2. ACHIEVING THE MISSION OF SCOUTING

World Organization
of the Scout Movement
Organisation Mondiale
du Mouvement Scout

S
STRATEGY

THIS DOCUMENT IS A
PART OF THE IMPLEMEN-
TATION OF THE STRATEGY

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MISSION STATEMENT

The mission of Scouting is to 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.

This is achieved by

- involving them throughout their formative years in a non-formal educational process

- using a specific method that makes each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person

- assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.

CONFERENCE RESOLUTION 3/99

MISSION STATEMENT

The Conference

- commending the World Scout Committee's Strategy Task Force for the preparation of the discussion on the mission statement

- appreciating the participatory process that has been followed since the Oslo Conference in the work to develop a mission statement

- adopts the mission statement for Scouting proposed by the Select Committee, as amended

- urges the World Scout Committee, Regional Scout Committees and National Scout Organizations to disseminate the mission statement as widely as possible and do their utmost to facilitate the understanding and implementation of it

- invites the World Scout Committee to continue its work on the development of the various formulations of the mission statement and the conditions necessary for its achievement, taking into account the output of the discussions at this Conference, and to present a progress report to the next World Scout Conference.

INTRODUCTION

Adoption of the mission statement

- In July 1999, the 35th World Scout Conference (Durban, South Africa) adopted a mission statement for Scouting. The statement, which is based on WOSM's Constitution, is intended to reaffirm Scouting's role in today's world. The adoption of the statement has been a key step forward in WOSM's work on the development of a Strategy for Scouting.

  The Conference also adopted Resolution 3/99 requesting that appropriate follow-up be made at all levels of the Movement to facilitate the implementation of the mission.

  Within the context of this resolution, the World Scout Committee's Strategy Task Force has been working on a series of tools to help national Scout associations to disseminate the mission statement and work towards achieving the mission.

Understanding the mission statement

- In March 2000, the Strategy Task Force produced the first document in the series: "A Strategy for Scouting... from Durban to Thessaloniki: 1. Understanding the Mission Statement". The purpose of that document was to facilitate the understanding and use of the mission statement within the wide range of national Scout organisations that comprise WOSM. It provides a variety of ways of examining the text.

Challenges

- The adoption of the mission statement, and a clear understanding of its meaning, are only a first step. Associations will then need to identify the key conditions, or challenges, required to achieve the mission and to examine how these challenges can be met in order to make our mission a reality.

  In Durban, such challenges were brought out during working group sessions. A synthesis of these challenges, based on the output of the working groups, was made by the Strategy Task Force in Durban. This synthesis was shared with the Select Committee established for the work on the mission at the Conference, but was not discussed. The challenges originally presented have been slightly rearranged and edited by the Strategy Task Force, either to complete the point made or to avoid redundancy.

  These challenges are:

  - **Relevance:** meeting the needs and aspirations of young people;

  - **Complementary nature:** making a distinctive contribution to the education of young people, in particular through the Scout Method;

  - **Membership:** reaching out to more young people;

  - **Adults:** attracting and retaining the adults we need;

  - **Relationships and partnerships:** working with others to better serve young people;

  - **Unity:** pursuing a common purpose at all levels.

These challenges are crucial to achieving our mission and have implications touching the totality of the Movement's work.

Achieving the mission of Scouting

- This new document, "A Strategy for Scouting... from Durban to Thessaloniki: 2. Achieving the Mission of Scouting", is a tool to help the leadership of national Scout associations to examine the challenges involved in achieving the mission, as identified by the working groups in Durban.

The challenges involved in achieving the mission need to be compared to reality at all levels of the Movement. In other words, if we agree on the mission and if we agree on the broad conditions needed for its successful implementation, what are the major issues that we face that create obstacles to achieving the mission? This booklet is intended to help you to examine these issues as a first step in the process of achieving our mission.

WHAT YOU WILL FIND IN THIS BOOKLET

A PRESENTATION OF KEY CHALLENGES IN ACHIEVING SCOUTING'S MISSION

This booklet presents the key challenges as identified by the Durban conference participants during the working groups, as mentioned earlier.

Following the compact statement of each challenge is an expansion of the main points, a short list of key issues to be addressed and some questions to stimulate your discussion. It is recognised that, in view of the diversity of our Movement, the issues and questions are neither exhaustive, nor equally pertinent to all associations around the world. Nonetheless, it is suggested that you examine all of the issues and questions in the first instance.

AN OUTLINE OF A TWO-DAY TRAINING WORKSHOP

Following the section devoted to key challenges, you will find a suggested outline of a two-day training workshop. Its aim is to give key leaders at all levels in your association the opportunity to become familiar with the mission statement, express a commitment to it and start the process of achieving it.

RESOURCE DOCUMENTS

The key WOSM documents that you will need to start the work on achieving the mission of Scouting are the first document in this series "1. Understanding the Mission Statement" and "The Essential Characteristics of Scouting".

If you are not familiar with the key milestones in the strategic process (including the adoption of the mission statement), an overview chart is included as an appendix. Other useful WOSM reference materials exist and are listed at the end of this booklet.

In addition to materials that your association may have developed related to the mission, the membership statistics of your association will be needed if you consider the questions under key challenges No. 3 (membership) and No. 4 (adults).

IMPLICATIONS FOR YOUR NATIONAL SCOUT ASSOCIATION

PLANNING FOR ACTION

Once you and other key leaders in your association have worked through this booklet, considering the key challenges in achieving Scouting's mission and organising the training workshop, you will need to decide what follow-up action is required at national and local level to successfully implement the mission.

The training workshop will have generated a great deal of useful ideas and input that should not be lost. It is unrealistic, however, to expect that comprehensive plans of action can be produced in two days. Some form of task force or working group will probably need to be set up to manage the process of systematically considering the challenges described in this booklet and developing a practical and realistic final action plan for your association to successfully achieve Scouting's mission in your country.

In the section of the booklet entitled "Useful Resource Documents", you will find a list of publications that may be helpful to you in your follow-up work. We hope that you will keep the World Scout Bureau informed of your progress and achievements.

KEY CHALLENGE NO. 1:

RELEVANCE

To achieve its mission, we believe that Scouting today must ensure that:

- **what it offers young people reflects their needs and aspirations in the society in which they live, and attracts and retains their interest over a sufficient period of time, especially adolescence, to advance their personal development.**

As a voluntary Movement, what Scouting offers must be relevant to young people, i.e. it must reflect their needs and aspirations, based on what interests and motivates them, in order to attract and retain them. This implies being able to cater to a wide range of needs and aspirations in terms of the age range that Scouting serves and in terms of the - rapidly changing - societies in which Scouting operates. It also implies offering young people opportunities to play an active role in society.

Unless Scouting is able to attract and retain young people, particularly during the crucial years of adolescence for which the Movement is ideally suited, it cannot achieve its mission.

Key issues

- the critical importance of understanding the needs and aspirations of young people of different ages in their society, and of how societal changes affect young people;

- the need to adapt Scouting's educational proposal to the needs of young people in a particular society and to market a youth programme that is suited to each age range, based on that proposal;

- an emphasis on Scouting's educational provision for the adolescent age range (as opposed to provision for younger children), especially in societies where adolescents have specific needs that the Scout Method can help meet;

- the need to recruit, train and retain adult leaders with appropriate skills to deal with each age range, including adolescents.

Some questions to consider

- What is the total youth membership in each age section of your association?
  - compared to 10 years ago, is the membership of each age section increasing or decreasing?
  - has the average age of a youth member in your association changed significantly during the same period?
  - in particular, how has the number/ratio of youth members in the adolescent age range changed during the same period?
  - what reasons can you identify for the above changes?

- Which age sections in your association attract and retain the greatest membership?
  - what factors can you identify as to why membership is lower or higher in some age sections than in others?

- When was the current youth programme of each age section of your association introduced?
  - if a thorough review and update has not taken place for some time (e.g. ten years or more), what reasons and obstacles have prevented this from happening (e.g. are there aspects of the youth programme that are considered as being "unchangeable")?
  - if your association has developed a culture of traditions over time (e.g. ceremonies, rituals, etc.), has the educational value of these been examined?

- In your opinion, how have young people in the different age groups changed since the current youth programme was introduced?
  - how could your association verify these perceptions (e.g. through surveys, research, etc.)?
  - to what extent are your findings linked to changes taking place in your society, directly and indirectly?
  - in what ways have these changes affected young people, positively or negatively, in terms of their physical, intellectual, emotional, social and spiritual development?
  - what new needs and aspirations can you identify among young people today in each age group?
  - in what ways does your association's current youth programme respond, or not respond, to these needs and aspirations?
  - if there are difficulties in responding to these needs and aspirations, are they related to the design, delivery or implementation of the youth programme?

- what other needs and aspirations do you anticipate in the years to come?

- how will your association respond to these emerging needs in a timely and effective way?

• How do young people in your country perceive the relevance of Scouting and what your association offers to them in today's society?

  - do young people, especially adolescents, find the image of your association a positive and attractive one?

  - do your youth members find the activities that they are offered, and the experience that they have of Scouting, to be worthwhile?

KEY CHALLENGE NO. 2:

COMPLEMENTARY NATURE

To achieve its mission, we believe that Scouting today must ensure that:

…

- **as a non-formal educational movement, it complements the contribution of other agents such as the family, school and religious institutions, without replacing them or duplicating their efforts, by making its specific contribution to the integral development of young people through the use of a unique method which is clearly understood and implemented.**

The Scout Method – a unique system of progressive self-education in which each young person is the principal actor in his or her development – is the key to Scouting's distinctive role. It is the instrument Scouting uses to achieve its specific approach to the education of young people, and through which it is able to make the kind of contribution to the physical, intellectual, emotional, social and spiritual development of a young person that complements that of other educational agents.

Scouting is not a formal educational agent, like school, nor is it an informal one, like the family or peers. Scouting is a non-formal educational movement that has a distinctive and complementary role to play; it is not a repetition of, or a substitute for, what happens at school, at home or in the religious institution. A Scout leader has a specific function which is not that of a teacher, parent or religious leader.

Scouting can achieve its mission only if the Scout Method is clearly understood and implemented, and if its specific role and function in the spectrum of educational provision for young people is recognised.

Key issues

- the need for all adults in the Movement to understand the important difference between *education* (the development of the abilities of the mind and the development of attitudes) and *instruction* (imparting knowledge, skills and attitudes from the instructor directly to the young person);

- ensuring an understanding of the *elements of the Scout Method* (Scout Promise and Law, learning by doing, the patrol or team system, the symbolic framework, personal progression, nature, and adult support) as an *educational system*: an interdependent group of elements interacting and forming a unified and integrated whole;

- helping adult leaders to make *appropriate use of the elements of the Method and the dynamics of Scouting in action* in working effectively with young people;

- recognition, both within the movement and externally, that Scouting is *non-formal* in the sense that it is organised and structured, with a clearly defined purpose, principles and method that emphasise creativity, resourcefulness and personal involvement rather than the transmission of knowledge. Thus Scouting makes a distinctive kind of contribution to the education of young people that complements that of other educational agents.

Some questions to consider

- What institutions in your society try to help young people to develop in one way or another (e.g. your own association, school, religious institutions, clubs, family, or others)? You may find the chart on the page following the questions useful in responding to the following questions:

  - what does each of these institutions set out to do in terms of the physical, intellectual, emotional, social and spiritual development of young people?
  - what methods or approaches does each institution use to achieve what it sets out to do?
  - how effective do you consider the contribution of each of these institutions is in terms of what they set out to achieve?

- How would you describe the specific "niche" that your association fills in this spectrum of educational provision?
  - in what ways do you consider that your association really offers young people opportunities in the various areas of development that other institutions are not designed to deal with?
  - what makes your association's contribution to the personal development of young people unique, in comparison to other institutions?

- In what ways do you consider that your association is replicating the contributions being made by other institutions (i.e. offering the same things in similar ways)?

- In what ways do you consider that your association is substituting itself for what other institutions should be doing but are not doing?

- What do you think that young people find in Scouting that they cannot find elsewhere, if anything? What could this imply about what you currently offer?

- To what extent, both within and outside your association, is Scouting perceived as an educational movement, as opposed to a purely recreational or service organisation?

- To what extent do unit leaders have access to educational materials (produced by your association, by the World Scout Bureau headquarters or its Regional Offices, or by external sources) in order to help them to improve the quality of the educational experience in the unit?

- What happens within your association to ensure that unit leaders have a thorough understanding of the Scout Method? To what extent do you consider that the Scout Method is really used effectively in the local units?

- To what extent are unit leaders in your association able to distinguish between their role as a Scout leader and any other role that they may fulfil in other areas of their lives (e.g. parent, teacher, religious instructor, public authority, etc.) and act accordingly?

CONTRIBUTION OF VARIOUS INSTITUTIONS TO THE DEVELOPMENT OF YOUNG PEOPLE

	Family	School	Religious institutions e.g. church	Clubs, or other	SCOUTING
Physical What? How? How effective?					
Intellectual What? How? How effective?					
Emotional What? How? How effective?					
Social What? How? How effective?					
Spiritual What? How? How effective?					

KEY CHALLENGE NO. 3:

MEMBERSHIP

To achieve its mission, we believe that Scouting today must ensure that:

…

- **it strives towards opening its membership to those young people in society not previously served and provides equal treatment and opportunities for all its members.**

Scouting is intended for everyone who is willing to adhere to its purpose, principles and method. Scouting is open to young people, male and female.

To achieve its mission, Scouting must extend its "educational proposal" – what it offers to provide to the young people in the society in which it operates – to the entire range of young people in that society. Too often national Scout associations serve only a segment of the young people in their society, for example the urban middle class, and ignore the needs of others such as the less affluent, those who live in rural areas, migrant groups and the like. Opening membership opportunities to a wider range of young people will require new thinking: identification of new needs, new marketing and recruitment approaches, use of new methods of communication, new leadership styles, etc.

Likewise, to achieve its mission Scouting must provide equal treatment and opportunities for all its members, irrespective of gender, social class, or any other factor. This includes both youth members, who are recipients of the youth programme, and adults serving in leadership capacities. Where an association comprises both male and female members, for example, both genders should be equitably represented at all levels of the decision-making process; the membership of regional and world bodies, whether elected or appointed, should also reflect the fact that the organization is open to both genders. Similarly, younger adults as well as older adults should have the opportunity to serve.

Key issues

- an educational proposal that reflects the needs and aspirations of all young people in the society;

- a willingness on the part of the national Scout association to reach out to all young people in that society, to break down the existing barriers that, for whatever reason, exclude some;

- a commitment by the national Scout association to provide equal treatment and opportunities for all members regardless of gender, socio-cultural background or other factors; and a commitment to redress as quickly as possible any imbalance of gender, socio-cultural background, age, etc., that currently exists.

Some questions to consider

- Is Scouting readily accessible to all young people in your society?

- Where are your Scout groups located?
    - do they exist in the entire territory of your country?
    - are they adequately represented in urban and rural areas?
    - do they serve the various socio-economic groups (lower, middle and upper classes)?
    - do they cover all segments of your society (e.g. ethnic/ migrant communities, etc.)?

- How is your membership distributed among the various age sections?

- If membership of your association includes both boys and girls, are both genders equally represented? If not, what are the reasons?
    - are there any differences in the gender mix between urban and rural areas, socio-economic groups and age sections? If so, why?

- What is the penetration rate of your association, i.e. the proportion of youth members to the total available youth population of the same age range in your country?

- What barriers prevent young people who would like to be Scouts from joining your association? (For example: no group/ unit available nearby; lack of adult leaders; image of the Movement; uniform not appealing to young people; cost of participation; too much competition from other movements/ sectors; insufficient free time; other reasons…)

- how can these barriers be removed?

- Does your association communicate what you offer to young people, what you stand for, effectively to all segments of your society?
  - to which audience(s) are you addressing your message?
  - do the language and images used need to be changed?
  - do the media used for communication need to be reviewed?
  - what else can be done to spread your message through the various segments of your society?

- How does your association plan to actively increase its membership in order to achieve the Movement's mission in your country?

KEY CHALLENGE NO. 4:

ADULTS

To achieve its mission, we believe that Scouting today must ensure that:

…

- **it attracts and retains adults who are prepared to develop the knowledge, skills and attitudes required to support the Movement and in particular to implement the Scout Method.**

One of the key success factors of Scouting is the quality of the adult leadership - whether elected or appointed - that supports the Movement at all its levels. Scouting must therefore be able to attract and retain the type of adults who consider Scouting as an effective way of making a significant contribution to the education of young people. This contribution may be direct through the implementation of the youth programme, or indirect through a management function.

Scouting can achieve its mission only if it is able to recruit and retain appropriate adults to ensure effective leadership in all aspects of the association's work.

Key issues

- recruiting the appropriate type and number of adults to support the Movement at all levels, by ensuring that the role to be played is perceived as meaningful;

- retaining those adults within the Movement through an adequate policy for the management of adult resources, which includes the provision of relevant training and support;

- ensuring that adults working with young people identify with the fundamentals of Scouting and are able to use the Scout Method fully and effectively. Amongst other considerations, this implies being able to "get along" with young people in a spirit of true partnership.

Some questions to consider

- What is the total number of adult leaders in your association?
  - how many of these are involved in unit leader positions (working directly with youth members) and what is the ratio of unit leaders to youth members in each age section?

- are there sufficient unit leaders to effectively implement the youth programme in all age sections within your association?
- are there a sufficient number of adults within your association involved in adult support, administration or management positions?

- If your association admits girls as well as boys, what is the proportion of female adult leaders in your association?
  - what proportion of them are involved in unit leader positions?
  - in what age sections?
  - what proportion of female leaders are in adult support, administration or management positions?
  - at what levels (local, national)?
  - do you consider that these statistics reflect equitable treatment of both male and female leaders? If not, what could be done to change this situation?
  - would every adult leader have equal access to any responsibility/position in your association on the basis of demonstrated competence, rather than other considerations such as gender, age, etc? If not, what could be done to change this?

- Based on your own personal experience, and that of other adult leaders you know, to what extent does your association:
  - recruit adults to do a specific job, based on a written job description?
  - carefully check potential candidates to ensure their suitability?
  - consider carefully the motivation that led each adult to volunteer to join your association and to remain?
  - provide adequate introduction to each person's task?
  - provide appropriate training and support in various ways when and where they are needed?
  - ensure that each job is rewarding, up to expectations and a source of personal growth and satisfaction?
  - enable adults to move to another position/job, or to leave the association, when the current task/term of office is complete?
  - consistently make appropriate arrangements to meet specific requirements (e.g. child-care facilities for leaders with young children) when arranging activities, meetings, training opportunities, etc.?

- Does the image your association projects attract and facilitate the recruitment of the type of adult leaders that you need?
  - are there other barriers to attracting and recruiting effective leaders?
  - what more could be done by your association in this area?

KEY CHALLENGE NO. 5:

RELATIONSHIPS AND PARTNERSHIPS

To achieve its mission, we believe that Scouting today must ensure that:

…

- **its relationships with other institutions are based upon a partnership which respects Scouting's independence and its specific character as an educational movement for young people.**

As a community-based educational movement for young people, Scouting cannot operate in isolation. In order to be effective it needs the support of other institutions in the community whose purposes are complementary. Such partnerships may be forged to support Scouting's infrastructure through the provision of human, material or financial resources; or they may be to enrich the educational activities of the Movement. Such partnerships must not, however, be detrimental to Scouting's independence, objectives or values. Scouting can only achieve its mission if its partnerships are based on a mutually beneficial relationship that respects Scouting's independence and specific identity.

Key issues

- ensuring that any institutional relationships established at national or international levels (whether permanent or of a time-limited project nature) are focused on supporting the pursuit of Scouting's mission as a non-formal educational movement for young people (male or female); such relationships must never threaten the independence or specific identity of Scouting;

- encouraging mutually beneficial relationships with partners as close as possible to unit or community level within the movement, including families.

Some questions to consider

- To the best of your knowledge, what are the institutions of whatever nature (the government, developments agencies, the church or other religious bodies, other youth organisations, etc.) with which your association has established relationships?

- Identify, in each case, the purpose of these relationships (for example, to obtain financial support for the association, to cooperate on the implementation of a project, etc.).

- How are the conditions of partnership with another institution negotiated? Whose responsibility is this? Have these relationships/partnerships each been the subject of a written agreement between your association and its partners, establishing the terms of the partnership?

- Have the partnerships been established in order to help your association to achieve its mission as an educational movement for young people? Examine each partnership separately to determine how each serves that purpose. Have there been other reasons for establishing the partnerships? If so, what are they?

- Have all these relationships/partnerships respected Scouting's independence? Or have some of the partnerships (for example with development agencies, governments, religious institutions) restricted Scouting's freedom as an educational movement for young people? If so, in what way?

- Would you question any aspects of these partnerships that your association has established with other institutions?

- Are there other new partnerships which could help your association to achieve its mission? If so, what are they? What factors would you take into account in establishing new ones?

- How does your association encourage and support local unit leaders in developing positive, supportive relationships with partner organizations and the families of youth members within their community?

KEY CHALLENGE NO. 6:

UNITY

To achieve its mission, we believe that Scouting today must ensure that:

...

- **all components of the World Organization – national Scout organisations/ associations, Regional and World bodies – strive to strengthen the international unity of the movement by actively pursuing their common purpose and direction.**

Enhancing the unity of the Scout Movement worldwide is one of the primary aims of the World Organization. It is one of the foundation stones on which the movement is built. The international dimension is an essential aspect of both its purpose (contributing to the education of young people to become members of their international communities) and its principles (the promotion of international peace, understanding and cooperation).

To achieve its mission, *all* levels of the World Organization – national, regional and world – must pursue a common purpose and direction. This is why the 35th World Scout Conference in Durban in 1999 adopted a mission statement that should serve as a "rallying cry" for the Movement in the 21st century. Too often, commitment to the World Organization has been purely "lip service", for example voting in favour of Conference resolutions and then ignoring them, seeming to say "That's for 'the others', not for us." Only if all components of the World Organization – national Scout organisations/associations, regional and world bodies – move forward together will the synergy of the worldwide Movement be channelled to utmost effect. Commitment to our common mission, and working together in coherent ways to achieve it, will lead to a greater unity of the movement and to the building of a better world through the education of more young people.

Key issues

- developing an enhanced sense of the unity and common purpose and direction of the Movement;

- strengthening the international dimension in all aspects of Scouting and the importance of the Movement's role in the promotion of international peace, understanding and cooperation;

- commitment by national Scout associations to participate fully in the decision-making processes of the World Organization and to implement the decisions made by Regional and World Scout Conferences.

Some questions to consider

- In your association, to what extent is there a sense of belonging to WOSM – a worldwide brotherhood that goes far beyond your own association?

- In what ways does your association contribute to promoting world peace, brotherhood and cooperation?

- How is this reflected in the life of your association (youth programme and use of the Scout Method, use of the world Scout badge, participation in regional or world events, etc.)?

- What does the management structure of your association – including the International Commissioner – do to promote the international dimension of Scouting?

- How does your association prepare itself to take an active part in the decision-making process of WOSM at a Regional or World Scout Conference?

- What does your association do to implement the resolutions adopted at Regional and World Scout Conferences? Are these shared with all within the association?

OUTLINE OF A 2-DAY TRAINING WORKSHOP: "ACHIEVING THE MISSION OF SCOUTING"

AIM

The aim of this training workshop is to enable the key leaders at all levels of a Scout association (including districts/areas) to become familiar with the mission statement, express a commitment to it and start the process of achieving it.

OBJECTIVES

By the end of the training workshop, participants will be able to:

• Explain the content of the mission statement;

• Disseminate it to other leaders in their area of responsibility;

• Identify the conditions necessary for the achievement of the mission within the association;

• Establish or review action plans in order to facilitate the implementation of the mission within the association.

METHODS

The methods used throughout the workshop will be experiential and call on the active involvement of participants. They will alternate between plenary presentations and discussions and small group work.

NUMBER OF PARTICIPANTS

The number of participants will vary with the size and resources of an association. Ideally, the number should be limited to 30-36 participants in order to be an effective training activity.

Too large a group would be detrimental because:

1. Plenary meetings would be very heavy (since it is not just a question of "conveying information").

2. There might be too many discussion group reports (participants may be bored, lose track of what has been said, or lose interest in the problem raised).

The outline and timing of this workshop has been prepared on the basis of 32 participants who would form 4 groups of 8 participants for group discussion work.

WORKSHOP LEADERSHIP TEAM

- A minimum of 2-3 persons.
  All members should already be familiar with the mission statement and be motivated to have it implemented throughout the association.

- A workshop team leader should be appointed at the outset of the preparatory phase of the workshop and be responsible for:

  - coordinating the preparation and smooth running of the workshop;
  - ensuring that all members of the organising team involved in the sessions, and any resource persons present, are familiar with the documentation listed further on.

Note: Discussion group facilitators/rapporteurs will be recruited from amongst participants when groups are formed.

DURATION

The training workshop used as an example here is organised over a 2-day period, from Friday 17:00 hours to Sunday 14:00 hours, so as to offer 7 working sessions of 90 minutes each. This should be considered as the minimum length of time required.

If a longer period is available, the duration of the workshop could be extended to allow more time for the various sessions.

VENUE

You will need a venue with a plenary hall and rooms or separate areas for discussion groups. (Each discussion group should normally comprise about 8 participants.)

EQUIPMENT, MATERIALS AND DOCUMENTATION

Equipment and materials:

- A means of displaying group findings. Depending on re-
sources available, this could be:
  - blackboards and chalk; or
  - flipcharts, marker pens and Scotch tape or pins; or
  - overhead projector with transparency sheets and overhead
markers; or
  - AV computer and video projector for Powerpoint presenta-
tions.

Documentation:

For consultation during the workshop:

- 1 set of reference materials listed at the end of this document
per discussion group;

- 1 set of statistical information on the membership of your
association per discussion group.

To be sent in advance to participants or handed out on arrival:

- 1 copy per participant of:
  - "A Strategy for Scouting... From Durban to Thessaloniki:
1. Understanding the Mission Statement".

To be distributed during the relevant session:

- 1 photocopy per participant of the following pages of "A
Strategy for Scouting... From Durban to Thessaloniki:
2. Achieving the Mission of Scouting":

  - the aim, objectives and methods of the training workshop
(p. 25 of this document): during Session 1.

  - the 6 "key challenges" to be met in order to achieve the
mission of Scouting (pp. 5-24 of this document): during
Session 3.

SUGGESTED PROGRAMME

Session 0: Welcome, registration, settling in

Objectives:

- To deal with administrative matters (registration fees, reimbursement of travel expenses, etc.);
- To enable participants to settle in and find their bearings.

Duration:

From Friday 17:00 until dinner-time.

Refreshments:

Tea/coffee.

SESSION 1:

Introduction to workshop aim, objectives and methods

Duration: 90 minutes (e.g. after dinner on Friday night)

Objectives:

- By the end of the session:

  - discussion groups will have been formed;
  - participants will feel at ease with the aim, objectives and methods of the workshop; and
  - participants will be able to work effectively with others towards achieving the objectives set for the workshop.

Methods:

- Presentation to:
  - welcome the participants;
  - introduce workshop team members.

- Activity to encourage formation of discussion groups.

- Group discussion to:
  - discuss aim, objectives and working methods, and
  - provide comments / ask questions for clarification.

- Plenary discussion to:
  - share comments and questions, to express agreement on aim, objectives and method.

Procedure:

1. Welcome and introductions *(25 mins.)*

- As the workshop team leader, welcome the participants and thank them for attending. Introduce the workshop team members.

- Invite the participants to introduce themselves *(20 mins.)*.

2. Group formation activity *(15 mins.)*

- Explain the activity that you propose to enable the participants to form discussion groups. Two examples of games that could be used are illustrated. These two games also serve as "ice breakers".

  If you wish to use a different approach to group formation, try to find a method that includes some physical movement on the part of the participants.

3. Group discussion of "Aim, objectives and methods" *(30 mins.)*

- Comment briefly on the group formation game.

- Distribute 1 photocopy per participant of the "Aim, objectives and method". Read out the text and comment briefly, if necessary.

- Ask the groups to move and settle into the group discussion rooms/areas and to:
  - appoint a chairperson;
  - appoint a rapporteur;
  - agree on a working method;
  - consider the "Aim, objectives and methods";
  - then move back to plenary.

4. Plenary discussion *(20 mins.)*

- Invite each group to report in plenary on any comments from their group discussion *(5 mins. per group, plus comments from the leadership team, questions and answers).*

- Offer any final comments and close the session.

- Invite participants to stay for an "open socialisation period" with refreshments. You may wish to set a time limit.

SESSION 2:

Understanding the mission statement

Duration: 90 minutes (e.g. 1st session on Saturday morning)

Objective:

- By the end of the session, the participants will be able to explain the contents of the mission statement.

Methods:

- Introduction in plenary
- Buzz groups
- Plenary

Procedure:

1. Welcome and objectives *(10 mins.)*

- Welcome participants and comment briefly on the objectives for the day (i.e. what we would like to have achieved by the end of the day) and to comment (briefly) on the programme.

2. Distribution of Document 1: Understanding the Mission Statement *(10 mins.)*

- Arrange for a workshop team member to distribute "Document 1: Understanding the Mission Statement".

3. Explanation of "Document 1: Understanding the Mission Statement" *(20 mins.)*

- Explain the background of the mission statement and the purpose of "Document 1: Understanding the Mission Statement". You will find background information in "The Essential Characteristics of Scouting" and in the strategy overview chart (see appendix).

4. Buzz groups *(10 mins.)*

- Ask participants to turn to their nearest neighbours and form small discussion groups of 5-6 people (buzz groups) to discuss the mission statement and prepare questions for clarification.

5. Plenary: questions and answers *(40 mins.)*

- Invite a spokesperson from each buzz group to ask any questions that arose during their discussion. Provide answers to the questions.

Note: This could be run as a panel discussion with members of the workshop team acting as the panel to answer questions from the floor.

SESSION 3:

Achieving the mission of Scouting (A)

Duration: 90 minutes (e.g. 2nd session on Saturday morning)

Objective:

- By the end of the session, each working group will be able to describe the main issues of a key challenge that may affect the implementation of the mission in their association.

Methods:

- Plenary introduction
- Group discussion

Procedure:

1. Distribution of 6 key challenges

- Arrange for the distribution of 1 photocopied set of the 6 key challenges to each participant.

2. Introduction of 6 key challenges *(30 mins.)*

- In plenary, introduce the 6 key challenges.

3. Group discussion of challenges *(60 mins.)*

- Invite each group to:
  - consider each of the six key challenges;
  - select one of them;
  - discuss the challenge, the issues and related questions; make notes on possible action steps that your association could take.

SESSION 4:

Achieving the mission of Scouting (B)

Duration: 90 minutes (e.g. 1st session on Saturday afternoon)

Objective:

- By the end of the session, each working group will be able to describe the main issues of a second key challenge that may affect the implementation of the mission in their association.

Methods:

- Plenary introduction
- Group discussion

Procedure:

1. Invitation to re-examine remaining key challenges *(15 mins.)*

- Invite discussion groups to re-examine the key challenges that they did not select for Session 3, and to choose one of them for in-depth discussion.

   Note: Ideally, by the end of Session 4, all of the challenges should have been covered by the workshop.

2. Group discussion of challenges *(75 mins.)*

- Invite each group to:
  - discuss that challenge, the related issues and questions; make notes on possible action steps that your association could take.

SESSION 5:

Achieving the mission of Scouting (C)

*Duration: 90 minutes
(e.g. 2nd session on
Saturday afternoon)*

Objective:

- By the end of the session, the workshop will have agreed on a limited number of priorities (5 or 6).

Methods:

- Group discussion
- Report in plenary session

Procedure:

1. Group discussion: Identifying priority actions *(40 mins.)*

- Ask each group to return to its findings of Sessions 3 and 4 and to identify the actions required to support the implementation of Scouting's mission. They should agree on a maximum of 4 priority actions.

2. Report in plenary: group findings and conclusions *(50 mins.)*

- Ask each group to report on its findings and conclusions (4 priorities) from Sessions 4 and 5.

- Invite a plenary discussion of the priorities mentioned in order to agree on a final list of 5-6 priorities. *(20 mins.)*

SESSION 6:

Achieving the mission of Scouting (D)

Duration: 90 minutes (e.g. 1st session on Sunday morning)

Objective:

- By the end of the session, participants will be able to present a "plan of action" for their association in order to achieve the mission of Scouting.

Method:

- Group discussion

Procedure:

1. Group discussion: action plans *(90 mins.)*

- Invite discussion groups to consider the priorities agreed upon in plenary during Session 5 and to:
    - develop an action plan to achieve each of them; and to
    - prepare a plenary presentation of their plan of action.

SESSION 7:

Final

Duration: 90 minutes (e.g. 2nd session on Sunday morning)

Objective:

- By the end of the session, participants will have achieved the objectives set for the entire workshop.

Methods:

- Group presentations and discussion in plenary

- Evaluation

Procedure:

1. Presentation of groups' action plans *(60 mins.)*

- Invite each discussion group to present its plan of action *(maximum 10 mins. each).*

- Offer any comments that you may have, then invite comments and questions from the groups *(5 mins. for each group).*

2. Establishment of final action plan *(10 mins.)*

- Agree on a final action plan. (This could be one of the plans or a combination of 2 or more.)

3. Evaluation of workshop *(10 mins.)*

- Arrange for a workshop team member to distribute evaluation forms.

- Invite participants to fill in the form.

4. Conclusion of workshop *(10 mins.)*

- As workshop leader, summarise what the workshop has achieved and make any concluding remarks, including planned follow-up.

- Thank the participants, the other members of the workshop team and any helpers.

- Renew commitment to achieving the mission and close the workshop.

USEFUL RESOURCE DOCUMENTS

In addition to useful resource documents available from your own association and your Regional Office, the following documents have been published by the World Scout Bureau, Geneva, in English and French:

- **STRATEGY AND MISSION**

    - **"The Essential Characteristics of Scouting"**, World Scout Bureau, 1998. *

        On the basis of WOSM's Constitution, this paper provides a compact but comprehensive overview of the key elements that characterise our Movement and its mission.

    - **"A Strategy for Scouting... From Durban to Thessaloniki: 1. Understanding the Mission Statement"**, World Scout Bureau, March 2000. *

        The purpose of this document is to facilitate the understanding and use of the mission statement within the wide range of national Scout organisations that comprise WOSM. It provides a variety of ways of looking at the text.

    - **Policy on Girls and Boys, Women and Men in Scouting - 1999 ***

        Provides the text of the policy adopted by the 35th World Scout Conference in 1999, emphasising the importance of gender equality in all its aspects and at all levels within WOSM.

    - **"Policy on Involvement of Young Members in Decision-Making"**, World Scout Bureau, 1997. *

        Provides the text of the policy adopted by the 33rd World Scout Conference in 1993 and explanatory background material. Emphasises the importance of youth involvement in decision-making, both within the youth programme and in management structures of the Movement.

    - **"Trends: Trends in the World Today; How They Affect Young People; Questions and Challenges for Scouting"**, World Scout Bureau, 1997.

        A supporting document for the Strategy in Scouting. It is intended to help national Scout associations take into account recent trends in society that affect young people when reviewing their youth programme.

- **"Scouting and Society: How to Prepare a Study on Trends at National Level"**, World Scout Bureau, 1996.

  A complementary publication to "Trends". It focuses on how to conduct a study on trends at national level.

- **YOUTH PROGRAMME**

  - **"World Programme Policy"**, World Scout Bureau, 1990. *

    Contains the policy statement adopted by the 32nd World Scout Conference and relevant background material. The policy defines youth programme, describes the process of programme development, comments on programme delivery, and outlines the responsibilities of national Scout associations and the World Organization of the Scout Movement in this field.

  - **"A Guide to Programme Development – Overview"**, World Scout Bureau, 1997. *

    The first of a new series of booklets designed to help national Scout associations ensure that its youth programme is always relevant, challenging and attractive to young people. This involves responding to their needs and expectations in the context of the society in which they live, while remaining faithful to the fundamentals of Scouting.

    This booklet provides a general introduction to the subject and an overview of each of the eight steps involved.

    An additional four booklets in the series describe each of these steps in detail.

  - **"Scouting – an Educational System"**, World Scout Bureau, 1998.*

    To help everyone interested in gaining a greater understanding of how Scouting works as an an educational system. It is intended for use by those responsible for ensuring that the Scouting offered to young people is the rich and multi-faceted learning experience that it is meant to be. It has been been written as a tool for the Youth Programme and Adult Resources teams at national level, but it is hoped that it can be of use for all those at other levels who do their best to provide support to Scout leaders.

- **ADULTS IN SCOUTING**

  - **"World Adult Resources Policy"** , World Scout Bureau, 1993. *

    A reference document containing the full text of WOSM's policy on adult resources as adopted by the 33rd World Scout Conference in Bangkok, 1993.

  - **"Adults in Scouting"** , World Scout Bureau, 1990. *

    The conceptual framework of Adults in Scouting, as introduced and accepted at the World Scout Conference in Paris, 1990. Easy to understand, this booklet is recommended reading for all adults in the Movement interested in a general introduction to the subject.

  - **"Managing Adult Resources"**, World Scout Bureau, 1993.

    The text of the presentations made in Bangkok to introduce the Policy. Conference resolution 4/93 on the Management of Adult Resources. Includes the World Adult Resources Policy.

  - **"Scouting in Practice: Ideas for Scout leaders"**, World Scout Bureau, 1996 (revised 1997). *

    For all Scout leaders worldwide. Its purpose is to recall the basics of Scouting to all those who take inspiration from the Scout Method for contributing to the development of children and adolescents.

- **MANAGEMENT (INCLUDING PLANNING)**

  - **"Basic Planning Kit"** , World Scout Bureau, 1991.

    A tool for national Scout organisations that would rather know where they want to go, distance themselves from a day-to-day problem solving approach and influence their future through positive action. It uses a step-by-step approach to introduce volunteers and professionals to a simple yet effective way of making, implementing and managing decisions.

  - **"The Growth of the Movement"**, World Scout Bureau, 1991. *

    A starter kit, including a case study and a basic planning tool, to help associations to plan for growth in a realistic way.

- **EXTERNAL RESOURCES: PLANNING TECHNIQUES**

In addition to the planning resources produced by the World Scout Bureau, a number of planning techniques can be found in non-Scout management books or can be downloaded from the web. Two techniques that are particularly recommended in order to conduct a strategic analysis are the SWOT analysis and the Force Field analysis.

- **SWOT analysis**

    The SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is a technique used to conduct a survey of the association's internal strengths and weaknesses and a survey of external factors that affect the association (the opportunities and threats).

- **Force Field analysis**

    The Force Field analysis is a technique used to analyse the forces at play in a given situation. It can be particularly helpful in the management of change. It involves an analysis of driving forces (those likely to push change) and restraining forces (those likely to obstruct or slow the process).

All of the WOSM publications marked with an asterisk (*) may be downloaded free of charge from the World Scouting web site: http://www.scout.org

Printed copies of WOSM publications can be ordered from SCORE International at the following address:

    SCORE International, Sarl
    Les Longeray
    Boréal
    74 370 Metz-Tessy Annecy
    France

    e-mail: score@world.scout.org

You can also order printed copies via SCORE's online cata-logue: http://www.worldscoutshop.org

APPENDIX

TOWARDS A STRATEGY FOR SCOUTING

1988 Melbourne	1990 Paris	1993 Bangkok	1996 Oslo	1999 Durban
Selection of 4 strategic priorities:	Focus on:	Focus on:	Focus on:	Focus on:

Issues:

Mission

Youth Programme   Youth Programme   Youth Programme. Adoption of the World Programme Policy.

Adult Leadership   Adult Leadership

Management   Management   Addition of a 5th strategic priority: the Growth of the Movement.   Adults in Scouting and Management. Adoption of the World Adult Resources Policy.   WOSM's Own Financial Resources. Adoption of a new fee system.

Finance   WOSM's Own Financial Resources

PR & Communication

Start of thinking process concerning the mission of the Movement: "Scouting for what? Scouting for whom?"

The mission of the Movement. Adoption of a mission statement.