

# MAKE A WORLD OF DIFFERENCE

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Scouts of the World Award

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## Mentor Pack



[scouts.org.uk/sowa](https://scouts.org.uk/sowa)

**network**

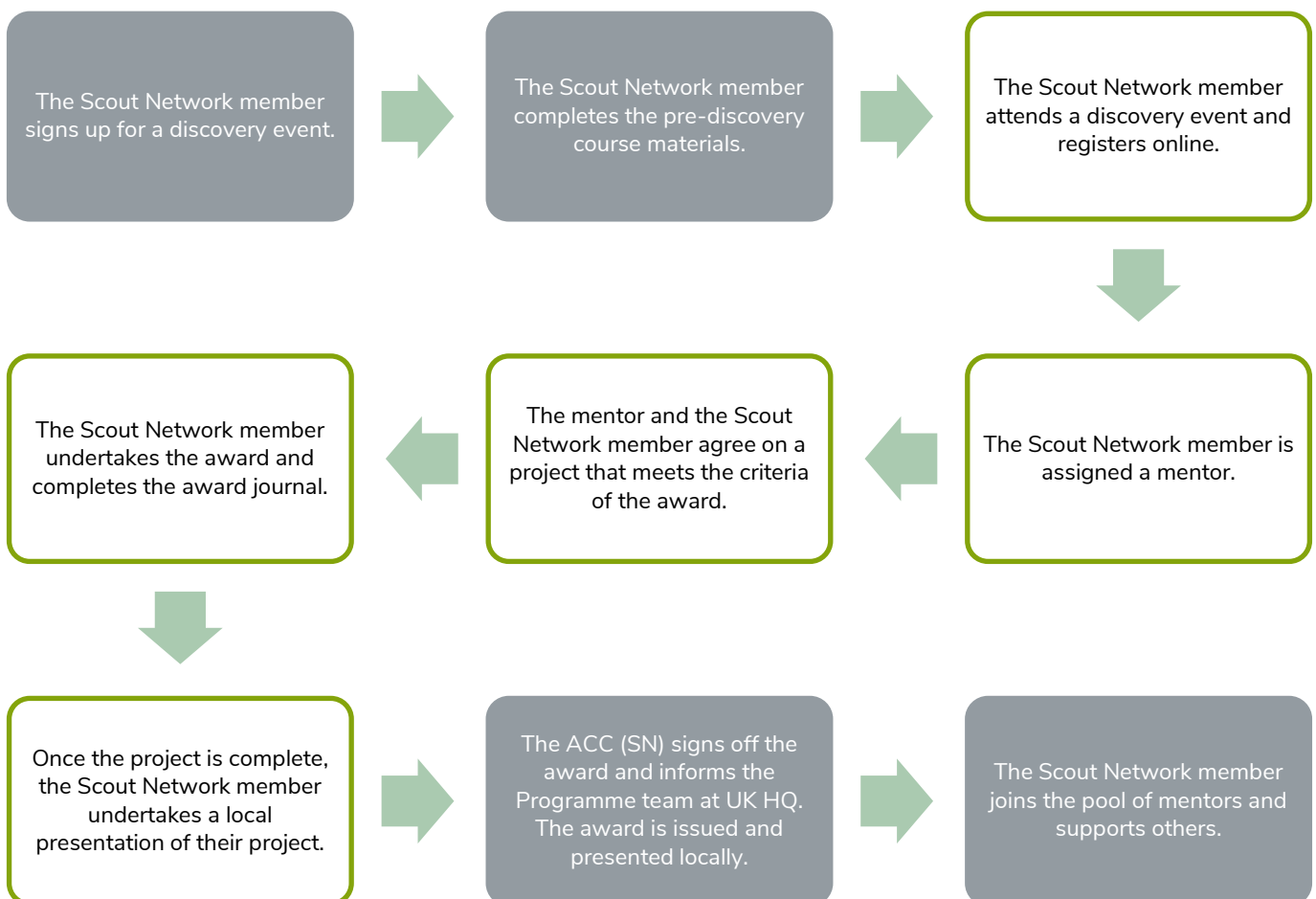
# Scouts of the World Award

## Overview of the award

This pack gives you an overview of the award, support resources and roles that support Scout Network members through their Scouts of the World Award journey.

Scouts of the World Award (SOWA) is a Scout Network only award that gives Scout Network members the chance to undertake a project of their choice within the themes of Peace, Environment and Sustainability and take action on their chosen issue.

## The journey of Scouts of the World Award



# Scouts of the World Award

## Requirements of the award

To take part, you must:

- be between 18-25 years old and a member of the Scout Network section
- attend a Scouts of the World discovery event (14 hours) run by a SOWA trainer
- register for the award by filling out this [registration form](#) after you have attended a discovery
- create a plan for your SOWA project based on one or more of the three themes (Peace, Environment and Sustainable Development) with the guidance of your mentor
- complete your SOWA voluntary project (80 hours) based on one or more of the three themes (Peace, Environment and Sustainable Development)
- undertake an evaluation, personal reflection and local presentation (three hours) which should reflect your personal development, the project deliverables and how you have ensured the project is sustainable.

Your mentor will be able to offer you guidance throughout your award.

After your presentation, your ACC (Scout Network) will confirm that the award has been completed and notify HQ via this [completion form](#).

Registration and completion forms can be found at [scouts.org.uk/sowa](https://scouts.org.uk/sowa).

## Minimum standards and criteria

**The outcome of SOWA is for the participant:**

- to play an active role as a global citizen in society
- to progress on their personal development journey
- to increase their understanding of global issues

**The SOWA discovery event (14 hours):**

- may take place as a residential event or a number of shorter events but should be a minimum of **14 hours** of learning
- requires all participants to undertake some pre-course activities that will be sent to them by the SOWA trainers prior to the event
- will broaden the participants understanding of the wider global context that underpins the award and global issues

**The SOWA voluntary project (80 hours)**

- must take a minimum of **80 hours**, which can also include planning time

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- should be based on one or more of the three key themes of the Award (Peace, Environment and Sustainable Development)
- should be guided by an assigned SOWA mentor, including the planning stages
- requires an ACC (SN) or equivalent to be notified about the project, as they are the final sign off for the award
- should follow the SMART technique, with clear project objectives, timescales and realistic deliverables
- should have a long-term, sustainable impact on the local, national or international communities in which they are planning to deliver the project.

## **The presentation, evaluation and personal reflection (three hours):**

- requires participants to spend time evaluating their journey through the award, as well as the project itself. The award is not just about meeting the project aims but is also about the development of the skills, cultural awareness, knowledge and attitudes of the participants, as active global citizens. This evaluation may cover questions such as:
  - Can I see the connection back to the global context I learnt about at the discovery event?
  - How is my project sustainable? If it is not, what could I do to ensure it is?
  - What challenges did I face and how did I overcome these?
  - What skills have I gained from achieving this award?
  - What does it mean to be an active global citizen?
- requires participants to present their project and evaluation to a relevant audience. This could include the ACC (SN), who has final sign off of the award, as well as Scout Network members, Explorer Scouts, ACC (International), their SOWA Mentor and their SOWA Trainer.

## **Additional information**

### **Award standards**

The Scouts of the World Award is based on personal best effort rather than fixed standards and should be available to all members of Scout Network. This may mean that for some individuals, the requirements of the award need to be adapted to ensure that they face the same degree of challenge as other participants. Where additional needs have to be taken into account, it is acceptable to adjust some of the activities to make them more accessible. You should work with your mentor to discuss any adaptations, and make sure that any adaptations have been approved by the ACC (SN) who will sign off your award. As every set of individual circumstances will be different, it is left to the discretion of the ACC (SN).

In Scotland, the final sign off will be the Assistant Regional Commissioner (Scout Network) (ARC(SN)).

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## Timescales

The award must be completed by your 25<sup>th</sup> birthday and cannot be started before your 18<sup>th</sup> birthday. Within that, there are no fixed timescales. The number of hours specified above for the discover event, voluntary project and evaluation do not need to be completed in one go. For example, you may choose to do a voluntary project for one hour a week over 80 weeks.

## Project approval

Approval by the person signing off the award should be given before the final agreement of the project. Speak to the Assistant County Commissioner (Scout Network) for confirmation.

In order to meet the membership requirement, the member must be a member of Scout Network and remain a member while completing the award. Ideally, they should be a member throughout the award, however, it's accepted that they may take a break from the award (for example, moving to university) and restart at a later date. Any activities undertaken while not a member of Scout Network, cannot count towards toward the Scouts of the World Award.

It's important to note that the date of completion of the award will be the date that the final requirement (the presentation) is signed off by the Assistant County Commissioner (Scout Network).

## Links to other awards

Subject to approval, completing your SOWA may also count towards other awards including:

- [Duke of Edinburgh Award \(DofE\)](#) – your discovery and voluntary service could count towards the residential aspect of your DofE. Talk to your leader or DofE adviser for further details
- [Queen Scout Award \(QSA\)](#) – consult with your QSA adviser and bear in mind that the SOWA can only be used once within the award. This could be as a residential or within the International, Community and Values section.

# Roles that support the award

There are a number of roles that are an essential part of the Scouts of the World Award journey. As a Scouts of the World Award mentor, you are supporting Scout Network members with the planning and delivery of their Scouts of the World Award project.

## Trainers:

Trainers are an essential part of the Scouts of the World Award journey. Across the UK, a number of people will be trained in delivering the Scouts of the World Award. Scouts of the

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World Award trainers are required to deliver a minimum of two discovery events a year within your local area. The Trainers will assign participants with a mentor after the Discovery event.

## **Mentors:**

Scouts of the World Award mentors are people who support young adults in achieving their Scouts of the World Award. They will be allocated Scout Network members to mentor during their Scouts of the World Award project. This role would be on-going and could be done alongside other roles in a similar way to training advisers.

## **Assistant County Commissioner (Scout Network) (ACCSN):**

The Assistant County Commissioner (Scout Network) is to be part of the assessment panel that attend the presentation and has sign off for the award locally.

## **Assistant County Commissioner (International) (ACCI):**

The Assistant County Commissioner (International) should support the Scout Network members with any aspects that involve Scout Network members travelling overseas. They could also be part of the assessment panel for the award.

# Mentor Role description

## **Outline of role:**

To support young adults within the Scout Network section to agree, plan, deliver and evaluate their personal and/or group Scouts of the World Award journey.

**Responsible to:** Course director / trainers

**Responsible for:** N/A

## **Main contacts:**

- course directors
- trainers
- other mentors
- participants
- ACCSN/DSNC
- ACCI

## **Responsibilities include:**

- understanding and applying the principles and practices of how young adults learn in small groups
- facilitating the learning process so that participants meet the defined learning outcomes

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- helping participants interpret briefings for learning activities
- building rapport with each participant
- creating a safe, supportive and encouraging learning environment for the participant
- encouraging involvement and contributions from each participant
- providing constructive and developmental feedback to individuals and to the group
- contributing to reviews of learning activities and events, including providing relevant and timely feedback to trainers and course directors
- mentoring and supporting young adults to deliver their Scouts of the World Award projects

## Creating collaborative learning

As a mentor, it's your role to guide the Scout Network member through their award.

**Step 1:** Understand the need – it's important that the Scout Network member finds out what the need is and doesn't assume they know. They should be talking to relevant stakeholders to gain this understanding.

**Step 2:** Plan the project – as a mentor, you will be there to support the Scout Network member with this process. Remember, it's important that the project is sustainable.

A useful way to help plan a project is using the SMART technique:

Make sure their plan is:

- **specific** – ensure to target a specific area of improvement
- **measurable** – quantify or at least suggest an indicator of progress
- **achievable** – what results can realistically be achieved within the timeframe and with the resources available?
- **relevant** – does the outcome address the issue under discussion?
- **time-bound** – when will the outcome be achieved? Can this be broken down into staged goals with timeframes?

**Step 3:** Start the project – once the planning is complete, the participant can start work on their project.

**Step 4:** Regular reviews – it's important that you and the Scout Network member catch up regularly to talk about how their project is going. Have they faced any challenges and how can

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these be resolved? Is their project still on track? Is their project still sustainable? Is their project challenging them enough to be helping their personal development?

**Step 5: Review** – it's one of the requirements of the award for the Scout Network member to review their project. They may find it useful to chat this through with you, but make sure they are evaluating the project, its outcomes and their personal development themselves. This will aid them in creating their presentation.

## Understanding the global context of the award

### What is international development?

International development is about the development of humans and their environment. This might include reducing poverty, improving health, improving education or financial development around the world.

International development should always be sustainable. Although it's hard to define sustainable development, one of the most common definitions comes from the Brandt Report:

'Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their needs' (Brandt Report, 1987)

There are a huge number of measurements to measure development, including Gross Domestic Product (GDP), average income, literacy rate, infant mortality rate, life expectancy, and human rights. Development measurements tend to use a mix of measurements to get a broader picture. International development is for every country in the world!

### Who are the key players in international development?

There are some key players at international, national and local level for development.

International:

- United Nations (UN) (including specific branches such as the United Nations Development Programme (UNDP), United National Educational, Scientific and Cultural Organization (UNESCO) and World Health Organisation (WHO))
- Non-Governmental Organisations – these might include major charities such as Oxfam, Save the Children, WaterAid, and Amnesty International
- Corporations/ large companies



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National:

- National government - in the UK, the Department for International Development (DfID) is a key player, but other departments such as the Department for Education and the Department of Public Health play an important role too
- National charities – including the Scouts!
- National businesses

Local:

- Local government
- Small businesses
- Schools
- Scouts

## What were the Millennium Development Goals (MDGs)?

In 2000, the MDGs were created at the United Nations Millennium Summit. At the Summit, 189 member states and 22 international organisations agreed a set of global targets that would be funded by the World Bank and the International Monetary Fund (IMF). The target was to complete all these goals by 2015.

The goals were:



The MDGs made some huge changes in international development and some were very successful. However, the MDGs were more successful in some parts of the world than others.

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Sub-Saharan Africa, for example, has not progressed as far on most goals as other developing regions.

2015 was the deadline for the MDGs but was also the launch of the Sustainable Development Goals (SDGs).

## What are the Sustainable Development Goals (SDGs)?

The SDGs were created to continue and expand the work of the MDGs. The SDGs were written and agreed by the 191 member states and international organisations that have committed to them. The SDGs will continue until 2030 and consist of 17 goals with 169 targets within these.

The SDGs are:

## SUSTAINABLE DEVELOPMENT GOALS



There are a huge number of factors that affect and interact with these goals, including political systems, conflicts, environmental conditions, natural disasters and global and national economies.

## Why does it matter to us?

The SDGs are not just for less developed countries. All countries can make an impact both within their country and in other countries. One of the obvious examples of this is climate change. Environmental changes need to be made in more developed countries, as well as less developed countries, and the impact of that will affect the entire globe.

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However, we can have an impact on all of these goals even if they feel distant to us now. For example, most people in the UK have access to clean water and sanitation (Goal 6), but 844 million people don't have clean water close to home (WHO/ UNICEF JMP Report 2017).

WaterAid offer lots of practical ways that we can support more people to gain access to clean water and sanitation. For more information about the work that WaterAid does with The Scout Association, visit the [A Million Hands project](http://www.amillionhands.org.uk/resource) (www.amillionhands.org.uk/resource).

## What can we do?

On an individual level we can all make a difference to the SDGs, from recycling to community projects. The SOWA will help Scout Network members to make a sustainable impact on these global goals and become active global citizens.

## What are the themes of the Scouts of the World Award?

There are three themes that Scout Network members can focus on for their project. Their project can fit into more than one of these themes.

|                    |   |
|--------------------|---|
| <b>Peace</b>       | A situation in which there is no war or conflict in or between countries, groups or individuals   |
| <b>Environment</b> | The environment is the natural world and includes land, water, air, plants, animals, as well as the built environment, which interact with one another and are affected by human activity.  |
| <b>Development</b> | Change, growth or improvement over a period of time, that 'meets the needs of the present without comprising the ability of future generations to meet their own needs'.<br>(World Commission on Environment and Development, 1987) |

## Support and resources

### 1. Mentor webinar

In addition to this pack, there is a short webinar, which helps to give some additional context to the award, your role and the processes. This can be found at [Scouts.org.uk/sowa](http://Scouts.org.uk/sowa).

### 2. Attend a discovery

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If possible, it may be useful for you to attend a discovery weekend and support the SOWA trainer. This is at the discretion of the SOWA trainer organising the event but it will give you some insight into the experience Scout Network members have had when they start their project with you.

## 3. Websites

- [Scouts of the World Award](https://scouts.org.uk/sowa) (scouts.org.uk/sowa)
- [Sustainable Development website](https://sustainabledevelopment.un.org) (sustainabledevelopment.un.org)
- [Teaching Sustainable Development Goals](https://education.microsoft.com/courses-and-resources/courses/SDG) (education.microsoft.com/courses-and-resources/courses/SDG)
- Other Top Awards – [QSA](https://scouts.org.uk/qsa) (scouts.org.uk/qsa) and [DofE](https://scouts.org.uk/dofe) (scouts.org.uk/dofe)

## 4. Online videos

There are many useful videos online (youtube.com) that provide more information about the global context.

For example:

- [UNDP – Transitioning from the MDGs to the SDGs](#)
- [Hans Rosling’s 200 Countries, 200 Years, 4 Minutes](#)

The Scout Programme Team via [sowa@scouts.org.uk](mailto:sowa@scouts.org.uk)

Phone: 0345 300 1818 (local rate) or 020 8433 7100

# Making Scouts of the World Award Quality

**A quality programme is challenging, relevant and rewarding for every young person.**

**What we mean by ‘challenging’:**

- more opportunities for outdoor and adventurous activities in safe environments
- young people gaining confidence by participating in new or less familiar activities and stepping out of their comfort zones
- all young people regardless of their abilities, can enjoy and achieve

**What we mean by ‘relevant’:**

- young people shape the programme based on what they want to learn and explore

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- ensuring the needs of every young person are met
- responding to what young people are currently inquisitive about and reflecting this in the programme

## What we mean by 'rewarding':

- developing skills for life, including teamwork and leadership
- supporting young people with their progression through the sections
- young people are excited about Scouting, having fun and increasing in confidence

## Understanding the discovery

The SOWA Discovery aims to give the Scout Network member a deeper understanding of the wider global context that underpins the Award and global issues. It will also help Scout Network members to think about what they can do for their projects to make sure they are being active global citizens.

These are the objectives for the activities the Scout Network member would have taken part in at the Discovery.

| Friday                                | By the end of the session, participant should be able to;  |
|---------------------------------------|--|
| Team Building                         | <ul style="list-style-type: none"> <li>- identify the participants and staff on the course</li> <li>- have shared information about themselves with at least five other people on the course</li> </ul>  |
| Outline of weekend                    | <ul style="list-style-type: none"> <li>- describe the elements covered in the course</li> <li>- describe the domestic arrangements for the event including safety, logistics and timings</li> </ul>  |
| Global challenges                     | <ul style="list-style-type: none"> <li>- understand the global context of International Development</li> <li>- understand what the MDGs and SDGs are and why they are relevant</li> <li>- understand that everyone can have an impact on the SDGs</li> </ul>   |
| Suitcase Activity                     | <ul style="list-style-type: none"> <li>- understand the skills that they are bringing to the Discovery</li> <li>- understand what they want to gain from the Discovery</li> </ul>  |
| Saturday                              | By the end of the session, participant should be able to;  |
| Understanding sustainable development | <ul style="list-style-type: none"> <li>- consider whether certain rights should take priority over others.</li> <li>- recognise the broad variety of issues within International Development</li> <li>- recognise why they have certain beliefs and opinions about prioritisation of issues</li> </ul> |

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|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>- understand that others may have different beliefs and opinions about the prioritisation of issues.</li> </ul>  |
| Understanding peace                           | <ul style="list-style-type: none"> <li>- understand the definition of peace</li> <li>- develop an understanding of conflict</li> <li>- reflect on their own understanding of peace and conflict and how it may differ from others.</li> </ul>   |
| Understanding environment                     | <ul style="list-style-type: none"> <li>- understand the importance of environment in the global context</li> <li>- identify the factors that affect the environment</li> <li>- identify actions that could improve the environment</li> </ul>   |
| Managing emotions                             | <ul style="list-style-type: none"> <li>- understand what assertive behaviour is</li> <li>- recognise their own behaviours</li> <li>- reflect upon verbal and physical language and the impact it has upon the way they are understood by others</li> </ul>  |
| Managing conflict                             | <ul style="list-style-type: none"> <li>- understand a structured technique for managing interpersonal conflicts</li> </ul>  |
| Problem solving, planning and decision making | <ul style="list-style-type: none"> <li>- Identify the interdependent factors that influence a project in terms of people, stakeholders, resources, environmental factors and human assets</li> <li>- Demonstrate the ability to prioritise a project taking into account the interdependent factors</li> <li>- Recognise the need to be flexible in their approach to project planning</li> </ul> |
| <b>Sunday</b>                                 | <b>By the end of the session, participant should be able to;</b>  |
| Recap and reflection of previous day          | <ul style="list-style-type: none"> <li>- Reflect on their learning so far</li> <li>- Ask questions where clarity is needed</li> </ul>   |
| Action Planning                               | <ul style="list-style-type: none"> <li>- understand a project planning technique</li> <li>- apply the technique to a project of their choice</li> </ul>   |
| Project ideas and thinking forwards           | <ul style="list-style-type: none"> <li>- develop a practical and realistic SOWA project based on one of the themes</li> <li>- understand the SMART technique</li> <li>- demonstrate project planning skills</li> </ul>  |
| Next steps and final reflection               | <ul style="list-style-type: none"> <li>- understand the next steps in their SOWA journey after the Discovery</li> <li>- Reflect upon the Discovery as a whole</li> </ul>  |