



# HOW TO ORGANIZE A GLOBAL DEVELOPMENT VILLAGE





# HOW TO ORGANISE A GLOBAL DEVELOPMENT VILLAGE

A PLANNING GUIDE BASED ON THE EXPERIENCE  
OF THE 18TH WORLD JAMBOREE IN THE NETHERLANDS

This publication is a co-production of Scouting Nederland and the World Scout Bureau.

Its publication has been funded by the 18th World Jamboree Foundation.

The text and the charts of this publication have been prepared, with the advice of the World Scout Bureau, by Scouting Nederland.

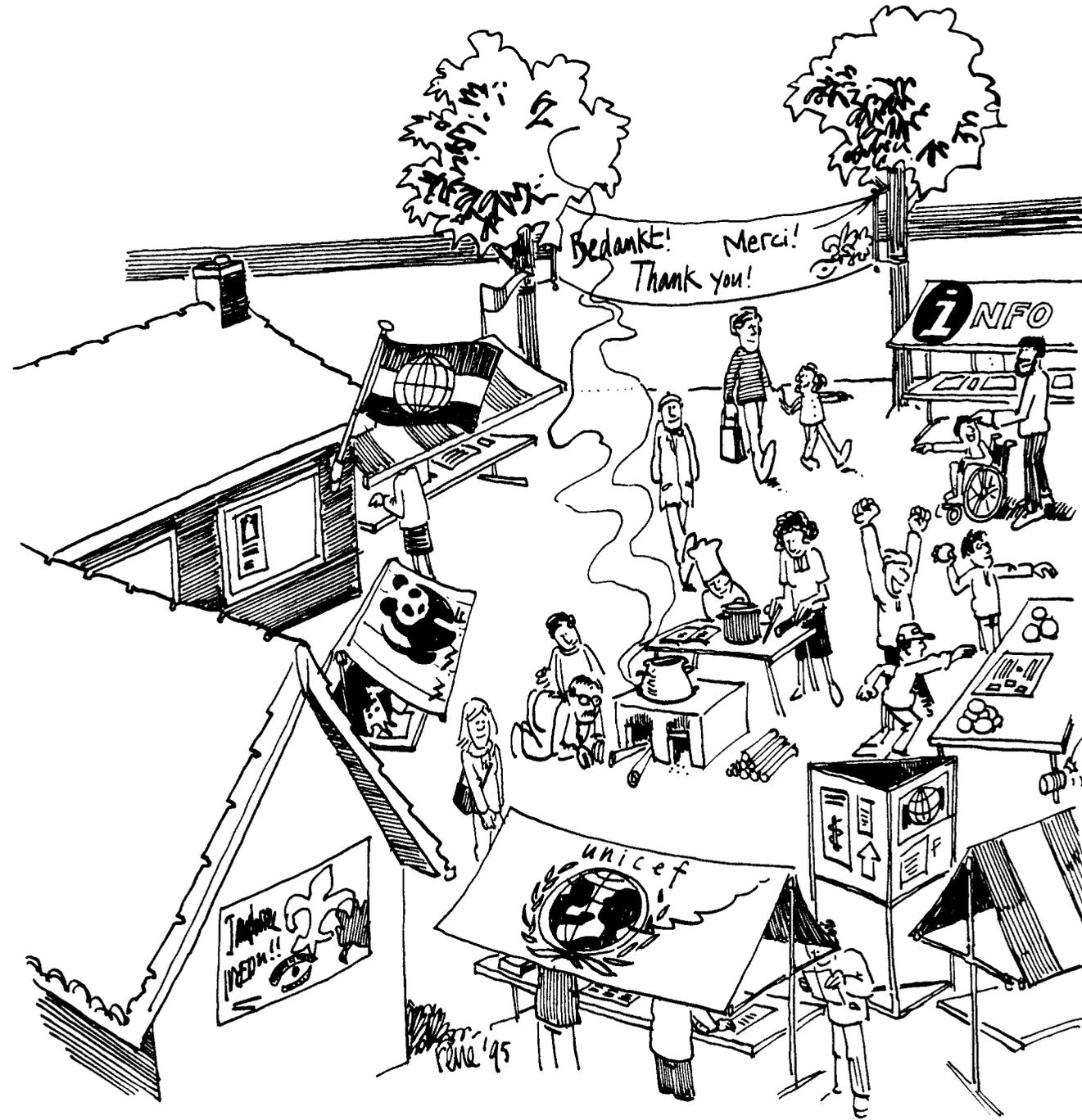
The drawings are from "Jamboree", the workbook of the Global Development Village.

Photographs were provided by the World Scout Bureau.

National Scout Associations, members of the World Organization of the Scout Movement, may translate and reproduce all or part of this document, on condition that the source is clearly indicated.

Others should request permission from the publishers.

© 1996, World Scout Bureau and Scouting Nederland.



# TABLE OF CONTENTS

FOREWORD . . . . .	5	1.6. ANALYSIS OF YOUR OWN SITUATION . . . . .	13	2.4. YOUTH PARTICIPATION . . . . .	20
INTRODUCTION . . . . .	7	1.7. DETERMINING YOUR OWN OBJECTIVES . . . . .	14	3. ACTIVITIES IN A GLOBAL DEVELOPMENT VILLAGE . . . . .	22
1. BASIC MODEL FOR DEVELOPING A GLOBAL DEVELOPMENT VILLAGE . . . . .	9	1.8. DETERMINING YOUR TARGET GROUP . . . . .	14	3.1. WORKSHOPS . . . . .	22
1.1. ELEMENTS OF THE SCOUT PROGRAMME . . . . .	9	1.9. TYPE OF EVENT . . . . .	15	3.2. WALK-IN ACTIVITIES . . . . .	23
1.2. WHAT IS A GLOBAL DEVELOPMENT VILLAGE? . . . . .	9	1.10. SCHEDULE OF REQUIREMENTS . . . . .	16	3.3. EXHIBITIONS AND AUDIO-VISUAL PRESENTATIONS . . . . .	24
1.3. RESOURCES . . . . .	10	2. GENERAL MOTTO, PROGRAMME THEMES AND TOPICS . . . . .	18	3.4. QUALITY OF THE PROGRAMME . . . . .	24
1.4. OBJECTIVES OF A GLOBAL DEVELOPMENT VILLAGE . . . . .	11	2.1. GENERAL MOTTO . . . . .	18	3.5. RESOURCES . . . . .	25
1.5. THE EDUCATIONAL VALUE OF A GLOBAL DEVELOPMENT VILLAGE . . . . .	12	2.2. PROGRAMME THEMES . . . . .	18	4. PREPARATIONS FOR A GLOBAL DEVELOPMENT VILLAGE . . . . .	27
		2.3. TOPICS . . . . .	19	4.1. ORGANISATIONAL STRUCTURE . . . . .	27

4.2.	STAFF MEMBERS . . . . .	29	6.	DIVIDING UP PARTICIPANTS . . . . .	39	APPENDICES
4.3.	TRAINING . . . . .	30	6.1.	TICKET SYSTEM . . . . .	40	APPENDIX 1: LIST OF RECOMMENDED READING. . . . . 52
4.4.	SUPERVISION. . . . .	32	6.2.	JAMBOREE FRIENDSHIP AWARD . . . . .	40	APPENDIX 2: MAP OF THE GDV AND LIST OF TOPICS. . . . . 53
5.	LAY-OUT OF THE SITE. . . . .	34	6.3.	LANGUAGE . . . . .	41	APPENDIX 3: SAMPLE WORKSHOP AND WALK-IN ACTIVITY FORMS. . . . . 55
5.1.	CHOICE OF SITE . . . . .	34	7.	PARTNERSHIP . . . . .	43	APPENDIX 4: LIST OF FOREIGN PROJECTS . . . . . 57
5.2.	TECHNICAL FACILITIES. . . . .	35	7.1.	COOPERATION WITH PARTNERS. . . . .	44	APPENDIX 5: LIST OF PARTICIPATING EXTERNAL ORGANISATIONS . . . . . 58
5.3.	VILLAGE ATMOSPHERE . . . . .	35	7.2.	EXTERNAL ORGANISATIONS. . . . .	44	APPENDIX 6: PARTICIPANTS' EVALUATION FORM . . . . . 59
5.4.	VILLAGE SQUARE . . . . .	35	8.	INTERNAL AND EXTERNAL COMMUNICATION . . . . .	46	
5.5.	DECORATION . . . . .	35	8.1.	INTERNAL INFORMATION FLOWS . . . . .	46	
5.6.	PROGRAMME FIELDS . . . . .	36	8.2.	INFORMATION FOR THE PARTICIPANTS . . . . .	47	
5.7.	TOPIC FIELDS. . . . .	36	8.3.	EXTERNAL PUBLICITY . . . . .	49	
5.8.	USE OF MATERIALS . . . . .	37	9.	EVALUATION . . . . .	50	

## FOREWORD

The world has become a village. Whether in the North, in the South, in the East or in the West, whatever happens on one part of the planet affects those who live elsewhere.

Scouting, since its beginning, has had as its purpose to contribute to the development of “citizens of the world” who are aware of and involved in what is happening around them. This mission, today, is more necessary than ever.

The promotion of local, national and international peace, understanding and cooperation; participation in the development of society with recognition and respect for the dignity of one’s fellow-man and the integrity of the natural world. These are among the principles on which Scouting’s educational action is based.

And what better occasion than a World Scout Jamboree to pass on that message?

It was that conviction that led us to launch the idea of a Global Development Village for the first time at the 17th World Jamboree in Korea in 1991.

Although it was still limited in its size and ambitions, that “première” was welcomed very positively by the young participants at the Jamboree. It’s quite normal, after all, for what can be more motivating for a young person than to feel a shared responsibility for the world and able to make it even a little bit better?

At the World Jamboree held in The Netherlands in 1995, the organisers took up the idea themselves. They decided to make the Global Development Village one of the principal activities of that event. They mobilised consi-

derable resources to make it a success.

The success was even greater than expected. The Village was undoubtedly a highlight of the Jamboree for the youth participants and their leaders. They won’t forget quickly their time spent there. The public and the media were greatly impressed by an aspect of Scouting which many of them seemed to discover for the first time on this occasion. All those from outside Scouting – specialised national and international organisations, United Nations agencies, etc. – who had supported the project, did not regret their investment; on the contrary, for they had without doubt contributed to improving the quality of the activities offered. Thanks to this success, the Global Development Village has become an indispensable feature of all World Scout Jamborees in the future.

Today, our Dutch friends present, in this guide, a synthesis of their experience. In this way, others may be inspired to develop their own Global Development Village, whether within their own national association or at a regional Jamboree.

In fact, such an activity is not limited only to a World Scout Jamboree. On the contrary, it could find a place at the heart of all international, national and regional events. And even, why not organise a Global Development Village, on a reduced scale, in the village, the neighbourhood, or the town? Or a permanent Global Development Village in each Scout Centre around the world?

Today more than ever our world needs women and men

capable to taking action to make society more just and more interdependent. May Scouting continue to play a bigger and better role in meeting this challenge.

**Jacques Moreillon**  
**Secretary General, World**  
**Organization of the Scout**  
**Movement**

# INTRODUCTION

Scouting is an educational movement. Right from the very start, Scouting offers young people the opportunity to grow and to develop their own personality. Scouting has found attractive and practical ways to do this, stimulating and challenging young people to develop their own capabilities as well as to explore their limitations.

Young people are seeking their place in society, a position from which they can mean something to others. Important attitudes to develop in that respect are the will to work together and to look for opportunities to do something for others. That's why cooperation and community involvement activities are fully relevant to Scouting.

Scouting is a worldwide movement. All over the world young people are members of Scouting. For Scouts, their

community is sometimes close by and sometimes far away. Close to home you can do something for others who live far away. What happens far away often influences your own environment too.

Scouts meet each other during international events, such as the World Jamboree, and learn that by respecting one another's differences you can be each other's equals.

A Global Development Village brings together many of the elements of the Scout programme. The concept of the Global Development Village was first introduced during the World Jamboree in Korea. The idea was further developed in 1995 at the World Jamboree in the Dutch town of Dronten. A Global Development Village is not only an activity for a world event, but from these experiences everyone can establish

their own Global Development Village and bring it to life.

This Planning Guidebook is not a fully worked-out instruction book. The objective is that you and your team create your own village based on your own ideas, where you can live and work together. What you will find in this book are a few building blocks and perhaps an example of a specific construction. But you will mainly use your own building materials and your own ideas to build the village. You are not only the architect, but also the resident of your village.

A Global Development Village is not just an activity. It is an educational method which allows young people to experience how they can participate in their community in an attractive and dynamic way. Moreover, the nature of our Movement requires that we

not only demonstrate something but also invite and challenge people to participate.

### HOW CAN YOU USE THIS MANUAL?

This manual reflects the experience gained through organising the Global Development Village in Dronten. You can use it as a general guideline for organising a similar activity in your own association. All aspects of the organisation are covered step-by-step.

You will not only read about

- how various matters were implemented during the GDV in The Netherlands and what problems were encountered while organising the event, but also
- what are the objectives and programme for a Global Development Village,
- practical ideas for the organisation and
- questions, as a summary of a chapter, which may help

you to create your own GDV.

### WHOM IS THE MANUAL INTENDED FOR?

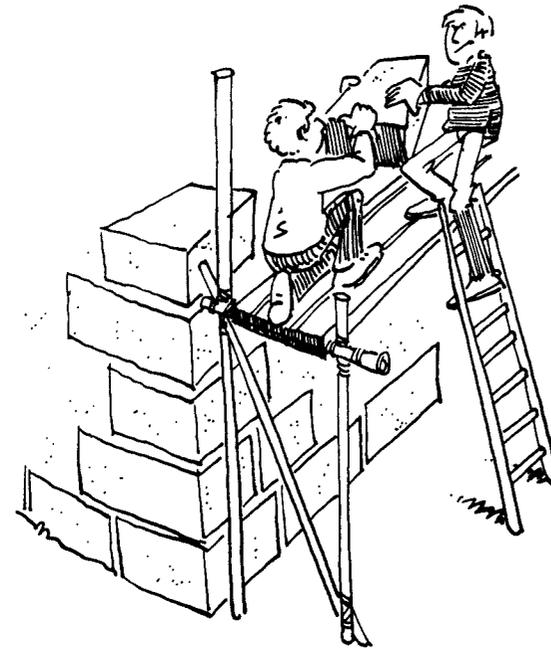
The guidelines proposed in this manual are particularly suited to a sizeable Global Development Village, such as one organised during international or national events. Some of the guidelines will need to be adapted if you organise a smaller GDV at a regional event for example. A GDV may also be organised at local level. Such an activity will not differ in essence, but of course the guidelines to organise it will differ considerably taking into account the size of the event. This manual may inspire local groups to undertake such a project.

As organisers of the GDV for the 18th World Jamboree in Dronten we can conclude that it was a challenge to make the GDV a reality. Its success can

be attributed to the tremendous effort and creativity of many, many people, not only from The Netherlands but from all over the world. It gave us a lot of satisfaction to see that thousands of Scouts from all countries where Scouting is active participated with enthusiasm in the activities in the GDV. For Scouting

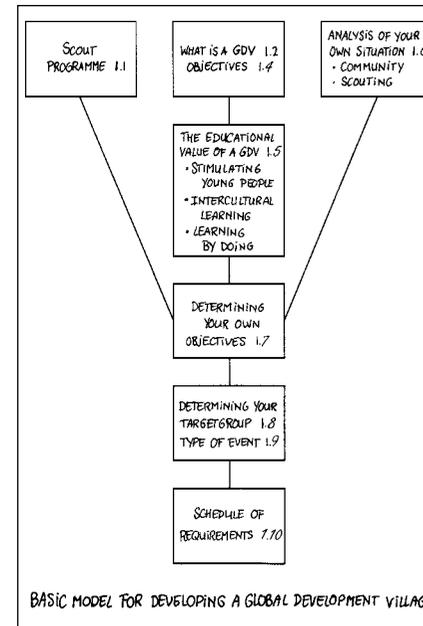
Nederland, the GDV contributed to renewing the educational value of Scouting. It was an inspiration to make several community development programmes concrete after the end of the Jamboree.

**The GDV team  
18th World Jamboree  
Dronten, The Netherlands**



# 1. BASIC MODEL FOR DEVELOPING A GLOBAL DEVELOPMENT VILLAGE

In this chapter, a basic model for a Global Development Village is given. This basic model is visualised by means of the diagram on this page. You will learn how to work, taking the basic elements of Scouting, the objectives and the educational value of a GDV as starting points towards the implementation and realisation of your own Global Development Village. Every step is described in chronological order.



## 1.1. ELEMENTS OF THE SCOUT PROGRAMME

A Global Development Village is based on key elements of the Scout programme. Scouting offers young people the opportunity of undertaking something together and sharing the responsibility. Scouts are able to give expression to their sense of responsibility by taking on social tasks. Involvement in their own

community also contributes to the fact that young people all over the world will gradually get a better understanding of each other and thus work towards a better future.

## 1.2. WHAT IS A GLOBAL DEVELOPMENT VILLAGE?

The thing to imagine when thinking of a Global Develop-

ment Village is best explained with the words Global, Development and Village.

### Global

The atmosphere of different cultures and countries can be observed and sensed. Young people from various cultures work together. Activities relate to inter-cultural cooperation in their own surroundings or with respect to North-South and East-West relationships. Having means of communications at your disposal makes the world a smaller place and turns Scouts into world citizens who dedicate themselves to society.

### Development

Development is a process steered by people, which should lead to better living conditions in the world. Scouts contribute as best they can to the development of their community. A local com-



munity is an ideal environment for getting development off the ground. Participation of the people concerned is often the basis for success for many community development projects. This active participation by young people is

also of educational value for the young people themselves.

#### **Village**

A GDV is a lively community which radiates an atmosphere of a real village. It should be a representation of an ideal

world in which young people work together and are in search of solutions. By doing this they contribute significantly to a better future. Many themes which are alive in the world around us are gathered in a village. Such a village is a reflection of the world which illustrates the interconnectedness.

#### **1.3. RESOURCES**

During the initial phase, try to get as many ideas for the village as possible without restricting yourself in any way. You will take the decisions later on going through a step-by-step process.

#### **BRAINSTORMING**

Brainstorming may be the beginning of a growth process. Give your imagination free reign and find out what you want, what you think would be nice or what you dream of. At a later stage you can decide

what is to remain fantasy and what will become reality. During this stage, also think about which points of departure exist in your organisation to organise a GDV. Are there already youth and leader events in which a GDV would fit or which a GDV could complement?

Brainstorming will not result in an objective and a target group, but will give you a whole range of ideas for ultimately realising your village.

#### **GATHERING INFORMATION**

Before going further, it is also a good idea to gather information which is directly or indirectly related to the organisation of a Global Development Village.

There are lots of ways to get information about what your Global Development Village could possibly constitute, especially if you invest some time. Your efforts will be

rewarded because you will increase your knowledge in the field of Community Involvement.

When you look for documentation, don't limit yourself to your own Scouting organisation, but visit other organisations as well. This documentation will not only help you during the beginning phase, but will also be useful during the further course of your preparations.

*Initial contacts for the Global Development Village in Dronten were already made in 1993 with cooperative partners of WOSM such as UNHCR, UNICEF, WWF, UNEP, WHO, IUCN and the International Red Cross. Many specialised organisations in The Netherlands were also approached with the question whether they would be willing to cooperate in the World Jamboree.*

*The Symposium about partnership "Youth without borders", held in November 1994 in Morocco, was an excellent opportunity for the Dutch organising team to get acquainted with many projects around the world.*

Which information can you use?

- Programme materials of your own Scout organisation
- Programme materials of Scout organisations abroad
- Programme materials of World Scouting and World Guiding
- Educational materials of specialised organisations in your own country
- Educational materials of the other International Organisations and UN agencies such as UNICEF and WWF
- Programmes of workshops and walk-in events of the GDV during the 17th World Jamboree in Korea and the

18th World Jamboree in The Netherlands.

A list of recommended reading is included in Appendix 1 of this manual.

#### 1.4. OBJECTIVES OF A GLOBAL DEVELOPMENT VILLAGE

With this step starts the systematic process of organising your GDV.

Many situations are particularly suited for organising a GDV. The contents and design of a GDV depend greatly on local circumstances, though the objectives will be more or less the same.

A clearly defined objective allows you to test details of the programme against the original ideas during all preparation phases.

The objective of a Global Development Village is in line with the Scout programme.

An event such as a Global Development Village entails a

main objective with a number of complementary objectives.

##### MAIN OBJECTIVE:

###### education:

Make young people aware of their responsibility towards their own future and that of others, and develop their will to act with others accordingly.

##### COMPLEMENTARY OBJECTIVES:

###### information:

Give Scouting members information on Scouting's social involvement in the world.

###### skills and techniques:

To teach young people skills and techniques which will enable them to realise social activities in their own surroundings.

###### communication and relationship:

Present Scouting as a contemporary social organisation.

Develop partnerships with social organisations in order to realise joint programmes.

### 1.5. THE EDUCATIONAL VALUE OF A GLOBAL DEVELOPMENT VILLAGE

A GDV is an educational method which provides young people with actual tools for being responsible citizens. It affords young people the opportunity to share their experiences with others. Interaction between those people who organise the activities and those who participate in them offers an ambitious challenge to share the acquired experiences and to undertake new initiatives once you get home.

#### STIMULATING YOUNG PEOPLE

This makes the GDV not a once-only event but a part of a logical cycle. A GDV gives opportunities to build further. Scouts demonstrate the projects they are working on. The participants in the GDV become motivated and start their own projects or use what

they have learned to give existing projects a new purpose. During the next GDV, the new projects form the basis for the next generation of projects, making the village a recurring source of inspiration.

#### INTERCULTURAL LEARNING

As an international organisation Scouting offers many opportunities for international and inter-cultural cooperation between young people. Scouts don't always have to leave their own country to meet young people from other cultures. All over the world, local societies are becoming more and more multicultural as people from other regions or other cultures settle there. And local events often have a global background too. A local issue often requires a regional or national and sometimes even a global solution. Conversely, local events and developments are sometimes

so influential that their effect can be felt on the other side of the world. It is therefore essential to approach the activities in a GDV integrally, from a global perspective. For they are also points that force you to reconsider the value of your own position and understanding. Whether the activity you have thought up and with which you have scored success

in your own circle really is of interest to participants from another country or continent. Whether the issue you are broaching and the solutions you propose are in fact universal. People who can get clean drinking water just by turning on the tap may not recognise the problems that people encounter in some other parts of the world where



this is not so. This does not mean that you cannot use this kind of subject, but deal with such a subject from different views.

*Especially the requirements concerning multicultural applicability and wide accessibility caused us to adjust the programme a few times when organising the GDV in Dronten. But we also organised training sessions with external experts for staff members on how to work in a transcultural environment. This effort was beneficial to the GDV, but it also helped in the development of all staff members. For the same reason we attached a lot of value to input and experiences from co-workers coming from different countries.*

#### **‘LEARNING BY DOING’**

Young people don’t want exhaustive theoretical background information making them aware of a problem but

not allowing them to help solve the problem. Because of modern means of communication and the abundance of news media, young people are already flooded with information about all sorts of problems occurring elsewhere in the world. Combined with the issues they may be confronted with in their own country or life, it could make them somewhat immune. Their reaction is ‘We know it is disastrous/tragic/a pity, but what can we do about it?’ Once you have shown them how they can contribute to solving a problem very practically with straightforward means, they are motivated. And it is in keeping with an important aspect of the Scouting programme “learning by doing”.

Young people are inquisitive too. They like to experiment. If you stimulate curiosity in your activities, you will

increase your chance of success. Young people, especially adolescents, are in search of recognition as well. They want to achieve results. Which means they want to finish things, show things, which can give them esteem. So it is important for them that the activity will gain them credit.

Of course they will never be able to completely solve a world problem. What they can do is make a very small modest start. But the immense value of their effort is that every beginning can potentially evolve into something huge. On the other hand, every individual is thus given the opportunity to prevent a problem from getting any bigger.

#### **1.6. ANALYSIS OF YOUR OWN SITUATION**

If you have come to the point of deciding to organise a GDV, it is important for you

to define your own local situation. This analysis refers both to the situation in your own community and to the situation in your own Scout association. It is an aid for determining your own objectives and establishing the programme for the GDV. The social reality, the problems facing young people and the place Scouting takes in society, will be different from one country and culture to the next. That is the reason why this manual does not give you a blueprint of a Global Development Village. Your own local situation determines greatly what your activity will look like. Taking your circumstances into account, a GDV contributes to the recognisability for your participants.

*A number of matters were already determined for the GDV during the 18th World Jamboree. The World Organization of the Scout Movement (WOSM) had determined the general context. The idea of the Global Development Village had to be worked out based on the experience during the 17th World Jamboree in Korea, where this event was organised for the first time. Furthermore, the village had to reflect the involvement of Scouting in world Community Development. The target group consisted of young people ranging from 14 to 18 years of age originating from all over the world with various cultural backgrounds. The principle was that all World Jamboree participants would take part in the GDV events.*

### **1.7. DETERMINING YOUR OWN OBJECTIVES**

With all the information you have accumulated by now, you should be able to determine the objective of your GDV. If you want to encourage Scouts to actively participate in new projects, you will have to provide a lot of information and practical ideas. If you want to collaborate with external organisations when realising new projects, searching for collaboration opportunities will be essential to your preparation.

*The Global Development Village in Dronten constituted a combination of these various objectives. However, considering that young people between the ages of 14 and 18 were our target group, we focused on practical activities. This was even a requirement for the workshops. But we also presented a number of projects from all over*

*the world. Scouts from Germany demonstrated how they went into old city districts with their circus wagon and Scouts from Bangladesh explained how you can help to improve public health with very simple means. Some of these presentations were only meant to show things to the audience, others involved the audience in actual assignments. This combination increased the village's appeal because there were many activities, lots of variety and visitors could take part in all sorts of events. Some people prefer this. And the good thing is that it does not infringe on the intensity of the information. Someone whose interest in a subject is aroused in this way will ask for additional information. Some people even asked if they could return later for a quiet discussion to get more information. For that reason it is important that your camp or Jamboree programme allows for*

*people to first come and look around in the village before they make their choice of activities.*

### **1.8. DETERMINING YOUR TARGET GROUP**

One of the first things you should know when you start organising a GDV is 'for whom are you doing all this?' Is your village targeted at:

- young members
- leaders
- both
- people outside Scouting
- or perhaps all of the above?

You must ask yourself this question in order to determine the target group. Each target group has its own characteristics, e.g. age, nationality, language, interests and experience. These characteristics not only determine which challenge, which level of activity and which programme contents you must offer the participants in the Global

Development Village, but also which contribution or level of participation you can expect of the participants.

The target group determines to a great extent what the GDV will have to offer. If the village is mainly targeted at young people, the activities must allow them to carry them out in practice straight away. If you are targeting leaders, it is much more important to focus on ways to convey information and how to go about the activities. This group is more interested in learning how to convey knowledge, to develop a skill and attitudes by way of an activity.

The better you know your target group, the better you can adapt your programme to them and the better the success of your Global Development Village will be.

*The target group of the GDV during the 18th World Jamboree was quite easily determined:*

- 14 to 18 years of age
- both boys and girls
- Scouts
- from all over the world
- different cultural background
- speaking many, many different languages
- interested in international events.

*The underlying principle was that all World Jamboree participants would participate in the Global Development Village activities*

*The GDV offered workshop programmes for youth members but to a limited extent also for troop leaders. The GDV was also open to visitors.*

*The Global Development Village in The Netherlands proved that visitors created an animated*

*atmosphere in the village. But we decided beforehand which areas would be open to the public. The workshops dedicated to AIDS prevention and substance abuse issue were closed to the public for reasons of privacy.*

You may also consider limited opening hours. Certain workshops could then be held during the time that no public is present. You can also arrange for special events to draw the public to a certain part of the village so that it is not so busy in other areas.

*We learned from Dronten that the visitors to the Global Development Village got a very positive if not a new impression of Scouting. They made this clear in letters they sent to the organisers afterwards. Reporters were also eager to write articles on the village, all of them focusing on the content of Scouting.*

## 1.9. TYPE OF EVENT

With the target group and a clearly defined objective in mind, you can determine which occasion can be used to organise a GDV, insofar as this was not determined at the start. There are various ways to go about this, depending on your target group.

What occasions are there to organise a GDV?

- World Scout Jamboree
- World Scout Moot
- National and International Jamborees
- National or regional camps
- Community Development camps
- National or regional weekends for leaders
- Regional events days
- International Day of Peace

If your GDV is part of a larger activity, you will have to determine what place the GDV will take within the activity. A number of new ques-

tions will arise, which you will need to answer.

- How much time will the participants spend in your GDV?
- How will participants be encouraged to join in the activities in the GDV?



*During the European Jamboree which was organised in preparation of the World Jamboree in Dronten, all participants spent half a day on the activities in the GDV. During the World Jamboree, the GDV programme covered a full day, giving participants the opportunity not only to get acquainted casually with a multitude of subjects but also to study a subject in more detail.*

*The programme in the GDV ran for seven days. During the day that the participants were free to make their own plans, the GDV was only open to visitors.*

### **1.10. SCHEDULE OF REQUIREMENTS FOR ACTIVITIES**

Even though to a large extent the nature of the activities, of course, is established on a local or regional level and are related to what you want to achieve, it is nevertheless possible to formulate criteria

which GDV activities should always meet.

It is best if you can translate this schedule of requirements into a checklist with no more than ten points or key words. Everyone who develops a workshop, presentation or other event can then test his own activity against that list.

*This is the list we used for the World Jamboree in The Netherlands:*

*Is the activity:*

- *worthy of Scouting?*
- *socially relevant?*
- *practicable in various cultures?*
- *widely accessible?*

*- suitable for immediate practical use?*

*- clear in its purpose?*

*Will the activity:*

- *provoke curiosity?*
- *be rewarding?*

*Does the activity:*

- *require that the participants make an effort to acquaint themselves with it?*
- *culminate in a result during the workshop?*

*Is the activity*

- *attainable for everyone?*

Activities must be explicit. Scouting members are usually practical people. That's why they prefer to participate in something from which they believe they can benefit at home.

Activities must allow for participation. Scouts don't like standing aside and watching. They want to participate actively. In this way they can put something of themselves into an activity. It also makes it easier for them to remember what they have learned. So give them the space to work on something during an activity.

Activities must be appealing. Age often determines whether a group likes something or not. Young people don't like being belittled. So it is best you focus your programme on the eldest within an age group. The younger participants will rise to the level of the older ones. It is more difficult for the older participants to take a step down.

Activities must also be a challenge to be appealing; they must not seem too easy.

Activities must raise interest. Arouse curiosity. Challenge people. People become more interested in subjects as they can identify with them more. So let the participants in an activity know exactly what they can do with it when they are back home.

Activities must not conflict with matters that Scouting stands for. Scouting dedicates itself to the environment, for instance. So we hesitate to

organise workshops that create a lot of waste.

*All workshops were designed with practicality in mind. For instance, if games were played during workshops, the participants were given the games to take home as tools for immediate practical use. They could be used to inform young people, children or peers about issues, some of which are quite abstract, and to kindle their enthusiasm.*

*We learned from Dronten that this defined list of questions was useful for thinking up workshops, but it was also essential for quality management as everyone could check regularly whether they were meeting the original objectives.*

The "Dronten" points of attention will not apply literally everywhere else. When you are planning for a different target group, e.g. workshops for adults, some points on the

list may differ. It is essential that you know exactly what your objectives are, what explicit result you wish to

achieve and who you want to reach. You can then make a short checklist based on the facts.

#### QUESTIONS CHAPTER 1

- Who will we involve in the brainstorming session concerning a GDV?
- Which information do we need and how can we get this information?
- What is the social reality of our own society?
- How can we make Community Involvement in our organisation meaningful?
- Why are we organising a GDV?
- What do we want to achieve through the GDV?
- Who are we organising it for?
- What are characteristics of our target group or groups?
- Which international, national or regional activities offer a point of departure for organising a GDV?
- Which terms have already been determined in our circumstances?
- How many people do we expect to participate?
- What is the duration of the event?
- Will it be a one-day event, a weekend or a camp?
- Which requirements must the GDV activities meet?

## 2. GENERAL MOTTO, PROGRAMME THEMES AND TOPICS

Community Involvement and Global Development are just as wide as the world itself. So theoretically, there is nothing you can think of that would not fit in a Global Development Village. These endless options sound great, but in practice it makes it much more difficult to organise a village. You may offer so many different activities that the object is missed. Consequently, the village is no longer a unity, and the added value of the idea of a village is no longer valid. Too much variety also makes it more difficult to take in all the information. Furthermore, the risk of conflicting information is too great.

Because of the endless possibilities of Community Involvement, you must determine a rather strict framework when organising the event. It is easier to make an exception to a strict schedule than having to make a whole out

of various loose ends halfway down the line.

### 2.1. GENERAL MOTTO

Detailing the programme of a GDV is also done step by step. The first step is to determine the general motto, which could be made more explicit by means of a slogan. Assuming that GDV stands for an international (global) activity in the field of development, it must allow for:

- international cooperation
- sustainable development
- social involvement

*The general motto for the Jamboree in Dronen, 'Future is now', was also the guideline for the Global Development Village. The leitmotif was how you, as a young person, can actually help shape the future.*

Your choice for a central topic depends in part on the location of your GDV. If you organise your village as an independent event, you are totally free to choose your own topic. If your village is part of a larger event, it would be wise to adjust your topic to the nature or motto of that activity. Perhaps your National Scout Association has an annual topic which is well-suited as leitmotif for a GDV. And organisations such as the United Nations have annual themes which might be useful. If you let your central motto depend on other events, you will have the added advantage of immediately knowing where to find possible partners.

### 2.2. PROGRAMME THEMES

The second step is to find fields of interest and possible partner organisations within the scope of the general

motto. Determine the fields of interest, also called programme themes in this manual, at the earliest possible moment during your organisation efforts. By making this decision you will create some order in the interpretation of your village. This could help you with the rest of your organisation. And you can look for specific external organisations or Scouting projects that fit in with the themes you have selected.

*The 1995 World Jamboree was divided into:*

- Health
- Human rights
- Education
- Nature and the environment
- Cultural exchange and communication

*The advantage of this subdivision was that it helped the participants in their choice of activities. It was*

*beneficial to the organisation because they could select specific staff members and activities. The organisation team felt that their choice of focus areas helped in offering a reasonably representative programme concerning Scouting and Community Development in the world.*

It is essential that you select fields of attention or programme themes that fit well with the central motto. They must be a solid basis for varied and structured activities. You must also decide whether you will organise a few but in-depth and extensive subjects, or whether you will present general information on various subjects. You may even want to build a Global Development Village around one subject, for instance, health.

### 2.3. TOPICS

The next step is to select a number of topics for each programme theme. They determine the contents of the programme. Reserve plenty of time for this phase, because these choices determine what your GDV will ultimately look like. There are many starting points from which to determine the topics. Use information sources which you can find both within Scouting as well as in external organisations. The following list may also help you on your way.

#### WHAT ARE TOPICS FOR A GDV?

##### Subjects that are of current interest in your own Scout association

- Projects that are being carried out by Scout groups such as aiding refugees, partnerships, AIDS prevention, environmental activities
- National programmes that are being developed for Scout groups

- Items listed in the organisation's long-range plan and operational plans

##### Subjects that are of current interest in Scout organisations in other countries and in the World Organization of the Scout Movement

- Projects that are carried out in cooperation with partnership countries, such as a reforestation project, running a training centre
- Programmes and projects of organisations in other countries
- Spearheads of the World Organisation such as youth participation, partnership and education

##### Subjects that are of current interest in the world and in your own community

- What is on the news? What is written in the newspaper?
- What is on the "world agenda"? Large conferences are often announced years

in advance; e.g. the UN World Conference on Women in Beijing and the Environment Conference in Rio de Janeiro.

**Subjects that are of current interest to young people**

- Involve young people in determining the topics. Have a few young people each cut out five newspaper captions or articles that interest them. Let them explain why they are concerned about these subjects.

**Subjects that are of current interest in external organisations**

- Find out which organisation spearheads are interesting to Scouting. This could be a good basis for cooperation, with the organisation acting as the expert and information provider. Examples of spearheads of organisations are child labour, local Agenda 21, anti-racism activities.

**When selecting the topics, always ask the following questions:**

- Does the topic allow cooperation as equal partners?
- Is the topic attainable for Scouts in its practical implementation?
- Does the topic represent the reality of today's world?

Leave room in your programming for 'last minute ideas' so that you can pick up on current events at all times. However it is wise to include these activities as supernumerary subjects because if you are unable to build an activity on these current topics you will at least not be left with a gap in your programme.

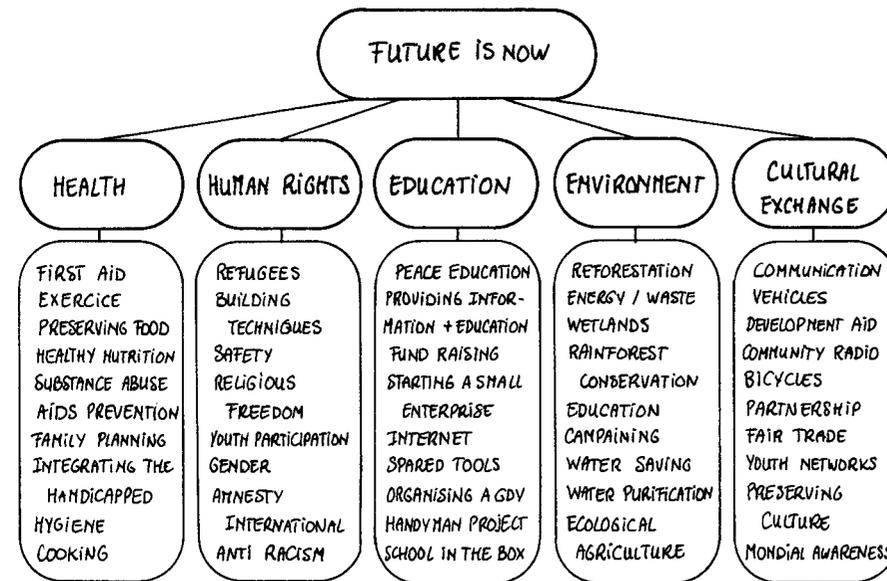
*The following overview lists the topic, the programme themes and the topics of the GDV in Dronen. The GDV programme ultimately consisted of 55 topics. Appendix 2 of this manual includes a list with the titles of these topics.*

*All topics selected were organised into:*

- a 2 1/2 hour workshop (one morning or one afternoon)
- 3 to 4 walk-in activities of 5 to 45 minutes
- visual and audio-visual presentations

**2.4. YOUTH PARTICIPATION**

A good way to make sure your programme will interest young people is to involve them in some way in the organisation of your Global Development Village. You could consider holding a brainstorming session with



GENERAL MOTTO, PROGRAMME THEMES AND TOPICS

them at the onset. And when you are recruiting staff it is useful to look for people who are leaders in regular direct contact with the target group.

*Many staff members of the GDV in Dronten were 18 to 25 years old and active members of local Scout groups. So they were quite close to the World Jamboree's target group of young people ranging from 14 to 18 years old. The GDV programme during the European Jamboree was evaluated by a group of young people who had participated in the World Jamboree in Korea.*

Other ways to have young people participate in your preparations are:

- Getting a group of young people together to act as a sounding board. They can advise the coordinators of the GDV during all phases of the preparation.

- Give young people a role within the Topic Teams, involving them completely in the preparations.
- Have young people develop topics themselves, based on their personal experiences with certain projects.

#### QUESTIONS CHAPTER 2:

- What is the general motto for your GDV?
- What are the programme themes for the GDV?
- How do the general motto and the programme themes in your GDV relate?
- Is the policy of the National Scout Association or World Organization clearly represented in the topics you have selected?
- Are the selected topics sufficiently linked to the current topics in your own region, country, continent or in the world?
- How do you want to make the choice of your topics?
- How can you involve young people in making the choice of the topics?
- How can you involve young people in the preparations, execution and evaluation of the GDV?

### 3. ACTIVITIES IN A GLOBAL DEVELOPMENT VILLAGE

We have discussed the general framework for organising a GDV. You will now have a general idea of what you want to present. The next question is how to offer your programme themes and topics. When deciding on this, don't forget to keep your target group in mind. It makes a difference whether your participants are young people ranging from 11 to 14 years of age or from 15 through 18. The younger group can't concentrate for very long. The older age group can focus much longer on one subject and they are willing to throw themselves into a topic. So you will have to give them time to work on it seriously.

*That's why the World Jamboree in Dronten had workshops that lasted two and a half hours. This gave young people the opportunity to learn something which they could later put into practice on*

*their own. Also, it allowed them to be engaged in a topic in various ways.*

*The Global Development Village in Dronten had four kinds of activities:*

- Workshops
- Walk-in activities
- Exhibitions and audio-visual presentations
- Performances and presentations by participants (see Chapter 5)

*All participants in the World Jamboree spent one whole day partaking in the activities in the GDV. Their schedule was as follows:*

- one morning or afternoon participating in a workshop
- one morning or afternoon participating in walk-in activities, exhibitions and audio-visual presentations
- during the lunch break they could attend the performances and presentations of participants.

#### 3.1. WORKSHOPS

The workshop programmes are intended to teach participants something which they can then put into practice. This means that the workshop programme must appeal to the participant.

In order to motivate participants to get involved in a certain topic, it is important that they have the opportunity to choose which workshop programme they want to participate in.

#### Types of workshops

*Although it was not planned as such, three kinds of workshops could be identified for all programme themes in the GDV in Dronten:*

- The practical workshop. Participants learned practical skills such as making an energy-saving burner or repairing a bicycle.

- *The communication workshop. Participants learned how to pass on information or make use of publicity and in some cases learned a game they could use to pass on complex information. The game also turned out to be a good tool to get people from various cultures to communicate with each other.*
- *The awareness workshop, focused on discussing and exchanging ideas, and drawing up plans for one's own projects.*

### 3.2. WALK-IN ACTIVITIES

The consequence of two-and-a-half hour workshops is that the participants can only attend two subjects a day. This is very meagre compared to what is offered, especially because you cannot ensure they will be able to use at home all they have learned in those two workshops.

So it is a good idea to organise activities, besides workshops, that require less time.

*During the Jamboree in Dronten we organised walk-in activities. The advantage of these activities is that the participants can simply walk in and out whenever they want.*

It is ideal if you are able to coordinate your workshops, walk-in activities and presentations. Participants can then become familiar with the workshops during the shorter activities and those who have learned everything about one aspect of a project during a workshop, can get additional information through the walk-in activities and presentations.

*All in all, this means that participants in a Global Development Village are flooded with information, which is quite tiring. We learned from Dronten that enthu-*

*siasm waned in the afternoons. The participants had been so busily occupied in the mornings that they were saturated in the afternoons. So it is perhaps best to make the afternoon programme less demanding and provide more opportunities to get more superficial information.*

*The GDV in Dronten offered a variety of walk-in activities. Each topic comprised an average of three walk-in activities apart from the workshop programme. With 55 topics, this resulted in approximately 165 walk-in activities. The activities lasted 5 to 45 minutes at the most. This usually only allowed time for a quick demonstration, short participation, a quick taste of something.*

Although walk-in activities do not offer as much as workshops for focusing on a subject in-depth, they are a welcome and perhaps even

indispensable activity within a Global Development Village.

#### Why have walk-in activities in a GDV?

- Walk-in activities are useful tools for participants to select workshops.
- Walk-in activities meet people's need to get as many impressions as possible.
- Have a look here, have a taste there, and try something out in yet another area.
- Walk-in activities appeal to younger children and external visitors.
- Walk-in activities make the village a bustling place and provide activities when the workshops are closed during the lunch break.
- Because walk-in activities attract single visitors they ensure peace and quiet in other parts of the village where participants are concentrating in workshops.

- Walk-in activities require less preparation than workshop programmes and external organisations to make them happen.
- Walk-in activities can supplement workshop programmes. For instance, they can demonstrate how a project is implemented in various regions or countries.

### 3.3. EXHIBITIONS AND AUDIO-VISUAL PRESENTATIONS

Exhibitions and audio-visual presentations can give participants and visitors broad but fleeting information. Exhibitions or audio-visual presentations can comprise more than just letting people see and hear things. They can be combined with hands-on activities so that participants and visitors can process what they have just learned. Assignments are a nice way of looking at an exhibition, especially for younger children.



*Each programme theme in the GDV during the World Jamboree had its own exhibition area. Each topic contributed to this exhibition. Visual presentations were given in the workshop rooms and during the walk-in activities as well. We learned that the presentations linked to the workshops were much more functional than the general exhibitions in the exhibition areas of the programme themes.*

*The overall conclusion which may be drawn is that exhibitions are only useful if they are related to the activities.*

*Besides these exhibitions, there was a large exhibition: the 'World Scout Centre' at the central village square. Organisations such as UNICEF, IUCN, UNDP, UNHCR, UNESCO, WHO, International Red Cross*

*and AHM Leprosy Relief Organisation were presented here. These exhibitions also had assignments for the participants.*

### 3.4. QUALITY OF THE PROGRAMME

Whether you offer workshop programmes, walk-in activities or visual and audio-visual presentations, the best way to promote Scouting and your Global Development Village is by providing quality. Quality is determined by your schedule of requirements. The challenge is to meet your own requirements. This means that you should develop a quality management method, especially for developing workshops and walk-in activities. And it is wise to also subject the activities you develop to a practical test.

*During the preparations for the GDV in Dronten, we invested much time in detailing the topic programmes. With so many ideas for workshop and walk-in programmes, the staff found it difficult to structure two-and-a-half-hour workshops. Standard forms helped to detail the final programming.*

*Time was reserved in the planning of the GDV in Dronten for testing the workshop programmes. We intended to have young people of 14 to 18 years of age attend the workshop programmes and if necessary modify the programmes based on these young people's reactions and ideas. Unfortunately, we did not have enough time to carry out this plan in full. Testing programmes is also a way for young people to participate in the preparations of a GDV.*

### 3.5. RESOURCES

In appendix 3 you will find standard forms which can help the staff to detail the

final programme of workshops and walk-in activities.

#### **Workshop form Workshop title:**

A short description of each workshop was drawn up.

The description always starts with a verb

“start a small enterprise”

“make energy-saving cooking devices”

“start a partnership”

Short, attractive names for workshops are essential for promoting the GDV.

#### **Reason for workshop:**

An explanation is given of why this subject was selected.

How does the subject relate to Scouting and Community Development?

#### **Objective of the workshop:**

All workshop programmes are centred around practicality.

The description of the objective starts with:

“After this workshop, participants will be able to .....”

#### **Phasing/planning/method:**

A time schedule is made based on a two-and-a-half hour time slot.

The method is detailed step by step.

#### **Completion:**

A description of the result with which the participants will return home after the workshop.

#### **Detailing/to do/needed:**

A description of which preparations are needed to carry out this workshop.

#### **Walk-in activities:**

The names of the walk-in activities related to the same topic as the workshop.





**Presentation materials:**

The presentations related to the same topic as the workshop.

**Walk-in activity form**

**Name of walk-in activity:**

A short description of the activity

**Objective:**

A short description of a result that is easy to achieve.

**Phasing/planning/method:**

A short description of the various steps in the activity. What must the participant do? In this way, simple activities can be carried out without supervision.

**Detailing/to do/needed:**

A description of which preparations are needed to carry out this walk-in activity.

**QUESTIONS CHAPTER 3**

- What kinds of activities do you want to have in your GDV?
- How much time are the participants given to participate in the activities?
- How is the programme planning prepared for the participants?
- How many topics do you want to offer?
- How can you give each topic an explicit content?
- How can you test the quality of workshops and walk-in activities?
- How can you ensure sufficient variety in presentation forms?
- What ideas do you have for designing and arranging the exhibitions?

## 4. PREPARATIONS FOR A GLOBAL DEVELOPMENT VILLAGE

Deciding to set up a Global Development Village is one step, but then you really have to get to work. The amount of time you will need for your preparations depends on the size of the project.

*Actual preparations for Dronten already started in June 1993. These preparations were not only aimed at the 1995 World Jamboree. A European Jamboree was held in 1994 partly as a kind of dress rehearsal and it included a Global Development Village. Although the European Jamboree targeted a different age group (10-14 year olds) and its participants were only from Europe, the experience gained there resulted in many modifications to the programme and the organisation of the Global Development Village for the World Jamboree.*

Effort, creativity and involvement are essential to the suc-

cess of an activity, but you also need a good and clear organisational structure. Who talks to whom? Who makes final decisions?

Clear agreements must be made about:

1. definition and allocation of tasks
2. responsibilities
3. decision-making
4. communication
5. quality management
6. planning

*We learned from the GDV in Dronten that the bigger the organisation, the more formal the structure must be.*

*The informal structure is at least as important. Parties involved must all be on the same track and be able to identify themselves with the objectives of the activities and the decisions made in this context.*

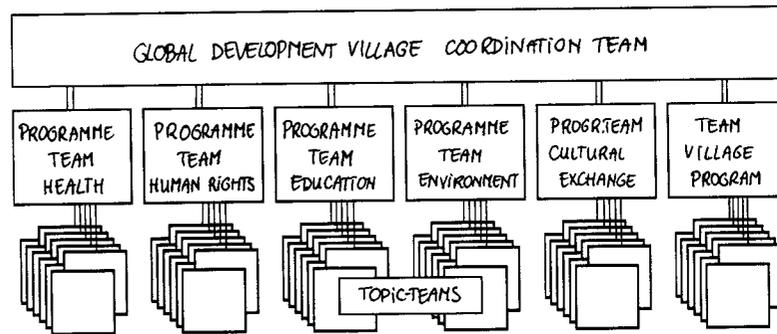
*As the Dutch organisers were new to setting up a GDV, especially with respect to content, some objectives which had been formulated at an earlier stage had to be redefined. This created an extra burden for the staff who had to revise their programmes again.*

*It was the combined team spirit, dedication and enthusiasm of all people involved which ultimately ensured a successful result.*

### 4.1. ORGANISATIONAL STRUCTURE

The organisational structure is based on the size of the project but also on which expertise you need within the organisation. You should try to define this as accurately as possible. The organisational structure which was used for the Global Development Village in Dronten is described on the next page.

## ORGANISATIONAL STRUCTURE



### Explanation of the organisational structure

The organisational structure has three layers. From bottom to top you will see:

#### Topic teams

- Responsible for detailing and implementing one topic
- 55 topic teams
- Consisting of four staff members during the preparation phases, supplemented with three International Service Staff members (ISS) during the World Jamboree

- The staff members are specialized in the different topics
- Each topic team has a topic coordinator

The topic teams are a part of one of the:

#### Programme teams

- Responsible for detailing and implementing one programme theme
- five programme teams
- Each programme team consists of 11 topic coordinators

- Each programme team has a head, a deputy head, a comptroller and a materials coordinator

*A separate team (GDV Programme) with the same organisational structure, was responsible for the general facilities in the GDV in Dronten, such as the World Scout Centre, typical-village activities, catering and café Chez Max, stage programmes, cinema programme, information desk.*

The programme teams are supervised by the:

#### Coordination team

- Responsible for coordinating the total GDV
- The coordination team consists of:
  - head and deputy heads of the coordination team
  - heads and deputy heads of the programme teams
  - personnel executive
  - publicity staff member

- materials coordinator
- comptroller
- programme coordinator
- site coordinator
- foreign projects coordinator.

All together a large group of people, which you will probably build up slowly. An important question here is, which position must be filled at which stage of preparations? Starting off with a small group has its advantages, but on the other hand your work force mustn't be too small. To determine the size you must estimate in advance how processes will develop in the long run. The further the organisation is in the process, the more difficult it will be to rearrange jobs or delegate tasks. So if you decided to organise a GDV with foreign projects, it is wise to appoint a contact for these projects right at the very start. There are two reasons for this: on the one hand these contacts

demand a lot of time and on the other hand it is good for these 'outsiders' to have a fixed point within the organisation to whom they can address their questions.

A second important position in the preparatory phase is the personnel executive. A large-scale GDV requires not only enough staff members, but these staff members must also have the right qualities. In addition, people who initially are strangers to each other, must be able to work together as a team. This means that matters such as recruiting, improving expertise and team building, but also writing proper job descriptions and holding job performance interviews are very important to the quality of your Global Development Village.

The site coordinator is responsible for laying out the site, supplying electricity, the

size of the tents, contacts with other facility services of the organisation within which the Global Development Village will take place.

*To help him arrange the site in Dronten, the site coordinator occasionally called in advice from a group of people who were experienced in building exhibitions and organising large public events.*

*Considering the size of the task, especially during the building and dismantling phases, we assigned a permanent assistant/deputy to the site coordinator and, during construction, a few staff members. Especially during this time, the site coordinator has the physically demanding task of being in three or more places at the same time.*

For such a project it is also important to keep your communication lines as short as possible.

*This is why in Dronten the head and the deputy heads of the coordination team each acted as the permanent contact for a specific programme theme. They also attended the programme field meetings. This made it possible to convey developments at the level of the coordination team directly to the operational level. Conversely, the coordination team got a reasonably good idea of what was going on at the base.*

#### 4.2. STAFF MEMBERS

You can't do a project like the GDV on your own. So recruiting staff members is a definite given during preparations. In the early stages you can recruit them through your own network. And names are available in your own organisation of people who are suitable for staff functions. As the organisation grows, you can delegate recruitment to certain units or layers within the organisation.

The next important step is to describe the positions within the organisation as accurately as possible. A job profile should include:

- job description
- educational requirements, experience and languages skills
- responsibilities and power of authorisation
- the expected or required amount of time needed to fulfil the position
- any reimbursement of expenses

Clearly indicate in the job description whether it is a staff and organisational position or an executive position. There are people who are very good in the practical field but hate all sorts of meetings. If you place a doer in a policy position, he may become disappointed and drop out half way which also may be disappointing. The result is a change of personnel during



the preparatory phase, and you have lost someone who would have been of great value during the actual implementation.

An important issue is the estimated time dedication. Scouting is a typical volunteer organisation, which means that people do this work in addition to their ordinary job or studies. So they need to

know whether it will take them one evening a week, or whether they will have to work on it every weekend.

You can start recruiting staff members as soon as the organisational structure and the job profiles are defined. The heads and the deputy heads of the programme teams have first priority. The next organisational layer consists of the topic

coordinators. Their task will be to design the actual activities. They will be the core of a programme theme together with the head and the deputy head. These two layers must be filled relatively quickly because these people also play an important part in devising and detailing the programme.

You have more time to fill the last layer, that of the ordinary staff members, depending on their involvement in the design of the activities. Once the programme starts taking shape it will be easier for you to estimate how large your staff must be to carry out various tasks.

*Various staff categories worked in the GDV in Dronten:*

*- Dutch staff within coordination teams, programme teams and topic teams who were involved from the start*

- Dutch Scout staff members who were only involved in the implementation of the GDV
- Staff members of external organisations
- International Service Staff members who were assigned tasks in the implementation of the GDV
- International Service Staff members who had prepared a workshop or project presentation in their own country prior to the World Jamboree

#### 4.3. TRAINING

Various types of training are required for a project such as the GDV:

- training aimed at team building
- training aimed at transcultural communication
- training aimed at didactic methods
- specific training concerning programme content

Team building is important because you will be working with people with totally different backgrounds, who will be working together for the first time. So it is very important they get to know each other. But team building training also includes setting common goals, working in the same manner. This process is sometimes described as “making sure everyone is on the same track”. This training is essential if you want to integrate staff members of external organisations. If groups of staff start working in the organisation at various points in time, it is a good idea to give them specific training and an introduction so that they will quickly feel at home. It is also important that you and your total work force take time to put the finishing touch to your work prior to the opening of the Global Development Village.

*All staff members were present in the GDV in Dronen five days prior to the opening, allowing sufficient time to discuss the content of the programmes.*

*A special instruction procedure was arranged for the International Service Staff members, introducing them immediately to the programme team in which they would be working. The team head introduced them to the other members of the team. And a general introduction was also arranged during which the ISSs were brought up to date on the total project and were given a tour of the site and the workshops.*

*The International Service Staff members and staff presenting foreign projects also played an important part in constructing the Global Development Village. Working together to build the village contributed largely to building the team.*

Intercultural communication is essential when working with foreign or inter-cultural projects or when you are aiming for international participation. This training is mainly focused on norms and values. To what extent can and may you force your norms and values upon someone else? What are universal norms and values? Can you accept the norms and values of others? It is not always easy to find a clear-cut answer to such questions. It may even be that other cultures have customs that are totally contrary to the values by which you have been brought up. In these cases you need not surrender your own notions. But neither do you have to reject the other's. With respect for each other's integrity you can agree to disagree. You can hardly have activities without didactic methods. But what is the most ideal way of

conveying a message? It is useful to consider the various methods of passing on knowledge and understanding, especially if you are dealing with an international group of people. Look into possibilities for explaining something without the use of words or to what extent you can enhance a verbal explanation with gestures or illustrations. After all, you may find that your staff and participants are not all equally proficient in languages. Also discuss with your programme team heads whether specific training courses are required.

*For the 1995 GDV, for instance, the World Health Organisation helped to train the staff of the AIDS and drugs prevention team. A few people of the Environment programme theme took an extra course at a centre for environmental technology.*

#### 4.4. SUPERVISION

To discover specific training requirements you need to supervise the teams closely. To do this, you must have a structure and an open atmosphere.

*For the GDV in Dronten, for instance, monthly meetings were held which were attended by the coordination team and all heads and deputy heads of the programme teams. Furthermore, each programme team was assigned a member of the coordination team as fixed point for addressing questions. It was important that they also attended the meetings of the topic coordinators. So the highest level within the GDV could be approached directly by the lower levels. This allowed for quick response to any wishes or ideas concerning training or other kinds of support.*

#### Progress monitoring

Supervision also means keeping a check on progress. It is essential to set clear dead-

lines and demand strict reporting, especially during the start-up phase. This is the only way you will be able to take timely action if matters start running off the track. Defining and maintaining quality requirements is part of this task.

*For the GDV in Dronten, the programme teams, who had started work in November 1994, were required to submit a rough proposal for the workshops during the first two weeks of January. Ten workshops would be planned for each programme theme.*

*As it turned out, many of the plans did not meet these requirements. Most workshop structures didn't get past the games stage, which did not suit various cultures either, nor were they suitable for the age group.*

When organising large events, such as a GDV, you can work

efficiently by implementing standard procedures wherever possible.

*To this end we developed standard forms for the GDV in Dronten. Standard forms provide everyone with the same kind of information and they are easy to process into a script for your GDV.*

*Everyone was pleased with this structured process. The points for attention which were listed on the forms made it easier for the activity designers to check whether they had thought of everything. And it was easier to assess the activities by means of this uniform reporting method.*



#### QUESTIONS CHAPTER 4

- Which organisational structure do you opt for?
- Which organisation units are there in the structure you selected?
- Which tasks and powers do the units have?
- Which positions are there in your structure?
- Which tasks and powers do these executives have?
- How will you recruit your staff?
  
- Which phases will you implement to recruit your staff?
- What is the introduction procedure for your staff?
- What does your plan for improving expertise consist of?
- What is your procedure for monitoring progress?
- What is your procedure for reporting progress?

## 5. LAY-OUT OF THE SITE

It's for good reasons that a Global Development Village is called a village. So it is essential that the project also exudes a village atmosphere. This will contribute to creating a familiar and safe environment. The village atmosphere will also allow the participants and visitors to become villagers while they are there.

### 5.1. CHOICE OF SITE

You need a site to create a Global Development Village.

*This was relatively easy during the World Jamboree. The Jamboree site offered a few possibilities based on expected participants and the estimated number of activities combined with a few Jamboree requirements.*

But this will probably not be the case when you decide to organise a GDV in your country. You may be a part of a

larger Scout event, in which case the umbrella organisation will make demands and indicate which possibilities there are, just as they did during the World Jamboree. But you will still have to consider what requirements you will place on your "product".

Consider the following points to determine the desired size of your site:

How many people:

- participants?
- staff?
- visitors?

How many activities:

- average desired surface space?
- surface requirements for certain tents or structures?

Width of roads, paths:

- requirements of aid organisation and facility services?

Accessibility/Ability to be locked.

Take into account in your assessment of the site that

actual usable surface. This will give you an estimate of the minimum useable surface space you will require. This holds reasonably true if you are accommodated on a sports field, but it is quite possible you will be using a site that has all sorts of natural obstacles or limitations. Trees, e.g., do give character, but they may be positioned in a way that you cannot pitch certain tents. This reduces the useable surface space of the site. So it is up to you to decide whether you will offer less activities or whether you should ask for more space.

To get an accurate assessment, you will have to visit the site. No matter what the weather is like when you go, try to imagine a few bad weather scenarios, by which we mean any kind of weather that can interfere with your plans. Sun burning down all day on a dusty sand or clay

site offering no shade can be just as irritating as two weeks of rain.

## 5.2. TECHNICAL FACILITIES

Another important matter is the availability or non-availability of electricity. Even if there is electricity, you will still have a few issues to deal with. So make a list of any power requirements as soon as possible. At this stage it doesn't matter whether you need 22 or 23 light bulbs. What you do need to know is whether you will be using equipment that consumes a lot of electricity such as heaters, whether someone will need high voltage current, or whether foreign projects will be using equipment that runs on a different voltage. You can then calculate how much power you will need, after which you can ask the central organisation or the site head whether they agree. If the existing power

installation does not allow for your requirements you can see if you can get your electricity by installing a generator.

A generator is also a solution if the site has no electricity at all. In this case you may even ask yourself the following fundamental question: "Do we really need electricity?" You may then decide to run the whole village without electricity. It may even add an extra dimension to your GDV. This option must be clearly stated in the basic information you distribute among your staff. You will need water for a number of activities. You will have to consider the availability of lavatories in the vicinity.

## 5.3. VILLAGE ATMOSPHERE

Your first step towards creating a village atmosphere is the lay-out of your site.

A village usually has a main square and small streets, quiet corners, public parks and

sometimes typical neighbourhoods, although people usually intermingle.

Creating a village atmosphere:

- You can intensify the village atmosphere by placing props and using attributes. For instance, a school can be set up in the education programme field. You don't have to fill your village with props. Accentuating it here and there is more than enough.
- You can create courtyards by the way you place the tents.
- The clothes your staff wears can also heighten the village character. Those who are responsible for keeping everything neat and tidy can take on the role of sweeper.

## 5.4. VILLAGE SQUARE

The village square always plays a major part in a village.

It is the place where people meet and where the main streets connect. In short, the centre of the community.

All central facilities were situated on a village square in the GDV in Dronten. A stage for group performances, the café Chez Max, a cinema, the tourist office, a music tent and the town hall (the group's office) were located here. The village square was part of the central field where the World Scout Centre and a few walk-in activities were located as well. The programme fields were the neighbourhoods. We specifically decided on this lay-out because it was an orderly arrangement for the participants.

## 5.5. DECORATION

You don't need a team of experienced set designers from Hollywood to create a village atmosphere. You can achieve a lot with simple means, which is more in kee-

ping with our Scouting tradition of doing a lot with very little. But you must take a few things into account.

The following matters must be considered when making plans for building and arranging the village.

It must:

- be constructable in a reasonable period of time
- be weather-resistant
- still look presentable after intensive use
- be safe and fireproof and accessible to ambulance and fire brigade

*To make the GDV during the World Jamboree orderly and to integrate the presentations of each programme team, each field was given its own colour.*

*- The colour of the programme team was depicted mainly by the flags along the road and in the programme field itself.*

*- The colour was also used in the furnishing and the presentations of the various topics, the dividing walls in the workshop rooms, the decorations, the notice boards and signposts.*

#### 5.6. PROGRAMME FIELDS

If you decide to implement a village structure, you may consider streets or neighbourhoods for the programme fields. The participants will then be able to oversee the village and they will be able to get to their programme fields quickly.

*In Dronten, each programme field offered 11 topics. In addition, each programme field had a number of central facilities. The whole GDV site was designed in general lines at a central point. Each programme field planned its own lay-out within this rough design, so that each field had its own character.*

General facilities in the programme fields:

- One large tent for each field for presentations and walk-in activities. This tent can also be used as a shelter in case of rain.
- One object for each field, which catches the eye and marks the field.
- A central square where the participants can make their choice of workshop programmes during an opening activity (mornings and afternoons).

#### 5.7. TOPIC FIELDS

The topics with workshops and walk-in activities are situated within the programme fields, as if they are the houses and sheds in the streets.

*Each Topic team of the GDV in Dronten structured their own activity field based on the overall site lay-out and the position of the tents.*

Tips for designing the activity fields:

- Make a map of each topic field, also indicating the basic facilities such as tables, electricity, water. Consider workshop space, walk-in activity locations, dividing walls, games site.
- Make a drawing of the furnishings of each topic field, such as props, attributes.
- Design the activity field so that the workshop participants can work quietly. This is not to say that all workshops should be closed off completely from the public. Some workshops are very suitable for being held in an open environment visual to others. Being seen by the public may be an essential part of the workshop.

A plan of the GDV in Dronten is shown in Appendix 2



### 5.8. USE OF MATERIALS

A focus point is waste and the use of materials. Even if you are all very tidy, you will always create waste, which means you must consider beforehand what you must do with that waste. Look into what possibilities there are to collect waste for separately recycling.

Another issue is used materials.

*The GDV in Dronten was built on a vacant site which had to be left in its original state. This meant that everything that was brought in also had to be removed. Rented materials, such as tents, were no problem. Equipment and materials purchased, such as tarpaulin, were sold during a kind of auction after the World Jamboree. So that was all right. But we were still left with a tremendous pile of other materials, such as exhibition panels. If you*

*are using your own sites where you may be able to use them again, you can keep them. But this does not apply to a one-time event like the World Jamboree in The Netherlands.*

If you cannot find someone who can use your left-over GDV materials, the used materials will become waste. You can prevent this by:

- Keeping the purchase and supply of materials in check. Stop people from ordering things because they “might come in handy”. A well organised procedure for additional orders prevents too many purchases. Collective orders are not only cheaper, but can also result in purchasing amounts more efficiently. Wherever possible, demand that the removal of the material is arranged before it is supplied.

- Try to find a purpose for the materials you think will be left over, prior to the event. Offer it to people free of charge, on condition that it is collected before a certain date. Arrange for a delivery service, if necessary.
- Motivate everyone to design their “equipment” in such a way that the materials can be reused, whether or not for the same purpose.

Use of material:

- Use natural materials
- Use environmentally-friendly materials
- Ensure materials are recycled
- Borrow and rent materials
- Arrange that materials can be returned
- Make efficient use of the materials during the activity
- Be frugal with your materials

You can find other ways to avoid wasting material in your own situation. Make it one of the basic subjects of discussion within your organisation to be considered in each phase of your preparations. Especially with respect to this topic you should set the example and you will have to act in accordance with the objectives of a GDV.

**QUESTIONS CHAPTER 5**

- Which criteria must your GDV site meet?
- What facilities will you need (electricity, water, tents, etc.)?
- Must you arrange these facilities yourself or will they be arranged by a central organisation?
- Make a rough map of the village.
- What should be arranged centrally and what decentrally with respect to the site design?
- What guidelines are there for the programme teams regarding the site design?
- How can you create a village atmosphere?
- What guidelines are there for the use of materials?



## 6. DIVIDING UP PARTICIPANTS

In order to let the participants in your Global Development Village get the best out of all the activities in the village, you should divide them as quickly as possible over the workshops and walk-in activities.

*In the GDV during the 1995 World Jamboree, it was a challenge to quickly and efficiently divide the participants over the various programme fields. Our first thoughts were to use the walk-in activities as a kind of workshop display. The participants would first take a look there and then select a programme theme after which they could choose a workshop. But we soon discovered that it took more than the 15 to 30 minutes available to choose from more than fifty five workshops and approximately 165 walk-in activities.*



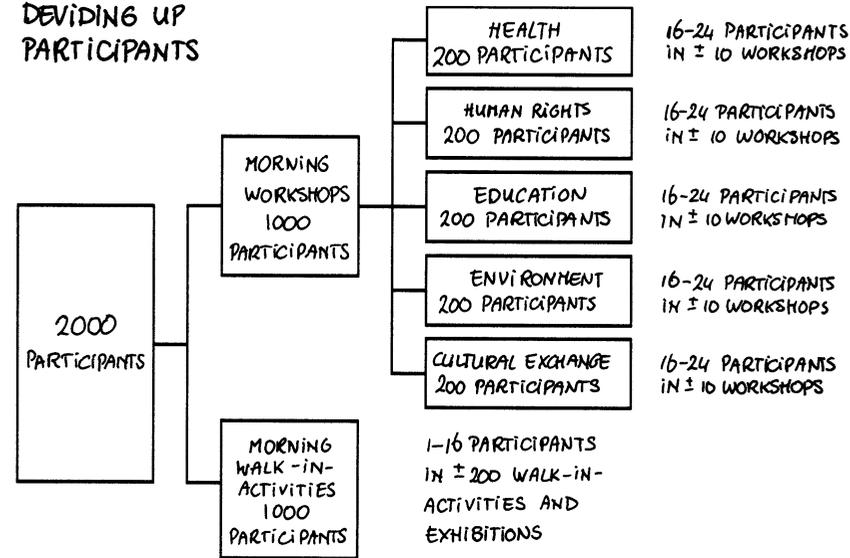
## 6.1. TICKET SYSTEM

A dividing system works best if the participants are already split into groups before arriving in the village. One way to do this is to give each participant in advance a ticket indicating in which programme theme they will take part.

*The ticket system, as used by the World Jamboree for many of its participant activities, informed the participants in Dronten of the day on which they would be in the Global Development Village. It also indicated the programme theme and whether the workshop would take place in the morning or in the afternoon. The participants could spend the other half of the day on walk-in activities or participating in village life.*

*The participants could make their own choice of workshop within a programme theme. They could get*

### DEVIDING UP PARTICIPANTS



*an impression of the various workshops via introduction games or presentations, which proved sufficient for its purpose. Considering the variety of workshops, there was always something that aroused the interest of the participants. If they were placed in a programme theme for which they had no affinity, they could trade in their ticket for one in another programme theme. There were 24*

*participants in each workshop and sometimes 16. These multiples of 8 related to the maximum size of the Jamboree Friendship Award Patrols as the World Jamboree had organised them.*

*In the workshops, participants worked according to the Jamboree Friendship Award patrols system. Each patrol, comprising no more than eight people, had to include*

*at least four nationalities. To this end, each workshop had a tag board. Each board had as many hooks as there were seats available. They were grouped in rows of eight, one row for every Jamboree Friendship Award patrol. The participants registered for a workshop by hanging their name tag on a hook. Others could then see if there was room for participants of their own nationality or whether they would have to form a second or a third patrols.*

## 6.2. JAMBOREE FRIENDSHIP AWARD

Although these Jamboree Friendship Award patrols were a typical Jamboree phenomenon, it can be used very well in other large-scale Scouting activities and especially in a Global Development Village where cooperation, meeting and exchange between cultures or nationalities plays an

important part. The idea behind the Friendship Award is to motivate cooperation in international groups. The participants in a World Jamboree can get the badge corresponding to this Award after they have participated in at least seven activities in an international patrol. A patrol consists of no more than eight people and must comprise at least four nationalities. The activities that count for the award are selected to ensure that participants can work together, talk and exchange ideas in a group. To make the Global Development Village as effective as possible, but also to emphasise the importance Scouting attaches to this kind of activity, it is compulsory to participate in the GDV in order to get the badge. The combination of Jamboree Friendship Awards patrols and tickets works well as a quantitative allotment system.



Participants organise themselves into an international patrol in no time at all. But occasionally communication problems were encountered later on because they had no mutual language or were not sufficiently proficient in it.

### 6.3. LANGUAGE

Language problems are certainly something you should take into account when deciding on a GDV with national or international participants, or more precisely, multilingual participation.

*One thing we learned at the GDV in Dronten was that workshops demanded high language skills, especially when abstract concepts were discussed. You have to know a language so well that you can think in that language, that you not only know exactly how to express what you want to say, but that you can also respond quickly to others. This is not as crucial for very practical workshops in which you learn a specific skill. Practically everyone can participate in them if you show how something should be done and supplement this with sign language.*

This means that you should consider the following when organising an international GDV:

- Do the participants speak a common language?
- Do the staff members speak a common language?
- Is it possible to offer certain workshops in various

languages, or sub-groups of a same workshop in different languages?

- Are there translators available?
- Are there enough workshops that do not depend on language?

If there are more large groups of languages among your participants, you may consider offering certain workshops, for which verbal communication is essential, in more than one language. So you might give a workshop about health education in French, Arabic and English.

It is a good idea to offer workshops that do not depend on verbal communication, especially when you are addressing participants who belong to younger age categories. For instance, conveying knowledge by demonstrating how to do things. Another possibility is non-verbal communication through mime or puppets. But

you can also provide information through comic strips. Sometimes it is sufficient to have certain instructions translated. They don't have to be translated extensively. A few key words are often enough.

*In Dronten, a Japanese member of the International Service Staff helped the organisation by translating instruction materials into Japanese on the spot. And games materials were translated from French into English during the Jamboree, so that more people could participate.*

Any language problems can be overcome as a challenge. They are perhaps one of the charms of an international and multicultural group. When people are willing to understand each other, solutions will always be found. This is one of the areas in which an International Service Staff can be worth its weight in gold.

#### QUESTIONS CHAPTER 6

- How many people do you expect to participate in your GDV?
- How can participants make their choice?
- How will you divide the participants over the programme themes?
- How will you divide the participants over the activities?
- How many nationalities do the participants represent?
- Which common languages are there?
- To what extent can you divide participants over the activities based on language?
- In how many languages can you offer your programme?

## 7. PARTNERSHIP

Organising a GDV offers many opportunities for entering into partnerships. Partnerships contribute to the quality of a GDV. Moreover, partners are afforded the

opportunity to use their knowledge and experience. Partnership may be considered as an equal collaborating relationship and on this basis collaboration may be realised

in the context of a GDV with:

- young people and leaders who are bringing about projects in their own countries or abroad.



- specialised external organisations at national or international level?
- public or governmental institutions

There are always people within Scouting or outside of Scouting who have more or different experience in a particular area and who can give a valuable contribution to your GDV.

In Appendices 9 and 10 you will find a list of the foreign projects and external organisations who participated in Dronten.

### 7.1. COOPERATION WITH PARTNERS

There are different ways to cooperate with partners within a GDV:

- It may be that inside the village a Community Development project is given the opportunity to present itself.
- You can also ask an external organisation to help Scouting members with a

certain activity or a presentation of a project.

- You can also see if it is possible to organise a joint programme in which Scouting and another organisation combine their skills.
- You can ask an external organisation to contribute to improving your staff's expertise.
- You can ask public or governmental institutions and external organisations to contribute funds.

*Our Dronten experience is that the best cooperation was achieved with external organisations that were involved in the preparations at an early stage. Staff involvement of external organisations is greater if they are a part of a programme team and can contribute their own expertise to the programme.*

### 7.2. EXTERNAL ORGANISATIONS

Such cooperation can be beneficial to both parties.

Scouting is very knowledgeable about working with young people and children and as a world organisation has a world-wide network. Other organisations often have a great amount of specific knowledge, but have little or no experience in working with young people. This usually makes you a welcome partner. After all, Scouting offers the possibility of approaching young people directly and to involve them in activities.

Before you approach an external organisation to cooperate in a GDV, it is a good idea to first get a clear picture of that other organisation and what you would like them to do. It is not always worthwhile to link a joint presentation to a form of cooperation. You may have a fruitful cooperation in one specific project, but your images to the outside may be so different, that you cannot have a com-

mon denominator. Imagine a project in which Scouts organise a shopping service for the elderly. In this case, you will seek contact with a senior citizen's union or with social organisations. They can tell you exactly what kind of services the elderly need and how you can best approach them. Together you will achieve a very good project, but presenting yourself together as a unity to the public would be very confusing.

Another example is cooperating with an organisation that holds campaigns. Our association policy does not allow us to campaign. If you want to avoid being identified with them, the only thing you can ask of an organisation like that is to help improve the expertise of your staff. You can also offer them the opportunity to present themselves independently during the GDV, in which case you

can also discuss how this presentation will take place.

Tips for cooperating with external organisations:

- Give special attention to formulating your mutual expectations before you start working together.
- Enter into a framework cooperation agreement at management level.
- Draw up an action plan based on this cooperation agreement, in which the cooperation is worked out.
- Make well-considered agreements concerning the business and financial aspects of the cooperation.
- Agree on the communication lines and who is responsible for what.

*We learned from Dronten that many external organisations considered it extremely valuable to cooperate with Scouting in the context of the World Jamboree. Many organisations want to continue this cooperation after the World Jamboree in the form of specific programmes.*

#### QUESTIONS CHAPTER 7

- In which programme topics do you want to involve external organisations?
- What exactly do you expect from this cooperation?
- Who are the contacts from your GDV towards these organisations?
- Which agreements will you make with these organisations?
- Which services do the organisations offer and what have you to offer them?



## 8. INTERNAL AND EXTERNAL COMMUNICATION

Projects like a Global Development Village demand high standards of communication, including the following matters:

1. organising internal information flows
2. providing information to participants
3. organising external information flows (external partners, public relations and press)

*Public relations for the GDV in Dronten was mainly dealt with by the Jamboree organisation. But all other communication was done by our own staff.*

### 8.1. INTERNAL INFORMATION FLOWS

To channel information you have to deal with consultations structures where you can give information verbally and exchange written material. Internal communication can initially take place via the

meeting structure. A regular meeting schedule not only ensures you see each other regularly but it also creates a structure in time. And it is not necessary that all of you attend the whole meeting all the time.

*For the Global Development Village in Dronten, the coordination team had a kind of daily management, consisting of the head and deputy heads. Once a month, they met with the World Jamboree Programme Services*



*director. Coordination team meetings were held once a month and once a month a meeting took place with the coordination team and heads and deputy heads of the programme teams. As preparations progressed, daily management, as well as a site coordinator, controller and programme coordinator met more often. Buzzing was an essential part of all meetings, apart from the formal agenda. This meant that there was time and space for short discussions between various groups or persons. As an analogy with a beehive, this activity was appropriately named 'buzzing'. The Jamboree organisation even had special buzz days.*

#### **REPORTING SYSTEM**

It is wise to standardise reporting, especially if you are organising a large and complex event. This not only keeps things clear, but it also makes it easier to carry out checks.

*In the GDV at Dronten, we also used a standard reporting system. The system gave all parties involved easy access to all information available within the organisation.*

*Our reporting system includes the following forms:*

- workshop programme form
- walk-in activity form
- programme site maps and materials form
- decorative attributes and presentation materials form

Such a reporting system has the following advantages:

- Staff members must formulate information to the point
- Piles of detailed programmes, reports and decision lists are avoided
- Everyone provides the required information
- All staff members not directly involved in the

programme preparations can get a quick understanding of the activities

*The materials manager in Dronten could see on the forms at a glance what materials were required. There was no need for him to read through long reports to find out whether there were any more material requests. With these forms, the material manager could compile purchase lists at a relatively early stage, giving us an understanding of the expected expense level.*

*The forms also proved valuable in contacts with the World Jamboree's representatives and information providers. They had precise information on the activities within the GDV and could therefore inform the media on the potential of this project at an early stage.*

*When the International Service Staff arrived, they could all get a quick insight into the structure of the workshops, because of the forms. This largely helped to integrate the International Service Staff members. It was for this reason that the forms were also translated into English, although they were originally only intended for people involved in the preparations in The Netherlands.*

#### **8.2. INFORMATION FOR THE PARTICIPANTS**

Information is initially required for your own organisation during the preparation of the Global Development Village, but you also need to prepare information for the participants. For instance, instructions on how they can select a certain workshop. And it may be useful for them to take information on the workshop home with them which they can use to organise a

project in their own environment.

### Work book

In Dronten, the participants were provided with three kinds of information, a work book, pamphlets about the workshops and a detailed map of the village.

*We started developing the work book right at the onset of the GDV project. The book was a part of our cooperation with UNICEF, the United Nations children's fund. The book was intended for all participants in the village.*

*For each programme theme three projects which we knew were being carried out somewhere in the world by Scouts.*

Whether a work book is an essential part of a Global Development Village can only be judged in your own situation. On the positive side,



participants will get something tangible on which they can base their own project developments, should they decide to do so. Counter-

sponsors or a partnership with another organisation.

*Based on the idea to use the World Jamboree work book as an educational tool outside of Scouting, we looked for a publisher who could take care of the technical printing aspects and who could also to publish the book commercially for the Dutch-speaking countries.*

The French and English GDV work books are available in a limited supply at the World Scout Bureau in Geneva.

### Workshop brochures

An important objective of the Global Development Village is that the participants are able to put what they have learned into practice when they get home. So it is useful to give them something on paper for them to refresh their memory.

And it could also be handy for participants in the Global Development Village as a kind of instructions for use of the workshop they have selected.

*To this end, each workshop in Dronten had its own brochure. Each participant received the brochure for the workshop in which he had participated. The contents of the brochure was determined by the workshop programme.*

*The workshop brochure had three uses:*

- 1. As a work book. In this case the brochure was a step-by-step manual for the workshop.*
- 2. As additional information. The brochure contained complementary ideas on what the participants had learned in the workshop.*
- 3. As background information.*

*Compiling, editing and publishing the brochures was very labour-intensive. Approximately 55 different brochures had to be published.*

### **Plan**

A separate communication tool is a plan of the Global Development Village. This could be a plan at the village entrance or a kind of leaflet which participants can use to orientate themselves in advance.

*In Dronten we decided on a leaflet as a tool to help the participants find their way to their workshops as quickly as possible. The map was also intended to provide information to the public. Fortunately it required very little production time to make, so the information was up-to-date.*

### **8.3. EXTERNAL PUBLICITY**

A Global Development Village has a main purpose. It is a village in which Scouts and leaders can develop their knowledge, skills and attitudes towards Community Involvement. But a GDV is also a good tool for Scouting to pre-

sent itself to others. The latter can be done in various ways. You may limit yourself to showing Community Involvement as one of Scouting's aspects, in which case you need not organise separate activities for visitors. It is sufficient to open the village to the public, if only for part of the time. The visitors can then see what the Scouts are doing and get an impression of Scouting. However, it is a good idea to set up an information booth where the public can get more information on the Scout Movement. A second option is organise some extra activities for visitors. They can be exhibitions or audio-visual presentations, but also activities in which the visitors are asked to participate. People are usually better able to remember something they have actually done themselves than something they have only looked at.

*The World Jamboree in Dronten as a whole gave rise to much publicity in various media. It was remarkable how interested reporters were in the GDV. For this purpose, some staff members were assigned as spokespeople for the media. Both Dutch and foreign correspondents were especially interested in the presentations concerning foreign Community Development projects.*

### **QUESTIONS CHAPTER 8**

- **How have you organised communication in your organisation team?**
- **How does your reporting system work?**
- **What written information do participants in your GDV receive?**
- **What are your plans to promote the GDV in your own Scout organisation?**
- **What are your plans to promote the GDV outside your own Scout organisation?**

## 9. EVALUATION

A Global Development Village is not over as soon as the last visitors return home and it has been dismantled. An evaluation is an essential part of a project this size and starts with yourself. Did the village offer what you had expected? Were you successful in achieving your objectives? If this is not or only partially the case, it does not necessarily mean that everything went wrong. Perhaps the participants were not what you expected or perhaps the weather spoiled things. So take a good look at the topics with which you did achieve your objectives. What made these topics so appealing? This will pinpoint the strengths and weaknesses of your organisation. This will allow you to be better next time.

*Various groups involved in the GDV during the World Jamboree in Dronten have evaluated the GDV:*

- Participants who filled in a questionnaire at the end of the workshop programme*
- The staff members of the topics filled in a questionnaire*
- Partners (staff members of foreign Scout projects and the external organisations)*
- Programme teams and the coordination team*

*In Appendices 11 and 12 you will find evaluations formed for participants and co-workers of foreign projects*

*For the benefit of the external collaborating partners, providers of subsidies and for the general evaluation report of the World Jamboree, the programme teams and the coordinating teams compiled a written evaluation report. The collaboration was also eva-*

*luated verbally with collaborating partners. It is a good idea to discuss together how things worked out, especially if it is the first time you have worked with them. By that time, you have got to know each other better and perhaps you will find other opportunities to work together in the future. This cooperation could be in the context of a Global Development Village, but also for wider programmes. And perhaps the other party has a plan in which they would like to involve Scouting.*

An evaluation vis-à-vis providers of subsidies and sponsors is also important. Send them a report showing how you met their subsidy requirements. It is important for the sponsors that you provide them with an overview of your contacts with the media. Include copies of articles, the number of participants and, if applicable, the number of visitors. Both subsidy providers and sponsors highly value the scope of projects in which they invest money. If you provide them with an account such as these reports, you will see that it will be easier to approach them again on subsequent occasions



# APPENDIX 1: LIST OF RECOMMENDED READING

## Scouting and Community Development

- TRENDS. Trends in the world today. How they affect young people. Questions and challenges for Scouting (WOSM)
- Scouting and Community Development (WOSM)
- Scouts in the Community (WOSM)
- Community Involvement Resource Pack (WOSM European Region - WAGGGS Europe Office)
- 15 Development Education Games for Scouts (WOSM)
- Planning Guidebook: Global Development Village, 17th World Jamboree, Korea (WOSM)
- Jamboree, Developing your own Global Village (UNICEF - Scouting Nederland)
- 50 Workshop programmes, 18th World Jamboree, The Netherlands (Scouting Nederland)

## Health

- Facts for Life, a communication challenge (UNICEF - UNESCO - WHO - UNFPA - WAGGGS - WOSM)
- We Can, a health and handicap resource kit (WOSM)
- Action for Youth, Aids training manual (League of Red Cross and Red Crescent Societies - WOSM)
- Oral Rehydration Therapy (ORT) action guide (WOSM - UNICEF)
- Report AIDS prevention project, 18th World Jamboree, The Netherlands (Scouting Nederland)

## Nature and Environment

- Scouting and Environment (WOSM)
- Scouting: Action for the Environment (UNEP - WOSM)
- Help to Save the World (WWF - WOSM)

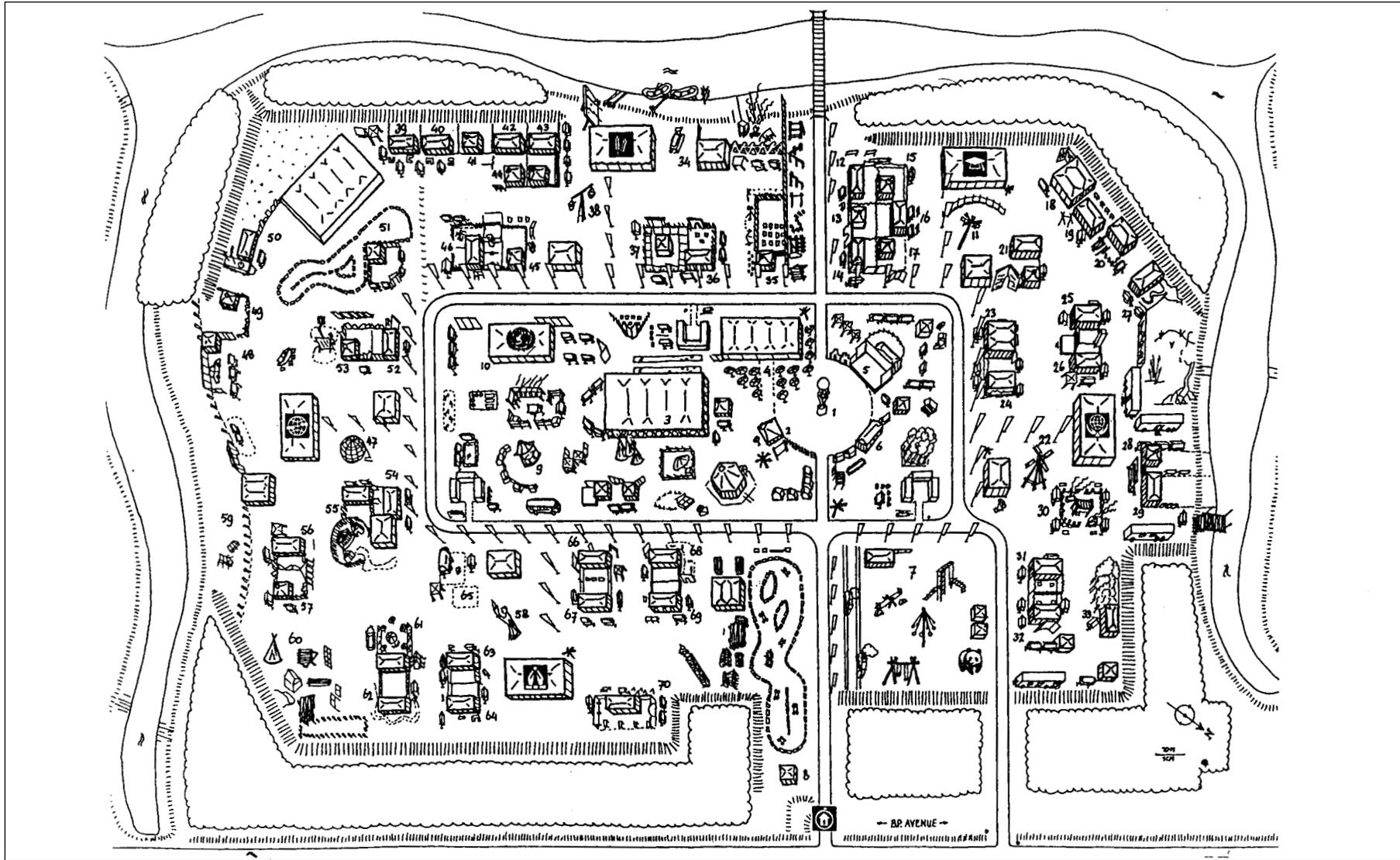
- The Global Scout, Scouting for nature and the environment, Frank Opie (WOSM)
- Journey to the Heart of Nature, Joseph Cornell and Michael Deranja (WOSM)
- Don't Waste the Future, manual for waste at Scouting events, 18th World Jamboree, The Netherlands (Scouting Nederland)

## Human Rights

- Scouting and Peace (WOSM)
- Education for Peace and Human Understanding (WOSM)
- Peace Education modules (WAGGGS)
- God are you still in there? (The Scout Association (UK) - WOSM European Scout Office)

# APPENDIX 2: MAP OF THE GDV AND LIST OF TOPICS

- 1 GLOBAL DEVELOPMENT VILLAGE CENTER**
- 2 Global Development Village Information  
3 World Scout Center  
4 Chez Max  
5 Stage  
6 Cinema  
7 playground  
8 first aid  
9 band-stand  
10 UNICEF
- 11 EDUCATIONAL PROGRAM meeting point**
- 12 make advertisements  
make an advertising campaign  
faire une campagne de publicité
- 13 money for projects  
raise funds  
collecter de fonds
- 14 mind your own business  
start a small enterprise  
commencer une mini-entreprise
- 15 together for a better world  
do a peace education game  
faire un jeu éducatif pour la paix
- 16 projects with internet  
develop projects with Internet  
commencer des projets avec Internet
- 17 theatre activities  
make educational statements with theatre activities  
informer par un jeu théâtrale
- 18 save used tools  
repair used tools  
réparer des outils déjà utilisés
- 19 Global Development workshop (staf)  
make a Global Development workshop  
construire un workshop du développement mondial
- 20 the handyman-scout  
start a do-it-yourself team  
mener une équipe de bricolage
- 21 school-in-the-box  
make a school-in-a-box with and for UNICEF  
fabriquer des boîtes pour l'écoles avec et pour UNICEF
- 22 ENVIRONMENTAL PROGRAM meeting point**
- 23 rule the worlds' energy  
do an educational game about the world use of energy  
organiser un jeu éducatif sur l'utilisation de l'énergie mondiale
- 24 the value of litter  
do recycling activities  
organiser des activités pour le recyclage des déchets
- 25 teaching environment (staf)  
make an environment education project  
organiser un projet éducatif pour l'environnement
- 26 fight for environment  
take part in an environment protection action  
participer à une action de protection de l'environnement
- 27 save the Wetlands  
join in Wetlands conservation with WWF  
participer à la conservation des zones humides avec FMN
- 28 all drips makes an ocean  
use water conservation methods  
appliquer des méthodes d'économie d'eau
- 29 the taste of pure water  
do a drinkingwater purifying project  
faire un projet d'épuration d'eau potable
- 30 cook good: save energy  
make energy saving cooking devices  
fabriquer des appareils de cuisson économie en énergie
- 31 agricultural project  
support a small agricultural project  
s'occuper d'un projet agricole de petite échelle
- 32 plant a scoutforest  
help with re-forestation  
aider au reboisement
- 33 the Rainforest needs you  
join in Rainforest conservation with WWF  
participer à la conservation des forêts tropicales avec FMN
- HEALTH PROGRAM**
- 34 first aid saves lives  
practice life saving actions  
agir des activités de sauvetage
- 35 keep on moving  
organize physical movement activities  
organiser des activités de mouvement
- 36 the preserving kitchen  
promote healthy cooking and preserving techniques  
promouvoir les techniques de cuisson saine et conservation
- 37 the food and health monopoly  
do an educational game about food and health  
faire un jeu informatif sur la nutrition saine
- 38 HEALTH PROGRAM meeting point**
- 39 fight drugs abuse  
do prevention/information activities about addiction  
activités de prévention et de l'information sur la toxicomanie
- 40 fight drugs abuse (staf)  
prevent and handle addictions in your own group  
prévenir et agir avec la toxicomanie dans ton propre groupe
- 41 campaigning for public health  
give public health information  
donner des informations sur la santé publique
- 42 aidsprevention  
do aidsprevention activities  
faire les activités de prévention de SIDA
- 43 aidsprevention (staf)  
do aidsprevention activities  
faire les activités de prévention de SIDA
- 44 take care of your own health  
peer/group projects about health and family planning  
des jeux de prise de conscience mondiale avec les enfants
- 45 scouting for everyone  
adapt your games and room for the disabled  
adapter des jeux et des espaces pour les handicapés
- 46 water: source of health  
promote hygiene methods to make water drinkable  
promouvoir des méthodes hygiénique pour rendre l'eau potable
- 47 TRAVEL AROUND THE WORLD PROGRAM meeting point**
- 48 cars: dream or nightmare  
repair and make use of a car  
réparer et utiliser une voiture
- 49 mondial awareness games 7-12  
do mondial awareness games with children  
des jeux de prise de conscience mondiale avec les enfants
- 50 community radio  
give messages by community radio  
transmettre des messages par la radio locale
- 51 using bikes  
make, repair and make use of bikes  
réparer des vélos et les utiliser
- 52 discover telecommunication  
communicate by various types of equipment in a project  
communiquer par des appareils dans un projet
- 53 mondial awareness 12-18 (staf)  
work with educational programmes for mondial awareness  
programmes éducatifs pour une prise de conscience mondiale
- 54 start a partnership  
commencer un partenariat
- 55 fair prices make a fair world  
promote fair trade through an educational game  
promouvoir le commerce équilibré
- 56 youth organizations  
work together with other youth organizations  
coopérer avec d'autres organisations de jeunesse
- 57 be proud of your roots  
preserve traditional culture  
conserver la culture traditionnelle
- 58 HUMAN RIGHTS PROGRAM meeting point**
- 59 the life of refugees  
learn about refugees through a simulation game with UNHCR  
apprendre de réfugiés par un jeu de simulation avec HCR
- 60 build a banda  
use building techniques  
utiliser des techniques de construction
- 61 safety plans  
make safety plans for activities  
organiser la sécurité pour tes propres activités
- 62 scouting for special groups (staf)  
make scouting for special groups  
proposer le scoutisme pour des groupes cibles
- 63 fundamental Human Rights  
discover fundamental Human Rights  
découverte des droits humaine fondamentaux
- 64 religious liberty  
create moments of attention for your belief  
prevoir des moments pour l'approfondissement de ta foi
- 65 join the circus  
organize circus activities with and for non-scouts  
organiser des activités de cirque avec et pour des non-scouts
- 66 equal rights man/woman  
obtain equal opportunities for man/woman  
tendre vers l'égalité entre les hommes et les femmes
- 67 write for right  
work with and for Amnesty International  
travailler avec et pour Amnesty International
- 68 use your influence  
participate in decision making  
participer au décisions
- 69 fight against racism  
do prevention activities against racism  
organiser des activités de prévention contre le racisme
- 70 welcoming refugees  
take part in introducing refugees in your community  
assister à l'intégration de réfugiés dans ta communauté



# APPENDIX 3 : SAMPLE WORKSHOP AND WALK-IN ACTIVITY FORMS

Theme	ENVIRONMENT: cook good: save energy	
Workshop en No.	make energy saving cooking devices	5
Background workshop	The frugal use of the world's energy resources is absolutely necessary if we do not want to be in trouble in 30 years' time. The sparing use of fuel and the reduction of emissions of harmful substances is important in this respect. A number of inventions and techniques have been brought together for this Jamboree for learning and experimentation purposes. For example: making a wood fire with as little fuel as possible, which will burn as long and cleanly as possible, using/making a haybox, solar cooker, sun shower, clay oven, etc. All these things are intended to help apply energy-saving principles in the participant's own group and/or to pass on the knowledge to others.	
Objective workshop	After this workshop the participants will know how to efficiently make a fire, a haybox, a solar cooker and a sun shower and how to use them properly.	
Phasing/planning method	<p>10' Get acquainted, introduction on energy use world-wide and the increase thereof over the past few decades. Explanation of the idea behind the workshop.</p> <p>25' Quick tour around the various stands: information on the working of the constructions/equipment, building materials and techniques (info on Worksheets ..). Introduction: what should it be.</p> <p>5' Division into groups</p> <p>70' Carrying out of the assignment:</p> <p>1: make a geyser construction; 2: compare types of fire; discover on which type of fire 1 litre of water will come to the boil most quickly and which fire produces the least soot; 3: make sun shower and haybox; 4: distil water with sun or fire heat;</p> <p>40' Close: tour around the various stands and brief discussion of the results and how to apply at home.</p>	
Conclusion	At the end of the workshop the participants will have worksheets with construction drawings, user instructions and the results of the tests that were done.	
Preparation/ to do/necessities	<p>examples of energy-saving cooking/stoking methods</p> <p>examples of other energy-saving inventions that can be used for scouts</p> <p>work materials, equipment and safety tools</p> <p>work area where it is allowed and possible to stoke fires</p> <p>cooking and stoking material</p> <p>worksheets and presentation material on:</p> <p>- inventions, building and user instructions</p> <p>work assignments and tests</p>	
Walk-in-activities	<p>1: make a tin burner</p> <p>2: make a solar cooker (Swiss scouts)</p> <p>3: make hayboxes and sun ovens</p> <p>4: stoke various types of fires/ovens</p>	<p>worthy of scouting? .....</p> <p>socially relevant? .....</p> <p>usable in various cultures? .....</p> <p>broad access? .....</p> <p>directly applicable? .....</p> <p>rouses curiosity? .....</p> <p>credit gainable by doing it? .....</p> <p>objective clearness? .....</p> <p>own input for learning? .....</p> <p>results during the workshop? .....</p> <p>results achievable for everyone? .....</p>
Presentation material	<p>energy use around the world</p> <p>techniques and inventions</p> <p>tools and material</p> <p>construction drawings</p>	

Theme Workshop No. Walk-in activity	ENVIRONMENT: cook good: save energy <b>making a tin burner</b>	5 nr 1
Background/rela- tion to workshop	The participants learn how to make a simple burner from tins of two different sizes. This burner uses less fire-wood than an open fire.	
Objective	The participants learn to make an energy saving cooking device.	
Phasing/planning method	<ol style="list-style-type: none"> <li>getting together a small group of participants;</li> <li>explanations with examples, materials and illustrations;</li> <li>making the burner;</li> <li>when the burners are ready water can be cooked on one of them to make tea;</li> <li>conclusion: motivation to teach and to use this technique at home.</li> </ol>	
Preparation/ to do/necessities	attractive method to gather a small group materials, tins, tools etc. first aid kit; examples and illustrations conclusions and nice motivating speech in English and French  duration ± : 45'    participants at one time: 8/12    staff: 1	
Theme Workshop No. Walk-in-activity	ENVIRONMENT: cook good: save energy <b>making solar cookers</b>	5 nr 2
Background/rela- tion to workshop	The participants make of cardboard, that at one side is covered with/will be covered with tin foil, a cooking device that reflects sunlight to the centre. In this centre a black pan will be placed, surrounded by a heat-proof plastic bag. This bag provides insulation -incoming heat (sun-beams) can reach the pan without hindering; radiating heat will be hindered by air-insulation-.	
Objective	The participants learn to make and use a cooking device that works on sun-energy to stimulate the use of durable energy.	
Phasing/planning method	<ol style="list-style-type: none"> <li>getting together a small group of participants</li> <li>explanation how a solar cooker works and how to make and use one (with an example and illustrations)</li> <li>participants make a solar cooker themselves: 1) put together an already folded model (300 delivered by Invention Promotion) 2) cut the form out of cardboard (old boxes) and cover with tin-foil</li> <li>short explanation about how to cook with the solarbox cooker (black pan is essential, insulation by plastic bag) and measuring the temperature of a pan that has already been for a while in the sun. Show that the solar cooker also could be made of other materials (with examples).</li> <li>conclusion: participants get a solar cooker. They will be asked to promote and teach about this technique to 10 others at home. Scouts who are planning to do so can register their names and address in a booklet, so that Barby Pulliam can be notified how wide spread his invention gets.</li> </ol>	
Preparation/ to do/necessities	nice and appropriate recruiting method instruction posters example in use (+ pan with water) and thermometer 300 already folded models cardboard (old boxes), tin-foil, alternative materials hat-proof, transparent plastic bags (for the pan) black pans examples (also from alternative materials: turf, 5 litre tin) enthusiastic speech to promote the technique to 10 others booklet for names and addresses + inspiring explanation copies of info-material Barby Pulliam in plastic covers  duration ± : 30'    participants at one time: 8/12    staff: 1	

Theme Workshop and No Walk-in-activity	ENVIRONMENT: cook good: save energy <b>stoke various types of fires/ovens</b>	5 No 4
Background/rela- tion to workshop	In a circle a number of cooking activities will be offered: <ol style="list-style-type: none"> <li>putting together hayboxes 10'</li> <li>putting together sun ovens/boxes 10'</li> <li>measure temperatures of solar cookers + sun boxes 5'</li> <li>show step-by-step how a trapper oven model cake tin is made</li> <li>grind grain in wooden mortar 5'</li> <li>heat water with a geyser on fire, or</li> <li>a tin burner, or</li> <li>a sun box (demonstration model from Switzerland) (check temperatures 5')</li> <li>knead and prepare dough 10'</li> <li>let dough rise in haybox 20' + 20'</li> <li>bake bread in trapper over model cake tin, or</li> <li>trapper oven model buddy, or</li> <li>loam oven, or</li> <li>on a table fire 15'</li> </ol>	
Phasing/planning method	The participants do not have to follow a fixed programme, but can join in or leave where and when they want.	
Objective	The participants will learn how to put together a number of energy-saving cooking ranges and will learn how to use these and other cookers properly.	
Preparation/ to do/necessities	10 x 15 m2 with cooking and stoking material, fire extinguisher and First Aid kit posters with information and work instructions specimen and demonstration material stoking, cooking and measuring material  duration ± : 20'    participants at one time: 16    staff: 1,5	
Necessities	Map and view	



# APPENDIX 5: LIST OF PARTICIPATING EXTERNAL ORGANISATIONS

## International partners

AHM	Leprosy Relief Organization - Munich
ILO	International Labour Organisation
IFRC	International Federation of Red Cross and Red Cressent Societies
IUCN	The World Conservation Union
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
UNOP	United Nations Development Programme
WWF	World Wide Fund for Nature
WHO	World Health Organization

## National partners

- Amnesty International	- Solar Box Cooking International
- Clearwater Nederland	- Staats Bos Beheer
- CodeName Future	- Stichting Bres
- Energie Centrum Nederland	- Stichting Colombine
- Esperanto Liga	- Stichting de 12 Ambachten
- Federatie Nederlandse Vakcentrales	- Stichting Demotech
- Het Nederlandse Rode Kruis	- Stichting Fair Trade
- Invention Promotion	- Stichting Gered Gereedschap
- Jongeren Milieu Actief	- Stichting Greenpeace Nederland
- Landelijk Samenwerkende Volkssterrenwachten	- Stichting HIVOS
- Landelijk Service Centrum Ontwikkelings- Educatie	- Stichting Max Havelaar
- Landelijke Vereniging Wereldwinkels	- SME Milieuadviseurs
- Nationale Jongerenraad Milieu en Ontwikkeling	- Stichting Nederland Schoon
- Nederlandse Ontwikkelings Organisatie	- Stichting Nederlands Comité UNICEF
- Stichting Vluchteling	- Stichting Refugiado
- OXFAM	- Nederlandse vereniging van wereldwinkels
- Platform Biologische Landbouw en Voeding	- Stop Shop Groningen
- Radio Nederland Wereldomroep	- VEWIN
	- Vluchtelingenwerk Nederland
	- Wereld Natuur Fonds Nederland

# APPENDIX 6: PARTICIPANTS' EVALUATION FORM

## GLOBAL DEVELOPMENT VILLAGE INQUIRY PARTICIPANTS

Give your opinion on the Global Development Village (GDV). Please take 5 minutes to fill in this form. Thanks for your cooperation.

Your identity:

\* You are a:  Participant /  Staffmember

\* Your country:

\* The workshop you took part in

Title:

Theme:  Education/  Environment/  Health/  Human Right's/  
 Travel Around The World

YOUR OPINION	VERY NEGATIVE	NEGATIVE	POSITIVE	VERY POSITIVE
* What is your opinion on the workshop you took part in	0	0	0	0
* What is your opinion on the Walk-In Activities	0	0	0	0
* Were the activities an actual opportunity:				
- To discover how a Scout can be involved in the community	0	0	0	0
- To learn practical ideas useful for you when you will be back in you community	0	0	0	0
* In India, Scouts are involved with vaccination programmes, in The Netherlands Scouts are mainly occupied with games. Is it necessary for scouts to play more then just games?	0	0	0	0
* Do the activities offer enough opportunities of an active participation	0	0	0	0
* What is your global evaluation of the Global Development Village	0	0	0	0

Space for your comments and suggestions: