Guide to Using Data

Which data to use?

- Internal data: Scout Census
- External data: demographic and local research

What is the Scout Census?

- The Scouts carry out an annual census to create a detailed picture of the young people and adults that make up our membership.
- The census figures also provide information regarding the payment of the national membership fee for youth members and associated levies at various levels of the movement.

How to access the Scout Census information

- The census information can be accessed online, please speak to your line manager for the username and password.
- For DCs, CCs and RCs, you will have access to census via Dropbox. This data is collated by a volunteer into data sets, which is presented using an excel spreadsheet. Spreadsheets are available for each County and District and can be viewed through files on a shared Dropbox Folder. Please speak to your line manager if you do not have access to the Dropbox folder.

Using Scout Census information

- Below is a table, which outlines where to find information on key topics from the Census.

Topic	What could the information indicate?	Further questions
Missing Sections	There might be a need to open a Section within a Group to cater for that age range.	What's the reason for the missing section, e.g., venue, lack of volunteers, feed into another Group or population demographic?
Changes in Section sizes over the last 12 months	A significant loss in young people numbers may indicate support is required with the programme, style of leadership or change in venue/meeting times. This might also highlight groups that have added new section(s) or grown over the last 12months.	What other local information is available to support or contradict the data? Is there a need to support groups with youth recruitment? How is or how could the Leadership team support programme?
Waiting Lists	Waiting lists may indicate: • current provision is not meeting demand • support is required for management and accurate recording of section size, particularly if numbers have reduced	Do the sections that have reduced in numbers have waiting lists? Is there a need to increase the provision to meet local demand? How are Groups/Sections/Units managing their waiting lists? How could the Leadership team support waiting list management?
Closed Groups/Sections/Units	Closed Groups/Sections/Units may indicate: • Not enough demand in the area	What are the reasons for Groups/Sections/Units closures?

	• Leadership issues • Change in venue • Programme issues • Governance issue • Merger with another Group • DC/District Exec decision	Are there any Groups/Sections/Units, which would be feasible and sustainable to be re-opened?
Inclusion Data: IMD (Indices of Multiple Deprivation)	The IMD score is used to measure the level of deprivation of an area. In the Scout Census, it is identified using the postcode of the meeting place. However, the young people and adults who are members of that particular group may live in an area with a different IMD score. This data may indicate a higher level of financial (or other) support required from the District or other sources.	Are the Groups/Sections/Units truly reflective of the local population e.g. if membership of the Group is primarily from a different area and therefore different IMD, how can the Group engage with the immediate local community? Is additional new provision required? What actions need to be taken, in regards to Groups/Sections/Units that are actively discriminating against young people or adult volunteers based on deprivation and/or location?
Inclusion Data: Ethnicity	Indicates the ethnic breakdown of the membership within the District.	Are the Groups reflective of their local communities? Are youth and adult recruitment strategies attracting people from different ethnic backgrounds? How can the Leadership team support Groups/Sections/Units to become more reflective of their communities? What actions need to be taken, in regards to Groups/Sections/Units that are actively discriminating against young people or adult volunteers based on ethnic background?

Inclusion Data: Accessibility / Additional needs	Indicates the accessibility/additional needs of the membership within the Groups/Sections/Units. This data may indicate • areas for further training and support required for leadership teams. • considerations to venue(s), programme, ratios and risk assessments, to ensure accessibility. • that there are some Groups/Sections/Units that are more accessible than others.	What support do leadership teams need with considering and adapting venue(s), programme(s), ratio(s) and risk assessment(s) for those with accessibility/additional needs and how can the District support? How can the District ensure that all groups are able to accommodate young people/adult volunteers with accessibility/additional needs and not just rely on one or two Groups who may have successfully made adaptations? What actions need to be taken, in regards to Groups/Sections/Units that are actively discriminating against young people or adult volunteers based on accessibility/additional needs?
Inclusion Data: Male and Female membership	Indicates the membership of male and female young people across the Groups/Sections/Units. May highlight where proactive recruitment for male or female young people is required.	Is the Lead volunteer aware of non-compliance with policy regarding male/female membership? What other local information is available to support or contradict the data? What actions need to be taken, in regards to Groups/Sections/Units that are actively discriminating against young people or adult volunteers based on gender?
Young Leader Numbers	Indicates the number of Young Leaders volunteering in each section across the District. This data may indicate: • support is required to record Young Leaders across the District. • support is required with a Young Leader unit/scheme.	Is the Young Leader Unit/Scheme in place and accessible? Are Explorer Scouts aware of the Young Leader scheme? How is it promoted internally and externally e.g. are there links with DofE groups within Schools?

	• training is needed for leadership teams to support Young Leaders more effectively. • Groups/Sections/Units to approach about having Young Leaders as part of their leadership teams.	Do leadership teams know how to involve and support Young Leaders in their sections? What can the Leadership team do to support Groups/Sections/Units and young people with the Young Leader scheme? Is this something that the Youth Commissioner could lead on?
Group Management and Governance Vacancies	Indicates if the group has a GSL and the key officer roles of the Executive Committee. This data may indicate support required to recruit to management and trustee roles, within Groups across the District.	Check the local situation to confirm or contradict the data. Identify which roles need to be filled. For GSL roles, consider a manager search to support recruitment How could the Leadership team provide support to Groups with recruiting to trustee roles?
Section Leadership Numbers	Indicates the number of adult volunteers involved in running the Sections. This data may indicate where Groups/Sections/Units may require support with recruiting adult volunteers, particularly highlighting vulnerable Groups/Sections/Units.	Does the local situation confirm or contradict the data? Identify which Groups need support with volunteer recruitment. How can the District support Groups/Sections/Units to recruit volunteers, e.g. signposting to HQ resources and online workshops, enable sharing of good practice locally, review roles, encourage sharing of leadership teams, etc.

| Top Awards | Indicates how many top awards are being achieved across the Groups/Sections/Units within the District.

A good quality programme allows young people to achieve their top awards.

This data may indicate where Groups/Sections/Units need support with providing a quality programme. | How can the District team support with delivery of a quality programme? E.g., review programmes, facilitate sharing of programme ideas, signpost to HQ resources (Activity Finder and Programme Planning tool), co-ordinate/facilitate District activities. |
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| Gift Aid | Indicates which Groups are claiming Gift Aid.

This data may indicate Groups that need support with governance or simply how to claim Gift Aid. | Why isn't every group claiming gift aid? How can the District ensure that every Group is claiming gift aid? |
| Retention | Indicates age ranges, of young people, year on year, across the Groups/Sections/Units.

This data can be used to draw some arbitrary conclusions about the retention of young people across sections. For example, the charts might show, twenty one, 8 year olds in 2018, but only seventeen, 9 year olds in | Does the local situation confirm or contradict the data in terms of retention?

Are Groups/Sections/Units able to accurately monitor retention between the sections?

Are Groups/Sections/Units actively encouraging the moving on process?

What do they do to ensure a smooth transition between Sections? |

	2019, indicating a loss of four young people over 12months. This does not give an entirely accurate picture of retention, as the data does not track an individual's Scouting journey.	What are the barriers to supporting retention, e.g., changes in venues and times, communication between Section leadership teams and parents, programme quality as the young people get older within the Section? What can the District do to encourage retention? E.g., signpost to HQ resources (moving on ideas), facilitate sharing of ideas locally, monitor and communicate the number of places for young people across the District, to remove retention barriers.

Network	Indicates number of young people, of Network age-range, year on year, across the Groups and Units. This data may indicate
	   − support is needed with recording Network members on Compass.
	   − that Network provision is required.
	   − that Network members and/or 17.5year olds, need to be made aware of the options for them to volunteer.
		Is there active provision for Network aged young people in the District?
		
		How is Network provision promoted across the District?
		
		How do Network members know what volunteering options are available to them?
		
		How do Explorer Scouts link to the Network provision to ensure a smooth transition at 18 years old?

Using external data

Below is a table, which outlines where to find additional relevant information in order to review, analyse and draw conclusions from the information.

Research	Where to find it	What could the information indicate?	Further questions
Schools • Age and Number of young people on roll • Location of schools compared with Scouting meeting places, within District boundaries	Location of schools and number of young people [School Finder](#) Map of current Scouting provision in Census reports menu Google Maps	The age and number of young people on roll in local schools, provides an indication of how many young people are eligible to join local Scouting. The location of Schools may indicate a higher number of young people in a particular area.	In line with the Scouts strategy, local Scouting should endeavour to increase access for people from areas of deprivation. Is Scouting being actively and effectively, promoted to people within areas of deprivation?
Ethnicity Data Population by ethnic group within the Area boundaries and the current ethnic groups reflected within the District/ Groups/Sections/Units membership	Map of areas with detail of population by ethnic group. [Ethnicity Group Heat Map](#) District Census reports for ethnicity data.	Ethnic group data will indicate which ethnic groups live within the Area. The Scout Census, ethnicity group data will indicate which ethnic groups are being reflected within local Scouting.	In line with the Scouts strategy local Scouting should endeavour to increase access for people from different ethnic backgrounds. Is Scouting being actively and effectively, promoted to ensure accessibility for local people from different ethnic backgrounds?

IMD Data Areas and scores of deprivation within the area of current provision.	Map of current Scouting provision in reports menu Scout Census Map of areas according to indices of multiple deprivation in the District. IMD Heat Map 2019 Tool to check specific postcodes for IMD IMD Postcode Checker 2019	The IMD data and location of current provision may indicate opportunities for potential new provision, to increase access for people in areas of deprivation	In line with the Scouts strategy, local Scouting should endeavor to increase access for people from areas of deprivation. Is Scouting being actively and effectively promoted to people within areas of deprivation?
New Infrastructure: – Housing Developments – New Schools – New Shopping and Leisure facilities	Local council/planning/area Websites	Potential opportunities for partnership working with developers. Potential to establish New Provision and/or increase membership within existing provision.	What is the capacity of current provision? What preparations need to be made so that local Scouting can make the most of the potential opportunities that the new infrastructure might create? Could the RST support?