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WORLD ORGANIZATION OF THE SCOUT MOVEMENT:

Measuring Scouting's Impact on the Development of Young People – Phase II

Research results from France, Mexico,
the Netherlands, and Saudi Arabia

July 2019



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July 2019

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CONTENTS



Foreword and acknowledgement	7
Research aim	9
Data collection	11
Analysis	13
Results	14
Next steps	19





FOREWORD AND ACKNOWLEDGEMENT



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Scouting has long relied on personal stories, anecdotal evidences, or studies conducted by National Scout Organizations (NSOs) to report on its impact. With the adoption of social impact as one of the six priorities of the Strategy for Scouting (Vision 2023), the World Scout Conference has placed a strong focus on measuring Scouting's impact on a global scale.

In 2017, a [pilot study](#) to measure the impact of Scouting on the personal development of young people was conducted in Kenya, Singapore, and the United Kingdom. The study compared young people who have been involved in Scouting to those who have not, across a set of skills, attitudes, knowledge, and behaviour considered to be developed through Scouting. The landmark study's findings showed statistically significant positive differences among Scouts as compared to non-Scouts in almost all of the developmental outcomes measured.

From 2018 to 2019, the second phase of the impact measurement project built on the first study by refining the methodology and expanding to cover four more countries, including France, Mexico, the Netherlands, and Saudi Arabia. To date, seven countries in five Scout regions have participated in the first and second phases of the project.

In this report, the result continues to speak for itself. Scouts are more likely than non-Scouts to have a higher level of personal development in the areas spanning from leadership to empathy, physical to spiritual. We are more certain than ever that

Scouting makes a difference in young people's lives and the claim is no longer based on anecdotal evidence or individual country studies but a systematic and rigorous multicountry research.

From these two initial studies, we will now proceed to make the tools, resources, and expertise to conduct such research available to NSOs through WOSM Services by the 2020 World Scout Conference. We continue to believe that studies like this one can help to fine-tune an NSO's Youth Programme and training courses for Adults in Scouting, and win support from governments to ensure the growth and impact of Scouting worldwide.

This research was made possible through the generous support of the Messengers of Peace initiative, the World Scout Foundation, the Eric Frank Trust, and Alwaleed Philanthropies. Lastly, a special appreciation goes out to the NSOs of France, Mexico, the Netherlands, and Saudi Arabia as well as the Ministry of Education of Saudi Arabia for their collaborative efforts, and to the research agency ZK Analytics for its support and professionalism in conducting this study.

Yours in Scouting,



Ahmad Alhendawi

Secretary General
World Organization of the Scout Movement



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RESEARCH AIM

The World Organization of the Scout Movement (WOSM) endeavours to assess the impact of Scouting at the individual, community, and institutional levels. The purpose of this research was to measure the impact of Scouting at the individual level by investigating the key personal development outcomes which Scouting may have had on young people as well as to explain the means through which Scouting may have contributed to the observed impact.

The two main research questions were:

1. To what extent does Scouting have an effect on the personal development of young people?
2. If Scouting influences the personal development of young people, what are the reasons for it?

THREE LEVELS OF IMPACT

Scouting aims to achieve the following levels of social impact:

INDIVIDUAL: The direct impact of Scouting on personal development (skills and knowledge) as well as socioemotional development (behaviours and attitudes).

COMMUNITY: The results of Scouts' actions on improving the lives of people in the communities they work with.

INSTITUTIONAL: The impact of Scouts, NSOs, or WOSM in influencing national, regional, or global policies and debates on youth and education.

This study focuses on the individual level impact, with the measurement of community and institutional levels being planned for the future.



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DATA COLLECTION

In line with the research questions, the study took a two-step approach. To answer the first question, surveys were conducted with samples of Scouts and non-Scouts, aged between 14 and 17 who belong to the same local communities, with the same cultural, socioeconomic, and educational background, with the only difference being whether they were a Scout or not.

With the insight gained from the first step, in-depth interviews were then conducted with a group of Scouts. While the surveys explored whether Scouting had an impact on young people, and if so, which aspect of development was affected, the second part of the study investigated the reasons behind the impact of Scouting.

To ensure data collection was practical, a combination of stratified random sampling, quota, and purposive sampling techniques were used to select the respondents. As much as possible, an effort was made to ensure the sample of respondents were representative of the NSOs' membership, in terms of gender, geographical spread, and social background.

**IN TOTAL, 4,144 SCOUTS
AND 3,029 NON-SCOUTS
PARTICIPATED IN THE
RESEARCH.**



“

“We have taken great care to ensure that the design of the project and the methodological framework were based on the most relevant approaches to evaluation. We also ensured that the analysis of the data was carried out using the most appropriate statistical tools and methods.”

Dr Zsolt Kiss,
Director of ZK Analytics



ANALYSIS

To compare Scouts to a representative national sample of non-Scouts, a form of Propensity Score Matching was used to ensure the comparability between the two groups and that the findings were driven by participation in Scouting.

Analyses were carried out within each country but also across all countries. Within each country, Scouts were matched with non-Scouts on the following dimensions when data was available: region; age, gender, religion; disability; engagement in extracurricular activities; type of school; socioeconomic category; and personality dimensions.

To assess the impact of various factors on the key outcomes when looking only at Scouts (e.g. the effect of the length of participation in Scouting), the Ordinary Least Squares regression analysis was implemented. The impact on each outcome and the level of satisfaction were estimated in separate regressions and all regressions included a batch of control variables identical to those used for matching purposes.

Analyses were also carried out on the entire data collected from all four countries. In this case, the comparison between Scouts and non-Scouts was also done through the Propensity Score Matching but using a slightly different set of variables. The

four datasets were aggregated across countries and Scouts were matched with non-Scouts on the following dimensions: country; age, gender; and a derived meta-variable that captured the socioeconomic level. The targeted Maximum Likelihood estimation was used to implement the analysis.

To assess the impact of various factors on the key outcomes for Scouts across countries, all data on Scouts for all the participating countries was aggregated. The analyses were implemented using the Ordinary Least Squares regression analysis that included country-level fixed effects. The impact on each outcomes and level of satisfaction were estimated in separate regressions.

To answer the second research question, qualitative interview data for each country was compiled and categorised into meaningful themes which helps to explain the connection between the various aspects of Scouting and the observed impact. Data from all countries were then compared for the cross-country analysis.

The design and refinement of the methodology, and analysis of the data was undertaken by ZK Analytics, an Oxford based company specialising in data analytics, behaviour change, and impact evaluation.

RESULTS

From the survey

The average levels of the development outcomes are generally high for both Scouts and non-Scouts in all countries. However, Scouts exhibit higher levels on all measures. These are reported below.

“

“I was curled up. I didn’t listen to anyone. But when I discovered Scouting, I became more open. I began to like exploration. I like adventures.”

(Female, 17 years old, four years of Scouting)

Development outcome	
Autonomous	
Supportive	
Responsible	
Committed	
Culturally sensitive	
Physical activity	
Nature	
Spirituality	
Religion	
Community	

Definition	Average Score
Able to make choices and to control personal and social life as an individual and as a member of society	Scouts scored 6% higher than non-Scouts
Able to show concern for others, able to act with them and for them, and able to put oneself in the other person's shoes (empathy)	Scouts scored 9% higher than non-Scouts
Able to take responsibility for one's actions, keep commitments, and complete undertakings	Scouts scored 6% higher than non-Scouts
Able to assert oneself in respect of values, a cause or an ideal, and to act accordingly	Scouts scored 7% higher than non-Scouts
Able to respect other paradigms by virtue of their gender, ethnicity, religion, language, or culture	Scouts scored 8% higher than non-Scouts
Engaged in regular physical activity	Scouts scored 18% higher than non-Scouts
Learning from nature	Scouts scored 10% higher than non-Scouts
Having a positive attitude and perception of a meaningful life	Scouts scored 6% higher than non-Scouts
Engaged in contemplation and talking to families and friends about life and religion	Scouts scored 13% higher than non-Scouts
Feeling a part of a wider global community	Scouts scored 9% higher than non-Scouts

Increasing the length of engagement in Scouting induces a minimal or no effect on the development outcomes or on satisfaction with Scouting. Nevertheless, longer periods in Scouting appear to be associated with an increase of Scouts' willingness to "recommend Scouting" to a friend.

All nine Scouting activities in the survey, which included camping, international Scouting, outdoor/adventurous activities, community service, badge work, reflection on attitudes, faiths and beliefs, spending time with people from different background, working in teams, and making decision or taking leadership role were associated with better outcomes and satisfaction. Although not all activities influenced all outcomes.

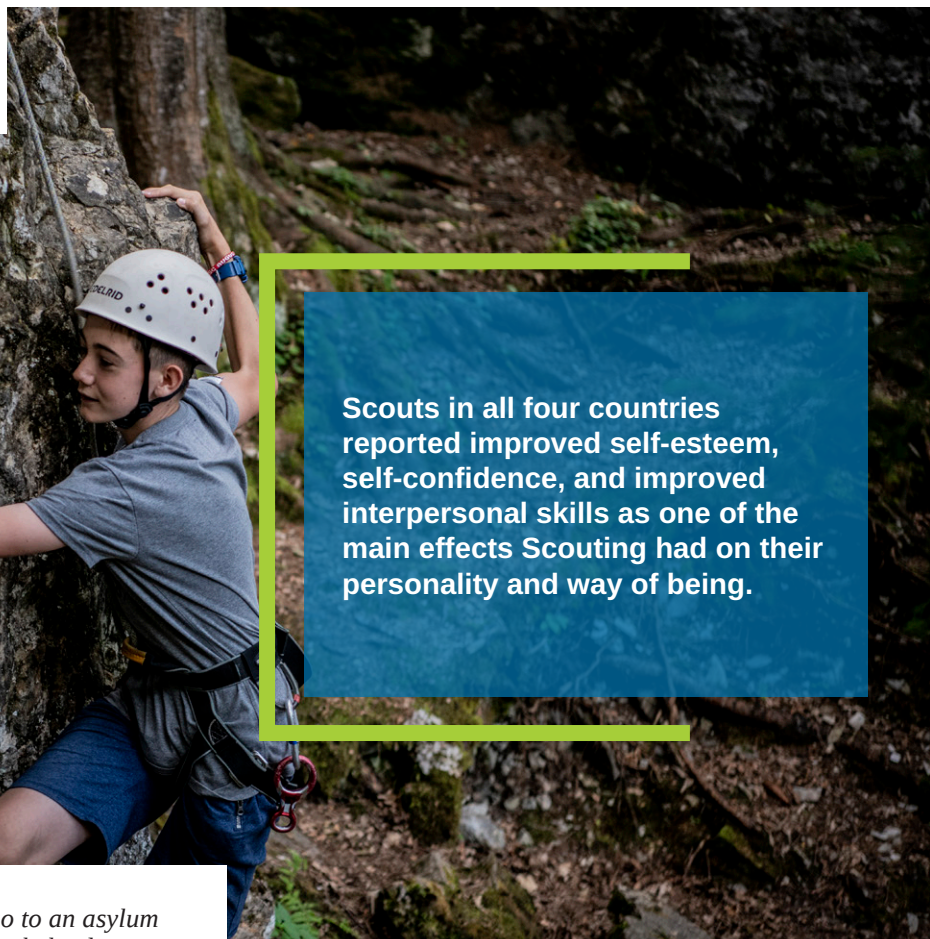
All the personal development outcomes are generally high for both male and female Scouts, with slight differences being observed across genders.

Generally, taking part in other extracurricular activities had limited effects on the key outcomes for active Scouts



"Scouting is important in the early stages of a person's life, to help him/her acquire the knowledge of life."

(Male, Scout)



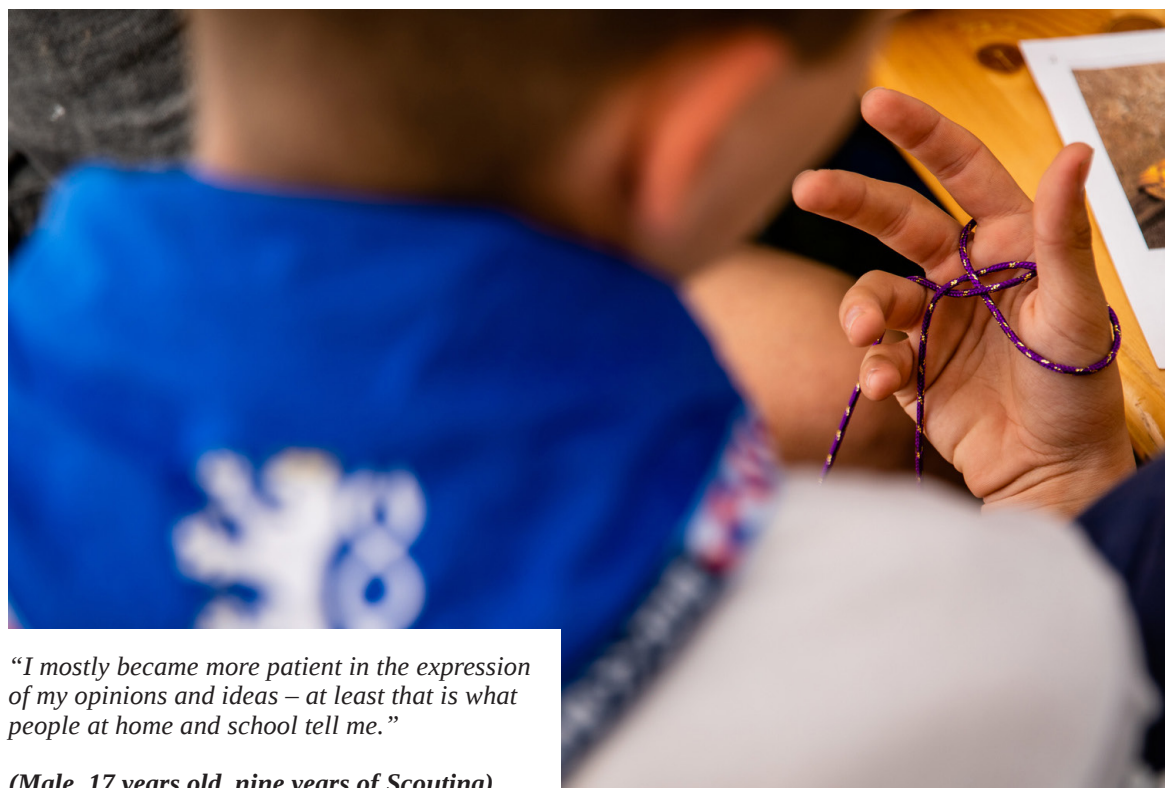
Scouts in all four countries reported improved self-esteem, self-confidence, and improved interpersonal skills as one of the main effects Scouting had on their personality and way of being.



"Having more empathy and wanting to go to an asylum to do social service, being in Scouting has helped me put myself in others' shoes... I can give a little of me so that other people are well."

(Female, 15 years old, four years of Scouting)

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“I mostly became more patient in the expression of my opinions and ideas – at least that is what people at home and school tell me.”

(Male, 17 years old, nine years of Scouting)

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From the interviews

Overall, Scouts in each country perceive Scouting in a largely positive light and believe that their experience of Scouting has had a positive impact on their personal development and growth. In all four countries, the majority of Scouts pointed out the activities they took part in as the main aspect of Scouting that they liked and enjoyed. They also positively referred to the social aspects of Scouting and the strong bonds that form between Scouts.

Scouts in all four countries reported improved self-esteem, self-confidence, and improved interpersonal skills as one of the main effects Scouting had on their personality and way of being.

Scouts in all four countries also cite changes in behaviour as an impact of Scouting. Examples include being more organised, being more helpful, having more self-control over antagonistic feelings, and being more kind to others. The majority also explain how Scouting made them more responsible citizens by way of being engaged with the environment, on important issues in their society, and/or volunteering for their community.



“

“It is the way we get along and treat each other – to be able to make mistakes.”

(Female, 16 years old, ten years of Scouting, explaining how Scouting creates a safe space to support personal development)

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NEXT STEPS

As a result of implementing both phases of the “Measuring Scouting’s Impact on the Development of Young People,” project, tools, and experiences have been accumulated to bring this project to the next level. Currently, the survey and interview have been conducted in five languages. The methodology has been refined to a stage where utmost confidence can be given to its robustness and ability to provide a meaningful measurement of impact.

With the launch of WOSM Services and its platform earlier this year, an additional service to support NSOs in measuring the impact of Scouting in their own country will be developed. This service is still in a conceptual stage, which will involve the creation of a decision-support tool to tailor the study to various countries, semi-automated data analysis programme, and a training course for a pool of consultants to support interested NSOs to carry out such studies.

Furthermore, WOSM will endeavour to expand the scope of impact measurement projects to encompass the community and institutional levels, which will enable the Movement to capture the broader impact of Scouting across the globe.

Should your NSO be interested in taking part in future impact studies by WOSM or contribute to the development of the “Impact” service, please do not hesitate to reach out to Chanin “Tom” Chiumkanokchai, Manager of Monitoring and Evaluation, at the World Scout Bureau (tom.chanin@scout.org).



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July 2019

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