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Note: Although in some parts 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 others lie with Scottish Districts. The focus of responsibility is outlined in Scottish variations from POR.

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Who is Scouting for All 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.

How is this module validated?
Validation is based upon the individual’s ability to meet the validation criteria outlined in the Adult’s Personal File and Training Adviser’s Guide. More information on the specific validation criteria can be found in these documents, which are available at scouts.org.uk or to order from Scout Shops.

Session details
1. Introducing diversity and inclusion (1 hour 25 minutes)
2. Scouting for all (1 hour 15 minutes)
3. Application (1 hour 15 minutes)

Planning considerations
The module and its material may be managed in a variety of ways. In each session the objectives are given, followed by suggested methods of training. The content is given in outline, with key points expanded in more detail to help trainers. Trainer’s notes are also given to provide guidance on methods or other key points. This information is not, however, a script for the sessions. Prior knowledge and/or research of the subject matter by the trainer will be required before it can be delivered.
Training Methods

A series of sessions

This module may be delivered as a series of training sessions in a variety of time settings. It is probably most effective if the sessions are run over the course of one day or a weekend, but could also be run over a number of evenings. It should be noted that sessions should run in the correct order, from 1 to 3.

Small groups

This module could be delivered as a series of small group discussions and individual work.

Workbooks

Trainers should note that there is also a workbook available for learners to use as facilitated self-study, if they choose to complete the learning in this way. It contains exercises that match some of the tasks from the trainer’s notes. Trainers may wish to use the workbook for delivering small group training.

While using the workbook you will see the following symbols:

- **Trainer input** – guidance on what to deliver to the participants, to help you structure the training sessions.
- **Trainer note** – background notes for your reference on task design and aims of tasks and ideas for running activity sessions.
- **Task** – activities or discussions for participants to undertake.
- **Whole group discussion** – a discussion or collective brainstorm with all of the participants.
- **Report back** – participants providing feedback to the whole group on the activity or discussion they have been undertaking. This is usually facilitator-led.
- **Time** – time allocated for each activity.
Objectives

1. Implement the Equal Opportunities Policy and Religious Policy of The Scout Association.
2. Recall the definitions of diversity, inclusion and other related terms, as relevant to The Scout Association.
3. Consider your own beliefs and values.
4. Explain the benefits of having a diverse organisation.
5. Identify potential barriers to achieving diversity and inclusion and describe some solutions.
6. Demonstrate an understanding that Scouting is available to all young people, regardless of their needs.
7. Explain your role in making Scouting a diverse and inclusive organisation.
8. State the information, advice and support that is available to help promote and achieve greater diversity and inclusion.
9. Plan actions to develop inclusive Scouting in your section or community.

Supporting Resources

- flipchart paper and marker pens
- pens/pencils (enough for each participant)
- post-it Notes
- 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)
- copy of the Race for Equality Solution Cards (appendix 3)
- copies of The Iceberg Model of Culture (appendix 1)
- copies of ‘Scouting For All’ blank action plans

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, LGBT (lesbian, gay, bisexual and transgender) resources;
- Gender Identity
- Sexual Orientation
- Developing Scouting in new communities
Session 1
Introducing diversity and inclusion (1 hour 25 minutes)

Key objectives
1. Consider your own beliefs and values.
2. Recall the definitions of diversity, inclusion and other related terms, as relevant to The Scout Association.

Resources
For this session you will require:

- The Scout Association Diversity Dictionary
- Flip chart and pens
- Worksheet 1 (Appendix 1)
- 'Iceberg theory of culture’ image (Appendix 2)
- 'Race for Equality’ roles and statements

Trainer input
Introduction
Introduce participants to this module on diversity and inclusion in Scouting. As the name of the module suggests, Scouting aims to be an inclusive and diverse organisation that is open and attractive to all. 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.

It will be necessary to emphasise at the beginning of the session that there are no right or wrong answers and that it is best to be honest. It may be helpful to spend a few minutes getting participants to come up with a set of rules and for everyone to agree for the course to be a safe environment for participants to explore and share their own views, without being criticised.

Examples of these rules could be:

- allow everyone a chance to express their views, during all activities
- respect the opinions of others, even if they differ from your own
do not judge or criticise others for saying the wrong word or phrase

Task
Assumptions
As an introduction to the module, explain that we are going to take a look at our own assumptions about each other. Split into pairs and work with someone that you do not know very well. Without speaking, fill in worksheet 1.

Remind participants of the agreed rules and that there are no right or wrong answers. It does not matter if someone says the ‘wrong’ word and, as in Scouting generally, we should value each of our different views.

Once this is complete, share your findings with each other and discuss whether any of them were correct, what was wrong etc. You should cover the following:

- what assumptions did you make about the other person?
- did anyone make any wrong assumptions?
- were you more or less similar to your partner than you thought?
- what does this task demonstrate about the everyday assumptions that we might make about people?

This task can also act as a good ice breaker activity. However, if you think all your participants know each other well, you could use a trainer or tutor as the ‘subject’, getting all participants to answer the questions about them.

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.

Display The Scout Association’s Vision Towards 2018, highlighting the aim that by 2018:
‘Scouting to be as diverse as the communities in which we live.’

More information on Vision 2018

Task
Definitions
Display the words ‘diversity’, ‘inclusion’ and ‘equality’ on flip chart paper around the room and hand out Post-it notes to participants. Give them five minutes to put ideas on the notes that they feel reflect the words.
Feedback
Then spend five minutes going over the answers participants have given.

It is likely that there will be overlaps between each of the definitions, which is fine.

The types of things that may be mentioned are:

1. Diversity
   - difference
   - different cultures, experiences, backgrounds
     the strands of diversity (gender, age, ability, ethnicity, sexual orientation etc)

2. Inclusion
   - making sure everyone can take part
   - being open to all
   - catering for those with additional needs or disabilities
   - integration

3. Equality
   - treating everyone the same
   - making sure everyone has the same choices, opportunities or options
   - making things fair for everyone
   - equal pay, rights or privileges

Trainer Input
Explain the definitions of diversity, inclusion and equality:

1. 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.

2. 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.

3. Equality is the recognition that everyone has different backgrounds and needs that should be valued so that people have an equal opportunity to access services and can contribute fully.
There are several different aspects, or strands, that The Scout Association, the law, and society incorporate as part of this. Ask participants to call out what they think these strands of diversity may be.

Answers should include, but may not be limited to:

- 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

Remind participants that The Scout Association has an Equal Opportunities Policy, which we will look at later in the course. The above categories affect all people in all communities and, therefore, each should be considered if we are to be successful in making Scouting a diverse and inclusive organisation.

Hand out a copy of the Diversity Dictionary to each participant, or let them know where it can be found, and ensure they have a basic understanding of what each of the above terms mean. Explain that the dictionary can be found on the Member Resources pages of scouts.org.uk and is linked to The Scout Association’s style guide. It provides an overview of the different terms you may come across and sets out the best terminology to use when talking about Scouting in this context.

Explain that, so far, we have looked at different ways that society is diverse, and what we mean by this. We have also begun to explore our own beliefs about what different people may experience through life.

**Task**

**Speed Thinking**

On separate sheets of A4 paper, write each of the headings below.

- young men
- pregnant ladies
- gypsies
- Jews
- old ladies
- Muslims
- disabled people
- transsexuals
Split participants into small groups and hand out two of the headings to each group. Explain that they are going to have 30 seconds to pass each of the bits of paper to each person, where they must write the first word that comes into their mind about that heading. Remind them that it is better to be honest and they do not need to be ‘politically correct’ or worry that they will be judged.

Once the time is up, switch the sheets with another group, and repeat the process, until each person has had a chance to write on each piece of paper.

At the end, read out some examples of what has been written. Explain that we all have different views or stereotypes about others and everyone makes assumptions. Ask participants if they have any thoughts on the task or our views on others. Explain that we will look at this in more detail, as well as explore how our views may affect our behaviour and the implications of this on Scouting.

This task is designed to get people thinking about their own beliefs and the views of others and how these might affect their behaviour. It is important for participants to know that there is no right or wrong answer. If people feel uncomfortable sharing their thoughts, they could write up and reflect on their thoughts individually while the trainer reads out the headings.

**Task**

**Iceberg Model of Culture**

Display the Iceberg Model of Culture, from Appendix 2 (or download it from scouts.org.uk). Explain that it can be seen that individuals and communities are like icebergs, in that some characteristics are ‘on the surface’ or visible to others, but most are ‘below the surface’, and become known only when you spend time getting to know the person or community. Humans naturally make assumptions about other people, based on the things they can see, but often miss the characteristics below the surface.

Get participants to call out some of the things that may influence our assumptions or stereotypes about other people and write them on a flip chart. This should include, but may not be limited to:

- family
- friends
- media
- school/college/work
- Scouting
- our own experiences
- gossip or stories

**Trainer input**

It is important to remember that all Members, as well as other people in society, are individuals and Scouting should recognise and embrace our differences. We should try to base views of people on facts, rather than assumptions or stereotypes. Although there are certain things that may appear to be visible from the outset, such as skin colour, there are many others that we do not know until we get to
know a person. These include the majority of our personality traits, as well as things such as sexual orientation, marital or civil partnership status or faith. We must spend time getting to know people to find these things out and therefore be able to ensure everyone can enjoy Scouting.

Task
Race for Equality
This task is designed to get participants to think about equality in terms of wider society and the different challenges that young people and adults may face. It will highlight the inequalities that both young people and adults face, based on their background, culture and experiences.

This exercise is best undertaken with larger groups, of at least eight participants. If you have fewer than eight participants, it may be beneficial to give each person two roles, and run the task using the alternative method explained below.

There may be more roles than participants. If this is the case, choose a selection of different roles. Likewise, if you have more participants, you will need to think of more roles so that each person has a different one. Try to think of young people with a wide range of backgrounds, needs and experiences.

Explain to the participants that, to finish this session, we are going to do a task designed to get us thinking about the challenges that young people may face in society. Explain that each person will be given a role and they should spend a few minutes thinking about what life may be like for this person. Participants should understand that each person is different and we will be making certain assumptions about their lives. Reassure participants that this is OK and remind them that all of our views will be different.

Hand out a role card from Race to Equality role cards (Appendix 3) to each of the participants. If there are more participants than cards, you may have to make up some extras. Ask them to keep their role a secret and think about it for a couple of minutes. To facilitate this, you may ask them to think about the following things:

■ what is their home life like?
■ do they have many friends?
■ what school do they go to?
■ do they enjoy it?

Once they have had a chance to think about their role, ask participants to line up against one side of the room facing the front. You will need quite a lot of space for them to move forwards. Explain that you are going to read a series of statements. If they, in their role, think that they are able to agree with the statement, get them to take one small step forwards. If they can’t agree with the statement or are entirely unsure, they should stay where they are. There is no need to move backwards. Remind participants that this should be done in silence and their role should be kept a secret.

Once you have read all of the statements from Appendix 3, ask participants to look around the room and note where on the scale they are. The participants can then sit down.
Once back in a group, go round each participant and ask them:

- what their role was
- where on the scale they were, approximately
- why they thought this – what could they move forward for and when did they stay still?
- how they felt, given their position on the scale
- what they think the life of this person would be like

**Trainer input**

When everyone has had a chance to feed back about their role, get them to throw their role cards away. Explain that this exercise portrays the various challenges that different people or groups may face in society and, therefore, how some people may need to overcome more barriers than others to access different opportunities. It also demonstrates the views that we may have of others and how these vary from person to person.

**Alternative method**

If you have restricted space or participants with limited mobility, it may be better to complete the task by asking participants to score their answers to each statement, with either a 1 if they agree with the statement or 0 if they do not. At the end of the task, you can then ask each participant what their score was, and go through each of the statements given above.

**Close**

Explain to participants that this session is designed to get people thinking about diversity and inclusion in its widest sense and our own beliefs and assumptions. By having an overview of this, we can now go on to look at how diversity and inclusion impacts Scouting and what we can do to ensure Scouting is available to all.
Session 2
Scouting for all (1 hour 15 minutes)

Objectives

1. Know how to implement the Equal Opportunities Policy of The Scout Association
2. Explain the benefits of having a diverse organisation
3. Demonstrate an understanding that Scouting is available to all young people, regardless of their needs

Resources

- printouts of the Equal Opportunities Policy and Religious Policy
- scenario cards (appendix 5)
- post-it notes
- pens
- Inclusion Matters video

Trainer Input

Video

Explain that in this session, participants are going to take a closer look at The Scout Association’s Equal Opportunities Policy and Religious Policy. Remind participants that they would have covered the key policies in Getting Started and we are now going to look at them more deeply, from an inclusion perspective.

As an introduction to the session, play the Inclusion Matters Video. When the video is over ask participants to share their own examples of what the Equal Opportunities Policy means in practice. The video introduces why diversity is important in Scouting, explains the Equal Opportunities Policy and shows examples of what it means in practice.

Alternative method

If you are not able to show the video, share the Equal Opportunities Policy with participants using another method and ask them to discuss it in small groups or pairs.
does Scouting need to do anything to become more diverse?
who can participate in Scouting and who can’t?

They will not need to report back to other participants, unless desired.

Explain that these policies aim to ensure that Scouting is fair and open to all. However, this does not mean that we should treat all individuals 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 enjoy and benefit from Scouting.

**Task**
Give participants a few Post-it notes each and ask them to write reasons why diversity is important to Scouting, or any organisation. They should write one reason on each note and stick them to a board at the front.

Group similar reasons together and summarise them. Reasons may include:

- a more varied 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 to 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

Some participants may feel that diversity and inclusion does not matter in Scouting, or that Scouting is already inclusive. If this is the case, it may be useful to discuss the benefits of diversity in more detail as a group and remind participants that Scouting aims at being relevant for all young people or talk about the purpose and principles of Scouting.

**Trainer Input**
Being representative

Explain that there are many definitions of a diverse organisation. One of the more useful and relevant for Scouting is the one used by The National Centre for Volunteering:

‘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.’

Explain that this is an active process and that all members have a role to play. Although we know in principle that Scouting is available to all, positive actions need to be taken to make it a reality. 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 meeting 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.

Task

In small groups, get participants to brainstorm where they can find out more information about their local community. Sources may include:

- the Scouting 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
- walking around the area

Task

Additional needs

It is very important to think about how we can include people with different needs. Remind participants that the Equal Opportunities Policy states that no young person or adult should receive less favourable treatment based on ‘mental or physical ability.’ Explain that 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.
As a group, get participants to share some common additional needs that they have come across, either in Scouting or elsewhere. Discuss what they know about these needs and if they know of any methods to help ensure access to Scouting.

Some examples of additional needs are:

- autistic spectrum disorders (ASD)
- attention deficit hyperactivity disorder (ADHD)
- learning difficulties
- physical disabilities
- sensory impairments
- speech, language and communication needs
- medical needs

Note: Trainers can find further information about additional needs, disabilities and life-limiting conditions within the Additional Needs Directory in Members Resources scouts.org.uk

**Trainer Input**

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. You should always speak to the young person, adult or parents about their support needs. Many additional needs are not visible or may only be temporary. Likewise, someone in a wheelchair, for instance, may have more mobility than we assume.

Explain to participants that adults in Scouting are not expected to be the expert on all, or any disability. Ask participants to name any organisations that they know of that may be able to help with general or specific issues.

Examples of answers may include:

- Mencap – learning difficulties
- Mind – mental health
- National Autistic Society
- National Deaf Children’s Society
- RNIB – Royal National Institute of Blind People
- Contact a Family Directory via the local authority

Remind participants that these are just examples. Information about several different needs, as well as links to specialist organisations, is available on scouts.org.uk. There may be volunteers in your area that can give direct support, such as an Assistant District Commissioner (Special Needs). There is also a separate Adult Training Scheme module (36, Special Needs) designed to provide the skills and knowledge for those working with young people and adults with special needs, as well as anyone else interested in the area.
**The Law**

Explain to participants that 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.

Display the main aspects of The Equality Act (2010) from Appendix 4 on a Powerpoint slide, or other suitable method. Explain that the act requires us 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 be proactive with making our buildings, programmes and roles accessible, so that potential members do not feel excluded from Scouting. 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?

**Task—case studies**

Split participants into small groups and hand out the examples from the scenario cards (appendix 5). Ask participants to read over the examples and discuss what may constitute a ‘reasonable adjustment’ in each one. What could the Group have done prior to the member joining?

**Report Back**

After five minutes, get each group to report back, reading out the scenario and their responses.

Ensure that the following points have been covered in the report back stage of the previous task:

**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 steps or using a different 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 is always able to 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, look into fundraising methods, or apply to the Development Grants Board.

Example 3

firstly, ensure you maintain communication with the family so you can keep up to date with Lilly’s needs

use a buddy system or Young Leader to give extra support

get the Cubs to do activities in groups, rather than individually

adjust the way that instructions are given – use pictures, for example

talk to the leaders of the other sections, so that they can plan for Lilly’s arrival and ensure they have all of the necessary support

have shorter activities and explain your instructions carefully

remember that badge and award requirements can be adapted to suit Lilly’s needs

Trainer Input

Explain that, on very rare occasions, it may not be possible to make adjustments to include a young person with special needs in a particular Group. In this instance, it is the responsibility of the District Commissioner to find alternative arrangements, such as another local Group for them to join. This should be the last option, but provision should be made for the young person or adult to join Scouting.

Close

In this session, participants have looked at the policies of The Scout Association and legal obligations, and explored the benefits and reasons for Scouting to be open to all. Explain that, in the final session, we will look at how to put this into practice, what our own personal responsibilities are and where to find extra support.
Session 3
Application (1 hour 15 minutes)

Objectives
1. Identify potential barriers to achieving diversity and inclusion and describe some solutions
2. Explain your role in making Scouting a diverse and inclusive organisation
3. State the information, advice and support that is available to help promote and achieve greater diversity and inclusion
4. Plan actions to develop Scouting in your section or community

Resources
For this session, you will need:

■ barriers to Scouting scenarios (Appendix 6)
■ action plan template (Appendix 8)
■ flip chart and pens

Trainer Input
Introduction
In this session, we will look at different things we can do in our roles to help Scouting become a diverse and inclusive organisation and where we 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.

Remind participants of the subjects that have been covered in the course so far and explain that we will now bring all of these things together. These should cover:

■ our 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

Ask participants if they are happy with these aspects so far. If there are any questions, it may be useful to recap the main points.

Explain that Scouting’s Equal Opportunities Policy and Fundamentals should be expressed through the programme run with young people, as well as through the other tasks associated with our Scouting roles.
Task

Case Studies
Split participants into four groups, as far as possible according to their roles. Choose four of the case studies from Appendix 6, picking the examples that you think are most relevant to the participants, based on their role and your local community.

Give one case study to each group and give them 10 minutes to discuss the following questions:

- what barriers may this individual face to joining Scouting?
- what aspect of the Equal Opportunities Policy or Religious Policy, or other area(s) of diversity and inclusion are relevant here?
- what could you do in this situation, to help improve diversity and inclusion in Scouting?
- who else could you go to for support, or who else should be involved?

Report back
Ask each group to report back their findings to the rest of the course. Have a flip chart available and record the barriers to achieving diversity and inclusion in Scouting. After each group has reported back, open up the discussions about that scenario to the other groups and ask if they have any further thoughts. You should ensure that the following points are covered for each case study:

Case study 1
- possible barriers to achieving inclusion: lack of accessibility to the programme
- the programme and badge requirements are flexible so that all young people can achieve them
- discuss with Martha, her parents and carer what may be appropriate, and adjust the requirements to ensure they are achievable yet still a challenge for Martha
- you may consider adapting the activities so that they are completed in groups, or over a different timescale
- explain to the other Scouts that they will all be able to complete the award and that everyone gets an equal opportunity to participate in Scouting. The young people themselves may be able to come up with activity ideas that everyone can do to complete the award
- you could get extra support from the parents, carer and other leaders, as well as factsheets.

Case study 2
possible barriers to achieving inclusion: narrow-mindedness of members,

- perceptions of Scouting, perhaps facilities
- if the meeting place is in the same place as the Beavers, it is likely that 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 make plans to ensure the section becomes co-educational.

**Case study 3**
- Possible barriers to achieving inclusion: religious (either perceived or real barriers), inflexibility or narrow-mindedness of current Members, day/time of certain activities.
- Planning is key – talk to the young people and parents to ensure you know what needs, such as dietary requirements, they have.
- 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 4**
- Possible barriers to achieving inclusion: narrow-mindedness of members, homophobia or a lack of understanding.
- The Equal Opportunities Policy states that no young person or adult should receive less favourable treatment on the basis of ‘marital 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 Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) issues as part of your programme, or simply discuss why this behaviour may be inappropriate with the Explorers.
- Keep a close eye out to ensure the issue does not escalate.

**Case study 5**
- Possible barriers to achieving inclusion: lack of flexibility, narrow-mindedness of members.
- Remind the Group Scout Leader (GSL) of the Equal Opportunities Policy and legal requirements.
- Explain that Marik’s age may actually bring many benefits to the section, such as new programme ideas and does not necessarily mean that he is lacking experience.
- It would be beneficial to have a discussion with Marik about his interests, skills and abilities, to ensure that this is the right role for him.
- Remind them that there is training in place and support to ensure that Marik is able to fulfil his role.
- If the GSL does not change his mind, the line manager will be responsible for ensuring appropriate actions are taken.

**Case study 6**
- Possible barrier to inclusion: financial.
- 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, by using 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, bringing the fees down. This could be incorporated into your programme prior to the event and you could ask the young people for their fundraising ideas.

Case study 7

- possible barriers to inclusion: perceptions of Scouting, narrow mindedness of members.

- you could remind the adults of Scouting’s fundamental principles, history and aim to be reflective of our communities, as well as the benefits of its continued growth.

- it may be beneficial to provide some training in diversity and inclusion for the leaders to engage with the community, you could approach community leaders to help you.

- run programmes in the community and demonstrate the adventure of Scouting.

- attend local events aimed at the Asian community, to show what Scouting has to offer.

- try to recruit more adult leaders from the Asian community, as this may trigger more people to join.

Case study 8

- possible barriers to inclusion: different abilities, lack of (confident) leaders.

- it is important to explore all other options before moving the Scout to a different Group. As they are in a small village, the next nearest Group may be miles away.

- talk to their parents about the young person’s needs and what support they get in other aspects of their lives, such as at school.

- it may be beneficial to get a new leader or carer, specifically to support this young person. The best people to ask may be the parents, who could come along to a meeting or asking the District if there are any Young Leaders that may be able to provide support.

- remember to maintain communication with all parties involved, to ensure the young person’s needs are catered for.

- you could gain support from other volunteers, such as an ACC (Special Needs), or UKHQ.

Task

Barriers to Scouting

Using the list of barriers that has been created by the participants, go over each one and discuss:

- if there are any more barriers that participants think are missing add these to the list.

- whether possible solutions have been identified using the case studies above.

- other solutions that may help Scouting achieve inclusion.

Barriers that participants may have come up with should include:

- financial.
- perceptions of Scouting
- religion
- ability or disability
- lack of flexibility, e.g. with meeting time or location
- the attitudes of adults or young people in Scouting

If the participants are struggling to identify solutions, it may be helpful to print the solution cards from Appendix 7 and get them to decide which of the barriers they may help to overcome. A few cards have been left blank, to account for any other solutions you think of.

**Trainer Input**

**Support**

Explain to participants that, whilst no one is expected to be an expert in diversity and inclusion, there are places to go to for support and, for Scouting to be fully inclusive, everyone needs to play a part.

Go through the different ways that participants can get advice and support about diversity and inclusion. These should be split into:

**People**

- County or District roles such as ACC (special needs). 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
- Diversity Ambassadors – volunteers supporting diversity and inclusion in your Region and County
- Scout Active Support Units
- external, specialist organisations, such as Mencap
- community or faith leaders in your area, such as Imams
- 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. Older Scouts may also be able to help with projects to engage with new communities.

**Resources**

- Member Resources pages of scouts.org.uk
- relevant factsheets related to faith; accessibility; Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ)
- programme resources
- Census results
- Scouting magazine

**Other**
Training – Module 36 – Special needs

Development Grants Board – special needs fund, fund for attending recruitment events

Task

Action Planning

As a group, ask participants if they have any more specific questions about the area of diversity and inclusion and how it affects their role. Write these on a flip chart at the front of the room.

Some of the questions asked may be able to be answered by you or another participant. For those that cannot be, get the group to discuss where they may go to get this support and find the answer. Use these as a start for making an action plan.

Tell participants that the final part of the course is to think ahead about actions that they may now be able to take to help improve the diversity and inclusion of their section, Group or locality.

Hand out the action plan template from Appendix 8 and ask participants to complete them, either individually or with others from the same section or Group. Explain that one of these actions could involve finding out the answer of a question from above but that all of them should be things that they can personally complete (such as running a programme on spiritual development for young people).

It may also be useful to hand out the validation criteria for the module, so that actions can be based on these.

Close

Thank participants for attending the course. Remind them how important it is for every member of Scouting to be actively involved in making it a diverse and inclusive organisation and that this will help ensure that Scouting is still relevant and fun today.

Ensure participants are aware that to complete this module, they must now complete the validation criteria and discuss what they have learned with their Training Adviser.
Appendix 1

Worksheet 1

In a pair with someone that you don’t already know, complete the questions below in silence.

1. What is their favourite type of music?

2. What is their favourite food?

3. How many people do they live with?

4. Where do they shop for clothes?

5. What is their favourite TV programme?

6. Where were they born?

7. What are they scared of?
Appendix 2
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.
### Appendix 3

#### Race for Equality

<table>
<thead>
<tr>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>You are a young man aged 14 who can only move in a wheelchair.</td>
</tr>
<tr>
<td>You are a 15 year old Muslim girl living with devout religious parents.</td>
</tr>
<tr>
<td>You are the 12 year old son of the US Ambassador to the UK.</td>
</tr>
<tr>
<td>You are a 13 year old Polish girl who moved to the UK three months ago.</td>
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<tr>
<td>You are an Irish Traveller boy aged nine who moves around England and Ireland on a regular basis.</td>
</tr>
<tr>
<td>You are a white, working class boy aged 13 who is from a single parent family and attends the local city academy.</td>
</tr>
<tr>
<td>You are a middle class 14 year old white girl who goes to a single-sex boarding school.</td>
</tr>
<tr>
<td>You are a 16 year old young man from a small village who thinks he's gay.</td>
</tr>
<tr>
<td>You are a working class girl of Indian ethnic origin (aged 16) attending her local comprehensive school.</td>
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<tr>
<td>You are a 16 year old black young man living and going to sixth form in London.</td>
</tr>
<tr>
<td>You are a 16 year old young woman and have a three month old baby.</td>
</tr>
<tr>
<td>You are a young man of Indian ethnic origin, 15 years old, dyslexic and attending a local comprehensive school.</td>
</tr>
<tr>
<td>You are a 15 year old young girl who's deaf.</td>
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</tbody>
</table>
Statements to read to the group:

1. School is a safe, secure place for me at all times.
2. I travel to school either on the bus or my mum or dad drops me at the school gate every morning and picks me up in the afternoon.
3. I have never been picked on or bullied at school and have no worries about this happening.
4. I expect to go to university when I am 18.
5. All my teachers are fair and open-minded in their interactions with me.
6. English is my first language and the one we use at home.
7. I have never personally experienced racist language or behaviour.
8. I have never been punished at school for bad behaviour.
9. I am popular and have many friends at school.
10. I have never been taken out of lessons to work in a special classroom or with a separate group.
11. I do not complete paid work outside school on a weekend or in the evening.
12. My school has lots of books, pictures, music and resources that reflect my culture and ethnic background.
13. I am often invited to spend time with my friends in their homes.
14. It is easy for me to access all the technology I need to complete my homework.
15. By the time I am 30 years old, I will have a house, a mortgage and a well-paid job.
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
Appendix 5

Reasonable adjustments

Example 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.

What adjustments may be reasonable to make in this circumstance? You should consider:

■ the programme
■ physical access to the building
■ communication needs

Example 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.

What adjustments may be reasonable to make in this circumstance? You should consider:

■ the programme
■ physical access to the building
■ transport needs

Example 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.

What adjustments may be reasonable to make in this situation? You should consider:

■ the programme
■ communication needs
Case study 1
Martha, a Scout with severe learning disabilities, has recently joined your section. She really enjoys Scouting and joins in with all of the activities, with the help of a carer. The Scouts in your section have expressed a desire to complete the Chief Scout’s Gold Award. You feel that Martha may not be able to fulfil all of the requirements but do not want to leave her out.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. Discuss what you would do in this situation and what provisions you could put in place. What area of diversity and inclusion is being referred to? Where could you gain support? Who else should be involved? You should be prepared to feed back a summary of your discussions.

Case study 2
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.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. Discuss what you would do in this situation and what provisions you could put in place for the girls to join. What are of diversity and inclusion is being referred to? Who would be responsible for acting on this? You should be prepared to feedback a summary of your discussions.

Case study 3
You help in an inner city Explorer Unit and are currently planning your annual summer camp. This year, you have had 10 new members join the unit, including six Jewish 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.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. Discuss what adjustments you may have to make on the camp this year, to cater for the new members of the Unit. What information do you need to gather and who could you ask for support? You should be prepared to feedback a summary of your discussions.

Case study 4
You have noticed that, recently, 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.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. Discuss what, if anything, you should do in this situation. Do you think that this could cause any problems in the Unit and, if so, what issues may arise? What area of diversity and inclusion is being referred to here? You should be prepared to feedback a summary of your discussions.
Case study 5

Marik, a Scout Network member in Leicestershire, has recently approached the local GSL about becoming an Assistant Beaver Scout Leader. The GSL is reluctant to appoint Marik because he has only just turned 18 and is not experienced enough. He says that Marik should come back when he is older to join the section.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. What is wrong with this situation? What could you do to resolve it and who is primarily responsible? What area of diversity and inclusion is being referred to here? You should be prepared to feed back a summary of your discussions.

Case study 6

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.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. What could you have done to avoid this situation? What could you do now to help include the Scout and what support is available to you? What area of diversity and inclusion is being referred to here? You should be prepared to feed back a summary of your discussions.

Case study 7

You are the District Commissioner in a town with a large Asian population. However, most of the groups in your district are made up of primarily white members. The leaders and GSLs have said to you that they don’t think this is a problem, as their sections are full and they are providing a successful, balanced programme. You disagree with this and would like to engage more with the Asian community.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. Discuss what you would do in this situation to:

a. Show the benefits of reflecting your community, to your GSLs and leaders.
b. Engage more with the Asian community.

You should be prepared to feed back a summary of your discussions.

Case study 8

You are the GSL in a small village and have been approached by one of your section leaders as they have become unable to cater for a Scout with severe communication needs. The Scout has autism and finds it hard to communicate verbally in large groups, often getting frustrated when he is not understood. This means that he often needs more support from the other leaders, which they feel is proving detrimental to the other Scouts. The leader does not know what to do and has suggested finding an alternative Group for this young person that can cater better for his needs, but his parents say that he thoroughly enjoys attending the Group.

As a group, write down the possible barriers to achieving inclusion that may be experienced here. Discuss what you would do in this situation. What systems or processes could you put in place to help this young person continue to enjoy Scouting? Who could you ask for support? What area of diversity and inclusion
## Appendix 7

### Solution cards

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<th>UKHQ grants</th>
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<th>Uniform banks</th>
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<th>Community activities or events</th>
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<th>Flexible programme</th>
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<tr>
<th>Flexible meetings</th>
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## Appendix 8

### Action plan

<table>
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<th>Action</th>
<th>Date to complete/review</th>
<th>People or resources to support me</th>
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