

one hundred years - one billion young people
cent ans - un milliard de jeunes
cien años - un billón de jóvenes



Expanded version

SOME GUIDELINES ON THE BROAD AREAS COVERED BY WOSM AND WAGGGS IN THEIR CONTRIBUTION TO PEACE

"PEACE is not simply the absence of war. Peace is a dynamic process of collaboration between all states and peoples. This collaboration must be based on a respect for liberty, independence, national sovereignty, equality, respect for the law, human rights, as well as a just and equitable distribution of resources to meet the needs of peoples"

1. INTRODUCTION

As indicated in our covering letter, we propose six areas where Guiding* and Scouting have made –and can continue to make– significant contributions to a more peaceful world.

Some methodological remarks should be borne in mind here: the only purpose of this presentation is to facilitate the work of National Scout and/or Guide Associations in preparing their answers to our question on *what they have done, are doing, or are planning to do in the foreseeable future concerning their contribution to Peace*. In case a particular project could fit into many categories, please report on it in *the one* category where it fits best. This does not imply that the six areas presented here are the only ones in which we can contribute to Peace, nor the only way to categorise them. This classification into six areas is simply meant to be a useful methodological tool, and certainly not a straitjacket!

We are also quite aware that each dimension is not a watertight compartment and, therefore, that one single project can touch on several of the broad areas presented in this paper.

The six areas are:

- **peace from the political point of view**
- **personal dimension: inner peace**
- **inter-personal dimension: relationships with others**
- **peace through intercultural understanding**
- **peace and social development**
- **peace between humankind and nature.**

* Throughout this document "Guiding" stands for "Girl Guiding and Girl Scouting".

2. PEACE FROM THE POLITICAL POINT OF VIEW

2.1 Concept

This is perhaps the connotation of the term "peace" that comes most spontaneously to mind, namely "peace" as opposed to "war".

This political dimension of peace might appear as the least related to Scouting and Guiding. This is, in fact, not the case. Scouting and Guiding have helped, and can help, to build a more peaceful world by creating a feeling of brotherhood and understanding across national, religious and ideological barriers, through the practice of a peaceful lifestyle and by integrating into the Scout/Guide educational method a number of practices which encourage brotherly, friendly and conflict-solving attitudes and behaviour. In other words, our contribution to "political peace" is indirect rather than direct.

The entire approach of the Guide and Scout Movements stems from a basic ideal, namely that true patriotism should not be oriented towards power, prestige or war. On the contrary, it should be directed towards the creation of a society in which all do their best to work for their local community, which forms part of the national community and of the worldwide community. One of the Movements' common ideals is therefore to create an invisible infrastructure for peace.

2.2 Examples from Scouting and Guiding

- **Gatherings of different types,**
 - (WOSM) They are held at world, regional, national and local levels. Notably among them: the World Scout Jamborees, accompanied by the Join-In Jamborees (JIJ), the Jamborees-on-the-Air (JOTA) and the Jamborees-on-the-Internet (JOTI); the World or Regional Scout Moots, etc,
 - (WAGGGS):
 - Juliette Low Seminars** for young women, providing a platform for discussions on matters of mutual concern and living together in an international setting,
 - International Commissioners Meetings** for representatives from all WAGGGS Member organizations to discuss how international education can be promoted in National organizations,
 - International Camps** organized by WAGGGS Member Organizations. Notably among them is the World Camp held in 1999 in the UK highlighting the "Building World Citizenship" theme.
- **Solidarity Funds and Schemes.** Good examples are the "Scout Universal Fund" in WOSM and the "Mutual Aid" in WAGGGS, as well as a variety of Twinning Schemes practised in both organizations.
- **Peace Weeks and Peace Days,** generally celebrated around World Thinking Day (WAGGGS) and Founder's Day (WOSM) on 22 February. They provide an annual opportunity of focusing on international friendship, understanding and gratitude for the Scouting and Guiding legacy for all young people.

- **Involvement in International Years.** The very active involvement of WAGGGS and WOSM in the preparation and implementation of every international year relevant to our purposes. Historically, the most significant ones are: the **"International Year of the Child"** celebrated in 1979, the **"International Youth Year"** celebrated in 1985 under the theme "Participation, Development, Peace" and the **"International Year of Peace"** celebrated in 1986. More recent ones are: **"United Nations Year for Tolerance"** (1995), **"International Year for the Culture of Peace"** (2000), **"International Year of Volunteers"** (2001), **"United Nations Year of Dialogue among Civilizations"** (2001), and **"International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance"** (2001).

- **Creating Peace Worldwide, the WAGGGS Initiative (1993-1996)**

The theme explored the concept of peace looking at 12 peace-focused areas through Learning Modules: Defining Peace, Inner Peace, Culture and International Understanding, Refugees, Racism, Pluralism and Diversity, Conflict Resolution, Nationalism, Partnership, Women as Peace Makers, Family Life Education and Reconciliation.

As part of this project, Girl Guides and Girl Scouts all over the world focused on the plight of refugees especially children. Nearly one million "Peace Packs" were collected for refugees and internally displaced people. These peace packs were aimed for the children and contained items that all children could use, i.e. a ball, tooth brush and tooth paste, T-shirt, paper and pen, skipping rope, comb etc. The project was undertaken in collaboration with United Nations High Commission for Refugees.

- (WOSM) Education and action to create a **"mine-free earth"**, which involves work at world and national levels, mobilisation of the civil society in each country and contribution to the "International campaign to ban landmines".
- (WAGGGS) **The Health of Adolescent Refugees Project (1998-2000)**

The Programme, focusing in particular on the reproductive and related health issues of refugee girls and young women, was undertaken in Uganda, Zambia and Egypt. WAGGGS worked in partnership with Family Health International and was funded by the United Nations Population Fund.

- **Building World Citizenship, the WAGGGS Perspective (1997-2002)**

Six topics highlighted elements of World Citizenship, what it means and how it can be achieved. National Organizations selected themes from Culture and Heritage, Education, Peace, Health, Environment or Food and Nutrition. The focus was on interdependence, replenishing, recycling and rejuvenating, demonstrating how small actions can have global impact when put together.

- (WOSM) **Peace education and action projects**, notably among them that which is taking place in Colombia.

3. PERSONAL DIMENSION: INNER-PEACE

3.1 Concept

This dimension covers the whole area of personal development, i.e. the contribution of the Scout and Guide Movements to the development of young people, who can achieve inner peace through the voluntary acceptance of a "code of living" and a system of values.

Scouting and Guiding work through a combination of individualised education, life in small groups, progressive acceptance of responsibilities and a system of ethical reference formulated in a positive way ("Promise and law"). This approach produces what B-P called "character building" and which, in today's terminology, may be called "personality development"; in other words, the emergence of individuals with a sense of personal identity, who are able to have and/or to seek "peace of mind" through the voluntary acceptance of a system of values which provides them with "inner guidance". By definition, the above concept and its application to every individual human being are dynamic and evolutionary.

The whole educational philosophy of Scouting and Guiding seeks to favour the development of open, mature and balanced personalities. Is it not striking to note how those educational elements match the modern findings of Social Sciences?

3.2 Examples from Guiding and Scouting

- (WAGGGS) **The Exploring Spirituality Kit** is a document that looks at specific topics in relation to how they impact the individual and her/his spiritual life. The document discusses very controversial issues such as Religion and Spirituality, Spirituality and Morality, and the Purpose of life in Joy and Adversity. The material for the Kit was drawn together by a group of women from the 5 major religions of the world.
- (WOSM) Croatia, **"Sunrise City Project"**. The Scout method as a contribution to the process of psycho-social rehabilitation of children and young people suffering post-traumatic conditions as a result of the Balkan wars. The general atmosphere of warm camaraderie, peaceful co-operation, a feeling of "togetherness" and group spirit, complemented by expert therapeutic observance and treatment, whenever necessary, are part of the process of healing.
- (WOSM) As part of UNESCO's Programme on the "Culture of Peace", research has been carried out by the University of Utrecht, WOSM and UNESCO on **"Violence on the screen and its impact on young people"**. 23 National Associations were involved in the field work. Several publications have been made with the results of the study. They all show that "it is perhaps the combination of daily violence in real-life situations and the accumulation of violence on the screen that make young people feel attracted to violence as a natural outcome to a given situation or as a suitable way of solving problems".

4. INTER-PERSONAL DIMENSION: RELATIONSHIPS WITH OTHERS

4.1 Concept

This dimension is closely linked with the one mentioned above: personal dimension. Scouting and Guiding give great importance to peer relationships for the healthy development of young people. If we look at the main social tasks of adolescence –to develop a consistent self-image, establish independence, develop an occupational identity, plan for the future, find a sense of meaning to life and elaborate a set of values- we find that all are linked, one way or another, to peer relationships.

Scouting and Guiding –following B-P’s educational philosophy conceived and tested at the beginning of the 20th century- offer the small group system (patrol system) as an essential element of personality development and a useful tool to develop peaceful and constructive relationships with others.

4.2 Examples from Guiding and Scouting

- Scouting and Guiding could not remain indifferent to the geopolitical changes that originated with the *fall of the Berlin Wall* and the collapse of the communist system. A new field of action stood wide open and both organizations took determined steps to play a role.

Young people felt “lost” in front of sudden changes: devaluation of old norms and values, economy in ruins, painful emergence of the civil society, awakening of nationalism in its varied forms, widespread practice of corruption, and so on. Without being a panacea, Scouting and Guiding were (and are) part of the answer to those problems. They provide young people with a feeling of belonging to an NGO which is a dynamic actor within civil society, a living laboratory in democracy in which they can participate, a place where values of tolerance, dialogue and solidarity are key concepts shared in everyday life, and a school of leadership for young adults.

Institutional support, specialised and general training and a youth programme responsive to needs and aspirations of young people have been the pillars of Scouting’s and Guiding’s presence in those countries.

- (WAGGGS) WAGGGS has organized a number of events where young people from the different geographical regions have come together to share and learn. Through these exchanges there is an awareness of the interdependence, friendships are formed and different backgrounds are accepted. Examples of such regional exchanges are the **Euro-Africa Seminar** (1991), the **Euro-Latin America** (1994) and the **Arab-Euro Youth Forum** (2003).
- (WAGGGS) **Our Rights Our Responsibilities (2003-)**
This global project is looking at how members can promote individual and group rights as well as emphasizing that rights come with responsibilities. The theme explores six areas: The Right - to be Me, to be Happy, to Learn, to be Heard, to Work Together, to Live in Peace.
- (WAGGGS) **Building Peace among Children Project (2003-)**
This is a peace project, focusing on Africa and the role of young people in promoting and securing peace. Children and youth will develop the theme of being Peace ambassadors in Africa. WAGGGS is working with some UN agencies with funding from Soroptimist International.

- (WOSM) **Peace Cruise** (1999). 18-25 year olds, young men and women, Christians, Moslems and Jews, from several Mediterranean countries and from many different youth organizations were invited to share a ten-day period of sailing in the Mediterranean. During that period young people from "opposing nations" were trained together in peace education, conflict resolution, mediation, intercultural learning, sociability, communication techniques and discovery of the natural environment.

The training reinforced the capacity of the young people involved to disseminate initiatives for the prevention and management of conflict, to become mediators, and to implement training modules in their respective organizations. But, above all, this project shows that the fact of putting together a group of young people from very different –indeed antagonistic– origins can help dispel deeply-anchored prejudices and create a feeling of friendship and understanding for each other's culture.

5. PEACE THROUGH INTERCULTURAL UNDERSTANDING

5.1 Concept

This dimension covers the whole domain of intercultural relations in which Scouting and Guiding can play a significant role in helping young people understand each other's culture and way of life, thus promoting respect and appreciation for different cultures and lifestyles.

Each human being has been socialised/educated in a given society, which provides a "cultural reference framework". Thus, the need to broaden young people's horizons to avoid ethnocentrism and its possible negative consequences, such as prejudices, intolerance, chauvinism and xenophobia. Scouting and Guiding give behavioural answers to these grave personal and social defects.

5.2 Examples from Scouting and Guiding

- This dimension is one of the most relevant and challenging in today's international context. Scout and Guide projects are manifold and cover a wide variety of areas:
 - **"Solidarity with the youth of Chernobyl"**: 15 European Scout and/or Guide Associations, plus Australia and Korea, received young people from the Chernobyl area for periods between 21 and 40 days.
 - **"Eurofolk"**, a European Cultural Festival organized every four years by the European Scout Committee and the European Guide Committee. Participants prepare their selected items: dances, music, songs, pantomimes, games, costumes or cultural shows to share with others and, in addition, they are involved in a variety of workshops ranging from painting and drawing to dressmaking and cookery.
 - **"National Integration Camps"**, a unique feature of the "Bharat Scouts and Guides of India" to help promote social and cultural integration among young people from different traditions and cultures. These camps are a cornerstone of the association's nation-building activities. In 1987, the "Bharat Scouts and Guides" were nominated as "Peace Messengers" by the United Nations.

- Many National Scout and/or Guide Associations have introduced "cultural badges" to enable Scouts and Guides to become better acquainted with the rich cultural heritage of their respective countries.
- **The WAGGGS World Centres in India, Mexico, Switzerland and England** provide excellent programmes for international education and intercultural understanding. Each year tens of thousands of girls and young women who attend the events and programmes at these centres experience a multicultural approach and practice to learning and living.
- **Kandersteg International Scout Centre**, which provides a beautiful setting for a "permanent Jamboree" of scouts and leaders from all over the world, from every country and culture.
- WAGGGS has produced resource material on **International Education** for use by National organizations.
- (WAGGGS) During "**The Building World Citizenship**" global focus, National organizations undertook a total of 30 projects on Culture and Heritage and 56 projects on Peace.
- Two WOSM projects and one from WAGGGS carried out in different geographical areas are worth mentioning here:
 - (WOSM) "**Children for the Future Programme**" was carried out in several countries emerging from the disintegration of former Yugoslavia. Its essence was to use the Scout method and activities to challenge ethnic hatred, prejudices and the belief that violence is the only way to solve conflicts, thus promoting tolerance, reconciliation and the respect of human rights.
 - (WOSM) "**Education for Peace in the Great Lakes Area**". Everyone is aware of the disruption of social life that took place as a result of the genocide in Rwanda (1994) and subsequent events. During the first phase, Scout leaders concentrated on emergency work with displaced and refugee children and their families. Then, a comprehensive plan of action emerged to educate future generations in a spirit of peace, tolerance and reconciliation. This has been institutionalised as a "Peace Charter of the Scouts of the Great Lakes" and an infrastructure, called the "Concertation Scoute" has been established, to carry out the work. With the support of many international bodies, including UNICEF, UNESCO and the UNHCR, the work continues year after year in spite of the unstable political situation in the region.
 - (WAGGGS) Also in the same geographical area, working with other women's organizations in *Rwanda*, the Guides of Rwanda received the UNESCO prize for peace-building and reconciliation in 1996.

6. PEACE THROUGH SOCIAL DEVELOPMENT

6.1 Concept

This broad area encompasses the efforts of the Scout and Guide Movements to contribute to peace through a more just and equitable distribution of resources on earth. It deals notably with the different dimensions of community involvement –community development, community service, development education and development cooperation. All of them are linked with areas of vital interest to humanity as a whole, such as food, health, agriculture, literacy and refugees.

6.2 Examples from Guiding and Scouting

Over the years, in both Scouting and Guiding, the activities of National Member Associations have diversified to cover ever-widening spheres. Thus, in developing countries, one can find programmes on *child health, promotion of safe drinking water and hygiene, appropriate technology, habitat, literacy, agriculture and food, family life education, renewable energies, reforestation, vocational training* and many others. Likewise, in industrialised countries, National Member Associations have set up activities to combat the isolation of the *elderly*, the increasing use of *alcohol and drugs* among young people, the rise of *racism and xenophobia*, the exclusion of the *homeless* in large cities, and other such issues. In both, industrialised and developing countries, many National Associations have been and are involved in the attention of *refugees*. Working in camps, under extreme conditions, they contribute to run centres, to provide basic services and to alleviate the burden of human tragedy. A Memorandum of Understanding has been signed between WOSM and The United Nations High Commissioner for Refugees (UNHCR) in 1995 outlining areas of co-operation concerning refugees.

The multiplication of initiatives both in the North and in the South led almost automatically to the establishment of different forms of partnership between two, three or more National Associations, which in turn led to the need to create forums or platforms for exchange of experience. The most important of them have been:

- The **Kigali Forum** (Rwanda, 1990) and the **Marrakech Symposium** (Morocco, 1994)
- The **World Community Development Camp** (World COMDECA) (Indonesia, 1993).

The institutionalisation of this process came in the decade of the '90s, with the introduction of the "**Global Development Village**" (GDV) as the most prominent single programme item in World Scout Jamborees. The purpose of the GDV is to help participants better understand the global issues facing today's world, to discover how Scouts can be involved and to learn concrete techniques they can use in their own communities for that purpose. The educational impact of GDV's, their visibility and their image, have been wide and far-reaching.

Through Cooperation with UNAIDS and ICASCO, WAGGGS produced a **Badge Curriculum on HIV/AIDS** for use by National Organizations. The Curriculum deals with Aids awareness, Prevention, Support and Care of people with HIV/AIDS and Changing attitudes. Many Associations especially in the Africa Region have undertaken projects on HIV/AIDS.

WAGGGS Project on the **Prevention of Adolescent Pregnancy** is aimed at promoting the welfare of girls and young women. With the increase in Teenage pregnancy, WAGGGS has been advocating for a safe environment for girls and young women free from the health social hazards associated with teenage pregnancy.

The WAGGGS Olave Award encourages National Organizations to undertake projects that benefit the local community in which they live. This is a prestigious Award that is given to projects that have made a notable impact in the community.

The UNESCO CO-ACTION Programme (1976-1983) implemented by WAGGGS enabled National Organizations to undertake projects in the areas of community development and encouraged women to find solutions to development issues. Projects were undertaken in literacy, vocational training, female leadership training, and help for people living with disabilities, population awareness, agriculture and working with children.

WAGGGS and WOSM undertook a project called **Help Children Grow (1985-1990)**, funded by Unicef. Many Guide and Scout Associations worked in their communities on the immunisation and nutrition programme.

7. PEACE BETWEEN HUMANKIND AND NATURE

7.1 Concept

The relationship between humankind and nature is one of the most crucial concerns of our times. Guiding and Scouting have always emphasised the environment as an essential element within their programmes, mainly for three reasons:

- *Both organizations were founded by a man of vision who said that, for youth and adults, for Scouts and for Guides, "...the forest is at once a laboratory, a club and a temple" and made "life in nature" a cornerstone of our Movements' educational method!*
- *Scouting and Guiding have been pioneers in the field of conservation, ecology and the protection of the environment, even before those terms reached their popularity throughout the world.*
- *They are today at the forefront of non-formal educational youth movements all over the world. The environment being a matter of education and action, they cannot and do not ignore this priority.*

7.2 Examples from Scouting and Guiding

Since the first camp on Brownsea Island, nature conservation has been considered "normal" Scout practice at world, regional and national levels. In order to avoid a lengthy enumeration, a very succinct account of the main highlights is given below:

- "Nature" appears in the Constitution of WOSM as a historical reference (in the original Promise and Law), as a fundamental principle, and as part of the Scout Method.
- Over the years, the World Scout Committee/Bureau has maintained close relationships with international bodies such as the United Nations Environment Programme (UNEP), WWF International and IUCN.
- **Specialised publications**, each differing in their approach but all focusing on the environment, have been produced by the World Scout Bureau. A few examples: Five Conservation booklets (1973), "Conservation Information Centres" (1974), "International Show-and-Do Conservation Project Kit" (1975),

"Help to save the world" and "Scouting: Action for the Environment" (1990), "The Global Scout" (1993), "Journey to the Heart of nature" (1994), "SCENES Start-up Kit" (1997), etc.

- The creation of the "Research and Development Committee" in 1989 gave new impetus to this priority. Two research reports were published and specialised seminars and workshops were held. The "**Nature and Environment Programme**" (1992-1998) was launched with the creation of the "World Scout Environment Network", an experimental model to facilitate the involvement of young people in environment activities all over the world. This later became "READY".
- In addition, "Scout Centres of Excellence for Nature and Environment" (**SCENES**) have been established in several countries.

Many of those activities are presented in an 82-page reference document entitled "Scouting and the Environment". An updated version of the document was published in 2002.

(WAGGGS) **Water is Life 1990-1993**. This was a joint project between WAGGGS and UNEP, in promoting the need to preserve water as well as providing clean water for drinking. A booklet was produced for use by National Organizations.

(WAGGGS) Under the theme **Building World Citizenship**, the topic on environment was most popular. In total 93 national projects were undertaken.

(WAGGGS) **The FAO Nutrition Award**. This is a cooperation between FAO and WAGGGS in promoting good nutrition and good eating habits. The projects that can demonstrate that effective promoting of good information and good eating habits are given this award.

8. CONCLUSION

For almost a century, almost a billion Guides and Scouts have been contributing to the creation of a more peaceful world. Their contribution is unspectacular but nevertheless fundamental, since it prepares the ground for true and lasting peace.