



SCOUTS IN ESTONIA 2020

**Perceived influence of Scouting on personal
development, skills and future prospects**

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FOREWORD

This report describes a study on the influence of the Scouting movement undertaken by the University of Tartu's Institute of Social Studies in cooperation with the Estonian Scout Association. The idea of analysing to what extent the scouting movement with its more than 100 years of traditions has influenced and guided the development of youth in Estonia had been in the planning for many years. It became a reality this year, when the current Estonian Scouting organization celebrates its 25th anniversary. The findings are a valuable interim summary of the last quarter century of activities but also serve as useful input for preparation of the Estonian Scouting organization's next development plan.

In today's society, evidence-based research is an important underpinning for planning different activities and programmes in all walks of life, including youth work. It is one of the principles that runs through the recently completed draft of the Estonian Youth Field development plan for 2021–2035. The Estonian Scout Association is probably one of the first youth organizations in Estonia where the organization's influence is evaluated in conjunction with researchers. We modelled our study on previously conducted research on the influence of scouting in the UK and US as well as on research commissioned by the World Organization of the Scouting Movement. They have proved the positive influence of Scouting on youth development. In this report, you will also find a brief summary of previous research related to assessing the influence of Scouting: this is a source of interesting information and gives more insight into significance of Scouting around the world.

The following four quotations from participants provide an answer to the central question of this study – how young people see the meaning of Scouting and the experience of being a part of a scout organization in their life – and insight into the characteristics of the influence and nature of the movement:

It's important that I can be myself. (Scout)

To be part of something bigger that changes the world! (Venture Scout)

It's now easier to deal with things outside of the comfort zone. (Rover)

The opportunity to directly contribute to making the world a better place. (Scout Leader)

Stanford University professor Milbrey McLaughlin has treated the influence of participation in youth organizations on youth development. She has written that youth organizations that are able to offer young people long-term extracurricular leisure time programmes with goals that are educational in the broadest sense and are led by adult supervisors have all of the preconditions for creating positive change in the young person's development. Participation in the activities of such youth organizations is especially important for youths who are growing up in families with limited financial means or in poverty, or troubled homes.

The impetus for this study was the following question: does a Scouting organization whose programme of activities is based on a methodological approach that provides multifaceted support for a young person's development also fulfil its goal in reality. It is a pleasure for us to be able to say that the study results do bear out the multifaceted positive influence of Scouting on a young person's development. We learned that Scouting shapes an

active attitude to life, promotes and intensifies the formation and stability of social connections, in some cases leading to lifelong friendships and social support networks. Also important is the fact that participation in Scouting develops cooperation and functional interaction with others, contributing to various community activities, broadening the understanding of the world and opening up possibilities for finding one's place and realizing one's potential in future.

Approximately nine of 10 participants in the survey said they agreed or agreed completely with the statement that thanks to being a Scout, they developed skills that would be useful later in life. They also associate Scouting with greater self-confidence and happiness. It emerged that the Scouts view the influence of Scouting in largely the same ways as their parents. Almost all of the parents said they agreed with the statement that thanks to being a Scout, their child has developed skills that will be useful to them in future. The parents also found that children are more self-confident, willing

to help out, happier and more tolerant as a result of being involved in Scouting.

These are results should be encouraging and rewarding for every Scouting leader who organizes Scouting activities for youths. They also confirm that this century-old movement with more than 50 million members worldwide is relevant and current in Estonia today as well.

We would like to express our heartfelt thanks to the study personnel from the University of Tartu, with whom we enjoyed an excellent working relationship. A big thank-you also goes out to the Estonian Scout Association's volunteer leaders, staff, youth and the parents who helped us to conduct the study. We would also gratefully acknowledge our good partner in cooperation, the Ministry of Education and Research, whose allocation of youth association funding to the Estonian Scout Association made the study possible.

Kristjan Pomm

Estonian Scout Association side study coordinator,
volunteer Scout Leader



EXECUTIVE SUMMARY

The participation, level of activity and well-being of youth are important issues in today's Estonia. The activities of youth organizations are important in light of the abovementioned issues. Scouting has long traditions both around the world and in Estonia.

An important part of the Scouting movement is the organized participation of youth volunteers in various community activities. It is a part of values-based education, which develops a sense of responsibility, solidarity with the community and being an active member of society starting from early youth. The objective of multifaceted educational programmes is to offer youths the chance to be physically active, learn new skills for lifelong application; to become self-confident and find their future place in society. Young people are encouraged to try out new activities, learn on their own independent of success in the classroom, discover self-confidence, instil values, develop capability for teamwork and leadership skills, respect for others, among other qualities. Learning takes place through diverse and inclusive programmes. The planned activities are appealing, require effort, often take place outdoors, and necessitate active participation, cooperation between participants,

taking of responsibility and making of decisions. Regular meetings, hikes and camps under adult supervision build potential for development and reinforcement of different skills, friendships, self-confidence and optimism about the future.

In 2018, the World Organization of the Scouting Movement conducted a pilot study entitled *Measuring Scouting's Impact on the Development of Young People*, in which 14-17-year-old Scouts from Kenya, Singapore and Britain took part. A total of 2685 Scouts took part in the study. The comparison group consisted of 936 youths of the same age who had never been involved in Scouting. The results showed that Scouts could be distinguished from their peers positively in terms of physical activity level, civic activity and skills necessary on the job market.

The results of the *Study on the Impact on Non-formal Education in Youth Organisations on Young People's Employability*, commissioned by the European Youth Forum in 2012, show that in general employers have a high appreciation for social skills acquired by youths through participating in youth organizations' activities. Communication, planning and organizational skills, teamwork experiences,

self-confidence and autonomy are qualities held in high regard.

To sum up, it can be said that studies conducted in different countries demonstrate that Scouting has a long-term positive influence on the individual's well-being and success well as on the effectiveness of functioning in society.

Under the aegis of the Estonian Scout Association, the University of Tartu's Institute of Social Studies carried out the study. Six focus group interviews were conducted and a questionnaire administered in the period from October 2019 to April 2020. A total of 193 respondents involved in Scouting took part in the questionnaire. Of these, 46 were Scout Leaders ("Scout Leaders"), 31 were Rovers (young adults aged 18-26), 31 were Venture Scouts (teens aged 15-17) and 85 were 11-14-year-olds, referred to as just "Scouts". In addition, parents were surveyed separately – 130 parents took part in the study. Cub Scouts – children aged 6-10 – were not involved in this study.

Main results

Participation activity and satisfaction with Scouting

Thirty-six per cent of all respondents take part in Scouting events at least once every two weeks. One-fifth of respondents take part once a month and 11% take part less than once a month. Forty-six respondents (24%) take part in activities once every three to six months on average and 15 respondents noted that they take place less often than that.

The enjoyability of the events for the participants does not depend on the frequency of participation. The average satisfaction rating given by those participating once a week is 8.3 points and those participating once every 3-6 months is 8.5 points.

Study participants are satisfied with various aspects of Scouting. events, Scout Leaders, peers, being a scout and organizing of camps. the average ratings are clearly over 8 on a 10-point scale. Close to nine of ten respondents agree or agree

The objective of the study was to determine how youths and adults involved in Scouting see and ascribe meaning to Scouting in their own lives, and to understand to what extent and which values, opinions and attitudes are widespread about Scouting among Scouts, Ventures, Rovers, Scout Leaders and parents. The following questions for study were postulated:

1. What is the level of youth satisfaction with Scouting?
2. How did youths find their way to Scouting?
3. How do youths see Scouting's role in their everyday lives?
4. What do youths see as Scouting's influence on their life and personal development?
5. What is the long-term view of the importance of Scouting?
6. To what extent does Scouting shape the later life course and youths' ability to be successful in their everyday activities?

completely with the statement that thanks to being a Scout, they have developed skills that benefit them in life. Scouting is also associated with greater self-confidence and happiness.

Comparing Scouts in Estonia and the UK, we see that readiness to recommend Scouting to their friends is about the same. The recommendation index among Scouts in Estonia is 47%, compared to 52% in the UK. As expected, the recommendation index is highest among Scout Leaders – 73%, which confirms major commitment and motivation of Scout Leaders to contribute to the development of the organization.

Two-thirds of Scouts and Ventures see themselves continuing to be involved in Scouting as adults.

Cluster analysis was used to sort participants in the study into three groups on the basis of their social skills and personality traits: (1) socially experienced leaders with leadership ambition and capability; (2) reticent middle of the pack; (3) insecure

people aspiring to gain social skills. It became evident that Rovers and Scout Leaders are likely to belong to the first group. Rovers and Scout Leaders are characterized by good leadership skills, which may stem from life experience and the fact that youths with better leadership capability remain connected with the Scouting movement for a longer term and develop into future Scout Leaders.

Who are the youths involved in Scouting?

In Estonia, these are young people who are relatively self-confident, consider it important to be involved in wholesome activities, are orientated to achieving the best result and are proud of their accomplishments. Teamwork is also valued; they are confident in their abilities to provide assistance in the case of physical injury and they are more self-confident in their future outlook and in finding work and career opportunities. Thus, it may be presumed that similarly to the study comparing Scouts and non-Scouts in the UK, Scouts in Estonia are also better prepared for teamwork and rate the existence of skills needed in life higher than do non-Scouts.

“The spirit of Scouting” – placing value on the core principles of Scouting – is a characteristic of youths involved in Scouting. The elements emphasized in the spirit of Scouting include general humanistic values such as tolerance, openness and flexibility, honouring relationships and ties, respect for others, striving for a more just and better society and awareness of the environment and surroundings. These principles are an important foundation for social skills, teamwork and participating in dialogue in society in adulthood.

The Scouts and Ventures who participated in the study are free of prejudices toward people of different skin colour, language and ethnicity. Close to 90% of youths exemplify a tolerant worldview, this being a much higher indicator than previous studies conducted among school-age youth in Estonia have found.

Scouts value the natural environment, they enjoy spending time in nature, they have an appreciation for the impact of their actions on the surrounding

natural environment, while learning amidst and from nature and doing good for the environment. A comparative study conducted in the UK among Scouts and non-Scouts showed that Scouts tend to put greater value on the natural environment than do non-Scouts. A similar distinction could be expected in Estonia, especially as regards urban youths.

Youths involved in Scouting are active participants in extracurricular activity – 90% have some other hobby or leisure time activity besides Scouting. In 2017/2018, 46% of all children aged 7-16 took part in hobby schools and close to one-half of students participated in extracurricular activities in general education schools, so this shows that youth involved in Scouting are more active and more likely to pursue self-development through extracurricular activity.

Youths involved in Scouting are more successful than non-Scouts in establishing and maintaining supportive friendships. Perceptions of support from friends are higher among Scouts than among schoolchildren overall. Namely, 74% of Scouts perceive high support from friends, compared to 59% of all schoolchildren.

The focus groups pointed up that the supportive and calm environment of Scouting has served as an important factor in developing the sense of security and being valued that is important for youths. Respondents in Russian-speaking groups noted in comparison that a positive atmosphere in the scout troop varied greatly from their relationships with classmates; in Scouting, relations are more amicable and mutually respectful. In the Estonian-language groups, a number of respondents who had previously been poor communicators or shy, not particularly popular among their peers or had fallen in with bad company, said that upon joining Scouting they had found it to be a very supportive and friendly environment. Such an environment, they said, allowed them to feel secure, develop communication skills and a feeling of self-worth.

For younger Scouts, contacts with friendly and supportive adult Scouts in camps and on hikes were also an important source of a feeling of solidarity. Young people perceive that they are treated with care and respect by adults and relationships lack a hierarchy and judgment, which youth say is a positive characteristic of Scouting compared to everyday life at school.

Scouts did not stand out from their peers in general in terms of screen time; while the physical activity level of Scouts and Ventures is somewhat higher than the general level for school-age youth in Estonia. In 2018, 70% of school-age youth engaged in intense physical activity in their free time at least two times a week¹, but the corresponding percentage for Scouts was 80%.

Among Scouts of voting age, 79% turned out to vote in local elections while overall turnout among teens aged 16 and 17 was 59%. Thus, Scouts are significantly more socially active; they also view Estonia's compulsory military service for young men more positively.

Parents' views on participation of youth in Scouting

Parents highlight that their children became involved in Scouting mainly through personal contacts: the recommendation of a friend or acquaintance or an introductory event held at school. Thus, it appears it is possible to increase membership above all through direct contacts, and there are few who joined the organization based on information from the website or media channels.

Parents themselves are satisfied with various facets of Scouting, the average rating being between 8.6 and 9. Satisfaction is greatest with the child's Scout leader and the skills taught in the course of Scouting.

An entire 97% of parents agree with the statement that thanks to being a Scout, their child has

developed skills that will be of use in future. They also feel that children are more self-confident, more willing to help out, happier and more tolerant.

Parents say that thanks to joining the Scouts, the child has experienced: (1) development of their personality; (2) improvement of social skills; (3) acquisition of practical skills; and (4) increased shared family activities.

Scouting is a lifetime commitment and lifestyle; for many it is a family tradition and the whole family is involved in different activities. At the same time, such a great dedication is a double-edged sword. On one hand, it increases family cohesiveness and gives an opportunity for shared activities, but especially among Scout Leaders and parents, the question arose of overscheduling in connection with volunteering and the organization's sustainability.

To sum up, the study results confirm that the teens and young adults and parents highlight the skills and competences that Scouting helps to develop, which correspond in every way to modern approaches to youth development needs and skills on the future job market. One of the points of departure for the drafting of the Youth Field development plan for 2021-2035 in Estonia² was a vision document prepared by an expert group, which also cited the universal Future Work Skills³ laid out by the Phoenix University Institute for the Future. Placed in this context, it can be said that participation in Scouting kindles creativity and adaptive abilities in youth, it develops transdisciplinarity, critical faculties and abilities to plan activities in a goal-oriented way and communicate (design mindset). The influence of participation in Scouting on the development of youths' social intelligence can certainly be highlighted, which facilitates the development of cooperation with others, and also the development of cross-cultural competency, which is essential in a globalizing world. Scouting is seen as

¹ Oja L, Piksoot J, Aasvee K, et al. (2019). *Eesti kooliõpilaste tervisekaitumine*. 2017/2018. õppeaasta uuringu raport. Tallinn: National Institute for Health Development.

² Noorte valdkonna arengukava 2021-2035.

³ Davies, A., Fidler, D., Gorbis. M. (2011). "Future Work Skills 2020." IFTF & Apollo Research Institute. (Palo Alto: Institute for the Future for University of Phoenix Research Institute, 2011), 1. https://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

having considerable influence on self-development, self-efficacy and acquisition of the necessary knowledge and skills that are beneficial later in life. The experiences acquired through Scouting are also held in high regard, starting from practical

skills (such as navigating in a forest) to social skills (tolerance, self-control etc.)

CONTENTS

FOREWORD	2
SUMMARY.....	4
INTRODUCTION.....	11
BACKGROUND	13
Youths, role of youth organizations, the Scouting movement and its influence in today's society.....	13
1.1 Youths and youth organizations	13
1.1.1 Importance of involving disadvantaged youths.....	14
1.1.2 Positive impact of youth organizations	14
1.1.3 Youth development needs	15
1.1.4 Youth future skills.....	15
1.1.5 Youth work studies in Estonia.....	16
1.2 The Scouting movement	17
1.2.1 The scope of the Scouting movement	17
1.2.2 The organization's values and principles.....	17
1.2.3 Principles of the Scouting programme.....	18
1.3 Studies on Scouting's influence on youths	18
1.3.1 The Scouting movement's short-term influences on youths	22
1.3.2 Long-term influences of the Scouting movement	24
METHODOLOGY	25
2.1 Questionnaire.....	25
2.2 Focus group interviews	27
FOCUS GROUP STUDY RESULTS.....	29
3.1 How respondents became involved in Scouting.....	29
3.2 The positive and supportive environment of Scouting.....	30
3.3 Close friendships and human relations	31
3.4 Scouting's multifaceted influence on youths' personal development.....	32
3.5 Skills and competences acquired by Scouts.....	34

3.6 Social development.....	35
3.7 Development of personal skills	35
3.8 The (broader) meaning of Scouting	36
RESULTS OF THE QUESTIONNAIRE.....	38
4.1 Satisfaction with Scouting and plans to continue in the movement	38
4.2 Participation activity level and enjoyment of events	45
4.3 Participation in other organizations and extracurricular activities	46
4.4 Physical activity and health awareness.....	47
4.5 Environmental awareness.....	48
4.6 Personality traits and social skills.....	49
4.7 Participation in teamwork and skills.....	53
4.8 Friendships	54
4.10 Tolerance	55
4.10 Success at school	56
4.11 Leisure time activities.....	56
4.12 Political activity and readiness to contribute to national defence.....	57
4.13 Perceived influence of Scouting.....	58
PARENTS' VIEWS OF SCOUTING.....	62
5.1 How children joined the Scouting movement	62
5.2 Children's participation activity level	63
5.3 Satisfaction with Scouting and perceived influence of Scouting on children.....	63
CONCLUSION	67
REFERENCES.....	70



INTRODUCTION

In a rapidly changing society, it may be hard for younger people to find their own path and goal. Increasing emphasis has been placed on youth work and youth organizations in getting youth involved and increasing their level of engagement in decision making processes on different levels and increasing well-being and supporting their maturation process.

Studies conducted in Estonia have analysed involvement and participation of youths in decision-making processes⁴, various opportunities for youths, such in rural areas⁵ or when starting independent life after living in a substitute home⁶. In addition, a number of studies related to risk behaviour and health have been conducted⁷⁸.

Extracurricular activity and hobby education can be highlighted as a separate field.

Espenberg et al⁹ studied the motivations for participation in youth work and they identified as one of their main conclusions the broad-based nature of qualities and factors that support participation in youth work – starting from personality traits and social identity to upbringing at home and socioeconomic background. Lack of opportunities, low self-confidence and initiative, criticism, unaesthetic environment, lack of fit with other children, and the low need for the skills and experiences offered all curtail participation. Youths' own active capacity is also important for applying in adulthood the skills and competencies acquire through participation in youth work (Espenberg et al 2018: 74).

⁴Aksen, M.; Kiisel, M.; Saarsen, K.; Koppel, H.; Jaanits, J.; Tammsaar, H.; Rajaveer, L.; Narusson, D.; Trumm, E. (2018). *Noorte osalus otsustusprotsessides: lõpparuanne*. January 2018. University of Tartu: Centre for Applied Social Sciences

⁵Mötte, M.; Runnel, M. I.; Lillemets, J. (2016). *Maapiirkond noorte elu- ja ettevõtluskeskkonnana* / University of Life Sciences, Institute of Economics and Social Sciences.

⁶Osila, L.; Turk, P.; Piirits, M.; Biin, H.; Masso, M.; Anniste, K. (2016). *Asendushoolduselt elluastuvate noorte uuring*. Poliitikauringute Keskus PRAXIS

⁷Lõhmus, L.; Rüütel, K.; Lemsalu, L. (2016). *HIVI temaatikaga seotud teadmised, hoiakud ja käitumine Eesti noorte hulgas*. uuringuraport 2015. National Institute for Health Development

⁸Oja L, Piksoot J, Aasvee K, et al. (2019) *Eesti kooliõpilaste tervisekaitumine*. 2017/2018. oppeaasta uuringu raport. Tallinn: National Institute for Health Development.

⁹Espenberg, K.; Kiisel, M.; Saarsen, K.; Jaanits, J.; Rajaveer, L.; Nõmmela, K.; Aksen, M. (2018). *19–26-aastaste noorte noorsootöös osalemise motivatsioon*. final report / University of Tartu, Centre for Applied Social Sciences (RAKE).

Pursuant to the Estonian Youth Work Act, the objective of youth work is “the creation of conditions to promote the diverse development of young persons which enable them to be active outside their families, formal education acquired within the adult education system, and work on the basis of their free will” (subsection 4 (1)). According to data from the 2017 Eurobarometer youth study, 41% of Estonian youth aged 15–30 took part in the activities of at least one youth-oriented organization (including sports clubs, youth clubs/associations, cultural organizations, Political and community organizations etc.), which is below the European Union average of 53%.¹⁰ Various youth organizations are engaged in effectuating the objectives of youth work, including the Estonian Scout Association, which embodies and promotes the principles of Scouting among Estonian youth.

This report focuses on determining the influence of Scouting on personal development, skills and their prospects later in life. We will focus on the following questions for research:

1. What is the level of youth satisfaction with Scouting?
2. How did youths get involved in Scouting?
3. How do youths see Scouting's role in their everyday lives?
4. What do youths see as Scouting's influence on their life and personal development?
5. What is the long-term view of the importance of Scouting?
6. To what extent does Scouting shape the later life course and youths' ability to be successful in their everyday activities?

The report gives an overview of the impact of Scouting as evidenced by international studies, creating context for understanding the meaning and role of Scouting in young lives and to support analysis of the results of the study conducted in Estonia. We conducted the study underlying the study in late 2019 and early 2020 in two phases: (1) focus group interviews and (2) survey among

Scouts and parents. The study received approval no. 297/T-28 from the Ethics Review Committee on Human Research of the University of Tartu.

The objective of the study was to determine how youths and adults involved in Scouting see and ascribe meaning to Scouting in their own lives, and to understand to what extent and which values, opinions and attitudes are widespread about Scouting among Scouts, Ventures, Rovers, Scout Leaders and parents.

We used the combined methods to realize the objective: we conducted six focus group interviews, two of which were with Russian-speaking youths, and a questionnaire. The invitation to participate in the questionnaire was sent out through scout units and it was possible to complete the survey electronically or in hard copy. A total of 193 respondents took part in the study, 85 of whom were Scouts, 31 were Ventures, 31 were Rovers and 46 were Scout Leaders. A total of 131 parents took part.

Besides the authors of the report, participants in conducting the study included a bachelor's student in the Institute of Social Studies, Helena Keskpälu, and two master's students, Maia Kerman and Denis Larchenko. The Estonian Scout Association-side initiator and coordinator of the study, Kristjan Pomm, made an invaluable contribution to helping hone the focus of the topic, organize the surveys and provide feedback for the report. Avo Trumm edited and laid out the report.

The photos in the report are from the Estonian Scout Association archive.

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¹⁰ Tasuja, M. (2018). Noorte osalus vabaajategevuses ja noorsootöös. Eesti piirkondlik areng. Noored Eestis. pp. 68–80). Statistics Estonia.



1 BACKGROUND

Youths, role of youth organizations, the Scouting movement and its influence in today's society

1.1 Youths and youth organizations

Today's youths are growing up in a different world from their parents and grandparents. They have had better opportunities to get a good education, travel and see the world and modern technology gives them tools not available to past generations. Yet they live in a world that is constantly changing fast – not all of the jobs that they will someday perform exist yet; the society in which they are growing up has deep rifts along religious and worldview lines.

One of the core principles of Scouting – promoting social cohesion in communities and society as a whole – is still important today for shaping the attitudes of members of future society. Development of cooperation skills, respect for differences and development of skills needed in life continue to be

important objectives of the Scouting movement in a fast-changing world¹¹.

Youth organizations that are able to offer young people, long-term extracurricular leisure time programmes with goals that are educational in the broadest sense and are led by adult supervisors have all of the preconditions for creating positive change in the young person's development. Participation in the activities of such youth organizations is especially important for youths who are growing up in families with limited financial means and in poverty, and troubled homes.¹²

¹¹ Hyde, M., Kidd, T. (2018). *Changing Lives, Strengthening Communities*. The Scout Association's 2017 Impact Report.

¹² McLaughlin, M. (2000). *Community Counts: How Youth Organizations Matter for Youth Development*.

1.1.1 Importance of involving disadvantaged youths

Growing up in poverty or other disadvantageous conditions may have a lifelong influence on youth development at the individual and social level: learning difficulties, school dropout, behavioural and emotional problems, greater probability of risk-taking and antisocial behaviour and higher chance of living in poverty in adulthood. It is especially important to involve these youths in activities that are clearly structured and purposeful, are oriented to the future and offer important, achievable goals. Finding and making sense of their identity, giving direction to their life, giving back to the community and world can support them in coping with everyday challenges, and they can perceive their existence as having deeper meaning and find potential for making progress toward future goals¹³. Involving youths in such positively oriented programmes also decreases the probability of at-risk youth of being primarily influenced by slightly older peers in the same social group, which would promote problem behaviours and deepening apathy among youths¹⁴.

About one in five children live in relative poverty in Estonia. Meanwhile, there are significant regional disparities – the number of children in relative poverty is highest in the southern counties (Võru, Valga and Põlva counties), and lowest in Tallinn and Tartu¹⁵.

1.1.2 Positive impact of youth organizations¹⁶

The positive influence of youth organizations whose activities are aimed at involving youths in different activities with an eye to the personal growth of the youths is usually attributed to a combination of different factors.

Today, academic success is considered a primary factor in achieving success in society. Other key knowledge and skills are necessary as well. how to plan future activities for overcoming difficulties, the ability to engage in cooperation with others, and development of self-belief, self-confidence, sense of responsibility, trustworthiness and self-efficacy.

At the broadest level, the studies make evident that youths who participate in youth organization activities for a longer period are more optimistic about their future and more self-confident than non-participating youths – they have future plans, they believe in their abilities to carry out the plans, and they hope to find a job they like in the future. They feel that that they are valuable as people and are more aware of themselves, their abilities and opportunities.

Participation in youth organizations has a noteworthy effect on young people's contribution to local communities through volunteering and sense of belonging. Compared to other youths, they are characterized as having a sense of personal responsibility for improving the well-being of their community. As the opposite of youths who are not involved in community action and who as a result feel alienated, youths who *are* involved wish to convey their positive experiences to other youths and community members. If youth develop such a mindset in the course of a long-term programme, it generally has lifelong staying power.

Below are the primary principles that a youth organization's activity should proceed from to maximize the positive impact on young people's multifaceted development:

- studying is at the centre of the activities in the broadest sense – the acquisition of new knowledge, skills and attitudes;

¹³ Machell, K., Disabato, D., Kashdan, T. (2016). Buffering the Negative Impact of Poverty on Youth: The Power of Purpose. *Social Indicators Research*, 126, 845–861.

¹⁴ McBride Murry, V., Berkel, C., Gaylord-Harden, N. Copeland-Linder, N., Nation, M. (2011) Neighborhood Poverty and

Adolescent Development. *Journal of Research on Adolescence*, 21(1), 114–128

¹⁵ *Eesti piirkondlik areng. 2018. Noored Eestis*. Statistics Estonia, 2019.

¹⁶ McLaughlin, M. (2000), *Community Counts: How Youth Organizations Matter for Youth Development*.

- involvement and interests of young people are placed front and centre;
- adult supervisors value multifaceted skills, talents and interests to make sure all youths are involved;
- activities were adapted to the participants' interests and abilities;
- adult supervisors should be capable of devoting personal attention to the participating youths;
- an organization should engage in active public relations about their activities; the best at spreading information are the youth members among other youths;
- a programme with a clear goal is of key importance for implementing an effective action plan;
- dedicated and motivated supervisors who are able to offer diverse knowledge and skills, be a role model as active members of society and give adequate feedback to participating youth about their progress;
- existence of a system of recognition and awards.

A youth organization that proceeds from these principles may have a very significant impact on young people during their formative period, offering a sense of security, forging of friendships with other youths and adults, the possibility of belonging, identity and a second family aside from the one they grew up in. In developing multifaceted skills and knowledge, a further-reaching influence on the young person's later life course should not be underestimated, such as on establishing social relationships, choice of schools and professions, creation of social capital and, in the broader sense, developing members of society with an active outlook on life¹⁷.

¹⁷McLaughlin, M. (2000), *Community Counts: How Youth Organizations Matter for Youth Development*.

¹⁸Hamilton, Scouting.F., Hamilton, M.A., & Pittman, K. (2004). Principles for Youth Development. In Hamilton Scouting.F. & Hamilton, M.A. (Eds.) *The Youth Development Handbook*:

1.1.3 Youth development needs¹⁸

Human development is today seen as a lifelong process. Bearing in mind the growth of youths, five primary aspects are considered very important and these need to be developed in an age-appropriate manner for the multifaceted development of general human qualities:

- competence refers to knowledge and skills that allow the surrounding environment to be understood and coped in, carry out the planned activities and adapt plans to real-world conditions;
- self-awareness refers to the capability of planning the correct, essential activities for oneself;
- social relationships in general, with adults, peers and younger children;
- self-trust refers to a person's ability to cope with complicated and challenging situations;
- contributing refers to people's desire to proceed in their behaviour and activities not only from their own well-being and goals but also contribute to other people's well-being.

The development of all five of the aspects is inter-related and sum up the objectives set for youth development. They should be points of departure for planning the activities of every youth organization; and *the Scouting movement, which started more than a century ago, is very well aligned with the latest understanding of the principles of youth development*.

1.1.4 Youth future skills

In its vision document *The Future of Education and Skills. Education 2030*¹⁹, the Organisation for Economic Co-operation and Development (OECD) noted that curiosity, flexibility and self-management skills should all be developed in youth. They should have a respect for other people's ideas, perspectives and values. They have to cope with failure and

Coming of Age in American Communities (pp.3-22). Thousand Oaks: Sage Publications, Inc.

¹⁹ [https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

rejection and continue moving forward despite adversity. The Phoenix University Institute for the Future has also articulated **ten universal future skills for 2020**²⁰:

- **sense-making** — the ability to make sense of and value the substantive meaning of communications;
- **social intelligence** — the ability to sense the needs and wishes of others during communication and establish a trust-based relationship with them;
- **novel and adaptive thinking** — the ability to quickly respond to unexpected situations and find non-standard solutions;
- **cross-cultural competency** — the ability to cope successfully in different cultural environments;
- **computational mindset** — ability to convey large data sets into abstract concepts and understand data- and evidence-based decision-making;
- **new media literacy** — the ability to critically evaluate and create new content in social media and use it for compelling communication;
- **transdisciplinarity** — the ability to understand the concepts in various disciplines (subject areas) and how they are related to each other;
- **design mindset** — the ability to plan, visualize and communicate activities in a goal-oriented manner;
- **cognitive load management** — the ability to filter data by importance and maximize cognitive capability, using different methods;
- **virtual collaboration** — the ability to work productively in different (virtual) working groups, keep people dedicated and motivated and create a sense of collectivism in them.

The European Union has also articulated **21st century key competences**:

- **learning skills and innovation-building skills** (including critical thinking, communications and cooperative skills and creativity);
- **use of information, media and technology skills** (including digital competency, which covers information and data literacy, the ability of communicating in the digital world and engaging in cooperation, the ability to create digital content, the ability to act safely in the digital world, the skill of resolving problems in a technology-rich environment and ability to use technological assistance to solve problems);
- **life and career skills** (the ability to apply potential and pursue a career);
- **skills related to different core fields** (including language proficiency, mathematical thinking skills, scientific skills).

1.1.5 Youth work studies in Estonia

In 2015, the Estonian Youth Work Centre commissioned Ernst & Young to conduct a study to measure youth satisfaction with youth work²¹. The representative sample included 2859 people between the ages of 7-26. The main results showed that youth participants in the activities had high satisfaction level and they have acquired much new knowledge in the course of their participation, and they consider active participation in community activities and decision-making to be important.

In 2018, the University of Tartu's Institute of Social Studies conducted a study on the same topic, measuring satisfaction with youth work among youth participating in youth work.²² The survey respondents were close to 3000 youths and 1200 parents. It found that the satisfaction of members of the youth associations and organizations was high. The participants in the survey were also asked to state what new things they had learned through youth work. The following are the factors, listed in order

²⁰ Davies, A., Fidler, D., Gorbis, M. (2011). "Future Work Skills 2020." IFTF & Apollo Research Institute. (Palo Alto: Institute for the Future for University of Phoenix Research Institute, 2011), 1. https://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

²¹ https://www.hm.ee/sites/default/files/ey_entk_lopp-aruanne.pdf

²² https://www.hm.ee/sites/default/files/uuringud/noorsootoos_osalevate_noorte_rahulolu_noorsootooga_loppraport_2018a.pdf

or importance that the youths considered the most important for themselves:

1. I am able to communicate and work together with different people;
2. I have found new friends and people to exchange ideas with;

3. I am better at articulating and expressing my opinions;
4. I am better at self-evaluation and shaping my own life;
5. I am able to study more productively and use what I have learned;
6. I am able to initiate and organize different activities.

1.2 The Scouting movement

Scouting started in 1907 in Great Britain, when Robert Baden-Powell (1857–1941) held a nine-day camp on the island of Brownse off the southern coast of England for 22 boys of different socioeconomic background. Afterwards, he wrote a book laying out the principles of Scouting, *Scouting for Boys*, and the movement spread rapidly to other countries. At the international Scouting conference of 1922, organizations from 33 countries were represented, among them Estonia²³. The first Scouting unit in Estonia was founded in 1912, and the national organization Eesti Skautide Malev was established in 1921²⁴.

1.2.1 The scope of the Scouting movement²⁵

Over more than a century, close to 500 million people have been involved in Scouting. National Scouting organizations are currently found in 170 countries, affiliated with the umbrella body World Organization of the Scout Movement (WOSM). Its headquarters is in Geneva and the secretariat general is in Kuala Lumpur. The World Scout Conference and World Scout Youth Forum are held every three years in a different part of the world.²⁶ According to WOSM data, as of 2016, there were 40.5 million Scouts and volunteer leaders worldwide. Scouting has spread to all continents and the Scouting organization of Indonesia has by far the largest membership — with 21.6 million members. India has 3.6m, the US, 2.5m the Philippines 1.9m

and Kenya 1.3 youths and volunteer leaders. Scouting remains popular in its country of origin, Britain, with over 500,000 youths and volunteers participating.

In Estonia, Scouting was reinstated in 1989. In 1995, the Estonian Scout Association was established, the bearer of historical continuity and which served as a umbrella organization for Estonian Scouting units in the first years after the restoration of Scouting. At present, over 1,000 young Scouts and Scout Leaders are involved in the Estonian Scouting movement.

1.2.2 The organization's values and principles

On its website, the organization calls itself the world's largest educational youth movement, the motto of which is "Scouts: Creating a Better World". The organization's mission is to contribute to young people's education more broadly, bearing in mind long-term perspectives of human development, social mobility and social integration. Youth outreach is based on the principles of universality and social cohesiveness — youths from different socioeconomic backgrounds, religious creeds, racial affiliation and academic and physical aptitude and other traits are welcomed. There is an aim to offer them a diverse and development-oriented programme that develops their skills, values and attitudes for lifelong use.

²³<https://www.scout.organization/>

²⁴ <https://www.skaut.ee/et/eesti-skautide-uehing>

²⁵<https://www.scout.organization/scout-history>

²⁶The 2020 world conference was supposed to be held in Egypt in August but was postponed due to the pandemic.

In addition to involving youth, important principles in the organization's activity include adult volunteer leaders — this brings together people from different communities, contributing to promotion of one of the important values of Scouting — group belonging. Volunteer leadership also means that the membership dues are much lower than for other extracurricular activities or non-existent.

An important component of the Scouting movement is organized volunteering of youth in different community actions. It is a part of values education, which develops a sense of responsibility, solidarity with the community and being an active member of society starting from early youth.

The objective of multifaceted educational programmes is to offer youths the chance to be physically active, learn new skills for lifelong use, to become self-confident and find their future place in society. Young people are encouraged to try out new activities, learn on their own independent of academic success, find self-confidence in themselves and their values, develop capability for teamwork and leadership skills, respect for others, among other qualities. Learning takes place through diverse and inclusive programmes, the planned activities are appealing, require effort, often take place outdoors, require active participation, cooperation between participants, taking of responsibility and making of decisions. Regular meetings, hikes and camps supervised by adults build potential for development and reinforcement of different skills, forging of friendships, developing self-confidence and generating optimism in regard to the future.

1.2.3 Principles of the Scouting programme

The multifaceted and balanced activity programme of Scouting proceeds from youths' interests, offering a wealth of various possibilities for spending leisure time. The activities fall into the following categories: practical skills needed at school and work and in social life; skills needed in the field (navigation in nature and terrain, camps and expeditions etc.); physical activities; activities related to the local community; volunteering aimed at the

well-being of people, animals and the environment; activities with an international orientation (foreign travel or encounters with other cultures), activities that develop creativity (self-expression skills, public performances, application of fine arts through game, etc.), spiritual activities (learning about other faiths, beliefs and attitudes). The activities are carried out through non-formal study, offering youths the opportunity to acquire new and interesting experiences and knowledge, often outdoors.

Through these conditions, the Scouting movement attempts to contribute to the development of youths' personal development to realize everyone's full potential in light of the following dimensions:

- **adventuring spirit** — physical activity, knowledge about healthy lifestyles, valuing doing things outdoors, the desire to try new things, courage to take risks and overcome difficulties;
- **different skills necessary in life** — abilities to achieve success independent of academic aptitude – improved problem-solving skills, independence from outside help, effective communicators, many practical and contemporary skills necessary in school, work and life;
- **well-being** — young people are happier, more flexible, self-confident and content, feel more valuable and have less anxiety;
- **leadership** — responsible leaders and team players, are trustworthy, are able to work together as a team; dare to take the initiative and lead others;
- **active members of society** — contribute to society in future at the local, national and international level, are active and responsible community members;
- **cohesiveness** — respect differences, they have more and deeper friendships, care more about others, respect and trust others more, including those with different backgrounds from themselves.

1.3 Studies on Scouting's influence on youths

In the last decade, Scouting organizations have conducted studies to determine to what extent

activity programmes impact the development, attitudes and views of the participating youths. In all of the studies, Scouts were surveyed and the comparison group consisted of their peers — of the same age and from the same socioeconomic group — who have never participated in the Scouting movement.

To sum up, it can be said that Scouts were more self-confident and had a more positive outlook on life than their non-Scouting peers. Whether all of these positive trends were evident only because they were involved in Scouting cannot be said for certain — other factors not readily evident may have played a role, such as when which subjects were included in the comparison groups. At the same time, a clear connection was apparent in the case of two studies that the more frequently the young people took part in Scouting, the better the indicators were in a number of the measured categories. This attests quite clearly to the positive influence of Scouting on youth development.

In 2005, a five-year study was started in the US among Scouts aged 6–12, with 1800 Scout participants and a comparison group of 400 youths the same age (all were boys). The results after three years showed that the boys taking part in the Scouting movement were significantly more obedient, cheerful, willing to help, generous, more hopeful, and more trustworthy. The more frequently and regularly the Scouts took part in the organization's activities, the better results they tended to display in all of the categories mentioned.

A study conducted by the Scout Association in the UK in 2011, the Impact Assessment Evaluation of the Scout Association, had more than 2500 participants, all of them involved in Scouting to some degree. According to the final report, the positive

impacts of Scouting were the following for Scouting participants at the individual level:

- **physical level:** close to 80% of respondents felt their physical condition and mastery and ability to be successful in outdoor conditions had improved;
- **intellectual level:** three-quarters of respondents said that their general skills were better than in the past; two-thirds of respondents that their abilities to contribute to volunteering work and being successful on the labour market;
- **social level:** close to three-quarters of respondents felt that their social coping skills, teamwork skills, self-trust and leadership skills had improved;
- **spiritual level:** close to three-quarters of respondents understood themselves and their values better and also considered their ability to reflect on life to have improved;
- **community level:** close to three-quarters of respondents felt greater respect toward other people and understood their community and the world better.

In April 2017, the Scout Association in the UK surveyed 2500 Scouts²⁷. The study results showed significantly more positive indicators among Scouts in terms of self-confidence compared to peers who had never been involved in Scouting. The clearest distinction was seen in regard to physical activity and civic activity, and there were also clear and statistically significant differences between groups for many other indicators. Summarized data are presented by various dimensions in figure 1.1, showing to what extent the Scouts' perceptions differed from those of the comparison group in terms of self-confidence/self-trust.

²⁷Hyde, M., Kidd, T. (2018). *Changing Lives, Strengthening Communities*. The Scout Association's 2017 Impact Report.

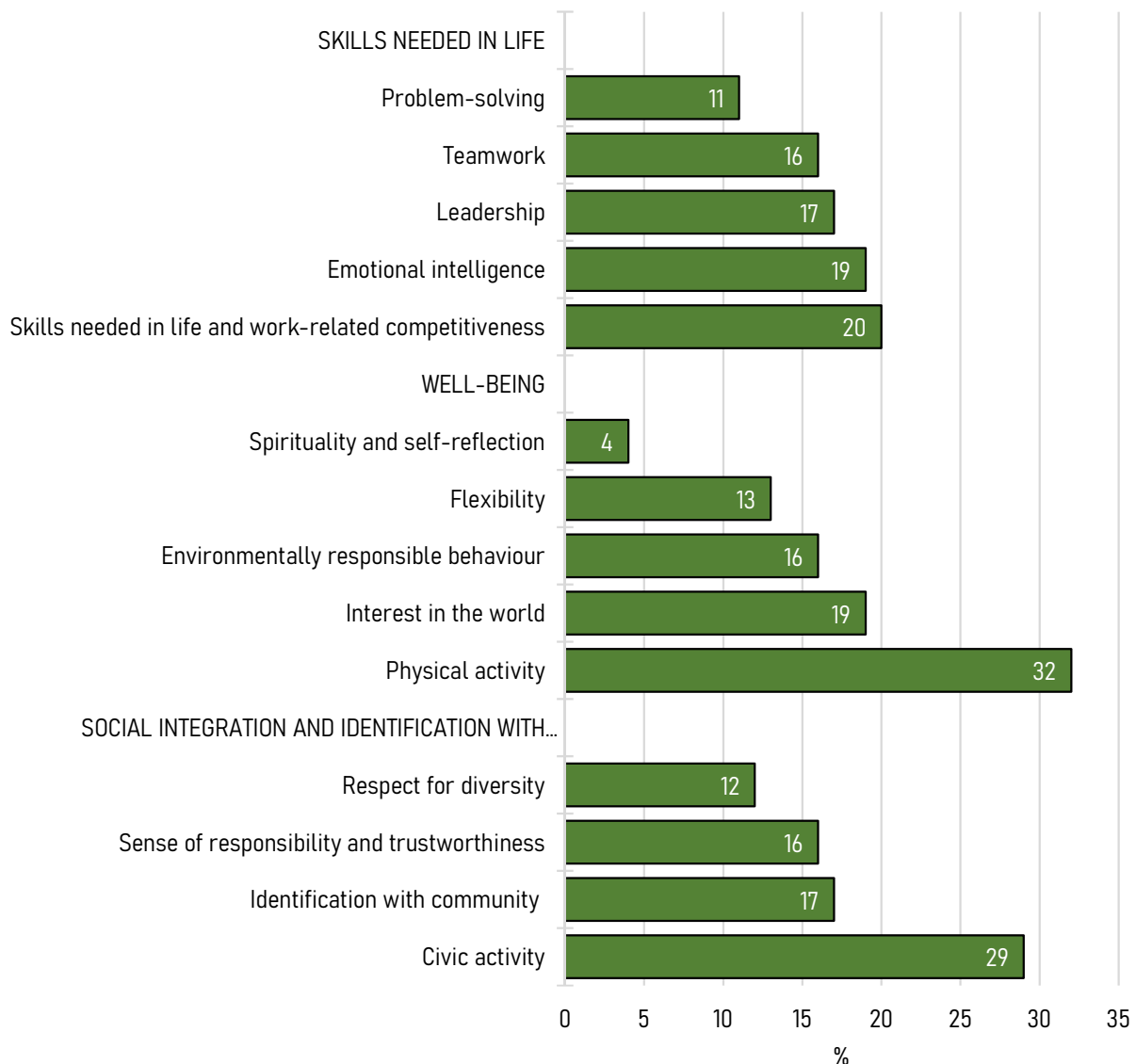


Figure 1.1. Difference between perceptions among youths involved in Scouting vs. peers who had not participated in Scouting (%). *Source: Hyde, M., Kidd, T. (2018). Changing Lives, Strengthening Communities. The Scout Association's 2017 Impact Report.*

In addition, other significant results can be identified regarding the positive impact of Scouting on participants' attitudes:

- more than 3/4 of Scouts said that precisely due to their participation in Scouting, they feel greater responsibility for their local community; this was one of the biggest differences compared to their peers — whereas Scouts contributed 82 hours of volunteering a year, the average for non-Scout peers was 27 hours a year;
- Nine of 10 Scouts agreed with the statement that they are proud of what they have accomplished by participating in Scouting;
- 87% of the respondents said participating in Scouting was “very fun”;
- 80% of the respondents would recommend participating in Scouting to a friend.

A general observation that applies to the study findings is that the more frequently Scouts took part in different Scouting activities, the higher their self-trust was in most categories.

In 2018, the WOSM conducted a pilot study entitled Measuring Scouting's Impact on the Development of Young People, in which 14-17-year-old Scouts from Kenya, Singapore and Britain took part. A total of 2685 Scouts took part in the study, and the comparison group consisted of 936 youths of the same age who had never been involved in Scouting.²⁸

The results showed that **Scouts distinctly stood apart positively from their peers in the comparison group** in nearly all of the categories

observed in all three countries. Differences were greatest in regard to physical activity, followed by civic activity and skills needed in life and on the job market. Figure 1.2 presents all other statistically significant differences with the comparison group, i.e., the youths' perceptions in the aspects observed exceeded, by many percentage points, those of their peers who had never been involved in Scouting. The only indicators that were lower for Scouts than for their peers was spirituality and self-reflection (-2%).

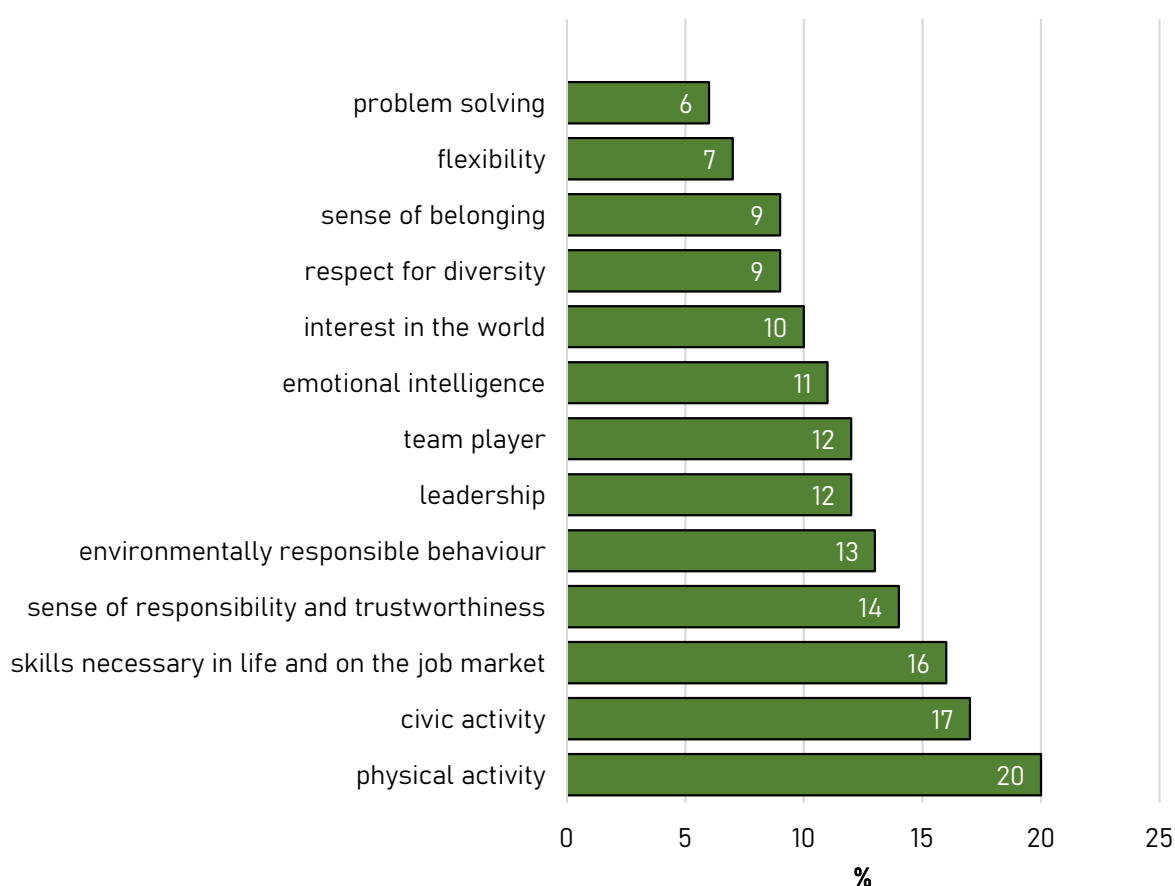


Figure 1.2. Difference between perceptions among youths involved in Scouting vs. peers who have not participated in Scouting (%). Source: *World Organization of the Scout Movement: Measuring Scouting's Impact on the Development of Young People Pilot impact study results for Kenya, Singapore, and the United Kingdom March 2018*

²⁸World Organization Of The Scout Movement: Measuring Scouting's Impact on the Development of Young People Pilot impact study results for Kenya, Singapore, and the

United Kingdom March 2018. https://www.scout.org.uk/sites/default/files/library_files/Impact%20Results%20Summary%20Report%202018_EN_WEB.pdf

According to the Scout Association Evaluation, *Report #2. Participation and Impact in Scouting*, conducted by the Scout Association in the UK in 2018, **Scouting also had a positive impact on both the behaviour and attitudes of youth** compared to the comparison group that has never been involved in Scouting.

The survey was conducted with 2488 Scouts aged 13-17 and 75 Scouts aged 10-12. The size of the comparison group for the 13-17 ages was 1114. The teens in the survey were asked to rate very different aspects in their lives. This allowed the Scouts to be compared to their peers and a number of important differences in behaviour and attitudes emerged.

Scouts were most different to their peers in terms of value placed on outdoor activity; risk appetite, leadership skills, physical activity and independence. Figure 3 presents all other statistically significant differences with the comparison group, i.e., the youths' perceptions in the aspects observed exceeded those of their peers who had never been involved in Scouting by several percent.

The biggest difference compared to the peers was that Scouts contributed significantly more time to volunteering – 132% more than their peers. In the interests of clarity of representation of the rest of the data, this indicator was omitted from figure 1.3.

Summarizing the results, it can be said that compared to their non-Scout peers, participation in Scouting has a positive impact of young people's development in the broadest sense. Two other aspects worth mentioning were noted: (1) youths with special needs were below their peers in all perceptions, but special-needs youths in Scouting volunteer more than ordinary youths; (2) girls involved in Scouting had significantly lower indicators than

the boys in many fields; for example, they felt more anxious, less happy; less content with their lives, less self-confident, less content with what they were doing in their life, were prepared to risk less and less likely to embrace challenges. Thus, special-needs youths in Scouting need separate attention to raise their well-being. In the case of the girls, it would probably be necessary to be aware how their needs are different from those of the boys and thus also offer them the kind of empathetic support and coaching by leaders that would help raise their self-concept and be more content with life.

1.3.1 The Scouting movement's short-term influences on youths

To sum up, the list of shorter-term influences could be as follows:

- youths can spend their free time in an interesting, beneficial manner;
- take part in fun and adventurous activities;
- find new friends;
- develop their abilities, self-confidence and self-belief;
- learn new things;
- learn about community/society problem areas and fields, broadening their horizons;
- meeting new and different people in different social contexts, increasing tolerance of people's differences;
- put yourself to the test in new and challenging situations under adult supervision;
- valuing group belonging, loyalty and dedication to common goals, friendships and helping others;
- learning survival skills in outdoor conditions;
- being active outdoors.

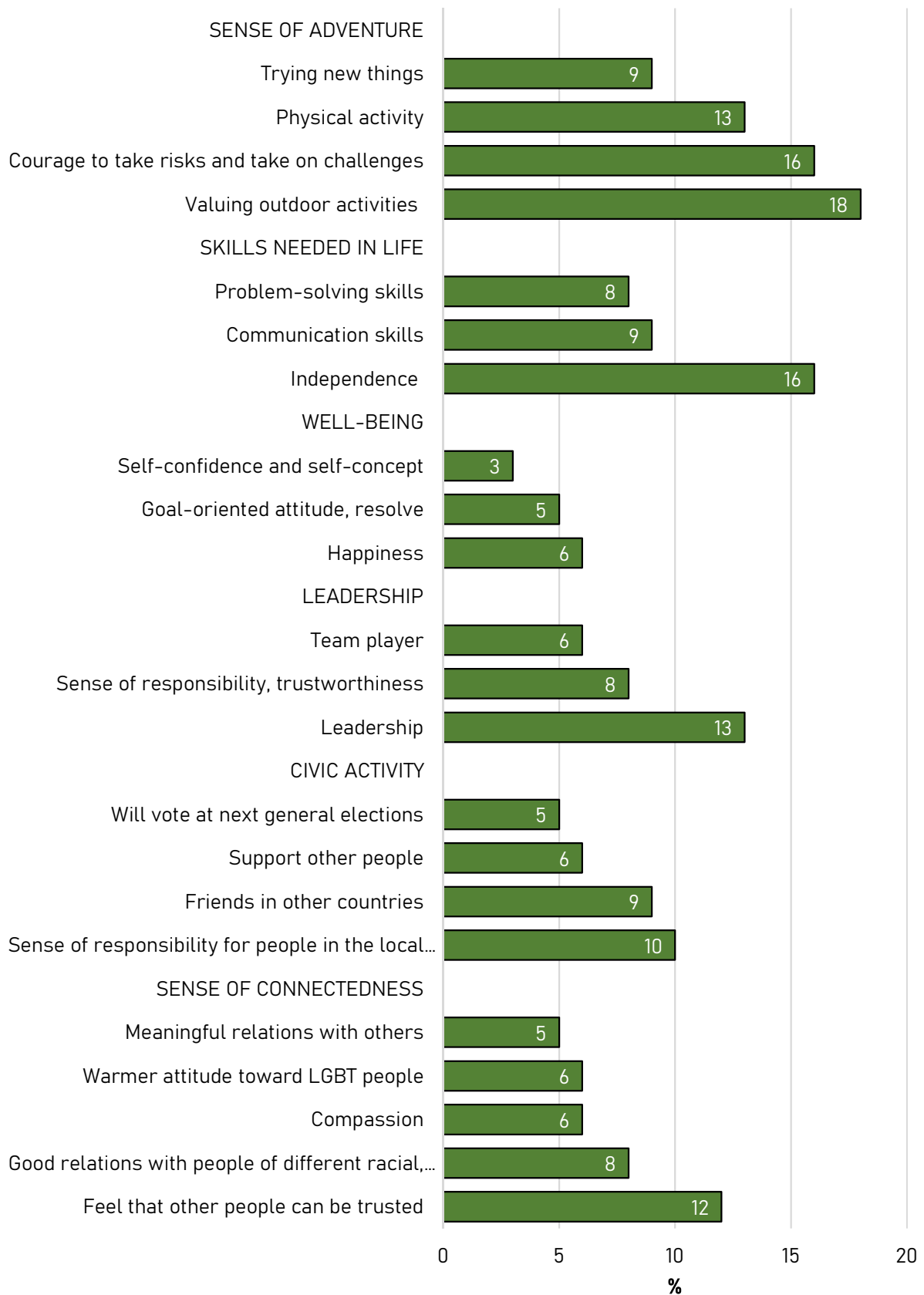


Figure 1.3. Difference between perceptions among youths involved in Scouting vs. peers who have not participated in Scouting. Source: *The Scout Association Evaluation. Report #2. Participation and Impact in Scouting.*

1.3.2 Long-term influences of the Scouting movement

Cumulation of short-term influences may in turn lead to a longer-term positive development: educational opportunities and competitiveness on the labour market improve, greater self-confidence, activity in society leads to social relationships and networks, altruism generates a stronger sense of community belonging, it develops empathy and altruism toward others. The results of the *Study on the Impact on Nonformal Education in Youth Organisations on Young People's Employability*²⁹, commissioned by the European Youth Forum in 2012, show that in general employers have a high appreciation for social skills acquired by youths through participating in youth organizations' activities. Communication, planning and organizational skills, teamwork experiences, self-confidence and autonomy are qualities that youths must be able to present to employers in the necessary manner, and this is also underscored by the report.

Several studies conducted in the US have shown that involvement in youth organizations among youths with a poorer socioeconomic background and/or who grew up in ghetto type environments improves their outlook for a better education and thus, in turn, professional competitiveness³⁰, and such results could be extended for broadening the future prospects of youths in developing countries as well. For youths in poorer countries, the Scouting movement may be one of the few possibilities to spend free time in an organized manner.

The broader positive socioeconomic effect of Scouting on society can also be measured in monetary terms. For example, an analysis conducted in the Netherlands highlights that Scouting saves close to 160 million euros for society each year thanks to its contribution to the physical and mental health and social skills³¹.

Dibben, Playford and Mitchell (2017)³² studied the long-term impact of being Scouts on people's mental health based on the example of people born in England in 1958. They concluded that by age 50, those who had been Boy Scouts and Girl Scouts had better mental health than those who had not participated, and they had an 18% lower risk of affective and anxiety disorders. By way of explanation, the authors point out that participating in Scouting supports a healthy lifestyle and Scouting also helps people acquire a mindset orientated to determination and solutions, both of which contribute to better mental health at older ages. It is important to stress that the impact of Scouting depends on the amount of time spent in the Scouting movement. The American study highlights that the longer a person is involved in Scouting, the stronger the positive impact on social and human capital and lifestyle, which in turn shapes subjective well-being later in life.³³

To sum up, it can be said that studies conducted in different countries demonstrate that Scouting has a long-term positive influence on the individual's well-being and coping as well as on the efficacy of functioning in society.

²⁹http://euroscoutinfo.com/wp-content/uploads/2012/10/ReportNFE_PRINT.pdf

³⁰McLaughlin, M. (2000), *Community Counts: How Youth Organizations Matter for Youth Development*.

³¹Sociaal-Economische Impact van Scouting Nederland (2013). Steward Redqueen.
<http://www.stewardredqueen.com/nl/nieuws/in-het-nieuws/in-het-nieuws-item/t/ons-impact-rapport-voor-scouting-nederland-maakt-indruk/>

³²Dibben, C., Playford, C., Mitchell, R. (2017). Be(ing) prepared: guide and scout participation, childhood social position and mental health at age 50 – a prospective birth cohort study. *J Epidemiol Community Health*, 71, 275–281.

³³Sung Joon Jang, Byron R. Johnson, Young-Il Kim, Edward C. Polson & Buster G. Smith (2014). Structured Voluntary Youth Activities and Positive Outcomes in Adulthood: An Exploratory Study of Involvement in Scouting and Subjective Well-Being, *Sociological Focus*, 47:4, 238–267.



2 METHODOLOGY

In planning the study, we proceeded from the principles of combined data collection, where the objective of using different data collection methods is to get insight into the meaning and impact of Scouting for Scouts (11-14 year-olds), Ventures (15-17),

Rovers (18-26), Scout Leaders and parents of children involved in Scouting. Thus, we carried out six focus group interviews and conducted a survey in questionnaire form.

2.1 Questionnaire

The questionnaire was conducted mainly in the University of Tartu LimeSurvey environment, but due to the low participation rate, we gave the opportunity for Scout units to circulate the survey on paper. It was possible to take the survey in Estonian or Russian.

A total of 193 respondents related to the Scouts took part in the study, 46 of whom were Scout Leaders, 31 were Ventures, 31 were Rovers, and 85 were Scouts. Thus, we distinguish two groups in the analysis: one consists of Scout Leaders and Rovers, and the other, Scouts and Ventures. In addition, 130 parents took part in the study. Cub Scouts – children aged 6-10 – were not involved in this study. Surveying children of Cub Scout age would require a different method and planning of age-appropriate surveys, which was beyond the scope of this study.

The ranks of the non-profit Estonian Scout Association, MTÜ Eesti Skautide Ühing, included, as of late 2019: 1181 members, of whom 78% were aged 6 to 26. The participants in the survey made up 16% of the total membership of the organization.

Table 2.1 sets out the numbers of participants in the study by each unit. People from a total of 24 units responded; in addition, seven respondents did not record the name of their unit. Members of RSM/Siil formed the largest contingent – there were a total of 38 of them. It was followed by Okaskannel and Tormilind. There are a total of four units where all four levels – Scouts, Ventures, Rovers and Scout Leaders – were represented: Siil, Okaskannel, Õkoskaudid and Põhjala. 12 units were represented by at least one Scout, nine units with at least one Venture Scout, 11 units with a Rover and 21 units with a scout leader. Thus; it can be said that

representation of Scout Leaders in the study is very high and most units are represented. As the units were unevenly represented in the study and the number of respondents was relatively low, the

differences between units could not be brought out in further analyses. But we do distinguish Scouts + Ventures from Rovers + Scout Leaders.

Table 2.1. Distribution of respondents who participated in the survey, by unit.

	Scout	Venture Scout	Rover	Scout Leader (older than 18)	Kokku
RSM/Siil	30	3	2	3	38
RSM/Okaskannel	4	7	8	5	24
RSM/Tormilind	14	3	0	4	21
Ökoskaudid	3	5	3	2	13
Narva Meriskaudid	8	2	1	0	11
TSGM/Ilves/Fööniks	4	0	0	7	11
RSM/Põhjale	1	3	2	3	9
Vana-Harju Malev (VHM)	3	0	2	3	8
Vaeküla Siilikased	3	5	0	0	8
RSM/Soorebased	3	0	0	4	7
RSM/Keila Pantrid	3	1	0	1	5
RSM/Saturn	0	1	3	1	5
Rakvere Skaudid	0	0	4	1	5
individual member	0	0	1	3	4
RSM/Metsalised	0	0	2	1	3
Oru udu	2	0	0	0	2
RSM/Kõrvemaa	0	0	1	1	2
Tiigrid/Kaevur, Lääne Skautide Malev (LSM), Püha Vaimu lipkond, RSM/Kaljurebane/Raasiku, TSGM/Otepää Karud, Tartumaa Skautide ja Gaidide Malev (TSGM)	0	0	0	7	7
Did not mention unit	7	1	2	0	10
TOTAL	85	31	31	46	193

Key to abbreviations:
RSM – Rävälä Skautide Malev (a regional unit consisting of units from the capital region around Tallinn)
TSGM – Tartu Skautide ja Gaidide Malev (regional unit consisting of Tartu and southern Estonia units)

Of the participants, 61% were girls, with the share of female respondents being 56% of the Ventures and Rovers and 45% of the Scout Leaders. As expected, 40% of the respondents are from Tallinn and the rest are distributed equally between Tartu, Narva, other county seats, small towns, larger villages, smaller village/farms. Of the youths in the study, 70% live with two biological parents, 15% with one parent, 11% with their mother and their

partner, and 4% in a household in which grandparents also reside. In general, this corresponds to the distribution of all households with children in Estonia. In 2019, households with one adult and a child or children made up 13% of all households with children, while 75% of households with children were made up of two adults and at least one child³⁴. These statistics do not reflect whether the parents

³⁴ Statistics Estonia database, Sotsiaalelu LEM01: Leibkonnad.

are the biological parents of the child or a parent/stepparent tandem.

Of the study participants, 62% were not members of any religious organization, 18% were Orthodox, 11% Lutheran, 4% Catholic and 4% Muslim. While three-fourths of the respondents in Estonian families were not affiliated with any religious association, only two-fifths of the youths from Russian-speaking families were unaffiliated.

Based on assessment of economic situation, the respondents were distributed as follows: A total of 15% considers their family's financial situation to be much better or markedly better than other families in Estonia; one-quarter considered it to be slightly better; 35%, the same; and 5%, worse. One-fifth did not respond to the question.

Scouts got involved in Scouting mainly in the period from 2013 to 2019. Forty-three per cent of the Scouts who participated in the study joined the Scouting movement in 2018 or 2019. The periods in which Ventures joined their organizations are more spread out and range primarily from 2009 to 2019. Nineteen of the Rovers joined during the period 2007-2013 and six joined in the 2015-2018 period. Clear patterns can be distinguished among Scout Leaders, on one hand Scout Leaders who have been tied to the organization for a long period, starting in the 1990s – a total of 18 of them – and the years from 2006 to 2009 can be noted as a second period, when nine of the current Scout Leaders joined. A further six joined in 2014-2019. Only a few Scout Leaders joined in the years in between these

periods. Fifty-eight of the respondents – close to one-third – opted to take the survey in Russian.

The analysis of the data was carried out by identifying the frequency distributions, analysis of mean values and cluster analysis. It was also possible for the respondents to answer open-ended questions. Questions analysed qualitatively were as follows:

- 1) Please describe how your everyday life is affected by the fact that you're a Scout.
- 2) Please describe how your personal development has been influenced by the fact that you're a Scout.
- 3) What do you like about being a Scout?
- 4) What do you not like about being a Scout?

The parents' survey had an additional open-ended question: "What has Scouting given your child and family as an added bonus?"

For the analysis, we used qualitative content analysis, carrying it out line by line if necessary if it was just a list, and also word-by-word coding. This approach allowed the relatively laconic answers to the open-ended questions used in the survey to be analysed at a sufficient level of detail. We formed categories on the basis of the codes. When forming the categories, it turned out that in the big scheme of things, the categories coincided for Scout Leaders, Rovers, Ventures and Scouts. As a result we presented the categories of each question in general terms, bringing out the specific aspects that nevertheless arose for some categories. The code tree for four questions is set out in Annex 1.

2.2 Focus group interviews

To obtain more information about the Scouts' experiences, the qualitative research method was also used in this study. Six focus group interviews were conducted with Scouts of different ages. The following table (Table 2.2) presents the detailed data for the focus groups.

The Estonian Scout Association aimed to form focus groups that would include the Scout units active in different Estonian regions with the

respondents consisting of equal numbers of boys and girls. To ensure that native speakers of Russian were represented, we initially planned to have two focus groups in Russian. In areas with a single Scouting unit, such as Rakvere, the Estonian Scout Association leaders contacted the local Scout Leader, who notified the children in their unit about the interviews.

Table 2.2. Composition of focus group interviews.

No.	Age of participants	Number of participants	Duration	Language	Location of interview
1.	15-19a	5	2h	Estonian	Tallinn
2.	11-14a	5	2h	Estonian	Tartu
3.	19-26a	5	2h	Estonian	Tallinn
4.	11-14a	10	1.5h	Russian	Narva
5.	16-20a	6	2h	Russian	Tallinn
6.	26-46a	7	2.5h	Estonian	Tallinn

In regions with more than one Scouting unit, such as Tallinn and Harju County, all of the existing units with youths in the age corresponding to the focus group were notified so that the units' Scout Leaders would find people to take part in the groups, the principle being that a single group would consist of youths from different units. In the case of the Ventures, Rovers and adults, the association's leadership got into contact directly and invited the people to take part. Whether the interview time was suitable was the determining factor for who could take part in the focus group.

To carry out the focus groups, six topics/questions were prepared, which were dealt with under the supervision of two interviewers, and if necessary the interviewers asked additional questions. The primary interviewer for the two Russian-language interviews was a native Russian speaker; the other interviewed was an Estonian who had an intermediate level of proficiency in Russian. The Estonian-language interviews were recorded and


transcribed while the Russian-language interviews were recorded and the Estonian interviewer drew up Estonian summaries of them based on the recording.

The topics covered in the interviews were:

- how did the person get involved in Scouting;
- what Scouting means for the youths;
- role of Scouting in everyday life;
- influence of Scouting on life and personal development so far;
- what being a Scout has given the person and how youths see and rate Scouting's long-term influence in their life;
- satisfaction with and expectations as to Scouting.

To analyse the material, thematic coding was used. The seven primary topics that came up the most in the interviews are addressed below.

But first, an overview of the main ways in which the youths first became involved in Scouting.



3 FOCUS GROUP STUDY RESULTS

3.1 How respondents became involved in Scouting

The interviews revealed that respondents most often became involved in Scouting through their peers. They were most often invited to an event and/or camp by friends, classmates and siblings. The role of parents in channelling and guiding children toward Scouting was also important. Parents probably made a concerted effort to look for information on interesting and high-quality extracurricular activities for their children.

For many youths, contacts with Scout Leaders were an important influencing factor in getting involved with Scouting. In a number of interviews, Scout Leaders were mentioned as having visited schools to talk about Scouting and invite children to a familiarization event or to join a Scouting unit. Contacts with Scout Leaders could also be of another nature – the Scout leader was the child's coach, worked in the same school as a teacher, was a co-worker of the parents or the parent of a peer.

In some cases, the children were simply invited by friends and acquaintances their age to a Scout

camp or hike and these were the first experiences with Scouting. Such events proved to be a very positive experience for the children and youths and they continued participating in the Scouting movement later on.

Participants in one group described their school as having very strong Scouting traditions and its own troop. Thus, it was very typical for students at that school to take part in the Scouting movement and regularly talk about their activities and events to younger pupils; for the most part, there was no recruitment of members from outside the school.

Children who took part in one group had once attended the same kindergarten class and then ended up going to different primary schools. Now 11, they made up an active Scout Patrol under the supervision of a parent who was the Scout leader.

To sum up, personal contacts with Scouting had a major role and significance, personal experience with a Scout Leader or event allowed the child or teenager to experience the Scouting community and develop an appreciation for that environment.

The following provides a look at the main clusters of topics that took shape in the thematic analysis. It should be emphasized that the youngest respondents tended, characteristically for their age, to talk about their experience very specifically and often in few words; as the respondents got older, they tended to be better at reflecting and

generalizing, and the respondents who had been involved in Scouting for the longest period of time in the oldest age group viewed their Scouting experiences from the broadest perspective. The positive atmosphere of the Scouting movement was considered very important by all age groups.

3.2 The positive and supportive environment of Scouting

Youths put a high premium on ways of spending free time in a high-quality, interesting manner. Hiking trips and camps in the great outdoors and shared activities with peers and supervisors are conducive to interaction in a friendly, non-judgmental and informal environment and lead to a sense of solidarity. In the course of these activities, youths are encouraged to do and try new things and contribute to joint activities, enjoy opportunities for development and experience a feeling of being included.

Respondents say that such a supportive and calm environment has been important for developing their sense of security and being valued. Respondents in Russian speaking groups noted in comparison that a positive atmosphere in their Scout Troop varied greatly from their relationships with classmates; in Scouting, they said, relations were much more amicable and mutually respectful. In the Estonian language groups, a number of respondents who had previously been poor communicators or shy, not particularly popular among their peers or had fallen in with bad company, said that upon joining the Scouting movement, they had found it to be a very supportive and friendly environment. Such an environment allowed them to feel secure, develop communication skills and a feeling of self-worth.

"I didn't have any friends, but as soon as you go to a Scout camp, the attitude that people have is more

like, 'you're my friend'...yes, a feeling of solidarity and the whole fact that you can do something fun and cool and go to the forest together and feel like you are with friends, the feeling of oneness, that is the most important thing for me..."

"I remember my mother telling me /.../ a few years ago that we don't know what would have happened if you hadn't joined Scouting. I was running with a pretty bad crowd at the time I got involved in Scouting."

Generalizing the respondents' experiences, we find confirmation that spending free time in a fulfilling manner in a supportive environment creates opportunities for fulfilling development needs appropriate to their age, such as competence, self-trust, connectedness and contribution³⁵ and facilitates a sense of belonging and security³⁶. Researchers who have studied socialization processes among youths deem it necessary to stress that belonging to a meaningful social group could have a particularly empowering effect on youths who have previously felt socially distanced from their peers for various reasons; for such youths, the environment and significantly increase their feeling of self-worth and self-confidence³⁷.

Such a long-term organizational affiliation and regular joint activities with peers and adult leaders give an opportunity for close relationships to develop between participants.

³⁵McLaughlin, M. (2000), *Community Counts: How Youth Organizations Matter for Youth Development*.

³⁶Machell, K., Disabato, D., Kashdan, T. (2016). Buffering the Negative Impact of Poverty on Youth: The Power of Purpose. *Social Indicators Research*, 126, 845–861.

³⁷Eder, D., Nenga, Scouting.K. (2006). Socialization in Adolescence. In J. Delamater (Ed.) *The Handbook of Social Psychology* (pp.157–182). Springer Science Business Media LLC.

3.3 Close friendships and human relations

For younger respondents, finding new friends after joining a Scouting organization is very important, and so is spending free time with friends. Slightly older respondents reflected more broadly on friendships in the context of Scouting, saying they considered it one of the most meaningful aspects of Scouting. The development of close friendships in the course of Scouting was for many respondents an important source of well-being, and was considered important in all interviews. Besides peers, personal attention and support from Scout Leaders was considered important. In one group, there was mention of a Patrol where mutual relations were particularly close-knit and where members customarily hugged each other.

"Probably all of my close friends are or have been connected or Scouting."

"Scouting has given me many friends, which means the atmosphere is that you are supported and judgments are not made, I really like it."

"I only have friends in Scouting, whom I can trust and who are like always there for me when I have some problem or concern that I have to talk with someone about"

For younger Scouts, contacts with friendly and supportive adult Scouts in camps and hikes were also an important source of a feeling of solidarity. Young people were treated with care and respect by adults and relationships lack hierarchy and judgment, which youth said was a positive characteristic of Scouting compared to everyday life at school. In modern social psychology, relationships with peers are considered increasingly important in the youth socialization process. In addition to supportive adults and friendships, being able to engage in shared activities that Scouting offers is of essential importance³⁸. Close friendships are an

important source of closeness and sense of security for youths, and often relationships with best friends are closer than child-parent relationships³⁹.

One adult respondent talked very vividly how his friendship had developed "based on Scouting" since becoming involved in Scouting in childhood:

"The meaning of Scouting for me is definitely friendship above all. When I was a child myself, I made friends myself, when I was a Patrol Leader, I was friends with the other Patrols' Leaders, and today we also have one circle of friends."

One respondent shared their very personal and heartfelt experience of how their Scout leader taught them how to braid a wreath of flowers. As a 13-year-old, the respondent hadn't previously known about this. The respondent later became a Scout leader of younger Scouts and maintained warm relations with the previous Scout Leader and their own charges in adulthood.

"I was taught how to braid a dandelion chain. I hadn't ever done such a thing. I was happy there, braiding my new daisy chain."

In dealing the developmental needs of youth, Hamilton et al (2004) emphasize that youth organizations whose activities build positive and supportive relationships with peers, younger children and adults, may be important positive influences in the development of the youths, especially if these activities are regular, long-term and based on reciprocity. They simultaneously develop competence in the field of social relationships, communication skills and the person's current activities at hand, developing self-trust, self-awareness and self-worth⁴⁰.

³⁸Corsaro, W.A., Fingerson, L. (2006). Development and Socialization in Childhood. In J. Delamater (Ed.) *The Handbook of Social Psychology* (pp.125-156). Springer Science Business Media LLC.

³⁹Eder, D., Nenga, Scouting.K. (2006). Socialization in Adolescence. In J. Delamater (Ed.) *The Handbook of Social*

Psychology (pp. 157-182). Springer Science Business Media LLC.

⁴⁰Hamilton, Scouting.F., Hamilton, M.A., & Pittman, K. (2004). Principles for Youth Development. In Scouting.F. Hamilton & M.A. Hamilton (Eds.) *The Youth Development Handbook: Coming of Age in American Communities* (pp. 3-22). Thousand Oaks: Sage Publications, Inc.

In addition to the supportive environment and close human relationships, participants also noted many

important aspects in regard to how Scouting has affected them as humans and their lives.

3.4 Scouting's multifaceted influence on youths' personal development

Both the younger and older respondents considered it important that Scouting brought a change of pace into their everyday lives, serving as a balancing, calming factor. For younger children, it is a hobby that helps them spend free time in an enriching manner, while for older respondents who are Scout Leaders, it is a way of unplugging from their everyday work and experiencing something new and interesting after decades of participation in Scouting.

The influence of Scouting was associated with long-term positive emotions, which gave energy and motivation for contributing to other important walks of life. Respondents said that putting oneself to the test, doing things themselves and taking responsibility in the course of the Scouting movement have given them self-confidence and courage in the bigger picture for coping with life and taking responsibility in different situations.

"[Scouting] gives you a chance to take responsibility, /.../ if someone needed to go knock on the teachers' room in school, I was told, M. you go, because you have the guts – it gave you courage and self-confidence at a young age."

"Plus, Scouting gives you motivation somehow." /.../ you're in your routine, you go to some event, help organize something and afterwards you feel like it was an energy boost for doing other things."

For the respondents, courage to take on challenges in life and also admit failure was important and the development of this quality was also associated with Scouting. The Scouting movement gave them a number of opportunities and encouraged them to try new activities, without passing judgment in the

event of failures. This instilled the necessary self-trust that youths need for coping in new situations outside of Scouting as well. Taking part in student councils, the local governments' youth council, and going off to university were steps that youths associated directly with the courage and self-confidence that they had acquired in the course of Scouting. Making such choices, creating possibilities for oneself, noticing the possibilities that arise and making use of them were prominent aspects that came up for respondents in connection with Scouting.

"I immediately thought if there's a challenge, I would view it as a development opportunity, not as 'it's a challenge and I better not take it'"

"I am more open to challenges and also bolder, it's the same thing again – that I dared to come here, that I take on more challenges in the future. I'd like to become a veterinarian but it isn't completely certain, maybe Scouting will give me the courage to go and try out whether it's the right field for me. And if it isn't, so what, I will seize some other challenge."

The Estonian context in regard to youth activity should be introduced at this point, based on the findings of past youth studies. One-tenth of young adults have taken part in various participatory and representative bodies, while close to one-half of young adults had not even heard of such opportunities for participation⁴¹. Longer-term comparative studies have shown that the civic participation level of Estonian youths has been on the rise in recent decades. While only 5% of youths are politically active, some youths are participants in various civil society initiatives and slightly over one-third of youths are inactive and uninterested⁴².

⁴¹https://www.hm.ee/sites/default/files/uuringud/noorsootoos_osalevate_noorte_rahulolu_noorsootooga_loppraport_2018a.pdf

⁴²Kõuts-Klemm, R.; Kalmus, V.; Kutsar, D.; Ainsaar, M.; Beilmann, M.; Kasearu, K.; Soo, K. (2019). Noored ja ühiskond: osalus, rahulolu ja toimevõime. *Riigikogu Toimetised*, 40,

For some interviewees, the organization's influence was fairly similar to the influence of family; they held in high regard support from and human closeness with people they had met through Scouting.

"Scouting is precisely like a family away from my family. It's as if you have many families, it's a big organization family /.../ it's just like a big and happy family /.../ I can't put it any better than that."

"I'd also say they're like a family, I couldn't get by without those people. Great people here in Scouting."

Synergy was a keyword one of the respondents cited explicitly, but the topic cropped up multiple times in the course of analysis. Positive human relations, positive environment, developmental and interesting activities have a long-term influence on the participants' emotional wellbeing. Based on the interview with the oldest age group, it appears that the synergy experienced may have a lifelong effect on people and ties them together even if there were longer hiatuses in their involvement due to other obligations. The participants themselves referred to such hiatuses using a witty term ("creative leave").

"The synergy in Scouting is the fact that you feel like it's just good to be together, that you're open and free, you enjoy every last second you are with those people and doing something cool, so it's the emotion that comes to mind first."

The close, longer-term contact with nature on hikes and at camps has made the respondents' mindset and attitudes more conservation-focused, getting them to think about nature conservation. Picking up litter in the forest and streets has

become a habit for them. For instance, the Kids in one Russian-speaking group take part in an organized trash cleanup in Lasnamäe every spring.

Broadening of horizons was seen by the youths as an important part of the Scouting movement. They mentioned their time spent at camps in different parts of Estonia where the youths would ordinarily not visit and possibilities for making new friends all over Estonia, meeting new and interesting people, broader travel opportunities, encounters at international camps with people with different cultural and religious backgrounds, helping the youths see how diverse the world is.

"And Scouting means discovering the world – if you go to some jamboree, it's a powerful feeling to be somewhere in England, Poland or America, as in our case recently /.../"

"It gives you plenty of chances to travel and meet new people, do something you didn't think you'd ever do..."

To cap off this subsection, it could be said that Scouting appears to have a multifaceted influence on the development of the youths – it develops an active outlook on life, promotes and deepens lasting social relationships, develops cooperation and interoperability with other people, helps to contribute to various community activities, broadens their understanding of the world and opens up possibilities for finding one's place and realizing one's potential in future⁴³.

In the following, we address more specific competences and skills that youths have acquired through their participation in Scouting.

113–123.<https://rito.riigikogu.ee/wordpress/wp-content/uploads/2019/12/K6outs-Klemm-et-al.pdf>

⁴³McLaughlin, M. (2000), *Community Counts: How Youth Organizations Matter for Youth Development*.

3.5 Skills and competences acquired by Scouts

Doing things together with peers and Scout Leaders and engaging in cooperation toward achieving common goals was for many respondents the aspect that gave Scouting meaning – it promoted the development of social skills, teamwork and adaptation ability, and taking others into consideration.

New and interesting activities offered opportunities for discovering new things in the broadest sense, acquiring new experiences and skills, knowledge and broadening the limits of one's abilities appropriate to one's age. Respondents said this had a stimulating and motivating effect, encouraging them to try new activities, develop their abilities and promote opportunities for self-fulfilment in future.

"Thanks to Scouting and Scouting camps, there were so many new things to try, from archery, canoe trips, I know many have also done a 24-hour hike, survival courses in winter...so yeah, you can try many new things..."

In the case of coping and survival skills, the young people described how camps and hikes allowed them to acquire skills for getting by in the wild: navigating by map and compass, finding a good campsite, building a fire, cooking, and more. The possibility to actively contribute and take action with others toward common goals gave their activities extra value. This allowed the youths to develop a sense of responsibility and communication and leadership skills, and adapt to new conditions.

A number of respondents also described organizing experiences, which were a boon for their development and gave them encouragement. Scout Leaders allowed the youths to contribute significantly to preparing and running camps and organizing the organization's everyday work.

"Scouting has also given youths the possibility to organize a camp by themselves. So you can try out that sense of responsibility. "

Many of those interviewed had acquired the necessary basic skills for administering first aid. It was considered very essential to be able to help other people in emergencies. The respondents said the diverse knowledge and skills acquired through Scouting helped them draw connections between different walks of life – for example, at school, some topic might have been covered from a theoretical aspect but those who had been involved in Scouting had already had experience with the topic from the practical side of things. Spending free time in a high-quality manner also promoted the development of time planning skills.

"When I'm tired, after a very busy day, and I have a lot of homework, I organize my time so I manage to get everything done and then meet my Scouting obligations, too."

New skills, competences and knowledge very clearly promote young people's ability to cope independently, think on their own, be inventive in solving new situations, raise their self-concept and self-trust, and broaden their horizons and overall competence.

The Phoenix University Institute of the Future has articulated ten universal future work skills for 2020⁴⁴, and placed in this context it can be said that participation in Scouting develops a novel and adaptive mindset, transdisciplinarity, sense-making and design mindset (i.e., the ability to plan and communicate one's activities).

In addition to the key influences mentioned previously, Scouting was seen by youths as having an important role in other aspects of personal development. These topics came up repeatedly in all interviews and are dealt with in the next two subsections.

⁴⁴[https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)

3.6 Social development

The development of youths' social skills in the course of Scouting was mentioned repeatedly in connection with the preceding topics. In the context of social development it is worth mentioning the increase in confidence as communicators, which youths mentioned repeatedly in the interviews. The more introverted youths gained in self-trust thanks to positive communication experiences and became more open and bolder.

"When I first got into Scouting, I was very shy, it was hard to talk to people and start a conversation, I had few friends. But I have become much more open, it's much easier for me to become acquainted with people, my self-belief has grown."

"For me, Scouting means friendship; progress, in the sense that I feel that I have developed so much in Scouting, a shy boy has now become a more confident boy."

Through participating in Scouting, young people have acquired such universal values as honesty, goodness, friendliness, politeness, helpfulness. These qualities become a natural part of their personality and they act on them in their lives.

"From Scouting, I got the idea of being generous and nice and friendly to everyone and it just sticks with you."

"In everyday life, [Scouting] has the effect that there are some knowledge and attitudes that Scouting has given me, for example, that I am honest /.../ and I do one good turn every day."

Youths also associate Scouting with shaping positive attitudes toward other people, taking them into consideration, and a significant increase in empathy and tolerance. This has been promoted by close

contacts with peers and adults and possibilities and possibilities to act together for a longer term, and also contacts with people with different cultural and religious backgrounds from elsewhere in the world.

"I am also able to interact with many different people and it's like my power of empathy has increased so much, I understand all the different views."

"In the bigger scheme of things or longer term, Scouting gives the courage to be oneself /.../, I am who I am, someone else is who he is, and it's like I tolerate him /.../ Scouting teaches you to look /.../ past stereotypes /.../, and see that a person is not what religion he is."

The development of cooperative skills came up as a topic repeatedly in several groups. Hikes and camp activities were mainly planned in a way that required young people to work together and this promotes cooperation in a natural environment.

"Maybe the keyword is to teach cooperation so that we should all make efforts together, an ordinary group there are certain groups and the group has to work together /.../ the group must be able to decide who does what and who does what and this has taught people to take everything into consideration and cooperation."

In the context of the Phoenix University Institute for the Future's future work skills 2020, the influence of involvement in Scouting on the development of social intelligence should certainly be highlighted, as it facilitates the development of cooperation with others; so, too, the development of cross-cultural competency, which is essential in a globalizing world.

3.7 Development of personal skills

Respondents associated participation in the Scouting movement with the development of many personal skills. The influence of Scouting values on youths helped make their sense of duty and responsibility; resolve, self-control and discipline become natural, almost innate for many. As a

result, the youths were able to cope more independently, take on more responsibility for their actions, make more conscious choices, and this in turn promoted the growth of self-trust and self-confidence. According to several participants, what they experienced in the Scouting movement in

terms of their sense of security and being valued was the basis for a growth in their self-trust and internal sense of security, which gave them courage and resolve for making progress in life.

"Scouting contributes to developing perseverance and also develops self-belief, the belief that I am capable of achieving that goal."

"And I have that feeling all the time, there isn't a moment where you think, 'I can't.'"

The development of such personal skills can be best summed up by using the theory of self-efficacy. Self-efficacy refers to a person's belief in their ability to cope with certain tasks and to control the events that in turn affect their life⁴⁵. The

more positive self-efficacy is, the higher the goals a person can set for themselves and the more consistently they strive toward the goals⁴⁶. Based on these interviews, it can be said that the Scouting programme supports the development of self-efficacy in young people and promotes the development of personal positive beliefs, this in turn being the basis for motivation, wellbeing and self-fulfilment in all walks of life⁴⁷. A study conducted among Scout Leaders in the United States also indicated that their activities are aimed to contribute to an increase in youths' self-confidence and self-efficacy, and development of management and self-regulation skills⁴⁸.

3.8 The (broader) meaning of Scouting

Participants in the focus groups saw Scouting in very diverse, striking ways. For many, belonging to a global youth organization with long traditions is very important; its internationality was deeply meaningful for young people and older respondents. Common insignia reinforces the sense of solidarity even further at camps and events.

"I really like the global element, that we all are cohesive, not only that we in Estonia are cohesive. Like people everywhere."

"Scouting gives you the opportunity to go to, say, Japan, you meet someone else with the kerchief around their neck and it makes such a deep impression or such a big reason [for being a Scout]."

The respondents also viewed Scouting more broadly as a lifestyle that has indirectly influenced different aspects of their lives. The interview questions got most of the participants to articulate these influences for the first time, the open-ended nature of the questions and the additional

questions from interviewers allowed the respondents to more deeply reflect on their experiences.

"Scouting is like a lifestyle that impacts every aspect of a person indirectly. /.../ it has also certainly done much for self-confidence and competence, so it is actually, well, it has helped make progress at the personal level, making me more confident, skilled, knowledgeable about everything, and without Scouting I might not have taken any of the steps forward that I've taken in life."

For adult respondents who had contributed significantly to the Scouting movement on the basis of volunteering, contributing to the good of youth with the goal being of making the world better. It is one of the most important core principles of the Scouting movement. Scouting is largely based on the work of adult volunteers and requires participants to make noteworthy efforts, running the risk of burnout, which was also discussed in the course of interviews. At the same time, volunteers have the

⁴⁵Schwarzer, R., Mueller, J., Greenglass, E. (1999). Assessment of perceived general self-efficacy on the internet: data collection in cyberspace. *Anxiety, Stress and coping*, vol. 12, pp. 145-161

⁴⁶Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan. *Self-Efficacy Beliefs of Adolescents*. Copyright. Information Age Publishing, vol. 5., pp. 307-337

⁴⁷Pajares, F. (2006). *Self-efficacy During Childhood and Adolescence. Self-Efficacy Beliefs of Adolescents*. Copyright. Information Age Publishing, pp. 339-367

⁴⁸Hershberg, R. M., Chase, P. A., Champine, R. P., Hilliard, L. J., Wang, J., Lerner, R. M. (2015). Tufts University "You Can Quit Me But I'm Not Going to Quit You:" A Focus Group Study of Leaders' Perceptions of Their Positive Influences on Youth in Boy Scouts of America. *Journal of Youth Development*, 10, 2. <http://jyd.pitt.edu/ojs/jyd/article/view/406>

possibility of regulating their load and sharing it with friends they have made in Scouting. The successful events and positive experiences gained by youths are motivators for adult volunteers, and this mainly compensates the efforts made.

"But sometimes there are some events, you see people are happy and you know you've helped to make the world better by offering the opportunity for youths to engage in activities, you've helped them to develop. That's what making the world a better place means: happiness, freedom, friendship, everything."


Scouting has given much in terms of values and experiences, and this was expressed by the adults in the interviews in different ways and from different perspectives, being able to set these experiences in a broader perspective based on life experience

– they had a broader understanding of life and the world, they had a desire to convey what they had experienced to their children, and they perceived their role as a valuable member of society.

".../ the view of life was much richer, so I think if I weren't a Scout I would not have such friends and such knowledge and views of life, either. It has truly become richer."

"If I have children and run out of energy for Scouting, then I will take a break, but I think when my kids are older, I will come back, I will come back with the children. Because I have seen how it has given me myself. How much room for development how much value it has given my life, and I want my children to also partake of it."

"You kept on learning, somehow you sensed your role in society as bigger than those who perhaps didn't attend, it seems the impact was big."



RESULTS OF THE 4 QUESTIONNAIRE

4.1 Satisfaction with Scouting and plans to continue in the movement

The respondents tended to be satisfied with Scouting, which is also to be expected, as it is a voluntary association. The questionnaire included the question, “How much happiness do you get out of being a Scout?” and respondents were asked to respond on a scale of 0 (no happiness) to 10 (full happiness).

The average score for all of the survey takers was 8.8 (SD= 1.7) – clearly, people tend to derive happiness from Scouting and the score does not depend on the status or position of the respondent in the unit. Looking at Scouts in more detail, it turns out that only six of 82 respondents gave 6 or fewer points to this question, and 40 Scouts gave a 10. Twenty-three of the Ventures gave 8 or more points and six respondents gave six or fewer. The average rating from the Rovers was 9 points (SD=1.6). Fewer than six of the Scout Leaders gave fewer than 6 points, but 22 gave 10 points. Thus, it appears that Scouting is perceived as offering emotional satisfaction.

We asked respondents to put into their own words what they liked and did not like about being a Scout. First, let us take a look at how well members like the movement and then to what extent the various reasoning and opinions from the point of view of Scouts, Ventures, Rovers and Scout Leaders.

On the basis of the responses describing how well they like Scouting, we formed the following categories:

- events
- spirit of Scouting
- good memories (this category was formed in the Scout Leaders and Rovers group)
- working with children/youth was a category that was formed from the responses from Scout Leaders, Rovers and Ventures
- being in nature and hiking
- obtaining new knowledge and experiences
- socializing and friends

- lifelong organization (this category was formed only from the Scout Leaders' responses).

In all four groups who took part in the survey, respondents said they liked specifically the "spirit of Scouting", in other words they had a high regard for the core principles of Scouting, which emphasize general humanistic values such as tolerance, openness and flexibility, honouring relationships and ties, respect for others, striving for a better, more equitable society, and awareness of the environment and surroundings.

It's important that I can be myself. (Scout)

The direct opportunity to directly contribute to making the world a better place. (Scout Leader)

To be part of something bigger that changes the world! (Venture Scout)

Gaining new knowledge and experience occupied an important place. To this category, we added very diverse knowledge acquired in Scouting, plus opportunities to experience new situations and put oneself to the test. The latter ties in with the categories of the two last questions, which related to

self-efficacy, putting oneself to the test and a secure and supportive organization to do all of it in.

Spending time in nature and hiking are certainly a category seem as a central, important topic in Scouting. Naturally, adventures and camps have an extremely important role, they are looked forward to and participants delight in them.

Among the older Scouting groups, good memories from different events, friendships and participation in the world Scouting community are also important. Memories are part of the retrospective identity creation and, as such, important in people's daily lives.

Lastly, it should be noted that for Scout Leaders in particular, it is important that Scouting is a lifelong organization – in other words, the possibility of continuing as a member of the organization whose values has been internalized over time and which has become a part of the person's self-concept.

The fact that I, at 86, am still connected to Scouting! (Scout Leader)

Table 4.1. Frequency of occurrence of categories of reasons cited for enjoyment of Scouting (the number and size of the circles indicates how frequently the relevant category occurred). The table is more of an illustration rather than exactly proportional to the data.

Category	Scout	Venture Scout	Rover	Scout leader
events	●●●		●●●	●
new knowledge	●●	●●	●	●●●
being in nature and hiking	●●	●●●	●	●
socializing and friends	●	●●●	●●	●●
spirit of Scouting	●	●	●●	●●
camps		●		
working with children		●	●	●
good memories			●	●
lifelong organization				●

To sum up, the categories of enjoyability in the four groups are shown in the following table (see Table 4.1), where the number and size of the circles

indicates the frequency of occurrence of the relevant category. Here we see that Scout Leaders emphasize primarily the acquisition of new knowledge

and experiences, while Rovers more frequently mention events, the Ventures put emphasis on spending time in nature and hiking as well as on friends and socializing, and for Scouts the first thing that comes up when talking about what they like is events, followed by acquisition of new knowledge and experiences. Respondents were asked to think back on the events and activities organized by Scout Leaders during the last 12 months and rate how they liked these events.

In general, it can be said that events were deemed enjoyable, and 36% of all of the participants in the survey gave the maximum number of points while fewer than 10% indicated they did not enjoy the events. There were proportionally more Scouts and Rovers who considered the events very enjoyable than among the Ventures and Scout Leaders (figure 4.1). The differences were not great, however, especially considering the relatively low number of respondents.

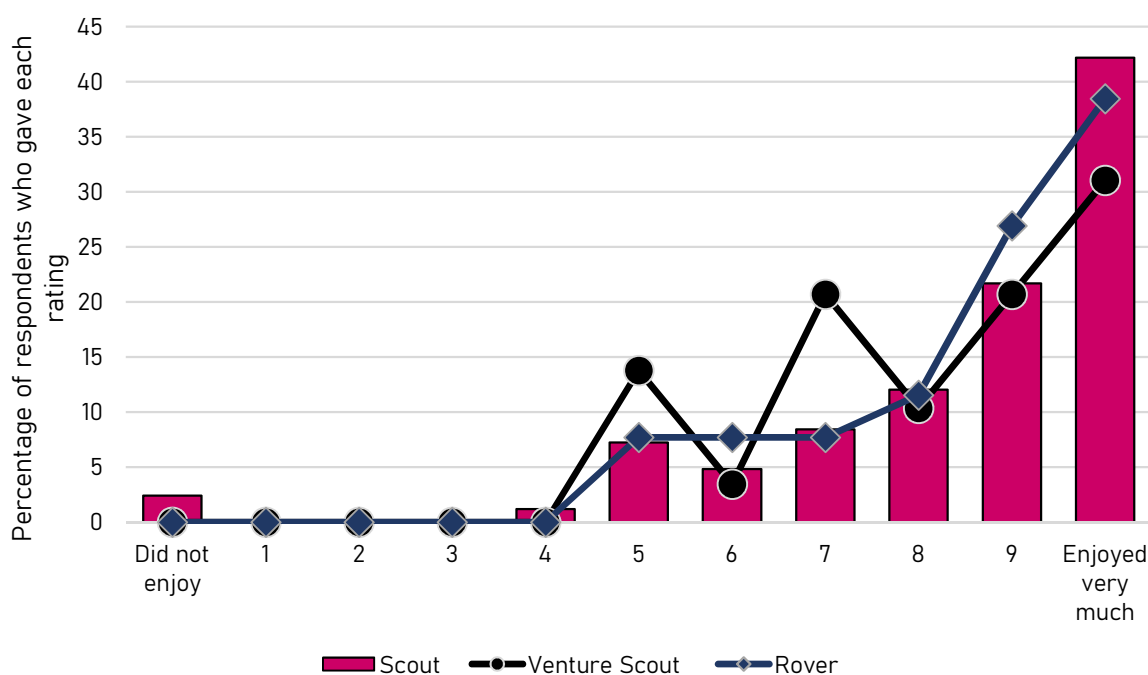


Figure 4.1. Distribution of ratings given by Scout Leaders to the enjoyability of events.

As another aspect, we looked at what respondents did not like about Scouting. Relatively few of the respondents answered this question. As a result, it was harder to come up with generalized categories. Broadly put, it can be noted that dissatisfaction could be classified as concern for the organization and personal dislike of certain things. A full list of the categories can be found in Annex 1; in this section, we provide only the categories related to the organization:

- lack of new members joining,
- dearth of resources,
- competition with other youth organizations
- dissatisfaction with leadership on various levels

- responsibility
- commitment
- doing official business
- time constraints and being overworked
- keeping up with the times
- too few events
- meetings

People noted their concern about the organization's sustainability, which was expressed partially in worry over the supply of new members entering the organization both among youths and those looking to take on greater responsibility in the organization on a voluntary basis. Concern was expressed among older Scouting groups that often they were pressured to take responsibility before

they were ready for it or expected to be very dedicated to the organization. The same problem is actually also reflected in time constraints and feeling overburdened, something described well by the following humorous lament:

A joke told by a friend of mine. "Going to work interferes with my Scouting" is actually pretty much the truth. I would want to contribute more than is possible for me. (Scout Leader)

Another Scout leader expresses themselves more seriously:

If you've taken on a weighty task in an organization, often it takes quite a lot of time and as a result your personal life can be left in the backdrop, plus it is find a successor who is willing to continue tackling your task in the organization (Scout Leader)

Concern was also expressed about the dearth of funding, with respondents saying there could be more paid employees in the Scouting organization, which would lighten the volunteers' workload, such as in regard to administrative matters. A desire was expressed for greater state support for activities and less competition with various values-based youth organizations. A more serious problem area noted was the fact that the organization

has had to change and keep up with the times, and as a result, the organization has, for some members, drifted away from the original sources and core principles of Scouting. Too many concessions are made to get new members.

Respondents also said that they do not always understand leaders' decisions, and that likely this is due to low communication and the reasons for the decisions are not clear enough.

For younger Scouts, a problem tends to be that meetings are not necessary always interesting enough and also that events are held too seldom or at an unsuitable time. In addition, respondents said not enough activities are aimed at specific ages. That is also the broader situation in society. Activities are not aimed at late teens and youths; they are expected to shoulder the role of adults, and thus it is not easy for them to find a place in different organizations or hobby groups.

In spite of some critical comments, generally respondents are very content with Scouting. Figure 4.2 shows the average satisfaction with various facets of Scouting on a scale of 1 to 10, where the highest value signifies greatest satisfaction.

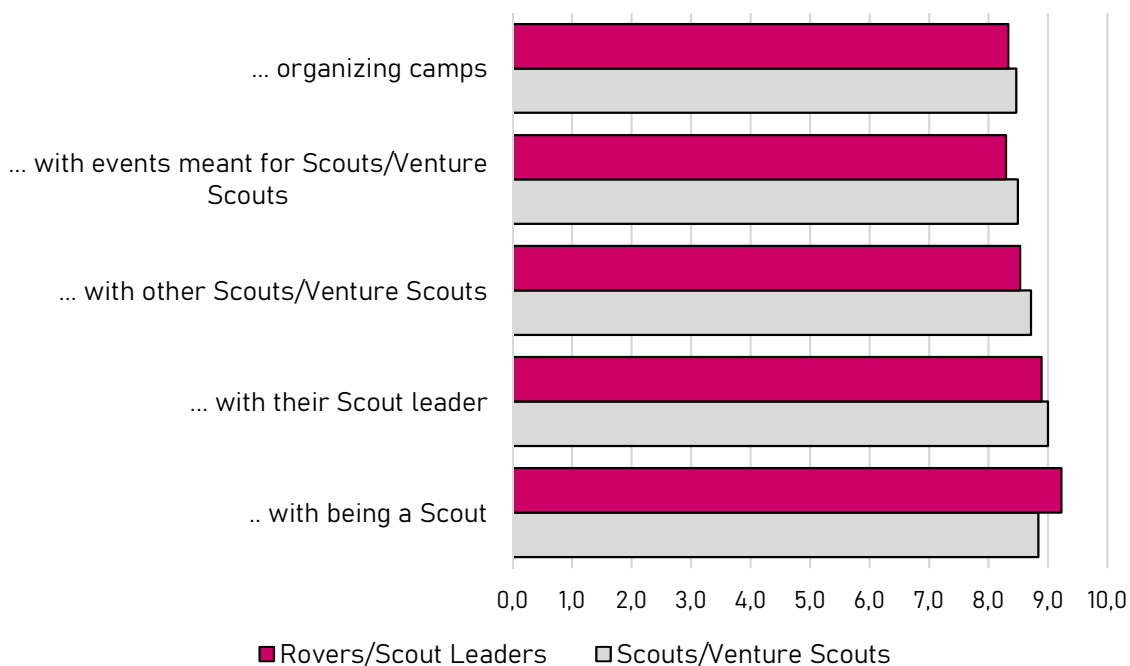


Figure 4.2. Average satisfaction with different facets of Scouting (scale from 0 – 0- not satisfied at all ... 10 – very satisfied).

We can assert confidently that the Scouts, Ventures, Rovers and Scout Leaders are very satisfied with different facets of Scouting, with the average rating being higher than 8. Scouts and Scout Leaders gave a rating of 9 to their satisfaction with Scout Leaders and 8.8 to satisfaction with being a Scout. Scout Leaders and Rovers gave the highest average rating to being a Scout – 9.2. Of course, these differences are very minor and thus it cannot be said that the average satisfaction ratings for each group are significantly statistically different. Comparing international Scouting satisfaction and Scouting impact surveys, it can be said that the satisfaction of Estonian Scouts is at the same level or even higher. For example, the PACEC report showed that 43% of UK Scouts were very satisfied and 29% were mainly satisfied with the opportunities and benefits offered by Scouting⁴⁹.

Satisfaction with various facets of Scouting is related to general life satisfaction. The average life satisfaction on a scale of 0-10 was around 7.5-8, which means that the respondent is generally satisfied with their life. We looked at how strongly

satisfaction with life and satisfaction with various facets of Scouting were correlated. In the case of Scouts/Ventures, general life satisfaction was most strongly correlated with satisfaction with other Scouts and Ventures ($r=0.31$ $p\leq 0.001$). In the case of Rovers and Scout Leaders, it was most strongly correlated with deriving happiness from Scouting ($r=0.41$ $p\leq 0.001$) and being a Scout ($r=0.39$ $p\leq 0.001$). Thus, for younger Scouts, it is important to get along with fellow Scouts, while for older members, the more general meaning and sense of belonging in Scouting was important.

We can look at satisfaction with Scouting more indirectly through how likely young people are to recommend Scouting to their friends and to what extent they are prepared and see themselves as tied to Scouting for a longer term. Figure 4.3 sets out the average rating of how likely respondents would be to recommend Scouting to a friend. We see that as expected, the average score is highest among Scout Leaders – 30 out of 45 Scout Leaders would “definitely recommend” Scouting. The recommendation score is lowest for Ventures – 7.8.

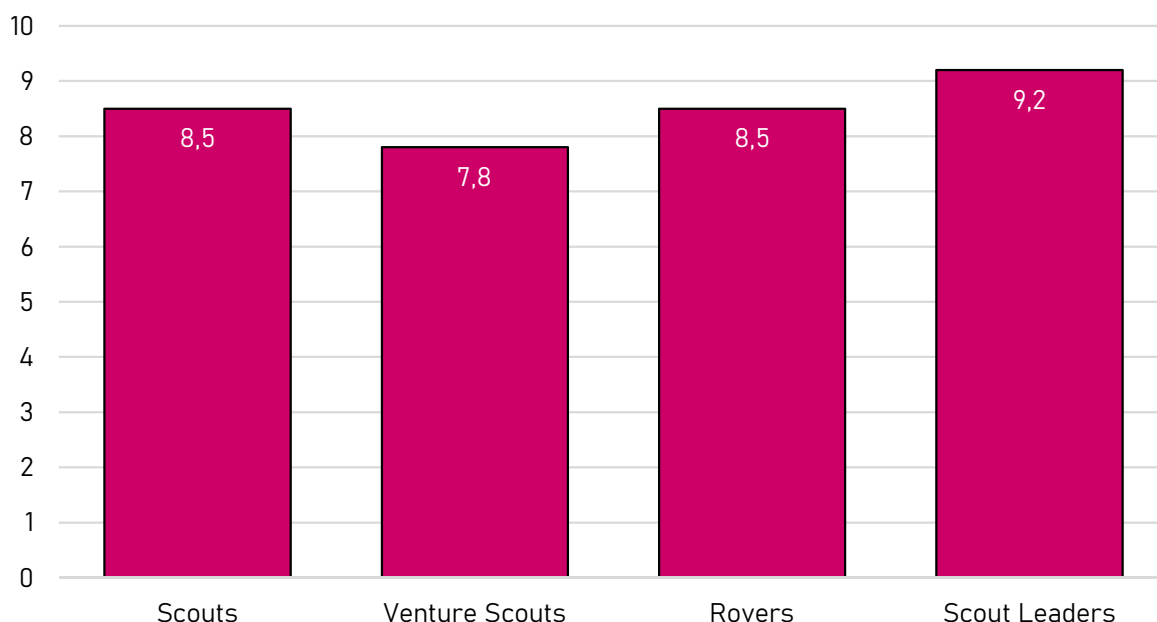


Figure 4.3. Please rate how likely you would be to recommend becoming a Scout to a friend. (Scale: 0 – definitely would not recommend ... 10 – definitely would recommend).

⁴⁹Public and Corporate Economic Consultants (PACEC) (2011). *Impact Assessment Evaluation of The Scout Association*.

This value is the Net Promoter Score⁵⁰, which is seeing increasing use as an alternative way of gauging satisfaction. In calculating the recommendation index, three groups are distinguished: Those who give a 9-10 are “promoters”; 7-8, “passives”; and 0-6, “detractors”. In calculating the score, the percentage of detractors are subtracted from the percentage of promoters and the number of passives is considered for calculating the percentages.

The score for all respondents is 51%, which is an excellent result based on the index calculation criteria. The promoter score in the study conducted among UK Scouts in the 14-17 age group was 52.3%⁵¹. Looking separately at the different age groups in Estonia, there are major differences between Scouts, Ventures, Rovers and Scout Leaders. As expected, the score is highest among Scout Leaders – 73.4%. They are followed by Rovers (55.3%) and Scouts (47.1%) and the lowest score is found among Ventures – 21.5%. The scores should be interpreted based on the criterion that a result higher than 70% is “world class”, while 50-70 is excellent and 0-49 is good. The average promoter

score among people involved in Scouting in Estonia is thus similar to that for the UK, but the average is made higher by the ratings given by Scout Leaders. Thus; comparing one age group to the same age group in the other country, the promoter score is somewhat lower in Estonia than in the UK.

Respondents were asked how likely it was that they will continue in Scouting until they become a Venture Scout. A total of 82 Scouts answered this question; 48 of them said it was very likely they would continue, 19 tended positive and 15 respondents said “not likely at all” (figure 4.4). Thus, 60% or so of the Scouts in the study are very clearly orientated to continuing in Scouting and see themselves becoming Ventures.

Twenty-eight of the Ventures who responded (54%) said they were completely certain that they desire to continue, and 12 (43%) are fairly certain they wish to continue. Only one respondent tended toward not wishing to continue (figure 4.5). Thus, the Ventures clearly evinced an orientation toward wishing to continue their involvement in Scouting.

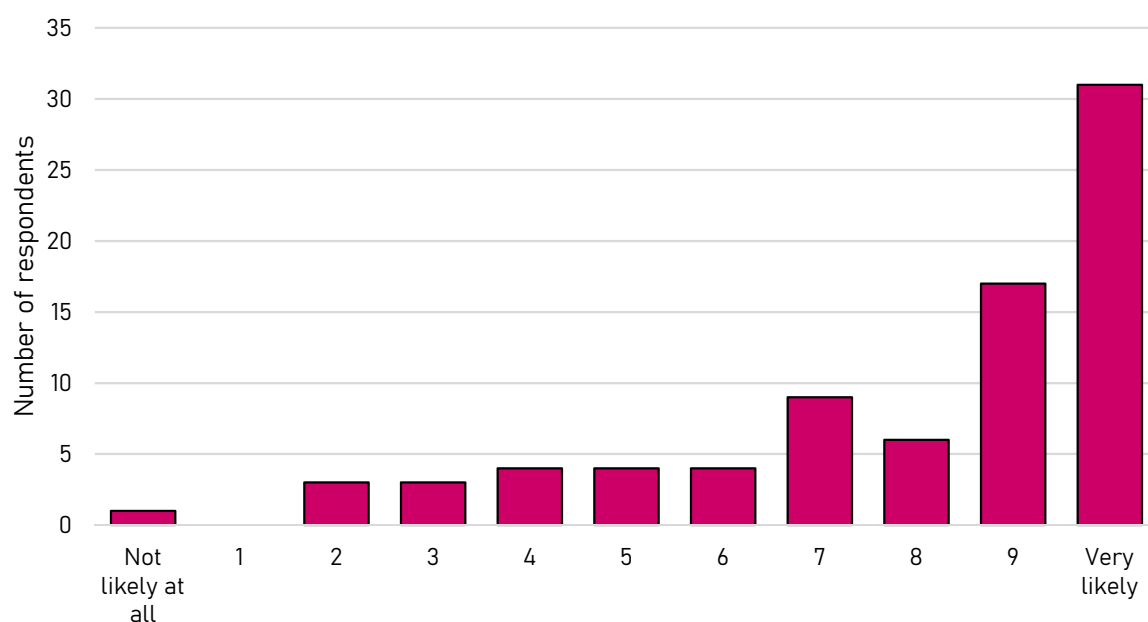


Figure 4.4. Scouts' self-reported likelihood of continuing in Scouting until becoming a Venture Scout.

⁵⁰Reichheld, F. F. (December 2003). One Number You Need to Grow. *Harvard Business Review*.

⁵¹The Scout Association: Pilot impact survey analysis for the UK (2017)

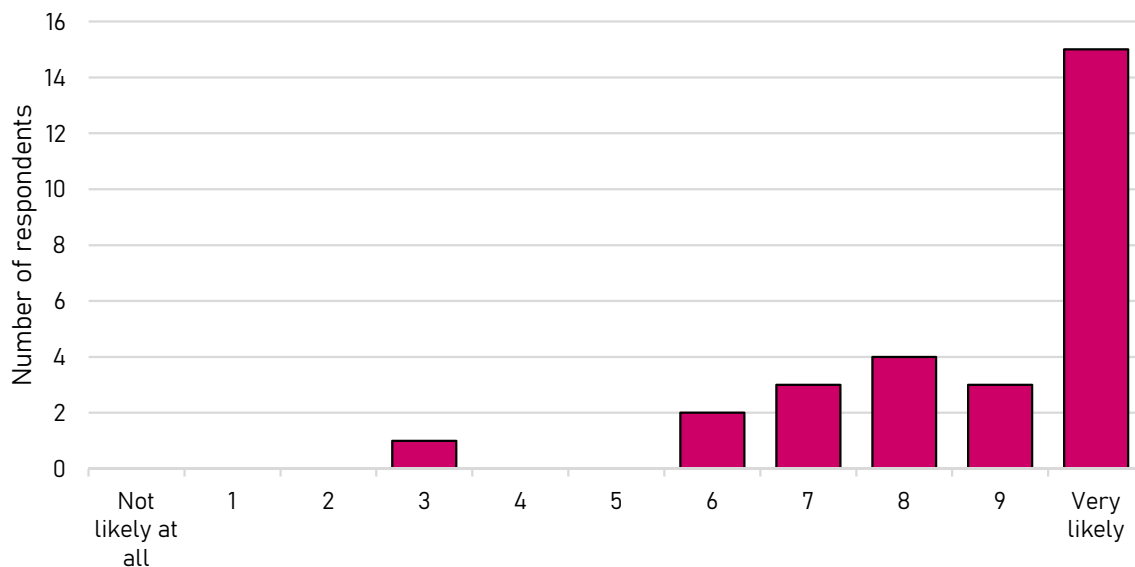


Figure 4.5. Ventures' assessed likelihood of continuing in Scouting until becoming a Rover.

Finally, we asked all underage respondents to say how likely they considered it that they would participate in Scouting as adults. This question had 115 respondents and the ratings were distributed as

follows (figure 4.6). Two-thirds of respondents see them as being involved in Scouting in future, giving 7 or more points.

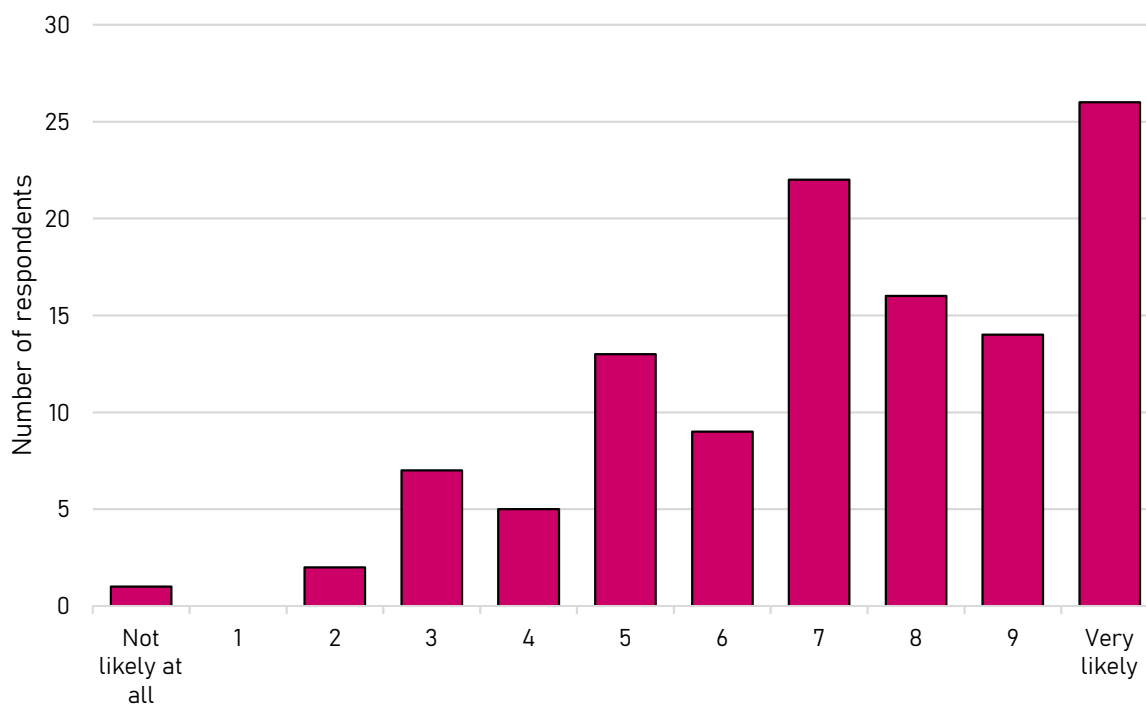


Figure 4.6. Readiness to be involved in Scouting as an adult.

4.2 Participation activity level and enjoyment of events

In the following section, we will look at the participation activity level and practices of participants in Scouting. A first observation that can be made is that respondents fall into three groups: active, moderately active, and non-active participants.

Members who take part at least once every two weeks or more often can be considered active participants – 36% of all respondents. One-fifth of respondents take part once a month and 11% take part less than once a month. Forty-six respondents (24%) take part in activities once every three to six months on average and 15 respondents noted that they take place less often than that.

Participation activity is highest among ordinary Scouts – 73% of them take part once a month or more often, and as expected, it is lowest among Ventures, of whom one-fifth put down a participation frequency of once month and more than half said they took part once every 3-6 month or less often. Two Rovers said they took part very actively in Scouting – at least once a week.

Although it might be presumed that there is a correlation between how much participants like the activity and the frequency of the participation, we could not confirm this. The extent to which participants like the events does not depend on the frequency of participation. The average satisfaction rating given by those participating once a week is 8.3 points and those participating once every 3-6 months is 8.5 points. Thus, the low participation does not directly mean that they do not like the Scouting events; the reasons probably lie

elsewhere, such as in the kinds of activities offered. In the following, we will look at the main profile of the activities.

In regard to this response, we divided the respondents into two groups: Scouts and Ventures make up one group and Rovers and Scout Leaders another. They are relatively similar in terms of profile of activities (figure 4.7).

In the last 12 months, half of the Scouts and Ventures who responded took part in activities outside the usual venue, and one-third did so once a month or more often. The proportions for Rovers and Scout Leaders are lower.

Sixty-five per cent of Scouts and Ventures have spent the night away from home at least a few times a year; and the proportion is slightly over one-half for Rovers and Scout Leaders.

Half of respondents have taken part a few times in the last 12 months in major events where various Estonian Scouting units get together. One-third of Scouts and Ventures have taken part in international Scout events on at least once occasion, and two-fifths of Rovers and Scout Leaders have done so. The participation rate in international events is 53% among UK Scouts.⁵² Thus, it can be concluded that Estonian Scouts' participation in domestic events is relatively similar to practices in other countries. For example, according to the PACEC report, 90% of Scouts aged 10.5-25 take part at least once a year in a backpacking trip or camp⁵³, but the participation in international events is lower.

⁵²The Scout Association: Pilot impact survey analysis for the UK (2017). SocStats, p. 13.

⁵³ Impact assessment evaluation of The Scout Association (2011), p. 26.

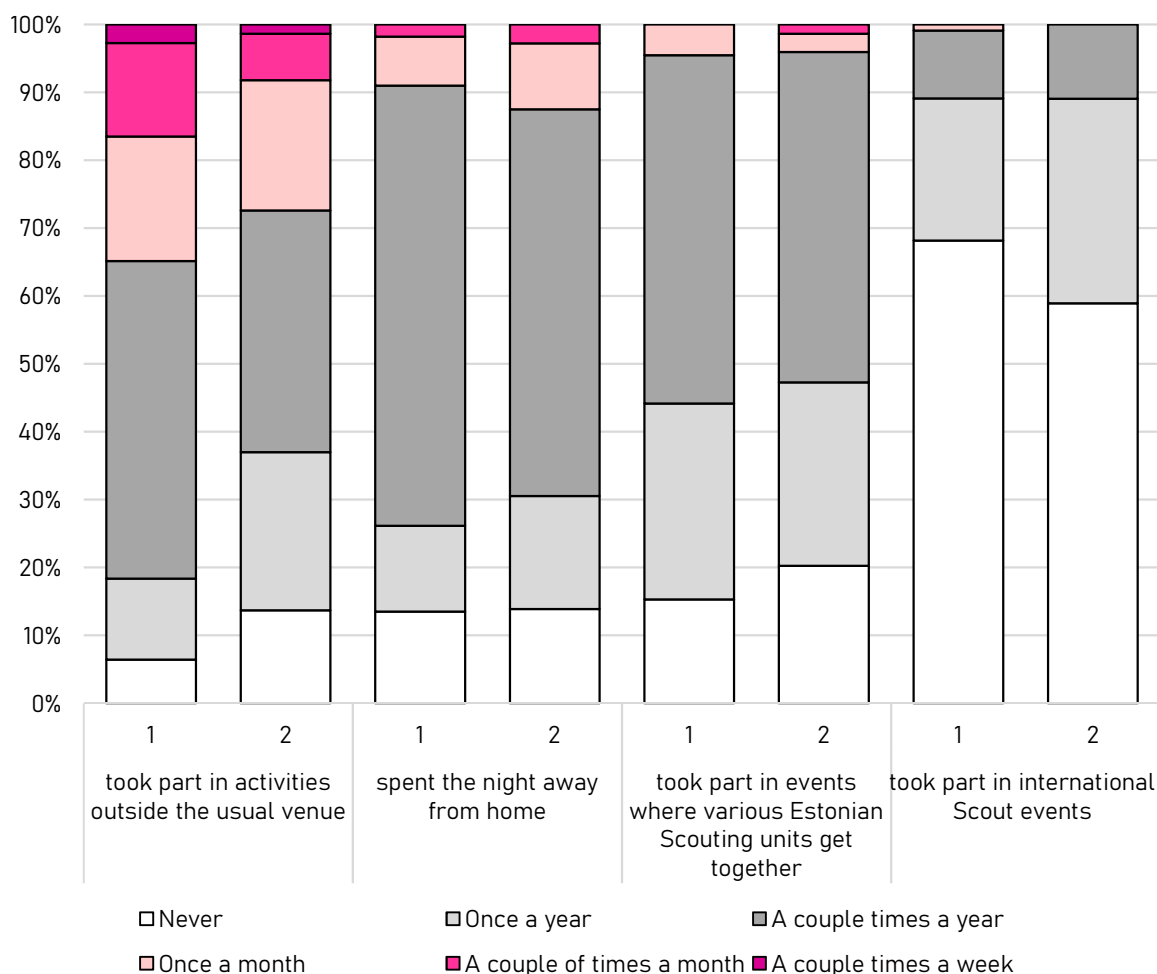


Figure 4.7. Participation in different activities (%) (1 – Scout and Venture Scout; 2 – Rover and Scout Leader)

4.3 Participation in other organizations and extracurricular activities

For one-quarter of Scouts and Ventures, other Scouts (all age groups) account for up to half of their friends. The corresponding proportion for Rovers and Scout Leaders is two-fifths. At the same time, one-quarter of Scouts/Ventures, and less than one-fifth of Rovers and Scout Leaders, say only a few of their friends are Scouts.

In the case of Scouts and Ventures, there is a positive correlation between percentage of friends who are Scouts and enjoyment derived from Scouting. Scouts whose friends are mostly Scouts, rate the enjoyment they derived from Scouting as an average of 9.4, and Scouts who have fewer Scout

friends give an average rating of 8.1. Such a correlation cannot be seen in the case of Rovers and Scout Leaders.

Relatively few youths have taken part in other organizations besides Scouting. Eight respondents among the Scouts and Ventures and 15 among the Rovers and Scout Leaders said they were also active in other organizations. The Defence League's youth organizations – the Young Eagles and Home Daughters – were predominant among Scouts and Ventures, and the youth defence district was mentioned once. Among the Rovers and Scout Leaders, the Young Eagles or Defence League were

mentioned on five occasions, and also 4H, Christian youth and membership in different leadership programmes.

Participants in Scouting are active on several fronts. The spectrum of the youths' extracurricular educational interests ranges from karate to biology and mathematics clubs. A total of 103 youths mentioned participation in some extracurricular activity or club. Three types of clubs could be distinguished: clubs related to exercise and sports, clubs related to music, art and crafts, and clubs related to acquisition of some specialized knowledge. On three occasions, participation in a student council was mentioned.

Table 4.2 shows all activities mentioned at least once by Scouts/Ventures. It is important to emphasize that many youths mentioned more than one extracurricular activity that could belong to different types. The principle here appears to be: "he who does a lot gets a lot done". Still, there were also some youths – under 10 – who said they weren't involved in any other pastimes.

In the 2017/2018 academic year, 46% of all school-children aged 7–16 were enrolled in hobby schools, and the figure for youths 17–26 was only 6.8%, according to the Study Information System⁵⁴. Thus, the youths in the Scouting movement are significantly more active in extracurricular pursuits than their peers.

Table 4.2. Extracurricular activities and hobbies.

Exercise and sport	Music, arts, crafts	Supplementing specialized skills
Swimming, Bodypump, piloting drones, figure roller skating, acrobatics, figure skating, weight room workouts, track and field, equestrian sport, volleyball, basketball, yoga, badminton, self-defence, folk dancing, hip-hop, group aerobics, skiing, Thai boxing, tennis.	Acting/drama, weaving, art, ceramics, woodworking, painting, music school: violin, piano, guitar, trumpet, clarinet, accordion, flute, ukulele, choir, music theory, cooking classes.	Biology and math clubs, programming and space/astronomy club, puzzle club, robotics, French, English, Spanish and Estonian as extracurricular classes,

4.4 Physical activity and health awareness

Scouts and Ventures are relatively physically active. One-third of Scouts said in response to the question "How often are you usually active enough to breathe hard or sweat outside of school during your free time" that 4–6 times a week, and close to one-half said at least once a week. The corresponding proportions for Rovers and Scout Leaders were similar but slightly lower. One quarter said 4–6 times a week, and 45% said at least once a week.

If we compare Scouts and Ventures to the data from the overall Estonian health survey, we see that the youths involved in Scouting had a

somewhat higher level of physical activity than the general level for school-age youth in Estonia. In 2018, 70% of school-age youth engaged in intense physical activity in their free time at least 2 times a week⁵⁵, but the corresponding percentage for those in Scouting was 80%.

Oja et al (2019) use the term "health literacy" to characterize youths' knowledge and abilities to make use of health-related information and Make decisions related to their health. One-third of Scouts and Ventures did not agree with the statement "I know what is good for my health but I don't act accordingly." One-third neither agreed nor

⁵⁴ Tasuja, M. (2018). Noorte osalus vabaajategevuses ja noorsootöös. *Eesti piirkondlik areng. Noored Eestis*. (pp. 68–80). Statistics Estonia.

⁵⁵ Oja L, Piksööt J, Aasvee K, et al. (2019). *Eesti kooliõpilaste tervisekäitumine*. 2017/2018. õppeaasta uuringu raport. Tallinn: National Institute for Health Development.

disagreed and one-third agreed or agreed completely. Awareness and self-criticality are probably greater among Rovers and Scout Leaders and as a result, 46% agree with the statement. This is also borne out by the ratings given to their own health awareness and behaviour (figure 4.8).

Rovers and Scout Leaders are slightly more likely than average to agree with all statements than are Scouts and Ventures. The only question that did not show a difference was the one about examples about how to improve one's health, where the average score for both groups was 2.6 – the average

was between “this isn't quite right” and “more or less right”.

Rovers and Scout Leaders were most likely to agree with statements about their own ability to decide on the influence of their behaviour on their health and following instructions received from healthcare professionals.

The survey of Estonian schoolchildren found that 16% of teens aged 13 and 15 had high health literacy and the number of the youngsters whose awareness could be assessed as low is about the same. Tabulating the responses from Scouts and Ventures, we see that the distribution is similar.

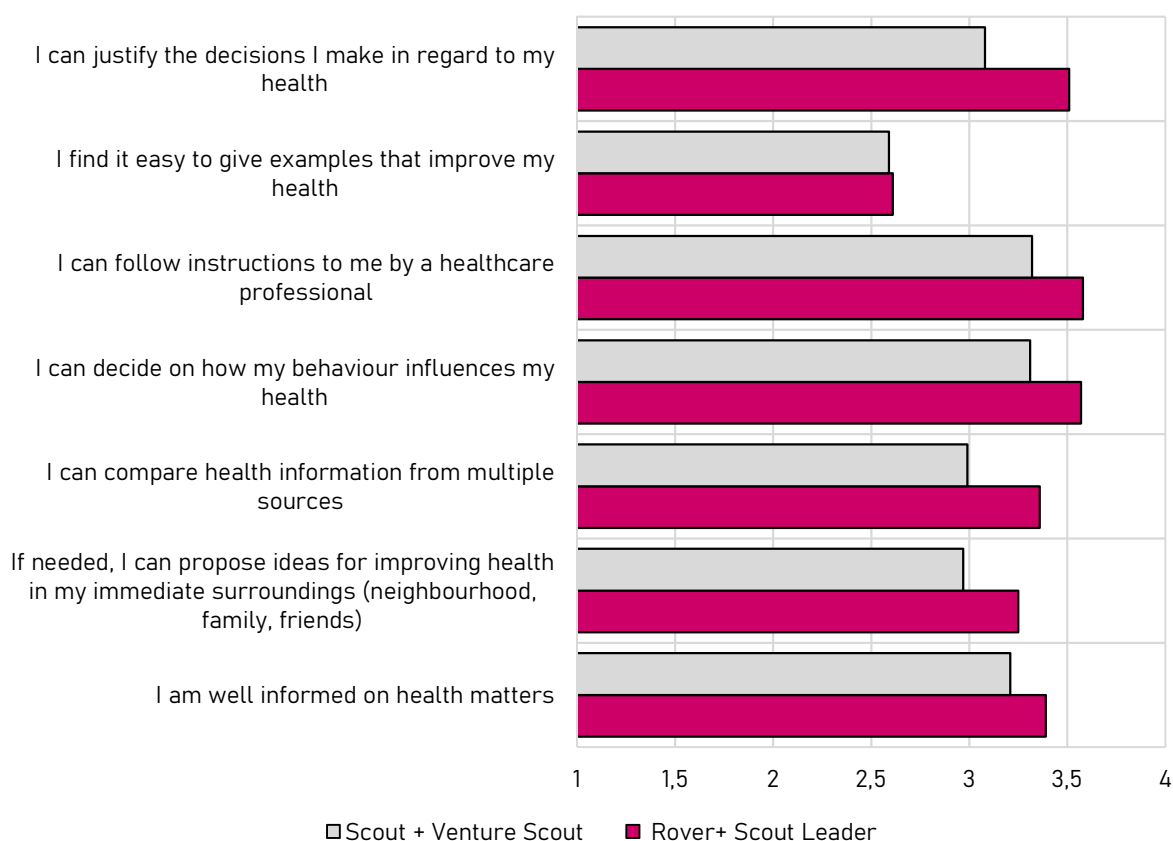


Figure 4.8. Average ratings given to statements about health behaviour (scale: 1 – not right at all ... 4 – completely right).

4.5 Environmental awareness

Above, we saw how important Scouts considered various hikes and outdoor expeditions. Outdoor activities and working together with nature are one of the most characteristic features of Scouting.

This is evident from the Scouts' own perceptions of how they function in a natural setting (figure 4.9).

Both Scouts/Ventures and Rovers/Scout Leaders agree completely with the statement “I like being in nature and they are also convinced of their ability to assess the impact of the activities on the natural environment. The average rating is a bit lower for the statement “learn many things from /in nature” but still the respondents generally agreed with it. Rovers and Scout Leaders agree that they contribute on a daily basis for the good of the environment; the average rating reported by Scouts and Ventures is a little lower but still tends toward agreement. Thus, it was confirmed that Scouts value the

natural environment, they enjoy spending time in nature, they have an appreciation for the impact of their actions on the surrounding natural environment, while learning amidst and from nature and doing good for the environment. A comparative study conducted in the UK among Scouts and non-Scouts showed that Scouts tend to put greater value on the natural environment than do non-Scouts.⁵⁶ A similar distinction could be expected in Estonia, especially as regards urban youths.

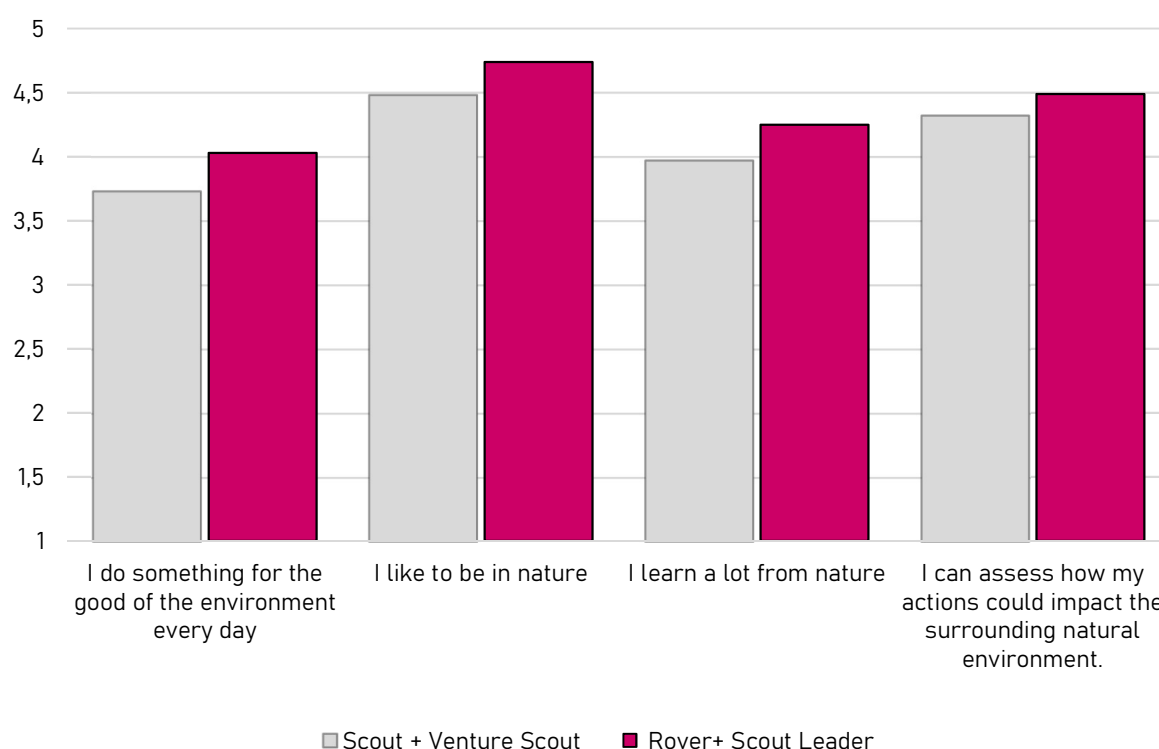


Figure 4.9. Average ratings given to statements about working together with nature and the environment (Scale: 1 – do not agree at all ... 5 – agree completely).

4.6 Personality traits and social skills

In the following, we will look at how Scouting see their personality traits, social skills and ability to adapt to changes. This group of questions was taken from the study conducted in the UK by Hyde and Kidd⁵⁷. In Estonia, these are young people who

are relatively self-confident, consider it important to be involved in the right, reasonable things, are orientated to achieving the best result and are proud of their accomplishments (figure 4.10).

⁵⁶Hyde, M., Kidd, T. (2018). *Changing Lives, Strengthening Communities*. The Scout Association's 2017 Impact Report.

⁵⁷ Ibid

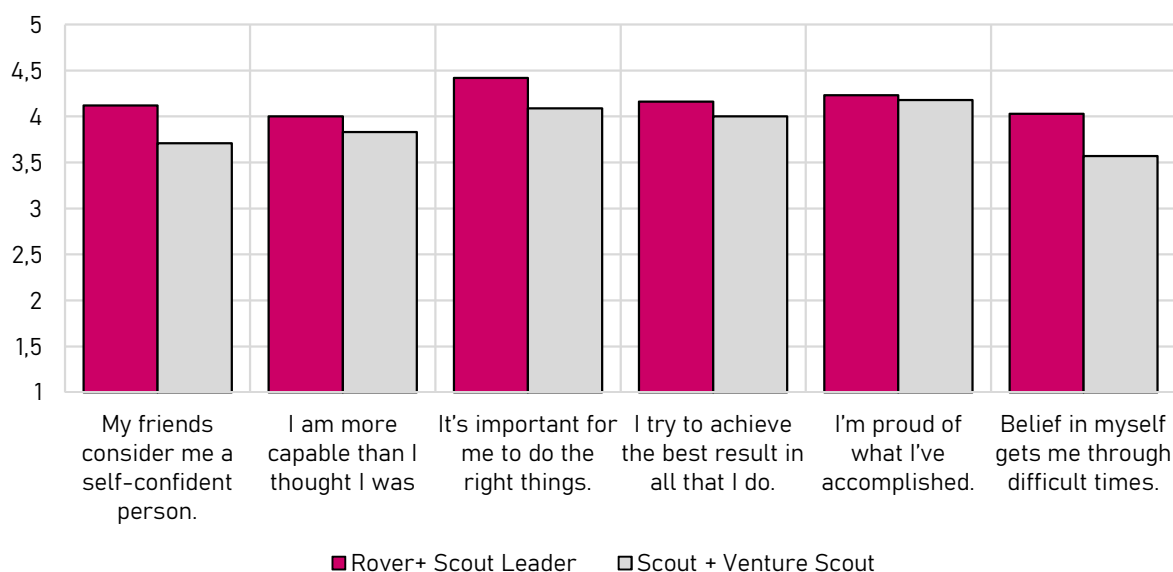


Figure 4.10. Average ratings given to the self-concept component (Scale: 1 – do not agree at all ... 5 – agree completely).

The lowest average result is agreement with the statement: “believing in myself helps me get through difficult times” but the opinions here also tend to be on the side of agreement. It is important to emphasize that the average ratings given by Scouts and Ventures do not stand out as different from those of the Rovers and Scout Leaders. The study conducted in the UK showed that Scouts gave higher ratings to all statements than did non-Scouts. As there is no comparative study among Estonian youths such as the one in the UK; we

cannot say with certainty that there are differences in the responses from Scouts and non-Scouts. But it can be confirmed that the ratings given by Scouts in Estonia and the UK are relatively similar. On average, respondents felt that there are only rarely situations where they cannot control important things in their lives or problems accumulate and it becomes hard to overcome them. Respondents feel that they mainly are able to cope with personal problems; they also perceive that things resolve in a mostly favourable direction (figure 4.11).

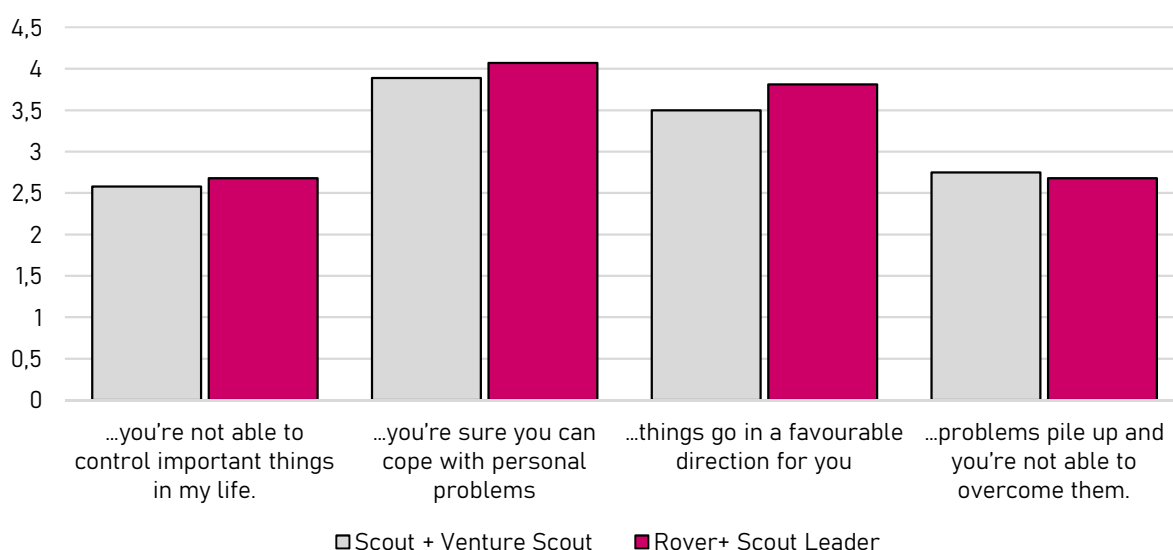


Figure 4.11. Average ratings regarding the locus of control (Scale: 1 – never ... 5 – very often).

We conducted cluster analysis on the basis of characteristics that gauge social skills. The idea of cluster analysis lies in grouping objects where members of the same group are closer in some sense than they are to members of other groups⁵⁸. In our analysis, the object is the respondents and the goal is to group the respondents using this analytical methods. As a result of the cluster analysis, the participants in the survey fell into three clusters (figure 4.12):

1) **Socially experienced leaders with leadership ambition and capability** – a total of 75 respondents. They are characterized by a very clear sense of themselves as leaders, and the ability to be empathetic to others. They do not consider themselves to be quiet and shy and do not agree with the statement that it is

better to cope with criticism alone and not by sharing it with others, and that others find solutions to problems faster than they do.

2) **Reticent middle of the pack** – a total of 56 respondents. These are people who do not consider their abilities to be very high, but not low either. The individuals in this cluster are characterized by the fact that they on average neither agree nor disagree, or agree, with all statements.

3) **Insecure people aspiring to gain social skills** – a total of 33 respondents. These respondents can be considered ambivalent, because on one hand they consider themselves to be fairly good organizers and help others to find a solution to their problems, but their strategy for coping with criticism, for instance, is to process it on their own.

⁵⁸Tooding, L.-M. (2020). Sissejuhatus klasteranalüüsi. Sotsiaalse analüüsi meetodite ja metodoloogia õpibaas.

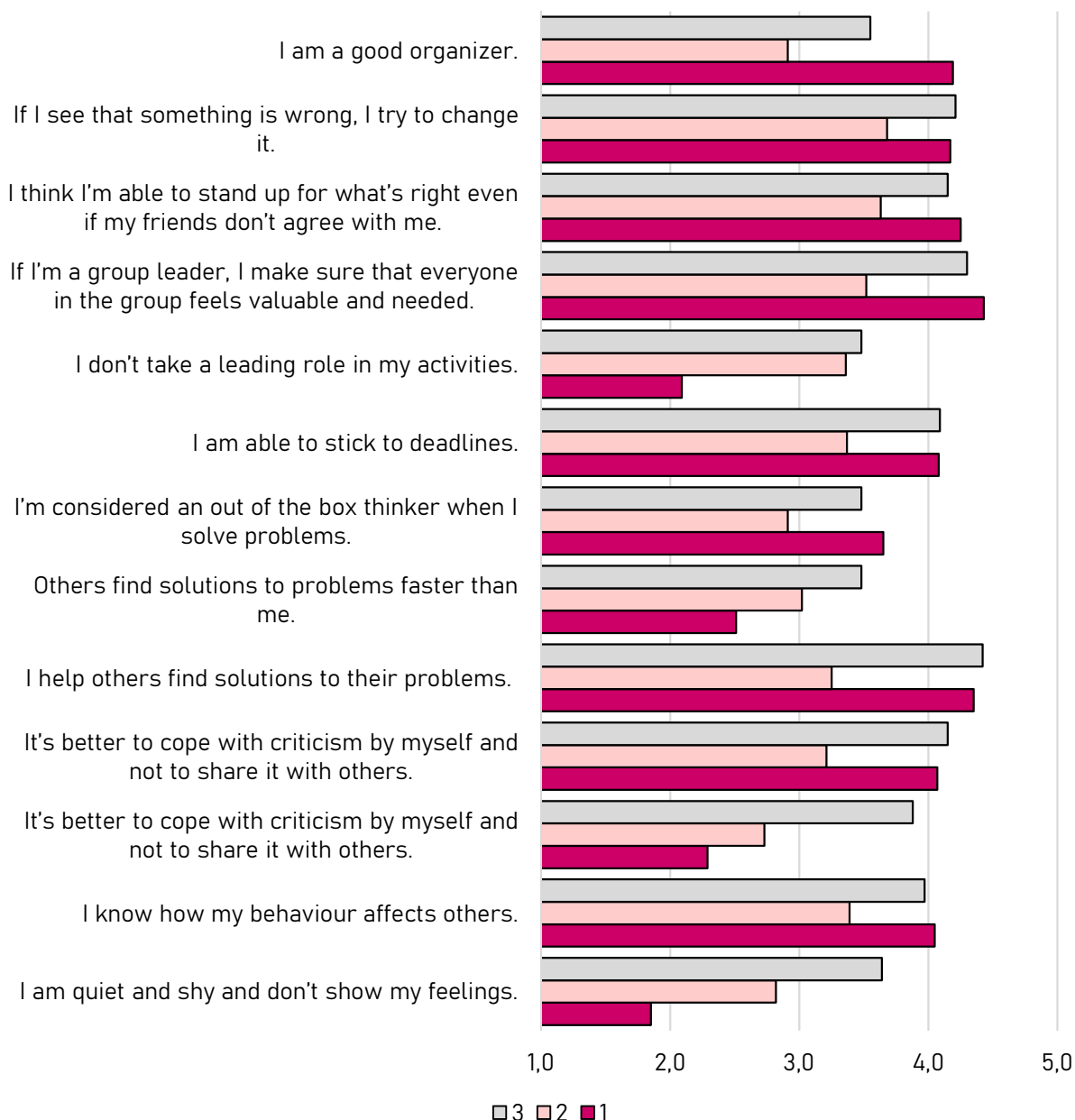


Figure 4.12. Average ratings by each of the three clusters. (1) *socially experienced leaders with leadership ambition and capability*; (2) *reticent middle of the pack*; (3) *insecure people aspiring to gain social skills*. 1 – do not agree at all ... 5 – agree completely).

In what other ways can those in the three clusters be characterized? First, let us look at to what extent the clusters are evenly represented among Scouts/Ventures and Rovers/Scout Leaders. As might be expected, the first cluster are represented the most among Rovers and Scout Leaders – 67%, while 15% belong to the second cluster and 18% to the third cluster (figure 4.13). On the other hand, the personality type in the second cluster is most common among Scouts/Ventures – 46%,

while 32% of them are in the first cluster (experienced leaders) and 22% in the third cluster (insecure aspirers). Thus, Scouting leaders have very good leadership skills.

In the case of Scouts/Ventures, we looked separately at how girls and boys were distributed among clusters, and it turned out that girls were more likely to belong to the first clusters than the boys. One-fifth of boys and one-third of girls were in the first cluster.

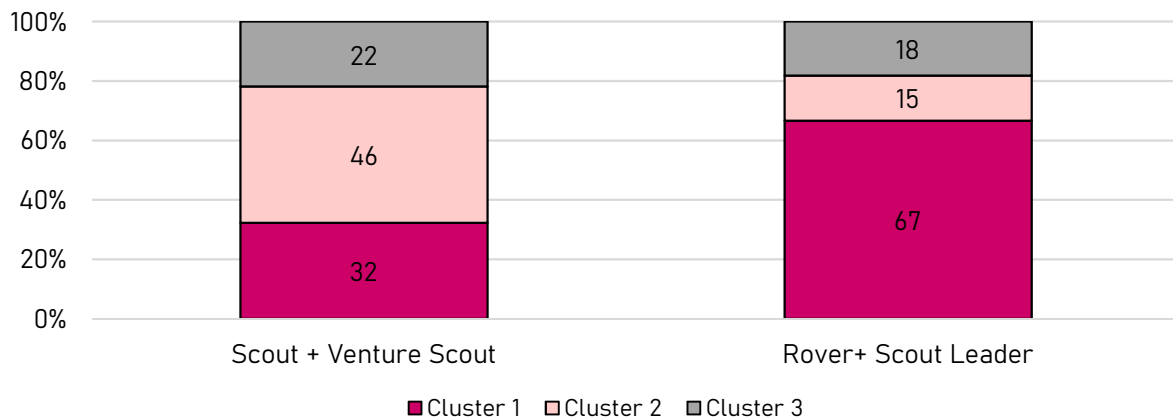


Figure 4.13. Clusters: *How each cluster was represented among Scouts/Ventures and Rovers/Scout Leaders.*

4.7 Participation in teamwork and skills

Working and functioning as a team is important in Scouting, so we will next look at how youths perceive their fit and coping when working as a team. Working as a team tends to be seen as an enjoyable activity and the members have an understanding of their contribution and striving toward common goals. Although the average ratings are somewhat higher among Rovers and Scout Leaders, it cannot be said that Scouts/Ventures value teamwork less; they agree to all of the statements (see figure 4.14). Looking more specifically at the skills (See figure 4.15), we see that both the Scouts/Ventures and

Rovers/Scout Leaders find on average that they know what action to take if anyone is injured and they were able to develop skills of use in the future. They also say that they are good communicators in other people's opinion, and have confidence in their career opportunities and finding work in future. The comparative study conducted in the UK showed that Scouts have a more positive mindset than non-Scouts regarding teamwork and skills needed in life⁵⁹. Teamwork is an important skill that is valued in society to an increasing extent.

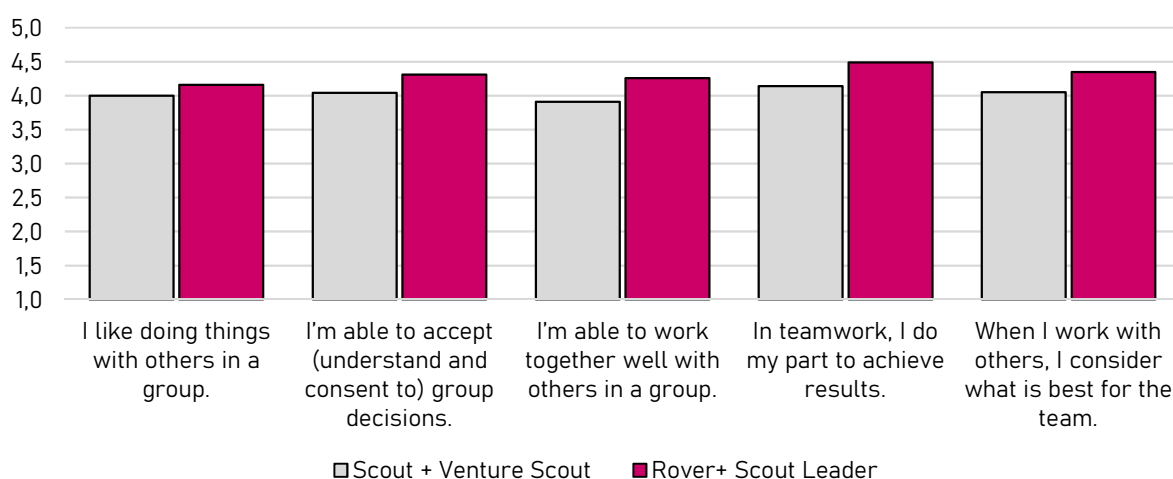


Figure 4.14. Average ratings given to aspects describing teamwork (Scale: 1 – do not agree at all ... 5 – agree completely).

⁵⁹Hyde, M., Kidd, T. (2018). *Changing Lives, Strengthening Communities*. The Scout Association's 2017 Impact Report.

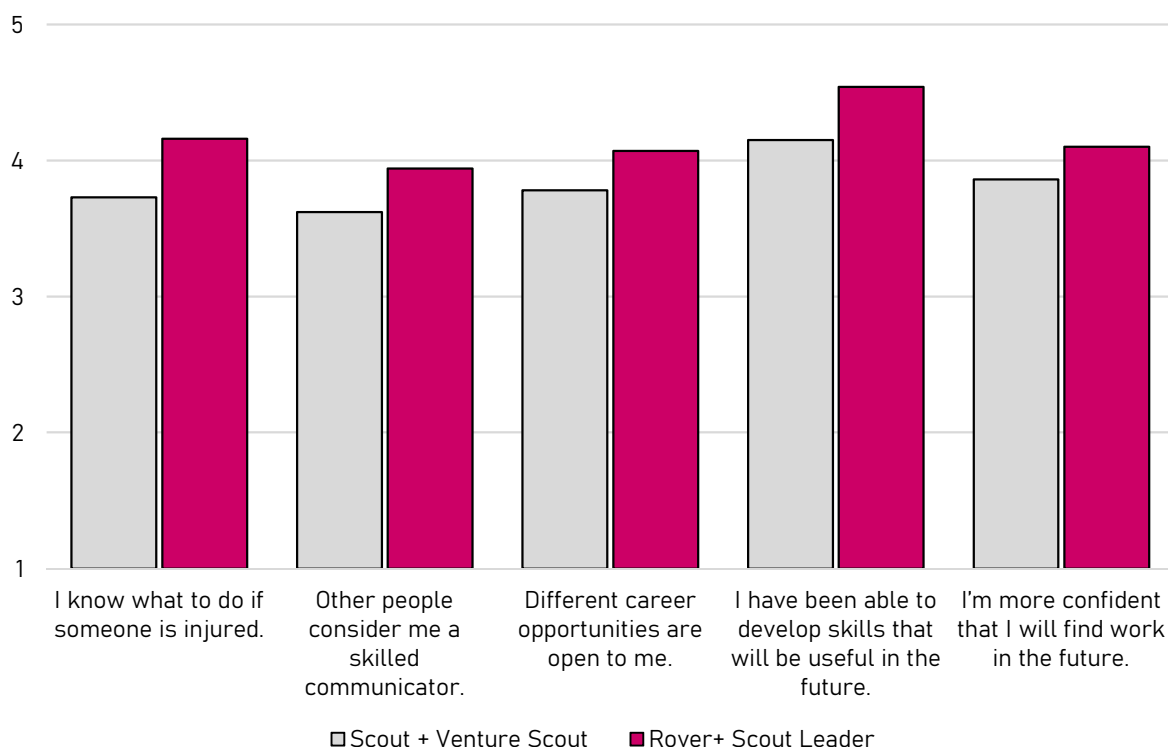


Figure 4.15. Average ratings given to different skills (Scale: 1 – do not agree at all ... 5 – agree completely).

4.8 Friendships

Respondents were asked to rate their relationships with friends based on nine statements. Average ratings among Scouts/Ventures and Rovers/Scout Leaders are shown in Figure 4.16. It can be said that most respondents are friends with whom they can share their joys and sorrows, talk about their problems, and that their friends are there for them if anything goes badly. The biggest differences in the two Scout groups observed are seen in keeping promises and intervention if anyone is bullied. Here it can be clearly seen that the share of Rovers/Scout Leaders who agree with the statement is

higher than among Scouts/Ventures. The greater life experience and level of responsibility of the older age groups probably comes into play here. The importance of friendships has been studied in the context of the survey of the health of Estonian schoolchildren⁶⁰. Comparing data for Scouts and schoolchildren of the same age, we see that perception of support from friends is higher than among schoolchildren in general. Namely, 74% of Scouts perceive high support from friends, compared to 59% of all schoolchildren.

⁶⁰Oja L, Piksööt J, Aasvee K, et al. (2019). *Eesti kooliõpilaste tervisekäitumine*. 2017/2018. õppeaasta uuringu raport. Tallinn: National Institute for Health Development. Lk 37.

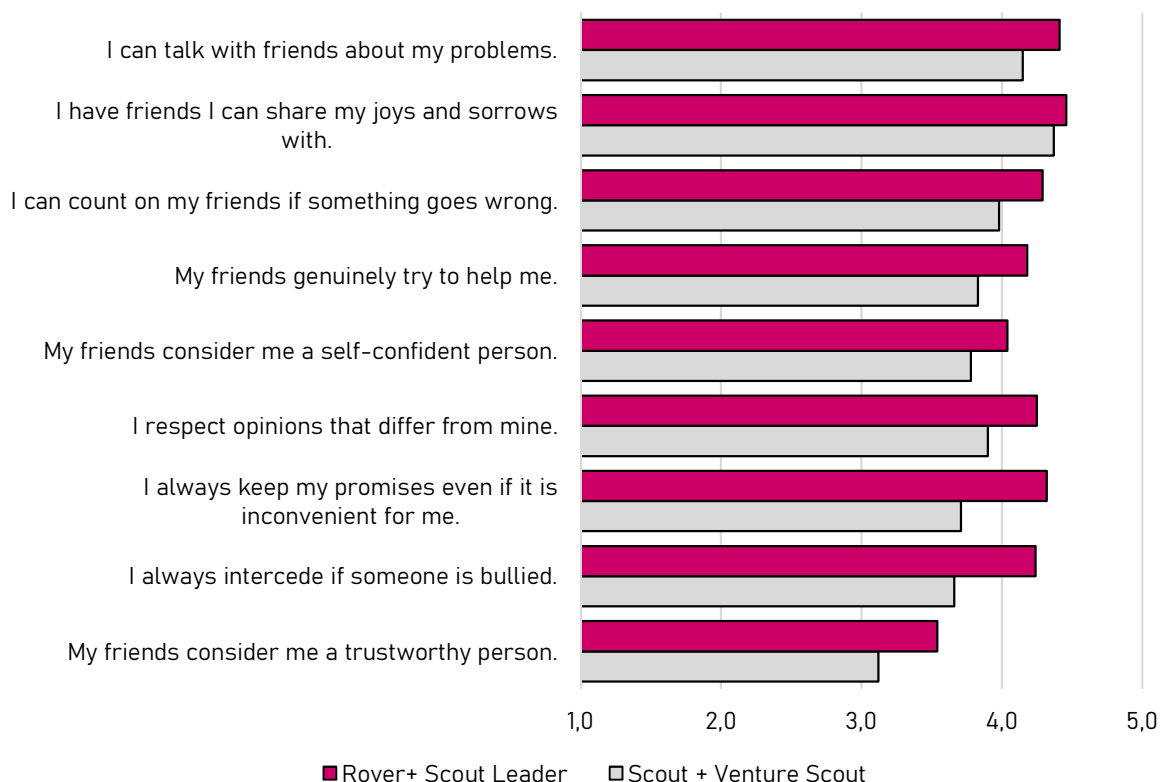


Figure 4.16. Average ratings given to statements about interacting with friends and social relationships (Scale: 1 – do not agree at all ... 5 – agree completely).

4.10 Tolerance

The ratings in the tolerance section clearly show the prejudice-free attitude of the respondents to people of different skin colour, language and ethnicity (figure 4.17). Four respondents among the Scouts/Ventures did not agree with the statement and seven were neither in agreement or disagreement; thus a large majority, 87%, were completely in agreement with the statement. The topic of tolerance is an important question for Estonian youths, and the study conducted among Tartu schoolchildren showed that close to half of respondents believed immigrants should have the right to retain their own language, traditions and cultural heritage; at the same time there were few youths who had many friends who were foreigners⁶¹. Thanks to Scouting, they probably have more

contact with people who speak other languages or are of other ethnicities and their attitudes and mindset are also more positive. The study conducted in the UK also revealed clearly that Scouting are more tolerant than non-Scouts⁶².

Two respondents among the Rovers/Scout Leaders did not agree and nine respondents were neutral; 84% agreed with the statement. There was also predominant agreement with the statement “I am able to value opinions different to my own” and “I like interacting with people who have different beliefs to mine”. Voluntarily contributing to different activities is also predominant, although it received slightly lower ratings among Scouts/Ventures than among the Rovers and Scout Leaders.

⁶¹Rämmer, A. (2018). Tartu koolinoorte sotsiaalne ja poliitiline aktiivsus. University of Tartu. https://www.tartu.ee/sites/default/files/research_import/2018-10/Tartu%20noorte%20aktiiv-suse%20uuring_2018.pdf

⁶²Hyde, M., Kidd, T. (2018). *Changing Lives, Strengthening Communities*. The Scout Association's 2017 Impact Report.

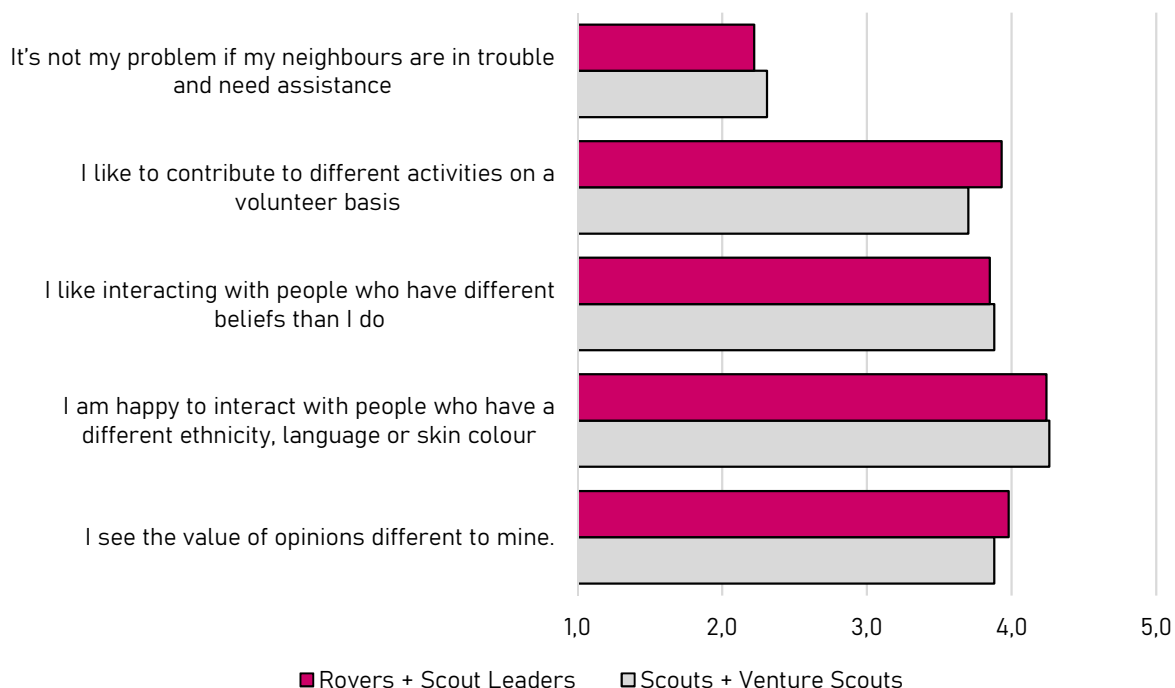


Figure 4.17. Average ratings given to different dimensions of tolerance (Scale: 1 – do not agree at all ... 5 – agree completely).

4.10 Success at school

Compared to classmates, Scouts rate their success at school as relatively good. One-quarter believe that they do very well and nearly one-half consider their success at school “good”. There are slightly fewer than one-quarter of respondents who feel their success is medium and four respondents selected the option “below average”. Thus, the Scouts who took part in the study can be considered to have good academic success.

This can, it appears, be interpreted in two ways: on one hand “he who does gets a lot done” – youths with higher academic motivation have found their way to Scouting – and on the other hand, Scouting can be presumed as having a certain influence in that the core values of Scouting support dedication to studies.

4.11 Leisure time activities

The youths’ media use surveys show that youths are spending more and more time on devices. According to the findings of the EU Kids Online survey, 97% of the children aged 9-17 in Estonia⁶³ use the internet every day and the longer time spent on

screens is related to poorer health, well-being and academic success⁶⁴.

Scouts and Ventures watch an average of 2 hours of television, and they also spend 1–2 hours on social media, plus as much as one hour for online activities other than social media (figure 4.18). Adding

⁶³ Sukk, M., Soo, K. (2018). *EU Kids Online'i Eesti 2018. aasta uuringu esialgsed tulemused*. Kalmus, V., Kurvits, R., Siibak, A. (toim). Tartu: University of Tartu, Institute of Social Studies.

⁶⁴ Oja L, Piksööt J, Aasvee K, et al. (2019). *Eesti kooliõpilaste tervisekäitumine*. 2017/2018. õppeaasta uuringu raport. Tallinn: National Institute for Health Development.

up the time spent on screens, we get an average of 4-5 hours a day.

EU Kids Online found that a large share of the children who took part in the study spend 2-3 hours online, boys more than the girls, while children

from Russian-speaking homes spend more time than the children from Estonian-speaking families. Thus, it can be said that the time that Scouts spend online is relatively similar to the patterns for other youths in Estonia.

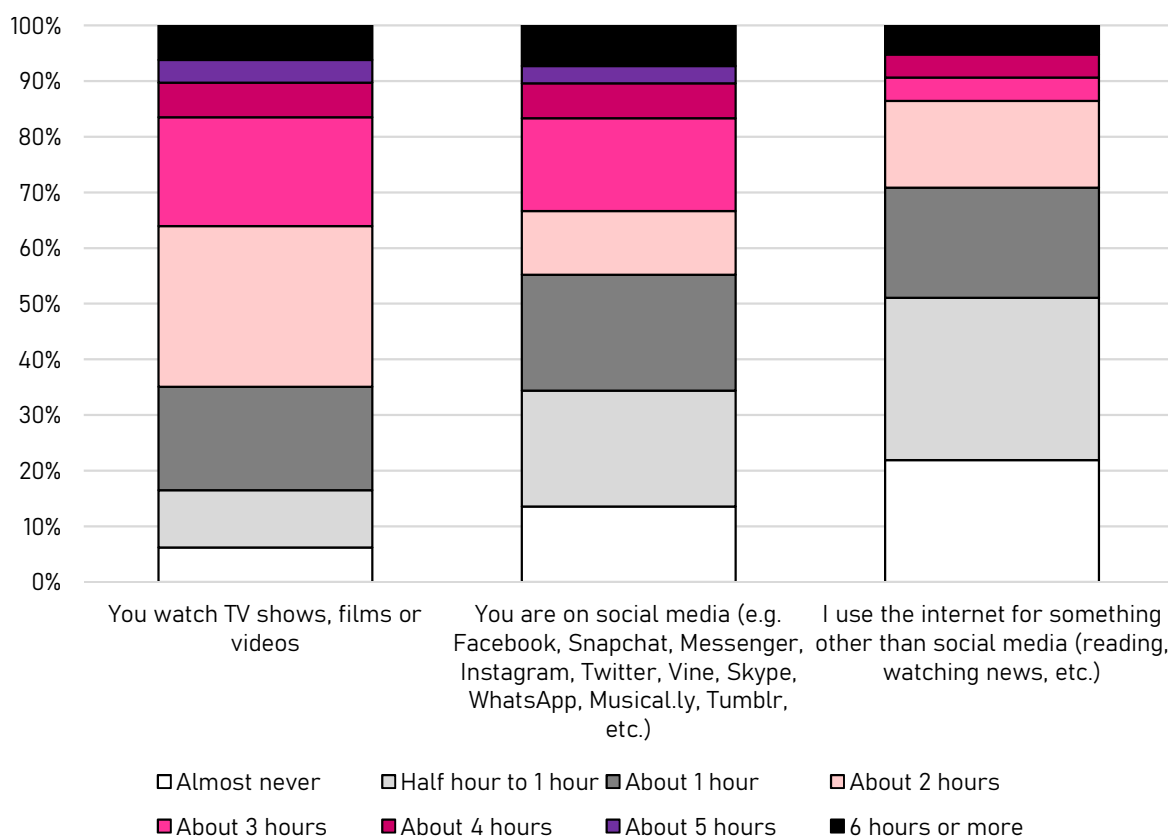


Figure 4.18. Time spent on screens (%).

4.12 Political activity and readiness to contribute to national defence

Political activity and participation in elections is a civic duty. In 2017, the voting age for Estonian local elections were lowered from 18 to 16. A study that preceded the amendment to the legislation⁶⁵ found that youths were just as interested in politics and just as socially active as adults and the predominant majority planned to vote upon turning 18; half also had a clear party preference. A total of 64.5% of the respondents in the Scout study aged 16-26 turned out to vote in the 2017 local elections and

74% plan to vote in the next elections. As these respondents included those who were 16-26 years of age in 2017, we see that the turnout was 79% in the elections. Polls conducted across the country showed that 59% of the 24,000 youths aged 16-17 cast a vote and by age, the turnout was even lower in the following youth age groups. In comparison, overall turnout at the 2017 local elections was 53.3% of all Estonian citizens eligible to vote.⁶⁶ Thus, youths involved in Scouting are politically

⁶⁵Toots, A., Idnurm, T., Saarts, T. (2014). Aktiivse valimisea langetamise mõjude analüüs: eelhindamine. Tallinn: TLÜ Riigiteaduste Instituut. <https://www.just.ee/sites/www.just.ee/files/vote16.pdf>

⁶⁶Tatrik, K. (2018). Noored olid kohalikel valimistel agarad. Kas nad võiks ka riigikogu valida? <https://novaa-tor.err.ee/864856/noored-olid-kohalikel-valimistel-agarad-kas-nad-voiks-ka-riigikogu-valida>

more active than their peers and the society as a whole. A youth survey in Belgium⁶⁷ indicated that youths' political commitment is increased by participation in youth organizations that support acquisitions of leadership skills and initiation and carrying out of activities.

Besides high turnout, youths' readiness to contribute to society and the weal of their state is shown by the attitude toward conscription. Our study participants were asked, "*How do you feel about conscription in the Estonian Defence Forces?*". Because military service is compulsory young men and voluntary for young women, it is important to distinguish boys' and girls' responses. One-third of male respondents up to 6 years of age say they would gladly serve, and 30% are prepared to do

their duty, while one-fifth said they could not answer the question. The remaining 17% said they would not want to serve. As expected, there were more females – two-fifths – who chose the option "can't say". But one-third would be prepared to do their duty if they had such an obligation and close to 15% would gladly enter the service. The percentages are fairly similar among youths who have begun military service – 10-16% of the conscripts called up in 2016-2019 gladly entered the service and 30-38% said they did so out of a sense of duty⁶⁸. Thus, readiness to serve was greater among youths involved in Scouting, yet here we should also remember that the Scouts surveyed are significantly younger than the conscripts and their attitudes could change over the years.

4.13 Perceived influence of Scouting

Probably one of the most important questions is how participants in Scouting perceive the influence of Scouting on their everyday lives and activities. The influence of Scouting is perceived most of all as an opportunity that broadens future prospects.

Close to nine of ten respondents agree or agree completely with the statement that thanks to being a Scout they have developed skills that benefit them in life. Scouting is also associated with greater self-confidence and happiness (figure 4.19).

Particularly among Rovers and Scout Leaders, there is a large share of respondents who agree

with the statement that thanks to Scouting they are more positive and tolerant toward people of different backgrounds. Rovers and Scout Leaders also see Scouting as having an influence on participation in promoting local life. The share of those who perceive that Scouting has a positive impact on school life is lowest, but still, around half of respondents say they are with the statement that thanks to Scouting they are doing better at school.

There were not major differences between girls' and boys' ratings in the case of the Scouts/Ventures.

⁶⁷ Quintelier, E. (2008). Who is politically active: The athlete, the scout member or the environmental activist?: Young people, voluntary engagement and political participation. *Acta Sociologica*, 51, 4, 355-370.

⁶⁸ Kompleksuuring: 2019. aasta põhikutse ajateenijate küsitlusuuringu aruanne. University of Tartu: SJKK.

Thanks to being a Scout, I ...

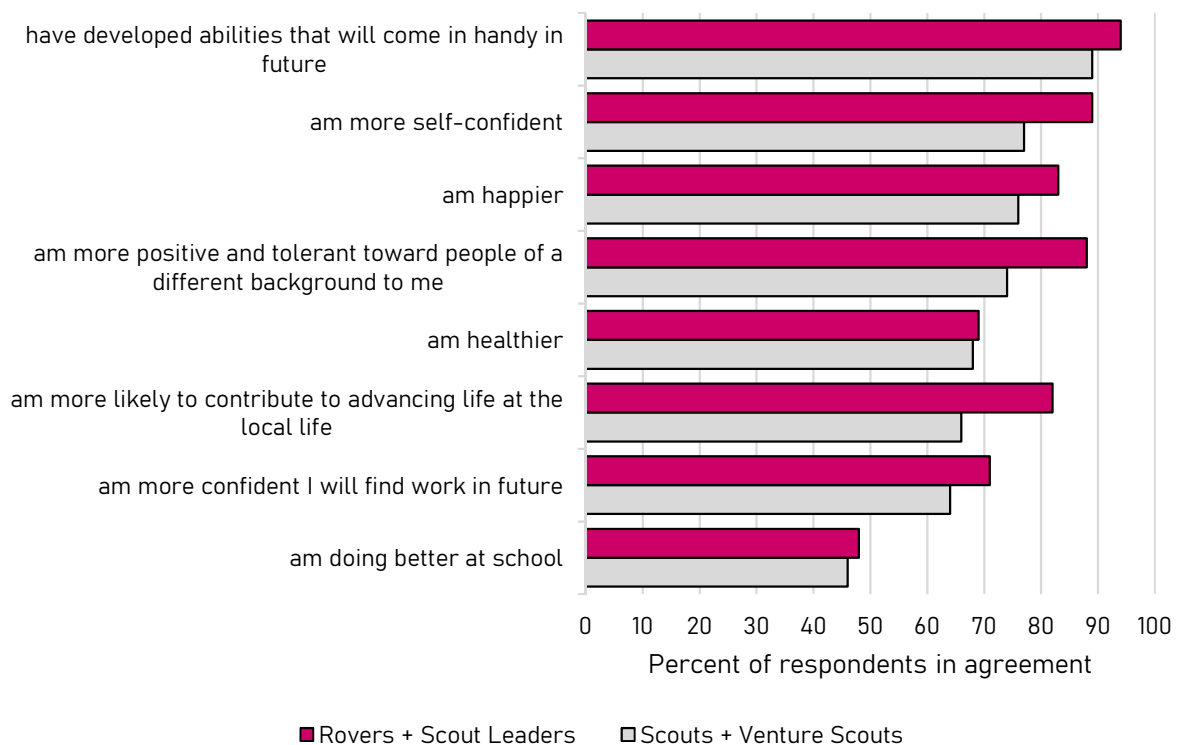


Figure 4.19. Perceived influence of being a Scout in different walks of life (percentage of those in agreement).

We asked respondents separately to describe in their own words how their everyday life affects them being a Scout and how being a Scout has influenced their personal development. The responses to the questions were used during analysis to form predominantly the same categories; in other words, the aspects that influence everyday life were not very different from aspects that impacted general personal development. In the following, we cite the categories for question 1 and 2 and shed light on their content.

The categories of everyday life and personal development were the following:

- self-development
- self-efficacy
- security, which in the case of Scout Leaders was expressed above all in the opportunity to put themselves to the test.

- teamwork and management skills among Scout Leaders and Rovers; among Ventures and Scouts, only teamwork skill.
- social ties and network
- social skills
- knowledge, experiences, habits
- contact with nature
- the category of work with youths was formed only for Scout Leaders
- rise in awareness
- being part of something bigger is a category that did not occur among Ventures but was represented in the other three groups.
- time constraints as a category was seen for both Scout Leaders and Scouts, but not Rovers and Ventures
- a more multifaceted life could be discerned precisely in the Scouts group, but not in the other three groups.

We put in the self-development category codes related to formation of worldview and growth of

spirituality, embrace of values related to Scouting and application of those values to personal life and striving to be better. Responses that highlighted personal growth through increased tolerance, and becoming more cheerful, helpful and friendly also were placed in this category. Also placed in this category were growth in activity level both in terms of volunteering and civic activism, these being strongly correlated with self-efficacy, the categories of putting oneself to the test and sense of security.

In the theoretical literature, self-efficacy is considered to be people's belief that they have certain control over their lives. Correlations have also been found in regard to self-efficacy and academic success. The greater self-efficacy is, the easier academic effort is. It is noted that self-efficacy is based on three pillars: motivation, achievements and emotional well-being. Participants in the survey saw the Scouting organization in Estonia as having supported developments in precisely these three fields.

It's easier to deal with things outside of our comfort zone. (Rover)

I have the confidence to do volunteering and volunteer for organizing different things and being group leader. (Rover)

I feel that am someone who has what it takes. (Scout Leader)

Ya stala uverennee v sebe. – I have become more self-confident (Scout)

Mne ne tak strashno obshchatsya s lyud'mi. – Interacting with people is no longer as intimidating (Venture Scout)

The following quotations describe creating and benefiting from a sense of security in the Scout organization:

Sharing in the support and warmth gave me my current self-confidence and desire to create the same feeling for others. (Rover)

I am much more fun as a person and less of a pessimist. I always feel I am listened to. (Scout)

/.../ Scouting has given me the Knowledge that I can cope in new situations (Rover)

It also shows that people are prepared to volunteer for challenging pursuits and that they are supported in their aspirations.

Through Scouting, I have discovered my tenacity and stamina, I have been able to search for my limits in extreme conditions (such as long exhausting hikes at night and during the day, which I took part in voluntarily). (Scout Leader)

With support from a mentor, I've been able to execute ideas and actions from a field that is completely new for me. (Scout Leader)

We listed contact with nature as a separate category, because in addition to nature conservation and environmental knowledge, being in nature, contact and achieving peace by being in nature were emphasized in particular.

Under "social skills, ties and networks", we grouped responses that described the possibility of creating close and enduring friendships, and the ability to value and maintain social ties.

... I notice and value the community, my circle of friends consists of many Scouts, my partner is a scout, I try to raise my children according to Scouting principles. (Scout Leader)

Больше людей с кем я могу общаться каждый день. – More people to interact with daily. (Scout)

I have definitely made lifelong friends. (Rover)

These examples align well with the studies conducted in the US, which has confirmed that involvement in Scouting has a positive impact on social capital and dedication to the community in adulthood⁶⁹.

Naturally, putting oneself to the test and self-development, and teamwork and team leading skills

⁶⁹ Polson, E. C., Kim Y-I., Jang, Scouting. J., Johnson, B. R., Smith, B. (2013). Being prepared and staying connected:

Scouting's influence on social capital and community involvement. Social Science Quarterly, 94, 3, 758-776.

are important in the older ages in Scouting, because it is often they who are engaged in organizing different events. Acquisition of new knowledge and experiences is a leading trend in the younger age groups, and so is self-development.

*Я каждое занятие узнаю что то новое. –
Every time I learn something new. (Scout)*

*Я узнала ооочень много новых вещей, а
которых я раньше даже не задумывалась. –
I have learned very many different things
that I never conceived of before. (Scout)*

*I have been a part in projects that have given
me the opportunity to try new things that I
otherwise wouldn't have contact with.
(Rover)*

Participation in Scouting may also cause positive stress, which manifested both among Scout Leaders and Scouts in the fact that some lamented time constraints. In the first case, shortage of time was lamented because there were many possibilities for contributing to the organization's activities and in the case of the Scouts, because there were many opportunities for participating.

To conclude, we present the codes in Table 4.3 by types of Scouts, where the number and size of the circles indicates how frequently the relevant category occurred. The keyword "self-development" was most frequent for Scout Leaders, Scouts and Ventures. Rovers highlight self-efficacy, but self-development was also prominent.

Table 4.3. Frequency of occurrence of categories in regard to influence of Scouting on life and personal development. (the number and size of the circles indicates how frequently the relevant category occurred). The table is more of an illustration rather than exactly proportional to the data.

Category	Scout	Venture Scout	Rover	Scout Leader
Self-development	●●	●●●	●●	●●
Self-efficacy	●●	●●	●●●	●●
Sense of security	●	●	●●	
Teamwork and leadership skill		●	●●	●●
Social ties and network	●	●	●	●
Social skills	●	●●	●	●
Knowledge, experiences, habits	●●●	●	●●	●●
Contact with nature	●		●	●
Rise in awareness	●●	●	●	●
Part of something bigger			●	
Time constraints				●
A more multifaceted life	●			
Putting oneself to the test				●



PARENTS' VIEWS OF 5 SCOUTING

A total of 130 parents took part in the survey, one quarter of whom were men and three-quarters, women. Three-fifths were from families who spoke Estonian at home, and the rest were spoke Russian at home. The average age of the respondents was 42.8 years (SD=7.02).

The parents who participated were highly educated – 55% with a university degree, 10% with professional higher education and one-fifth had vocational education on the basis of secondary education. Three-fifths of the respondents work in a top specialist or specialist position, 15% are self-employed and 7% work as an executive or mid-level manager. Skilled workers and manual labourers made up 12% together. The parents in the study were thus relatively successful in terms of education and profession.

This is also reflected in economic coping. Nearly half of the respondents said they got on well, while 46% said they found it possible to make ends meet without worries but didn't have much disposable income. Six per cent said there were sometimes difficulties making ends meet.

Sixty per cent of the parents reported Tallinn as their place of residence, one-tenth live in Tartu and the same percentage is from small towns and hamlets, and yet another equal contingent from smaller villages and farms. Twenty-five respondents have been or are members of some organization (such as the Defence League, Young Eagles, Estonian Scout Association, Women's Voluntary Defence Organization, Home Daughters, volunteer rescuers, assistant police officers).

5.1 How children joined the Scouting movement

Parents were first asked to assess how their child became involved in Scouting. It was possible to choose more than one answer (see figure 5.1). We see that a recommendation from a friend or relative was the most common, followed by hearing

about Scouting in school. Thus, direct contact seems to be important – either through friends and acquaintances who are able to recommend an activity based on their experience, or the opportunity to learn about Scouting first-hand, which led to

desire and interest to join the organization. Internet pages and mainstream media are not channels that had a significant impact on drawing new members to Scouting. Websites are probably a way of looking for information but do not provide the primary impetus for piquing interest. Of course, pre-existing Scouting traditions in families are important as well – in some families, a parent or the child's older siblings were Scouts.

If there is a desire and possibility to join Scouting, generally the local Scouting association is contacted – for 61% of respondents. One-fifth received contact information from volunteer Scouts and less than one-tenth of respondents sought out contact information on the website or contacted the Estonian Scout Association directly.

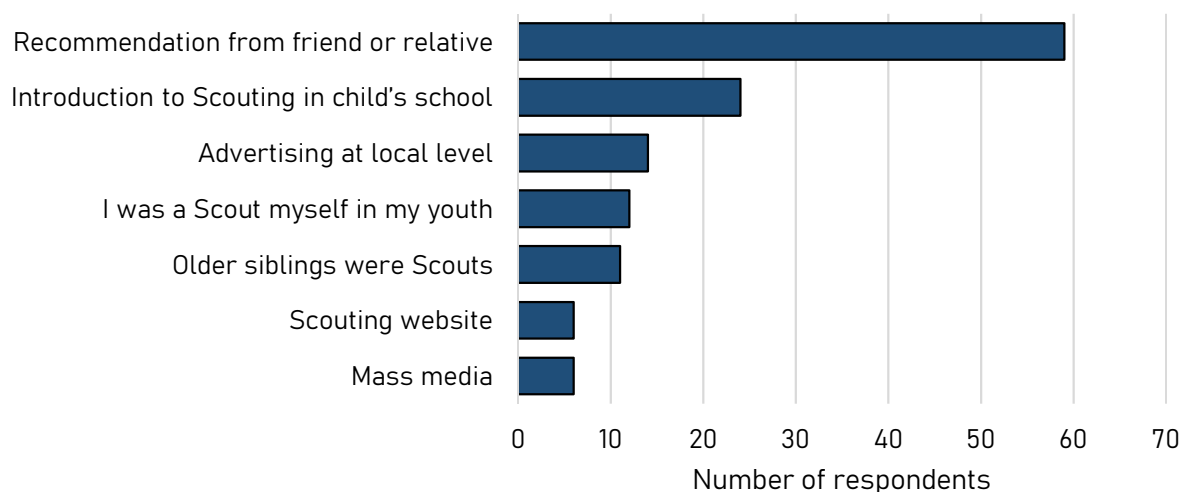


Figure 5.1. How children became involved in Scouting (number of respondents who chose that answer).

5.2 Children's participation activity level

The children of the parents who participated in the study are active participants in Scouting. The children of half of the parents who responded participate at least once a week, and one-third took part

once every two weeks. Fifteen per cent of parents say their children participate once a week or less often.

5.3 Satisfaction with Scouting and perceived influence of Scouting on children

Satisfaction with various aspects of Scouting is relatively high, falling between an average of 8.6 to 9 points on a scale of 0-10. The parents in the study were thus content with all six of the aspects they were asked about (figure 5.2). Satisfaction was greatest with the child's Scout leader and the skills taught in the course of Scouting. Satisfaction with the work of national Scout organizations and of the Scout unit is lower, but only marginally so;

responses still fell within the limits of high satisfaction.

Similarly to the Scout survey, parents were asked to assess the influence of Scouting on children.

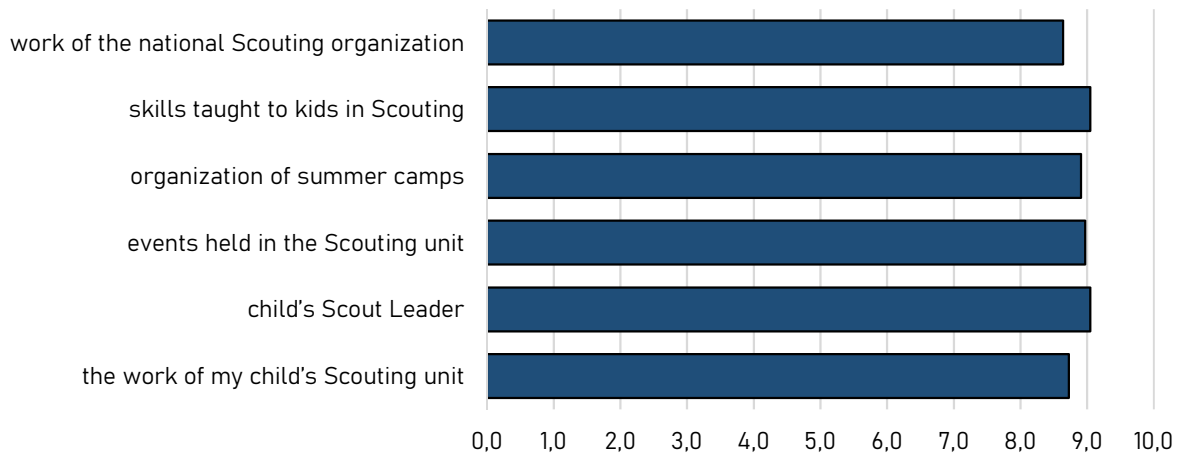
It emerged that Scouts' views of the influence of Scouting largely align with those of their parents. Ninety-seven per cent of parents agree with the statement that thanks to being a Scout, their child has developed skills that will be of use in future.

They also feel that Scouting has made their child more self-confident, more willing to help out, happier and more tolerant.

Close to two-thirds of parents agree with the

is more likely to contribute to local life, is healthier and more self-confident, and will find a job in future. Fewer parents point up a positive influence on success at school and academic results – 43% and 30%, respectively (see figure 5.3).

Satisfaction with ...



statement that thanks to being a Scout, their child

Figure 5.2. Average satisfaction with different facets of Scouting (scale from 0 – not satisfied at all ... 10 – very satisfied).

Thanks to Scouting, my child....

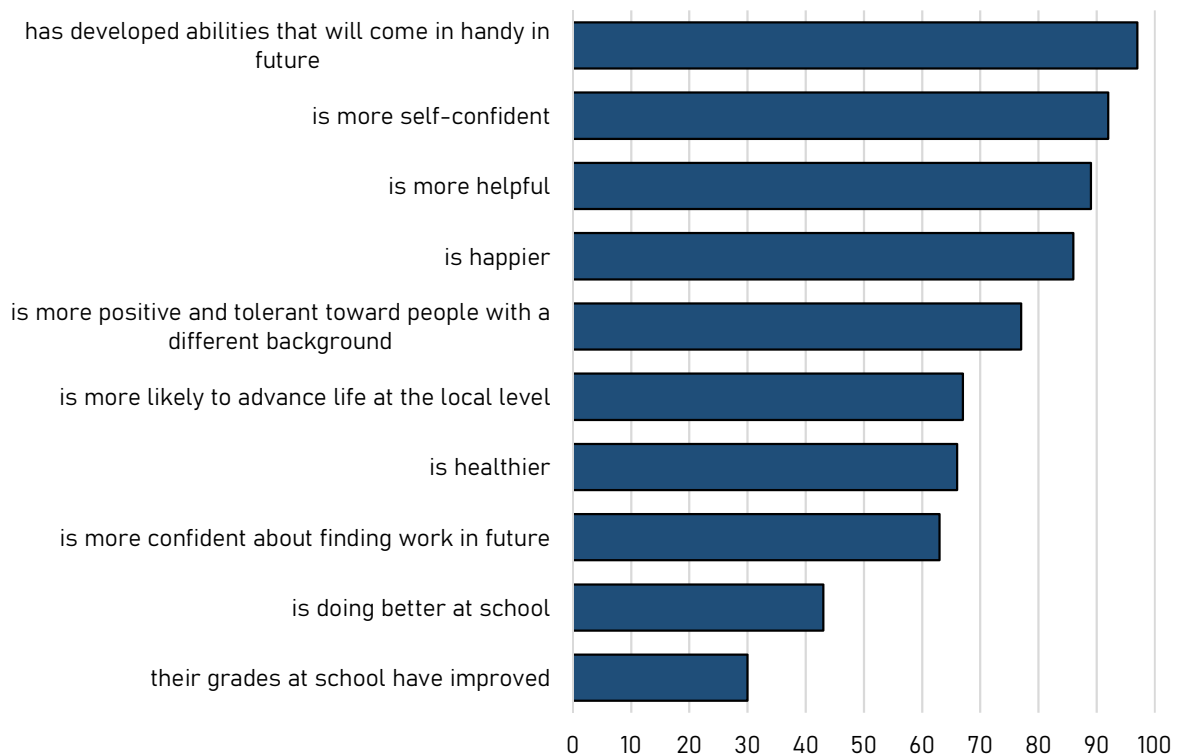


Figure 5.3. Parents' assessment of the perceived influence of Scouting (agree-completely agree %).

The parent survey included an additional open-ended question of “What has Scouting given your child and family as an added bonus”. One hundred respondents supplied an answer to this question.

The influence of Scouting is perceived as positive and parents note very different changes in their children as a result of becoming a Scout. As a result of the content analysis, the following categories can be identified: (1) development of personality; (2) social skills; (3) practical skills; (4) shared family activities.

A clear keyword associated with **personal development** is broadening of horizons. It can be considered a general component in self-development and parents see that Scouting helps to broaden their child’s horizons, they acquire new knowledge, experiences and see the diversity of opportunities and solutions. In the opinion of one parent, broadening horizons is also related to empathy and independence.

Broadens horizons and other skills that I feel a child needs for them to grow into an empathetic and independent person.

Increase in qualities like self-confidence and discipline, and general development of values due to Scouting were also categorized under personal development. Development of personality and acquisition of social skills are also intertwined. For example, one parent highlights a number of interconnected traits and skills:

An understanding of discipline and duty. He added self-confidence, the child became more open and sociable. For the family, the confidence that the child is doing a good job and his leisure time is useful and interesting

Scouting has helped to shape values (interacting and behaving civilly, love of nature and surroundings, develops social skills, I have made new acquaintances and participated in great events.

Social skills: social skills, teamwork skills, discipline, organizational and management skills are ones that are mentioned repeatedly. In addition, the word “independence” is mentioned in the responses from a number of parents. They say that

joining the Scouting movement has made their child more independent and they are able to cope better and make decisions independently.

This is provided by clear structure of children regularly going out into the woods from home. They learn independence and how to cope with obstacles so that they don't just worry but rather take action.

Navigating and coping in the outdoors, hikes and camps, possibilities to practise languages and experience in organizing events can all be categorized as **practical skills**.

Understanding and adhering to values in society: Getting by in nature. International camps, practice with languages, understanding and accepting other cultures. The possibility of taking part in projects and creating and organizing events. Better communication skills. Helping others and managing oneself better. A better person :)

Families' shared activities made up the last group of topics that emerged from the responses. Some of the ideas had a positive tinge; others, a negative tone. Respondents say that thanks to Scouting, their family has been more engaged in shared activities.

Scouting leads to new friends, new knowledge, putting oneself to the test, independence, coping, confidence in one's abilities, necessary recognition from friends and leaders, a pleasant way to spend time, and also brings the family closer for shared activities, because all family members are now involved in Scouting.

... and they also feel that thanks to Scouting, the family has found new friends and connections to do things together with.

Quality time spent with children and it has taught children to get by in various situations or at least have the attitude that a Scout doesn't give up. Scouting has given both children and parents a fun bunch of people to do things with.

At the same time, the families' major involvement can be a burden and a certain warning sign for parents. At least two responses, reproduced here as well, allude to the parents' obligation to contribute, which may be sensed as a burden.

The kids are only Cub Scouts. They have been able to attend camps on their own, sleep in a tent for the first time in their lives. They have been exposed to new activities. For me as a parent, it has given me the chance to meet very likeable, enthusiastic people but it has also dawned on me that the parent of a Cub Scout or Scout, if they sincerely want to help, may end up in a vicious circle or endless helping, because there is unfortunately a constant shortage of Cub Scout and Scout Leaders.

The children got their first experience of doing things on their own (without parents) and solving certain problems. Unfortunately, Scouting activities are not possible in Estonia without parents providing assistance. I would like more leaders and volunteers who

are not parents of (Cub) Scouts themselves. In my homeland, Germany, the principle is that Cub Scouts and Scouts take part in activities and camps without their parents. Naturally, the Scout Groups and participant numbers are greater there, which makes it easier to get by without the parents participating. It would be worth thinking about how to get new young leaders and volunteers and how to motivate them better.

Thus, many positive aspects are seen in Scouting, but the shortage of leaders and volunteers stands out as a problem, and this was also evident from the Scout Leaders' opinions.



The study initiated by the Estonian Scout Association and conducted by the University of Tartu Institute of Social Studies gives an understanding of the perceived influence of Scouting based on the opinions of Scouts aged 11-14, Ventures, Rovers, Scout Leaders and parents.

The following is a summary of the main results of the study, answering the six questions for research that were set.

What is the level of youth satisfaction with Scouting?

In general, youth satisfaction is high, and respondents say they are satisfied with various facets of Scouting. They also tend to be willing to recommend their friends to join the Scouting movement. It should be noted that taking the survey was voluntary, and so it can be presumed that those who are more active and value Scouting more were also more likely to respond to the invitation to participate. Both the focus group interview and the questionnaire found that respondents put value on very different aspects of being a Scout, from navigating outdoor terrain to building friendships.

Scouts/Venture Scouts' satisfaction with their Scout Leader and other Scouts/Ventures is very high; interviews also indicated that being a Scout resulted in new friends and Scouts' relations with peers are better than, e.g., in a school environment. Two dimensions can be distinguished when it comes to satisfaction: (1) satisfaction with general principles and values of Scouting and (2) satisfaction with practical and organizational facets. Satisfaction is high with the first of these and Scouting as a movement is seen as very positive for the youth themselves, the family and the community and society more broadly. There is also satisfaction with the second dimension but some problem areas were also noted, the main one being the small size of the organization and shortage of human resources – this is perceived by Scout Leaders in connection with reconciling Scouting with family and work life; Scout Leaders also say leadership obligations are assumed at too early an age while parents note that there is too high a volunteering workload connected to Scouting. Scouts/Ventures and parents also note the limited number or irregular occurrence of events/meetings. The dearth of human resources is a more general problem

affecting volunteers and NGOs in Estonia, e.g. the village revitalization movement⁷⁰.

But overload and risk of burnout have also been noted in the case of other countries' Scouting organizations⁷¹.

How did youths find their way to Scouting?

The focus group interviews and the parents' survey found direct contacts were important when it came to joining the movement. A recommendation or invitation from friends and acquaintances was the main channel for getting involved in Scouting. There were also some cases where Scouting was a family tradition, where younger family members joining was a logical continuation of the tradition.

The focus group interviews pointed to the importance of school as an intermediating environment (there is a Scout Leader at school, or a teacher/coach is involved in Scouting etc.); very rarely, a youth or parent will look for information about Scouting on social media. Thus, it would be a good idea to introduce Scouting through direct contacts and based on a geographical area.

How do youths see Scouting's role in their everyday lives?

In everyday life, the role of Scouting for younger Scouts can be seen as a high-quality, worthwhile way of spending free time, being with friends and learning practical skills, e.g., hiking in natural settings. Thanks to Scouting, youths are physically more active and better aware of their health and diet.

The older and more experience the respondent the better they were able to tie the role of Scouting with broader and more lasting social and personal developments; experience gained at a young age is viewed in a broader context, reassessed and values in a different form.

What do youths see as Scouting's influence on their life and personal development?

The youth respondents see Scouting as having a positive influence on their development and abilities. Social development and personal development can be distinguished, although they are of course also interconnected and complementary. Most respondents – both Scouts and parents – believe that youths involved in Scouting are more self-confident, happier, and more helpful and tolerant. They emphasize the broadening of horizons thanks to new experiences, possibilities and social interaction, which in turn contribute to development of the young personality.

Interviews and open-ended questions reveal a wide spectrum of qualities and personality traits, the manifestation of which is directly associated with being a Scout: calmness, politeness, wisdom/intelligence, generosity, sense of responsibility, discipline, openness, communication skills, goal-orientedness, being active, self-confidence, self-awareness, courage, independence, valuing oneself, taking others into consideration, tolerance. It is important to stress that in addition to the abovementioned properties, the aspect of noticing, awareness and making conscious choices also came up in various phases of the study. In an open society brimming with possibilities, reflecting mindfully on one's activities and making conscious choices is important. Those involved in Scouting perceive the development of skills that the Phoenix University Institute of the Future has termed future work skills: sense-making, social intelligence, novel and adaptive ability, and cross-cultural competency.

⁷⁰ Külavanemate uuring „Külavanemate institutsionaalse koostöömudeli väljatöötamine kohalikele omavalitsustele“ (2017) <https://kodukant.ee/wp-content/uploads/2016/11/K%C3%BClavanemate-uuring-2017.pdf>

⁷¹ Talbot, A. (2015). The negative impacts of volunteering: a qualitative case study of one UK scout group. *Voluntary Sector Review*, 6, 2, 209–220.

What is the longer-term perspective on the importance of Scouting and to what extent does Scouting shape the later life course and youths' ability to cope in everyday activities?

Although regional sustainability of Scouting and the shortage of leaders and volunteers were mentioned by some as areas of concern, Scouting itself was generally considered important and necessary. Those involved in the movement see Scouting as having a key role in the process of shaping one's life course.

Scouting supports the development of the personality and social skills and well as acquisition of skill sets that in turn support the young person's agency

– the development of their active capacity. Greater agency ensures better opportunities and more conscious choices for shaping one's life path. The findings showed that 89% of Scouts and 97% of parents agree with the statement that thanks to being a Scout, their child has developed skills that will be of use in future. Scouting is also characterized as a lifestyle and this is particularly noteworthy if more than one member of the family is or has been involved in Scouting. Scouting is seen as providing and conveying important underlying values that are useful for being successful in a rapidly changing society.



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