

## ***Peace Workshops in the Global Development Village: Concept, General Principles, Methodology and Organisation***

### **I THE ROLE OF THE GLOBAL DEVELOPMENT VILLAGE IN THE WORLD SCOUT MOVEMENT**

#### **1 Scouting as a holistic educational experience**

The Constitution of the World Organization of the Scout Movement (WOSM) states clearly that Scouting is “an educational movement”. Education in the broadest sense is a life-long process which enables the global and continuous development of a person’s capacities both as an individual and a member of society.... Scouting’s contribution is in the field of non-formal education, which is an “...organized educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives (ref. 1).

The Mission of Scouting, as defined by the World Scout Conference held in Durban in 1999 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”.

The aim of Scouting is therefore the full development of the personality of children and young people. To that effect, Scouting adopts a holistic approach to the education of young people; in other words, Scouting recognises that each young person is a “complex being whose identity is formed in part through interaction and relationships between the various dimensions of the individual (physical, intellectual, emotional, social and spiritual), between the individual and the external world, and, beyond all that, between that person and a spiritual reality (ref. 2).



The implications of this statement are numerous. To mention but two of them, which are particularly relevant:

- Scouting recognises that “the various dimensions of the human personality are connected and influence each other”.
- Scouting takes account of the fact that “the development of the person as a whole can only take place as a result of a multiplicity of experiences... spread over a period of time (ref. 3).



Scouting thus endeavours to offer to a young person a multiplicity of experiences in a safe, friendly and supportive environment in which the young person can “experiment” at his/her own pace, learn from experience, develop his/her inner resources, experience a feeling of belonging, develop his/her value system and progressively enrich his/her personality and, therefore “... develop as a unique human being who is ever more autonomous, supportive, responsible and committed (ref. 4).

## **2 The World Scout Jamboree should be a meaningful learning experience**

Baden-Powell conceived World Scout Jamborees as a pinnacle in a Scout's career when he said: “... it is good for each generation of Scouts to see at least one big rally (ref. 5).

The World Scout Conferences held in Paris (1990) and Bangkok (1993) stressed this educational character of World events in a variety of ways, by highlighting, for example:

- that the educational approach adopted for the “World Programme Policy” be “...applied to the fullest extent possible when international youth events (World Jamborees, World Moots, etc) are organized (ref. 6).
- “...the need to propose to boys and girls, young men and young women, a form of Scouting which remains faithful to the fundamental principles and which is constantly adapted to the needs and aspirations of young people and to the social and cultural realities of their community (ref. 7)
- “...that Scouting has a crucial role to play in the fight against...intolerance, nationalism, racism and social exclusion in many parts of the world...through the education of its members in mutual understanding,

tolerance and the search for justice between individuals and communities (ref. 8) and

- that national Scout associations hosting any international or world event are requested “to strengthen the programme of these gatherings in the area of intercultural education” (ref. 9).

In other words, in Baden-Powell's mind and in the spirit of the World Scout Conference, World events, and in particular the World Scout Jamboree, should be an example of the best Scouting possible.

## **3 Within the World Scout Jamboree, the Global Development Village should be a meaningful learning experience**

Just as a World Scout Jamboree is a highlight within a Scout's career, so the GDV should be a highlight within a World Scout Jamboree. Educationalists are aware of the fact that isolated activities may have very limited effects when it comes to examining personal values and attitudes. During the GDV the participants are exposed to a process; in other words, each workshop takes place within a much broader context. Therefore, the educational impact is enhanced and reinforced.

This process may be summarised as a series of reactions, all forming part of a process of personal growth.

For some young people, it could be the trigger of a reaction: “Oh, my goodness, I have never thought about that...!”



For others, it could be an intermediate point in the process of reflection and change: "Oh, we have discussed this many times in my group, but we have never reached any conclusion...we should try again!"

For others, it might be the culmination of one phase, before embarking on a new one: "Now I understand that...and I am going to do... and to propose to my group that we..."

#### **4 Within the GDV, each workshop should be a meaningful learning experience**

Points 2 and 4 (see below) explain in a more detailed way why and how each workshop can become a meaningful and relevant learning experience in the broadest sense of the term and contribute in a significant way to the personal development of the Scouts involved.

## **II THE WORKSHOPS: A GLOBAL AND DYNAMIC PERSPECTIVE AND A CONTRIBUTION TO SCOUTS' PERSONAL GROWTH**

### **1 A global and dynamic perspective**

The workshops encourage young people to see things from a global and dynamic perspective, not in a fragmented way. The segmentation system was typical of science a few decades ago: trying to understand the world by dissecting it and examining each part. This perspective has evolved and the emphasis is now placed on systems and inter-relationships, even if in some disciplines the explanation tends sometimes to be fragmented and inward-looking.

But this is not the only difference. In a Scout workshop, young people see things not only from the perspective of understanding them (which is good) but of becoming aware of

them. In the awareness process there is an element of emotional awakening; we see things but this awakens our sensibility; which then makes us ask ourselves: Can we remain passive spectators? Our values help us to react with a feeling of responsibility and solidarity. And the third step is the logical follow-up: as Scouts we should take action!

A case in point, which is presented in several of the workshops in this kit, is the link between peace and justice. Going from one to the other, young people will discover how extreme poverty is a denial of human rights, and how in turn this leads to an increase in social tensions and conflicts in a given society, and how this can have repercussions both at national and international levels.





## 2 A contribution to Scouts' personal growth

This contribution – multifaceted by definition – may be summarised under three headings:

### Understanding and communication

By the mere fact of taking part in a workshop, participants increase their ability to understand a problem and they develop discussion skills around global themes. They also develop their skills of enquiry and their ability to share their findings with others in their own immediate environment. (ref. 10)



### Ability to look at the world from a broader perspective

The fact that a GDV workshop during a World Scout Jamboree brings together people from 20 or 25 countries, from the North and the South, the East and the West, makes it a living laboratory of international cross-fertilisation. For two hours, young people are exposed to the most varied and opposite points of view concerning a given subject. And, on top of that, they are in an atmosphere which is friendly, supportive and emotionally pleasant!

### Youth participation in decision-making

One of the most clear messages of the GDV and of every workshop is that young people are not only a hope for the future but also a resource for the present! Even if they have to examine tough realities, participants do not retain a feeling of hopelessness about today's problems. On the contrary, they receive and suggest ideas for action and practice action skills.

To start with, Scouts are made aware that:

- The future does not necessarily have to be a continuation of the present. Things can be changed.
- Reaching an objective will mean introducing changes in their lives, such as acquiring knowledge on a certain subject, improving their ability to do something, changing their attitude towards certain people or groups, or contributing to a certain cause, etc. – changes that require not only an initial decision but also a determined effort and perseverance.
- Individual and collective initiative and responsibility are the keys to that change. What we do today conditions what we shall be able to do tomorrow.





Furthermore, the message of youth participation is coupled with another one intended mainly for adults, which is that the voice of young people is important and should be heard! In each workshop, people not only grow aware, reflect, work, discuss, etc., but also, in most cases, formulate concrete action plans for themselves, for their Scout units and, on many occasions, suggestions for their Scout Associations.

### 3 “Scouts of the World”

All the above falls in line with a new initiative of the World Programme Committee, which is developing a project called “Scouts of the World”, inspired from the approach proposed by UNICEF under the title of “Education for Human Development” and also in the “Culture of Peace”.

The programme proposes a number of activities to be integrated within the Scout programme. It places particular emphasis on development education (interdependence, international solidarity, health), peace education (human rights, social justice, democracy, gender equality, intercultural communication, tolerance, conflict management, problem solving) and environmental education (discovering and respecting the natural environment, understanding interdependence, becoming aware of the consequences of individual and political choices).

Scouts are invited to undertake a number of activities in three steps:

- Exploring: active discovery of a specific issue through hikes, explorations, interviews and surveys. The aim is to collect, synthesise and analyse information.
- Responding: activities enabling a young person to develop an individual response to the information collected and show how the community and themselves are affected by the issue through activities of expression and communication: an exhibition, a video, designing a website, etc.
- Taking action: young people are encouraged and helped to develop a collective or individual project which will help solve a problem related to the issue.

These activities will be organised into series of journeys proposed for the different age ranges.



### III IMPORTANCE OF THIS PUBLICATION AND ITS EDUCATIONAL ROLE

To have a clear understanding of the importance of this publication and its educational purpose, it is useful to stress that:

- It tackles a wide variety of subjects around the central theme of the Culture of Peace.

Peace is presented here as a many-sided concept which encompasses and links numerous personal and social aspects, from intercultural understanding to conflict resolution, and including children's rights, the problems of minorities and refugees, North-South solidarity, the environment, etc. A more detailed description is given in Section 3.2, Sequence of the Workshops.

It should also be underlined that the workshops presented here broadly correspond to the five dimensions of peace introduced in the reference document "Scouting and Peace": political dimension, personal dimension: inner peace, interpersonal dimension: relationships with others, peace through intercultural understanding, peace and justice, and peace between man and nature.

- It uses a variety of active education methods (games, exercises, group dynamics) incorporating the following techniques: warm-up activities, group discussions, role-play, theatre, drawing, collage, and many other techniques of expression.

The objective is obvious: to comply not only with the Scout method of "learning by doing" but also to ensure that a good learning experience is also an enjoyable one!





#### IV STANDARD PRESENTATION OF EACH WORKSHOP

Each workshop follows a standard format:

**Title:** In general, the main title is a “catchy” one, to arouse the interest of the potential participants. A sub-title describes the subject matter in more traditional terms.

**Theme:** Contains a brief description of the general subject, what the workshop involves and some of the main issues covered.

**Duration:** The length of each workshop should be planned according to the attention span of the young people. At the World Scout Jamboree, we work with the 14-18 age range, while World Scout Moots involve 18-to-26-year-olds, and national and regional events sometimes work with two age ranges, 12-15 and 16-18.

**Number of participants:** For pedagogical and logistic reasons, the maximum number allowed is 40 in general.

**Staff required:** Depends on the nature of the workshop and its different parts. One leader plus two or three facilitators would be an average.

**Background:** Relates the workshop presented to its theoretical background in the wider field of social or educational sciences, the evolution of the thinking and action of the international community in a given field (e.g. children's rights, refugees, etc.) and to the Scout principles and method.

**Links:** Establishes a link between a workshop and other workshops dealing with a similar subject and shows its relevance to the subject of the Culture of Peace.

**Key messages:** The substance of the main points that the workshop intends to convey.

**Purpose/aims/objectives:** Describes the specific purposes of the workshop and relates them to the general objectives of the GDV.

**Method and development of the workshop:** In general, comprises two parts:

**Preparation:** Provides information on the different elements necessary for organising the workshop correctly (leaders who should be present, material to be prepared in advance, physical arrangements, etc.).

**Implementation:** Presents the workshop step by step. In general, workshops are organised in a sequence incorporating a variety of meetings involving the whole group, small group meetings and/or project work.

**Warm-up exercises:** Designed to help participants get to know each other and break the ice. They also introduce the workshop topic.

The role of each person involved (Scout leaders, facilitators, etc.) is described in detail, and a rough indication (based on experience) of the length of time necessary to perform each of the steps of the activity is also given.



**Remarks to leaders:**

Helps to complement the above-mentioned parts of each workshop. Gives indications, based on experience, of “do’s” and “don’ts” for implementing the activity correctly. Describes the atmosphere that should reign if the workshop is going to achieve its objectives.

**Suggested follow-up:**

Relates the workshop to the back-home situation and indicates possibilities for exploring new avenues, and for taking advantage of the method used to conduct similar activities in Scout units or districts.

**Sources:**

Provides information about the origin of the workshop and any game or exercise that contains, and gives credit to the appropriate sources. In some cases it also suggests other activities on the same subject which are included in other publications of the World Scout Bureau or available on the WOSM or other websites.

General remark. In view of the wide variety of situations in the world, it is difficult to design a workshop or activity which has world-wide applications. The advantage of these workshops is that they have been tested in conditions of international participation (young people from all over the world), but nobody can claim they are applicable immediately to your own situation. Therefore, before you decide to use one or more of them at your national Jamboree or in other events, you would be well advised to study the workshop carefully, consult with other leaders and make a feasibility study before you embark on more detailed preparations. This will probably take you some time, but will spare you hours of useless preparations!

To facilitate your task, we have included here and there a few notes on examples which can be adapted to various specific situations.

In general, participants are encouraged to present the group reports in a creative way. This can always be done through words of course, but it could also be done through dance, drawing, mime, in a sketch, song, etc.

In most cases, at the end of each workshop, a section called “conclusion” encourages participants to draw lessons from the activity.





## V ROLE AND ATTITUDE OF THE LEADERS

Agreeing to run a series of workshops in a GDV is a very serious commitment and not something that can be undertaken lightly! Here are a few tips to help you prepare for your role.

**In the preparation process:** Once the decision to organise a GDV has been taken, the titles of the workshops decided and responsibility for each one of them assigned, preparation is the key to success.

In this publication, every effort has been made to ensure that each workshop is fully self-supporting and contains all the explanations necessary for implementing it correctly. It is recommended that the leader reads this chapter first, to have a global view of the GDV, then the workshop itself (he/she may need to refer to a supporting document and then decide how many leaders he may need as facilitators to run the workshop).

### During the workshop itself:

In most cases, the workshop leader would be an experienced Scouter. It might therefore seem superfluous to remind the leader of a few key elements:

- Arrive early, check and double-check preparations (flip-chart, overhead projector, etc.).
- Welcome participants, ensure that any potential translation problems are taken care of before the session starts, emphasise that this is our workshop and encourage active participation from everyone.



- Ensure active dynamics, moving from one step to the next, and active involvement, stimulating those that look shy...
- Do not assume that small-group work is “free time” for you: go around, be available, listen here and there, help facilitators with any doubts, solve logistical difficulties.
- Winding-up the session: Encourage small groups to make their presentations lively, make note of any doubts or problems raised by group reports and handle them honestly, do not pretend to have a ready-made answer for each problem.
- In general, include yourself in the process; use “we” rather than “you”!



**The follow-up:** One key duty of a good leader is to keep complete notes of the workshop as it has been conducted. He may decide to add a few details, but in any case, before leaving the Jamboree, he should hand over the notes to the person in charge of collecting all the educational material produced. In this way, the leader will ensure that good ideas are not lost but will be useful to others!

Reading all the above, you will perhaps get the impression that we are inviting you to perform a painful duty! Far from it! If you are an experienced Scout leader, you know very well that working with young people in a camp atmosphere, helping them discover a new subject, new games and group dynamics, is not only an opportunity for service but also a very enjoyable one.

## VI CONCLUDING REMARKS

We have tried very hard to convey complex concepts in a simple way, without being simplistic. Have we achieved our goal? Only you, the readers, can be the judge of that!

At the core of this kit, there is a strong commitment to the equal dignity of all human beings. If leaders running these workshops manage to convey only this message, the kit will have achieved its purpose!

Finally, we would like to say a few words about educational games. For many people in the past (fortunately, much less so today) a game was something trivial, superficial, a leisure-time activity, intended for fun and nothing else! That is one theory that educational science has now demolished! Nowadays, the prestigious universities of the world, as well as the best-rated research centres and management schools, use games as an educational tool of paramount importance and as a valuable aid in the complicated science of decision-making.

If, on top of that, we can use games within the framework of a World Scout Jamboree and get important messages across for the education of young people, then this is a way of combining something useful with something enjoyable! And the fact that the GDV, with its workshops and stands, is always full during a Jamboree shows clearly that the young people get something out of it.

## REFERENCES

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