

MODULE 7

SCOUTING FOR ALL WORKBOOK



Note: Although in some areas of the British Isles, Scout Counties are known as Areas or Islands – and in one case Bailiwick – for ease of reading this publication simply refers to County/Counties. In Scotland there is no direct equivalent to County or Area. In Scotland, Scouting is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, whilst other lie with Scottish Districts. The focus of responsibility is outlined in Scottish variations from POR.

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CONTENTS

Who is this workbook for?	4
What is included?	4
How to complete this workbook	4
Supporting resources	5
Validation	5
Session 1 - Introducing diversity and inclusion	7
Session 2 - Scouting for all	12
Session 3 - Application	18
Appendix 1	24
Appendix 2	25
Appendix 3	26
Appendix 4	27
Appendix 5	29

Who is this workbook for?

This module is for all adults who hold appointments in Scouting. It provides an introduction to equal opportunities and practical advice about how to make Scouting inclusive.

What does this workbook include?

This workbook is one method of completing the learning needed for Module 7: Scouting for All. By the end of this workbook, you should be able to:

- implement the Equal Opportunities Policy and Religious Policy of The Scout Association
- recall the definitions of diversity, inclusion and other related terms, as relevant to The Scout Association
- consider your own beliefs and values
- explain the benefits of having a diverse organisation
- identify potential barriers to achieving diversity and inclusion and describe some solutions
- demonstrate an understanding that Scouting is available to all young people, regardless of their needs
- explain your role in making Scouting a diverse and inclusive organisation
- state the information, advice and support that is available to help promote and achieve greater diversity and inclusion
- plan actions to develop inclusive Scouting in your section or community.

While using the workbook you will see the following symbols:



Task – activities or discussions for participants to undertake.

Throughout this workbook you will be undertaking practical tasks, making notes and considering questions relevant to your role in Scouting. We hope that the workbook and the notes you make provide you with a useful reference guide for any future activities you undertake as part of your role.

The workbook will also provide a structure for the validation discussions you will have with your Training Adviser at a later date. Therefore, we would encourage you to make notes throughout this workbook and record your thoughts and ideas fully.

How to complete this workbook

Start at the front and complete as many sessions as you can. If you are unsure of a session, leave it and arrange to discuss the content with another person who has an understanding of this training material. Then go back and complete the workbook.

This workbook is a self-contained learning method and can be completed either on your own or as part of a small group. However, we would encourage you to discuss your learning with other volunteers and share good practice and ideas. This will help to support your learning and understanding of your role.

What resources do I need to accompany this workbook?

- [the Scout Association Diversity dictionary](#)
- [Inclusion Matters video](#). To download the video visit the [Brand Centre](#)
- [The Scout Association Equal Opportunities Policy \(POR Chapter 2\)](#)
- [The Scout Association Religious Policy \(POR Chapter 2\)](#)

Associated reading

The following resources are available from the Member Resources section of scouts.org.uk:

- [The Promise \(FS322016\)](#)
- [Scouting speaks to all: a leader's guide to speech, language and communication needs](#)
- [The Scout Association Equal Opportunities Policy \(POR, chapter 2\)](#)
- [Rise to the Challenge. Exploring Spiritual Development in Scouting](#)
- Accessibility factsheets within the [Additional Needs Directory](#)
- [Developing Scouting in new communities](#)
- [LGBT](#) (lesbian, gay, bisexual and transgender) resources;

[Gender Identity](#)

[Sexual Orientation](#)

What happens once I have completed this workbook?

Once you have completed this workbook you will need to validate your learning. Validation is the process of demonstrating that you can put the learning into practice within your role and is usually achieved with your training adviser.

Validation

To validate this module you will need to outline the Equal Opportunities Policy and your role in making Scouting diverse and inclusive. You will also need to complete one of the following tasks:

Show evidence of how you are making Scouting accessible to one or more of the following groups of people:

- those with additional needs
- girls and women
- those from differing ethnic communities
- those of differing religious backgrounds
- those of differing social backgrounds
- increase awareness of additional needs or equal opportunities by running an activity for either young people or adults
- any other idea, subject to agreement with your Training Adviser.

Managers and supporters should also:

Produce a plan to make your Group/District better reflect the community in which you live and give examples of how you are putting it into action. This could relate to any of the strands of diversity and inclusion.

For further information about validation and the next steps, contact your Training Adviser. If you do not have a Training Adviser, please contact your Training Manager.

Session 1

Introducing diversity and inclusion

Scouting aims to be an inclusive and diverse organisation. For this to be possible, it must be actively embraced by all members, both adults and young people.

In this session, we will look at what we mean by diversity and inclusion in a Scouting context and explore how our own beliefs, as well as those of society, influence our thoughts and behaviours. Remember that you will gain the most from this module by being honest and that, in this session, there are no right or wrong answers.



Task: Stereotypes

Look at the headings below and write down your first thoughts about them.

This could simply be a series of words.

Young Men
Muslims
Disabled people

Look at the words you have written and think about where your views may have come from. Are they likely to be the same as others? It may be worth discussing this with someone else.

Write down the types of things that may influence our views of others. Are these influences the same for adults as they are for young people?

Vision 2018

The Scout Association is committed to being inclusive and to ensuring that all young people and adults receive an equal opportunity to participate in Scouting. The Scout Association's Vision Towards 2018 is that:

Scouting in 2018 will:

- make a positive impact in our communities
- prepare young people to be active citizens
- embrace and contribute to social change

Scouting in 2018 will be:

- shaped by young people in partnership with adults
- enjoyed by more young people and more adult volunteers
- as diverse as the communities in which we live

Members of Scouting in 2018 will feel:

- empowered
- valued
- proud

Think about how this vision relates to diversity and inclusion. In order for all members to contribute to this aim, it is useful to think about what we mean by the terms diversity, equality and inclusion.



Task: Definitions

Write a short sentence or some words that you think define the following terms:

Diversity
Inclusion
Equality

Compare your answers to those given in [Appendix 1](#).

The Scout Association has a [Diversity dictionary](#) to help you think about what different terms may mean. There are several different aspects or strands that The Scout Association, the law, and society incorporate as part of diversity, equality and inclusion. These include:

- age
- gender (including gender reassignment)
- sexual orientation
- ethnicity, race or nationality (or statelessness)
- disability (including mental or physical ability)
- religion or belief political belief
- class or socio-economic status
- marital or civil partnership status
- pregnancy

It is important to remember that most of these are not obvious when first seeing or meeting someone. Many of them are about personal identity, whilst others only become apparent when we get the time to know someone.

Iceberg Model of Culture

One way of thinking about culture and identity is through the Iceberg Model of Culture. This model helps to show that individuals and communities can be understood like icebergs, in that some characteristics are on the surface or visible to others, but most are below the surface, and only become known when you spend time getting to know the person or community. Humans naturally make assumptions about other people, based on the characteristics they can see, but sometimes these assumptions can turn out to be incorrect. Look at the diagram below for an explanation of the Iceberg Model of Culture.

On the surface – things that may appear obvious when you meet a person...
Age, appearance, sex.



Beneath the surface – things that make up a person or community's identity that may not be obvious...
emotions, sexual orientation, personal space, concept of beauty, beliefs.



Task: Assumptions

Talk to other volunteers or another relevant person about what other characteristics may be above or below the surface of a person or individual. Have you had any personal experiences of learning something new or surprising about somebody once you have got to know them?

As we may have seen in the first exercise, everyone makes assumptions and judgements about other people, based on the categories mentioned above, as well as many other factors. This is normal and will usually be based on our previous experiences and personal values. If we are aware that our assumptions are simply that, we will be more able to see past them and give everyone an equal opportunity.



Task: Race for Equality

For the next task, look at the brief descriptions of the six young people given in the list below. Have a think about what their lives at school and home might be like. After you have spent a few minutes doing this, read the statements in the table below. For each young person, put a tick in the corresponding box if you think that statement is true for them. Once you have done this for all of the statements, count up how many ticks each young person has.

- 1 Nasna is a 15-year-old Muslim girl living with devoutly religious parents.
- 2 David is the 12-year-old son of the US Ambassador to the UK.
- 3 Justin is a 16-year-old black young man at a sixth form college in London.
- 4 Taya is a 16-year-old young woman who has a three-month-old baby.
- 5 Zoe is a 15-year-old female who is deaf.

	1.	2.	3.	4.	5.
	Nasna	David	Justin	Taya	Zoe
School is a safe, secure place for me at all times.					
I expect to go to university when I am 18.					
English is my first language and the one we use at home.					
I have never personally experienced racist language.					
I am popular and have many friends at school.					
I have to do paid work outside school.					
My school has lots of resources that reflect my culture.					
I have never been picked on at school.					
I have never been punished at school for bad behaviour.					
I expect to have a house and mortgage when I am 30.					
TOTAL					

Compare the different scores that each person has. Consider the various challenges that different people or groups may face in society and how some people may need to overcome more barriers than others to access different opportunities. What could you do to ensure that the six people all had an equal opportunity to join Scouting? This is something we are going to look at throughout the rest of the workbook.

Session 2

Scouting for all

So far in this workbook, you have explored the ideas of diversity and inclusion in their widest sense – by looking at definitions, society and your own beliefs. This session is going to focus on how diversity and inclusion impacts on Scouting and what we can do to ensure Scouting is available to all. You are going to take a closer look at The Scout Association’s Equal Opportunities Policy and Religious Policy. Although these have been covered in earlier modules, we are going to look at the policies in more detail.

If you have access to it, watch the [Inclusion Matters video](#).

Read through the Equal Opportunities Policy and Religious Policy, as stated in **Policy, Organisation and Rules (POR)**.



Task: key policies

Have a discussion with another volunteer about what the policies mean to you, in your role.

Do you have to do anything to put them into practice?

Who can participate in Scouting and who can't?

Write your thoughts in the boxes below.

Policy	What does this mean for us? How do we make it happen?
<p>Equal Opportunities Policy</p> <p>No young person should receive less favourable treatment on the basis of, nor suffer disadvantage by reason of:</p> <ul style="list-style-type: none">■ Class or socio-economic status;■ ethnic origin, nationality (or statelessness) or race;■ gender (including gender reassignment);■ marital or civil partnership status;■ sexual orientation;■ disability (including mental or physical ability);■ political belief;■ pregnancy;■ religion or belief (including the absence of belief)	

<p>Religious Policy</p> <p>All Members of the Movement are encouraged to:</p> <ul style="list-style-type: none"> make every effort to progress in the understanding and observance of the Promise to do their best to do their duty to God or to uphold Scouting's values as appropriate; ■ explore their faith, beliefs and attitudes ■ consider belonging to some faith or religious body; ■ carry into daily practice what they profess. 	
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These policies aim to ensure that Scouting is fair and open to all. However, this does not mean that we should treat all people the same. It is important to recognise, value and celebrate people's differences and adapt our processes to ensure that everyone has an equal opportunity to benefit from Scouting.

It is the role of a potential member's line manager to be happy that the adult will follow these key policies before they are appointed. If these policies are not followed, it is again up to the line manager and relevant commissioner to ensure this is resolved.

Now that we have looked again at some of our key policies, as well as the meaning of diversity, we are going to look at why these are important to Scouting.



Task: a diverse organisation

Below, write down the top three reasons why, in your opinion, diversity and inclusion are important in Scouting.

1.

2.

3.

When you have finished compare your answers to some of the examples given in Appendix 2. It will also be beneficial to bear them in mind for the rest of the workbook, as this will help when planning steps to move forward.

A diverse organisation can be defined as:

'One which values difference. It is one which recognises that people with different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions. Diverse organisations encourage and harness these differences to make their services relevant and approachable. A diverse organisation draws upon the widest possible range of views and experiences, so it can listen to, and meet, the changing needs of its users, staff, volunteers, partners and supporters.'

This is an active process and all Members have a role to play. Although we know that Scouting is available to all, we must actively work to ensure that all adults and young people have the opportunity to participate in Scouting. To do this, we must value everyone as individuals, recognising and providing for their needs.

If Scouting is to truly be a diverse organisation that is representative of the communities in which we live, it is first necessary to find out more about our specific communities. We all know that a village in rural Wales is different to an inner city area, for example.

There are many places where you may be able to find out about the make-up of your local community. Some examples may include:

- the annual Scout census
- the national census (from the Office for National Statistics, National Records of Scotland and Northern Ireland Statistics and Research Agency)
- newspapers or other media
- the council
- local schools
- local and national websites



Task: reflecting the community

In the boxes below, reflect on the following questions. It may be helpful to discuss your answers with someone else, to see if they have a similar experience.

How is Scouting relevant to the different backgrounds that make up people in your community?	How could Scouting benefit the lives of young people from different backgrounds who are living in your community?

In order to make Scouting inclusive, it is very important to consider those with additional needs. Remember that the Equal Opportunities Policy states that no young person or adult should receive less favourable treatment based on mental or physical ability. There are many different types of additional needs and we are now going to look at some of these and our responsibility for ensuring Scouting is available to all.

According to the Scout census, some of the most common additional needs in Scouting are:

- autistic spectrum disorder (ASD)
- dyslexia
- behavioural difficulties
- hearing impairments/deafness

The most important thing to remember is that we shouldn't make any assumptions about a person's abilities, based on what we initially see. Many additional needs are not visible or may only be temporary. Likewise, someone in a wheelchair, for example, may have more mobility than we assume.



Task: additional needs

Adults in Scouting are not expected to be the expert on all, or any, additional needs or disability. Think of some of the organisations that you know of that may be able to help with issues to do with disability or accessibility, and what they specialise in.

If possible, do some internet research or talk to family, friends or colleagues to find out if there are organisations that can provide advice about any other special needs that they may have come across. Write these in the box below.

Information about several different additional needs, as well as links to specialist organisations, is available on [scouts.org.uk](https://www.scouts.org.uk). There may be volunteers in your area that can give direct support, such as an Assistant District Commissioner (Inclusion).

We have a responsibility to ensure that any young person or adult can participate in Scouting, both because of our internal policies and because of legislation.

Look at an overview of The Equality Act (2010) below.

The Equality Act (2010)

The Equality Act replaced previous anti-discrimination laws (such as the Disability Discrimination Act 2005) with a single act to make the law simpler and remove inconsistencies.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations (such as private clubs).

More information can be found at:

homeoffice.gov.uk/equalities/equality-act/

legislation.gov.uk/ukpga/2010/15/notes/contents

Within the act, there is a requirement to make reasonable adjustments to include everyone in Scouting. A reasonable adjustment may be hard to define but it is important to remember that it will be different in each case. We also need to try and be proactive in making our buildings, programmes and roles accessible, so that potential members do not feel that Scouting is not for them.

For example, rather than waiting for an adult or young person with mobility issues to approach your Group, why not carry out an audit of your meeting place, to see if it would be accessible to wheelchair users, or if the texture of the ground is appropriate, or doors and toilets are wide enough?



Task: reasonable adjustments

Choose two of the following examples and write down what might constitute a reasonable adjustment in each case, to allow the person to fully participate in Scouting. What processes could you put in place to support them?

- 1 Sameera, a partially sighted Scout, has recently joined your section. Although she has some vision, she sometimes struggles with reading. At school, Sameera uses large print texts.**

- 2 George, a 55-year-old builder, has recently had to take early retirement, due to having severe knee pains. He sometimes has to use a wheelchair, but this is not always the case. He has expressed an interest in volunteering with Cubs to help fill some of his time and use some of his skills. However, the local Group's headquarters are up a steep set of steps. The Group does not have enough money to make many changes to the building.**

- 3 Lilly has recently moved up to Cubs, after spending a year in Beavers. Although the Beaver Leader did not mention anything, you are noticing that Lilly is slower to pick up instructions than her peers and often struggles with reading. You speak to her parents and they say that she is also struggling at school and may have mild learning difficulties.**

Once you are done, read Appendix 3 to see the types of things that you may have wanted to think about. If there is anything that you had not thought of, reflect for a minute on why this may have been beneficial in this case.

On very rare occasions, it may not be possible to make the necessary adjustments to include a young person with additional needs in a particular Group. In this instance, it is the responsibility of the District Commissioner to make alternative arrangements, such as finding a different Group for them to join. This should be the last option and Scouting provision for the young person should be found.

Session 3

Application

In this session, you will explore ways we can help Scouting become diverse and inclusive and how you can gain more information and support. Again, it is important to remember that every situation, Group and community is different and therefore, there will be no 'one size fits all' approach.

So far, you have covered:

- your own beliefs, values and assumptions
- the definitions of diversity and inclusion, and the ways in which people can be diverse
- The Scout Association's policies and legal requirements
- the benefits of having a diverse organisation
- Scouting being available to all, regardless of individual abilities



Task: delivering inclusive Scouting

Choose two of the case studies below and write your answers to the following questions for each one:

1. What aspects of the Equal Opportunities Policy or Religious Policy, or areas of diversity and inclusion, are relevant here?
2. What could you do in this situation, to help improve the diversity and inclusion in Scouting?
3. Who else could you go to for support, or who else should be involved?

Case study 1

The Cub Pack in your Group is made up of 30 boys and runs exciting, adventurous and fun activities each week. The section leader, who has been involved in Scouting for 20 years, has stated that the section would not be able to run the same exciting programme if girls were to join. However, seven new Cubs are due to move up from Beavers in a few months, including three girls.

Case study 2

You help in an inner city Scout Troop and are currently planning your annual summer camp. This year, 10 new members have joined the unit, including six Jewish young people. The camp is a great chance for the Explorers to learn more Scouting skills and experience adventurous activities. You usually end the camp in a church service, to give thanks to God.

Case study 3

You have recently noticed that your Explorers have started to use words such as 'gay' in a derogatory fashion. You believe that this is simply a joke and, as far as you know, have no gay Scouts in your unit. However, a couple of the other leaders are more concerned.

Case study 4

You are planning on attending an international camp in Italy with your Scouts and have sent out letters informing parents about the plans and payment needed. When you come to ask for the registration forms and deposit, one Scout is quiet and walks to the other end of the room. He later tells you that he is unable to afford the trip, but was too embarrassed to mention it earlier.

Once you have finished, read through Appendix 4 to see some of the things that it may have been useful to think about in each situation. It will be helpful to also look at the case studies that you did not complete.

Discuss your thoughts with your Training Adviser.

By completing the exercise overleaf, it is likely that you would have come across or thought about the possible barriers that Scouting has to becoming inclusive. Below is a list of common barriers that people face to joining Scouting and an example of what these may mean. These are just some examples to get you started.

There are also a couple of empty slots for you to add your own ideas. In the corresponding box, write at least one possible solution that could help overcome the barrier, and who would primarily be responsible for it (e.g Section Leader, manager, HQ).

Barrier	Solutions	Who is responsible?
<p>Financial</p> <p><i>A young person may not be able to afford to go on camp.</i></p>		
<p>Perceptions of Scouting</p> <p><i>People may still consider Scouting to be just for boys.</i></p>		
<p>Religion</p> <p><i>A Scout Group may meet at a church and have Christian prayers at each meeting.</i></p>		
<p>Ability or disability</p> <p><i>A young person with autistic spectrum disorder may think that Scouting is not for them, as they do not like doing activities outdoors.</i></p>		
<p>Location and timing of meeting</p> <p><i>A Scout Group may meet on a Friday evening, meaning that Muslim members cannot participate due to interrupted prayer times.</i></p>		
<p>Attitudes of adults or young people in Scouting</p> <p><i>An adult volunteer may think that lesbian, gay, bisexual and transgender people should not be open about their sexuality with young people.</i></p>		

<p>Lack of programme flexibility</p> <p><i>The requirements of badges are set, so as to ensure high quality.</i></p>		

If you are finding it hard to think of solutions, have a look at the list given in Appendix 5 and decide which of the barriers they may help to overcome.

Support available

Whilst no one is expected to be an expert in diversity and inclusion, there are places to go to for support. For Scouting to be fully inclusive, everyone needs to play a part. Below is a list of just some of the sources of support that may be available to you:

People

county or district roles such as the Assistant County Commissioner (Inclusion). These roles are sometimes specific to one strand of inclusion, but can also be more general.

■ UK Headquarters (diversity.inclusion@scouts.org.uk)

- Diversity and Inclusion Team at Gilwell Park
- other country roles, such as Scottish Headquarters Advisers
- Specialist Advisers in Inclusion and Diversity– volunteers supporting diversity and inclusion Scout Active Support Units

external, specialist organisations, such as Mencap, Mermaids, Mind

young people in Scouting – getting young people involved is essential in all we do and they can be a great source for programme ideas related to diversity and inclusion.

Resources

- Member Resources pages of our website: scouts.org.uk/memberresources
- programme resources
- census results
- Scouting magazine

Other

- Adult Training Scheme modules- The Fundamentals of Scouting (5), Growing the Section 13), Growing the Movement (21)
- Development Grants Board – UK Headquarters grants to support specific things, such as additional needs, or recruitment events



Task: Support

In the box below, write down any questions that you still have about diversity and inclusion.

Write where you may be able to get support to find the answers.

Once you have found out the answers, write a few bullet points in the final column.

Question	Where to get support?	Answer



Task - Close

Using the questions above, as well as other knowledge that you have gained, complete the action plan below. All of the actions should be things that you can personally complete in your role (such as running a programme on spiritual development for young people).

Once you have completed the plan, remember to keep coming back to it to see how you are doing.

Action	Date to complete/review	People or resources to support me

You have now completed the workbook. Valuing diversity and inclusion is vital in ensuring that Scouting is relevant and accessible to as many young people and adults as possible.

The next step is to validate your learning with your Training Adviser. Look back to the beginning of the document for a reminder of the validation criteria.

Thank you.

Appendix 1

Definitions

Diversity, inclusion and equality can be defined as:

Diversity is often taken to mean the differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, ability or disability, skills, knowledge, age and life experiences of each individual in any group of people. Valuing diversity refers to developing an accessible and inclusive environment where everyone feels welcome and valued and can contribute to their fullest potential.

Inclusion means embracing all people irrespective of age, gender, ethnicity, sexual orientation, disability, medical or other need. It refers to processes aiming to remove the barriers and factors which lead to exclusion, isolation and lack of opportunity.

Equality is the recognition that everyone has different backgrounds and needs and ensuring that these differences are valued so that people have an equal opportunity to access services and contribute fully.

Appendix 2

Why diversity and inclusion is important to Scouting:

- a greater skill set (which will help split up tasks amongst volunteers)
- greater range of experiences
- different and exciting programme ideas
- links to Fundamentals of Scouting – support young people to develop their full potential to help ensure Scouting is still relevant to today's society
- so more people can enjoy Scouting
- to help overcome prejudices, through meeting new people
- the history of Scouting as an inclusive movement eg Baden-Powell's first camp at Brownsea Island

Appendix 3

Reasonable adjustments

Example 1

You may wish to do an audit of your building to ensure that it is tidy and there are no dangerous objects.

You could make simple adjustments to your building, such as changing the texture of flooring near the steps, or going into another room.

Think about the way you are giving instructions to activities, and if this is accessible.

You may be able to print out things in a larger font, to enable Sameera to read them.

Example 2

Despite the fact that George only needs a wheelchair sometimes, it is important to try and make adjustments to the building, so that he can always attend.

Firstly, you should look into what financial support is available to make adjustments to the building, so that it is wheelchair friendly. You could ask the district or county executive or look into fundraising methods.

You may wish to prepare for times that George is unable to attend Cubs because of his knee.

Ask George how he usually gets around. This method will probably be suitable for Scouting activities too. Make sure you are prepared if you need vehicles with particular adaptations and plan ahead.

Example 3

Firstly, ensure you maintain communication with the family, to keep up to date with her needs.

Get the Cubs to do activities in groups, rather than individually.

Adjust the way instructions are given – use pictures, for example.

Have shorter activities, to help with understanding what to do.

Remember that badge and award requirements can be adapted to suit Lilly's needs.

Appendix 4

Case studies

Case study 1

If the meeting place is in the same place as the Beavers, it is likely that the building facilities, such as toilets will already be in place to accommodate girls. If not, you may have to think about whether this can be accommodated, or if you would have to move meeting places.

Although not a necessity, it may be beneficial to recruit female leaders.

Talk to the leader about co-education and that most, if not all, of the same activities will be possible.

If you think the leader will not accept girls, talk to their line manager, who should remind them of the Equal Opportunities Policy and ensure the section becomes co-educational.

Case study 2

Planning is key – talk to the young people and parents to ensure you know what needs they have, such as dietary requirements.

Plan the programme around the needs and abilities of all the young people in your Group. For example, the Jewish members may not be able to take part in activities using certain equipment on Saturdays. Be sure that you are aware of everyone's needs.

It may be appropriate to change the location of your service. You could ask one of the new members to plan a Scouts' Own, for example.

Overall, ensure you maintain communication so that everyone can participate fully.

Case study 3

The Equal Opportunities Policy states that no young person or adult should receive less favourable treatment on the basis of marital or civil partnership status or sexual status.

Although this may not seem like an issue at the moment, it is important to be aware that language affects people in different ways and someone in the Unit may be offended by what is being said.

It may therefore be beneficial to tackle this issue sooner, rather than later. You could run an activity about raising awareness of LGBT issues as part of your programme, or simply discuss why this may be inappropriate with the Explorers.

Keep a close eye out to ensure the issue does not escalate.

Case study 4

This highlights the importance of finding out about the young person and their needs both when they first join the section and on a regular basis.

Establishing a relationship with the parents may have helped you prepare for these needs sooner, as would having a consistent method to ensure conversations such as this, which can often be difficult, are possible. For example, you could use the District newsletter to explain to people how they can access funds.

Your Group or District may have funds that can help people attend these events, and there is also a UK Headquarters fund available.

You could explore fundraising opportunities to help raise money for the camp and bring fees down. This could be incorporated into your programme prior to the event and you could ask the young people for their ideas on fundraising.

Appendix 5

Solutions

- UK Headquarters grants
- media coverage
- community activities or events
- uniform banks
- flexible programme
- review
- involvement of young people
- training
- local grants
- flexible meetings