



**SCOUTS**<sup>®</sup>  
Creating a Better World

# Scouting in Humanitarian Settings

Manual





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Creating a Better World

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SCOUTING DEVELOPMENT  
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## Manual

### Table of Contents

<b>What are the objectives of this manual? .....</b>	<b>3</b>
<b>Introduction.....</b>	<b>2</b>
<b>Why this manual? .....</b>	<b>2</b>
<b>Who should use this manual? .....</b>	<b>1</b>
<b>What does this manual cover? .....</b>	<b>1</b>
<b>Section 1 .....</b>	<b>2</b>
<b>Definitions .....</b>	<b>2</b>
Young people, adolescents, and youths.....	2
Non-Formal Education .....	2
Humanitarian settings .....	1
Disaster.....	2
Internally Displaced Persons.....	2
Refugees .....	1
Asylum seekers .....	1
Humanitarian response.....	1
<b>Assessing needs .....</b>	<b>Error! Bookmark not defined.</b>
Most vulnerable groups in humanitarian settings.....	2
10 challenges according to young people in refugee contexts.....	2
Services mapping and gap analysis .....	2
Target group .....	2
<b>Who should be involved? .....</b>	<b>2</b>
Scout volunteers.....	2
Adult community leaders .....	1
Young people .....	1
<b>Section 2 – For Volunteers and Scout Leaders.....</b>	<b>1</b>
<b>2-1 – Designing non-formal education activities.....</b>	<b>1</b>
When .....	<b>Error! Bookmark not defined.</b>
What.....	<b>Error! Bookmark not defined.</b>
How .....	2
<b>2-2 – Other Considerations to Make when Working with Young People in Humanitarian Settings .....</b>	<b>1</b>
Scout registration in the host country .....	1

Collaborating with NSOs from the country of origin.....	2
Families.....	2
Cultural sensitivity .....	2
Coordinating with humanitarian actors.....	1
Linking with formal education systems and other services .....	1
Following up with young people .....	1
<b>2-3 – Project models.....</b>	<b>2</b>
Setting objectives .....	2
Choosing activities .....	2
Timeline .....	1
Basic project template.....	2
<b>Section 3 – Non-Scout Adult Volunteers.....</b>	<b>2</b>
<b>Introduction to Scouting.....</b>	<b>2</b>
<b>Fundamentals .....</b>	<b>2</b>
The Scout Method .....	1
Eight interacting elements.....	1
Promise and law .....	1
Learning by doing .....	2
Personal progression .....	2
Team system .....	2
Adult support .....	1
The symbolic framework.....	1
Nature.....	1
Community involvement .....	1
<b>Section 4 – Young People.....</b>	<b>2</b>
<b>Creating a better world with Scouting .....</b>	<b>2</b>
<b>What you can do .....</b>	<b>2</b>
Build a team .....	2
Have fun .....	2
Plan activities with your team.....	2
Share responsibilities with team members.....	2
Learn about Scouting .....	1
Small acts of kindness .....	1

## What are the objectives of this manual?

After reading the relevant sections of this manual,

### **national and Scout unit leaders** should

- understand the concepts of humanitarian settings and the different contexts and phases of a humanitarian crisis
- understand the needs of young people in humanitarian settings and how to assess them
- have a basic understanding of programme design, implementation, monitoring and evaluation to launch a Scouting initiative in humanitarian settings

### **adult volunteers from the humanitarian settings (teachers, community leaders)** should

- have a basic understanding of Scouting fundamentals and the Scout Method
- have the tools to run basic Scouting activities

### **young people** should

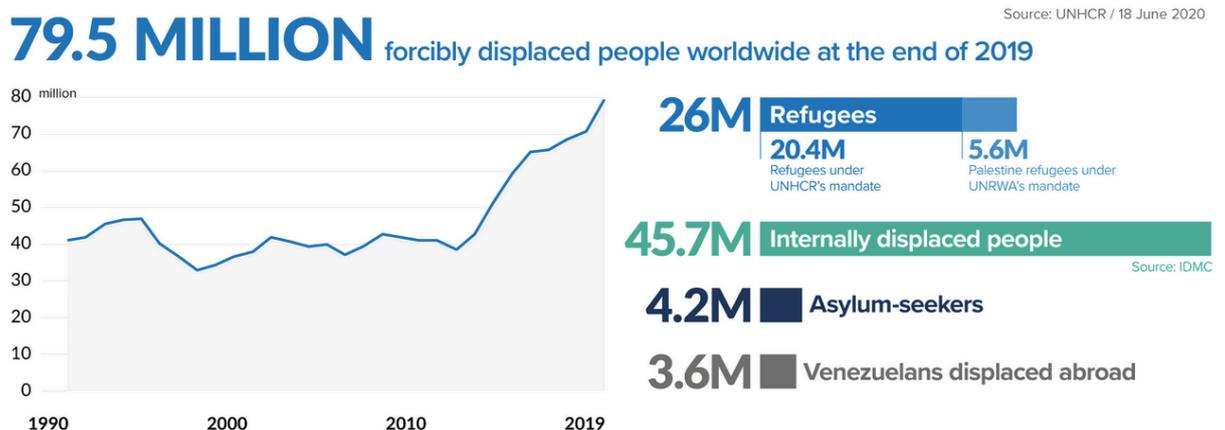
- be able to autonomously start small teams around common interests
- take initiatives to protect themselves in their particular context
- take initiatives to help others
- learn about Scouting and initiate Scout activities and projects
- know how to get support and connect with other Scouts



## Introduction

### Why this manual?

Today, one of every 200 children is a refugee. They comprise more than 50% of the refugee population: 28 million children, including many unaccompanied. This signifies an increase of 75% between 2010 and 2015 (UNICEF). Combined with the 20 million migrant children, that represents a huge population of young people with insufficient or non-existent access to education. The average stay for refugees is 17 years, i.e., an entire childhood. Global displacement has surpassed what was witnessed in the wake of World War II, and children and young people remain its most impacted victims. This manual proposes practical ideas to Scout leaders, non-Scout volunteers and young people to increase learning opportunities for displaced adolescents and youth.



Source: UNHCR / 18 June 2020

Every child or young people has the right to an education. Being a refugee, migrant or internally displaced person should make no difference to that fundamental right. Failure to offer learning opportunities to young people in humanitarian settings will have profound consequences in their future life. As the World's Leading Educational Youth Movement, Scouting can play a role in helping fill the gap where the right to education is at risk.

During adolescence and youth, individuals undergo a number of important physical, biological and emotional changes. During this stage of their lives, personality is formed and individuals can be easily influenced. In times of crisis, helping young people achieve their full physical, intellectual, emotional, social and spiritual potentials as individuals becomes more challenging. Barriers include the volatile dangers of disaster or war zones, psychological trauma, xenophobia, transitional settlements, and language and cultural barriers. These challenges must be kept in mind when designing Scouting activities for humanitarian settings.

Scouting has the ability to build resilience in the communities through life-long learning. During a humanitarian crisis, there is increased receptivity to preventive measures within the affected population. Reaching out to young people to deliver non-formal education will help build resilience to face future disasters. It is also an opportunity to open Scouting to all segments of society.

As the [mission](#) of Scouting is to contribute to the development of young people, National Scout Organisations (NSOs) that choose to engage in that area of work should adapt the Scout programme to the particular needs of young people in humanitarian settings; further, they should work with other partners pursuing non-formal or formal educational objectives in those settings. The programme should be flexible enough to be implemented under different contexts. Each intervention will necessitate a unique approach as different factors, local realities, and the varying cultural and political contexts make it impossible to propose a simple fit all solution. The manual proposes activities in a manner which can be adapted to different contexts and remain culturally sensitive.

## Who should use this manual?

This manual has been designed for:

- Scout leaders who need practical ideas to assist young people in humanitarian settings and run non-formal education and Scout activities in various humanitarian contexts
- NSO leaders making policy and strategic decisions
- Volunteers from the community and from humanitarian settings willing to help young people with learning opportunities
- Young people and leaders who want to get involved in addressing issues that affect them and their community

## What does this manual cover?

This manual is comprised of four parts:

**Section I:** Definitions and concepts. This section lays the groundwork by defining the concepts and terms used in the manual, for instance humanitarian setting, crisis, youth, and adolescence. It also summarises the key factors responsible for the increased vulnerability of young people in humanitarian crises.

**Section II:** Planning and delivering non-formal education and Scouting activities in humanitarian settings. This section provides guidance to Scout leaders at national and unit levels on planning, delivering, and evaluating non-formal education activities in different humanitarian contexts.

**Section III:** Introducing Scouting to non-Scout adult volunteers within the community. This section offers the basic knowledge on Scout values and fundamentals necessary to run various activities using the Scout Method

**Section IV:** Youth activities. This section presents a set of activities young people can initiate themselves, in small teams, or that can be facilitated by adults during various phases of a humanitarian crisis to develop skills to cope with their current situation and build their resilience for the future. They are based on the four pillars of learning defined in UNESCO: learning to be, learning to know, learning to do, and learning to live together.

# Section 1

## Definitions

### Young people, adolescents, and youths

The United Nations (UN) defines adolescents (aged 10-19) and, for statistical purposes, youths (aged 15-24). Together, these two age brackets constitute 'young people'. The age brackets also overlap with each other and with the definition of children (10-17). Unlike the definition of a child (under the age of 18) formalised by the Convention on the Rights of the Child (CRC), the definition of adolescents and youth varies across organisations and countries.

In Scouting "young people" are defined as beneficiaries of the Scouting programme, which mainly targets three age groups, taking into account the different stages in young people's development, in a given society at a specific moment in time. Three age sections are commonly used:

- **Cub Scouts**, from 7/8 to 11/12 years old, corresponding to childhood
- **Scouts**, from 11/12 to 16/17 years old, corresponding to adolescence
- **Rovers**, from 16/17 to 21/22 years old, corresponding to youth

### Non-Formal Education

Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.

### Humanitarian settings

A humanitarian setting is a space in which a humanitarian crisis has occurred. The terms "humanitarian crisis", "emergency situation", and "disaster" may be used interchangeably and refer to a natural or man-made tragedy that has an enormous negative impact on the people who live in a community. Natural disasters, armed conflict, genocide, and mass outbreaks of infectious disease all lead to circumstances in which the lives of individuals and their families are threatened, sometimes forcing them to leave their homes, communities or countries in search of support and essential services.

### Disaster

A Disaster is a situation that threatens the health, lives, safety, security, livelihoods, and wellbeing of a large percentage of a population and seriously disrupts the functioning of a society, creating widespread human, material or environmental losses which exceed the ability of the society to cope using its own resources. When a disaster occurs, individuals may remain in their community, flee their homes to other places within the same country and become IDPs, or cross international borders to find refuge, usually in a neighbouring country.

### Internally Displaced Persons

IDPs are defined by the UN Office for the Coordination of Humanitarian Affairs (OCHA) as persons or groups of persons who have been forced to flee their homes to avoid armed conflict, violence, human rights violations or natural or human-made disasters but who have not crossed an internationally recognised state border.

## Refugees

A refugee is defined in the 1951 UN Convention relating to the Status of Refugees (commonly referred to as the Refugee Convention) as any person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion, is outside the country of his or her nationality and unable or unwilling to avail him or herself of the protection of that country or who, not having a nationality and being outside the country of his or her former habitual residence, is unable or unwilling to return to it due to such a fear. Although the term is precisely defined in the Refugee Convention, the word "refugee" is often used in everyday language to refer to any person who has crossed international borders because of conflict, a natural disaster, or any other type of humanitarian crisis.

## Asylum seekers

An asylum seeker is defined as someone who has fled his or her country to another one out of fear of prosecution and is hoping to be granted the status of refugee in that country or resettled in a third one.

## Humanitarian response

A humanitarian response is the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, preserve health, ensure public safety, and meet the basic subsistence needs of the people affected.



## Needs Assessment

### Most vulnerable groups in humanitarian settings

In a humanitarian crisis, the most vulnerable people are children, particularly those who are alone or separated from their families: adolescents and youth, especially young girls; the poor; the illiterate; pregnant and nursing women; elderly people without family support; people with disabilities; people living with HIV and other chronic conditions; people with special needs; and minority or marginalised groups.

The most vulnerable among young people are young adolescents (10-14), child soldiers (girls and boys), pregnant adolescents, unaccompanied young people, orphans, adolescents engaged in survival sex, adolescent survivors of sexual violence, trafficking and other forms of violence, young people living with HIV, those with disabilities, indigenous groups, and migrants.

However, young people in a humanitarian crisis should not be seen merely as beneficiaries of humanitarian aid and assistance. They can contribute substantially to solving the issues affecting themselves and others. They may also be exposed to new opportunities, privileges and experiences, including schooling and work opportunities. Other positive consequences may include the acquisition of new skills and languages, new relationships with other young people and adults, participation in the response to the humanitarian crisis, and other opportunities to apply their knowledge and skills.

### 10 challenges according to young people in refugee contexts

Although specifically referring to the refugee context, it is worth mentioning that in 2016 UNHCR and the Women's Refugee Commission (WRC) undertook the Global Refugee Consultations (GRYC) to amplify youth voices in decisions that affect them. The GRYC include 1,267 young people who participated in 56 national or sub-national consultations held in 22 countries between October 2016 and June 2016. The challenges highlighted are as follows:

- Difficulties with legal recognition & obtaining documents;
- Difficulty in accessing quality learning, education & skills-building opportunities;
- Discrimination, racism, xenophobia & "culture clash";
- Few youth employment & livelihood opportunities;
- Gender inequality, discrimination, exploitation & violence, including for LGBTQI youth;
- Poor access to youth-sensitive healthcare, including psychosocial support;
- Lack of safety, security & freedom of movement;
- Challenges for unaccompanied youth;
- Lack of opportunities to participate, be engaged or access decision-makers;
- Lack of information about asylum, refugee rights and available services.



## Services mapping and gap analysis

This manual offers programme ideas and activities sheets that **should be adapted to specific contexts**. It does not intend to generalise or offer a fit all solution. The best way to adapt the content of this manual is by starting to assess the specific needs of young people in a particular setting and mapping existing resources from the affected population and other humanitarian actors.

Before beginning the mapping process, it is important to inquire about the procedures specific to the country for gaining entry to camps and approaching IDPs and refugees in the host community; the process and responsible organisation vary from one country to another and from one situation to another.

Prior to starting this mapping exercise, available assessments conducted by other key stakeholders should be reviewed. This may help understand the situation of young people and design a more effective programme. The opportunity should be taken to interview key people from organisations working with the refugees or IDPs from government, national and international NGOs, UN agencies, and camp managers. It is also important to meet with young boys and girls and talk to them individually or through focus group discussions.

The mapping should take all young people into account, for which the following checklist can be used as a guide. Some questions may need to be adapted, or others could be introduced. This is not an exhaustive list.

## Check list

- What is the age range of the young people in the humanitarian setting?
- What is the gender distribution?
- Are there unaccompanied minors?
- What is their educational level?
- What skills do they have?
- What language do they speak?
- Are there any young people who have experienced the Scouting programme?
- Are there any young people who have been part of other youth organisations?
- Do the young people attend school?
- Have they been offered any vocational training?
- Are there alternative educational programmes for young people?
- What other activities are young people involved in?
- How do young people spend their day?
- What social/entertainment/recreational activities are offered to them?
- Do they participate in the planning, delivery, and evaluation of those activities?
- Are any measures taken for the protection of young people?
- Are any measures taken to prevent gender-based violence (GBV)?
- How is the camp managed?
- What organisations are involved? (UN agencies, INGOs, community-based organisations)
- What are the roles of the various organisations involved?
- Who are the camp leaders?
- What are the roles of religious and political leaders?

## Target group

During many humanitarian responses, most of the interventions are focused on children; less priority is given to adolescents and youths because they are perceived to be less vulnerable in comparison. However, this may result in many of their needs not being addressed, including their educational rights.

In humanitarian crises and displacement, education and training play a key role in creating an environment where all young people can develop a sense of purpose, identity and belonging, gain livelihood skills, and become positive agents of change. Yet, all too often, even where education is available during emergencies, most programmes target younger primary-age children. (Compact Guidelines)

Although this manual offers activities for all age sections of Scouting, it focuses primarily on Scouts and Rovers sections (adolescents and youths) to help fill the gaps that have been identified.

## Who should be involved?

### Scout volunteers

Implementing a non-formal education and Scouting programme in humanitarian settings will require the help of adult volunteers. It is easier if they have a Scouting background as existing Scout unit leaders or Rovers can support the programme with minimum training to introduce them to the concepts of humanitarian settings and the specific challenges and opportunities such contexts offer.

Given the fact they already know the environment in which the humanitarian crisis developed, it can be particularly helpful to involve adults from the host community as Scouting volunteers. This may also facilitate transportation to the project area. Adult Scout leaders or young people with previous Scouting experience may be among the affected population; thus, these potential resources should be identified during the mapping exercise and their capacity should be built to help run the programme.

In some places, it may be more difficult to find local Scout leaders. In such cases, efforts should be made to recruit Scout leaders from other areas in the host country and provide methods of transportation to the project area. The engagement in such projects can be demanding for volunteers

and innovative solutions must be considered to address the challenges.

Several volunteers could be assigned to a given group of young people or Scout unit in humanitarian settings and they could take turns in weekly or monthly visits to run non-formal education or Scouting activities based on a well-structured activity plan. If possible, a remote follow up system may be established through social media or other means to monitor the progression of young people.

Case study: The Guiding and Scouting Federation of Turkey organises weekly rotations of Scout volunteers who travel to the country's Hatay region, on the border with Syria. One of the tasks of those volunteers is to visit the Scout units in the refugee camps and assist local Scout leaders who live in these camps with running Scout activities, reinforcing the skills necessary to run the Scouting programme adequately.

With, or without adult support, the programme should be designed to give young people maximum autonomy in taking initiatives and progressing by their own means, applying the Scouting principle of learning by doing.

## Adult community leaders

In places where there are no Scout leaders available, National Scout Organisations should explore the possibility of working with community leaders from the host community or from within the humanitarian settings. School teachers and parents are usually good candidates because they will already have a good understanding of the issues young people are facing in the humanitarian setting.

They should be trained on delivering non-formal education activities that address the needs identified in the given humanitarian setting. They should also receive the minimal Scouting training covering the

fundamentals of Scouting to ensure they are capable of using the Scout Method as a way to run the activities. Where possible, continuing support Scout leaders to the non-Scout volunteers can be useful.

Care must be taken in selecting adults to deliver the programme (Scouts or non-Scouts). For instance, it must be a mandatory requirement for all adults, regardless of their Scouting background, to take the Safe from Harm course which will be part of the curriculum designed to build the skills necessary to implement the programme.

## Young people

### *Youth involvement in humanitarian response*

Scouting is a movement of young people supported by adults, with whom healthy partnerships are established. When playing an active role, young people can create positive change both inside and outside Scouting.

**Youth Involvement** is defined as a capacity-building process based on enabling young people to actively share responsibility with adults for making decisions that affect their lives and the lives of others. **Youth Engagement** is the meaningful participation and sustained involvement of young people in an action for making a positive change. Finally, with **Youth Empowerment**, young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of others. It is important to note however that these terms can be perceived differently depending on the context and culture.

Youth involvement remains essential in crisis settings and must remain a priority for Scouting. During an emergency, although it may seem difficult to get young people involved, this engagement can have

important positive impact on their development; when young people are involved in responding to their own needs, that may have a positive effect on their wellbeing and they may regain a sense of worthiness. Being engaged also lets them make better use of their time and keep them safe from harm. In the process, they develop useful skills in accordance with the Scouting concepts of learning by doing and personal progression. The following are examples of how young people can participate:

- determining the issues they face
  - supporting the preparatory work
  - encouraging other young people
  - running the activities themselves
  - Monitoring the implementation
  - Evaluating the programme's outcomes
- Young people's involvement in design, implementation and monitoring is key to ensuring that the programmes are acceptable, accessible, and meet their needs. In addition, youth involvement in programme evaluation can guide the development of future activities, ensuring the production of more relevant programming and strengthening the outcomes.



## Section 2 – For Volunteers and Scout Leaders

### 2-1 – Designing non-formal education activities

#### *During Emergency phase*

The emergency phase begins in the immediate aftermath of a disastrous event. In this phase, attention will be concentrated on meeting basic needs simply to keep people alive: people need food, water, shelter, and medicine. Moreover, those with severe injuries will need urgent medical help. After an initial assessment of the situation and the needs of affected communities, humanitarian agencies will frequently take action to meet these needs.

Emergency relief can go on for a very long time or can end fairly quickly depending on the nature of the emergency and the resources at hand. The length of time it takes to recover depends on the magnitude of the disaster, the preparedness of the country, the vulnerability and accessibility of the affected location, and the resources that are immediately or locally available.

In this phase, local Scouts can help the agencies already in place to meet their goals via their skill sets and teamwork. Scouts will act as the good citizens that they are, but they are not the ones who will directly carry out humanitarian actions; instead, these will be led by the humanitarian agencies themselves.

Protection (Safe from harm)

When carrying out the activities, it is crucial to ensure both yourself and the Scouts remain safe from harm and to be very conscious of what is being done to avoid causing more harm to those already in the emergency situation. If you visit a disaster scene and do not protect yourself and your peers, you may become one more ill person to be treated with the already scarce medical supplies or become a further burden on the already scarce food resources. This is not your goal and these details should be very much considered before taking action.

It is also crucial to coordinate with the local actors (as will be later explored in this document) to understand the real needs of the situation.

#### *During the Recovery phase*

During recovery, the affected population is in a more stable period of transition. They have a place to get food and water and a temporary or transitional shelter that can withstand wind and rain. They can go about their daily lives, beginning to resume some kind of normal existence. Early recovery can last any number of weeks or months, or possibly even years. While the phases from relief to recovery may follow a similar pattern, the timeline for how quickly a particular community follows this path may depend on its initial vulnerability, access to resources, adaptability, and other considerations.

In this phase, children usually start returning to school if access is available. In many cases, supplemental educational programmes might be provided to reach out of school children and fill the gap. Non-formal education can be particularly relevant in these settings. This is also the phase where a Scout programme can be more viable compared to the early emergency phase, and may be especially useful as Scouting will be helping in creating responsible citizens for the communities who are starting to recover, even if in a new location.

## ***During Protracted crises***

Protracted crises refer to situations in which a significant portion of a population is facing a heightened risk of death, disease, and breakdown of their livelihoods for an extended period of time.

These circumstances are often linked to recurrent natural disasters or conflicts. According to the Food and Agriculture Organisation of the UN (FAO), in 2010 there were 22 countries and over 160 million undernourished people facing protracted crises. While each protracted crisis is a distinct occurrence, there are several common characteristics which are often present:

- duration or longevity
- conflict
- weak governance or public administration
- unsustainable livelihood systems and poor food security outcomes
- breakdown of local institutions

In many of these circumstances there is a two-way relationship between unsustainable livelihoods and protracted crises in which either condition can cause the other. As in any long-term vulnerable scenario, education can play a major role in breaking the vicious cycle. The challenging but mostly stable situation is an opportunity to consider long-term Scouting activities and support young people through their journey of personal progression.

## ***Recreational activities***

Predominantly in the emergency phase of a disaster, there are moments when the best someone can do is to provide leisure activities. There will be many adults trying to cope with basic needs like food, shelter, warm clothes, etc., and many agencies or volunteers organising the arrival and distribution of materials and services. In the initial chaos, children and young adolescents can be perceived as a burden or themselves feel bored, scared, or lost. Having a simple leisure activity organised for them can relieve the pressure on those dealing with other basic needs, potentially giving a momentary distraction and taking

them out of other situations that could otherwise cause risk.

It is however important to understand that Scout activities are not simply recreational activities. They are about learning while having fun and playing games. Activities should be attractive, but with the purpose of building values and skills. Although it may be difficult to set systematic learning objectives during the emergency phase, the concept of learning by playing is important. This should always be maintained in mind when applying the Scout programme, which will be more likely during the recovery phase or protracted crisis scenarios.

## **Life skills**

A life skill is a skill that is necessary or desirable for full participation in everyday life. They enable individuals to deal effectively with the demands and challenges they face every day. Scouting aims to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potentials and develop their skills through the youth programme. Life skills are especially important in humanitarian settings. The 10 core life skills as laid down by the World Health Organisation (WHO) are:

- Empathy
- Self-awareness
- Critical thinking
- Creative thinking
- Decision-making
- Problem solving
- Effective communication

- Interpersonal relationships
- Coping with stress
- Coping with emotion

Examples of other important skills young people can attain through Scouting that are relevant in humanitarian settings are:

- Leadership
- Teamwork
- Basic first aid
- Outdoor survival
- Community service

In a separate action kit, you will find a set of games and activities that teachers, community leaders and Scout leaders can adapt and use to help young people develop different skills for life.

## **Psychosocial support**

In humanitarian settings, normal protective support systems are weakened or non-existent. This causes a wide range of issues that can affect young people and their families; pre-existing conditions can be worsened and the stressful circumstances can trigger new mental health and psychosocial issues.

Examples of conditions affecting young people include: family separation, disruption of social network, discrimination, GBV, poverty, depression and anxiety disorders, post-traumatic stress disorder, unwanted pregnancy, recruitment by armed groups, child labour, death of a family member, surviving torture or rape, human rights violations, etc.

Some young people may have the ability to cope with the adversity, but they are among the most vulnerable groups for psychosocial issues. They are at risk but should not be seen as passive victims. Their resilience and social networks may enable them to contribute to their families and community.

In emergencies, non-formal education and Scouting can be important factors in addressing psychosocial support. They have the potential to offer a safe and stable environment for young people and restore a sense of normalcy, dignity and hope by offering structured and supportive activities, thus helping these individuals to cope with their particular situation.

It is important to start informal and non-formal activities as soon as possible. Scout leaders and community leaders can start those activities with minimal resources. It is crucial to fill that gap in the emergency phase while waiting for the re-establishment of the formal education system. Non-formal education activities should be supportive and promote young people's psychosocial wellbeing during an emergency.

## ***Gender-Based Violence***

GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur either in public or in private. (IASC Guidelines on GBV)

GBV and sexual violence are common in humanitarian settings and occur at every stage of a conflict. The victims are usually women and adolescents, whose vulnerability is exacerbated in the chaotic circumstances. It is vital to integrate GBV awareness into all aspects of programming for humanitarian settings, including education.

### **How?**

#### ***Using The Scout Method***

There are many different humanitarian agencies and other actors who will intervene in crisis situations, in all phases, providing different kinds of support. However, as previously highlighted, very few of these will be addressing educational rights for adolescents and youth. Scouting can be a differential for these young people: with activities that will facilitate the acquisition of life skills, they can also develop means of coping with their adverse conditions and enhancing their positive self-development.

The Scout Method is an essential system for achieving the educational proposal of the Scout Movement. Applying it in educational activities can bring especially positive impacts for vulnerable youth. The method is defined as a system of progressive self-education. It is one method based on the interaction of equally important elements that work together as a cohesive system, and the implementation of these elements in a combined and balanced manner is what makes Scouting unique. The Scout Method is a fundamental aspect of Scouting and is expressed through the following elements:



## 2-2 – Other Considerations to Make when Working with Young People in Humanitarian Settings

### Scout registration in the host country

Ultimately, our goal is for young people to have further access to educational opportunities during fragile situations. If the Scout Method is being applied in all its points, we are helping young people to assume their self-development and be good citizens in their communities, better prepared to face adverse situations in the present and in the future. However, Scouting is not only a movement; rather, it is a global network of people throughout 170 countries and territories who share the same values. Being officially part of this network can bring a positive sense of belonging and life perspective for these young people.

For this reason, it is important that the Scout leaders who assist the activities inform themselves of the possibilities of enrolling young people in an NSO. This enrolment will allow the beneficiaries access to various opportunities, for example national training programmes for the leaders and national camps for the young people.

In the emergency phase, it is less likely that children and young people will be enrolled in NSOs. This would be a situation more common in the recovery phase and – mainly – in protracted crisis situations. In both cases, the enrolment of migrants, asylum seekers and refugees in NSOs can have some specificities and barriers that vary enormously according to context.

The ideal - in compliance with the World Organisation of the Scout Movement's (WOSM) Constitution -

is for the young person to be registered in the National Scout Association of the country where he/she is at the present moment. In this way, that individual will be covered by the mandatory insurance when taking part in outside activities.

However, this is not always possible. For instance, some National Scout Associations define that only nationals of the country have the right to register to that association (such as Greece, for example). Some countries also have troops registered in the NSO of the children's country of origin. In the case of vulnerable youth, there will also be those who do not have a specific document required by the NSO and will not be able to register.

Regardless of the situation, even if a formal registration is unfortunately not possible, the adult leader can (and should) still contact the local NSO and get some kind of support. Independent of the scarf that the unit will use (your section can create its own scarf if this is the case), the most important consideration is that these youth have access to the activities, contributing to their self-development, to positive action in their surroundings, and to the sense of belonging to a broader picture.

## Collaborating with NSOs from the country of origin

It may be the case that a larger group of young people in a refugee camp will not speak the language of the host country. In this case, even if the children can be registered in the association of the host country, it might be helpful to contact the NSO of the country of origin, for example to gain access to publications in the same language.

A contact with the country of origin may also be important due to the ephemeral conditions of some migratory movements. The goal of many families is to return to their home countries; in these cases, when

contact is made by the Scouts with the NSO of the country of origin, the transition may be smoother for the young person to continue attending Scout activities in the event of a return.

It is important, however, to pay attention to cases of refugee status due to fears of persecution in the country of origin, as previously described. In some of these situations it is crucial for the safety of the asylum seeker that no institutions in the country of origin gain knowledge of their current location.

### Families

Another very important actor when setting up Scout activities are the families of these adolescents and youth. The life in humanitarian settings frequently involves security issues whereby the families do not feel comfortable with younger members leaving their sight, and the need that many families have for young people to complete domestic tasks, collect water, etc. It will be necessary to build strong trust with the

family and any others with whom the young person lives. This may involve extensive conversations or, as the best way in Scouting, working with examples. If a Scout unit starts to establish itself in the camp or community, after some successful activities, it will be easier to gain the trust of more families. Never subjugate the importance of having the support of the family.

### Cultural sensitivity

When applying the Scout programme to young migrants and refugees, it is essential to constantly remember that like everyone else they also carry their history, a rich background, their own ways of doing things and, sometimes, also traumas. When preparing an activity that will comprise children in vulnerable situation or that are carried out inside refugee camps, one must be extra aware of cultural diversity.

The correct implementation of the Scout Method will help the young person to create a sense of belonging in their new community and environment, be it permanent or transitory. Nonetheless, this should not mean the erasing of the young person's past. These belonging spaces can

be manifested in the form of games, national flags, typical food, prayer routines, and many other manifestations. If correctly mobilised, they can become inclusive and enriching material for the activities. All will depend on the will and support of the young people themselves and all this must be discussed in advance to ensure no harm is caused.

Many of the humanitarian actors who will already be in place in scenarios of emergency, protracted crises or recovering phases have more experience of handling specific diversities and it is helpful to coordinate with them in order to gain awareness of possibilities, barriers, red flags or potentials.

## Coordinating with humanitarian actors

In a crisis, multiple communities organisations and humanitarian agencies provide assistance. The government has the primary role for initiating, organising, and coordinating humanitarian assistance. When the scale of the disaster exceeds the government's ability to meet all of the needs of the affected community, other actors join in to support the response. The main actor categories are as follows:

**Local relief structures and community-based organisations**, including the Scout units, are the first responders from the local community. Sometimes, they initiate relief operations long before any organisation arrives. They will also remain after the disaster when most international organisations have left. Scout units and other community-based organisations know the area and can help to assess the needs.

### **Non-governmental Organisations (NGOs)**

National and international NGOs play an important role in disaster response. The scope and scale of each NGO's activities vary according to their unique mission and the resources they have available. Some NSOs have NGO status and may choose to get involved in disaster relief as such.

### **The Red Cross and Red Crescent Movement** includes

- the International Committee of the Red Cross (ICRC), which is involved in the protection of victims of armed conflict and other situations of violence
- the National Red Cross and Red Crescent Societies, which are involved in disaster relief, first aid training and more
- the International Federation of Red Cross and Red Crescent Societies (IFRC), which is a global humanitarian organisation.

### **United Nations agencies**

There are many UN agencies involved in humanitarian response. Some of these agencies play leadership roles in humanitarian coordination at the global and country level:

- The Office for the Coordination of Humanitarian Affairs
- The UN High Commissioner for Refugees
- The World Food Programme
- The Food and Agriculture Organisation
- The UN Children's Fund
- The World Health Organisation
- The UN Development Programme

**The Office for the Coordination of Humanitarian Affairs (OCHA)** is the part of the UN Secretariat responsible for bringing together humanitarian actors to ensure a coherent response to emergencies. OCHA also ensures there is a framework within which each actor can contribute to the overall response effort.

OCHA's mission is to:

- Mobilise and coordinate effective and principled humanitarian action in partnership with national and international actors in order to alleviate human suffering in disasters and emergencies
- Advocate the rights of people in need
- Promote preparedness and prevention
- Facilitate sustainable solutions

OCHA acts as the chief coordinator of relief operations in situations with IDP. In refugee situations, this coordination is led by the UN High Commissioner for Refugees (UNHCR).

**The UN High Commissioner for Refugees (UNHCR)** is mandated to lead and coordinate international action to protect refugees and seek durable solutions for refugees worldwide. Following disasters, UNHCR coordinates efforts around protection, emergency shelter, and camp coordination and management. If people are moving for migration or economic reasons, the International Organisation for Migration (IOM), which is not part of the UN system, is the designated lead for camp coordination and camp management.

**The UN Children's Fund, UNICEF,** focuses specifically on children. They lead the coordination involving nutrition, education, water, sanitation, and hygiene, and take a leadership role in child protection and on vaccination campaigns for children. There are several examples of Scouts cooperating with UNICEF for the wellbeing of children and young people in humanitarian settings.

**The World Food Programme (WFP)** manages the logistics needed to acquire food and distribute it. WFP usually leads the coordination on three aspects of relief operations: food security, logistics, and emergency telecommunications.

**The UN Food and Agriculture Organisation (FAO)** works to improve nutrition, increase agricultural productivity, and improve the standard of living in rural populations. In relief efforts, they work with WFP to coordinate issues relating to food security.

**The World Health Organisation (WHO)** provides technical assistance to countries on health matters. In disasters, WHO coordinates health activities.

**The UN Development Programme (UNDP)** is usually the lead UN agency

operating in a country when there is no crisis. When a crisis occurs, they work to help the country recover.

### **Donors**

Large international donors are present on the ground in a lot of major emergencies. They might have rapid assessment teams present or have staff available to facilitate grant making. It is important to coordinate with these donors to ensure aid is adequately focused on those most in need, including young people.

### **Private sector**

Private companies will sometimes initiate their own relief efforts, especially if they are based in countries that get hit by natural disasters frequently.

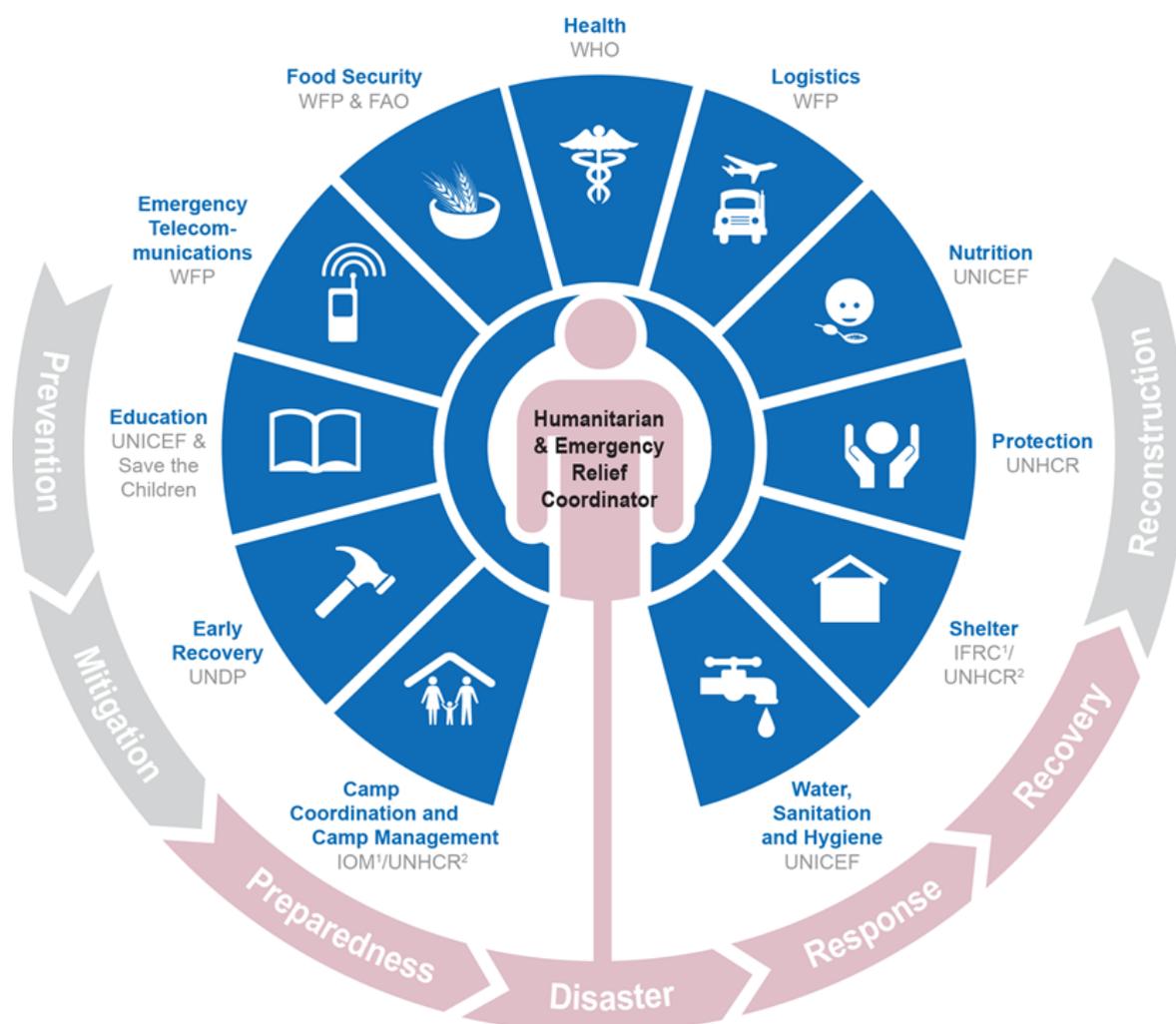
### **Military**

The military helps with rescue efforts or offers useful equipment. However, military participation in humanitarian operations can be complicated, especially when there is an ongoing conflict.

### **The Cluster Approach**

The Cluster Approach was established in 2005. It is the principal method humanitarian actors use to improve coordination. Clusters are groups of humanitarian organisations (UN, non-UN, and relevant government agencies) working in the main sectors of humanitarian action such as shelter or education. There are 11 clusters at the global level. NGOs and NSOs should participate in clusters to avoid duplication, consequently improving coordination and preventing gaps in assistance to affected communities.

## The Cluster Approach



Source: Inter-Agency Standing Committee (IASC)

### Linking with formal education systems and other services

The non-formal character of Scouting allows its activities to be applied in many different contexts, including those in which there has been difficulty establishing formal educational systems. During emergency moments in particular, but also in the recovery phases and protracted crisis situations, education receives less attention in comparison to sanitation, shelter or food supply. In these cases, formal education is left aside and therefore receives no structure or the families end up not enrolling their children in the formal system.

Scout activities can be run many times under essentially any conditions with almost no materials. This does not substitute for the formal education system, but increases the reach potential of the public. Therefore, new Scouts can run campaigns to mobilise the children in the refugee camp, shelter or fragile community to enrol in schools.



## Following up with young people

Although some humanitarian crises last for years or decades, humanitarian settings are by nature temporary. Volatile conditions may result in a high turnaround of young people and programme beneficiaries; for instance, they may relocate to other camps, move to other type of settlements, or may be dispersed in the local community or other communities either in the same country or a different country. They may also be repatriated to their country of origin.

Leaving the humanitarian setting is a highly positive outcome and is the end goal pursued by most humanitarian agencies. Accordingly, NSOs should have an exit strategy and guide young people benefiting from their programme toward more stable situations where they can resume a normal life.

After leaving the humanitarian setting, young people should have the opportunity to continue their Scouting experience if they choose to. This can be achieved by giving them relevant information and Scouting references to any place that might potentially be the next stop in their journey. That information should be made available early in the programme as beneficiaries are likely to move unpredictably.

If the programme has been developed by the host NSO, this could facilitate the transition to an existing Scout unit in case the beneficiary relocates to another part of the same country. Facilitate networking with local Scouts or Scouts from the country of origin through social media may also help preserve the link between the beneficiary and the Scouting movement.



## 2-3 – Project models

### Setting objectives

The objectives of the project will depend on the phase or context of the humanitarian crisis. For example, an NSO might choose to offer relief during the emergency phase only. Although this is positive, this manual focuses on informal and non-formal education covering all phases of a humanitarian crisis. Setting the objectives of your project will depend on:

- The needs assessments and prioritisations conducted with the involvement of young people
- The capacity assessment of the young people, the community, and the NSO

The project's objectives might only address the issues faced by young people in humanitarian settings and they might also offer an opportunity to introduce young people to Scouting. We encourage both. Elements related to protection, psychosocial support, and GBV are likely to be part of the project's objectives as these issues are especially prominent in humanitarian settings.

### Choosing activities

This manual presents a range of activities based on the possible needs of young people in humanitarian settings. You should select activities, adapt them, or create new ones after you have completed a needs assessment and established the relevant objectives. Remember that it is crucial to involve young people in identifying their own needs so the selected activities can be relevant to them. The mapping at the beginning of the activities section should be used to identify which activities will address specific issues encountered by young people in a particular setting and will help them build the necessary skills to cope with those issues.

Certain activities are designed to introduce young people to Scouting and they should be run jointly with other activities. They relate to the fundamentals of Scouting and aim to teach young people about the Scout Law, the Scout Promise, the Scout Principles, and the Scout Salute. These elements are universally accepted by the Scouting community and activities related to these "minimum requirements" of the Scout Movement should prepare young people to pronounce their Scout Promise and be accepted as Scouts.

When possible, the Scout Law and Promise of the host country should be used. If it is not compatible due to language, cultural, or political reasons, the Scout Law and Promise of the country of origin should be used. In cases where neither of these two solutions is applicable, the Scout Promise and Law from WOSM Constitution can be adapted to the specific context.

Young people in humanitarian settings who have been introduced to Scouting values and principles and who have agreed to them by pronouncing their Scout Promise should be entitled to wear a Scout scarf and the WOSM symbol as universally recognised symbols of the Scout Movement's unity. The scarf can be one created specifically for the unit if permitted by the host NSO, or it could be related to the NSO from the country of origin. If this is not possible due to the NSO's policy or other issues, projects directly supported by the World Scout Bureau should provide a neutral universal scarf for young people who have pronounced their Scout Promise.

It must be understood that those young people are only introduced to Scouting and are given the opportunity to voluntarily join the Scout Movement within humanitarian settings after they have understood and accepted the minimum Scouting values and principles. This is a temporary solution applied to a temporary situation, and must not be seen or encouraged as a two-tier

Scouting programme within the same country. Once they leave the humanitarian settings, young people who choose to continue their Scouting journey will follow the regular youth programme in the country where they register as Scout. NSOs that accept them should recognise the certificate given to them when they pronounced their Scout promise.

As a further recommendation, in a protracted crisis a regular Scouting programme should be applied to the greatest extent possible.

## Timeline

The duration of the project will depend on available resources and potential collaboration with other partners. To facilitate planning, we offer three schedule templates that can be adapted to each situation: three-month, six-month and 12-month activity schedules. They are complete, ready to use templates that the Scout or community leader can employ to build a custom programme based on the identified needs. It is important to remember that volatile situations can impose programmes that are shorter than three months, and likewise a protracted crisis can necessitate programmes that are longer than one year.

The schedules are based on weekly sessions that are no more than 90 minutes long. These sessions or meetings are made up of various activities that can be led by a Scout or community leader, an expert from a partner organisation, or the young people themselves. The frequency can be more than once a week if the circumstances require this regularity and there are sufficient resources to do so. Young people should be encouraged to meet in small teams between the weekly sessions to carry out some of the autonomous activities that can be found in Section 3 of this guide.

Furthermore, a two-day workshop plan is also included. It is designed to be run at the beginning of a crisis to help young people develop skills that will address their immediate needs during the emergency when the possible evolution of the situation is not quite clear yet. If required, this workshop can be followed by a longer term programme. It can be run both with affected young people and local Scouts from the community.

Two-day youth capacity building workshop (Ongoing emergency response – unstable situation)

- This workshop is designed to be run at the beginning of a crisis to help young people grapple with their new reality, be aware of the existing and new risks in their environment, learn how to cope with new challenges, and help themselves, their families and other people in their surroundings.
- Although this is more relevant during the emergency phase, the format can be used in other phases of the emergency as well with modified content to address current needs or reach out to more beneficiaries. It is a way to mobilise young people and can be used as an entry point for longer term informal and non-formal activities.
- Good mapping of the services available to young people and their families is required
- Services within the camps and accessible public services in the community need to be identified
- Information on what is needed (documentation, requirements) and what to do to obtain it is required

An example of a 2-day capacity building workshop agenda:

Day one

- The risks
- The resources
- Camp life for IDPs/refugees
- Protection and GBV
- PFA

Day two

- Scouting session
  - Identify potential youth leaders
  - Distribute materials that can be used to run peer to peer activities
  - Establish points of contact

### **Three-month programme** (Stable situation – during response phase)

- Contains 12 weekly sessions of 90 minutes or less.
- Choose the best day of the week to run the sessions in consultation with the young people and other actors from the camp or humanitarian setting.
- Based on the identified priorities, each 90-minute session will include fun games and activities that will develop a set of skills relevant to the given situation.
- The activities are categorised by age group: 11-17 and 17-24. When filling in the template for your programme, choose activities that are age appropriate. Organise the participants in teams of 5-8 members and aim to work with group of 20-30 young people of the same age group. Given the possible scarcity of resources, activities are designed to be run by one adult facilitator.
- Specific Scout activities that teach about the fundamentals of Scouting can be mixed with other non-formal education activities. It is a good idea to focus on pressing needs during the first two weeks and introduce Scouting after that. A set of eight activities ("Scouting in a box") can be progressively deployed in parallel with the other activities.
- One session per month is a community service challenge in which young people select an identified collective need in their humanitarian setting and think about an innovative way to solve the problem or mitigate its negative impact with whatever resources they have at their disposal.
- The programme should end with a half-day session that includes an evaluation of the young people's skills (excluding Scouting) and a ceremony during which they receive a certificate of completion and the opportunity to pronounce the Scout Promise if they choose to do so.

### **Six-month programme** (Initial recovery)

- Contains 24 weekly sessions of 90 minutes or less.
- Based on the identified priorities, each 90-minute sessions will include fun games and activities that will develop a set of skills relevant to the given situation.
- The six-month programme provides the opportunity to go beyond the basic Scouting content. First aid and outdoor skills can be added as a continuation of the Scouting activities that are relevant to the particular context.
- One session per month is a community service challenge when young people select an identified collective need in the humanitarian setting they live in and think about an innovative way to solve the problem or mitigate its negative impact with whatever resources they have at their disposal.
- After three months, we suggest a half-day session that includes an evaluation of the young people's skills (excluding Scouting) and a ceremony during which they receive a certificate of completion and the opportunity to pronounce the Scout Promise if they choose to do so.

- After six months, we suggest a one day event gathering for several units together with Scouts from the local community if possible. This would provide another opportunity for skills assessment, ceremony, and recognition.

### **12-month programme** (Recovery – reconstruction – protracted crisis)

- Contains 48 weekly sessions of 90 minutes or less.
- Based on the identified priorities, each 90-minute sessions will include fun games and activities that will develop a set of skills relevant to the given situation.
- Scouting activities are now focused on community service where young people identify collective needs and address them with the resources on hand.
- Larger events at three, six and seven months are encouraged for skills assessment, networking with local Scouts, and recognition.
- At the end of the programme, a three day Scout event outside of the humanitarian setting is a great way to close the programme if possible.
- After any of the programme, young people are encouraged to continue autonomous activities in small teams and to maintain a spirit of service in the team or individually.



## Basic project template

### NEEDS

After going through the mapping exercise, list the needs you have prioritise with the young people. Try to limit yourself to three priorities and ensure other actors in the field are not already addressing those needs for the same target group.

1. **Example:** Young people, aged 11-17, do not have any activity in the refugee camp
2. \_\_\_\_\_
3. \_\_\_\_\_

### OBJECTIVES

What will you try to achieve to address those needs? Be specific, use numbers and consider the time it will take. Considering existing and potential resources, will you be able to reach those objectives? Is there

anything that would make those objectives not acceptable to the young beneficiaries, other stakeholders in the field, your NSO, or Scouting in general?

1. **Example:** Offer Scouting activities to 32 young people over a three-month period to help them build life skills that will strengthen their resilience and help them cope with the current and future adverse circumstances
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### ACTIVITIES

Based on the needs and objectives above, select activities from Section 3 and fill in the plan template below. You can also adapt the proposed activities or create new ones to reach your objectives. It is recommended to keep activities short and fun and mix the type of activities. Suggestions are made for several sessions and activities, but the final plan must be adapted to the local circumstances and be relevant to the specific group of young people being targeted.

#### Three-month plan – Adult supported activities

Month 1	Month 2	Month 3
<b>Week 1</b> – 90-minute session Activity 1: _____ Activity 2: <i>Safe from Harm</i> Activity 3: <i>Psychological First Aid</i>	<b>Week 5</b> – 90-minute session Activity 1: _____ Activity 2: _____ Activity 3: <i>Scouting 2</i>	<b>Week 9</b> – 90-minute session Activity 1: Activity 2: Activity 3: <i>Scouting 5</i>

<b>Week 2</b> – 90-minute session Activity 1: _____ Activity 2: _____ Activity 3: <i>Gender-Based Violence</i>	<b>Week 6</b> – 90-minute session Activity 1: _____ Activity 2: _____ Activity 3: <i>Scouting 3</i>	<b>Week 10</b> – 90-minute session Activity 1: Activity 2: Activity 3: <i>Scouting 6</i>
<b>Week 3</b> – 90-minute session Activity 1: _____ Activity 2: <i>Scouting 1</i> Activity 3: <i>Community service preparation</i>	<b>Week 7</b> – 90-minute session Activity 1: _____ Activity 2: <i>Scouting 4</i> Activity 3: <i>Community service preparation</i>	<b>Week 11</b> – 90-minute session Activity 1: <i>Scouting 7</i> Activity 2: <i>Final event preparation</i>
<b>Week 4</b> – 120-minute session Activity 1: <i>Community service</i>	<b>Week 8</b> – 120-minute session Activity 1: <i>Community service</i>	<b>Week 12</b> – Half-day event Activity 1: <i>Skills and programme assessment by youth</i> Activity 2: <i>Scouting 8 Collaborative games with other units/local Scouts</i> <i>Ceremony and recognitions</i>

#### Youth-led activities

Teams of young people should be encouraged to choose their own activities and launch initiatives of their own between weekly sessions supported by adults. They can be guided and inspired by the content in the action kit.



## Section 3 – Non-Scout Adult Volunteers

### Introduction to Scouting

*“When 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 one another.”*

Robert Baden-Powell, 1922: Education in Love in Place of Fear

Since the beginning, World Scouting has been based on the ideal of equal dignity for all human beings, promoting mutual respect and openness to live together in harmony. Scouting recognises the unique value of every boy and girl and believes in their potential to develop the competencies they need to create sustainable development in their communities, working closely with adults and sharing a common identity.

### Fundamentals

*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 and as responsible citizens, members of their local, national, and international communities.*

(Constitution of the WOSM) Scouting as an educational movement aims to educate young people in these two dimensions – growing both as an individual and as a citizen – to support them to achieve their full potential and live freely and responsibly with others and nature as a member of their local, national, and global communities.



## The Scout Method

The educational approach to Scouting is implemented through the Scout Method, an original educational system that fosters self-education, empowerment, and cooperative learning.



### Eight interacting elements

The application of the Scout Method results in an experience for young people that is educational, fun, enjoyable and safe, both physically and emotionally. It aims to be flexible and relevant to the changing needs of young people and society. The Scout Method comprises eight interdependent elements forming a unified and integrated whole. These equally important elements work together as a cohesive system and their implementation, in a combined and balanced manner, adapted to each age range, is what makes Scouting unique. Each of the eight elements has an educational function, contributing to the educational process in a specific way and complementing the impact of the others.

### Promise and law

The Scout Promise is a personal voluntary commitment to the Scout Law, a set of shared inclusive values which is the foundation of everything a Scout does and how a Scout wants to be. The Promise and Law are central to the Scout Method. Through the Scout Promise, each Scout makes a conscious and voluntary decision to adopt the Scout Law, thus committing him/herself to “do his/her best” and use it as code of individual and social behaviour. Through this process, the individual assumes responsibility for his/her own personal development. Making the Promise is the first symbolic step in the process of self-education. The Scout Law is a positive code of living through which Scouting proposes its universal values to young people in

a concrete and practical way. The values contained in the Scout Law and adopted through the Promise shape young people in their behaviour and group life.

Throughout their Scouting journey, a young person's understanding of the Promise and Law will evolve and come to mean more to them. This learning journey is a central part of the emotional, social, and spiritual development experienced through Scouting which also echoes the key principles of the Scouting Movement.

## Learning by doing

Scouting uses practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development. Learning by doing reflects Scouting's practical approach to education as a result of first-hand experience as opposed to just theoretical instruction based on learning through the opportunities for experiences that arise while pursuing interests and dealing with everyday life. In Scouting, the acquisition of new competencies – knowledge, skills, attitudes and values – is achieved through the practice of various activities which are both fun and relevant and lead young people to act, make mistakes, reflect, and discover; consequently, they will develop in all dimensions of the personality through extracting what is personally significant from everything that they experience.

## Personal progression

Scouting is a progressive learning journey focused on motivating and challenging an individual to continually develop through a wide variety of learning opportunities. This approach enables young people to progress in their own development, in their own way and at their own pace towards the educational objectives appropriate to their age section using a progressive recognition system that helps them to gain confidence. This personal progression is autonomous, facilitated by adults who empower, encourage, and support young people appropriately to set their own challenges, exercise their freedom of choice and engage in self-reflection. This is also relevant outside Scouting since it helps them to set life goals and to learn to become an active citizen, offering each young person the opportunity to identify his/her personal needs and the resources to improve his/her own competencies.

## Team system

Scouting makes use of small teams as a way for people to participate in collaborative learning and decision-making, with the aim of developing effective teamwork, interpersonal skills, and leadership while also building a sense of responsibility and belonging. This approach facilitates and enriches group life and can be an effective tool for empowering young people, enabling them to develop their personal and collective capacities through pooling and building on their individual skills, talents and experience through the development of a mutually supportive team spirit where problems are solved collectively. The basic organisational structure, often used in local units, comprises small teams of normally 6-8 young people, based on their natural tendency to form small groups. This system is also applicable to all sorts of small groupings for cooperative decision-making purposes (e.g.: unit councils, district committees, etc.). It also provides Scouts with opportunities for leadership and helps to ensure an appreciation of diversity; Scouts are able to develop constructive relationships with other young people and partnerships with adults while learning to live according to a democratic form of self-government.

## Adult support

Scouting relies upon adults facilitating and supporting young people to create learning opportunities, as well as turning these opportunities into meaningful experiences through a culture of partnership.

Scouting offers the potential for a partnership of enthusiasm and experience between young people and adults based on mutual respect, trust and acceptance of each other as persons. The adult provides educational, emotional, informational and appraisal support to young people in their own development.

- *Educational support* involves the provision of tangible aid and services that directly assist the self-educational development of youth.
- *Emotional support* is associated with sharing life experiences. It involves the provision of empathy, devotion, trust and caring.
- *Informational support* involves the provision of advice, suggestions, and information that youth can use to address problems.
- *Appraisal support* involves the provision of information useful for self-evaluation, i.e. constructive feedback, affirmation of the personality, and compliance with organisational values.

The nature of the partnership between young people and adults in Scouting varies in accordance with the age and capabilities of the young people involved. Wherever possible, young people should be empowered to make decisions and take on leadership roles and be allowed to make mistakes in a safe environment. In general, adults are there to assist young people to prepare as well as to support, guide, mentor and facilitate learning experiences. In essence, the role of the adult in Scouting is to reinforce the youth-led, adult-supported nature of the programme.

## The symbolic framework

Scouting makes use of a unifying structure of themes and symbols to facilitate learning and the development of a unique identity as a Scout. In Scouting, a symbolic framework is a set of symbols, themes and stories which develops a sense of belonging and stimulates cohesion and solidarity within the group and the world movement as a whole. It helps them to identify with the purpose and the values of Scouting, expressed through various elements and themes; it also represents Scouting's educational proposal for a particular age range according to their level of maturity and specific educational needs, which helps to recognise personal progression within the youth programme. The purpose of the symbolic framework is to build on young people's capacity for imagination, adventure, creativity, and inventiveness in a manner which stimulates their development.

## Nature

Scouting creates learning opportunities in the outdoors which encourage a better understanding of and a relationship with the wider environment. The natural environment provides an ideal setting for Scout activities, offering adventure and learning opportunities for the physical, intellectual, emotional, social, and spiritual development of young people. Activities may focus on various themes ranging from classic outdoor activities like hiking or camping to projects involving environmental sustainability or education; even in scenarios where the natural world is limited in the environment, there can still be activities 'outdoors'. These experiences also allow young people to be in direct contact with the natural world in urban, rural, and wild environments, which enables them to discover the vital relationship that unites human beings and the natural world and to develop a constructive connection with nature.



## Community involvement

Scouting provides opportunities for active exploration and commitment to communities and the wider world, fostering greater appreciation and understanding between people. Working with and within their communities (at the local, national, and global levels) enables Scouts to increase their intercultural understanding and international solidarity. It is an essential element in a young person's development process and it links every learning opportunity to how it could serve the community. Service should not simply be seen as doing things for others; rather, it means involvement, which entails doing things *with* others. Community involvement includes helping Scouts to create a better world, a journey which they cannot take on their own while leaving the community behind. It empowers young people to commit to becoming active global citizens from their immediate context and to taking personal responsibility regarding their role in their communities and how they can contribute to transforming them for the better.



## Section 4 – Young People

### Creating a better world with Scouting

To create a better world, we can start by creating a better environment for those who are around us regardless of where we are. To make this happen, all the small actions count. Our daily lives may be distinctly different from what we imagined and may be really hard and frustrating, but we do not need to be alone in these situations. The Scout Movement has a proposition for you. You will have adventures with friends and with people you have never met before. You will challenge yourself in different areas and, mostly, have fun. Let's talk about this.

### What you can do

#### Build a team

One of the essential characteristics of Scouting is working in teams. We are all diverse people with different capacities and knowledges. Team up with people of different ages and explore what is it that you have in common and what each of you does best.

In Scouting, each small group, normally comprising 6-8 youth members, is called a Patrol and has one member acting as the team leader. With this team, you can have fun, share responsibilities, make decisions, and organise, carry out and evaluate your own activities. This is achieved with the support of the adult leadership.

#### Have fun

The best part is that to acquire these skills through Scouting, you do it while having fun! You should find activities that motivate you and that challenge you. However, again you do not need to do so alone. Count on your team.

#### Plan activities with your team

You and your team members should plan what is it that motivates you and what you can learn from that. You do not need to know everything from the beginning. Count on your leader to help you and also learn new things together. Try to write down what is it that you and your team want to achieve. What do you need to get there? Which materials? Where you can get what you need? Who can you count on for support? Once in the planning stage, you can also divide among yourselves according to the team members' individual strengths.

#### Share responsibilities with team members

The fun is shared and so are the responsibilities. If each member of the team is responsible for a small task, when everyone's efforts are combined the task will be done before you realise it and in a much more enjoyable way. This also helps all of you practice your sense of commitment, which will be essential in many future moments of your life.

## Learn about Scouting

Now that you have your team and are working well together, have you thought about how many other people out there share the same values as you? The Scout Movement is a global movement that has plenty for you to explore. Ask your leader and try to explore more about the history of Scouting and where it is present around the world.

## Small acts of kindness

To be a hero, you do not need to save the entire world. Sometimes, a very small act can make someone smile. Look around you and see what is it that those around you need. Many things, right? You may not be able to solve all of their problems right now, but you are super capable and entitled to offer a glass of water, an act of comfort or something else which may make a massive difference to someone's day. These are small acts of kindness that you can plan with you team.





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Creating a Better World

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SCOUTING DEVELOPMENT  
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