



## EUROPE

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# Development Education

Seminar held in Our Chalet, Switzerland 25 - 28/03/00

## Report

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### Introduction

The World Association of Girl Guides and Girl Scouts and the World Organisation of the Scout Movement are two of the largest World Youth Associations in existence. As such, they do not want to see Europe become a fortress, inaccessible to countries less developed or hit by conflicts. On the contrary, they want to promote a multicultural Europe and encourage their members to become more tolerant and open-minded inside and outside Europe.

*The aim of the seminar was* to encourage National Organisations to strengthen Development Education in their Educational programme and training. Participants had the opportunity to:

- define the concept of Development Education.
- determine its *raison d'être* in Guiding/Scouting as well as its objectives.
- share and analyse many activities and experiences in this field, within the educational programme or the training for trainers.

The current report sets out the results of this sharing and consequently should prove useful to those responsible for Development Education in their Association or who would like to know more about this issue.

### What is Development Education ? Why does it have its place in Guiding and Scouting ?

*"Development Education is an educational process aiming at raising awareness of development issues (health, environment, culture, human rights, etc ...) and empowering young people so that they can take an active part in improving the world in which they live."* (participants' definition).



From Baden Powell's original thoughts up to current WAGGGS and WOSM missions, an accent is put on the importance for the Guides and Scouts to play an active role in their society and to try to improve it. Development Education has therefore a special place in Guiding and Scouting.

WAGGGS requires National Organisations to develop Educational programmes and training which prepare their members to actively participate in Society. National organisations should implement Community Development projects, which give their members confidence, skills and opportunities to develop their own communities, countries and world. However, Girl Guide/Girl Scout



Associations are not development agencies, and these Community Development projects should always be firmly rooted in the educational programmes and aim to develop both the members and the communities participating. (WAGGGS' Policy on Relationship to Society).

WOSM invites national Scout Associations to strengthen the dimension of education for solidarity and partnership within their Programme. They invite national Scout Associations to translate solidarity and partnership into concrete actions such as support to re-emerging Associations, timely aid to areas that are victims of natural disasters or armed conflicts and participation in long-term development programmes in cooperation with other organisations or agencies (resolution 14/93, 33rd World Scout Conference).

### **What are the objectives of Development Education ?**

*As a result of Development Education activities, young people will be :*

- more conscious of our global society, its interdependence, and its common heritage.
- able to make choices that are propitious to harmonious and lasting development.
- be willing to commit themselves in their own or world communities.
- able and daring to transmit to others what they learned.
- able to understand the environment of other people and show an understanding of the physical, social, spiritual and cultural needs of individuals whatever their class, cultural orientation, sex or nationality.
- able to identify and overcome bias and prejudice, and understand their causes and consequences.
- able and willing to co-operate with others regardless of any difference there might be.

The objectives are globally the same for all age groups, but would be achieved in a different level for each of them. For the Brownies/Cub Scouts section, the objectives would be more about knowing themselves, discovering and accepting differences and similarities, participating in a group, being able to express their feelings and opinions. Guides/Scouts and Rovers/Rangers would be expected to have a better understanding of Development issues, show a certain intercultural awareness and tolerance, be able to put aside differences and cooperate with others, be able to form a personal opinion.

### **Activities-locally and abroad**

An exhibition allowed participants to present the Development projects and activities carried out by their own Associations. Participants greatly enjoyed testing a whole series of games and activities used in training and in the programmes of local groups. A list of resource documents and programme material including prices and instructions on how to obtain this material is available on the website of the Europe Region WAGGGS, [www.waggseurope.org](http://www.waggseurope.org), or upon request.

Activities were then classified into 3 main categories. Participants tried to determine the pertinence and the difficulties of each of them.

#### *National campaigns*

Their aim is to raise the members' awareness of a special problem, and to provide them with tools and ideas allowing them to take an active and constructive part in their society. These campaigns require fairly considerable human and financial resources. Their impact is not always measurable. It is not always obvious to create a real interest and to sustain it.

For better results, it is important to have clear aims, to choose a theme that can fit into the general programme of the Association, to provide groups with complete ready-to-use materials, to show flexibility and to determine in advance how to measure the campaign's impact.

### *Sending groups in the South*

This kind of activity allows a real intercultural experience and raises young people's awareness of the problems of lesser development. Participants recommended this activity but a few important precautions must be taken.

- A training before the journey is absolutely essential, if possible for the visiting group and for the welcoming party.
  - When preparing for their journey, the travelling group should have the opportunity to meet nationals from the host country.
  - Financial expectations and commitments must be clear from the beginning.
  - The aims of both groups must be clarified before departure and discussed again during the camp. In this connection, participants debated for a long time over whether we should necessarily build something when we go to the "South" :
    - ✓ Do we build because it makes us feel good ? (we have helped!)
    - ✓ Do we build to seem more credible to potential donors ?
    - ✓ Who decides on the usefulness of what we build ?
    - ✓ Aren't most of the difficulties arising during these journeys due to the "building" which creates an imbalance in exchanges (there are givers and recipients)
- Whatever the decision taken on this subject, it is important to discuss it with our hosts and to ask for the advice of specialised NGO's, should the group really want to build something in the host country. This would avoid adding to the list of absurd constructions.
- After the journey it is also important to share experiences and to analyse what the group lived.



### *Partnerships*

Contrary to other types of activities, North-South partnerships are long-term projects (between 3 and 10 years, varying according to Associations). They require a large investment and a sustained effort from partner Associations, but the deep and meaningful relationship that develops over the years is generally worth the trouble.

The importance of a partnership agreement was underlined, in order to avoid misunderstandings and disappointments on both sides as much as possible.

According to the Guidelines on the North-South co-operation (joint European Regions document, 1995), a partnership agreement should include:

- The two partners' objectives
  - a) what each Association wishes to achieve individually and
  - b) what the partners want to achieve together.
- The procedures: how should it work ?
  - a) Communications
  - b) Decision-making: who and why?
  - c) Evaluation
- The responsibilities of each partner
- The finances: what is the commitment of each party. It is essential to know which partner is responsible for what in the various aspects of partnership.
- The scheduling of different activities arising from the co-operation and the setting of deadlines

Please note that at the end of an agreement each partner should feel free not to enter another agreement and should clearly express this intention.

### **Which training to propose ?**

Training is an important aspect to consider if an Association wants to deliver a programme in Development Education.

A basic training aiming at getting leaders interested in these issues should be provided to all leaders in their normal training courses.

Associations should also provide special training for the leaders who are going to take their group for a camp in the "South".

Advanced training sessions could equip leaders interested in the topic with adequate knowledge, attitudes and skills to deliver good Development Education activities to their groups.

Training for trainers was discussed and it was also felt important to have trainers who could deliver this kind of training.

On top of this, participants also felt important to organise "discovery sessions" for leaders who have already finished their normal training courses, but also aiming at sensitising Rangers/Rovers on this issue.

The opportunity to send leaders or trainers to training organised by specialised NGO's was mentioned. To use their expertise in this area would enable Guide and Scout Association to get a good quality training without spending too much time and resources, although it must be taken into account that some of these NGO's provide expensive service.

### **Tools and relevant material available at WAGGGS Europe office**

- ✓ Guidelines for North-South Cooperation, Europe Region WAGGGS and European Scout Region, 1995
- ✓ Marrakech Charter, 34th World Scout Conference, 1996
- ✓ WAGGGS policy on Relationship to society, 1998
- ✓ WAGGGS working paper on Development Education, 1999

### **Participants list**

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