43rd World Scout Conference
Conférence Mondiale du Scoutisme
المؤتمر الكشفي العالمي الـ

Background information on the Strategy for Scouting

Support document for Draft Resolution 2024-C

By the World Scout Committee

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Background information on the Strategy for Scouting

This Conference Document contains background information on the Strategy for Scouting. This background information explains each element of the strategy to help build a common understanding on the aims and definitions behind each of the impact statements and strategic priorities. Further information on the development of the Strategy for Scouting can be found in Conference Document 5A and the strategy itself is in Conference Document 5B.

Conference proposal:	Draft Resolution 2024-C
Related document:	Conference Documents 4A, 5A, 5B
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The proposed Strategy for Scouting, which is to be decided by the Conference, will define the long-term ambitions and direction of the Scout Movement, outlining key focus areas for Scouting to remain relevant, enhance impact, and foster growth.

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Introduction

The background information for each impact statement and strategic priority of the Strategy for Scouting was prepared by a team of World Scout Bureau staff that has expertise in each of the areas. Key stakeholders were also engaged in the process, including volunteers as subject matter experts and World Scout Committee members.

The information provided is designed to support collective understanding of each of the elements of the strategy and inspire Scout organisations to contribute to achieving the next Strategy for Scouting.

The background information for each element of the strategy is divided into three parts.

- **Aim**: The aims cover concrete objectives of what success would look like once the impact statement or priority is achieved. The aims are designed to ensure they can be achieved through action at local, national, regional and world level.
- **Definitions of essential terms**: The definitions indicate the meaning of some of the terminology used in the impact statement or the strategic priority to ensure collective understanding. Some definitions are not based on the words of the statement, but are essential to build on the knowledge Scouting has in this area.
- **Further reading**: The further reading section connects each statement with internal and external resources to help provide more insight on the subject matter. These articles, webpages and documents will allow Scout organisations to learn more about the impact statement or the strategic priority.

In the background information for the impact statements, an additional section was added on **how Scouting will contribute**. Impact statements indicate the world we would like to live in a decade from now, so this section on how Scouting will contribute was designed to outline more concrete examples and objectives of the actions Scouts themselves can take to join the effort to achieve that world.

This background information was developed to offer Member Organizations additional information and guidance about the strategy to build a deeper understanding across the Movement about the Strategy for Scouting in Conference Document 5B. This background information will not be considered for amendment at the World Scout Conference.

1. A peaceful and inclusive world

Scouting will work to create a peaceful and inclusive world, eliminating discrimination and ensuring safe and equal opportunities for everyone.

1.1. Aim

By 2033, Scouting aims to create a world where:

- Young people around the world have unlocked their potential as changemakers and agents for promoting peace and fostering a culture of inclusivity, where diversity is celebrated, and differences are embraced as sources of strength rather than sources of division.
- Our shared humanity provides a foundation for empathy, understanding, and a commitment to dialogue as the means to build bridges across divides.
- Young people are advocates for human rights and equality within their communities, working to eliminate any and all forms and causes of discrimination, inequality and conflict.
- Diverse and underserved communities have access to Scouting's educational opportunities and are able to create safe spaces for personal development, exchange, and social inclusion.
- Peace education furthers the equal realisation of human rights, peaceful conflict resolution, humanitarian action, emergency response, environmental protection and community development.
- Sustainable peace connects heterogeneous communities and strengthens international understanding and cooperation to contribute to global goals.

1.2. Definitions of essential terms

Peaceful: Refers to harmonious relations between individuals and societies guided by a culture of peace, which includes the absence of violence (negative peace) and the presence of conditions for sustaining peace (positive peace), eg human rights, social justice, and inclusive communities.

Peace Education: Teaches knowledge, skills, and attitudes that help promote and sustain peaceful communities, as well as prevent and resolve conflicts peacefully.

Inclusive: Being equally open and accessible to all children, young people, and adults regardless of differences and ensuring equitable and fair treatment for each individual; taking account of their differences.

Diverse and underserved communities: Groups of people who represent unique characteristics and communities who cannot access, have limited, or no Scouting opportunities currently available to them.

Discrimination: Any unfair treatment or unreasonable separation based on an individual's race, sex, religion, nationality, ethnic origin, sexual orientation, disability, age, language, social origin, or any other characteristic that sets them apart from what is considered a norm or majority.

Equal opportunities: Giving the same access and opportunities to all and having each person involved and participating in activities to the greatest extent possible.

Human rights: Inherent rights we have simply because we exist as human beings - they are not granted by any state. These rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status.

Safe spaces: When individuals feel comfortable and safe enough to be themselves, share, be challenged, develop personally, collaborate, and engage with others around them.

1.3. How Scouting will contribute

By 2033, to contribute to a peaceful and inclusive world, Scouting will:

Educational offer
- Enhance the capacity of Member Organizations to empower young people to work for peace through the implementation of peace education resources and training opportunities.
- Actively engage in initiatives at grassroots and national level to build and sustain peace, taking the lead in promoting shared values and non-violent resolution to conflicts.
- Prioritise human rights education as a crucial component of peace education, living a human rights-based approach centred on dignity and universality.
- Provide activities and educational programmes that encourage interaction and expose young people to different cultures, religions, backgrounds, and perspectives, thereby stimulating a transnational understanding that promotes international friendship and solidarity.
- Encourage, practice, and provide spaces for intercultural, interreligious, and intergenerational dialogue.
- Ensure its activities and educational programmes fully integrate a culture of peace as a part of Peace Education, that teaches young people about conflict resolution, humanitarian action, emergency response, environmental protection, non-violent communication, dialogue, and the importance of cooperation.

Active approach
- Contribute to a culture of peace by integrating humanitarian preparedness, Safe from Harm principles, mental well-being, and active inclusion within all its contributions as a movement.
- Provide safe youth civic spaces for the holistic development and full realisation of young people's potential, human rights, and agency for peace.
- Encourage and celebrate diversity as a strength and ensure every Scout experiences a sense of belonging.
- Reduce barriers to participation by reaching out to diverse communities, actively inviting underrepresented communities and welcoming everyone into its programmes.
- Establish safe and supportive spaces, reduce stigma, build resilience, and empower young people with coping, empathy, and communication skills.
- Promote gender equality within its programme and events, creating a more inclusive and equitable society by design.

Global contribution
- Encourage young people's active participation in projects related to infrastructure development, environmental conservation and climate action, social welfare, and anti-discrimination, to address some of the root causes of conflicts in many communities.
- Develop young people's participation at all levels of society, including in decision-making and peace processes, by rendering visible, supporting and encouraging their positive contributions.
- Promote recognition of the roles of young people and non-formal education in sustaining peace at local, national, and international level.
- Create a more peaceful and inclusive world by aligning significantly with and contributing to the Youth, Peace, and Security agenda.
- Focus on values-driven global citizenship education, aiming to cultivate active citizenship and a culture of peace among young people that prepares them to navigate the challenges of today's interconnected world and positively contribute to society.

1.4. Further reading

- **Peace and Human Rights Education in Scouting:** Provides Member Organizations with guidelines from a Scouting perspective on how to incorporate a culture of peace and human rights into national Youth Programmes.

- **WOSM Humanitarian Action webpage:** Provides guidance, support opportunities, and useful resources on humanitarian action.

- **WOSM Peace webpage:** Provides guidance, support opportunities, and useful resources on the topic of peace.

2.   A world shaped by youth

Scouting will work to create a world shaped by youth who are barrier–breakers, bridge–builders, informed decision-makers and responsible active citizens, empowered by core competences and values developed through Scouting.

2.1.   Aim

By 2033, Scouting aims to create a world where:

- Youth are able to remove barriers from their lives and the lives of others that prevent the realisation of their full potential and development.
- Youth from different backgrounds can build connections in their communities as actors of inter-generational, inter-cultural, and inter-faith exchanges.
- Youth can make personal decisions and have their voices heard through their involvement in decision-making, planning, and operational processes.
- Youth will foster their values as global active citizens capable of understanding and addressing local challenges using a worldwide perspective.
- Youth are willing and able to fulfil leadership roles and grasp opportunities.

2.2.   Definitions of essential terms

Young people/Youth: The word "youth" in Scouting refers to all boys and girls involved in educational programmes within the Movement. Learning experiences within Scouting focuses on a young person's development, therefore the Youth Programme includes childhood, adolescence, and early adulthood only. The different stages of personal development determine the age sections within Scouting, which may vary according to the cultural differences and contexts in which Member Organizations operate. Often, however, sections fall within a range of between five and 26 years of age.

Barrier-breakers: An individual or group who actively challenges and overcomes obstacles or limitations to create opportunities for everyone in a more inclusive and equitable society.

Bridge-builders: An individual or group who fosters connections, understanding, and collaboration between diverse groups or perspectives to promote unity, empathy, and mutual respect.

Intergenerational dialogue: It seeks to create open communication among generations and cultures that enable mutual learning and stronger relationships across the boundaries of age.

Decision-makers: An individual or group responsible for making informed choices on behalf of themselves and others.

Active citizens: Motivated individuals who participate and make informed decisions, are responsible, and commit to causes and others with the aim of fostering positive impact in their communities.

Core competencies: A competency is an ability or behaviour, built on the components of knowledge, skills, attitudes, and values, that are observable and measurable. It is applied when faced with a specific situation, leading to the successful resolution of that challenge. With its competency-based approach, Scouting supports the creativity and innovation of young people.

Values: Beliefs that guide an individual's behaviour, attitudes and choices.

Empower: Provides resources, opportunities, and support to foster personal growth, social responsibility, and meaningful participation as leaders and decision-makers.

Youth Leadership: Part of the youth development process that is a sustained and long-term practice through which young people in Scouting acquire competences and agency to identify their personal strengths and weaknesses and steer their own lives, lead others in a course of action, positively influence and implement changes in the institutions and communities to which they belong.

2.3.   How Scouting will contribute

By 2033, to contribute to a world shaped by youth, Scouting will:

- Encourage intergenerational collaboration that respects and values the collective wisdom, creativity, and energy between young people and adults as they work towards positive outcomes.
- Provide safe spaces in platforms, events, and leadership opportunities for young people to come together and interact with others from different backgrounds.
- Ensure young people are the face of the Movement, representing it at global forums and advocacy initiatives.
- Deliver dynamic educational programmes that develop skills and competencies for life in young people through mentorship, leadership training, adaptability, and character building.
- Partner with local and international organisations to provide young people with ways to engage and lead in civic and voluntary activities.
- Provide a safe, strong network of peers to learn from each other and be supported to speak out and take action.
- Inform young people of decision-making opportunities and create clear pathways to leadership roles within the organisation and their communities.
- Address the barriers faced by young people that limit their ability to engage and initiate positive impact.

2.4.   Further reading

- **World Scout Youth Involvement Policy and AiS:** This article of the Scoutship outlines how "involving young people in decision-making is a key element for implementing the Mission of Scouting. Through youth involvement, adults support the creation of a safe learning environment, where young people are enabled to become self-fulfilled as individuals and play a constructive role in society."

- **Youth Leadership in Decision Making Framework:** In October 2023, the World Scout Committee communicated its approval of a series of actions aimed at enhancing youth engagement in decision-making and implementing additional measures to further strengthen youth engagement in the World Scout Committee. This article outlines initiatives on how to support youth engagement and leadership in decision-making and the decision to discontinue the World Youth Advisor system.

3.   A sustainable world

Scouting will work to build resilient communities by educating and empowering young people to adapt, mitigate, and take action on climate change. Scouting will lead by example and advocate for environmental sustainability, climate resilience, and positive impact, locally, and globally.

3.1.   Aim

By 2033, Scouting aims to create a world where:

- Young people from around the globe are educators, advocates, and change-makers for environmental sustainability.
- Access to environmental advocacy and expertise is strengthened through an eco-system of global partnerships with environmental charities, social profit organisations, governmental institutions and environmental sustainability-focused companies.
- Global digital platforms are used to raise awareness about sustainability and inspire action for youth-led environmental stewardship.
- Green competencies and technologies are promoted to minimise environmental impact and used to create models for sustainable living.
- Environmental action is aligned with and holistically integrated into efforts towards achieving any and all global goals.

3.2.   Definitions of essential terms

Sustainable world[1]: A world where innovation drives sustainability, improving sustainability through global partnerships with governments, businesses, civil society, and communities. Societies shift their values, practices, and behaviours towards sustainability and environmental stewardship.

Resilient communities: Communities characterised by strong social bonds and networks where trust, cooperation, and mutual support foster collective action for addressing issues that arise.

Climate resilience[2]: The ability of societies and ecosystems to face, adapt, and recover from the challenges caused by climate change while minimising vulnerabilities and preserving essential resources.

Climate change: Long-term shifts in temperatures and weather patterns that can be directly or indirectly caused by human activity.

Adapt: The act of reducing vulnerability, strengthening resilience, and fostering successful responses to change.

Mitigate: Proactive measures to address and minimise potential risks and negative impacts.

Environmental sustainability[3]: Conserving natural resources, biodiversity, protecting ecosystems, and minimising environmental impacts to ensure the health and well-being of current and future generations.

Environmental Stewardship: The responsible use and protection of natural environments to foster harmony between human societies and the natural world by conserving biodiversity, protecting habitats, preventing pollution, mitigating climate change, and promoting sustainable practices.

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[1] *The Brundtland Report* and *The Brundtland report 20 years on*
[2] *UNDP*
[3] *World Commission on Environment and Development*

3.3. How Scouting will contribute

By 2033, to contribute to a sustainable world, Scouting will:

- Provide opportunities for capacity building and competency development through educational experiences for young people and adults, as well as developing educational resources
- Raise awareness and foster the exchange of best practice and sustainability ideas through its different platforms, maintaining youth and adult networks interconnected across the Movement to inspire action.
- Encourage the alignment of youth programmes, initiatives, projects, partnerships, and activities related to environmental sustainability with civil society global strategies such as the Sustainable Development Goals, Greening Education Partnership, and the Agenda on Climate Education.
- Foster skills, knowledge, and attitudes directed towards sustainability using participatory, youth-centred, interdisciplinary teaching methods to develop sustainable livelihoods, ecosystem-based adaptation, and climate risk response.
- Develop and implement comprehensive sustainability guidelines to encourage sustainable practices in Scout camps and outdoor activities, minimise environmental impact, and promote responsible stewardship of natural resources.
- Promote carbon neutrality across all operations through renewable energy initiatives, energy efficiency measures, sustainable livelihoods, risk reduction, and carbon offsetting.
- Contribute to the adoption of sustainability practices, sustainable management, environmental education and nature protection through Scout Centres, locations and infrastructures where Scouting operates worldwide.
- Contribute actively to shaping the upcoming United Nations Development Agenda, especially in sustainability and environmental stewardship.
- Collaborate with the Greening Education Partnership to support sustainability and network with potential environmental partners.

3.4. Further reading

- **Greening Education Partnership:** UNESCO sets the framework for the global coordination of member states, ministries, and civil society organisations taking action to mitigate the effects of climate change.

- **COP28:** The Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change, convening its member countries every year to determine goals and responsibilities, and identify and assess climate measures.

- **Current agenda climate education:** Draws on contributions made by member countries and stakeholders of the Greening Education Partnership, and partner countries from the Global Partnership for Education.

- **SCENES Guidelines:** Introduces WOSM's accreditation framework to implement sustainable practices and environmental education in Scout Centres while protecting natural areas.

- **Earth Tribe Initiative:** Introduces WOSM's environmental education framework, which is aligned with the 17 Sustainable Development Goals and Education for Sustainable Development.

4. Innovate education

Scouting will inspire children and young people and respond to their needs and interests by providing competency-based learning experiences and continuously innovating our educational programmes.

We will implement these programmes by strengthening the use of the Scout Method through digital and real-world solutions, by embracing the diversity of the Scout Movement, and by ensuring that Scouting is accessible, fun, rewarding, and engaging.

4.1. Aim

By 2033, to innovate education, the Scout Movement will:

- Establish the practice of using, promoting, and publishing research to identify emerging trends and young people's interests, to guide continuous development of a flexible and innovative youth programme in the Scout Movement that fosters adaptability and embraces change.
- Improve the Scout experience by incorporating competency-based learning approaches to education. This will empower Member Organizations to integrate comprehensive sets of competencies into their youth programme, to foster young people's personal growth, youth leadership, and values-driven citizenship education.
- Develop and implement inclusive digital tools and technologies into Scouting's educational framework, to address the digital divide and ensure access for all young people, while using safe practices to promote online well-being, and foster flexibility and adaptability.
- Prioritise human-centred principles to enhance the impact of nature-based experiences as a unique element of Scouting, while leveraging digital solutions to strengthen the application of the Scout Method in different settings.
- Promote the transferability and recognition of Scouts' competencies externally, aligning with employability standards, while actively contributing to national and international forums and networks on education, and emphasising the value of Scouting experiences in preparing young people for their future.

4.2. Definitions of essential terms

Innovation[4]: The process of bringing about new ideas, methods, products, services, or solutions that have a significant positive impact and value. This involves transforming creative concepts into tangible outcomes that improve efficiency and effectiveness, or address unmet needs.

Innovation in education: Explores how different forms of innovation can be fostered and measured in the education sector, and how they can bring improved outcomes[5]. This is usually about new ideas, new methods (including the adult-young person relationship) and new tools (including digital, though in a human-centred approach).

Competency: A competency is an ability or behaviour built on the components of knowledge, skills, attitudes, and values, which is observable and measurable. It is applied when faced with a specific situation, leading to the successful resolution of that challenge. With its competency-based approach, Scouting supports young people's creativity and innovation.

Youth Leadership: Part of the youth development process that is a sustained and long-term practice through which young people in Scouting acquire competencies and agency to identify their personal strengths and weaknesses and steer their own lives, lead others in a course of action, and positively influence and implement changes in the institutions and communities to which they belong.

Digitalisation of learning education[6]: The use of digital technology for education that give learners elements of control over time, place, path and/or pace.

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[4] IDEASCALE
[5] OECD
[6] adapted from IGI Global

Digital divide[7]: The gap between demographics and regions that have access to modern information and communications technology and those that do not. The digital divide creates division and inequality in access to information and resources.

Real world solutions[8]: The use of practical or actual rather than abstract and theoretical experience, based on actual events or situations.

4.3. Further reading

- **The Essential Characteristics of Scouting:** A comprehensive overview of key elements characterising our Movement and its mission.

- **Roadmap for Education in Scouting:** A key outcome of the 4th World Scout Education Congress that highlights ten ways for Scouting's educational offering to be more transformative, inclusive, and innovative for millions of young people and volunteers worldwide.

- **The Scout Method:** Outlines different elements that make Scouting education unique.

- **The Guide to the Youth Programme in Scouting:** Designed to support the development and review of the Youth Programme in Scouting.

- **Reimagining our futures together - a new social contract for education:** This report by the International Commission on the Futures of Education acknowledges the power of education to bring about profound change and forge a new social contract for education that will help us build peaceful, just, and sustainable futures for all.

- **Technology in education - a tool on whose terms?:** Key findings from UNESCO on technology in education in 2023.

- **Digital Education:** UNICEF's introductory webpage on digital education.

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[7] *adapted from Wikipedia*

[8] *adapted from Dictionary.com*

5. Strengthen diversity and inclusion

Scouting's membership will reflect the diversity of the societies it serves and lead the way to increase and broaden its reach into new communities.

We will actively remove barriers, reimagine the Scouting programme, increase our reach, engage more diverse volunteers, and reshape our organisations to provide every young person with the opportunity to join Scouting.

5.1. Aim

By 2033, to strengthen diversity and inclusion, the Scout Movement will:

- Identify and address key barriers that prevent certain groups from participating in Scouting, and implement action plans to remove these barriers.
- Implement direct, intentional, and active inclusion initiatives to proactively engage a wide range of diverse individuals and communities. This will be measured by the growth and increased participation of currently underrepresented groups in Scouting, as well as feedback from members indicating a sense of belonging, safety, and inclusion in Scouting.
- Strengthen the monitoring and evaluation of diversity and inclusion to better and continuously inform progress, strategies and decision-making, thus positioning WOSM and its Member Organizations as global leaders in using data-led approaches to diversity and inclusion.
- Review actively and ensure that Youth Programmes are designed to engage and meet the evolving needs of young people, particularly those underrepresented, resulting in increased participation and retention rates of diverse youth populations.
- Empower young people worldwide through educational resources and training opportunities on diversity, equity, inclusion, and human rights education directly as a part of the Youth Programme and Scouts for SDGs initiatives.

5.2. Definitions of essential terms

Diversity: Encompasses recognising people as individuals, understanding that each of us is unique, and respects our individual differences. Recognising diversity in Scouting involves valuing and having regard for everyone, and using those differences to create cohesive and diverse local, national, and global communities.

Inclusion: Values individuals' diversity, giving equal access and opportunities to all, with each person involved and participating to the greatest extent possible. Being inclusive means being equally open and accessible to all children, young people, and adults regardless of differences and ensuring equitable and fair treatment for each individual, taking account of their differences.

Human rights: Inherent rights that we have simply because we exist as human beings - they are not granted by any state. These rights are inherent to us all, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status.

Peace education: Teaches knowledge, skills, and attitudes that help promote and sustain peaceful communities, as well as prevent and resolve conflicts peacefully.

Barriers to inclusion: Barriers, both perceived and real, are challenges or obstacles that hinder the participation of certain groups, including those from minority backgrounds, and underserved and underrepresented communities. Barriers can be structural, cultural, or interpersonal, and often result in unequal access to opportunities, resources, and decision-making processes. They can be based on characteristics such as race, gender, ethnicity, disability, or socio-economic status.

Equal opportunities: Giving equal access and opportunities to all and having each person involved and participating in activities to the greatest extent possible.

5.3. Further reading

- **WOSM Diversity and Inclusion Position Paper:** The paper can be a reference for supporting Member Organizations in implementing national policies and strategies on diversity and inclusion.

- **Guidelines for Diversity and Inclusion in Scouting:** Designed for Member Organizations to guide them as they work with their national, district, and local communities towards increasing youth membership through addressing different dimensions of diversity and inclusion.

- **Diversity and Inclusion in Treehouse:** A webpage containing resources and support available related to diversity and inclusion in Scouting.

- **eLearning: Introduction to Diversity and Inclusion:** Introductory online course on diversity and inclusion in Scouting.

- **Peace and Human Rights Education in Scouting:** The document provides Member Organizations with guidelines, from a Scouting perspective, on how to incorporate the culture of peace and human rights into their national Youth Programme.

6. Guarantee safeguarding and well-being

Scouting will ensure young people feel free and confident to be themselves by providing a safe environment for adventure where children, young people and adults in Scouting are healthy, protected and supported to grow.

We will adopt a zero-tolerance mindset across the Scout Movement, to prevent harmful situations and work to strengthen safeguarding practices and all forms of well-being as essential elements to achieving Scouting's mission.

6.1. Aim

By 2033, to guarantee safeguarding and well-being, the Scout Movement will:

- Recognise a proper Scouting experience cannot be offered without strong safeguarding measures and principles.
- Re-emphasise that well-being is part of the Scouting experience and a result of providing a safe environment in the Scout Movement.
- Ensure all Scouts feel free and confident to be themselves by:
  - Embedding safeguarding and well-being in all sections of the Youth Programme.
  - Educating children and young people, and training adults to be actors in safeguarding and well-being in Scouting and in their communities.
  - Empowering adults through tools, training, and in-person support so they can ensure an environment where Scouts are healthy, protected, and supported to grow.
  - Ensuring the suitability of all adults joining Scouting through appropriate checks and screening processes.
  - Providing our external partners with clear and simple guidelines when they take part in Scouting activities.
  - Informing parents of the safeguarding and well-being structures in place for their children and young people.
- Support Member Organizations in acknowledging and recognising historical cases of abuse and supporting survivors.
- Improve our safeguarding policies and procedures continuously to stay relevant in a changing world through collaboration with partners and experts in this area.

6.2. Definitions of essential terms

Free and confident to be themselves: Depending on their needs and personalities, children and young people have the right to choose and share the decisions, opinions, and actions they may or may not want to take. They will not be judged, forced, or blamed for those decisions and actions.

Safety: A stage where, in a specific context, all participants feel safe and protected physically and emotionally from any potential harm or dangers around them.

Safeguarding: The protection of the health, well-being, and human rights of children, young people, and adults who could be neglected, harmed, or abused emotionally and physically.

Well-being: A positive state of physical, mental, and emotional comfort where children, young people, and adults feel happy and healthy, allowing them to contribute actively to the society in which they live. Positive mental health is a state of well-being in which the individual realizes their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community[9].

Healthy, protected, and supported: Children, young people, and adults should feel in good health, comfortable and safe in Scouting thanks to the people around them and the structure of the activities. They should not feel scared, humiliated, threatened, or hurt emotionally or physically.

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[9] *WHO*

Zero-tolerance mindset: Means taking a strict stance against any behaviour or action that could harm or abuse a child, young person, or adult. This prioritises the safety and well-being of individuals above all and aims to prevent and address promptly and decisively any instances of harm.

6.3. Further reading

- **World Safe from Harm Policy:** This policy aims to keep Scouts safe from harm by supporting the development of national frameworks to be implemented locally that will promote the well-being, development, and safety of children and young people.

- **Promoting well-being:** An introduction by the World Health Organisation on the topic of well-being and how international organisations and governments work together to encourage and promote well-being in societies through easy tips and advice.

7. Value volunteering

Scouting will actively recruit, train, and retain a growing and more diverse group of committed and motivated volunteers to support the delivery of safe quality programmes through fun, meaningful, and rewarding experiences.

We will offer more flexible and accessible opportunities, providing relevant learning experiences for volunteers to develop their competencies, to be used and recognised inside and outside of Scouting.

7.1. Aim

By 2033, to value volunteering, the Scout Movement will:

- Have in place flexible volunteering models that allow adult volunteers to participate and promote the development of the competencies needed to achieve the purpose of Scouting and the organisation's objectives.
- Have in place inclusivity, intergenerational dialogue, and youth leadership as key elements in the volunteer recruitment and development processes.
- Be able to retain more adult volunteers by incorporating all elements of the adult life cycle and creating a culture of comprehensive volunteer management. This will be achieved by providing opportunities for continuous development, recognising commitment and effort, and caring for the well-being of volunteers by identifying their needs, developing their competencies, and providing constant support to achieve the Mission of Scouting.
- Improve its support for volunteers by identifying and facilitating the transfer of competencies developed during their volunteering into their personal and professional lives. These competencies result from the volunteers' dedication and commitment to supporting the delivery of quality programmes and, thus, the Mission of Scouting.

7.2. Definitions of essential terms

Development: When referring to Adult or Volunteer Development in Scouting, this means all the processes that support adults developing their competencies to fulfil their roles within the organisation. These are usually known as induction, training, in-service support, and performance management.

Flexible volunteering: A style of volunteering that allows for different methods, opportunities and times for involvement and work styles.

Competencies: A set of skills, knowledge and attitudes demonstrated in behaviours that show a person's ability to fulfil the normal activities related to their role.

Comprehensive volunteer management: A set of coordinated actions for the recruitment, support, development and continuous improvement in managing the organisation's volunteers that focuses on caring for their well-being and satisfaction.

Well-being: A positive state of physical, mental, and emotional comfort where children, young people, and adults feel happy and healthy, allowing them to contribute actively to the society in which they live. Positive mental health is a state of well-being in which the individual realizes their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community[10].

Motivation: A set of internal and external factors that makes people want to do something or be in a place.

Intergenerational dialogue: A connection between people of different generations where ideas are shared and improved with the benefit of different perspectives.

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[10] *WHO*

Youth Leadership: A sustained, long-term practice through which young people in Scouting acquire competences and agency to identify their personal strengths and weaknesses and steer their own lives, lead others in a course of action, and positively influence and implement changes in the institutions and communities to which they belong.

Adult Life Cycle: A holistic and systematic approach used in Scouting that gives careful consideration to all aspects of the management of adults in the Movement.

7.3. Further reading

- **Volunteering in Scouting - Position Paper:** Supports Member Organizations in exploring the concept of volunteering, involving diverse, internal and external stakeholders and implementing strategies to develop and support volunteering in their countries.

- **World Scout Adults in Scouting Policy:** Supports the Mission of Scouting by developing ways and means by which the quality of leadership at all levels can be improved through providing better support and management for all adults, resulting in the provision of better services for young people.

- **Scoutship - Virtual Handbook:** A webpage on the World Adults in Scouting Policy.

8. A fit for purpose organisation

As fit for purpose organisations we will champion transparent, accountable, efficient and innovative governance structures that reflect the reality, unity and diversity of our membership and a commitment to youth leadership.

We will be financially sustainable, enabling the Scout Movement to expand and serve its growing range of local communities worldwide. Our income sources will be ethical and diversified, built on strong financial management and resource mobilisation strategies with partners and donors.

8.1. Aim

By 2033, to be fit for purpose organisations, Scouting organisations will:

Good governance

- Develop a culture of internal resilience and flexibility by strengthening capacity at all levels in change, crisis, and risk management, including the ability to prepare for, respond to, and adapt to both gradual change and sudden internal or external disruptions.
- Run at least one standardised assessment from the Global Support Assessment Tool (GSAT) and Safe from Harm. This will help measure capacity and progress in meeting international best practices in good governance and quality Scouting and will, if required, involve active engagement with WOSM Service support in identified areas for improvement. Member Organizations will have continued to fully meet their membership obligations to WOSM.
- Focus on continuous improvement to help offer quality Scouting to even more young people. This will be the result of revised and strengthened programme offerings and leadership training schemes.
- Position itself so that it can reach underrepresented sectors of society and offer development support to establish new local groups. This will demonstrate transformative membership impact at the local, regional, and global levels.

Financial sustainability

- Drive culture change, and will have built and be implementing adequate structures, strategies, policies, and procedures to strengthen financial management capacities at all levels. This will include:
  - Demonstrated compliance with dimension seven (D07) of GSAT 3.0 in relation to financial accountability and transparency.
  - Diversifying sources of income, strengthening existing and potential partnerships, and strengthening internal revenue streams.
  - An obligation to review budgets, income sources, expenditure, financial activities, and financial best practice.
  - Considering aspects of ethics and legitimacy in investments, methods of financing, and instituting sound financial risk management practices.
  - Remaining compliant with local regulatory requirements and aligned with the values of Scouting.

8.2. Definitions of essential terms

Transparent: Disclosure of processes, outcomes, and decisions in an organisation.

Accountable: The responsibility to explain actions, decisions, and outcomes while also accepting any consequences that may follow.

Efficient: Achieving desired quality results with minimum waste of effort, time, and resources.

Innovative: Open to new ideas that bring change and add value to reach an organisation's goals.

Financially sustainable: The ability to maintain financial health over the long term through reliable income sources and effective cost management.

Ethical income sources: Sourcing and managing our financial assets while still adhering to a set of ethical principles and to the values of Scouting.

Enabling: Removing access barriers, fostering collaboration, promoting learning and innovation, and providing necessary support systems.

Resilient organisation: The ability to absorb or adapt to changing environments, survive a crisis, and thrive in a world of uncertainty.

Leadership responsibility: Leading by example in duties towards achieving organisational goals while upholding integrity and ethical practices.

8.3.   Further reading

- **GSAT Standard 3.0:** Provides information and requirements on GSAT so that Member Organizations can assess their strengths and areas for improvement towards delivering quality Scouting.

- **Good Governance in National Boards:** A comprehensive overview of the principles and practices of national boards that contribute to good governance.

- **Toolkit on Financial Management for NSOs:** Provides explanations on , solutions, and references to resources on topics related to financial management.

- **Better Organisations - Survival strategies for the 21st Century:** Provides strategies on how to improve and become a organisation better equipped to face the challenges of the 21st century.

- **Growth Toolkit:** Covers various aspects of growth and provides a selection of activities that can be implemented by Member Organizations.

9. An adaptable organisation

As adaptable organisations we will respond to the needs and interests of the young people and communities we serve. We will foster innovation and accelerate digital transformation across all levels of our organisation.

We will make informed decisions that strengthen Scouting's impact using rich data collection, evidence-based reporting and learning platforms to develop a clear and systematic understanding of our work.

9.1. Aim

By 2033, to be adaptable organisations, Scouting organisations will:

- Strengthen their capacity to anticipate and respond to the evolving needs and preferences of our members, changing global trends, and potential crises through the delivery and promotion of innovation and data-driven solutions.

Impact measurement

- Enhance monitoring and evaluation functions - including impact measurement - to understand and demonstrate Scouting's impact on individuals, communities, and institutions, track progress of plans and projects, identify and address areas for improvement, and share lessons learned and good practices.

Digital transformation
- Harness digital transformation through continuously integrating advanced technologies to innovate, enhance our capacity to offer quality Scouting, and optimise operational processes.
- Create and maintain a secure digital environment that respects individual privacy and ensures safety with consideration of national and local contexts and aligns in commitment to ethical practices with the core values of Scouting.

9.2. Definitions of essential terms

Adaptable organisation: Enables organisations including large-scale global organisations to align to the needs of their members and benefit from emerging opportunities on a continuous basis. (Based on Deloitte's definition)

Digital transformation: The process of continuous technology adoption by an organisation to create new or improve existing solutions and services and optimise operational processes.

Impact: WOSM defines impact at three levels,
1. **Individual:** The direct impact of Scouting on personal development (skills and knowledge) as well as socio-emotional development (behaviours and attitudes)
2. **Community:** The results of Scouts' actions on improving the lives of people in the communities in which they work.
3. **Institutional:** The impact of Scouts, Member Organizations, or WOSM in influencing local, national, regional, or global policies and debates on youth and education.

9.3. Further reading

- **Definition of adaptable organisation:** An interactive webpage to better understand the definition of an adaptable organisation.
- **Adaptability - The New Competitive Advantage:** Outlines new ways of improving the capacity of organisations through adaptability.
- **The adaptable business. Future skills and cultural forces:** Explains how, why and where organisations need to focus to unfold the power of technology.
- **What is digital transformation:** Explains digital transformation and its impact on society.

- **The Digital Transformation of Business**: Highlights the impact of digital transformation on the different elements of a business model.
- **From Intent to Impact: Introducing Impact of Scouting**: Through Social Impact, the newest WOSM Service, Member Organizations can better underscore the importance of impact measurement by quantifying the effects of their educational offerings, strategies, and actions. As a result, members can reinforce effective practices and revise those that fall short of our intended goals.

10. An influential organisation

As influential organisations we will be a united, vocal and relevant actor defined by our values and clearly positioned as safe, impactful, and trusted.

We will be leaders for non-formal education working with a strong network of partners and organisations who share our vision to empower children and young people to take on the world's greatest challenges.

10.1. Aim

By 2033, to be influential organisations, Scouting organisations will:

Communications
- Increase the external recognition and visibility of the Movement and its engagement with key audiences by inspiring them to recognise the value and relevance of Scouting and speak positively and accurately about the Movement through strategic and unified communication initiatives, leveraging our brand and the outcomes, good practices, and impact stories of Member Organizations.
- Foster and emphasise the unity and cohesion of Scouting by promoting our shared values and transparent communications to strengthen the Movement's reputation as a safe, trusted, and responsible global youth movement.

Partnerships
- Grow its influence as the leading global educational youth movement by enhancing collaboration with relevant national, regional and global strategic partners, including academia, to bring greater recognition to non-formal education and the power of volunteering as a means of empowering children and young people to take on the world's greatest challenges.
- Strengthen mission-driven relationships by showcasing our impact on young people and value to external stakeholders, communities, and parents/caregivers to grow our reputation, enhance credibility, and attract mutually beneficial partnerships to support Scouting initiatives for greater social impact at national, regional, and global levels.

Advocacy
- Speak out boldly and clearly on topics that support the values of Scouting, take leadership on relevant issues and causes that align with the advocacy positions of World Scouting, and demonstrate the impact we create to help shape agendas, policy changes, and influence resource allocation at national, regional, and global levels.
- Empower young people to be active citizens creating positive social impact by providing avenues for their civic engagement, active involvement in decision-making processes, and ensuring their voices are heard at national, regional and global forums.

10.2. Definitions of essential terms

Influential: An individual, a group, an organisation or a body whose actions and opinions strongly shape and lead the course of events.

United: Joined together for a common purpose by values, goals or common sentiment.

Vocal: Speaking out about strongly-felt issues and causes.

Relevant: Connected to evolving trends, global conversations, and challenges, suitable for a particular purpose.

Positioned: A strategic stance that emphasises a distinct and easily understandable identity, conveying specific qualities or characteristics.

Safe: Emphasising a commitment to providing a secure and protected environment for children, young people, and adults.

Impactful: Demonstrating a capacity to make a significant and positive difference, particularly in the context of non-formal education.

Trusted: Establishing reliability and confidence, implying that the organisation is dependable.

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

Communications: Exchanges of information and expressions of feeling that can result in understanding.

Partnerships: An agreement between organisations, people, or bodies to work together for mutual benefit.

Advocacy: Act or process of supporting a cause or proposal and public support for an idea, plan, or way of doing things.

10.3. Further reading

- **Strategy for Communications and Strategic Engagements:** Support the achievement of the Strategy for Scouting.
- **Partnerships Development Guide:** Serves as a reference for World Scouting's staff and volunteers. The guide can also be used by anyone involved in developing and managing partnerships in Scouting.
- **The Africa-Europe Partnership Handbook:** This handbook is based on the experiences of the participants of the Unguvu Project and will guide you through the life cycle of partnerships in Scouting, exploring the different steps of initiating, planning, managing, executing, and evaluating a partnership. It also highlights the opportunities, difficulties, and challenges that may arise and provides advice, case studies, and examples on how to manage them.
- **The Marrakech Charter - Partnerships in Scouting:** The Charter encourages the establishment of multilateral partnerships with other Scout associations, especially in the same geographical area, and calls for active cooperation with entities external to the Scout Movement.
- **Representing the Scout Movement:** When in scarf or uniform, we reflect Scouting's brand and have a duty to protect and strengthen the reputation and image of Scouting in speech, action, and visual representation.
- **Rio Declaration on Non-Formal Education:** Sets out an ambitious action agenda, capturing the voices and visions of the World Non-Formal Education Forum to call stakeholders to action on what the Forum believes needs to be done to empower millions of young people worldwide through non-formal education.
- **The Big 6 Youth Organizations - Joint Position on Non-Formal Education:** Aims to draw attention to the urgent need for increased investment in providing educational opportunities that go beyond the formal education system and underscores the importance of non-formal education and learning in tackling the global education crisis.

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