

# Winston Churchill Travelling Fellowship

Adventure, Exploration and Leaders of Expeditions

How organisations in other countries  
recruit people to volunteer to run adventurous  
activities for young people.

Nigel Taylor

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“It takes a few to change a lot”

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## Adventure, Exploration and Leaders of Expeditions

### 1. Introduction

I chose this subject due to my involvement with the Scout Association. I had seen the number of young people involved in Scouting grow in four successive years in my District, but was aware that some young people may not get the opportunity to be involved in the movement as there was a shortage of volunteers to run the sections. The majority of Groups were reporting young people on their waiting lists. Being able to recruit more adults would result in more young people being able to join the movement and to develop as young people. I was also aware that although numbers in the Scout Association were starting to increase, there were over 30,000 people on waiting lists. I wanted to be able to see how we could attract more leaders so we could give more opportunities to young people. In my District we have tried a number of approaches, but I wanted to ascertain other methods that had worked in different countries. The idea was to obtain details of "good practice" and see how I could use that in my own District, then in the County, Region and nationally.

My role in Scouting was as District Commissioner for Ampthill and Woburn District, and I had responsibility for nearly 1,100 people. Although we had shown increases in numbers in each of the last four years, we still had a number of young people on the waiting list to join one of the sections. I also have an appointment as Deputy County Commissioner for Bedfordshire and have responsibility for development in the County. The County has in excess of 5,500 people and a number of the Groups in the County have waiting lists. There are also Groups which may only have one or two sections, therefore a young person may be able to be involved as a Beaver Scout (6 to 8 years of age) but then would have to move to a different Group in a different area to become a Cub Scout (8 to 10 ½ year of age).

I wanted to see what other Scout Associations had done, but I also wanted to ascertain how other organisations recruited volunteers.

### 2. Planning

In carrying out my planning, I wrote to six European Scout Associations, plus the World Scout Bureau and European Regional Offices. I also contacted foreign embassies in the United Kingdom and British Embassies in the six countries I had selected to visit. I also made contact with some Scouting colleagues I had met at The European Jamboree in 2005 and the World Scout Jamboree in 2007. I also used the international Department at Gilwell Park to help with some introductions to Scout Associations in the Countries I had selected.

The countries I decided to visit were:

- Switzerland – World Scout Bureau and European Regional Office are based there and I also have a contact from Eurojam who lives there.
- France – Has a number of different Scout Associations

- Belgium – European Regional Office is based there and I also have a contact from Eurojam
- Poland – I had received an invitation from people I met at The World Scout Jamboree to visit the country
- Sweden – Host nation for 22<sup>nd</sup> World Scout Jamboree in 2011
- The Netherlands – Colleague from the District had lived in the Netherlands

I spent some considerable time making contact with people and although I had some firm dates in my diary, I decided to spend the first full day in each of the cities establishing some firm appointments. Although the International Department at Headquarters had contacted all of the Scout Associations for the countries I was planning to visit, very few responded to their correspondence and my letter and email.

### **3. Reading material and meetings**

During the planning, preparation and carrying out my Fellowship, I collected a large amount of reading material. Reading through some of the information on my travels gave me the opportunity to think about different ways we could try and recruit adults to the movement.

I have sent a copy of this report to all of the people/organisations who have helped me to carry out this research. I hope they will be able to use it and will be able to recruit more leaders so more young people can develop through being involved in Scouting.

I have included details of all my meetings. Although I am aware that there will be repetition, I felt it was better to include as much as possible as it will hopefully show people that successful approaches/activities work in more than one country and with more than one organisation.

## **SWITZERLAND**

### **4. European Regional Office.**

One of the approaches we use for recruitment of adults in the United Kingdom is the “six step approach” and I am aware this has been successful on a number of occasions. In my meeting with Milutin Milosevic he detailed that Ireland had been very successful in getting volunteers and one of the reasons for this is they had “segmented” the jobs. Therefore rather than be generic and detail they were looking for leaders, they were specific and detailed exactly what the job was and the time commitment that was expected. They also detailed how long they wanted someone to do the job for (although this could be extended if both parties agreed). So I would advocate that if we are doing any large scale recruitment of adults, we should know exactly what we are looking for before we embark on the task. There is therefore the need for Groups, Districts and Counties to spend time identifying exactly what their needs are. This is easier said than done as Groups will often only look at “today” rather than thinking about succession planning or looking at waiting lists and seeing what they can do to recruit more adults. Milutin also detailed that Ireland

had included ways in which adults could “personally develop” in a role in Scouting. They may then see this as an opportunity of supplementing a CV.

I was aware that in Belgium people have to stop being a leader at the age of 35. In my meeting with Milutin he confirmed this was the case. He detailed that the reason for this was to encourage younger people to become leaders. One of the reasons for this was the closeness of ages and the affinity as people members and leaders had a narrower age bracket, whereas “older” leaders may be on a different “wavelength” to younger people. The Scout Association in the United Kingdom used to have a rule that all leaders had to retire at 65. This was however removed as part of the Association’s equal opportunities policy and because it was “getting rid of” people who were still fit, active and had a lot to give to Scouting.

An adult involved in Scouting gets the opportunity to develop a number of life skills and I feel there is the need for us to detail these to our target audience. We should therefore be open and say to people that running a Cub camp, programme planning for a Scout Group, or working with other adults will provide them with opportunities they would not get elsewhere. These are all good skills to include on CVs.

## **5. ICVolunteers**

My meeting with Viola Krebs (ICVolunteers) was very useful because I had the opportunity to speak with someone who was not involved with the Scout Association but was heavily involved in getting volunteers for different projects. The organisation was involved in obtaining volunteers in the field of communication. When the organisation was in its infancy, they were tasked with getting 500 volunteers for a conference – they got 1,000. Viola was of the view that marketing was a particularly effective method of getting volunteers, especially if we extolled the benefits that people can obtain from volunteering. They are able to develop and build on skills which they may be able to use in other walks of life. She also felt the need to be specific about the roles and the time commitment required and the length of time we wanted people to be involved for. She also felt the need to make the opportunities attractive and that training, e.g. externally recognise bodies – Open College Network, Institute of Leadership and Management should be promoted. She felt there was a captive audience in the parents/careers of young people and we would probably be more successful if we presented recruitment of adults in a positive way. My thought process during and after the meeting with Viola was that we could issue a document to all parents/careers detailing exactly what we are looking for, e.g. Assistant Beaver Leader, and what the role was, the commitment, the length of time, the training they would get and very importantly what they would get out of it.

Viola and I also spoke about people who volunteered but whose skills did not match current vacancies. She was of the view that if we could not find them a role at present, then we should keep in contact with them as in a view months time things may have changed. She also felt that the recruitment of volunteers should be centralised. I explained to her the current “want to join” system and she felt that rather than it get passed down the line, it should be kept in one central place. I would therefore advocate that as a County we look at the possibility of all the enquiries from adults wanting to join being directed to one person. I would add that this should either be Jo Cockcroft in her role as Local Development Officer or me as Deputy County Commissioner with my responsibility for development. I would advocate that whoever deals with the adult enquiries would go

through the preliminaries with the person and they are then given to the appropriate Group Scout leader. We would then expect the Group Scout Leader to take the matter forward with the volunteer being involved very quickly.

Reflecting on my meeting with Viola, I feel there is the need for some monetary investment to market the roles we are trying to fill. We do get people who volunteer to become involved as leaders or Executive members, but often people are not aware what they are letting themselves in for. I feel that we should invest some of the money from the District and have some leaflets professionally made which detail exactly what we are looking for, what the role is, how much time is involved and how long we are looking for that person to do the job for. We should highlight the benefits the person will get from being involved. I also believe that we need to use the media more to extol the virtues of volunteering. I am of the view that we as a District need to work with the County media manager to get articles in the local papers, on local radio and local television about the benefits people get from volunteering. If as a result of this, people offer their services to other organisations, then so be it. If other organisations get more help as a result of my Fellowship then I would see that as a success.

I asked Viola about Countries that were good at getting volunteers and she felt that both Ireland and Canada were particular good. I therefore intend to contact volunteer bureaus in both of those Countries, along with the relevant Scout Associations to ascertain exactly what they do to get volunteers.

## **6. World Scout Bureau**

I met with Anne Whiteford from the World Scout Bureau and this gave me an opportunity to try and ascertain what happens in other countries in terms of recruitment. Anne has worked for the Scout Association and could recognise some of the issues I was talking about. One of the things that came across was that membership and volunteering depends on the culture of the Country. Therefore, in Belgium it was about getting young adults to run the sections; in other countries Scouting was part of school and therefore the teachers were also the section leaders. She did feel that the UK were one of the better countries in recruiting volunteers and using volunteers flexibly.

During my meeting with Anne we discussed the Network section (18 to 25) and how they could be used. We also discussed using people at universities/colleges to visit sections/Groups to talk about various subjects. Therefore, if someone was at university and studying conservation, the environment, IT etc, why not invite them and some colleagues to come and talk to a section. They will then be able to explain "their" subject to an audience and they might then decide they want to get involved in Scouting. One of my thoughts during the meeting related to what happens with universities in the area at the moment and also what happens when someone moves out of the area to go to university. The question that sat in my mind was whether we should go to Bedford and Luton universities at "freshers week" to advertise Scouting. It may well be that some Network members and/or leaders have moved to the area and we could then be pro-active in getting them involved. We also need to look at what happens if someone moves out of the area to go to a university. Do we as a District/County say to the District Commissioner and/or County Network Commissioner that someone is going to a university and they might like to contact them? I also wondered what the individuals do; do they contact the local Scouts to say "I want to help".

My meeting with Anne reinforced some of the things I and others have said. These include getting to know the parents, getting them to help at events, finding out what their jobs, hobbies, skills and interests were. The next step was about approaching them with a “job offer”. This shouldn’t be “Will you become Assistant Beaver Leader” but more about what time was needed, what the job was, e.g. handicraft, games and having fun, how much time each week, training and how long we wanted them to do it for. This is very much akin to the “six step approach” that has been used successfully. There are some Groups who are very good at “tapping up” parents whereas others seem to shy away from it. I therefore feel there is the need for every Group to firstly ascertain the skills, knowledge, hobbies and jobs of parents/carers of children in the Group. The next step is to identify exactly what the Group’s requirements are, e.g. Assistant Cub Scout Leader, Beaver Scout Leader, Group Secretary, Building manager, fund raising manager in terms of adult help that it needed. They also need to detail exactly what those roles are, how much time, (on average) would it mean committing each week or every other week and how long they wanted that person to do the role for, e.g. two years. They should then identify people who may fit the bill and ask them – you never know they may say “yes”.

Anne was also of the view that young adults may volunteer as they could see the personal benefits, e.g. planning and team working, whereas adults would probably see helping as a more social aspect as it was probable they already had experience of team working etc.

## **7. Scouts of Geneva**

During my meetings with Eva Waltermann she detailed she had been to York University and they had asked if people had been involved in Scouts. Rebecca Morton went to Warwick University and there were a number of organisations looking for volunteers and she subsequently became involved with refugees. There would therefore be an opportunity for us to attend universities and to play on the benefits of helping to run a section.

I found my meeting with Eva Waltermann – Scouts of Geneva extremely interesting in that part of her role and that of her colleagues was to find leaders for Groups. She emphasized that Groups came to her asking for leaders to run particular sections. I was taken aback when she advised me that all of the section leaders are normally under the age of 22 and they do not have section leaders who are over the age of 25. This differs greatly where the majority of leaders are older than 25. During my meeting with Eva, she introduced me to someone who was the equivalent of a Group Scout Leader and who also had responsibility for all of the Wolves (Cub Scout equivalent), and she was aged 23.

It appears that in Geneva, people stay within the Group and a number become leaders. They do not appear to have the problem of young adults moving away from the area to go to university as many of them will either go to University in Geneva or go to one that is within reasonable travelling distance to come back to help with a section. Scouting is also carried out on a Saturday with sectional activities lasting for in excess of three hours and sometimes with all of the sections meeting together. This has a distinct advantage in that the young people get to know each other and people are less likely to leave when they are due to go to the next section. It also means the leaders and the young people know each other and it is easier for some of the leaders to help with one of the other sections if they are short of leaders. As there is a degree of closeness amongst the members of the

Group, some of the older young people can be given responsibility for helping to run some of the activities for the younger sections.

There would appear to be a culture in that helping at one of the sections will give you examples of leadership, planning etc that you can include on a CV for a potential employer.

Eva and I spoke about people not being section leaders over the age of 22 and she was of the view that at this age they were moving to a different stage of their life. They had now finished their education and were moving into the field of employment, they may be getting settled down with a partner and moving out of the family home.

## **8. YMCA**

My meeting with Rebecca Morton was very interesting as she was involved with the YMCA and she gave me an insight into how they attracted volunteers. One of the things she said that amazed me is that a lot of the organisations, including the United Nations, rely on volunteers and there is no end of people applying for voluntary posts. One of the reasons for this is that unemployment amongst young adults is high and people will gladly volunteer for posts in the hope that voluntary work with different organisations will look good on a CV and will get them into paid employment. A number of the organisations take people for a six month internship and most of these come through universities. People at universities are actively looking for opportunities to take on volunteer work. The volunteer work they are looking for however is a placement for a period of time, e.g. six months and will be a “full time” one. This is obviously somewhat different to what we are looking for, e.g. some people to give up on average 5-10 hours a week. When they, or other organisations are looking for volunteers, they detail the terms of reference, what the job is, the time needed per week and the length of time the “placement” is for. There is probably much we can learn from doing this.

Rebecca and I spoke about how the YMCA attracted volunteers and she was of the view that a great number of them may have had some involvement with the organisation from an early age. It may well be that the YMCA came into someone’s life at a very early age and had a lasting effect on their life. They have recognised the effect the involvement the YMCA has had and they in turn want to help other people. She was also of the opinion that young people are keen to volunteer and it would appear this is because they hope the experiences will help them to get a job.

For young people within the YMCA there is the opportunity for them to work on “Youth leadership training” This helps to build self esteem

The YMCA in Geneva is also linked with the employment office. They will detail particular voluntary roles they have within their organisations and the employment office provide them with people’s CVs. It would seem that it is encouraged for people to carry out some form of voluntary work whilst unemployed as it will look good on a CV. Maybe this is something we should look at, in that if we can get someone to help with one of the sections and give them some training which leads to a professional qualification, and that helps them get onto the first rung of the employment ladder then surely this is a “win, win” situation.

We spoke about what activities “older” adults volunteered for and this seemed to be in areas such as The Salvation Army, helping with elderly people and at universities. At universities they were often involved in translation.

## **9. Other organisations in Geneva.**

Whilst I was planning my Fellowship, I had tried to contact “Benevolat (Centre Genevois du Volontariat) but was not successful. I did try and contact both them and The Human Resource Management Centre at the United Nations when I was in Geneva but they did not reply to my telephone messages.

## **FRANCE**

### **10. Scouts and Guides of France**

I initially had two ad hoc meetings with Yasmine Duboisset of “Scouts and Guides of France” to try and establish some meetings with people at different levels of the organisation, e.g. National and local level. What I did ascertain is that again the majority of their leaders were young adults who came up through the movement. Again it appeared that people saw the benefits to people trying to get on the employment ladder. One thing that they spoke about was how they convinced employers and universities that people collected skills whilst running one of the sections which were transferable to either the work place or would assist them at university.

### **11. France Benevolat.**

France Benevolat is the overarching organisation of 200 branches across France. It would seem to be similar to UK Volunteer Bureaus. I met Biatra Vignier and she provided me with some useful information. Organisations who are looking for volunteers put their details onto a website and people can look to see which ones suit their skills, needs and experience. She advised me that the web site gets 1,000 enquiries a day from people looking to get involved in volunteering. They also get 20,000 people a year enquire face to face. It would seem that the majority of their enquiries are from people either under 25 or of retirement age.

A person can contact any of the branches of Benevolat, give them details of skills and experience they have and that person can then be provided with organisations who are looking for someone with that experience. An example of this may be that someone with finance skills can be matched to a voluntary organisation who are looking for a person with those skills.

Biatra advised me that they work with the unemployed in order to try and help them get some examples to include on a CV. She provided me with a “passport” that people can use. This is where volunteer organisations can provide examples of how someone has volunteered and the experience they have gained and they can use this along with any educational qualifications they have.

## 12. High Commission to active solidarity against poverty

Morgan Poulizac highlighted that people will volunteer but there is usually an order in which they choose the organisation they wish to help. The first choice is normally in the field of religion; therefore if a person is a member of a Church they are likely to volunteer to help with the workings of the Church. The next area people will look at is sport. This would appear to be on the basis that either they have been involved in the sport or they have a son or daughter who is involved in the particular sport. Aspects such as helping with the homeless or with poverty are somewhat down the list, presumably on the basis that people have not been in this situation and it is therefore alien to themselves.

Morgan detailed that there were lots of organisations who are looking for people to help and lots of people who want to help. He added that there were a great number of retired people who were looking to volunteer. This is presumably on the basis they have spare time and want to keep themselves occupied. At the other end of the spectrum, he was of the view there were not many people in the 18 to 25 who wanted to volunteer. However there were currently trials taking place for a Civilian Service where people in this age bracket were being encouraged to volunteer. This was seen as helping organisations and would also hopefully assist people with getting a job. One of the reasons for this was that people had difficulty getting jobs and this was seen as an opportunity to help people. He also detailed that at a number of universities, part of the degree course included carrying out some form of volunteering.

He added that there were often instances where people want to volunteer to help with an organisation but the skills they are offering do not match what the organisation want. Therefore someone might want to help with a particular organisation and wants to use their finance skills but the organisation does not have the need for someone with these skills. There can therefore be the position where someone's offer cannot be taken up and they do not want to offer their skills to another organisation.

One of the items we spoke about was how companies view volunteering. He detailed that often companies encouraged members of staff to volunteer. Therefore if a member of the company had some particular skills and an organisation was looking for someone with these skills the company could offer the services of the member of staff for a period of say three months, with the company paying the salary. He also detailed that companies would often support a "social" project, e.g. conservation where they would offer some of their staff to carry out a project for a couple of days.

One of the items I found particularly interesting was that he thought people often wanted to do something totally different from what they did at work. Therefore, if they worked with a computer everyday they would maybe want to do something manual in a voluntary role. He thought there was a growing number of adults who wanted to volunteer.

He was of the view there had to be some "value" of what the person wants to do and that it was often difficult to measure the value a volunteer contributes.

He detailed that a number of organisations have websites with details of what vacancies they have, what was involved, the time commitment and how long they were looking for someone to commit themselves for. He felt there was a need for people who are looking to volunteer to underline the interests they have and how they can help. I reflected on this

point and feel there is scope for us to trial this with parents of young people joining a Group. I am of the view that we need to ask parents, preferably face to face, how they can help the Group. For some while I have advocated that Groups should find out about the interests, hobbies and jobs of parents as it may be that a parent could help with some form of work, e.g. building manager, treasurer or running an evening on a hobby/interest. I would therefore advocate that Groups ascertain some details about the parents of children in a Group and that they are also invited to an "information" evening or receive a visit so Groups can find out how the parents of children can help the Group.

### **13. Ministry of Youth, Sport and volunteering.**

When doing some sight seeing I came across the Ministry for Youth, Sport and volunteering. I went in on the basis of trying to arrange a meeting later that week. However, Alexis Ridde gave me a few minutes of his time then and there. The meeting was useful in that he provided me with some documentation about the Governments policy of volunteering. He confirmed that the majority of people who volunteered were young adults and those who had retired. This was on the basis that people who fell outside of those categories did not have the time to volunteer.

### **14. Association pour le Volontariat**

This is an organisation that seems to be very similar to our volunteer bureau. They receive a number of requests from organisations looking for volunteers and these details are put on their website. They then have a pool of volunteers on another database and they endeavour to match the two. Therefore, if an organisation is looking for someone to be involved in translation and they have someone who wants to help in this area, they give details of the role and the organisation to the individual and then let them contact the organisation. They were of the view that often organisations are looking for someone to volunteer for a long period of time, but they could not match a person to the role as people are often only willing to volunteer for a short period of time.

Having the details of volunteers on a database they are in a position to update people with new opportunities and they can also issue a newsletter to everyone.

Helene Tovstiuk detailed that lots of retired people volunteered to help in different areas, again presumably to use their spare time. She added that people often make enquiries in the year before they are due to retire, presumably so that they can move into something straight away when they retire.

When someone makes an enquiry about volunteering, one of the items they are asked is how many hours each week they can volunteer for. Helene added that often people will contact them saying they want to help, that they have particular skills, and do not detail which type of organisations they want to work with. The bureau can then give them the details of a number of different organisations for them to contact. Others will contact the bureau offering skills but will detail they do not want to work in specific areas, e.g. animals, children etc.

One of the areas they do get a lot of offers from is people who work for the European Union wanting to help with education after school. They also want to do something totally

different from their job. Therefore working with adults all day can often mean they want to work with children, e.g. helping with homework etc.

A continual theme through all of my meetings was that young people volunteer in the hope they will get some experience which they can use on a CV which will help them get a job. Helene did add that when they got a job they would often stop volunteering. Like other volunteer bureaux, they worked with the unemployment offices, giving them details of voluntary opportunities.

Helene thought that there were now more people in the 25-40 age range who were offering to volunteer. She felt the reason for this was that they were motivated to help others and to be useful.

Helene spoke about how employers support voluntary organisations usually in terms of a one off project lasting two days. The company would give their time freely and would supply the materials. This would be seen by the company as a “team event” and they could detail how they helped the community. My thoughts turned to how Scout Groups in the County could use some help to tidy up their HQ or how Districts could use a group of people for a couple of days to undertake some work at the camp site. I feel there is scope for us to try and develop some relationships with companies. Although they would not be involved with helping with a section, just think how far say ten people giving two days each would go towards tidying up a headquarters or camp site. And all for free. This work would probably usually be done by the volunteers who are already involved in running a section so by getting a company to do it would actually give some of those volunteers some “time off”. It may well be that as a result of the time the company give, someone may offer to help on a more permanent basis.

Helene detailed that they get a stream of people who volunteer to help with the homeless at Christmas time. They have to set up separate databases for both people and organisations to match the two. The people volunteering are often offering to distribute food to people. They will do it for the Christmas period and will then stop. We did discuss the reasons why people volunteered at this time and thought it may be due to “guilt”.

Similar to the French Government, the Belgian Government are currently trialling some form of Civilian Service. For this, people have to be over 18 and can do a role for between three and twelve months. They will however be given some financial assistance, e.g. housing and living expenses. One of the reasons for this is that there are people who are not sure what area they would like to work in and this gives them the opportunity to work on some different activities and hopefully find an area they want to work in.

The bureau also helps out with trying to recruit volunteers for particular organisations, e.g. if an organisation is having an event or open day, they will support it. They will also support volunteering generally at volunteer fairs etc.

## **15. Het punt**

Het punt were somewhat different in their appearance. They are based in a shop whereas the majority of the other organisations, were based in offices. These offices would often be difficult to find unless you knew who you were looking for. The first thing that struck me about this organisation was that they had a number of posters in the window and a number

of leaflets outside the shop. There were also posters for different organisations displayed in the shop. My meeting with Veerle Leroy was interesting in that she detailed various practical things they had done. Having leaflets outside the shop meant that people would often take one on their way to the station. Like other organisations they had a web site of opportunities and a database of people who wanted to volunteer. Although they were based on a road to the station, the majority of enquiries from people wanting to volunteer came via the internet and telephone.

Like other volunteers bureaus they had a web site with details of the opportunities detailed on it. They also had a hard copy list, although this soon became out of date.

In Belgium, there is a volunteers week and some of the items they had used for promotion of their organisation were coasters for cafes and bars, bookmarks and mousemats. They would often put posters regarding volunteering generally in unemployment offices, libraries, cultural centres, shops, restaurants and language schools. They also distributed flyers.

They were also keen to ensure volunteers were thanked. One way this had been done was for “thank you” cards to be put in some magazines in the newsagents and people who purchased the magazine were asked to send one to someone they knew who had volunteered.

We spoke about promotional items and Veerle was of the view that if you have items such as pens, key rings etc, people will just take them because they are free and not because they are interested in the organisation. Items such as the mousemats had gone to organisations as a reminder to ensure their vacancies were included on the web site. Het punt also email their organisations every six months with a reminder to update their “vacancies”.

Like a number of other volunteer bureaus I had spoken to they also received enquiries from people who were either about to volunteer or who had volunteered.

One of the areas they were looking at was the possibility of having an advert on the television asking for and thanking volunteers. The cost of this, they hoped, would be paid for by the Belgian Government.

Veerle commented that she had been a leader in Scouts and they were predominantly young and only did it for a maximum of five or six years. She added that most went through all the sections, did a stint as a leader for one of the sections and then stopped.

## **16. le BIJ (Bureau International Jeunesse)**

During my planning, this organisation had been recommended to me and although we could not have a formal meeting, I did get the opportunity to visit their offices and I was able to collect some ideas from their “leaflet” rack. The organisation is very much involved in getting people in the age range of 16 to 30 and getting them to carry out full time voluntary work in another country.

Some of the items that appealed to me were a leaflet which gave details about projects and opportunities generally and how they could get further information. They then had

postcards from people saying what they are doing. However, the thing that impressed me greatly was a magazine which detailed the ten projects that people had been involved with. In the articles they detailed what the project was, what was the outcome and what their proposals were for the future. I read this publication and was struck by some of the things people had been involved with. Two that were particularly pertinent were projects to give some children an opportunity to take part in leisure activities as they don't normally have access to these. The activities ranged from cooking to chess to table tennis. The other one was about getting people in the 16 to 18 age range to develop leadership qualities. What struck me about all of the projects was that the people were detailing what they and the community had got out of it.

My thoughts were that we could use something similar to this and issue them to people at secondary schools, colleges and universities. We could include real life examples, not of what people have got from being a Scout or Explorer Scout, but from what they have got from being a young leader or leader. We would of course need to ensure the examples were of people who were a similar age to the potential readers. We would have to ensure the examples were what they had gained from helping with one of the sections, e.g. confidence, team work, planning etc.

## **17 Les Scouts**

In Belgium there are five Scout Associations and Les Scouts is one of them. Their membership is approximately 56,000 people, 10,000 of them being leaders. Of the leaders approximately 90% are under the age of 25 – somewhat different to that of the United Kingdom. At Les Scouts I met Anne Mondy and Christian Mattart. We had arranged the meeting during my planning of the Fellowship and they had done some quite thorough preparation for our meeting.

Anne and Christian detailed that most of the leaders had been “Rovers” aged 16 to 18. When they are in this section they are encouraged by either the section leader or the Group Scout Leader to help with the younger sections and then when they reach 18 they will often take on a leadership role with the Group. One could have the view that with Explorers in the UK being “District units” there is not the contact from a section leader or Group Scout Leader to get the Explorers to help with one of the sections. It would seem there is the need for District Explorer Scout Commissioners, Explorer Leaders and Group Scout Leaders to encourage the Explorers to help with a section in one of the Groups. In Belgium, whilst they are helping out with the section, they undertake training. When they move into a leadership role their training is extended. The training received is acknowledged by the French Community and also by the Belgian Government as a qualification. There are also subsidies available from the Government for camps and this is based on the number of trained leaders who are attending. It is therefore in the Group's interest to get their leaders trained. They added that most leaders are only involved for somewhere in the region of two years.

We spoke about parental involvement and this seemed only to be if they needed the children taking somewhere or if they needed people to do the cooking at camp. However, it was more likely the leaders would ask some friends to help with the cooking. They did add that a parent may take on the role of Group Scout Leader, one of the reasons for this is that the minimum age for a Group Scout Leader is 27. They may also deal with some administrative and financial matters.

Some Groups are based at schools or places of worship and they work closely together to get members, leaders and parental help for camps, logistics etc.

Christian detailed that some leaders gave a presentation at a university to try and get leaders. Although he was not at the time aware of what the outcome was, it sounded like a very positive way to portray Scouting and how someone can benefit from getting involved.

We spoke about employers' reaction to people involved in Scouting and Christian and Anne detailed that any involvement in youth activities was viewed favourably by employers.

Within the organisation nobody can stay in a post for more than six years. They could however move to be the leader of another section. I detailed to them the five year appointment of The Chief Scout, Regional Commissioners, County Commissioners, District Commissioners etc and added that all leaders should have a formal review at least every five years. I did however add that most of the reviews ended up with an outcome of "carry on as Beaver Scout Leader". I also added that people can and do stay in a role for many years. It is also not uncommon for leaders to move from one Group to another one.

Groups meet at a weekend and the meeting can last for four hours or all day. Some Groups may meet once a month but the event will last the whole weekend. I explained that in the UK, legislation restricted the length of time of a Beaver meeting, and a sleepover could be for no more than 24 hours. I also detailed the traditional length of a Cub, Scout and Explorer meeting.

## **18. Guides and Scouts Belgium .**

Guides and Scouts Belgium are the overarching Association of the different Scout Associations in Belgium. I met Dieter De Court, President of the Association. One of the topics we spoke about was respect from parents for the leaders who would be in the age range of 18 to 22. He detailed that, as there were a number of young adults together and they all portrayed a "united front", parents of children in the sections had respect for them. He added that there was often some social interaction between the leaders and parents of children in the Group.

Dieter and I spoke about leaders staying in roles for a period of time and he asked how leaders stayed in roles for more than five years and how they got any satisfaction from carrying on in those roles. I detailed that a great number of the leaders enjoyed their role, moved with the times and got a great deal of satisfaction from seeing a child do something for the first time or getting a smile from a child. I did however add that there were also some leaders who carried on almost as a sense of duty as "if I don't do it the section will close" and there were others who carried on because they had always been the leader in a particular section.

I asked Dieter about the number of people in the 16-18 age range who, when they reached 18, became a leader and he thought it was around 80%. He added that when people become leaders they normally stayed for between 3 and 5 years. He added that Rovers were normally proud of their Group and wanted to help with the sections. If the Group are

looking for leaders they often advertise at Secondary schools for people to join Rovers and to help with one of the sections.

One of the factors I feel is quite pertinent to people moving from being involved in a section to becoming a leader is that meetings are held at the weekends and a Beaver meeting can last for four hours. People quite often go to the University in the town where they have done their Scouting or it is within reasonable distance that they can travel home at weekends, do some Scouting and see their family. This is somewhat different to the UK where people may go to University many miles away and they are not going to travel back for a 90 minute Beaver meeting.

Dieter and I spoke about how employers view Scouting and he said they viewed it very favourably. Some of his thoughts around this was that it showed employers that people did not just study, but they also had time to help other people. Employers often knew what it meant to be involved in running a section and that it often gave people the opportunity to learn and demonstrate skills, e.g. communication, decision making.

Having thought about how employers view people involved in Scouting I feel there is an avenue for us to start a dialogue with employers in the area. I am of the view that if we could tell "human resource" managers the type of skills people develop, from running one of the sections then they would look upon Scouting in a different light. Leaders then may give examples on a CV of skills etc they have developed whereas at the moment a number probably shy away from including items about Scouting.

Dieter detailed that when a child joins the Group, or moves to the next section the family get at least one meeting with two leaders. This is to go through a number of details about the section and also to explain that the parents will be expected to help in some way. When I asked about the commitment to visit every new member or person moving section Dieter detailed there was no problem with the leaders doing this. I think there is scope for us to learn here and my view would be that if we cannot visit the parents of the children we need to have a "parents meeting" so Groups/sections can explain to parents what the section will be doing and how they can help.

Dieter added that parents will be involved with logistics, e.g. getting kit and children to camps etc. He added that all of the sections normally got together for the closing ceremony and they were therefore aware of what notices were being given out and to see any presentations made. I detailed that in the UK, parents were often kept out of closing ceremonies and they peered through the doors to find out what was happening. I added that the only time parents might be invited in is when a child is being invested. I feel there is the need for us to be more open and invite parents in at the end of meetings.

We spoke about youth football teams and he was of the opinion that people managing youth teams were often paid with some cash or bought a "few beers" during the week.

We did digress and talk about development and he detailed that a Group should have at least three sections and there should be at least fifty members of the Group. If the level fell to thirty members, there would be a meeting with the leaders and parents to see what they were going to do about attracting new members. If nothing happened then Groups were encouraged to merge.

Dieter mentioned that he thought one of the Scout Associations in France had carried out a recruitment campaign which featured two adults smartly dressed in a lift. The only difference was that one of them was wearing a Group scarf. The question was "What did you do this weekend?" One of them was detailing items such as cleaning, shopping, reading and the other, took the Scouts camping, did some climbing, had a camp fire and on Sunday did archery and canoeing. Would this be a good way of recruiting adults in the UK?

### **19. World Association of Girl Guides and Girl Scouts (WAGGGS).**

I had not planned to meet with WAGGGS but as the European Office of the World Scout Bureau could not see me, I dropped in on the off chance of finding out some information. I met Rita Waswani and two important items that came out of our short meeting were that in some parts of Iceland leaders are paid. She also gave me a CD of "recruitment and retention" that had been made by WAGGGS. During some of my spare time, I have had the opportunity to look at the contents of the disc and there are a number of items which I feel we could use within the Scout Association.

### **20. Eric Lampe & BC 035 Group**

Having spent nearly three weeks talking with people about the recruitment of leaders and how sections ran with young adults, this was my opportunity to see the theory in practice. I met with Eric who is a Group leader with BC 035. The Group has the equivalent of three Scout Troops, three Cub Packs and two Beaver Colonies and they all meet at the same place on the same day. The Cubs and Scouts meet at 9.00 am and finish at 5.00 pm and the Beavers meet from 11.00 am and finish at 5.00 pm. They meet every other week at a school where facilities for meeting and the storage of equipment is provided free. The leaders will plan their programme by term and will often meet up during the week to sort out the exact details of what was happening on the Sunday. Also meeting at the same venue are the Guide equivalent of Brownies and Guides.

I watched all of the sections carrying out some activities and spoke to a number of the leaders. The first thing that was most noticeable was there were at least six leaders with each of the sections and all of the leaders were roughly the same age. Some of the people who had become leaders had attended a Beaver meeting to help with the cooking and had enjoyed it so much they wanted to get involved with helping with the section. The second most noticeable item was that the leaders were showing an incredible amount of enthusiasm and seemed to have boundless energy and as a result of this all of the children seemed to be enjoying themselves. The behaviour of the children also seemed to be very good.

Eric detailed that his Group is very successful and to have that many leaders for a section is unusual; most sections in Groups have three or four leaders. I witnessed this when we were in a park watching a game and also when I came across some Beavers on my way back to the hotel.

We spoke about a number of items, including the fact that leaders did not have to complete a Criminal Records Bureau (CRB) check or an Adult Application (AA) form to become a leader. People involved with the Group would know if someone was not the right

person to have as a leader. As the leaders of a section are in the same age range, they often mix or meet socially.

We also spoke about camps. His Group take the Beavers away for seven days, the Cubs may go for ten days and the Scouts would go for at least fourteen days. These camps are traditionally run during the summer holidays and as most of the leaders are at university there is no problem about getting time off or having to use annual leave. I spoke about people wanting to earn some money during the summer holidays and Eric said that the leaders went on camp and then worked for the rest of the summer.

Eric added that people will often be leaders and be at university at the same time and could balance their time. However when studies became more intense then they tended to give up Scouting. One of the leaders I spoke to had been an Assistant Beaver Leader for two years and a Beaver leader for two years. Although he could carry on in his role for a further four years, it was likely he might take on a Group role in the next year or so and this would then give one of the Assistant Leaders and opportunity to become the main leader.

We spoke about the competition from other organisations for children's time, e.g. football and it was no different in Belgium in that sport was carried out at weekends and children had to choose whether they wanted to be involved in sport or Scouts.

There were two key issues that came out of this day for me. Firstly, about running a Beaver Colony or Cub Pack on a Saturday or Sunday. There has been lots of talk about "alternative Scouting" but I have never come across a practical example of this being done. I'm aware that when people have been asked to help with a section they have often said they cannot as their partner does not get home from work until late and/or they have a younger child to look after. Having seen a Group run on a Sunday, I now firmly believe we should try this. We would need to identify a Group who has say ten children of Beaver Scout age and identify a couple of adults who have shown an interest in helping out, to see if they would be willing to run the Colony on a weekend day. I am of the opinion that if the start time is 9.00 am or 9.30 am then only morning is taken up which leaves the rest of the day clear for people to do other items. If some people say they would be a leader but only be able to do every other week, then we should accept this and set the Colony up.

The second thought that comes to mind is to find a Group of young adults in the same age range, e.g. 18 to 22) who know each other and would be prepared to work with each other to run a section. We would then have to find a Group which has say ten children of Beaver age on the waiting list and put the two together. I am convinced that four young adults would soon have an excellent Beaver Colony running and that the children and the adults would get a lot of fun. The Colony could either meet on a weekday or at a weekend.

## **21. Związek Harcerstwa Polskiego (ZHP)**

My visit to Warsaw was one of the highlights of the six weeks for me, due to the fact that I met so many people involved in Scouting. Eva XXXXX was a fantastic host and had arranged for me to attend a leaders' meeting, a training event, and meet leaders who were aware of statistics plus meetings with the Chief Scout Malgorzata Sinica and Deputy Chief Scouts Krzysztof Budzinski and Dorota Calka. She also accompanied me to a number of meetings and interpreted for me.

Ewa explained to me that to be a “voluntary organisation” they had to be classified as a “Public Benefit Organisation” and this status was given by the Government. She added that the Scout Association in Poland were classified so, but the local football team were unlikely to be. Therefore people who carried out “work” for the local football team would not be classified as volunteers as they were not a Public Benefit Organisation.

Ewa detailed that it was very rare to ask parents to get involved as leaders, although they may be asked to help with transporting equipment to a camp. It may also be that they knew someone who had a van large enough to transport equipment and they would get them to do it. She added that the vast majority of leaders had gone through the sections and become leaders. Ewa was of the opinion that people became leaders as they wanted to give something back. The reason for this was that they recognised how they had benefited from other people giving their time so they could benefit.

Some sectional meetings are held on weekday evenings, others at weekends and some in the late afternoon. A large number of Groups meet in schools and for some of them the teachers are the section leaders. There were often strong connections with schools where the school would provide the Group with a room solely for their use and they could decorate it how they wanted. If the Group needed to recruit children they would actively do this in the school they were based at. They would also recruit at other local schools if they did not have a Scout Group.

We spoke about waiting lists in the United Kingdom and how they were arrived at, e.g. use of the census figures. Ewa did not think there were any waiting lists in Warsaw. She added that there may be children in villages or small towns who wanted to be involved in Scouting but were unable to as there was no Group. She added that the reason for there being no Group was there was nobody willing to run it.

Ewa was of the opinion that employers viewed volunteering generally in a very positive way and leaders were getting used to including examples on their CV.

One item that Ewa advised me of was that in some areas the District Commissioner might be paid for their job. An example she provided me with is where the person may be unemployed.

The three things that struck me were again the youthful leaders, the encouragement given to Scouts to take on leadership roles and sections meeting after school.

From all of my meetings, it came across that the leaders identify Scouts to help with the section. They will often invite them to attend a meeting to help in some way. They may then invite them to another section meeting to do something else and then invite them to a camp. The person then becomes “hooked” and the section has a new leader.

One of the items I was surprised about was that a person was “invested” (given their Group scarf and badges) into the Troop in a secretive way. It appears they and a couple of “witnesses” go somewhere quiet and the person then becomes a member of the Troop. I detailed that in the UK when a Beaver or Cub is invested their parents would normally be invited to attend and it would be done in front of the whole Colony/Pack and a big thing was made of it. Scouts/Explorers’ investitures were also done in front of the Troop/Unit but their parents were not often invited along. I added that being invested was something

people should remember and so these may often be done in different places, e.g. in canoes on a lake or half way up a climbing wall.

A number of Scouts are identified at an early stage and are encouraged to help out with one of the sections. It is the norm that they help out with a section and then stay until their early twenties. It would certainly seem that we can learn from this and that we should be encouraging Explorers to help with the sections. Although a number of Explorers and others will help with a section for a period of time, mainly as part of their Duke of Edinburgh Award or Chief Scout Award, it would seem that the majority do it for the minimum period of time. It would seem that we should be trying to encourage these people to carry on as a young leader in the hope they will become a leader when they reach 18.

Quite interestingly the posts of Chief Scout, Regional Commissioner and District Commissioner are all elected posts. In the United Kingdom these posts (and that of County Commissioner) are appointed after a search committee has sought names.

## **22. Ania - ZHP**

Ania has done a great deal of research with regard to leaders and she showed me statistics that 80% of the leaders in cities are “students” (this includes those at universities). The largest age range for leaders is those under 24. This once again proved to me that young adults quite readily accept responsibility. In villages and small towns the biggest age range of leaders was 40 to 59. The reason for this was that people moved to continue their studies in cities and the adults who ran the sections were often school teachers. Across the country, the average age of a leader is 38 and for a troop leader it is 31. A number of leaders across the Districts etc would be over 40 and this is why the average age was so high, whereas at a Group level the average age was in the 20's. Ania added that Groups in cities were led by young adults whereas in the towns and villages they were run by “older” people.

The number of people involved in Scouting has decreased for many years. Ania was of the view that the political change in Poland was responsible for the start of the decline in numbers. Most of the children and adults involved in Scouting are female. There is a high proportion of leaders who are female teachers or females training to be teachers or training to work with children. The vast majority of leaders are likely to have been ex Scouts who have carried on to be leaders, many of them encouraged by their leaders. Ania was of the view that people gave up being a leader when they left university, got a job and started a family. It is if they sort life into different chapters and they move onto a different one when they have finished their studies. It is as if studying and Scouting went together but work and Scouting did not.

We spoke about getting people to help at events and Ania detailed that leaders will often ask their friends to help a bit and then a bit more. They may be asked to help on an evening and then maybe at a camp and it was often the case that the person enjoyed it and became a leader.

Ania and I spoke about challenges to Groups from other activities children may want to attend. She detailed that there was competition from sporting and musical activities etc but they still got children and leaders to attend their meetings.

Ania is also a Group Leader and their Cubs meet at a school on a weekday from 4.30 pm to 6.00 pm. This is not long after school finishes and the section has children from the school and also from other areas. Although the Group is based at the school, it does show that Groups could have a Beaver Colony meet at a school within a few minutes of the school day finishing. The Scout Association in the UK often talks about Scouting in different places, e.g. schools and I now firmly believe that this is something we should try.

From speaking with a number of young adults, I firmly believe that we need to encourage all Explorers and Network members to become leaders. We do however need to ensure we explain the benefits there are to those people so they are aware of how they develop personally. However, one of the issues that does concern me is whether the younger adults will be encouraged and if they get a couple of “knock backs” on ideas will they “throw the towel in”? My feelings are that we need to identify opportunities to put a team of “young adults” in place and they have an experienced mentor who is very much in the background. I would hope that as a result of this, the Scouts would be encouraged to have input into the sectional programme and the younger adults would be “more in tune” with the scouts due to the narrowing of the age gap.

I asked Ania, if I could attend her Scout Troop meeting and she very kindly took me along to see her Scouts. On the way to the meeting she explained that the Troop Leader was 18 and his Assistant Leader was 17. The leaders and the children did not know we were attending the meeting. I witnessed an evening that was well organised, had a theme (the history of Scouting in Poland) and seemed to be enjoyed by the 17 children at the meeting and was run by a young adult.

### **23. Chief Scout Malgorzata Sinica and Deputy Chief Scouts Krzysztof Budzinski and Dorota Calka.**

During our meeting we discussed a number of aspects including some work the Polish Government had carried out in 2003 about volunteering. We also discussed how people in Poland can request that 1% of their tax goes to a particular “Public Benefit Organisation”.

Malgorzata, Krzysztof and Dorota detailed that part of the 2005 strategy for the Association was to get more young adults involved as managers. They were of the view that there is becoming more and more a culture to volunteer. They also felt the “older” leaders wanted the younger leaders to be successful in running a Troop or a Group. From our conversations it did not appear that “older” leaders looked down on younger leaders or felt they were any less responsible purely because of their age.

People who are identified as possible leaders or who identify themselves as wanting to be a leader are often given the opportunity to demonstrate their suitability by organising an activity for a section or Group. This gave them the opportunity to demonstrate communication and responsibility. They were keen to see young people develop and felt it was important to give them opportunities to organise events and take responsibility. People will often move to the Rover section (16 to 25) and may not make a decision to become a leader until they reach the upper end of the section.

## **24. Ola Jablonska**

I met with Ola Jablonska who I had met at the Jamboree in 2007. She is a Troop leader aged 21 and was the oldest leader in her Group. Her assistant leader was 18 and she also had two “young leaders” aged 15, they have twenty children aged 10 to 15 in the Troop. Ola had been involved in the leadership of her Troop since 13. From our discussions it appeared that this was similar in other Troops and sections. She is likely to stand down as Troop leader in the near future and her Assistant leader will take over as Troop leader. This theme seemed to come from a number of meetings I held with people involved in Scouts, so succession planning seems to be the norm. It almost seems that as soon as someone takes on a leadership role they start to look for a successor. The leaders identify people in the Scout section who they feel will be good leaders and suggest to them they help with Cubs so they get some experience and then they may move on to help with Scouts. It seems that people see becoming a leader as very much part of their duty.

I asked her why she had become a leader and her response was that she was asked to become one. It is expected that people will take on the role as a leader and they are encouraged to do so at an early age. We spoke about what she had got from being a leader, she detailed how to lead and how to organise, creativity, adult company, seeing children mature (e.g. seeing her Scouts become leaders) and examples for a CV. She was of the view that leading a Group or a section will look good on a CV and she also felt that items such as leadership on a CV helped people to get a job. She thought that people often stayed as a leader for between 3 and 4 years and the main people reason stopped was when they reached 22 or 23 and they had family and work commitments.

We spoke about people becoming leaders who had not been involved in Scouts and she thought this was very rare.

We finished by talking about Scout input into the programme. She detailed that the Scouts will often tell the leaders what they do not want to do but will not always be forthcoming with what they want to do. She added that there were things she did when she was a Scout which were good at the time, but the Scouts today do not want to do some of these things.

## **25. Yes for the World**

The main aim of the Foundation is to help the young people in as many ways as possible, and to promote the voluntary movement.

I attended two meetings organised by this foundation and what I heard and saw was inspirational. The foundation has a competition called “the Great Eight” for people aged 10 to 19 and this is organised at local and national level.

The first meeting I attended was for people involved in the regions who were responsible for promoting the competition. This is seen as a very prestigious award and the meeting and exhibition were attended and supported by local MPs, and the President of Warsaw. For me it was a privilege to attend the first meeting as I was asked to speak to such an illustrious audience. This gave me the opportunity to talk about the worldwide membership of Scouting, The Winston Churchill Memorial Trust, why I had chosen Poland as one of the

countries I wanted to visit and what I had learnt already about the encouragement young people are given to volunteer.

The foundation encourages schools to set up "School Clubs of Eight" and the aim of these Clubs is to encourage young people to volunteer. One of the things that was said by the MP was "Don't be afraid, change the world." Those words sat in my mind and I feel they are very relevant in today's society in that we are often scared of change and therefore we decide to stay with what we have got. I think we need to consider this saying when we are looking at how we can get people involved as volunteers in Scouting. Reading some of their literature some more words struck me – "It takes a few to change a lot". These words also stuck in my mind as a few of us thinking and acting differently could change the lives of a number of people. A large number of us will always be of the view that Scouting has to be midweek, at a Scout HQ and is normally run by leaders over the age of 35. Maybe if a few of us think and behave differently it could mean a Beaver Colony being run on a Saturday by some adults under the age of 21. This could "change the world" for some six year olds who may be in a position of not being able to experience Beaver Scouts. Therefore, a few of us could change a lot for a young person.

The exhibition contained a number of powerful photographs. They showed young people with physically or mentally disabled children, elderly people, homeless people etc. These photos they gave a very positive image of young people and how they were willing to give their time to help people less fortunate than themselves.

The meeting in the afternoon was quite inspirational in that the vast majority of people were under 18 and were the representatives from the "Schools Clubs of Eight". Again I was asked to speak at this event and could speak about the Trust and Scouting. I did however have to say that I was in awe of all the people in the room as they were living proof that they gave their time freely to help others.

A number of the young people spoke about training they had done or projects they were involved with. The role of the young people at the meeting is to go back to their schools and to encourage colleagues to get involved in volunteering. I spoke with people who are adult volunteers with the foundation. We spoke about how the young people encourage their colleagues to get involved in volunteering and his answer was simple, "They ask their friends to help them". Therefore if one of them is helping some children with learning difficulties they will ask one of their friends also to get involved. He added that in the majority of cases this worked. We spoke about the percentage of people of this age range that gave their time freely and he thought it was probably around 10%. So, in a school of 1,000 children, what could 100 of them do? The words in their literature "It takes a few to change a lot" came back to me. What change could 10% of the youth population of an area do?

We spoke about the competition and he detailed that it was run in 95 towns in Poland and each town has their own "Great eight". One from each region goes to a national final and the National Board of the foundation select eight people to be the "National Great Eight". Some of my thoughts were whether we could do something like this in the District, County and Region. If we are trying to encourage Explorers to become young leaders and to get more younger leaders then I feel there is scope for us to recognise the contribution they make to Scouting. We could therefore have awards for young leaders and for leaders under the age of 25. However, I did think this could go further; how do schools encourage

young people to help others? Maybe schools in the County could adopt a similar competition for those who have helped other people not as fortunate as themselves.

We also discussed whether people over the age of 21 got involved in volunteering. He was of the view that a number of people who were “stuck in an office” all day would volunteer their services to do something different, e.g. help out at a hospital. So, if they do this in Poland, what do they do in the UK? I think there is tremendous scope for us to ask parents to help. This has to be done face to face and not just by sending a letter home asking for help. The six step approach is the obvious approach to use for this. I think we are often afraid to ask a parent to get involved, maybe we should think, “don’t be afraid – change the world”.

Within my District, the census figures as at 31 January 2008 showed we had over 90 Explorers. I would now like to get them all together to get their views on helping with one of the sections or how they could help with other organisations. This would include the difference they could have on young people and how they will benefit from being a young leader. I also feel that within the County we should be getting all of the Network together to explore the same situation. I would sincerely hope from this a number of people will volunteer to help with a section and as a result of this many young people will get the opportunity to join Scouting.

## **26. The volunteer centre in Warsaw.**

At the volunteer centre in Warsaw I met Kinga Chrzanowska. The organisation deal with a number of projects that often attract financial support from the European Union Social fund.

They are always looking for people to volunteer to help on particular projects and have carried out advertising campaigns. One of these involved the person who had been the Strongest Man in the World. He is a volunteer and he gave his services free. They were able to produce a number of flyers which they used at schools as several of the children saw him as a role model and therefore they may like to follow his example and volunteer. They were also able to get some free advertising on television and were able to put a short advert on there and also on “You tube”. They were given some free advertising space in shopping centres and in trains, trams, buses and taxi’s where they were able to display their posters for a week. They did however have to pay for the video for television to be made and for the printing of the leaflets and posters. The English version of a similar leaflet detailed what volunteering was, what a volunteer was, and included saying “Just 1 or 2 hours per week or per month will be enough”. The leaflet then gave some examples of volunteering, e.g. helping children with homework, help people with disabilities, and taking care of the flora in the Botanic Gardens. The leaflet detailed what the organisation can offer in terms of help and training and then gave the website address. I found the leaflet very powerful as it gave details about time, types of volunteering and what people could get out of it.

When someone wanted to get involved in volunteering, it was explained at a very early stage the amount of time each week they were being asked to contribute. It was also explained how long the “job” would be for. There was also an explanation as to the need for the voluntary work, e.g. helping children with learning difficulties improve in their education. There was also an explanation about the help and support that was available to

people. If the “job” was going to be for more than a month the volunteer had a contract. The contract would cover items such as the day and time each week the person was volunteering on.

Kinga added that a number of people will volunteer to help in a small way and they then often find that as people enjoy what they are doing and see how they are helping others they get more involved, e.g. giving more hours or being involved in more than one project.

She also added that if a person volunteered to help with, say, disabled people, they did as much as they could to find them an opportunity with disabled people. She added that it was pointless saying “We haven’t got anything with disabled people but how about helping with refugees”. The reason for this is that the person normally has their own reasons for volunteering and also their own needs and it was unlikely they would want to volunteer in another area.

I feel we can learn from this and when we are looking for volunteers, whether it be at schools, universities, companies or from parents, we should give examples of where we need help, how long we would be looking for on average per week, how they would be helping others and also what they would be getting out of it. Therefore if a Group are looking for someone to look after the Group HQ, they could detail they want someone to have a look inside and outside at the building once a week and to identify items that need doing and either do them or contact the Chairman of the Group Executive Committee if it is likely to involve a cost over a certain amount of money. The information could include that it frees the leaders up from having to look after the building and finally how the person would be supporting the Group and possibly community if there are other users of the building. Likewise, a leaflet/letter could detail that leaders are wanted to open a new Beaver Colony and this is helping children develop, gives the people running the Colony the opportunity to learn some new skills or develop others and would on average over a year take up so many hours per week. We should add in that free training is given.

Like a number of other volunteer bureaus they have a list of opportunities on a web site and also have a database of people who want to volunteer. The number of volunteers on their database is just under 6,800. The volunteers cover a broad spectrum of age ranges.

One of the items they gave me was a copy of a PowerPoint presentation. This was something they used with local co-ordinators. I felt it could have a very powerful message if it was been given to universities, schools or any group of people. The presentation gave details of their aims and their objectives, details of training, examples of volunteering and the motivation to be a volunteer. I would certainly want to use this at meetings with Explorers and Network members and also if possible at schools and universities to try and encourage more people to volunteer generally.

The presentation also included details of a survey they had carried out. This included the age of volunteers, details of why people volunteered and reasons of why people did not volunteer.

Looking at the reasons why people do volunteer, three of the reasons were:

- for pleasure;
- to meet new people; and
- to feel useful.

When I looked at the reasons people do not volunteer three of the reasons were:

- I'm not interested in and have never thought about volunteering;
- no one asked me; and
- I don't know what I can give.

After a number of years of an increasing number of volunteers, 2007 showed a decline. We spoke about the reasons for this and Kinga thought there were two reasons – young adults moving abroad and in some cases the co-ordinators of volunteers, e.g. managers were not very good.

When talking through this information with Kinga I wondered how many people we have asked face to face to help with something? We might ask generally at the end of a Cub Scout Meeting or at an Annual General Meeting or we might sent a letter home, but these are unlikely to bring any positive results, whereas asking someone personally may get a different response.

Some other items which stuck very firmly in my mind during my meeting with Kinga were the number of companies who were either willing to help the organisation financially or by producing items and also encouraging some of their staff to volunteer to carry out a particular project, e.g. conservation for a couple of days. Another was that it could help people get a first step on the labour market in that volunteering could help develop skills which might help someone get a job.

The final one was the motivation people had to volunteer, e.g. for youths

- education,
- experience,
- a way to find a job

For "middle aged" citizens

- personal fulfilment
- a way to alleviate stress from work
- to bring more humanitarian aspects to one's life

For retired citizens

- a need to be active
- share one's experience and knowledge with others
- contact with other people.

Kinga and I spoke about people who were at work and the types of activities they may volunteer for. One of the examples she detailed was that people will often want to do something totally different from what they do at work. She added that if they sit behind a desk all day, they will often volunteer to do something manual e.g. painting in a hospital or reading to children in a hospital.

She detailed that there have been instances where volunteers have wanted to work in a hospital and the nursing staff have been worried they may lose their jobs. They ensured it was explained to the nursing staff that the volunteers were there to read to children or to

play with them and not to carry out any form of nursing and this gave the nursing staff reassurance.

A number of the projects involve school children and it is them who decide what they want to do, e.g. visit the elderly or help younger children with their homework. They hope that if the children get a taste of volunteering, they will carry on after they have left school.

To increase the number of volunteers they often go to schools and universities and to talk about volunteering. They explain the benefits the volunteer will get and how the other party will benefit, e.g. a blind person may have someone to read to them. They also give details about different types of volunteering people can do, e.g. working with children, old people, disabled, animals, homeless, refugees, conservation, environment etc. Kinga added that one of the best ways of getting volunteers is from people already involved in volunteering encouraging their friends to help.

I think there is tremendous scope for us to approach university students, school students and other groups of people detailing what they can gain from helping with a Scout Group. We do however need to be open and honest with people so they know exactly what they are committing themselves to.

Kinga felt that the culture of a number of people was to help others. She was of the opinion that volunteering was looked at in a very positive way by employers and they often asked candidates about any voluntary activities they were involved with. She also felt that carrying out some form of voluntary work often helped unemployed people to get a job. She added that volunteers often help unemployed people with putting together a CV and at the same time they would often try and encourage the person to carry out some form of voluntary work. Two of the thoughts she had on this were that it gave people the opportunity to develop skills and also that it demonstrated people were keen to help themselves and use their time constructively.

We finished our meeting by talking about recognition. Kinga detailed that each year there was a big event, "volunteer of the year awards" that was shown on television. She added that awards were made in five different categories. She felt it was important to recognise volunteering and to say "thank you" to people. When a person had carried out some voluntary work they always contacted them either face to face, by phone, letter or email to thank them for their contribution. Kinga felt this was very important as that person may then volunteer again in the future.

## **27. Ola – Centre for Citizenship and Education**

Ola is currently at university but is also a volunteer and has also been involved as a leader with ZHP. She detailed that vacancies for volunteers were on a website and they also had a database of volunteers. The vacancies would often be for between 3 and 6 months. Therefore someone could find a role they were interested in and could then contact the organisation directly. There would be occasions where they may contact people on their database to advise them of an opportunity that had recently been advertised.

Ola added that once someone has volunteered and enjoyed what they have done they often encourage their friends to volunteer. Some may start off by helping in the office, e.g. putting information on the web site and may then volunteer to get involved in a project. If

they wanted to get involved in a project then they were more likely to want to be involved in one concerning children.

To try and get more people to volunteer they often market opportunities at schools and universities. They also attend volunteer fairs with other NGOs. One of the items they stress when trying to get more volunteers is the opportunity to add items to a CV. They also detail how people can get some experience and knowledge of different areas and also how they can learn. When they are looking for volunteers they encourage people to volunteer for between 3 and 12 months. She added that the network of volunteers often encourages others to volunteer.

She was of the view that most volunteers are people in the age range of 19 to 25. She felt the reasons for this were that people in this age range are mostly at university and had some time between their studies. They also realised how volunteering can help them by including examples on a CV. She felt that once people had finished their studies and had got a job then they would often stop volunteering and this was based on the fact they now had a job and did not have the time to volunteer.

Ola felt it was important to find a volunteer an opportunity for something they wanted to do. If they were often something they didn't want to do, they would usually decline and may not offer their services again. She was keen to stress that you wanted the person to enjoy what they were doing and there was a strong possibility that if you asked them to do something they did not really want to do then they were unlikely to enjoy it. She did however add that some people are not bothered about what they do, they just want to help. However, she also added that some may say they do not want to work in particular areas, e.g. not with children.

We discussed how employers viewed volunteering and she was of the opinion they viewed it very favourably. She added that companies come to the organisation, often to financially support a project. There may also be occasions when they went to companies to try and get some finance for a project.

Ola and I discussed why people do not volunteer and she was of the view that people will say they cannot help as they are "too busy" but also they are probably not aware of opportunities that are available.

We spoke briefly about volunteering in Scouting and Ola felt young leadership was "normal". She added that part of the culture in Scouting in Poland was about thinking how they can help others. She felt it was good there were so many young leaders as there was then only a very narrow age gap between the Scouts and the leaders and they were likely to be more like minded than Scouts and "older" leaders.

## **28. Michel**

Michel very kindly took me to attend a training course for Group leaders. One of the first things I was aware of was the number of young adults who were attending. I was provided with a copy of the glass list and over two thirds were aged under 25 with the youngest being 20. These were people who were being trained to be trainers. Another item that amazed me was that some of the leaders had travelled 375 kilometres (235 miles) to

attend a weekend training course and this was the second of three they were due to attend. The journey could take somewhere in the region of 5 hours.

Michel was a member of the District team and was studying at university. He detailed that they have a problem in getting young adults to run sections in towns and villages as people move to the cities to carry out their education. In a number of cases the head teacher would encourage a teacher to become a leader so they could have a Cub Pack/Scout Troop. He thought the number of people involved in Scouting was remaining fairly static in cities but was reducing in towns and villages due to young adults moving to the cities to continue their education and therefore there were not the people to continue with the Cubs or Scouts.

Michel and I discussed training generally and he was of the view that a number of people wanted to be trainers. He felt that a number of them would use the fact they are a trainer on their CV when applying for a job. He was also of the view that by getting involved in delivering training helped people if they wanted to progress up the structure, e.g. if they wanted to become District Commissioner. He added that people saw the delivery of training as a strength. Certainly I saw people speak very clearly and confidently and who put themselves forward to speak. Although this was a train the trainers course and therefore people would presumably want to be at the front of a class people would quite openly speak on a subject or do the presentation. This is somewhat different from some of the courses I have seen where after a group exercise nobody wants to give the presentation to the remainder of the course.

We discussed how people were encouraged to become leaders. Michel detailed that Scout leaders will identify Scouts who demonstrate good leadership potential. He added that Rover leaders are expected to encourage members of their section to help with one of the sections. He was also of the view that people saw it as a "duty" to help other people. He felt there was a degree that some Scouts saw their leaders as "cool" and wanted to be like them and therefore they became a leader. He also detailed that Rovers will often attend their own meeting and will help with one of the sections.

One of the interesting items we discussed was the role of the Group Scout Leader. I detailed that in the UK the role was of a manager and they did not have to have any scouting skills. I added that in some cases the best GSLs had little or no experience of Scouting in that they joined and asked questions about the roles of people, finance and why things were done in a particular way. I added that I did not see the GSL as having any Scouting skills as a requirement to do the job. Michel was of the view that the Group Leader had to be technically proficient in all Scouting skills as it was their responsibility to pass these skills to other leaders in the Group.

Michel detailed that not only the role of the District Commissioner is elected but that the District Team is also elected.

Whilst at the training event I was asked by two leaders about patriotism in the United Kingdom. I explained about our Scout Promise and what my interpretation of Duty to God and to the Queen meant. I added that when talking about the Scout Promise in the UK, most leaders explained it as being about moral values, right from wrong, upholding the laws of the country and having respect for other people, their views and values. I added that in my District we had tried in the last two years to move away from a traditional

St. Georges Day event (where we renew our Scout promise) and that rather than have a parade we now had an activity day where the children could have more than three hours of fun on inflatables, quad bikes etc followed by a short, non denominational service as we felt this would be more appealing to children and adults.

## **29. Polish Humanitarian Organisation (PAH)**

I met with Jolanta Tyrz who works for the Polish Humanitarian Organisation in Warsaw. The organisation provides humanitarian and development assistance to people in need. This will include emergency aid for victims in other countries and also with refugees and repatriates in Poland.

The organisation is well known in Warsaw and their President, Janina Ochojska is a well known figure for her Public Benefit Organisation (charity) work. If the organisation has been involved in a project, she will often appear on the radio or in the papers and this will often attract people to volunteer. Due to her being a very well known person, people will often respond to requests for donations for aid in foreign countries or for volunteers for a project in Poland. Television stations may also ask them for contributions about particular projects they are or have been involved with. There are also occasions where organisation or company supporting the project details there must be some media coverage. Jolanta said that after media items there is always an increase in people who want to volunteer. This may be from people who are already volunteers with them or it may attract new volunteers.

Like many other volunteer centres they have a web site where they detail particular projects and they invite people to apply. In a number of cases they will get more applicants for the project than they need and they therefore have to select the best applicants which can result in saying "no" to some people who have volunteered their services. Their volunteers cover a broad range of ages with the majority being young and middle aged. Jolanta thought that most of their volunteers were people who were in employment. For a subject such as teaching Polish would often mean four hours a week with the beneficiary plus some preparation time. She added that most of the time spend on projects was on week days. They all use a Non Governmental Organisation (NGO) web site to advertise some of the opportunities they have.

If they are looking for volunteers generally they will use their web site, the NGO web site and also use posters to advertise in universities. For some of their projects, e.g. the repatriation of a family they will need to use experienced volunteers. For others teaching computer skills or Polish to refugees can mean using people who are volunteering for the first time.

When someone enquires about a volunteering role, the organisation will talk with the volunteer about what the project is, the time they have available per week/month and the time the project is likely to last for. Projects can last in length from a few weeks to give legal help, support and advice to ten months if teaching Polish to refugees. They therefore spend a great deal of time ensuring they have the right person/people for the job and they know at an early stage exactly what they are agreeing to do. In some cases after everything has been discussed people will decline to get involved. This may be due to a change in circumstances or they feel they cannot commit to the number of hours they are being asked to commit.

Like all of the other organisations I spoke with, we discussed employers and how they viewed volunteering. Jolanta was of the view that employers viewed volunteering very favourably as they saw it as demonstrating a person was active. She added that if she is looking for someone for a job she will look to see if the person has been involved in volunteering. Although this may not mean they get the job, it would usually help them.

Again, like other organisations she felt that volunteering may help people get a job and by putting it on a CV was encouraged. An example she gave is that if someone is looking for a job in teaching then a volunteer role in teaching Polish to refugees would help them.

We spoke about why people volunteer and she thought the main reasons were:

- To be active and do something
- To learn
- To pass on experience
- Have an interest in the subject, e.g. talking with refugees will help them find out about another country they are interested in.

All of the volunteers record the number of hours they work. The reasons for this is they may have got some funding from an organisation, e.g. European Union Social Fund and part of the agreement is that they receive say 70% of the money and they have to demonstrate that the remaining 30% was provided by means of volunteer time. They may also use the details of the number of volunteer hours used when they are putting together a report for a project.

Everybody who volunteers receives some basic training, including the legal aspect of volunteering. They will then have more training which is specific to the role they are going to take on.

Jolanta ensures she keeps in touch with not only current volunteers but with people who used to be volunteers. Therefore, if someone was involved in a project, PAH will keep in contact with them as they may decide to get involved in another project in the future. They may therefore identify people they think will be suitable for a project and ask them if they would be interested in applying. They also keep very much in touch with volunteers who are currently working on projects

Jolanta detailed that PAH will recognise people who have volunteered and this may be by giving them a book or a gift that has been donated by a company. Jolanta added that they sometimes write to companies inviting them to donate some items. She also detailed that at the end of a tax year a company may donate some items to them.

Companies will sometimes offer staff to help with a project. This will not be forced on employees but the company will publicise they are helping with a project and they will encourage their staff to help. There are times when a company will take a volunteer and get them to carry out a role in the business. This gives the volunteer the opportunity to learn some new skills and in some cases it can lead to an offer of a permanent job.

### 30. Anne

My first meeting in Stockholm was with Anne who is a volunteer with the Scout Association and who also works for an organisation that relies on volunteers. One of the first items Anne and I spoke about was the age range of leaders in Sweden. She was of the view that there was a range of leaders with some Groups having young adults, e.g. 18 to 25 and also parents of children running the sections. She added that most Groups met midweek although there a few which met at the weekend. Groups which met at weekends were likely to be in small towns or villages where people were coming from other places. Anne added that with a number of the small town and village Groups they did not have any young adults as they often moved to the cities where they went to universities.

One of the items Anne detailed to me that I would like to try not long after my return involved getting the parents down on one of the sectional meetings. Some Groups invite parents down to stay for one of the sectional meetings and they start the evening by seeing some of the activities the children might do on a sectional night. After watching the children doing some activities, the adults are moved to another room where they will be shown a very positive promotional film about scouting. There will also be some form of address, often done by a member of the District regarding how parents can help the Group in some way, including what the parent can get from helping in some way. This may include "vacancies" the Group currently has and detail about exactly what the role entails in time and substance. An example of this is that a Group might be looking for someone to run the web site. This is a job that can be done at anytime and it may be that someone who is at home during the day who has experience of web site maintenance might volunteer, especially in they felt it would only take a couple of hours a week. After the formal part of the proceedings, the parents will be invited to complete parts of a matrix chart. This will detail items such as name, telephone number, email address, occupation, hobbies and interests. There are also a number of columns which will be headed with some activities and the parents can then tick which of them they could help with. These would obviously cover some of the activities that would hopefully appeal to the adults. During this section of the evening, refreshments are served and there are a number of leaders circulating to answer any questions. The parents will then return to where the children are to see the end of the activity and then to take their child home. For those who have expressed an interesting in helping, there may well be some 1 to 1 follow up meetings.

With regard to the matrix, the leaders should then be identifying on it who has shown an interest in which activities. The trick is to then run some activities and invite the parents along to help. There obviously has to be some form of briefing to parents before they come down for the evening so they know what the children will be doing, e.g. going on a hike around the local area or making something. The hope is that if a parent enjoys the evening(s) they have helped at then they might go to the next stage and want to attend more regularly and become a leader.

I must confess that I was very taken by this idea and upon going back to my hotel, I started to put my thoughts to what activities to include on the matrix and what should be covered at the meetings with parents. Certainly one of my thoughts on this would be detail the approximate number of hours a leader contributed in a year and then asking the parents to give maybe 5% of 10% of what the section leaders gave. This will be one of the first things I offer to Groups in my District upon my return to the United Kingdom. Certainly one of the

items a Group would need to do is to identify their “needs” e.g. web site manager, fund raising, Assistant Beaver Scout Leader, Quarter Master, Group Treasurer etc and to be able to detail exactly what each job entailed and amount of time involved.

Anne was very much of the view that letters home to parents asking for help rarely, if ever worked and the most effective way was to ask people face to face if they would help with a particular role with a Group. She was also keen on the aspect of telling the parents of the benefits they will get from volunteering, e.g. fun, making new friends, doing some new activities and for those who are maybe looking to get back into employment the opportunity to develop some skills to put on a CV.

Like the UK they have had instances where it has been difficult for new leaders to become integrated into the Group. There have had to be discussions between Groups and District members to try and ensure new leaders are welcomed into the Group and that they have fun. In some cases the District have had to use statistics to demonstrate the need to get more adults involved, e.g. statistics showing decline over a continued period.

Anne detailed there had be a decline in the number of people involved in Scouting over the last few years. She thought the number of leaders had stayed fairly static but the number of children had declined. This has resulted in recruitment in schools and the children are encouraged to bring one of their parents to a meeting in the hope they will help with the Group in some way.

Members of the Senior Scout section (15 to 18), can be encouraged to help with one of the younger sections. Anne was of the view that some Groups do not however encourage them to take on a leadership role. She felt the reason for this was that some “older” leaders did not want to give responsibility to people who were in their mid teens. She did however feel there was a need for the “older” leaders to encourage and mentor new and younger leaders.

We spoke about whether the equivalent of Groups, Districts and the County worked with universities to encourage students to help with Groups and “sell” the benefits of volunteering. She was of the view that it was not common practice to work with universities.

We spoke about how people not involved in Scouting and also how Companies viewed people who were volunteers with the Association. She was of the view that there is a mixed view of people involved with Scouting. In some cases, employers are positive, whereas in others they are not aware of what is involved in particular roles within a Group, therefore if someone details they are a Scout Leader, the employer will not be aware of what a Scout Leader does.

Anne felt it was important leaders had fun and support from colleagues, as if they didn't they will walk away. She added they were currently looking to see how they could make training more attractive to new leaders.

We discussed other organisations who relied on volunteers. Anne expressed two thoughts on this which I found quite fascinating. The first was that if people were often not willing to give up their time to help others and if they did, they will often do some on a “social” level, e.g. helping the poor. The other was that a number of organisations, e.g. serving soup to

the homeless) will only be asking for say 2 hours a month, (not even half a day once a month) and people will over their services to this type of organisation.

Sweden have used the “six step approach” to get people involved in Groups. Anne has found that some Groups are not willing to spend the time in going through the process as it will take time, albeit in the long run it will save time. We finished our meeting by agreeing that Groups looking for leaders and people to take on other roles within the Group had to be pro-active and also had to be very positive. This includes extolling the benefits to the individual of volunteering.

### **31. National Forum for Voluntary Social Work**

I had contacted the Swedish Embassy in London and they suggested I contacted the above organisation. They have a web site where various organisations can “advertise” the vacancies they have. It is then up to people who want to volunteer to contact the organisation advertising the post. When an organisation was looking to advertise a vacancy the advise they are always given is they have to make it attractive, and include something about fun, the time per week/month, how long they might be expected to stay for, the benefits and the training.

Quite interestingly, one of the items we discussed was about going out and finding a person to do a job. The example Karin used was that of an organisation wanting someone to set up a web site. She detailed that the advert would have to be clear in that it is not for someone who wants to learn, but someone who already has some experience of setting them up. She added that if an organisation were looking for someone to do a role like this, they may go to the university to ensure they got the correct person.

She felt that if someone registers an interest with an organisation, it is important that the organisation responds promptly to the enquiry. She detailed that some organisations will not contact the person for a few weeks and this does not give a very good impression to the person looking to volunteer. She was a keen advocate of organisations sending more details as soon as possible after the initial enquiry has been made. This reminded me very much of our “want to join” enquiry system for adults where some people are not contacted and therefore they do not join. The knock on effect of this is that if they know of someone else who is thinking of applying to be a leader with the Scout Association they will not be recommending us due to the fact we “could not be bothered” to contact them. From what Karin said, it made perfect sense of the need for us to ensure we contact adult enquiries within a few days of receiving the enquiry.

We spoke about a survey that had be carried out nationally which showed that 51% of the population were involved as a volunteer. Karin was however of the view that some people my not view what they do, e.g. membership of parent/teachers association or running the local youth football team as volunteering.

Karin was of the opinion that the majority of people who were volunteering were in the age range of 18 to 35. She added that in social work, 80% of the volunteers were female. She was also of the view that the reason a person continues to volunteer may be different from why they volunteered in the first place. She expanded on this by saying that the reason a person may volunteer is to help but the reason they continue is due to the fact they have become friends with the people they now “work” with.

We spoke in some detail about how volunteer opportunities are presented. She was of the view that the opportunities should be presented in a very positive way using words that people would understand. She was keen on including details of training provided as this showed the organisation was keen on supporting people. She was also of the view that organisations should include what people can gain from attending training. My thoughts on this particular subject were “how many times do we say to people that the training is recognised by the Open College Network and after completing your training you can apply to become a member of the Institute of Leadership and Management. She also felt that the goals of the organisation and the time involved were important to include. Karin felt it was important that organisations included words that would be attractive to people. Therefore, if an organisation were looking for a web site designer, then words such as “quick” and “talented” would be attractive. She added that it was also important to include whether experience was necessary or not. The reason for this is that if experience is essential and you include it then it should mean that people who do not have any experience of the subject do not apply.

Karin was of the view that employers viewed volunteering in a very positive manner as it often shows either when they are applying for a job or when they are doing the job that they have practical experience. She added that people who do volunteer are encouraged to include it on their CVs.

She added that companies will sometimes come to them asking to be involved in a project. This is similar to other countries where a company will offer so many staff days to undertake a project. These can range from painting at the local hospital to clearing a graveyard of weeds to clearing the local pond.

One of the items I reflected on after our meeting was the need to identify what the needs of the organisation were. If you need some maintenance on the HQ do you need 10 people giving 5 hours each or 5 people giving 10 hours each. My views were that you are more likely to get 10 people offering a small number of hours rather than a few people offering a large amount of hours. If we then relate this philosophy to a Scout Group, rather than saying we want two people to give up say two hours every Tuesday to run the Scout Troop, maybe we would be more effective in getting volunteers would be by saying we are looking for four people to give two hours every other week. This may be much more appealing, especially to people who are not sure of the role. It may also be that if they are enjoying the role, they may volunteer to offer another Tuesday evening.

Two of the places they advertised volunteering were on “You tube” and “Facebook”. Some of the rationale behind this is that lots of people use both web sites on a daily basis and people may detail what they have got out of volunteering and this may encourage others.

### **32. Katarina Djaken – Scout Association**

Katarina is employed as a Development Officer with the Swedish Scout Association. One of the techniques she uses to try and get people to become leaders or help in some way with the Group is the “six step approach”. She detailed that the membership of people within the organisation is decreasing and part of her remit was to recruit new members across all ages. She would often go to schools to recruit children as the leaders may not be able to attend due to work commitments. She also detailed that some of the paid

development staff, including her, may run the equivalent of a Beaver Colony straight after school. They were therefore trying to keep the decrease of children to a small number but this was done by using professional staff. Due to her role with the Association she is aware of the situation with other Scout Associations in Sweden and it would appear they all have the same concerns and issues.

She tried to ensure that sections invited parents into the end of a sectional meeting so they knew what was going on and they may develop an interest. Katarina added that she was trying to encourage Groups to ascertain the occupation and interests of parents and to then use this information to identify people who might be able to help with one of the sections. She was also keen to ensure new leaders are integrated into the section as this does not always happen.

She was of the view that employers had a good reputation of Scouting, but strangely a number of people would be reluctant that they are involved in Scouting on a CV.

Katarina thought that the most successful groups were those where leaders only stayed in post for a few years. She added that in these Groups the children in the Senior Scouts are encouraged to become leaders. The age ranges where there were most leaders were in the 15-22 bracket and over 40. For the younger of these age ranges, they will have grown up in the group and stayed and the second age range was parents who have been asked to get involved.

One of the areas they are currently working on is with links to companies where a company will assign a mentor to someone in the Association who is aged between 20 and 25. The leader can then spend some time looking at home the company do various items and also has someone he can talk to about matters.

One item that Katarina did flag as a concern is that some of the younger leaders are very steeped in tradition. They will therefore insist on various activities being done because they have always been done even though they may not be in line with Scouting in the 21<sup>st</sup> century. She added to this that a number of Scout Chalets are traditionally decorated with animal hides on the wall. She was concerned that by keeping with a lot of tradition people were not encouraged to join the movement.

She detailed that with one particular Group they had the slogan of "The fastest growing Scout Group in Stockholm". They therefore strove to ensure they kept to this and were therefore always trying to attract children and adults so they could continue to grow.

### **33. Nicholas – Group Chairman**

Katarina had arranged for me to meet a Group Chairman from one of the largest Groups in Sweden and for me to visit their headquarters.

One of the first items we spoke about was how people joined the Group. Nicholas detailed that it had to be by the web site and the parents had to include details about themselves, e.g. occupation, hobbies, interests. It also details that it expects adults to help out in some way and when is the most convenient time for them. This information was then used to contact parents asking if they could help at a particular event. Nicholas also detailed that when they go to camps when parents are invited, they spend a great deal of time talking

with the parents about how they can help. They will detail roles they are looking to fill and will either approach someone who they know has those skills or put out a general verbal request. There is therefore a very positive and pro-active approach. They will also detail how people can help as they may often be unaware of how they can help or what they can offer. One of the items we spoke about was that they were able to get a group of 20 people to give one and a half hours a month to clean the building. They felt this was a great deal easier than getting one person to give 30 hours or two people 15 hours each per month.

Looking around the building, we came across the storage cupboard for the Groups camping equipment etc. Nicholas detailed there were two quarter masters who dealt with all the requests for equipment and they had no other role within the Scout Group. They could therefore spend their time purely on ensuring kit was in good condition and was available when asked for.

During my visit I spoke to one leader who had been a parent with an interest in outdoor activities, especially walking. He had been approached because of what he had included on the form and now he was a leader. This showed to me that the theory did actually work. I also saw a Scout Troop which was run by a mixture of young adults and parents. Talking with Nicholas about whether this worked successfully he detailed that it did when there were more young adults than parents but there had been occasions when if there were more parents the younger adults felt stifled in what they were suggesting was not being accepted into the programme.

#### **34. Tina Arenbalk – Friskis and Svettis**

During my meeting with Anne earlier in the week she suggested that I contacted Friskis and Svettis. They have a number of fitness centres and their membership has increased dramatically over the last few years and their classes are run by volunteers.

I met with Tina who has responsibility amongst other things of getting leaders for spinning (using fixed wheeled bicycles) classes. They currently have a membership of 55,000 people with 1,200 volunteers, 900 of which run classes. The other 300 are “hosts” who may show people around or collect tickets. The organisation also employs professional staff at their HQ and also at their centres to staff areas such as the reception desk.

She advised me that people who led classes are paid 100 krona for a lesson which will last for an hour. This money is taxed so they end up with the equivalent of approximately £7 per hour. She added that people would not get rich from leading classes. The leaders would be expected to lead two classes one week and one the following week. The leaders also get free use of all the facilities at the fitness centres. They had leaders across all of the age ranges. I asked Tina if free use of the centres was an incentive for people to become leaders and she didn't think this was the case. She added that people who wanted to lead classes would do so because they wanted to pass on their knowledge and the free membership was a “thank you”. If people wanted to become a leader purely for the free membership then it is likely they would not get through the training.

I asked Tina how they got people to lead classes, especially as they had an ever increasing membership and this presumably leads to more people wanting to attend the classes. She advised me they will put posters up in the fitness centre and these would

refer people to the web site for further information. Class leaders will also identify potential class leaders from their classes, e.g. those who turn up very regularly, who put a great deal of effort into the lesson and who seem to enjoy working out. They will then ask people directly if they want to become a class leader. People may also ask friends if they want to be a class leader but they have to bear in mind when the person will be able to complete the training.

When people have indicated they might or would like to be a volunteer they attend an "Information evening". At this evening they will be advised where and when they want volunteers. The evening will also include some information about volunteering and the basics of ensuring the classes are fun for everybody as well as the number of classes they will be expected to run and the time commitment. If people are uncertain if they want to lead a class, they can take the opportunity of trying it with one of the class leaders. If they enjoy it they go to the next stage, if they don't, well at least they tried it.

My thoughts when Tina was talking about this was why don't we try this process when trying to get leaders. Maybe what we should do is identify some potential leaders and invite them down to a section meeting for a few weeks to see if they like what they are doing. If they do then we can take it to the next stage of completing an adult application form.

Tina advised me what the next stage of the process to becoming a leader was. She firstly advised me that of all the people who they get through adverts or from recommendation by class leaders only 30% get through the training. People who say "yes" after the information evening then have to attend a four day training course. This is from a Thursday to Sunday and the attendee has to pay 20% of the cost of the course. The course will include a number of general items about the organisation, fitness generally, people management etc. There will also be specific training workshops for people, e.g. techniques.

This is then followed by a four day course specific to the activity they are going to lead. Again this course would be from Thursday to Sunday. The course would include techniques they can use on their classes. They would also be assessed by trainers to ensure they will be able to run classes that people will enjoy. She added that people have to get through both training courses before they can lead a course themselves.

When people attend the information evening they are advised they will be expected to run three classes a fortnight and they are "signing up" for two years. I asked Tina what happened if a person did not fulfil their obligations. She advised me that the person would then have to pay the whole cost of their training. She did add that people can take a year out of running classes but they then had to decide whether they were going to carry on or if they were going to stop and reimburse the money.

Tina advised me they would often get lots of people volunteering to run classes at centres in the city, but it was difficult to get people to run classes outside of the city. They did however find that there were a number of people who would be available at the same time and same day to run a class. They would often find that people will be available to lead a class at say 6.00 pm on a Monday, but to get someone to run one at 8.00 pm might be more difficult. This would seem to be that people are willing to run the class on the way home from work but would be more reluctant to get home and then come out again.

There are times when people are unavailable to run their class and it seems the best way to get someone to cover is by means of phone calls. She felt it was important to recognise people who volunteered and they will often give gifts, e.g. cinema tickets to those who have done a bit extra, e.g. have covered for others on a number of occasions.

Tina was very much of the view that the best way to get volunteers was by talking to them face to face. She felt that if letters are written to people this sounds almost like a desperation measure. She added that when they speak to people they have to ensure they make volunteering attractive.

Tina detailed that they also have magazines, one for all members and one purely for volunteers. In the one for all members they will include details about people volunteering to run classes. This may also include profiles of people who have volunteered including what they have got from volunteering.

### **35. Tanja Plasil – VCA**

When I went to the premises of VCA to try and arrange a meeting, the first thing that came to my notice was the amount of adverts in the shop window and in the shop itself. I asked Tanja if this was successful and she advised me that it was. She added that the “shop” is situated in a street where people will come to do some shopping and there are some good cafes and people would often “pop in” to see what vacancies they had for volunteers.

They were currently in the process of finalising some details for the “make a difference day” which was being held on 31 October and 1 November. Tanja showed me some of the posters they had for this year’s event. They included young people working with old people, able people working with disabled people. In all of the posters they showed smiling people. We spoke about whether the event would bring about an increase in volunteers and Tanja was of the view that although there may be a slight increase it would not be as much as they would like. She added that MPs etc will be shown in the media as doing some voluntary work but this would not result in a number of people offering to help.

Tanja detailed that for many years there was a growing number of volunteers but the number is now remaining static. It was now thought that approx one third of adults volunteered. However the biggest area where there are volunteers is from people who have retired and the smallest area is from young adults where it seems to be difficult to get people to volunteer. Tanja added that members of churches/mosques will volunteer to help with people/organisations supported by the church/mosque etc. The next area people will volunteer for is in sports their children are involved with.

Like many other volunteer bureaus they have a website with details of vacancies. They also have a database of volunteers. People have to register with them before they can apply for a volunteer role. They encourage the organisations who use their website to give a full description of the job, the amount of time involved every week/month and how long the role will last for. They were also encouraged to include details of the training that is provided for the job. Their website also has a drop down menu so people can identify jobs linked with their interests, e.g. nature, conservation, animals etc.

### **36. Helen - Access**

I had found this organisation's details when I visited the VCA office earlier in the week and I was able to attend an information morning they were having. I found this very beneficial as I was able to speak to people who were volunteers and also to those who were interested in volunteering.

The organisation's main aim is to provide help, support and advice to English speaking people on a wide range of topics. These can range from banking to childcare, schools to health insurance. They are also involved in organising and in some cases delivering courses.

The information mornings are normally held once a month and people who have expressed an interest in volunteering are invited to attend. People who attended the information morning I went to included those who had been invited, those who had seen details on the web site and someone who was told about it by someone who was already a volunteer with the organisation. There were a number of other people who had registered to attend but who did not arrive. I asked Helen if they contacted them and she advised me that they didn't normally. One of the reasons for this was that the organisation was of the view that if they could not attend one of the mornings, how reliable would they be if and when they volunteered.

The information morning gave people the opportunity to find out more about the organisation, the different roles they could volunteer for, e.g. help desk, PR, fund raising, information and research etc. People were also given the opportunity to talk to those who carried out these functions. One of the things they stressed was they wanted people to do something they liked doing as they wanted people to enjoy themselves. If people do not like what they are doing they are encouraged to move to a role that they will enjoy. Access are keen to ensure people are doing something they are comfortable with as if they are not they are unlikely to continue with volunteering.

Whilst I was at the information morning I did ask people who were enquiring about volunteering why they were putting themselves forward. Two of them were volunteering as their husbands worked and it was not cost effective for them to work.

They have a number of young adults who volunteer some of them do it for work experience in the hope they will be able to include examples for a CV when applying for a job. Helen was keen they kept a number of young adults as they had lots of energy and enthusiasm and will often be very pro-active in suggesting what the organisation should be doing. Helen was of the view that employers do look upon volunteering as very positive.

### **37. Scouting Nederland**

At Scouting Nederland I met Marijke Hodes and we spoke about how in the Netherlands they get people to become leaders. We did also speak about development and some other peripheral matters.

In the Netherlands 60% of the membership are male and the same percentage of leaders are male. 75% of the leaders are under the age of 25. These people are often at university or are in their first job. They do not encourage people over the age of 45 to be leaders,

although some “board” members of Groups were older. There is no tradition for involving parents, whereas in the United Kingdom the emphasis is often to focus on getting the parents to become involved in helping to run the section their son/daughter is a member of. One of the reasons for this is that they feel young people are motivated by having responsibility. They also found that people like to give something back they have benefitted from. Therefore if people have benefitted from an organisation they are more likely to volunteer for them rather than an organisation they have never had any contact with. It is thought that 80% of leaders were a young member of the Group they are involved with. In some Groups all of the sections will meet at the same time and this is often beneficial if there is a shortage of adult volunteers.

Most of the Scouting is done at weekends and students will come home to run the section meetings and to meet up socially with friends. It is also highly likely that leaders will not be there every week and there is flexibility in when adults attend, although it is likely there will be one adult who is there every week to coordinate things. In towns there will often be large Groups whereas in cities and rural areas the Groups will be smaller in size.

One of the items they have done which particularly impressed me was to look at a number of roles there are in Scouting and taken out some of the “tasks” and given them to other people. These might be very small parcels of work and this has enabled them to get more people involved although not necessarily as leaders. It has however made the role of leaders more pleasurable as they have been able to pass over some of the more mundane items to other people.

People on degree courses can use examples of what they have done in volunteering to get an exemption from one or more modules.

They also found that people would often change the section they were working with each year. This ensured people were enthused and also gave them a new challenge. One of the ways they go about recruiting is from leaders talking to their peers at University or socially and this often brings people back to Scouting.

One of the items we did talk about was inviting people to various events. I have invited my MP to a number of events so she is aware of what young people are up to. I am aware that some of my colleagues are not in favour of inviting Mayors and Councillors etc to events. Marijke said they invite Mayors, Councillors and Companies to national events. They are encouraging Regions and Groups to do the same. The reason for this is so people are up to date with Scouting in the 21<sup>st</sup> century. There is a view that a number of people view Scouting as “old fashioned” and Scouting Nederland are trying to ensure people are up to date. They hope that if a Group or Region need help or if a person puts something to do with Scouting on their CV then Local Authorities and employers will know what is involved and will be inclined to help a Group or employ the person. I now intend to try and persuade my colleagues to invite Mayors, Councillors and Employers to events so they are aware of what Scouting provides in the 21<sup>st</sup> century.

Training is compulsory and this involves two weekends plus carrying out some work with another Group. They are however reviewing their training and it is possible they will move to a modular format similar to the United Kingdom.

All of their members, young people and adults are on a database and therefore all of the members can be written to advising them of activities, camps and developments etc. This is something The Scout Association in the United Kingdom is hoping to do, but one of the major problems is getting adults to add items such as email address and then keeping it up to date.

### **38. Summary**

Whilst walking around Paris I was taken by buses flying a pennant. On closer look it was advertising something at the Champs de Mars on Sunday 5 October. I took the opportunity to go and see what was being advertised and was mesmerised by what was going on. There were approximately 25 to 30 sports activities for children and they could try as many of them as they wanted. I spoke to a number of people staffing stands and the reason for the event was to get more people involved in sport as France was not currently very prominent in the sporting arena. They also detailed that they found it difficult to get people to volunteer for activities. Some of the younger people who volunteered to run football, did it mainly for personal gain in that they could get a coaching badge for doing so and they hoped this would help them in their career.

My thoughts on seeing the event were “why don’t we do this in the United Kingdom” and also, although we are not looking to recruit young people, we could do something on a smaller scale demonstrating some scouting activities. People involved in Scouting will be aware that kids outdoors carried out a large scale event in Nottingham in the middle of 2008. I would be of the view that we could publicise Scouting by getting some young people to carry out some events in some of the areas in the County.

One item that seemed to be replicated at all of my meetings was that of the benefits for young adults. I therefore see there is a need to try and get some more of the Explorer Scouts involved in the Young Leader scheme as this will give them good examples for a CV. I also feel there is a need for Districts where there is a university to have a much closer working with the County Network Commissioner. I am of the opinion that we should be able to get some people from universities to help out at section meetings and we need to get involved with the universities at an early stage, including getting information out to people joining the university. We also have to attend freshers fairs, but need to get the right people, e.g. others of a similar age group.

One of the distinct advantages of being able to undertake a Fellowship is that it gives you time to focus the mind on the reason you are there. At home, family, work, Scouting and other commitments, all too often do not give you the opportunity to look at things objectively. By being away and not having any distractions gives you the opportunity to think clearly and identify possible solutions to the recruitment of adults problem we have in Scouting. Quite interestingly some of the items that have come out from my meetings have reinforced some of the thinking that has already been done. Examples of this are about working with universities and flexibility for leaders in that they do not have to attend every week.

During and after my meetings thoughts entered my mind about how we work with other voluntary organisations in the United Kingdom. There are a great number of voluntary organisations who are looking for volunteers and my thoughts are that we should try and work together to get adult help. I will be contacting organisations such as “Citizens Advice

Bureau's" to ascertain how they get adults to volunteer to help them. In return I will share examples of how we try and get adult volunteers involved in Scouting. Hopefully as a result of meetings etc, we will both benefit, therefore we will have a "win, win" situation. One of the ideas was to place an advertisement in local newspapers detailing the benefits people get from being involved as a leader in Scouting. This would include items such as free training, teamwork, development opportunities, flexibility, teamwork etc. I plan to ascertain the cost of placing an advertisement in a local paper in the area I live and will then put a plan to my Executive Committee on using some of our funds to try and recruit leaders.

Another is to work closely with colleges and universities. Although universities can be seen as a ready market to approach people to become leaders, we have to accept they may not have the time to give to Scouting due to the studying and competition from other Clubs and Societies at the university. However, I feel there is the possibility that if we could offer people a degree of flexibility we may find people who are willing to take out an adult appointment within the Association. Therefore rather than expect people to attend a sectional meeting every week, we should encourage people to attend maybe every other week. We also need to detail the advantages Scouting can offer them, e.g. skills, competencies etc to include on a CV. I would therefore advocate we should try and form partnerships with universities.

Looking at colleges, a number of people who attend them will be of Explorer age and I feel we should look at the possibility of establishing Explorer Units (boys and girls aged 14 to 18) at these colleges. Again we can detail the skills and competencies they will develop as a member of an Explorer Unit and these can be used on a CV. I would therefore recommend that we work with further education colleges to set up Explorer Units.

For both universities and colleges there is the need to get "buy in" from principals.

There is a strong possibility that people coming to universities in the area have already been involved in Scouting, either as an Explorer, young leader or leader. We therefore need to ensure they are aware of the existence of Scouting in the area and we should actively encourage people to become involved.

If we are looking to be involved with colleges and universities we need to ensure we have the right people at them to attract new entrants. I would therefore advocate that we should be using young spokespersons at colleges and young spokespersons and younger adults at freshers fair etc as there is more likely to be an affinity with people in the same age bracket rather than with some people who are from a different generation.

One of the items that does cause me concern is to change the mindset of a number of people involved in Scouting. I am firmly of the view that we need to "speculate to accumulate" and we will need to spend some money in the District so we can market the benefits of becoming leaders. I'm sure some people in the District will not see this as the best use of resources. There is also the need to change the culture of some people that leaders do not have to attend every week and they may only do the role for a specific period of time. If we are to be successful, we need to carry out some form of succession planning. We would therefore have to continually market the opportunities there are in Scouting.

I am aware from meetings and conferences I have been to that a number of people see young adults as “not mature” enough to be a section leader. In both Belgium and Switzerland we have young adults who are not only running sections, but the equivalent of Group Scout Leaders at the age of 23. I therefore feel we have to convince a number of people that young adults can be section leaders and Group Scout Leaders at a young age. I am not advocating that all of the section leaders should be young, but I do think we should be actively encouraging some young adults to take positions of responsibility. To convince some of the more “senior” members of the District may be a difficult task.

A presentation by “Tomorrow, Today” after the 200 Scout Association Annual General meeting focussed on how times have changed over the last 70 years and maybe it is a time for us to think that young adults are old enough to take on positions of responsibility and do not have to “serve their time”.

There is also the need for Groups to identify exactly what their needs are the skills a person can develop. For a number this will be new territory. Bearing in mind it is difficult to get some Groups to actively draw up development plans or take up offers made to them to try and recruit new leaders, to get them to draw up job descriptions could be a difficult task. However, I feel that by working with a few Groups in the District and getting adults to become leaders will hopefully win over any sceptical people.

Working with employers – A number of employers encourage people to volunteer and this is often done by means of a project, e.g. painting at a school. Other employers will donate money to an organisation based on the number of hours that person volunteers over a period of time, normally six or twelve months. The European Regional Office encourages people to volunteer, and Milutin, helps at jamborees. My employer used to give me five days special leave with pay to carry out my Scouting roles but that has been withdrawn as there is not a “business benefit”. I do however think there is the need for us to work with employers and extol how being a leader in the Scout Association can help someone develop. The Scout Association is currently working with Sainsburys, but I feel there is more scope in this area. I am of the opinion that we need to try and work with local businesses, to market Scouts and hopefully this may bring about some more leaders. However, we need to understand exactly how the Scout Association has worked with Sainsburys so we can replicate the positive and work on the negative.

One of the thoughts that crossed my mind whilst carrying out the research was the opportunity to slightly refocus the role of our Local Development Officer. Maybe our focus should be around getting people from colleges/universities to help with the sections and also around getting more of the Explorer Scouts on the Young Leader scheme.

### **39. Personal thoughts**

I have found the Fellowship as one of the most rewarding experiences of my life. I have met a large number of people all who have spent time talking to me about volunteering. I certainly hope that some of the items included in my report will be taken on board by Groups in my District and also by Districts in the County. I also hope that I will be able to encourage universities and schools to try and get more of their students to carry out some form of volunteering.

However my Fellowship will only have been a success if:

- I can convince people that we can do things differently and that
- We can recruit more adults into Scouting, and
- We can give more young people the opportunity to be involved in Scouting.

From every single one the meetings I had, I came away with a great sense of purpose and belief that we could try something people had spoken about. I always came out of those meetings with a great deal of adrenalin, thinking, “we should do that”, “why don’t we do that” etc.

Writing the report in the evenings following my meetings gave me a great sense of purpose and a “want” to do try some of the items mentioned to me. I strongly believe that with support from Groups and Districts we can make things happen, we can change things, we can get more adults involved, we can get more young people involved in Scouting. There is likely to be a financial element involved in this, e.g. the production of booklets for people at schools, colleges and universities but surely it is better to try something than not try at all.

During my Fellowship I have been convinced by what people have said to me, what I have read and most importantly what I have observed that we can do things differently, e.g. Scouting on a weekend, a section run by young adults, more people getting involved in volunteering. What we have to do is to try rather than just say “it will not work”.

#### **40. Glossary**

Beaver Scouts – Boys and girls aged 6 to 8

Cub Scouts – Boys and girls aged 8 to 10 ½

Scouts – Boys and girls aged 10 ½ to 14

Explorer Scouts – Boys and girls aged 14 to 18

Network – Adults aged 18 to 25

Sections – any of the above

Group – Normally contains at least one section of Beavers, Cubs and Scouts

District – A geographical area normally consisting of between six and twelve Groups

County – A geographical area normally consisting of somewhere between six and twenty Districts.

#### **41. Thank you.**

I would like to thank the following people/organizations who have helped me to participate in the course of study

First and foremost, The Winston Churchill Memorial Trust who without their help, support and generosity I would not have been able to undertake this project. I am indebted to them for giving me the opportunity of a lifetime. I sincerely hope that as a result of my Fellowship we will be able to get more volunteers and more young people will be able to join a Scout Group and experience Scouting.

My wife Nicky for letting me go away for six weeks and who will have proof read this report and will have put up with my thoughts and comments on how we can get volunteering and this is what they do in Geneva or Warsaw etc

All of the following people gave me some time to sit and discuss with them “volunteering” some of them at very short notice and I am grateful for the information they have given me. Without their help and knowledge it would not have been possible to put together this report. I hope that as a result of our meetings I will be able to use the information they have given me.

Alexis Ridde – Ministry for Youth, Sport and Volunteering – Paris  
Anne Mondy – Les Scouts – Brussels  
Anne Whiteford – World Scout Bureau – Geneva  
Biatricia Vignier – France Benevolat – Paris  
Christian Mattart – Les Scouts – Brussels  
Dieter De Court – Scouts and Guides Belgium – Brussels  
Eric Lampe – BC035 Group - Belgium  
Eva Waltermann – Scouts of Geneva  
Ewa  
Helene Tovstiuk – Association pour le Volontariat – Brussels  
Kasia  
Katarina  
Kinga  
Marijke Hodes – Scouting Nederland  
Michel  
Milutin Milosevic – European Regional Office – Geneva  
Morgan Poulizac -  
Ola  
Ola Jablonska  
Rebecca Morton – YMCA – Geneva  
Rita Waswani – World Association of Girl Guides and Girl Scouts - Brussels  
Tanya Plasil – VCA - Amsterdam  
Veerle Leroy – Het punt - Brussels  
Viola Krebs – ICVolunteers - Geneva  
Yasmin Duboisset – Scouts and Guides of France - Paris

I did promise everyone I met that I would send them a copy of my report as there may be items I have found out in one country that might be of use to an organisation in another country. I hope that there will be something in this report that will be of benefit to other people.

## **42. Recommendations**

I have detailed below a number of items that I feel a Group, District or the County may want to do.

- Working with local companies for them to volunteer to carry out a project tidying up the Group HQ, District camp site.
- Work with a Group to use the matrix method used in Sweden to identify how they could use parents for different activities.
- After agreement with schools, colleges and universities producing a document of ten success stories of what people have got from being a young leader or leader.

- Detailing exactly what “vacancies” we have in Groups, how much time will be involved, on average over say a month and how long we want someone to do that role for.
- To work with local businesses to advertise opportunities for adults in their premises. This would need to details how they would be helping themselves and other people.
- Working with schools, colleges and universities to encourage some of their students to attend a section meeting to talk and demonstrate their “subject” i.e. someone studying, the environment could help young people achieve a badge.
- Work with the local media on the benefits people get from volunteering. This would detail the personal benefits that people have gained from volunteering.
- Work with “human resource” managers to detail the skills and knowledge etc that someone involved in helping to run a section would have. I would also include some of the training they may have received, e.g. working with others, first response, diversity etc.
- Parents of children joining a Group are invited to an “information” evening or are visited by a leader to ascertain how they can help the Group.
- Promote opportunities for adults positively – work with leisure centres, fitness centres railway stations and supermarkets etc to advertise the opportunities within Scouting for adults.
- Promote that the training we provide to people aged over is accredited with the Open College Network and people can obtain membership of the Institute of Leadership and Management.
- District Explorer Scout Leaders, Explorer Scout Leaders and Group Scout Leaders need to work closely to encourage Explorers to help with one of the sections.
- Working with schools, colleges and universities to get some young leaders or young adults to speak at educational establishments to demonstrate how they have developed as people from helping with one of the sections.
- All sections of Groups to invite parents in when a meeting is finishing so they see the closing ceremony, see badges being awarded and hear any notices.
- We look at having a poster campaign to try and recruit new leaders – based on two adults in a lift and “what did you do this weekend?”
- Although not specifically related to getting volunteers, I am of the view that we should be identifying Groups who do not have at least two sections and whose membership is less than thirty to see what the leaders/parents are going to do about the development of the Group.

- To find a Group with at least ten children of Beaver age on the waiting list and to find at least two parents who are willing to help and to set up a Beaver Colony that meets on a Saturday or Sunday.
- To find a Group of three young adults who know each other and a Group with at least ten children of Beaver age on the waiting list and to open up a new Beaver Colony run solely by the young adults.
- To consider the possibilities of using a “vacant” shop in one of the shopping centres to advertise opportunities for adults in Scouting.
- To invite Mayors, Councillors, Members of Parliament and members of Companies to District and County events.

#### **43. Plan of action**

- To get an article in the local paper and a slot on local radio about my Winston Churchill Travelling Fellowship and how people can benefit from being a volunteer.
- To offer all Groups in the District the opportunity to use a matrix to identify parents who may be able to help in some way.
- To contact all parents in the District who have a child on the waiting list or who are aged over 5½ to see if they would be interested in their child joining a Beaver Colony that meets on a Saturday. I would at the same time be looking for some parents to either become leaders or to help on a two weekly basis.
- To identify two or three young adults to possibly run the above section.
- To identify those people who are now aged between 14 and 25 who have left Scouting in the District in the last five years. To write to them detailing the benefits they can get from volunteering and inviting them to an open evening.
- To work with Group to get them to “think differently”. To encourage them to put together a plan of what they would like and where they want to be in terms of volunteers by and how we are going to achieve that plan.
- To identify how many Explorers in the District are active “Young leaders” and to encourage those who are not how they can help themselves and others.
- To identify how many Network members in the County are active “Leaders” and to encourage those who are not how they can help themselves and others.
- To contact members of the Bedfordshire Contingent who went to the 2003 Jamboree who are not leaders to see if they would like to help at a section. This would be by means of an invitation to a “reunion”. For those who are away at university or who say no, we should keep in regular communication with them afterwards, e.g. copy of County Outlook.

- To identify how many of the Bedfordshire contingent to the 2007 Jamboree are leaders or Young Leaders. For those who are not to invite them to an event to detail the benefits to them and others of working with one of the sections.
- To allocate some funding from the District Executive Committee purely for the “development of volunteers”. The funding would be for posters, leaflets, postage and possibly the support of a District section of Beavers and/or Cubs.
- To review the roles of the Explorer Scout Leader and Assistant Explorer Scout Leader to ensure they include the encouragement of people to be active young leaders.
- To review the roles of Network leaders, County Network Commissioner and Assistant District Commissioner (Explorers) to ensure they include details about encouraging people in the sections to become active in the sections.
- To convince my County colleagues that Scouting on a Saturday and having young leadership teams does work.
- To increase the budget from the County Executive Committee to £2,500 purely for development, e.g. production of leaflets, booklets, posters for use at schools, universities, companies, leisure centres etc.
- To convince Groups of the need to identify vacancies or roles they want done and then to identify people who may do the job and to ask them.
- To contact local universities and schools to encourage people to volunteer to help others. This would include the benefits to both parties.
- To contact some local employers to see if they would be willing to encourage their staff to do some work in the local community.
- To encourage Groups to identify projects, e.g. painting the HQ.
- To convince local businesses, employers, leisure centres, libraries to display posters, leaflets, displays about the benefits of volunteering to help with a Scout Group can bring.
- To convince my regional colleagues that Scouting on a Saturday and having young leadership teams does work.
- To work closely with The Scout Association to demonstrate that Scouting on a Saturday and having young leadership teams does work.
- To identify some potential leaders and invite them to attend a few sectional meetings before they commit themselves to becoming a leader.

#### **44. Conclusion**

I am more than ever convinced that we can get more people to volunteer to help with Scout Groups, whether it is as a leader, someone who will do some fund raising, somebody to look after the building or someone who will write a group magazine.

I am also convinced that we can also encourage more people to volunteer to help other organisations. I would hope that as a result of my Winston Churchill Travelling Fellowship I can convince other people, e.g. university or school students, or other members of society to give up some of their time to help other people.

To be successful, we will need to think differently, we might have to take a risk, we may have to feel uncomfortable and more importantly we will need to behave differently. To say "it won't work" will not be acceptable. As some of the literature I was given in Poland said "A few people can change a lot"

**We can change the lives of a number of people by giving them the opportunity to join Scouting – so let's do it.**