

Global Citizenship Competences For Scouts And Guides



*Responding
as active global
citizens



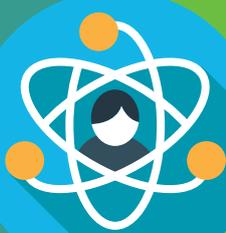
*Critical and
creative thinking



Standing up
for social justice
and equity



Sustainable
way of living



Understanding
global
interdependence



Respecting
diversity and
identity



Conflict resolution
and cooperation

*Cross-cutting competences

Global Citizenship Competences for Scouts and Guides

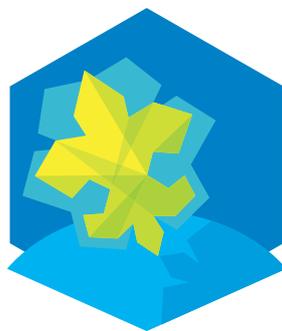
**For the use of scout global education trainers
and educators to work with scout leaders**

Scouts and Guides active global citizens, seeks to prepare the next generation to act for the eradication of poverty, fight injustice and inequality and promote sustainable lifestyles. These are the key competencies which we believe are required for equipping young people to meet this challenge.

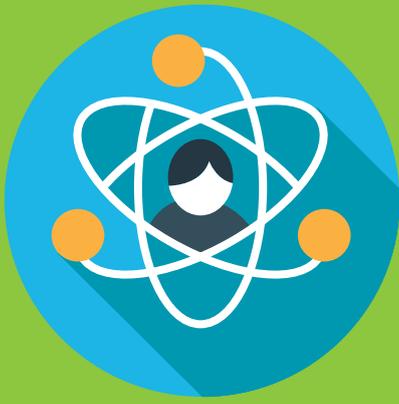
We have identified the most important values and attitudes, areas of knowledge and understanding and skills that we believe Scouts and Guides need for participating in and shaping this sustainable and just world.

They also represent our shared vision of Global Citizenship for the Scout and Guide movements and underpin the trainings, resources and aspirations of the project.

The competencies can be used by Scout educators and trainers to shape their trainings, activities and materials for Global Citizenship in Scout and Guide Units. They might also be explored by Scout leaders during in-depth training sessions on global education or by future Scout leaders (Rovers, Rangers, Scout Networks) who wish to develop selected competence topics.



Scouts & Guides
**Active Global
Citizens**



1. Understanding global interdependence

Scout and Guide leaders recognise that people, places, economies and environments are interconnected and mutually dependent. They understand that these interdependencies impact on relationships locally, globally, have been shaped by history and will shape the future. They are aware that everyday choices and actions have intended and unintended impacts on the lives of others and the environment both locally and globally.

2. Standing up for social justice and equity

Scout and Guide leaders are aware of injustice and inequality present in both behaviour and systems. This includes access to and unequal distribution of power, wealth and natural resources both within countries and between countries. They should understand some of the causes of inequality and reflect on how past events have impacted on current local and global problems. They should be aware of the impacts of inequality on the dignity and quality of people's lives and the health of the planet.



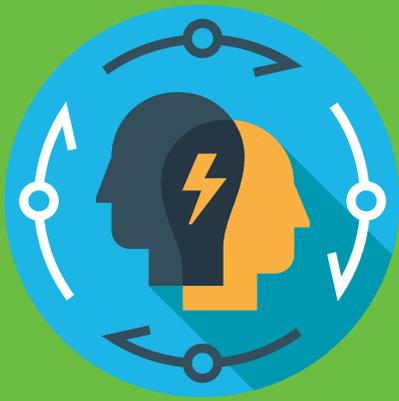
3. Sustainable way of living

Scout and Guide leaders appreciate how we share and use the earth's resources affects the health of the planet and everyone with who we share it – now and in the future. They recognise the inequality of the ecological footprint between different regions of the world. They appreciate that our relationships with the earth needs to acknowledge the limits of finite resources and human rights of all. They actively support a sustainable lifestyle which preserves a healthy planet for future generations.

4. Respecting diversity and identity

Scout and Guide leaders recognise that we all have the same basic needs but that there are many ways of meeting them. They are aware that differences in gender, culture, class, nationality, religion, ethnicity, sexuality, language and status are significant in shaping identity. They are open to engaging positively with other identities and cultures and appreciate that this can strengthen our collective response to the challenges of our complex world. They actively take action against any form of discrimination.





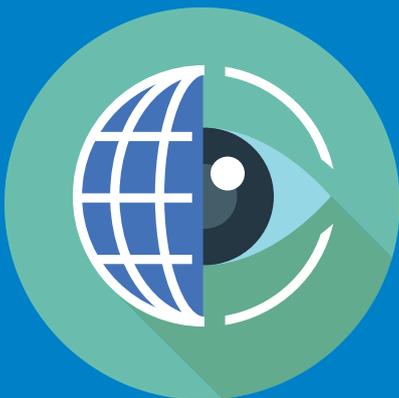
5. Conflict resolution and cooperation

Understands the causes and consequences of conflicts on different levels: international, civic, communal, interpersonal and interpersonal and looks for her/his role in them and her/his influence. Is aware of the various ways of dealing with conflicts and their impact on people and the environment and peace. Sees conflict as a natural phenomenon and an opportunity for learning and transformation of relationships. In personal, as well as social conflicts is able to look for strategies that help to find solutions that fulfill the needs of all those involved. Scout and Guide leader supports others in developing this competence.



*Critical and creative thinking

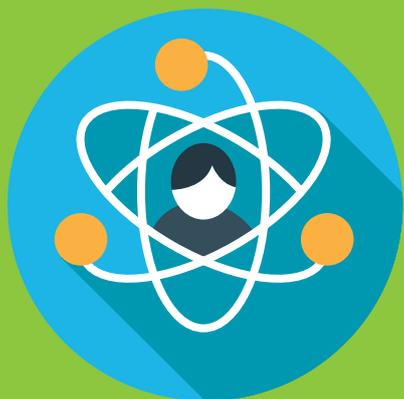
Scout and Guide leader are aware that the way individual people see the world is constructed by various influences – political, social, cultural, economic and environmental. They explore different perspectives and their implications and pay attention to silent or opposing voices. They are aware that every perspective is incomplete and confident in re-evaluating their opinions. They are open to new ideas and approaches and recognise the importance of actively contributing to and creating alternative and better futures.



*Responding as active global citizens

Scout and Guide leaders are aware that they can bring about positive change and can work with others to make the world a more equitable and sustainable place. They make informed choices and are aware of how these choices might impact on others and the health of the planet. They participate in the community at a range of levels, from local to global. They actively support young people to make informed choices based on critical evaluation of the options open to them and build the skills and confidence to act on these choices in their lives.

*Cross-cutting competences



1. Understanding global interdependence

Scout and Guide leaders recognise that people, places, economies and environments are interconnected and mutually dependent. They understand that these interdependencies impact on relationships locally, globally, have been shaped by history and will shape the future. They are aware that everyday choices and actions have intended and unintended impacts on the lives of others and the environment both locally and globally.

Attitudes

= what are my values and motivations

Takes responsibility for their actions and willing to act to make the world a better place

Supports others to take positive actions.

Commitment to participation and inclusion

Respect for people and human rights

Strives to understand our interdependent world

Knowledge

= what can I read about

Interdependence through trade, technology, economy, migration, political systems

Relationship between consumer and producer within the supply chain (eg. Food, clothes, technology etc.)

Lifestyle choices and how they impact on the environment and others

Impact of decision at national and global level on people and the environment

Unequal cause and effect of climate change globally

Links between issues - poverty, climate change, migration, conflicts

Historical influence of colonial past shaping present trade and power relations

Scout and Guide movement interdependencies

Skills

= what can I do/ what am I able of

Critical thinking

Make connections between causes and consequences

Ability to manage complexity and uncertainty

Informed and reflective action as global citizens



2. Standing up for social justice and equity

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Attitudes

= what are my values and motivations

Commitment to social justice and equity

Respect for people and human rights

Solidarity

Knowledge

= what can I read about

Trade, unfair trade

Poverty within country and between country

Life chances

Unequal balance of power

Different perspectives on development (MDG, SDG, indigenous...)

Different perspectives on social justice and equity

Inequality in access to the resources

Human Rights

Gender

Historical influence of colonial past shaping present trade and power relations

Skills

= what can I do/ what am I able of

Empathy

Self-awareness and reflection

Co-operation and conflict resolution

Ability to manage complexity and uncertainty

Informed and reflective action as a global citizen



3. Sustainable way of living

Scout and Guide leaders appreciate how we share and use the earth's resources affects the health of the planet and everyone with who we share it – now and in the future. They recognise the inequality of the ecological footprint between different regions of the world. They appreciate that our relationships with the earth needs to acknowledge the limits of finite resources and human rights of all. They actively support a sustainable lifestyle which preserves a healthy planet for future generations.

Attitudes

= what are my values and motivations

Strive to use natural resources in a responsible way

Mindful of future generations' needs.

Commitment to protect the environment and quality of life for people locally and globally

Appreciation of interdependence between people and planet

Willingness to take personal responsibility for changing lifestyle

Knowledge

= what can I read about

Responsible consumption

Aware of water and energy usage

Ecological -footprint, carbon footprint, water footprint

Food production

Ecological limit of the planet

Alternative economic systems (eg. de-growth)

Waste management

Climate change

Population growth

SDGs Agenda

Skills

= what can I do/ what am I able of

Creative and future thinking

Self-awareness and reflection

Co-operation and conflict resolution

Ability to manage complexity and uncertainty

Informed and reflective action as a global citizen



4. Respecting diversity and identity

Scout and Guide leaders recognise that we all have the same basic needs but that there are many ways of meeting them. They are aware that differences in gender, culture, class, nationality, religion, ethnicity, sexuality, language and status are significant in shaping identity. They are open to engaging positively with other identities and cultures and appreciate that this can strengthen our collective response to the challenges of our complex world. They actively take action against any form of discrimination.

Attitudes

= what are my values and motivations

Value diversity

Being open-minded and respectful of the many various ways of thinking, living and behaving

Respect the rights of all to have a point of view

Respect and promote human rights of all people

Be committed to challenge prejudices and discriminatory views and practices

Knowledge

= what can I read about

Similarities and differences

Shifting/changing / multi-layered identities; personal and group identities

Identifying stereotypes, prejudices and discrimination based on eg. faith, ethnicity, culture, nationality, age, health gender and sexuality

Impacts of stereotyping, prejudice and discrimination and how to challenge them

Influence of language, beliefs and values in cultural identity

Importance of diversity within culture and the environment

Human rights

Different ways of knowing

Skills

= what can I do/ what am I able of

Challenge stereotypes and prejudices

To develop participatory, inclusive and safe environment for all

Self-awareness and reflection

Co-operation and conflict resolution

Informed and reflective action as a global citizen



5. Conflict resolution and cooperation

Understands the causes and consequences of conflicts on different levels: international, civic, communal, interpersonal and interpersonal and looks for her/his role in them and her/his influence. Is aware of the various ways of dealing with conflicts and their impact on people and the environment and peace. Sees conflict as a natural phenomenon and an opportunity for learning and transformation of relationships. In personal, as well as social conflicts is able to look for strategies that help to find solutions that fulfill the needs of all those involved. Scout and Guide leader supports others in developing this competence.

Attitudes

= what are my values and motivations

Approaching conflict as an opportunity to learn together

Appreciation that conflict can lead to positive transformation of attitudes, human relations and societies.

Respecting opposing sides within a conflict.

Willingness to be inclusive when resolving conflict

Knowledge

= what can I read about

Causes and effects of conflicts at all levels eg. community disorder, war, terrorism, domestic violence

Arms trade

Strategies for managing, resolving and preventing conflict eg. peer mediation, restorative justice, non-violent communication, negotiation, mediation

Protest movements eg. suffragettes, anti-apartheid, political disobedience through non-violent struggle Creative and positive outcomes of conflict

Skills

= what can I do/ what am I able of

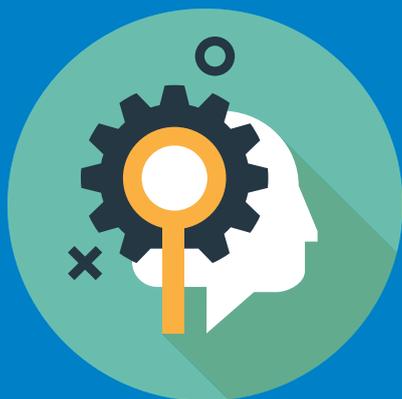
Empathy

Co-operation and conflict resolution

Ability to manage complexity and uncertainty

Communication

Mediation



*Critical and creative thinking

Scout and Guide leader are aware that the way individual people see the world is constructed by various influences – political, social, cultural, economic and environmental. They explore different perspectives and their implications and pay attention to silent or opposing voices. They are aware that every perspective is incomplete and confident in re-evaluating their opinions. They are open to new ideas and approaches and recognise the importance of actively contributing to and creating alternative and better futures.

*Cross-cutting competences

Attitudes

= what are my values and motivations

To be willing to change your opinion and viewpoint.

To develop self-reflective attitude.

To be open-minded

Strive to understand our interdependent world

Is willing to explore marginalized perspectives

Knowledge

= what can I read about

Various traditions of critical thinking

Identifying implicit values and assumptions

The ways our perceptions of the world are shaped

Different ways of knowing and learning about the World

Understanding how power affects views, voice, decision making, governance and construction of knowledge

Theories about thinking “outside the box”

Skills

= what can I do/ what am I able of

Evaluation of sources of information for bias, stereotypes and a range of voices and perspectives

Differentiate between facts, opinions and observations

Exploring multiple perspectives

Analysing own and others assumptions about people and issues.

Metacognitions – reflecting on our own thinking processes

Ability to manage complexity and uncertainty

Engage in the creative development of new solutions to local and global problems



*Responding as active global citizens

Scout and Guide leaders are aware that they can bring about positive change and can work with others to make the world a more equitable and sustainable place. They make informed choices and are aware of how these choices might impact on others and the health of the planet. They participate in the community at a range of levels, from local to global. They actively support young people to make informed choices based on critical evaluation of the options open to them and build the skills and confidence to act on these choices in their lives.

*Cross-cutting competences

Attitudes

= what are my values and motivations

Commitment to participation and inclusion

Belief that people can bring about positive change

Knowledge

= what can I read about

Participatory and inclusive approaches to leadership

Different types of participation and engagement in civil society through local, national and global organisations.

Opportunities for individuals or groups to participate in the decision making processes at all levels from local to global within the Scout and Guide movements.

Opportunities offered through local, national and global organisations

Development cooperation

Rights and responsibilities

Responsible consumption

Skills

= what can I do/ what am I able of

Self-reflection and self-evaluation

Confidence to deliver participatory approaches

Plan, organize, manage and carry out activities in local and worldwide society

Ability to manage complexity and uncertainty

21st century life can be complex and uncertain and developing skills of resilience and ways to adapt to new situations is important for our wellbeing. Being open to new and alternative visions of the future can help us make informed and responsible choices as active citizens.

Belief that people can bring about positive change

Making the world a more equitable and sustainable place can be achieved by collective action from people who are willing to stand up and act for what they believe in. Even small steps can create positive change. Will you stand up and take part?

Challenge stereotypes and prejudice

Stereotypes and prejudice help perpetuate misunderstanding, conflict and can stigmatise particular groups of people. Developing the skills and confidence to identify and challenge stereotypes and prejudice is key to changing attitudes.

Concern for the environment

We need to be mindful of the interdependence between ourselves and Earth. Our lifestyles and consumer choices impact on others and on the environment both locally and globally. This could mean changing your lifestyle and promoting this change to other people. It also means striving to use resources in a responsible way.

Commitment to social justice and equity

Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. There are many activities and campaigns we can get involved in which promote social justice, equity and the eradication of poverty.

Commitment to participation and inclusion

A participatory environment is one where everyone's voice is heard. Sometimes people need encouragement to use that voice and feel included in a safe space.

Co-operation and conflict resolution

This is connected to how we work in a groups, communicate and work collaboratively to solve problems and achieve goals. When conflict does arise a range of strategies and skills to manage the situation is important. Conflict can also be a catalyst for positive change.

Creative thinking

Essentially this means thinking outside the box. This might mean brainstorming with a group, looking at things from a different perspective or providing a fresh approach to a problem or issue. Could you use images or objects to help you reframe an issue?

Critical thinking

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Crucially when finding out about global issues it involved the skills to evaluate sources of information for bias, stereotypes and range of perspectives. This approach encourages questioning and recognising multiple perspectives on an issue.

Informed and reflective action as a global citizen

At the heart of global citizenship is the commitment to bring about positive change. This requires the knowledge to make informed choices, the desire to change things and the skills to do so. Actions might be connected to how we live our life or how we engage with an issue we care about. How do these actions impact on others both locally and globally? How do these actions impact on the environment?

Empathy

Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling and needing. The way people experience the world is different and affected by their culture, beliefs and personality. Empathy helps us connect with other people locally and globally and is an important aspect in recognising different viewpoints and perspectives.

Open mind

We should be open minded and respectful to the many and various ways of thinking, living and behaving. Think before you judge! Are you willing to change your viewpoint and opinions?

Respect for people and human rights

Human rights are universal and inalienable. We can respect the rights of others as a basis for the way we interact with others in our daily life. On a wider platform we can fight against discrimination and human rights violations. It is also important to recognise the needs and rights of future generations and how our lifestyles impact on that.

Self-awareness and reflection

How we see the world is influenced by our own cultural background and awareness that this is a limited perspective can help us embrace the viewpoints of others. Taking a step back and reflecting on our own values and how they influence choices and lifestyles is an important step towards taking informed actions.

Solidarity

Solidarity implies a collective responsibility rather than individual one. In showing solidarity we should stand up for those whose voices are not heard or are being suppressed and indicate our support for their perspectives and values.

Value diversity

We are all equal yet different. Difference should not be a basis for discrimination but something to embrace, value and respect.

