

Impact YOUNG

Measuring Impact of Scouting



What is Impact?

Impact is the effect of Scouting on the development of young people, and through them on society.

THREE LEVELS OF IMPACT

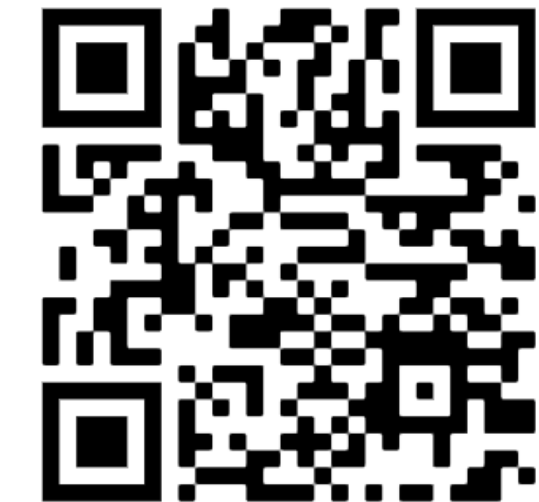
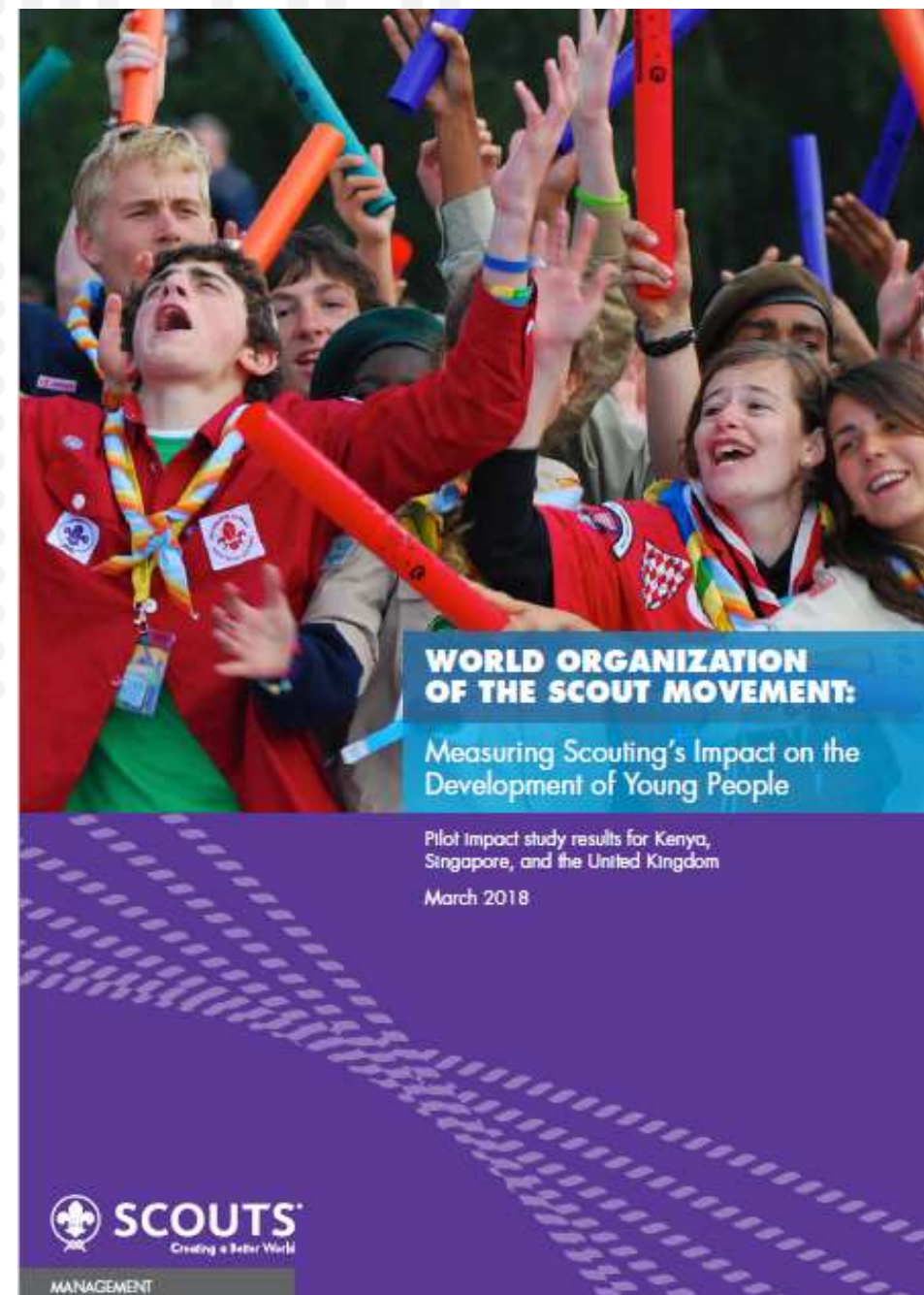
Scouting aims to achieve the following levels of social impact:

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

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

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

Previous WOSM studies



Measuring Impact: with, for and by Youth Organizations M.I.Y.O.



MIYO - Measuring Impact of Youth Organisations

Partner NGOs

Academic Partner

Project
Coordination



Pilot NGOS



Methodology
Development



SPICES Framework

Just like different culinary spices transform the flavours of food, the SPICES framework encapsulates the transformative potential of youth programmes on young people through six key areas of personal growth.



Physical:

The nurturing of health, fitness, and overall well-being.



Social:

How individuals interact with one another and contribute to their communities.



Intellectual:

The stimulation and expansion of the mind.



Spiritual:

The search for meaning, purpose, and connection with something greater.



Character:

The shaping of one's values, integrity, and moral compass.



Emotional:

The understanding and management of one's feelings.

Research Steps



Quantitative research

Questionnaire

- Demographics & Contextual Information
- 18x2 statements (3 of each category)
- A and B statements
- Scale 1 to 10 – Not true at all ---- Absolutely true

First-Person Statements

- A**
- *"I try to live my life in a healthy way (nutrition, sleep, exercise)"*
 - *" I am confident taking the lead in group or team activities"*
 - *" I can recognize my own feelings and how I can affect the feelings of others"*

Relational to the Youth Work Context

- B**
- *"scouting encourages and supports me to live healthily"*
 - *"Scouting has developed my confidence in my leadership skills"*
 - *" Scouting has helped me to recognize such things"*

Qualitative reserach

Focus Groups

- 8-10 people
- 60-90 minutes duration
- Led by experienced focus group facilitator
- Recording and transcript equipment
- Indicative and probing questions to navigate immersive discussion
- Task-based exercises to generate discussions



'Some young people in Scouts/being in a youth organisation describe developing leadership skills and enjoying increasing responsibility in Scouting – what are your experiences of this?'

Data Analysis Tools

Excel-Based Tool



Content Analysis Guide



Data Analysis Tools

Frequency Reports

Filtered Result Set Record Count: 70

UnFilter

Refresh All

Ref

1(a) 1(b) 10(a) 10(b)

11(a) 11(b) 12(a) 12(b)

13(a) 13(b) 14(a) 14(b)

15(a) 15(b) 16(a) 16(b)

17(a) 17(b) 18(a) 18(b)

2(a) 2(b) 3(a) 3(b)

4(a) 4(b) 5(a) 5(b)

6(a) 6(b) 7(a) 7(b)

Couplet

(... 1 2 3

4 5 6 7

8 9 10 11

12 13 14 15

16 17 18

Couplet Part

(b) (a) (b)

Spices Lookup

Character Development

Emotional Developm...

Intellectual Develop...

Physical Development

Social Development

Spiritual Development

Country

Ireland

Part 1 Q2

A big city

A country village

A farm or home in the countr...

A town or a small city

The suburbs or outskirts of a ...

Part 1 Q3

Less than one year

More than four years

One to two years

Three to four years

Part ...

0

14

15

16

17

18

Part 1 Q5

-

Female

Male

Nonbinary

Prefer not to say

Part 1 Q6

-

A. Sales manager, shop owner, shop assistan...

B. Secretary, clerk, office manager, civil serv...

C. Foreman, motor mechanic, printer, seams...

D. Restaurant owner, police officer, waitress...

F. Doctor, teacher, engineer, artist, accounta...

G. Labourer, porter, factory worker, cleaner.

J. Bricklayer, bus driver, cannery worker, car...

Statement Text

Couplet	Ref	Selected Country	Mean Score	%
1	1(a)	10a. I try to live my life in a healthy way (nutrition, sleep, exercise).	3.90	2.63%
	1(b)	10b. Scouting encourages and supports me to live healthily.	4.20	2.84%
2	2(a)	11a. I am curious about the world around me and enjoy learning new things.	4.63	3.13%
	2(b)	11b. Scouting provides opportunities to satisfy my curiosity and learn new things.	4.57	3.09%
3	3(a)	12a. I am confident taking the lead in group or team activities.	4.20	2.84%
	3(b)	12b. Scouting has developed my confidence in my leadership skills.	4.47	3.02%
4	4(a)	13a. There are people in my life with whom I'm comfortable sharing feelings and emotions.	4.40	2.97%
	4(b)	13b. I know some of these people through Scouting.	3.74	2.53%
5	5(a)	14a. I know that what I do every day (my actions, my lifestyle, my habits) affects my mood and my feelings.	4.43	2.99%
	5(b)	14b. I have developed my knowledge in this area through Scouting.	3.36	2.27%
6	6(a)	15a. I believe that there is a meaning to life, and that helps me in dealing with difficulties.	3.70	2.50%
	6(b)	15b. Participating in Scouting strengthens me in this belief.	3.55	2.40%
7	7(a)	16a. I can recognise my own feelings and how I can affect the feelings of others.	4.13	2.79%
	7(b)	16b. Scouting has helped me to recognise such things.	3.49	2.36%
8	8(a)	17a. There are people in my daily life that I admire and respect.	4.67	3.15%
	8(b)	17b. I know some of these people through Scouting.	4.26	2.87%
9	9(a)	18a. I have a sense of respect and wonder at the natural world.	4.63	3.13%
	9(b)	18b. Scouting develops and sustains that sense of respect and wonder.	4.51	3.05%
10	10(a)	19a. I have a good understanding of the human body and how it works.	4.39	2.96%

Category

Row Labels	Mean Score	%
Character Development	4.10	16.61%
Emotional Development	3.93	15.90%
Intellectual Development	4.23	17.13%
Physical Development	4.04	16.37%
Social Development	4.28	17.32%
Spiritual Development	4.11	16.66%
Grand Total	4.11	#####

A and B parts

Row Labels	Mean Score	%
(a)	4.30	52.30%
(b)	3.92	47.70%
Grand Total	4.11	#####

Statements Re

Couplet	Couplet	Mean S
1	1(a)	
	1(b)	
2	2(a)	
	2(b)	
3	3(a)	
	3(b)	
4	4(a)	
	4(b)	
5	5(a)	
	5(b)	
6	6(a)	
	6(b)	
7	7(a)	
	7(b)	
8	8(a)	
	8(b)	
9	9(a)	
	9(b)	
10	10(a)	



Reporting and spreading the message

Pilots Overview

First pilot phase focused on usability/ applicability of data collection and analysis tools without necessarily reaching a representative sample of responses.

Second pilot phase focused on testing out methodology refinement based on phase 1 lessons learned, including improved sampling strategy.

Les Scouts

3FGs and an online survey of 240 respondents, convenience sampling



Scouterna

4FGs and an online survey of 72 respondents, random sampling* (survey) and purposive sampling (FG)

Junak

3FGs and an online survey of 650 respondents, convenience sampling



Sojuz na Izvidnici na Makedonija

3FGs and an online survey of 138 respondents, census due to small size (survey) and purposive sampling (FG)

Scouting Ireland

3FGs and an online survey of 80 respondents, convenience sampling, prior consent forms*



YMCA Netherlands

1FG and a hybrid survey of 25 people, convenience sampling (survey) and purposive sampling (FG)

Highest & Lowest Ranked Statements Across Six Countries



HIGHEST-RANKED B STATEMENTS

- ✓ Scouting/YMCA develops and sustains my sense of respect and wonder at the natural world.
- ✓ Scouting/YMCA has developed my confidence in my leadership skills.
- ✓ Scouting/YMCA provides opportunities to satisfy my curiosity and learn new things.

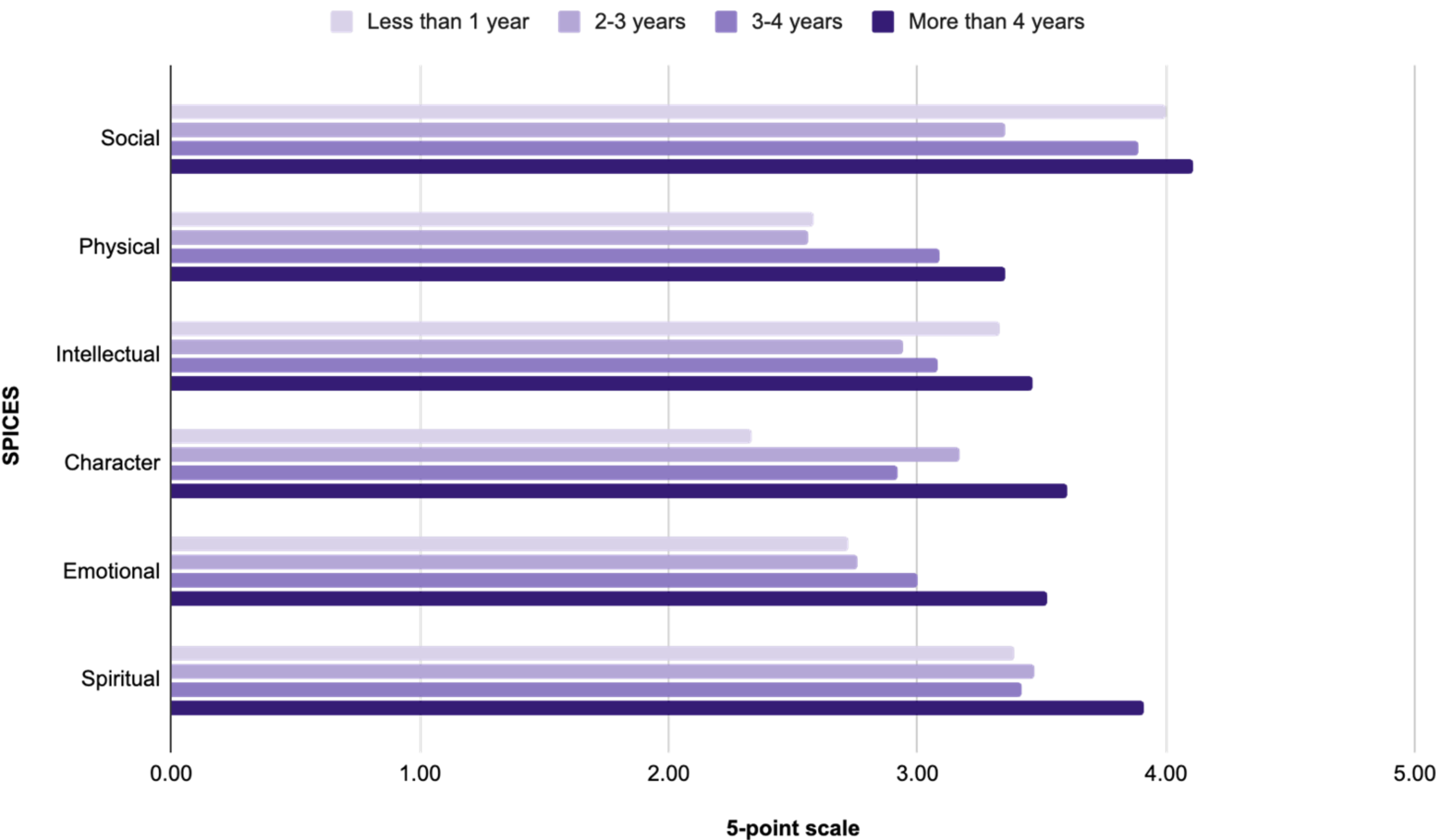


LOWEST-RANKED B STATEMENTS

- ✗ Scouting/YMCA has added to my understanding of the human body and how it works.
- ✗ Scouting/YMCA helps me to tell the difference between reliable and unreliable sources of information.
- ✗ Scouting/YMCA provides opportunities and encouragement to engage in physical activity at least once a week.

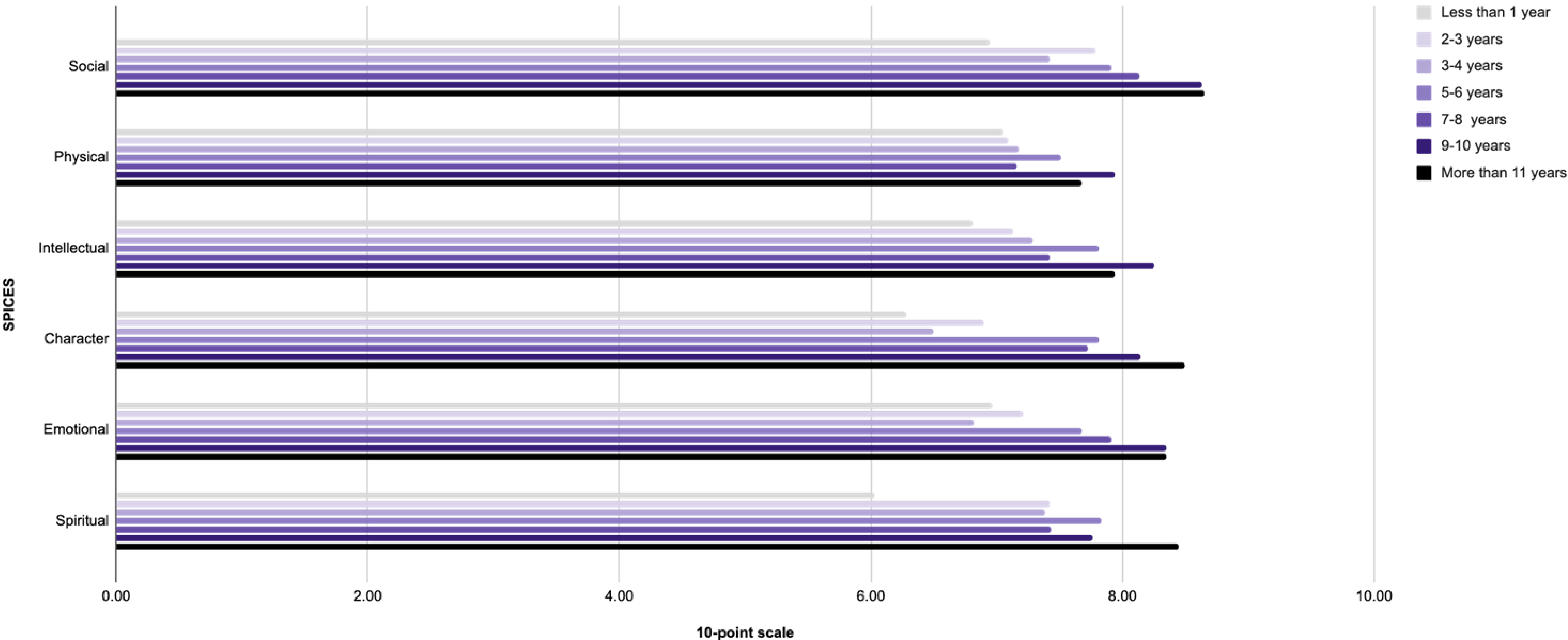
Pilot Round 1 Results

Pilot Phase 1 - Duration of involvement vs SPICES Rating

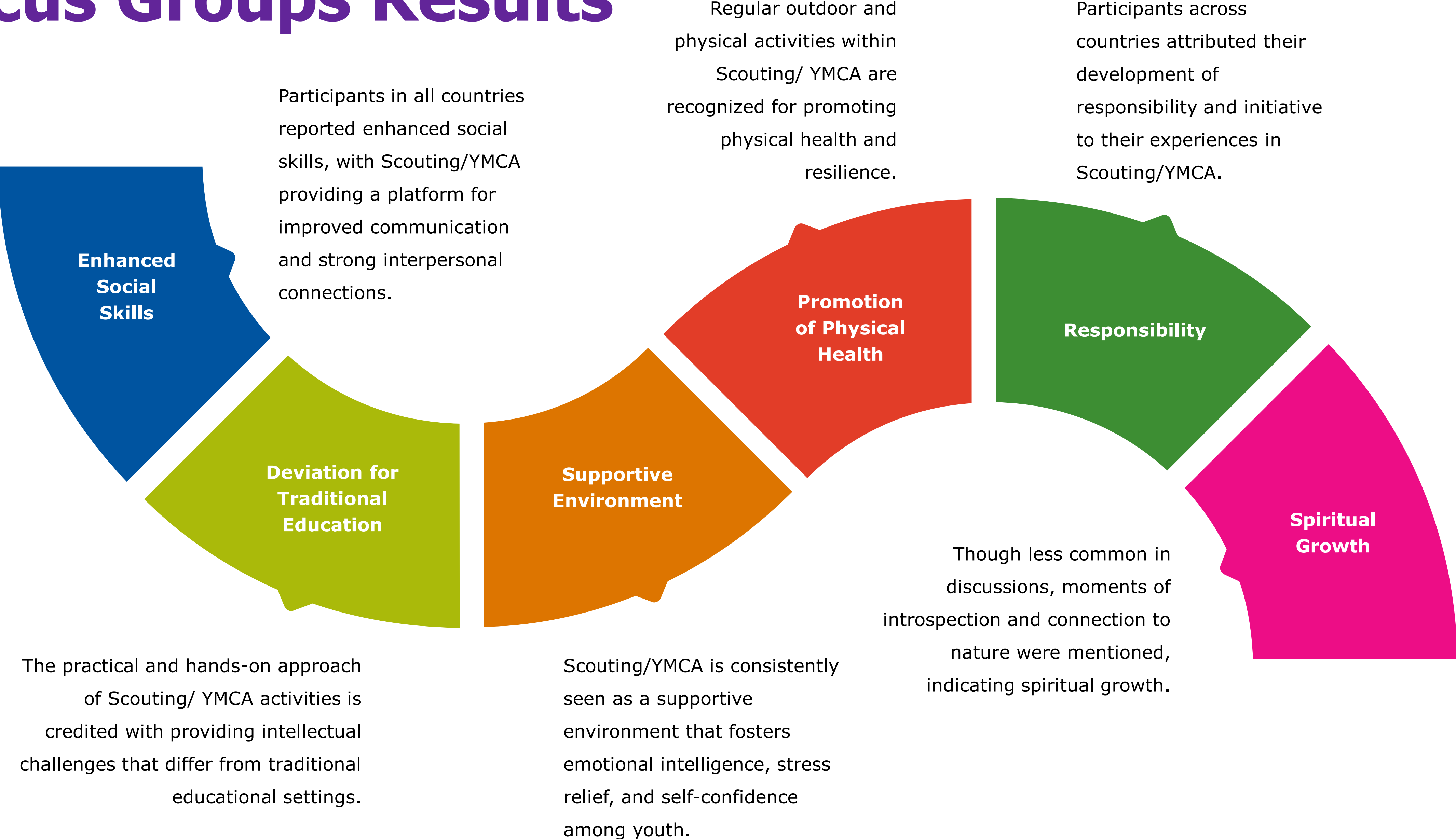


Pilot Round 2 Results

Pilot Phase 2 - Duration of involvement vs SPICES Rating



Focus Groups Results



Lessons Learned

01

Pragmatic Research Design

Organizations have different governance, organizational processes, membership and historical and cultural contexts. It is important to find the balance between pragmatic and robust scientific approach, as well as sampling strategy.

02

Diversity & Inclusion

Recruiting process for study participation should be representative of organization's membership, enabling members from different backgrounds to participate and providing a safe environment for them.

03

Skilled Focus Group Facilitator

Navigating the complexity of dynamic focus group, knowing how to ask questions and engage audience, all while providing safe & inclusive space for all participants to speak up is key.

04

Ensure Compliance

Obtaining legal advice on study execution is important as each country has different privacy laws that determine on how the data can be collected and processed, especially when working with minors as study participants.

Social Impact WOSM Service



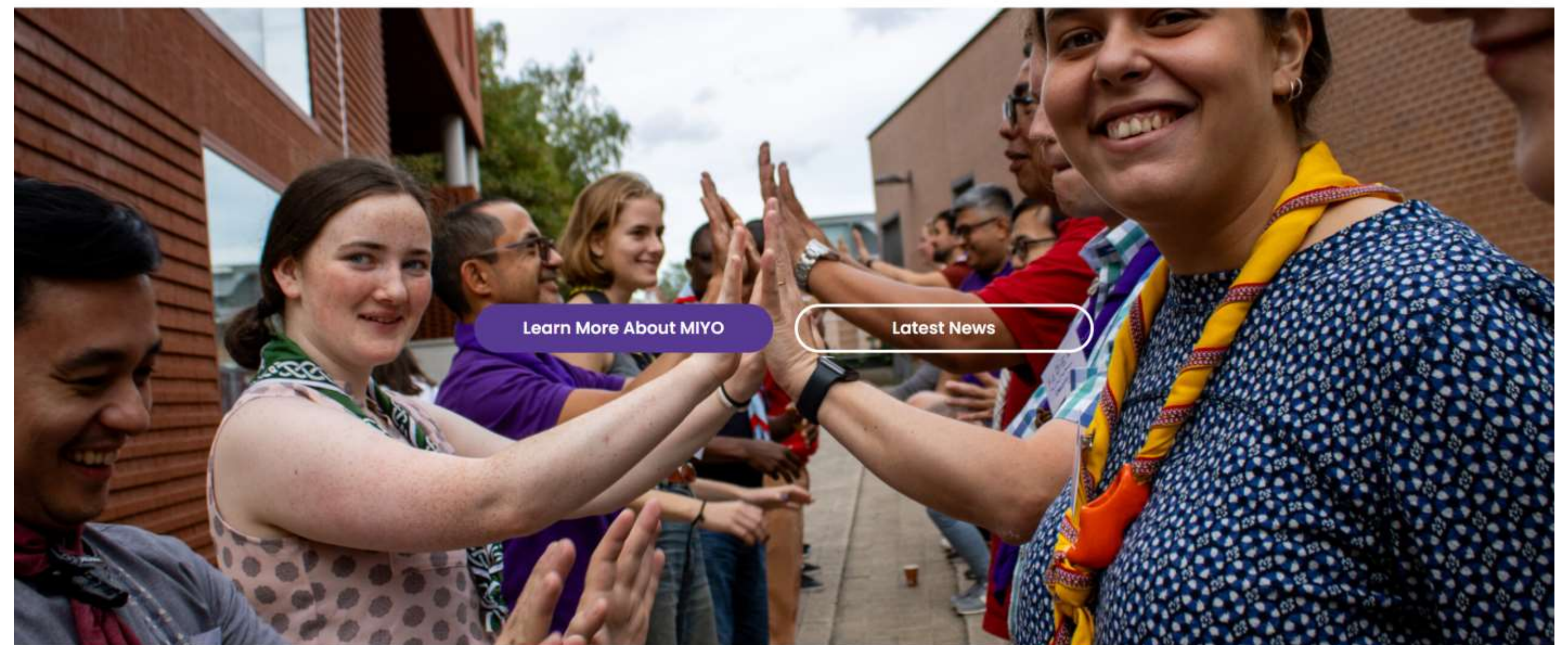
- WOSM Services is a one-stop shop that supports and strengthens National Scout Organizations (NSOs), so that they can deliver high-quality Scouting activities and programmes to more young people worldwide.
- Trained WOSM Consultants are assigned to each NSO requesting the service, providing their expertise and guidance in implementing new or adapting existing policies and tools.
- On top of 12 existing WOSM Services, Social Impact Service has been launched as a direct result of MIYO Project.

MIYO Toolkit



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Creating a Better World



Questions?