challenge nationalistic stereotyping and provide education for peace and tolerance
- recommends that the World Scout Committee encourages Scout Associations to review their Youth Programmes in order to:
 - enable Scouts and their leaders to research and analyse the underlying causes of conflict
 - promote peace, tolerance and reconciliation between communities, especially among young people, thereby helping to establish solidarity
 - encourage cooperation and exchanges which transcend ethnic, religious, and cultural differences
- recommends that the World Scout Bureau supports such initiatives by providing Scout Associations with educational input and by helping them to find financial and human resources.

35th World Scout Conference - Durban, South Africa, 1999

1999-18 International Year for a Culture of Peace

The Conference

- noting that the General Assembly of the United Nations has proclaimed the year 2000 as the International Year for a Culture of Peace and entrusted UNESCO with the co-ordination of the Year
- noting that WOSM and UNESCO share the same vision of the contribution education makes to establishing lasting peace
- commending the co-operation established many years ago between WOSM and UNESCO
- recalling the many resolutions previously adopted by the World Scout Conference on the subject of education for peace
- welcoming the initiatives taken by many National Scout Organizations to contribute to the advent of a culture of peace through education
- invites National Scout Organizations to join in the programmes and activities organised under the aegis of UNESCO for the International Year of a Culture of Peace, and to take advantage of the Year to launch, at national level, new initiatives to promote the culture of peace, in particular by developing and implementing educational Scout programmes with this objective
- recommends to the World Scout Committee to encourage and support action by National Scout Organizations in this field by all appropriate means.

36th World Scout Conference - Thessaloniki, Greece, 2002

2002-07 Keeping Scouts Safe from Harm

The Conference

- recognising that the United Nations Convention on the Rights of the Child requests States to ensure that children are protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse
- noting that there is a growing awareness in society of the need to protect young people from all forms of abuse
- considering that Scouting is an educational Movement whose mission is to help young people develop their full potential in accordance with the Scout Method, which involves the effective functioning of the peer group under appropriate adult guidance
- emphasising that the achievement of Scouting's mission makes it essential for the Movement to provide young people with a "safe passage" which respects their integrity and their right to develop in a non-constraining environment
- further emphasising that providing this "safe passage" is possible only if young people are protected from all forms of abuse, i.e. verbal, physical, sexual and emotional, neglect, and peer pressures
- welcoming the fact that a number of NSOs have developed effective policies and procedures aimed at ensuring the "safe passage" for their young people in Scouting
- urges NSOs to adopt and implement policies and procedures to ensure the safe passage of young people throughout their time in the Movement
- recommends that in developing such policies associations should ensure that legal requirements within a country, and the standards set out within the Convention on the Rights of the Child, are met
- further recommends that NSOs ensure that such policies are duly reflected in the totality of the association's activities, in particular:
 - at the level of the Youth Programme - that it instils self-confidence and self-esteem in young people and develops the ability to protect and express themselves
 - at the level of adult leadership - that recruitment policies ensure that only appropriate adults are recruited and that all adults, irrespective of their role, receive training and support in this area
 - at the level of management of the association - that policies and procedures for intervention, including risk management, incident management and public relations are put into place
- recommends to the World Scout Committee that tools and documents are developed to support National Scout Organizations with this implementation
- urges the World Scout Regions to strongly advocate and support this course of action.



2002-16 Fair Trade and Child Protection

The Conference

- considering that the development of peace is achieved through the development of justice and equity
- considering that the causes of the most shocking injustice in the world include inequality in commercial relations and child labour
- considering that WOSM and its National Scout Associations, through SCORE International and Scout Shops, have a role to play in international trade
- recommends to the World Scout Committee and World Scout Bureau to develop guidelines for National Scout Organizations and to make SCORE a standard bearer with a purchasing policy resolutely engaged in the promotion of fair trade and in refusing child labour
- recommends to National Scout Organizations to do everything possible to ensure that the commercial practices of their Scout Shops are also engaged in this sense.

**37th World Scout Conference -
Yasmine Hammamet, Tunisia, 2005**

**2005-24 Interreligious Dialogue and Spiritual
Dimension**

The Conference

- recognising the contribution for peace as one of the most urgent commitment of the Movement at all levels,
- believing that the presence in our Movement of many religions is definitely a characteristic of extraordinary importance, which must be fully exploited also for peace promotion and construction,
- underlining the importance of the first World Scout Interreligious Symposium held in Valencia, Spain, in 2003
- recommends the World Scout Committee to continue the actions for interreligious dialogue and the development of the spiritual dimension, in cooperation with all pluralist and open National Scout Organizations/Associations and religious Scout Conferences
- recommends the World Scout Committee to foster and support the spreading of such actions at regional and local levels, also giving evidence to valuable experiences realised by National Scout Organizations
- recommends to explicitly consider the issue of interreligious dialogue and spiritual dimension in the future events of the World Organization, especially where the issue of peace construction is relevant.

**38th World Scout Conference -
Jeju-do, South Korea, 2008**

2008-20 Education for Peace

The Conference

- recognising the tremendous value that participation in social development projects contributes to the all-round education of children and young people in Scouting
- noting that the last two World Scout Conferences, meeting in Greece in July 2002 and in Tunisia in 2005, unanimously adopted resolutions supporting the Gifts for Peace
- appreciating the excellent projects developed and implemented by over 110 National Scout Organizations in the scope of the Gifts for Peace
- valuing the wide range of educational support available to support the work of National Scout Organizations
- recognising the support received from external donors to support this area of work and thanking them for their generosity
- noting the wide benefits of this work to the development of quality programmes, better profiles, increased fundraising opportunities and opportunities to work in partnership with others
- strongly encourages all National Scout Organizations to continue to promote and integrate education for peace within their national Scout programmes
- urges National Scout Organizations to continue to develop and implement their Gifts for Peace projects adapting these to the needs of the local communities and society
- recommends that National Scout Organizations work in partnership with others, following the Marrakech Charter (Bangalore revised edition), to enrich our programmes, strengthen our impact and demonstrate solidarity with others
- strongly urges National Scout Organizations to adopt and implement the Scouts of the World Award as a way of supporting education for peace and community development amongst the older age Scout sections
- encourages all National Scout Organizations to build on all of the achievements of the Centenary of Scouting in 2007 to further develop Scouting, promote its relationships with the community and increase its visibility as a modern educational youth movement serving society's needs in the 21st century.
- encourages National Scout Organizations to continue with contributions to the Scout Universal Fund each year to promote local groups in their National Scout Organizations to support the growth of Scouting at local levels, for countries in need.



39th World Scout Conference - Curitiba, Brazil, 2011

2011-16 Youth, Peace and Security in External Relations

The Conference

- recalling Resolutions 1969-01, 1988-05, 1988-08, 2005-22, 2005-23 and 2008-28 of the World Scout Conference
 - recalling Recommendations O/11 and Q/11 of the World Scout Youth Forum
 - considering United Nations Security Council Resolutions 1325 (Women, peace, and security) and 1612 (War-affected children)
 - inspired by the Mission of Scouting to "Create a Better World"
 - celebrating the United Nations International Year of Youth in 2011
 - mindful of the fact that Scouting does not exist in isolation from the wider society
 - recognising the responsibility of Scouting to respond to the needs and challenges of today's world and young people
 - mindful of the fact that children and young people under 25 years of age constitute more than half of the world's population
 - further mindful of the fact that 1.3 billion young people will enter the labour market during the next ten years and that only 0.3 billion of these young people are expected to find a job
 - considering that each young person without a place in society makes it more difficult to create and sustain peace and security
 - further considering that these young people are the bridge-builders of today and the leaders and community-builders of tomorrow and thus play a crucial role in building global sustainable peace
 - recognising the important role of youth in peace-building and development and that this role has not been formally recognised by the United Nations
- reaffirms that the aim of external relations is to serve WOSM members and to impact the quality of Scouting, involvement in society and improve the livelihoods of young people
 - reaffirms the need to strengthen relationships of Scouting with decision-makers, the United Nations, civil society, the world of work and the corporate sector at all levels
 - reaffirms the role of Scouting in promoting participation and living conditions of young people, sustainable development, and human rights
 - requests that the World Committee, in its work on external relations with the United Nations in the coming triennium, puts a special emphasis on the issue of peace and security, and in particular works for a United Nations Security Council resolution on Youth, Peace, and Security.

2014-12 Scouting and Human Rights

The Conference

- recalling the difficulties that emerged at the last World Scout Conference on the topic of Scouting's approach to human rights and non-discrimination on the grounds of sexual orientation and gender identity, which led the World Scout Committee to set up a Human Rights Task Force in this triennium
- recognising Scouting's acceptance of human rights as expressed in the Universal Declaration of Human Rights, the Convention on the Rights of the Child and reaffirmed in subsequent UN conventions, treaties, covenants, declarations and resolutions, and in international law, which make clear that everyone is entitled to all the rights and freedoms stated in the Declaration without distinction of any kind and that States have a duty to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems
- recalling World Scout Conference Resolutions 1977-19 and 1988-08 and the Declaration from the World Scout Committee to the 39th World Scout Conference (2011) titled "World Organization of the Scout Movement and the Universal Declaration of Human Rights – Reaching Out, Creating a Better World", which together with this resolution represent WOSM's policy statements on human rights
- affirming that human rights education is a key to changing attitudes and behaviour and to promoting respect for diversity in societies
- reaffirms that Scouting, as a Movement based on its principles of Duty to God, Duty to others and Duty to self-expressed in the Scout Promise and Law, does not discriminate on any grounds of human rights
- reaffirms that WOSM has a responsibility to promote human rights education among children and young people as part of its Mission
- endorses the World Scout Committee's stated objective to do its best to ensure that all members in Scouting enjoy all rights and freedoms stated in the Universal Declaration of Human Rights, without distinction of any kind
- endorses the World Scout Committee's report on progress on achieving its undertaking made to the 39th World Scout Conference to:
 - include work on human rights education as a part of its guidelines on the Scout programme for all age groups
 - collect and distribute best practices from National Scout Organizations, providing inspiration and help in creating strategies for National Scout Organizations to focus work on diversity, civil and human rights, and reaching out to different segments in society in a national or local perspective
 - provide National Scout Organizations with ongoing support in working with diversity, civil and human rights and reaching out to different segments in society
- adopts the principle that WOSM and National Scout Organizations respect the protection of internationally proclaimed human rights; make sure they are not complicit in human rights abuses; and develop their own strategies and identify challenges that need to be addressed regarding human rights based on the Mission of Scouting and taking account of current legal, cultural and religious contexts.

2014-13 Peace Education in Scouting

The Conference

- reaffirming the importance of Resolutions 1924-14, 1937-15, 1988-07 and 1996-13 adopted by the several World Scout Conferences
- requests the World Scout Committee to facilitate the development within all levels of the World Organization of the importance of peace education in the Educational Proposal of Scouting and, if necessary, include it in further event agendas
- encourages National Scout Organizations to play an active role in peace education, in promoting peace education in practical activities in local groups.

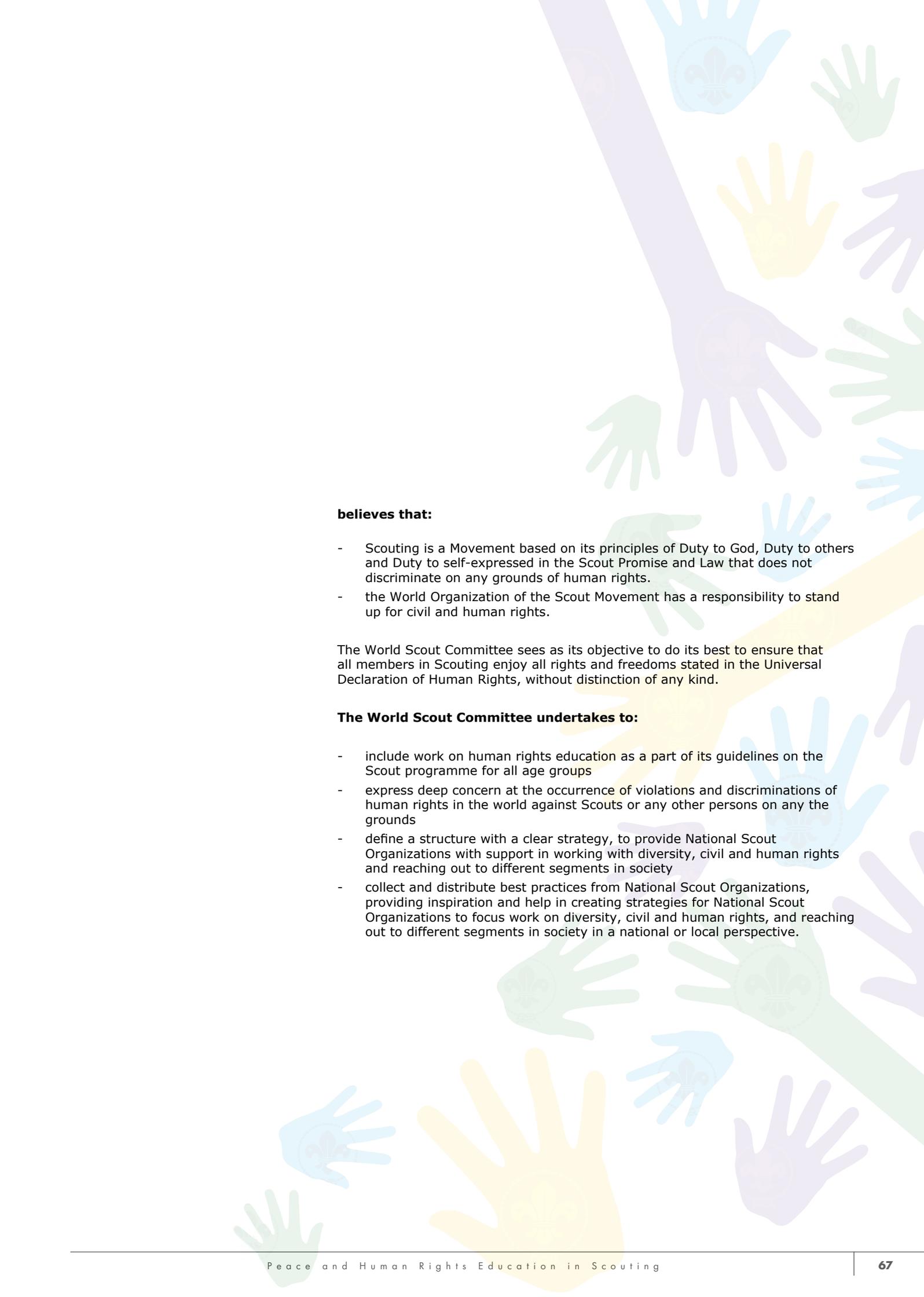


WORLD ORGANIZATION OF THE SCOUT MOVEMENT AND THE UNIVERSAL DECLARATION OF HUMAN RIGHTS – REACHING OUT, CREATING A BETTER WORLD

Declaration from the World Scout Committee to the 39th World Scout Conference

The World Scout Committee

- building on its Statement on Human Rights Issues issued in March 2010
- reaffirming the United Nations Universal Declaration of Human Rights, the Convention on the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights, the International Convention on the Elimination of all Forms of Discrimination Against Women, the Convention Against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment, the International Covenant on Civil and Political Rights and the International Convention on the Elimination of all Forms of Racial Discrimination
- reaffirming Recommendations J/08 and P/11 of the World Scout Youth Forum and Strategic Priority No.4, "Reaching out"
- noting that Article 2 of the Universal Declaration of Human Rights states that: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status"
- recalling that recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world
- reaffirming that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein without distinction of any kind
- stressing that human rights and fundamental freedoms are the birth right of all human beings, that the universal nature of these rights and freedoms is beyond question and that the enjoyment of such rights and freedoms should not be hindered in any way
- affirming that human rights education is a key to changing attitudes and behaviour and to promoting respect for diversity in societies



believes that:

- Scouting is a Movement based on its principles of Duty to God, Duty to others and Duty to self-expressed in the Scout Promise and Law that does not discriminate on any grounds of human rights.
- the World Organization of the Scout Movement has a responsibility to stand up for civil and human rights.

The World Scout Committee sees as its objective to do its best to ensure that all members in Scouting enjoy all rights and freedoms stated in the Universal Declaration of Human Rights, without distinction of any kind.

The World Scout Committee undertakes to:

- include work on human rights education as a part of its guidelines on the Scout programme for all age groups
- express deep concern at the occurrence of violations and discriminations of human rights in the world against Scouts or any other persons on any the grounds
- define a structure with a clear strategy, to provide National Scout Organizations with support in working with diversity, civil and human rights and reaching out to different segments in society
- collect and distribute best practices from National Scout Organizations, providing inspiration and help in creating strategies for National Scout Organizations to focus work on diversity, civil and human rights, and reaching out to different segments in society in a national or local perspective.



SCOUTS[®]
Creating a Better World

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YOUTH PROGRAMME
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