

Diversity and Inclusion: Catering for Scout Learner Diversity

The Association promotes Scout Movement with the provision of diversity and inclusion, together with equal opportunities for any member who is willing to accept the Scout Promise and abide by all the policies under the Association. Scout Groups should ensure that members will not be subject to prejudicial treatment or discrimination because of their race, ethnicity, skin colour, language, religion, political views, social status, wealth, gender, disability or family status. Scout Groups should as far as reasonably practicable provide equal opportunities to all members in relation to education, service, facilities, status, access to information and personal development.

Through incremental learning, encouragement and challenges, scouting activities provide Scout members with individualized progressive training and allow them to develop their potential through different learning opportunities. Scout members should, while enjoying scouting activities, accept an appropriate level of challenge. In practice, the Training Scheme of each Section stipulates a wide variety of assessment items which provide pathway to respective badges or awards with input of industrious efforts. During the assessment process, every Scout member should undertake challenges of a similar level of difficulty. While Scout leaders and assessors may need to adjust the respective assessment criteria when arranging assessments for members with special needs, they should ensure that the adjustment is in line with the recognized standard which carries challenges of a similar degree.

When making adjustment, Scout leaders and assessors should endeavor to engage Scout members in scouting activities without merely lowering or modifying the assessment criteria. They can consult the Scout member concerned and his/her parents or guardian (if necessary, the school principal, teachers, doctors, clinical psychologists, speech therapists, physiotherapists, social workers and/or other professionals, after obtaining consent from parents/guardian) and adjust part or all of the badge or award assessment criteria; or provide additional support towards the assessment in order to reduce or eliminate such adverse impact brought by his/her functional limitation. Scout leaders and assessors should take into account the following factors:

1. Whether to adjust an individual criterion, or replace the criterion with another assessment;
2. Whether to make adjustment for individual members or for the entire group to ensure no single member is isolated;
3. Whether to change an individual assessment item to a group one as this allows individual members to contribute to the task with their strength and talents. This can effectively avoid isolation of individual members;
4. If the assessment involves an entire patrol, patrol members can discuss how the assessment be adjusted. This allows members to understand the underlying rationale and provide mutual encouragement; and
5. If the assessment requires certain qualifications to ensure safe delivery (e.g. swimming test), for the safety of the member concerned and other members, such assessment should not be adjusted.

Scout leaders and assessors should consider members' special educational needs on a case by case basis and make appropriate adjustment, including, but not limited to:

1. Extending the assessment time or splitting the assessment into stages (e.g. dividing an expedition into two shorter expeditions), and providing sufficient rest time during the assessment;
2. Permitting the use of special aid during the assessment (e.g. using speech-to-text software or screen reader);
3. Permitting the use of non-traditional means to present assessment outcomes (e.g. using non-text format to record an expedition journey);
4. Permitting alternative question types in examinations (e.g. multiple-choice questions), or using oral examinations instead;
5. Permitting the use of alternative assessments (e.g. sea expedition as an alternative to expedition on foot for members with lower-limb disability).

Where circumstances permit, Scout leaders may need to provide youth members with guidance on understanding the reasons for adjustment. For example, members can be taught that equality does not equate to sameness; the concept also gives room for each Scout member to engage in scouting and undergo challenges of a similar extent.

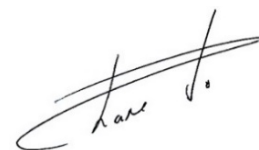
When commissioning an assessor, Scout leaders should ensure that the assessor understands the above principles.

When adjustment is required for the Golden Bauhinia Award and the Chief Scout's Award, such adjustment should be pre-approved by the respective District Commissioner; when adjustment is required for the Dragon Scout Award and the Baden-Powell Award, such adjustment should be pre-approved by the Programme Commissioner.

Workshops and training sessions will be organized by respective Scout units for frontline Scout leaders to provide hands-on information on learning diversity. The Association encourages all leaders to engage in continuing education to facilitate the promotion and participation in scouting activities.

For more information, you may browse the Sections Wing website of Programme Branch at <http://www.scout.org.hk/sections>.

For enquiries, please contact us during office hours at 2957 6411 or 2957 6417.



Programme Commissioner



[Programme Branch \(Sections\)
Website](http://www.scout.org.hk/sections)