



SCOUTS[®]
Creating a Better World

GPS

THE GUIDE TO YOUTH
PROGRAMME IN SCOUTING





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Creating a Better World

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YOUTH PROGRAMME
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GPS

THE GUIDE TO YOUTH
PROGRAMME IN SCOUTING



Preface

Welcome to the Guide to Youth Programme in Scouting.

The GPS that will guide you on your quest to have a great National Youth Programme!

The GPS is designed to support National Scout Organisations to create a new or review an existing Youth Programme.

It's an invitation to NSO's Leadership to have a continuous approach and motivation to improve their educational offer, as a response to the needs and aspirations of young people and the challenges in our contemporary society.

The World Scout Youth Programme Policy emphasises the need for NSOs to regularly update their Youth Programme to ensure it offers the skills, leadership and educational experiences relevant for young people to reach their full potential and be active global citizens.

In using the new digital GPS resource, NSOs will be guided through an eight-step process created to help review and design their Youth Programme with the key elements of Scouting's educational methods in mind.

The GPS brings together tools and resources, inspiration from young people, best practices and shared experiences, as well as new educational approaches to reinforce Scouting's mission and the concepts of education for life and education for sustainable development.

The development of GPS also integrated legacy resources such as MACPRO (Methodology for updating and creating the Programme) and RAP (Renewed Approach to Programme).

You still have many more interesting resources to find along the way, so it is time to embark on your journey and explore the **GPS - The Guide to Youth Programme in Scouting!**



Preparing the Journey



Preparing the Journey

Introduction

One of our strengths as a Movement is our ability to learn from each other, to share best practices, to benefit from the wealth of available experience. When it comes to designing or reviewing your NSO's Youth Programme, there is plenty to learn from what others have done. In this chapter, we share with you the findings of the Round Table on Youth Programme Development, a network meeting of programme developers held in Molina, Spain, 24-26 October 2008, which harnessed the experiences of seven NSOs who had all embarked on reviewing their Youth Programme in the previous five years.

The group as a whole found that they had many experiences in common. Most had faced the same challenges. All wished they had known then what they know now. Each NSO had used RAP and recognised the value of using such a tool. All were surprised at the length of time it took but were pleased that they had taken it. Your time, and that of your volunteers, is too valuable to repeat mistakes others have made. Learn from those who have done what you are in the process of doing now.

Prepare your journey

Every process of designing or reviewing requires a strong motivation to improve something that already exists or something that needs to be developed from the beginning.

In either case the task ahead implies several considerations that you need to ensure before you start:

1. Human resources
2. Financial resources
3. Managing the change
4. Institutional procedures in place, including training
5. Timeline
6. Tools to manage the process with the different teams

In this chapter, we share with you the findings of the Round Table on Youth Programme Development, a network meeting of programme developers held in Molina, Spain 24-26 October 2008, which harnessed the experiences of seven NSOs who had all embarked on reviewing their Youth Programme in the previous five years.

The group as a whole found that they had many experiences in common. Most had faced the same challenges. All wished they had known then what they know now. Each NSO had used RAP and recognised the value of using such a tool when undertaking the process. All were surprised at the length of time it took, and pleased that they had taken this time.



What was most surprising was that all reported a surprisingly low level of understanding and implementation of the Scout Method in its totality by their leaders. A complete awareness of the fundamentals of Scouting or Scouting's non-formal educational purpose at local level was also lacking. All agreed that a tool (such as RAP), which provides a structure for the review process, was absolutely necessary. They also agreed that this excellent tool would be improved with the introduction of a chapter covering the preparatory phase for which the GPS provides some suggestions.

This is not an exhaustive list of who will be involved or what will be needed in the design/review process. The particular circumstances may require more or less or different resources. This is a guide to help identify the different areas that your NSO might explore when developing your own plan.

1. Human resources

Who is responsible: The provision of a quality Youth Programme is the core business of Scouting and ultimately the Board of the NSO is responsible for this. However, it is likely that the responsibility for designing or reviewing your NSO's Youth Programme will fall to the Youth Programme National Commissioner and their Team.

From the very beginning, it is crucial to be clear on the scope and parameters of the project. Do you have authority from the Board or the Assembly to develop and test a new Youth Programme, or is it their expectation that you will present an option for a new Youth Programme to them at each stage, needing their approval to take it to the next level? This is hugely important as the latter, when followed correctly, will take years to complete and it is likely that personnel may change in that time. The good will or encouragement which will be plentiful at the beginning of the process may not be so evident later on. Whether you set out to design a new Youth Programme, or to review your current Youth Programme, it will involve change. It is normal for change to meet with resistance. Being prepared for this and understanding the need to manage this change is part of the overall responsibility. From the outset it is necessary to understand this, and to know how this will be dealt with. If the Youth Programme Commissioner undertakes this responsibility does this mean it is their responsibility to bring about this change? Does the Board have the power to bring about this change? Or does the National Assembly have to approve the proposed change before it can be implemented?

Who will drive the project: The project manager doesn't have to be the Youth Programme National Commissioner, but they have to be someone The Commissioner trusts and fully supports. Building a strong Youth Programme requires a solid foundation. This takes time. It is vital that whoever is designing/reviewing your Youth Programme has a clear mandate to do so.

In Scouting, we use the team system. While the responsibility ultimately falls to the team leader, it is advisable that a project of this size is led by a core team in a collaborative way. It is also useful if the members of this team bring diversity in their approach to Scouting, and in their Scouting and life experience and expertise. A core team is a positive way to drive the project forward, to plan and execute the work at each stage, and to argue the points that will ensure the strength of the outputs.



The project is necessarily complex as it has many integrated parts, but a good project manager working with a core team will manage it so that it can be presented simply. Planning is essential, as is a good communication plan, but before that can happen the core team needs to commit to the process and be familiar with it.

- Start from the basis of fact. It is crucial to understand the reality, not the perceived reality.
- Clarify the fundamentals to develop a strategic view and plan of the whole process.
- Accept that a project such as this should be a collaborative project where open and frank discussions between team members guide you to the best outcome for your NSO.
- Recognise the obstacles, such as resistance to change (people have emotional attachment to some issues), time and financial constraints, people with their own agenda, lack of political will.
- Develop a communication plan, understanding it is necessary to take care of the politics of change.

Who will do the work: It is vital to have engagement from your NSO at all levels in the project. The process should involve all structures developing at the same time in the same direction.

The Commissioners for each age section, and members of their team, are directly involved in supporting the Youth Programme at local level. Not only do they have relevant knowledge of what works and what doesn't work, but they usually have direct access to young people and understand their needs and aspirations. The greater their involvement in the development, the greater ownership they have, and the more likely they are to be supporters of the new/renewed Youth Programme. Age Section Commissioners are busy people. They will not always be a part of the core team. Manage expectations around their involvement and make the most of the time they can commit. Consider how you will continue to support your existing Youth Programme as you form a team to develop and implement a new Programme.

Young people from the age sections, your youth representatives, or young leaders can play a vital role in this project. They have a very recent memory of what works in your current programme, how it works, and how they engage with it. Young people should be highly engaged in the design and implementation of the Youth Programme as part of the core team, ensuring meaningful youth involvement in the design and decision-making.

An open call for people with particular knowledge or expertise is a good approach as it shows transparency and willingness to engage with all. It broadens your resource pool and brings valuable people to the process. Engaging expertise in youth development from other organisations or educational institutions can bring immense value and credibility to the design of the Youth Programme.

Together these people will be the Youth Programme developers. Not all of them may be working with you at the same time. The different phases in the process may call for different skills and expertise. You will engage with them in different ways. It is important to manage this, and manage the expectations of all those who have volunteered to help you.



Your Youth Programme developers will need to engage with experts from time to time. Professionals in their field will add value during the different steps. Someone to fire your team's imagination and introduce some creative methods will add value later on, for example young people and older people, and those representing the diversity of your culture and society.

One team of developers does not necessarily need to undertake the entire project. In fact, it would be difficult to motivate people to give up the amount of time needed. It is important to transfer knowledge between teams, so future decisions are based on new learning from the earlier phases.

Someone needs to take care of the Change Management right from the start of the process. Explaining to small groups who have the opportunity to ask questions is the best method, but it takes time.

Who will provide input:

- Everyone in your NSO should be asked to express their views. The challenge will be to ask the right question of the right audience, as it is important to take account of all the input and use it appropriately. A survey of your leaders may be their first introduction to the process, but it is still a vital piece of communication so as well as giving you what you need, it also needs to send the correct message.
- Consider asking parents or caregivers what their views and expectations are for a Youth Programme and the experiences that their children will get from participating in it. As society changes, parents' demands of and expectations for their children change also.
- Every NSO has some highly respected leaders and not only at national level. More importantly they are leaders at local level who have mastered the Scout Method and who provide strong programmes in their local unit with exceptional results. You especially want to hear from these people.
- Young people from your country, both inside and outside Scouting, may be your harshest critics, but equally will bring some valuable input. Take note particularly of the feedback from those young people who are not members of your NSO. Scouting does not appeal to all, and never will, but it is valuable to know how it is seen in the community by those who choose not to participate. If you have the possibility to engage in a structured way through some or all schools, this is ideal.
- Experts in the educational or development field from your local universities will be needed as part of your process. Some input from experts will shape the direction of development. It will be important that everyone in your NSO hears directly from the experts.
- Youth programme developers from other countries who are undertaking, or have undertaken, a similar project. One of the findings of the Round Table is that similar challenges were encountered by all, so understanding another NSO's solution can sometimes help you move forward.

Who will create your resources: It will take at least a couple of years before you are developing resources to be used at local and national level in the roll out of your new programme. You will need talented, creative people to assist in their creation. However it is good to have this in mind as these people will need to have a deep understanding of your new programme proposal. If you are lucky enough to have a staff member from your NSO doing this, they should be involved throughout the process if possible.



At the same time, the process of development will also require some innovative thinking to help those on this development journey to work together better, and progress successfully through each step of the GPS. If you don't have those creative types in your core group, identify someone you can call on when you need this help.

Who will test your work: Once you have reached a certain phase in your development, you will need to test your theories. This can really only be done at a local group level. It may be that your developers are involved in local groups who will become test groups for certain things.

At a certain time, you will need to engage a cross section of your local groups in a pilot phase. This needs to be well planned, with volunteers committing to testing after appropriate training and having the resources they need (even badges, if there will be badges in the new progressive scheme). Your pilot units must surrender your NSOs current Youth Programme and undertake to use the new Programme in its entirety. Ideally this would be for a period of three years, but in reality it is very hard to support this, either with time or money. However, it is advisable to aim for at least 12 months as anything less is not a complete test. Think about what support they will need from you, and be clear about what exactly you expect of them.

Check whether the developed Youth Programme concept is similar to that of another NSO that is also operating in a similar cultural context. In this case, a review of the trials or pilot group examples from this NSO is recommended.

Who will make the final decisions: This is something that should be clear from the outset. What latitude do you have to continue the process? What is the reporting procedure? Where and when do you need permission to move forward? The final decision is a difficult one. Even with positive results from a pilot phase, it is not advisable that you must return to your National Assembly for acceptance. The change process is difficult and fickle, and in reality it is impossible to bring everyone through the process with you. The National Assembly will take a lot more convincing and possibly only see the benefits when the programme has been in place for some years.

Mentoring and coaching: Align yourself and your team with others who can help you on this journey. In Scouting we work collaboratively across NSOs as well as in local units. There is much to be said for the support of a friend at a time in need. Or a sounding board to bounce your ideas off. Perhaps you can find someone from within your NSO, or other support locally. It is also possible to find support internationally in the wider Scouting family. Ask through your NSO or through your WSB Regional office.

2. Financial resources

Related costs:

- Preparation and development meetings are the main outlay in the first phase (e.g. travel, accommodation, venue, food, programme resources). A lot of preparation and planning can be done remotely but when it comes to exploring new concepts and facilitating people in the development of the new programme you will need to come together for physical meetings.
- Resources for the process: administration, props, development aids as appropriate.
- Staff member(s) allocated to supporting the process.



- Engaging with experts; some you will visit, some will visit you. It will be worth your while to invite some from abroad and there may be costs associated with this.
- Research, surveys, focus groups (fees, travel, accommodation, food, venue costs)
- Regional Educational Methods forums or seminars can be hugely beneficial, being inspirational and contributing to the knowledge of your team.
- Training/showcasing your progress with your new Youth Programme in the regions/at local level
- Pilot groups: new resources (manuals, books, programme supports, badges, etc.). Pilot group training, or debriefing meetings.

Funding:

- Is it possible to attract funding from the local government, or a regional development fund which supports educational advancement?
- Is it possible to attract a benefactor for this specific project?
- Will you have a finite amount of money with which to develop your new Youth Programme? This will present a challenge as the project is by its nature organic, depending on cultural and social conditions.

3. Managing the change

Resistance to change is a normal human reaction. People don't like change. Your people are volunteers and they are used to doing things in a certain way. From the outset try to be clear about what will change and what will not change. Even if the programme will be completely reviewed, and your ages changed, and a new approach to personal progression developed, some things will not change. The aim or the mission of your NSO will not change and you may even be better able to achieve it with your new Youth Programme. Your use of the Scout Method will not change; it will be better understood and executed in your new Youth Programme. Your young people will not change, and the activities they enjoy will not change, but the experience they have and the benefits of a stronger youth involvement approach will mean they can achieve more from it.

Tradition and taking care of the fundamentals is important in Scouting. All of us as leaders value what Scouting offers young people. Asking our volunteer leaders who have an emotional attachment to the current programme to change what they do and how they do it can instantly cause resistance from some who feel threatened by change, and from others who believe that there is no need to change what is working well for them. Leaders may be very used to dealing with a specific age range that could benefit from changing, or be used to applying the Scout Method in a specific way which you are now challenging. Some leaders see their place as providing a social outlet and don't place importance on the non-formal educational approach of Scouting. It is also important to acknowledge that this can be a big change for young people; they have to adapt to, learn, and try new things so it is important that no young person is disadvantaged in any way during the implementation and transition to the new Youth Programme. It is important to care about the volunteers who keep our NSO working, and to consider the best way to take them with you as you navigate the process of change.



- Get past the programme jargon; communicate with your NSO in language it understands.
- Start from a basis of fact (understanding the reality, not working on a perceived reality).
- Be clear about what will not change (to reassure people).
- Be aware that this is a change process and deal with it from the beginning.
- Communicate the main themes to your NSO.
- Develop a change management plan.

Understand the context behind the issue or topic. Communicate effectively why it is changing and demonstrate commitment to the change. Some contentious issues could often be socialised early in the review process to build understanding and context behind the change in the development of a Youth Programme. This can be effective in ensuring young people and adult volunteers have time to consume and adapt to the change that is coming, but also that it does not derail or impact the positive development of the Youth Programme. Your NSO should carefully consider when aspects of change should be communicated to the movement so that there is time for people to adapt and have their voices heard.

4. Institutional procedures including training

A new Youth Programme can breathe a new life into your NSO. The Youth Programme is the core of Scouting and is supported by many institutional procedures. This new development also challenges your NSO to consider some of these procedures. It is worth considering whether your NSO can at the same time become a “learning organisation” ready to adapt and grow with changes in society.

It is likely that your Adult Training Scheme, and your Adults in Scouting policy and procedures will need to be adapted, or even renewed to provide the appropriate competencies and skills training for your volunteers.

5. Timeline

Driving the project will also involve managing the timeline. This may change as you progress but will be vital to keep you on track as you go.

You may want to review your approach to the project and consider how you will follow the GPS steps as laid out in its three phases:

1. Setting goals
2. Organising age sections
3. Making the system work.

The GPS has been developed specifically in this way to help you. It is built on the experience of others just like you, so we recommend you use it in the order in which it is presented. If you decide to swap some of the steps, any change in order should be within the phases. The GPS is a process. Just like building a house it needs a strong foundation. Taking care with the early stages of the GPS will give you the foundation on which to build a robust Youth Programme. Consider at the very least that everyone on your team needs to understand the fundamentals, the elements that you will explore in the goal-setting phase.



After that you may choose to allocate different tasks to different teams at the same time, so that you may have teams working on different steps simultaneously. Be aware that a programme development process involves a steep learning curve for most NSOs and that there is benefit to having a good understanding of the previous steps when developing the next one.

Setting out your timeline means taking care of the following:

- GPS steps
- Communication plan
- Financial resources
- Resources development
- Reporting structure

Tools to manage the process

Filing system

- The project has many steps, and will involve many tasks, meetings, groups, resources, input, feedback, documents, etc. Start with a clear filing system and a list of files.

Volunteer support

- Take care of your people. Treat them well. Show that you respect their time and their effort and they will be motivated to give you their best work.

Strategic plan

- Take care of political resistance.
- Have a holistic view of the development needed.
- Remember that it is better to be a learning organisation with continuous improvement (Scouting as a movement), than have to stop and change completely in the future.

Communication and marketing plan

- Keep it simple and don't use abbreviations as not everyone will understand them.
- Start from the basis of fact and share the reality, not what people may perceive the reality to be.
- Keep people informed of your progress at each stage; repeat the information you have previously given to bring the message home, and add some more to update them.
- Remind people why this is being done by your NSO, and the positive outcomes for them.
- Address your messages directly to each of your stakeholders in a way that helps them understand the positive outcomes for them.
- Be able to sell to management in less than half an hour.
- Make use of the normal processes, national events, etc., but don't over do it.
- Engage with more stakeholders than you need at any one time as all will not reply.



PJ 01.Tool to Guide the Decision to Update the Youth Programme at an NSO

Introduction

One of the most difficult decisions for a National Team is whether to initiate a comprehensive updating process of the NSO's Youth Programme.

Often this decision is based on individual perceptions, political pressures, or sensations, rather than on serious analyses supported by reliable, up-to-date, and relevant information.

There is no automatic mechanism or single procedure that allows you to make the decision to update your NSO's Youth Programme. The decision must be the result of a collective reflection based on reliable information from different sources and analysis.

"A major review should be carried out at least every 5–10 years. Ideally, such a review should take into account current academic and practical research by formal and non-formal education experts and institutions, as well as the views of young people, to ensure a valid and relevant review. Regular interim reviews (e.g. every 3–5 years) are also recommended to allow for periodic adjustments to the Youth Programme."¹

Objective

This tool is intended to

- present a set of questions that can help the national team as a starting point for a reflection on the information they have. From there it will be easier to make the decision to carry out a process of reviewing your NSO's Youth Programme.

This tool is intended for

- the team responsible for the process of reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO in the process of reviewing its Youth Programme.

How to use this tool

1. In a group, carefully analyse each of the questions from the *Questionnaire for the National Team*. After a discussion, try to reach an agreement on each of the questions.
2. On the basis of these agreements, have the group answer the following questions:

¹ World Scout Youth Programme Policy, WOSM 2018



Question	YES	NO
Do we have the necessary information to make a rational decision about whether to update the Youth Programme?		
Are there favourable internal NSO conditions to initiate a process of updating our Youth Programme?		
Are there conditions outside the NSO that require an update of our Youth Programme?		

Questionnaire for the National Team

a. Updates

1.a. When was the last complete update of your Youth Programme implementing all the steps of the GPS?

2.a. Were there partial updates of your Youth Programme? When did they take place? What aspects were updated?

b. Relevant Information

1.b. Do you have up-to-date information on retention, rotation, loss of membership between units? Did we analyse the quantitative data?

2.b. Do you have information on aspects such as territorial coverage, accessibility, visibility, distribution, and scope of your Youth Programme²? Did you analyse this information?

3.b. Do you have information on the status/level to which your Youth Programme is currently being implemented?

4.b. Do you have information on the impact of your Youth Programme on young people in today's society?

5.b. Do you have information on how well your Youth Programme delivers your Mission?

² *Coverage*: ability to reach or cover with the Educational Proposal as far as possible in the territory.

Scope: ability to cover or reach with the Educational Proposal of Scouting to the largest number of young people from various sectors as social, economic, cultural, religious, ethnic, etc., with the intention of satisfying their needs and interests.

Accessibility: is easily accessible. Possibility for young people to access a Scout group or unit in an easy way, for example, by proximity to their place of residence, school, participation costs, scout uniform, etc.

Distribution: how the Educational Proposal reaches the children and young people to whom it is addressed, for example, through Scout groups, units, or small groups.

Visibility: the NSO's ability to be perceived and recognised by young people, families, and other social actors for its Educational Proposal.



6.b. How well does your Youth Programme reflect the new World Policies that have been implemented?

7.b Do you collect experiences from similar NSOs that have updated their Youth Programme to assess the time and resources that will be needed?

c. Problems

1.c. Have you identified which matters or issues you have problems implementing in your Youth Programme?

2.c. Do you have any hypotheses for the reasons behind these implementation problems? Have you done any research on this?

3.c. Does your NSO have a monitoring or permanent review process of its Youth Programme?

d. Context

1.d. Have there been significant changes in the country's social, economic, political, and cultural situation that demand changes in your Youth Programme?

2.d. Have there been any significant changes in the context of your NSO that require changes in the Youth Programme?

3.d Does your Youth Programme fit on a wider organisational strategy for your NSO?

e. Conditions for Updating

1.e. Do you have qualified technical teams to start a process of updating your Youth Programme?

2.e. Do you have the support of the political body of your NSO? Is there a political will to initiate a process of updating your Youth Programme? Do they understand what it entails?

3.e. Is there an acceptance that this process will likely bring about change, and knowledge that this change will need to be managed?

4.e. Is there an explicit request from or a general feeling among members of your NSO that an update of your Youth Programme is needed? By whom?

5.e. Do you have the support of all sections of your NSO, as it is best practice to revise a Youth Programme for all age sections together.

The Youth Programme Self-Assessment Tool will help your NSO to assess the level of alignment and consistency of the Youth Programme with the World Scout Youth Programme Policy. Discover how at: https://www.scout.org/YP_assessment



Reviewing the Youth Programme



Reviewing the Youth Programme

The Scout Movement

The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potential as individuals, as responsible citizens, and as members of their local, national, and international communities.¹

Scouting has always been a non-formal education (NFE) movement. In December 2019, it joined a global platform² for the world's leading NFE and youth development organisations and practitioners to coordinate efforts to leverage NFE in achieving the United Nations 2030 Agenda on sustainable development.³

The process of renewing the Youth Programme

At the 32nd World Scout Conference in Paris in 1990, WOSM adopted the principle of a World Programme Policy for the first time. This was based on the idea that the Youth Programme of a National Scout Organization (NSO) could not be defined once and for all, but rather should be adapted to the needs and aspirations of each generation of young people in each country.

In 2014, the reviewed World Scout Youth Programme Policy, as a framework, reinforced the common elements of Scouting education that an NSO should implement through its Youth Programme and according to its circumstances. It also emphasised the need for regular updates, taking into consideration not only the needs and aspirations of young people, but also the new challenges that societies are facing today.

The concept of Scouting as education for life is as relevant today as it was in 1908, which reinforces the ultimate importance of NSOs delivering an updated, attractive, and relevant Youth Programme to prepare the next generation of young people to bring new answers to the world's complex challenges.

In the World Scout Youth Programme Policy⁴ programme, development is defined as:

“...the process of regularly reappraising and adjusting the Youth Programme of an NSA to suit the changing needs and aspirations of young people in society and thus, improve its quality.

¹ Constitution of the World Organization of the Scout Movement, WOSM, 2017

² UNICEF, UNFPA, the Office of the Secretary-General's Envoy on Youth (OSGEY) and the Big 6, an alliance of Youth Organizations formed in 1996: World Alliance of Young Men's Christian Associations, World Young Women's Christian Association, WOSM, World Association of Girl Guides and Girl Scouts, the International Federation of Red Cross and Red Crescent Societies, and The Duke of Edinburgh's International Award Foundation.

³ Rio Declaration on Non-formal Education, WOSM, 2019

⁴ World Scout Youth Programme Policy, WOSM, 2018



The World Scout Youth Programme Policy strongly recommends regular and systematic programme development to ensure these programmes remain up-to-date and in tune with the interests of young people, while remaining faithful to the fundamentals of Scouting, which are timeless and universal. This reflects the unity of Scouting. The diversity and flexibility of the Youth Programme is required to respond to a wide variety of social, geographical, economic and other situations. A major review should be carried out at least every 5–10 years.”

One of the key success factors for a Youth Programme to attract and retain young people to Scouting is a regular review:

“A quality programme provides an engaging, challenging and exciting Scouting experience. And one which is regularly updated helps it to remain fresh and relevant. These are by far the biggest contributing factors to the attraction and retention of your members, and the fundamental cornerstones of any successful growth strategy.”⁵

The concept of a Youth Programme and its development

To start talking about the development of a Youth Programme, it is necessary to understand what we mean by "programme". It should not be interpreted to mean a list of activities delivered at local level, but instead as the educational intention, plan of action, or idea with a particular long-term aim for each age section of an NSO.

In the World Scout Youth Programme Policy, it is defined as follows:

“The Youth Programme in Scouting is the totality of the learning opportunities from which young people can benefit (What), created to achieve the purpose of Scouting (Why), and experienced through the Scout method (How).”⁶

The policy applies a broad definition of the concept of Youth Programme, covering the totality of the experience proposed to young people, i.e., throughout their life within the Scout Movement, which includes the following:

Why: the educational objectives, in accordance with the purpose and principles of the Movement.

What: all experiences and situations that young people can learn from, both organised and spontaneous, i.e., the learning opportunities.

How: the way in which it is done, i.e., the Scout Method.

⁵ The Growth Toolkit, WOSM, 2019

⁶ World Scout Youth Programme Policy, WOSM, 2018

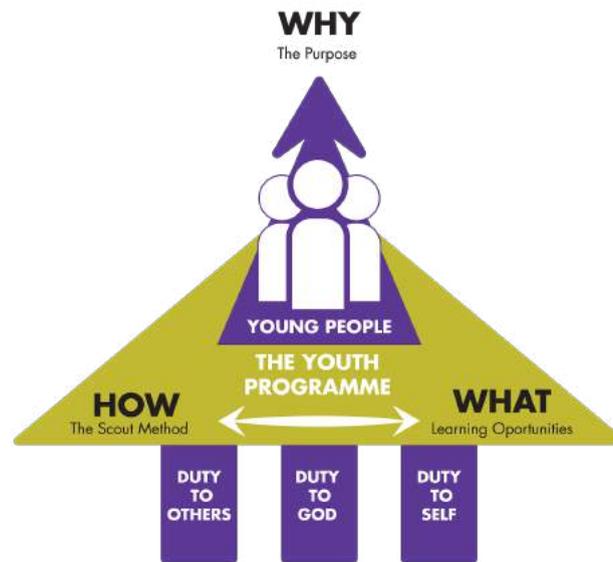


Fig.1

A Youth Programme based on the needs and aspirations of young people

The World Scout Youth Programme Policy definition emphasises that everything young people do in the Movement has to be oriented towards the purpose and principles of Scouting and implemented using the Scout Method.

A second key concept refers to a programme "of" young people, as opposed to a programme "for" young people. The Youth Programme is developed based on the needs and aspirations of young people and with their involvement because they are the main agents of their own development and happiness.

This does not, however, imply the rejection of a stimulating and educational adult presence. Adults have their place in programme development and implementation in terms of suggesting possibilities, offering alternatives, and motivating and helping young people to use their full potential. According to the World Scout Youth Involvement Policy, "Scouting is a Movement of young people supported by adults, and not for young people managed by adults only."⁷ Yet none of this can be done without taking the needs and aspirations of young people into account and without their active involvement in the development and implementation process. The policy emphasises the importance of creating a collaborative environment, where both young people and adults share knowledge and skills naturally and harmoniously.

This reasoning is at the very heart of Scouting's magic. In 1909, in an improvised address at the University of Chile, Baden-Powell described his concept of education by recalling for the audience that the bait the fisherman puts on the end of his hook (e.g. a worm or an insect) generally has nothing to do with the fisherman's dietary preferences but should, in contrast, correspond to the tastes of the fish.⁸

⁷ World Scout Youth Involvement Policy, WOSM, 2018

⁸ Aids to Scoutmastership, Baden Powell, Robert, 1920



It is unlikely that a young person is attracted to the Movement because they are interested in the harmonious development of their personality. They become Scouts because they are offered the opportunity to take part in exciting activities; but they stay in the Movement to find answers to their needs and aspirations.

Therefore, an activity has to be more than just exciting to be educational. It should also help young people gain the competencies they need to develop themselves. In this sense, the adult's role is to channel a young person's motivation and enthusiasm into a natural educational process.

The Youth Programme that this **Guide to Youth Programme in Scouting (GPS)** promotes is based on educational competencies. We believe that not only adult leaders, but also young people themselves, should be aware of the set of competencies that the Youth Programme proposes to complement their development. These competencies should be expressed to young people at an appropriate age level, to allow them to reflect on their own development.

A Youth Programme which proposes activities without highlighting the educational objectives underlying these activities risks falling into the activity trap: activities that are carried out for the activity's sake without anyone being aware of their *raison d'être* are repeated passively, their quality gradually diminishing.

A Youth Programme that is not oriented towards goals may not be clearly understood and cannot be adapted to new needs and realities. It will lose its ability to adapt and eventually become obsolete.

Scouting strives to make young people responsible for their own development. It is about encouraging them to learn for themselves instead of passively receiving standardised instruction. For this to happen, it is essential to help them acquire educational competencies relevant to their own development.

These competencies should become increasingly personal with age, so young people can find answers to their needs and aspirations. If an NSO is no longer able to attract and retain adolescents and limits its recruitment to children under 14, it may be a sign that adults alone have designed its programme, without discussing it with young people and without taking their needs and aspirations into account.

A Youth Programme adapted to each culture and each generation

The world of young people is dynamic. It presents diversified centres of interest in continuous evolution. For this reason, an attractive and relevant Youth Programme cannot be defined once and for all. The World Scout Youth Programme Policy states that each NSO is not only free to develop its own Youth Programme but should also regularly review it and adapt it to the evolving world of young people and of society as a whole.

The increasing speed of change in society will affect the frequency with which the Youth Programme is revised. The current recommendation is that an NSO conducts a thorough review and revision every five to ten years.



Invariable and variable elements

The strength of the Scout Movement lies in its wonderful capacity to adapt to highly diverse settings and cultures, but does this flexibility threaten the identity and unity of the Movement?

“A movement requires unity. This unity results from the sharing of a common purpose, through a common set of values and a common educational method which together create a sense of belonging among its members and which makes their identification with the Movement possible. Unity does not mean uniformity and it does not stop diversity among its members.”⁹

If we were all free to adapt the elements of Scouting as we wished, would it then be possible to keep enough in common so that we could still be identified as members of the same Movement?

To answer this question, it is necessary to distinguish between those elements that are invariable, and those that are variable.

- **Invariable elements** are the fundamental elements of the Scout Movement, as defined in the WOSM Constitution, including purpose, principles, and the Scout Method. These are the foundation of the Scout Movement's educational system. All new Youth Programmes (including updates and revisions) should be based on these invariable elements.
- **Variable elements** are the Youth Programmes of different NSOs, built from the fundamental elements. These variable elements change to adapt to the needs and aspirations of each generation of young people and the society in which they live.

The invariable and variable elements do not conflict. It is much easier to adapt something to a variety of situations if we can rely on clear and well-defined fundamental elements.

The Scout Movement, as a global educational movement, owes its success to its ability to articulate different levels in a harmonious and creative way, from the definition of the fundamental elements at the global level, to the implementation of the Youth Programme at local community level.

An educational system

What is a system?

The first characteristic of any system is that it is geared towards a goal, which determines its structure. A system comprises different, interacting elements. It is a dynamic whole, the totality of which is greater than the sum of its components. A system is also built on principles or norms, which govern the relationships between the different elements.

⁹ The Essential Characteristics of Scouting, WOSM, 2019



Scouting as an NFE system makes a unique contribution to the development of the individual complementing or offering an alternative to formal education.¹⁰ Geared towards the goal of educating young people, it combines different elements that interact in accordance with fundamental principles. Scouting is an open educational system, in constant interaction with its social environment.

“In today’s rapidly changing societies and economies, skill requirements for life and work have to be constantly updated. In view of this, the education system and other actors are increasingly providing learners with relevant lifelong learning opportunities in which NFE plays a major role.”¹¹

The different levels of Scouting’s educational system

Scouting’s educational system can be interpreted at different levels:

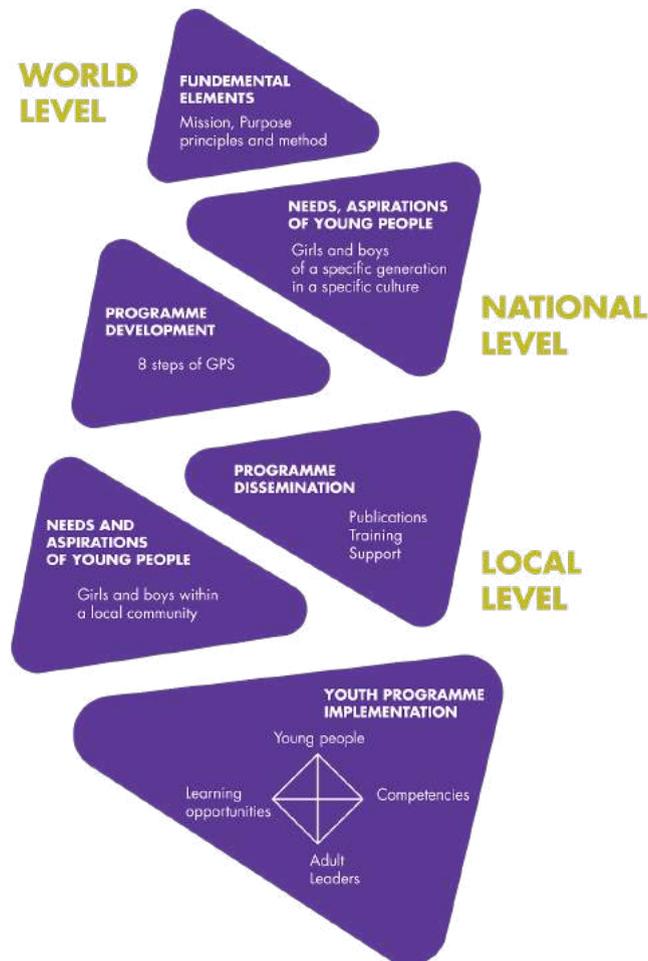


Fig.2

¹⁰ Rio Declaration on Non-formal Education, WOSM 2019

¹¹ Rio Declaration on Non-formal Education, WOSM 2019



REV 01. Timeline Tool to Analyse Historical and Social Processes

Introduction

Designing or reviewing your NSO's Youth Programme cannot be done without considering the social, economic, and cultural context in which it is inserted. In this way, the Youth Programme is a product that answers the needs and interests of certain people, at a specific time, in a specific place.

The timeline tool is intended to help you identify the relationship between historical and social processes and the most relevant events that occur within your NSO. The timeline is a useful tool to build knowledge and to organise information that we consider relevant. It orders a sequence of events or milestones on a particular topic in such a way that the timing between events can be easily seen and understood. Use it to visualise the relationship between the most important events that occurred at a sociocultural level in your country – such as the common habits, patterns, and beliefs – and what happened in your NSO at the same time.

Objectives

This tool is intended to

- identify the main events that occurred at the social level in your country and those that occurred in your NSO.
- establish a connection between the events that occurred at the social level in your country and those that occurred in your NSO.

This tool is intended for

- the team responsible for designing or reviewing your NSO's Youth Programme.
- participants in studies or discussions (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Prepare a timeline that includes relevant dates and events that have taken place in your country (perhaps also in the world), and the relevant events that occurred at the same time in your NSO.
2. Analyse the relationship between the events that occurred in your country and the events that occurred within your NSO.

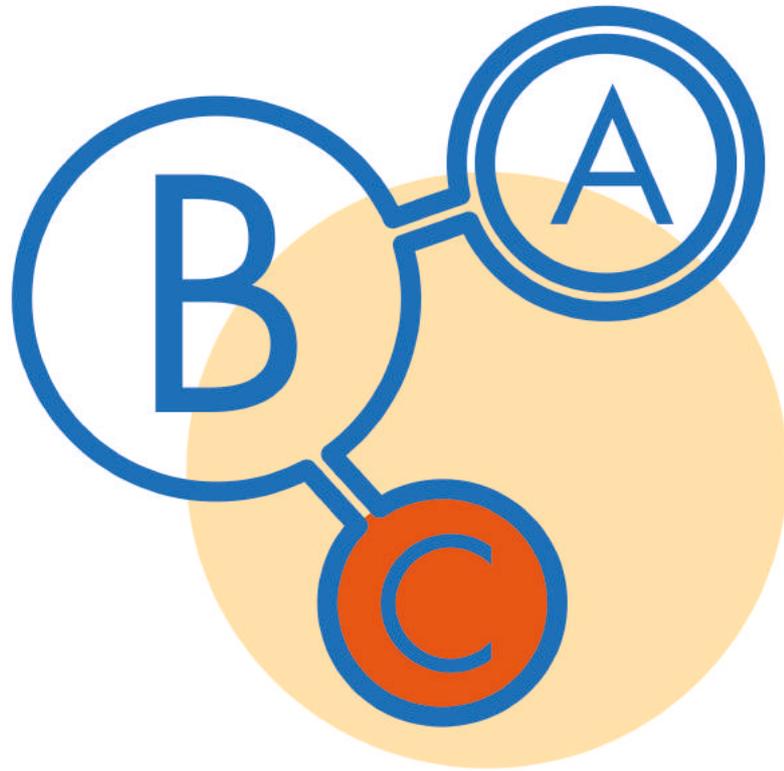


To develop a timeline

1. Define the period of time you consider necessary to analyse. It is important to have a vision of the short, medium, and long term to identify trends and recurring events.
2. Identify the historical facts you are interested in knowing and analysing in a comparative way.
3. Select the most relevant events and dates in your country and identify the most relevant events that took place at the same time in your NSO.
4. Prepare a timeline and organise the sequence in an orderly manner, being careful to show these events on a scaled graph. For example, 1 cm equals 1 year.
5. Put the dates and the data on the chart, stating the information as simply as possible while at the same time ensuring it is understandable.
6. Add images to the timeline to help improve understanding.

Other possible actions

7. Summarise the comparisons made to identify the degree of relevance between your country's dynamics and that of your NSO.
8. Extend the timeline into the future, estimating possible plans for your country as well as preventive and proactive measures to be taken by your NSO.



Designing the Youth Programme



Designing the Youth Programme

Introduction

Each NSO has a duty to develop and regularly update its Youth Programme, which is based on the fundamental elements of Scouting and takes the needs and aspirations of young people into account. As these needs and aspirations vary according to the sociocultural environment in which young people live, it is not useful for one NSO to copy a Youth Programme designed by another NSO in a different context.

Youth Programme designing

Development starts with design: the preparation of a note, sketch, outline, or scheme that represents an idea, an object, an action or succession of actions, an aspiration, or a project that serves as a guide to the activity. For example, an artist's sketch of what they plan to paint.

Unlike a painting, where the artist controls every part of their work from the sketch to the final product, different actors will intervene at different times throughout the design and development of a Youth Programme. Designing implies foresight, the separation in time of the functions involved, and an understanding of the practices that will be carried out later.

Education is a complex and, to some extent, uncertain process. Unlike an industrial process, education does not seek to produce products with standard characteristics. In education, the more complex the content is, the less determined the design can be to regulate the practice that will achieve it. The variety of learning opportunities and lived experiences will make a unique contribution to each young person's development.

Who designs the Youth Programme?

A multiplicity of actors is involved in the overall design, dissemination, and implementation phases of a NSO's Youth Programme. They will make rational decisions in a specific social context. The **National Programme Team** is responsible for supervising and making decisions, with the guidance and advice of experts, but the **adult leader** and **young person** will also be involved in the process along the way, especially when it comes to the dissemination and implementation of the new Youth Programme at a grassroots level.

The design of the Youth Programme is not just about carefully prepared materials, beautifully printed books, or the proposal of great ideas. The design is an instrument for guiding the implementation of the Youth Programme. It should strongly consider both the young people in your NSO, as the main agents of the Programme, and the adults who support it in specific, often complex, circumstances.

There should be a partnership between those at national level who design the proposals and those at local level who contribute to the final programme design according to their local reality, with space for autonomy and adaptation accordingly.



Due to its complexity and unpredictability, this process demands intuition, creativity, openness, improvisation, and expressiveness.

Principles guiding the design of the Youth Programme

A series of principles should be taken into account by the National Programme Team when facing this task:

- **Scouting's educational approach:** an approach drawn from the founder's educational thinking and expressed in the Scout Movement's educational approach.¹
- **Methodology principles:** a sequence of eight steps that gives a rational approach to the development process.²
- **Selection principles:** principles to guide the selection of cultural content to be included in the Youth Programme, for example, the definition of educational trails and subsequent educational competencies.

Dissemination of and engagement in the Youth Programme

Designing a good Youth Programme is not enough. It also needs to be widely disseminated. Spreading the Programme throughout your NSO can be a demanding and complex task. High-quality documents are required, presented in a clear and attractive way, both for adults and young people.

Direct contact should be maintained with the adult leader responsible for implementing the Programme, so that it can be presented and explained clearly to them by those who understand it well.

Dissemination is closely linked to training and to the field support that adults receive. In other words, when your NSO decides to update its Youth Programme, it has to work simultaneously on designing it, creating supported tools for its dissemination and implementation, and developing training and support for trainers and leaders at the regional and local level.

Key principles³

All Youth Programmes should...

...have young people at their centre. Youth Programmes should be created by young people, not for them. Development and implementation of the Programme should be based on the active participation of young people, as they are the main agents of their self-development.

¹ The Essential Characteristics of Scouting, WOSM 2019

² Based on the original steps of Renewing Approach to Programme (RAP), WOSM, 1998

³ World Scout Youth Programme Policy, WOSM, 2018



...be about education. Scouting is a non-formal educational movement. NSOs should offer a Youth Programme that provides, in a progressive way, the opportunity for young people to fully grow as individuals and be introduced to the real world. It should also help them in their search for their significant life skills. All that we do in Scouting should carry an educational value with a successful development and implementation life cycle.

...develop active citizens: The Programme should create learning opportunities for young people to become active citizens of their communities and to be responsible and committed leaders of today and tomorrow (cooperative followers). It should empower them to be autonomous decision-makers inside Scouting from the unit level to the institutional level, and outside Scouting in society. The Youth Programme is the crucible that transforms young people into active citizens, first in Scouting and then in the community.

...be locally adapted and globally united. While Scouting Fundamentals (purpose, principles, and method) are universal and have remained constant over the years, NSOs have the flexibility to develop their own cultural interpretation of these fundamentals without changing the core elements or principles. The Youth Programme should maintain a careful balance between invariable values and variable factors.

...be up-to-date and relevant: A Youth Programme should be the product of a constant reflection on educational practices and developed continually in relation to the Scouting Fundamentals (purpose, principles, and method). It should take into account the cultural, social, political, and economic dimensions in society, and should reflect and meet the needs and interests of young people, both today and in the near future.

...be open to all. The Youth Programme should meet the needs of all young people, designed with the necessary flexibility to adapt to each society's culture, society, economy, race, spiritual diversity, and gender. It should also include people with disabilities.

...be attractive, challenging, and meaningful. The Youth Programme should be fun with purpose. It should challenge the abilities of young people and be directed at their interests. What we provide in Scouting is a learning opportunity for young people, facilitated by adults and created by a cooperative process between adults and young people. These learning opportunities are not random activities; they should sit in a structured educational framework that will lead to a meaningful and fulfilling experience for young people.



Methodology to renew the Youth Programme

Macpro and RAP as inspirational documents

The 18th Interamerican Scout Conference, held in San José, Costa Rica, in July 1992, recommended that NSOs in region

"...periodically review the Youth Programme in accordance with the tendencies, needs and aspirations of Young People and the fundamental principles of the Movement."⁴

In July of 1993, the Interamerica's Regional Plan indicated the need for a "global conception of the development of the programme". This was how the first version of **Macpro** came about.

In 1998, the European Scout Office launched **RAP: Renewed Approach to Programme**. Developed in close collaboration with the Interamerican Office and with the Educational Methods Group of the World Scout Bureau (WSB), RAP differed from Macpro in some stages of the framework. The WSB went on to publish *Green Island in 2005*, a story of a National Programme Team using RAP to improve their NSO's Youth Programme.

In 2016, the Interamerican region decided to update Macpro, while in 2017 the World Scout Conference adopted a resolution to review all WOSM documents, hence unifying all documents under the Educational Method workstream.

The Guide to Youth Programme in Scouting (GPS) - A Merged and Updated Methodology

The Guide to Youth Programme in Scouting (GPS) is a systematic approach based on Scouting Fundamentals. It aims to support the development of an updated, relevant, and significant Youth Programme. The process of programme review or renewal is a journey, and what better tool to have with you on your journey than your very own GPS. Both Macpro and RAP were revolutionary for their time, guiding NSOs through a process that enabled the production of quality Youth Programmes. The GPS builds on that legacy, providing links to tools, examples of other NSOs' Youth Programmes, and insights into challenges that were overcome or turned into opportunities by those who have travelled the road before. The cause of Scouting is Education for Life; the Youth Programme is the main medium through which young people gain the competencies they need for that journey.

⁴ Método de Actualización y Creación Permanente del Programa de Jóvenes. Presentación. Gráfica El Altílo. Santiago, Chile. Oficina Scout Interamericana. 1994



Characteristics of the GPS

- **The GPS is a procedure** by which something is achieved, in this case, the design of a Youth Programme. It is a tool especially designed for National Programme Teams.
- **The GPS is a rational and systematic framework** consisting of eight stages, organised logically and based on principles and technical criteria that guide the decisions of the National Programme Team.

Programme updates are often the result of personal interest and spontaneous impulses of certain groups of institutional leaders, rather than a systematic and reflective action of an NSO.

- **The GPS is a global approach** that considers the Youth Programme as a whole, spread across different age sections. The Youth Programme is seen as a system and therefore its parts are interrelated.

It is essential that the Youth Programme offered by each section is linked to the Youth Programmes of the other sections and to be coherent with your NSO's Educational Proposal.

In view of this, it is clear that even if your NSO wishes to revise the Youth Programme for just one section, you will have to consider the effects on the programmes of all the other sections, in order to preserve the necessary coherence of the whole.

A combination of methodology, stakeholders and social context

The process of designing or reviewing your Youth Programme not only requires using a rational methodology, but also must include and involve all stakeholders of the process and the social context in which the Youth Programme is based.



Fig. 1



- Stakeholders

By stakeholders we mean the individuals (adults and young people) and the groups (teams, councils, committees, etc.) both inside and outside of Scouting that to a lesser or greater extent are involved in or affected by the design or review process.

These stakeholders work in different areas, either where the learning opportunities take place – units and Scout groups – and there we identify young people, adult leaders, parents and sponsors, or in the support structures – trainers, district or national leaders, community workers, etc.

In the processes of designing or reviewing your Youth Programme, which can also have an impact on your NSO as a whole, it is vital that young people participate. Your NSO must ensure the most appropriate mechanisms to integrate young people in the tasks, as well as in making the decisions that lead to the development of a new Youth Programme.

- Social context

Designing or reviewing your Youth Programme cannot be done separately from the diverse social, economic, and cultural context in which it is based. This process must be seen and analysed as a product that is fit for purpose in the specific social context and meets the needs of all young people.

The answers, ideas, strategies, and procedures that your NSO produces must be analysed from the trends and factors that affect it in the present, and also look to the future.

- Methodologies

Methodologies are formalised processes and procedures, on the one hand products of normative mechanisms (in our case, the World Youth Programme Policy) and on the other products of discourses that come from educational, sociological, and psychological theories. They are legitimised from the institution (expressed in norms) and from knowledge (expressed in speeches and theories).

The design and review of a Youth Programme is a practice guided by methodologies (in our case, the GPS), but these methodologies do not emerge from nothing; they are also products of certain stakeholders in a specific social context.



GPS Phases

The GPS is a methodology composed of eight steps that are not part of a linear process. Each step interacts with the others and can be grouped into three major phases:

Phase 1. Setting goals (steps 1, 2, and 3)

Phase 2. Organising age sections (steps 4 and 5)

Phase 3. Making the system work (steps 6, 7, and 8)

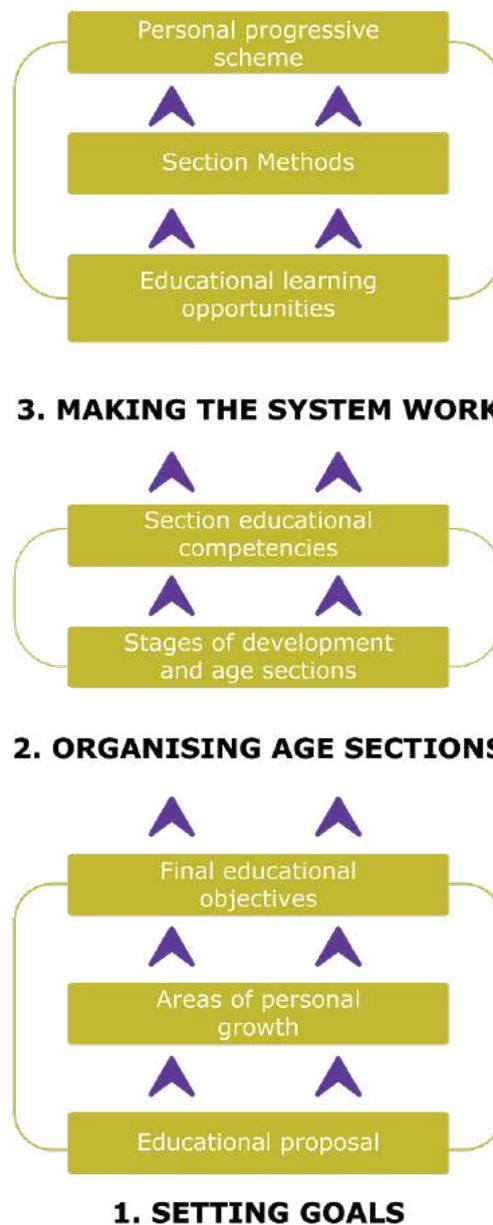


Fig. 2



Setting goals

This phase involves the whole NSO in an extensive debate at all levels to obtain a broad consensus and the commitment of all leaders to the NSO's fundamental raison d'être: its Educational Proposal and the general objectives it proposes.

Organising age sections

In this phase, the different stages of development of children and young people, in a given society at a specific moment in time, are analysed, to identify the age ranges that your NSO will take into account when determining its system of age sections and the progression from one section to another. Experts should be involved to develop this system and to draft the intermediate competencies for each one, which must be coherent with the final educational competencies.

Making the system work

This phase aims to find ways in which the final educational competencies can be reached while respecting young people's interests at different ages. It is necessary to identify learning opportunities that correspond to the educational competencies chosen; adapt the overall Scout Method to each age range, thus creating the section methods; and develop a personal progressive scheme. This phase requires field-testing among pilot units.

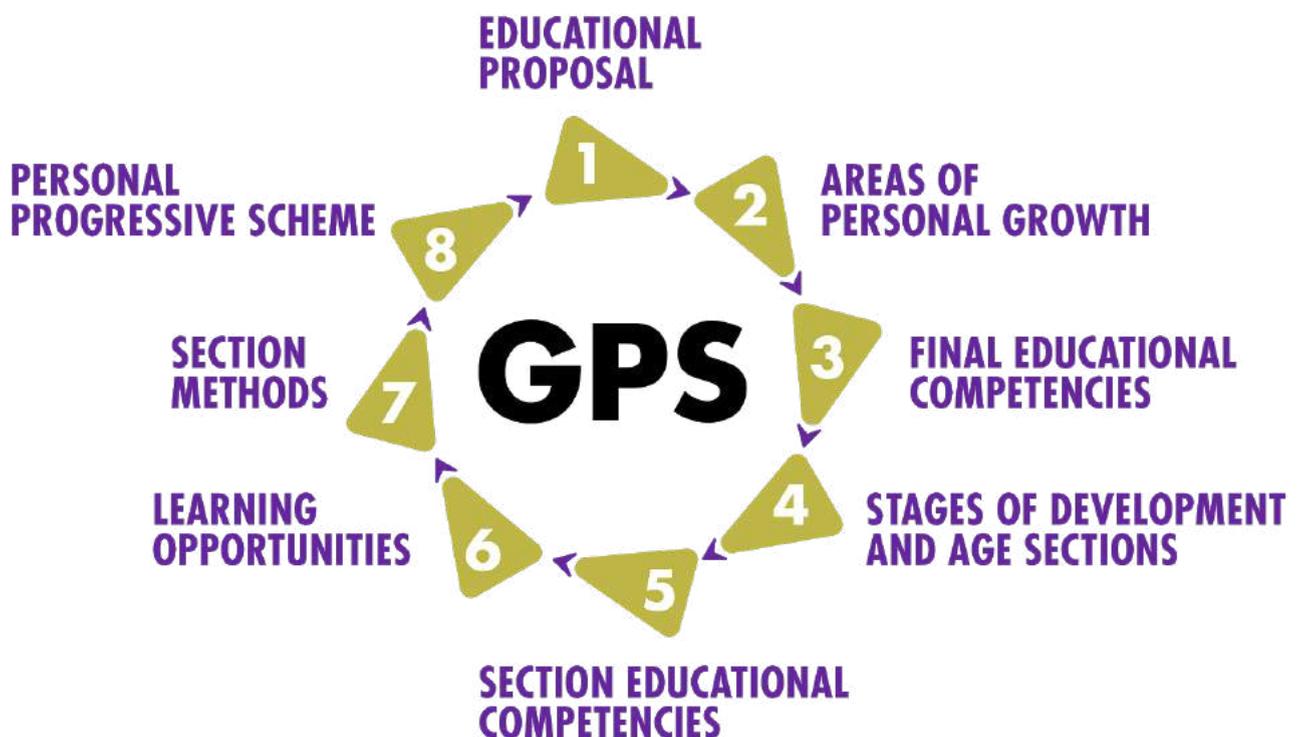


Fig. 3



Based on Scouting's Educational Approach, the eight steps can be described as follows:

1. **Define an Educational Proposal for your NSO**, which will present your educational intention both internally and externally and guide the development of your Youth Programme.
2. **Determine the areas of personal growth**, taking into account all dimensions of the young person.
3. **Establish the final educational competencies**, expressing concretely for each one of the areas of personal growth the desirable profile at the time the young person completes their educational journey and departs from the Scout Movement.
1. **Define the corresponding age sections** to your NSO's Youth Programme, based on the analysis of the different stages of development of children and young people.
2. **Establish the section educational competencies** for each of the age sections, according to a coherent progression.
3. **Develop learning opportunities** that will allow young people to achieve intermediate objectives or competencies.
4. **Adapt the Scout Method** to the characteristics of each age section.
5. **Build a system of personal progression** for each of the age sections, a system that helps young people identify the challenges to overcome in their growth process and motivates them to progress.

About the GPS

We can understand the GPS as an umbrella, comprising interrelated and interdependent elements on a delivery platform.

As a knowledge management system,⁵ the GPS transfers knowledge from where it is generated to where it will be used. It requires the development of the necessary competencies within your NSO to share and use it, and, if that knowledge is outside your NSO, to value and assimilate it.

Knowledge management, in this context, is a means of providing answers to knowledge problems in the organisational processes related to your Youth Programme. It can be described as the process of encouraging, managing, identifying, recovering, systemising, storing, and distributing the knowledge generated in the organisation for educational improvement, to any place where it helps to produce better results.

⁵ *Knowledge Management is the process of creating, sharing, using and managing the knowledge and information of an organization*, in Girard, J.P., & Girard, J.L. (2015). Defining knowledge management: Toward an applied compendium, *Online Journal of Applied Knowledge Management*. 3(1), 1-20



GPS delivery platform

1. Concept documents

Concept documents provide information and frameworks to help National Programme Teams to review or design a Youth Programme.

2. Toolbox

The toolbox is made up of tools to help further appreciate the information and framework in the concept documents, as well as tools for the development and implementation of your Youth Programme.

3. Best practices

Best practices share the experience of NSOs that have undertaken the renewal, implementation, and evaluation of their Youth Programmes and the processes and resources produced along the way.

4. Communities of practice

Communities of practice is an online space where Youth Programme teams and adult leaders can share their experience and views, seek support, and discover the repository of relevant documents and tools that can be used, modified, and reviewed.

Link to WOSM Services

The WOSM Service Platform is a one-stop shop to support and strengthen the ability of NSOs to deliver better Scouting activities and programmes to more young people worldwide. Youth Programme is one of the 13 services provided. On this platform, NSOs can ask for direct support from a consultant who will help the National Programme Team to implement all the changes they need.

It also contains virtual courses and videos based on the GPS, with the aim of strengthening National Programme Teams, equipping them with competences related to innovation, implementation, supervision, and evaluation of a Youth Programme.

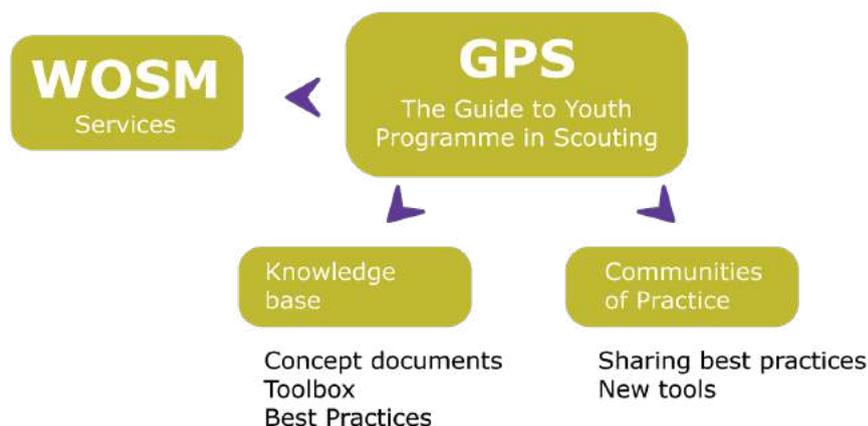


Fig. 4



EP 01. Eight Steps for Developing an Educational Proposal

Introduction

Creating or revising your NSO's Educational Proposal document is a complex and participatory process. It is composed of several stages in which different stakeholders at different levels of your NSO participate.

Objective

This tool is intended to

- help your NSO's leaders identify the necessary steps to create or revise its Educational Proposal.

This tool is intended for

- members of your NSO's National Board and Executive Directors.

Concept

The creation or revision of your NSO's Educational Proposal begins with the political decision to undertake this process and ends with the approval of the text by the decision-making body responsible for it (National Assembly or National Board of your NSO).

It is a complex participatory process in which different people take part at different levels of the organisation. It must be carefully planned and conducted.

Based on experience, we have identified an eight-step process:



1. Make the political decision to create or revise your NSO's Educational Proposal.

Any process of creation or creation must have the explicit approval of your NSO's political body, either the National Assembly or the National Board. It is a decision that involves not only the educational area, but the whole organisation.

The Educational Proposal should be considered as the second normative document of your NSO; it stipulates the what, for whom, and how your NSO achieves its social purpose.

2. Appoint a team.

Once the political decision to create or revise your NSO's Educational Proposal has been made, appoint a team that will carry out the process. This team must be diverse and intergenerational and formed of people from different areas of your organisation with a solid experience of Scouting. This team should not be many; nonetheless, it requires gathering some people with the following characteristics:

- Educational competencies, with a clear understanding of the particularities of the Scout Movement as an advocate of non-formal education.
- Social research competencies.
- Communication skills, including the ability to write and edit texts.
- Management and planning competencies.

A member of the National Board should also be a part of the team. They will act as a permanent liaison with the political body. Likewise, it is advisable to have the support of external consultants. They will advise the team on various topics that should be considered during the revision or creation process.



3. Define a roadmap to create or revise your NSO's Educational Proposal.

The roadmap is a document in which a set of actions and procedures is planned to organise the process of creation and approval of the Educational Proposal. This document defines the stages, outcomes, times, and actors involved in the creation process of the Educational Proposal. The roadmap is defined by the appointed team and approved by the National Board.

4. Research, conduct analysis, and provide input.

An NSO cannot expect to attract and maintain its members unless it satisfies their needs and expectations. Therefore, unless your Educational Proposal is perceived as relevant for the community, your NSO will not continue to receive its support. Research should be directed to investigate whether your NSO's Educational Proposal satisfies the needs and expectations of both young people and the community it serves.

The main research should be directed both towards young people in general and to the members of your NSO. Enquiring with families, formal educators, national authorities, business, churches, and other civil society organisations should also be considered in a transparent process that should provide feedback at the end.

The results of the research are processed, analysed, and presented. Based on this analysis, reference materials are produced to serve as input for the final draft of your Educational Proposal.

5. Have consultations on the research results.

The material produced based on the research done by the team will serve as a basis for a broad and participatory consultation process. The content of your Educational Proposal should be the product of debate, consensus, and the confluence of diverse interests. Therefore, it is very important to include as many members of your NSO as possible in the debate.

6. Draft the proposal.

The research and consultation process will produce a set of inputs that will be the basis for drafting the content of your NSO's Educational Proposal.

7. Share the content of the Educational Proposal.

The content produced by the team should be distributed among the members of your NSO for a final consultation to receive their comments and feedback.

8. Get the Educational Proposal content approved.

The final content should be approved by your NSO's National Assembly or National Board to later be distributed through your institutional channels.



EP 02. Checklist Tool

Introduction

The complex process of creating or revising your NSO's Educational Proposal document must be carefully planned with progress and revisions tracked.

Objective

This tool is intended to

- provide a checklist to control the most important aspects and variables involved in the process of creating or revising your NSO's Educational Proposal.
- identify the actions to take and follow the progress; use it frequently, ideally at each follow-up meeting to help you keep track of the performed tasks and show what is still pending.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- the National Board.

How to use the tool

- As a team, analyse and answer the following questions.
- Take note of aspects that are still to be defined or where you find divergences.
- Define specific actions and set up dates by which each one should be completed. At the beginning, the tool will focus on establishing future actions and their deadlines, but once the indicator is achieved, it will be recorded as accomplished.



A. PREVIOUS ASPECTS						
No.	Aspects to consider	Yes	No	Actions	Due dates	Observations
A. 1	Is there a need to create or revise our Educational Proposal?					
A. 2	Has the need to revise our Educational Proposal been carefully assessed? See Tool EP 05.					
A. 3	Is there an explicit political interest to create or revise our Educational Proposal?					
A. 4	Is there a person in the political body responsible for the process?					
A. 5	Has a person been assigned to be technically responsible for the process?					

B. TEAM						
No.	Aspects to consider	Yes	No	Actions	Due dates	Observations
B. 1	Has a team been appointed?					
B. 2	Does each member of the team have the necessary skills to carry out their assigned tasks?					
B. 3	If the team members do not have the necessary skills, will they be provided with training?					
B. 4	Are external consultants integrated into the team?					
B. 5	Does the team have a work plan with defined goals and deadlines?					



C. ROADMAP Document describing the creation, consultation, and approval process of our Educational Proposal.						
No.	Aspects to consider	Yes	No	Actions	Due date	Observations
C. 1	Has a roadmap to carry out the process of creating or revising our Educational Proposal been developed?					
C. 2	Will the eight steps proposed in Tool 1 be used?					
C. 3	Is this roadmap the result of an agreement between the technical team and the political body of our NSO?					
C. 4	Has the roadmap been approved by the National Board or the political body of our NSO?					
C. 5	Has this roadmap been communicated with our NSO?					
C. 6	Are there material and economic resources to carry out the process?					



D. ENQUIRY INSTANCES

It is necessary to define the consultation platforms and who will be able to participate in each one.

No.	Aspects to consider	Yes	No	Actions	Due dates	Observations
D. 1	Have consultation, defining, or approval instances for the content of our Educational Proposal been considered?					
D. 2	Has our NSO been informed of the consultation, defining, or approval instances?					
D3.	Do the consultation instances include as many actors as possible?					
D. 4	Do the consultation instances include all levels of our NSO (unit, group, district, etc.)?					
D. 5	Has the creation of consultation platforms such as round tables, symposiums, adult training, or seminars been considered?					



E. THE ACTORS

It is necessary to clearly define the actors that will participate in the process and in which stages involved. Actors are defined as the NSO Scout groups, National Board, National teams, districts, etc., or as individuals, such as unit leaders at the local level, leaders at district level, professional adults, trainers, youth, families, formal educators, cooperators, etc.

No.	Consultation instances	Yes	No	Actions	Due date	Observations
E. 1	Young people of all genders (Scouts and non-Scouts)					
E. 2	All the NSO's volunteers and professional adults					
E. 3.	Our NSO's young people and parents of non-Scout					
E. 4	Representatives of sponsoring entities					
E. 5	WOSM					
E. 6	Government agencies linked to education, childhood, and youth concerns					



F. THE INPUTS

It is necessary to define the necessary inputs, such as drafts with advances in definitions, research results, reflection documents, etc.

No.	Inputs	Yes	No	Actions	Due date	Observations
F. 1	Membership information (by age and gender), territorial coverage, time of permanence, socioeconomic group, ethnic groups, market share, etc.					
F. 2	Studies on the reality of children and youth in the country.					
F.3.	Studies on the educational condition of the country.					
F. 4	Studies on the perceived image of the Scout movement in the country.					
F. 5	Studies on the expectations of parents and supporters regarding the Scout Movement.					
F. 6	Texts of Educational Proposals of other youth organisations in the country.					
F. 7	WOSM documents.					
F. 8	Texts that include the founder's educational foundations.					



G. THE PRODUCT

Characteristics of the Educational Proposal content and other secondary products that we want to obtain.

No.	Item	Yes	No	Actions	Due dates	Observations
G.1	Have we defined the end result we would like to obtain after creating or revising our Educational Proposal?					
G.2	Has the content of our Educational Proposal been defined?					
G.3	Have the chapters or sections in our Educational Proposal been defined?					



EP 03. Traffic Light Tool

Introduction

To achieve its Mission, Scouting must ensure that its Educational Proposal reaches as many young people as possible. One of the World Scout Youth Programme Policy principles is:

“Be open to all: The Youth Programme should meet the needs of all young people. The programme must be designed with the necessary flexibility to adapt to each society’s culture, society, economy, race, religious diversity and gender. It should also include people with disabilities.”¹

But there is a significant gap between declaring the intention to grow and actually reaching as many young people as possible, and taking concrete actions so that your Educational Proposal meets the needs of the wide spectrum of society.

Objectives

This tool is intended to

- establish a diagnostic approach to assessing the state of your Educational Proposal in regard to coverage, scope, accessibility, structure for delivery, relationship with sponsors, and visibility.
- help define some actions to improve aspects like coverage, scope, accessibility, structure for delivery, relationship with sponsors, and visibility.

This tool is intended for

- the team responsible for creating or revising your NSO’s Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO during the creation or revision of its Educational Proposal.

How to use this tool

The purpose of this tool is to present a set of possible circumstances which, seen as stages, establish a diagnostic approach, and define some actions to reverse undesirable situations.

The tool presents six items to consider for the diagnosis: coverage, scope, accessibility, structure for delivery, relationship with sponsors, and visibility. Three possible scenarios are presented for each item: the ideal scenario is identified in green, an intermediate scenario in yellow, and a critical scenario in red.

¹ World Scout Youth Programme Policy, WOSM, 2018



1. The team carefully analyses each item and has a group discussion to determine in which scenario each item should be placed. When the description of an item does not strictly fit the analysed scenario, it is suggested that the team modify it so it can be described more accurately.
2. The team defines a set of actions to improve the current situation and moves on to the next stage. The goal is for each item to arrive at the green scenario. At the end of each item, find a space to keep a record of the actions defined.

There could be cases in which the team is not even in the red state. If this happens, there should be urgent plans to implement actions to overcome the situation.

COVERAGE			
Ability to reach the largest possible area in the territory with our Educational Proposal.			
01	Our NSO's educational offer is present throughout the national territory.	Our NSO's educational offer is concentrated in the major urban centres. Young people in some territories outside of these centres have difficulties accessing the Educational Proposal.	Our NSO's educational offer has little presence throughout the national territory.
COVERAGE – Actions to develop			
01			

SCOPE			
The ability to reach the greatest number of young people from various social sectors, economic groups, cultural groups, religious beliefs, ethnic groups, etc., with our NSO's Educational Proposal to meet their needs and interests.			
02	Our NSO's educational offer has a broad scope, reaching out to different sectors of socio-economic groups, religious beliefs, ethnic groups, etc.	Our NSO's educational offer does not reach all social sectors. This is perceived as a difficulty and there is willingness to change this situation.	Our NSO's educational offer has a limited social scope. This is not perceived as a problem and therefore, there is no intention to change this situation.
SCOPE – Actions to develop			
02			



ACCESSIBILITY			
It is easy to join the Movement. For example, it is easy for a young person to join a Scout group or unit because the group or unit is located near that young person's school or residence, and the cost of participation, including the uniform, is reasonable.			
03	When identifying any barrier that hinders a young person's access to the Scout Movement, that barrier is studied and, if possible, eliminated.	There are barriers that prevent young people accessing the Scout Movement, although an effort is being made to identify them.	There are barriers that prevent young people accessing the Scout Movement, which are not perceived as a real problem by our NSO.
ACCESSIBILITY – Actions to develop			
03			

STRUCTURE FOR DELIVERY			
The structure in which our Educational Proposal is delivered to the children and young people for whom it is intended. For example, through Scout groups, units, or small groups.			
04	Our NSO's educational offer is delivered through a variety of flexible formats: small groups, units, scout groups, etc.	Our NSO's educational offer is delivered only through a standard format (mainly Scout groups), although it is recognised that this is a limitation. Modifications are being analysed.	Our NSO's educational offer is delivered through a single standard format, and there are no intentions to change this.
STRUCTURE FOR DELIVERY – Actions to develop			
04			



SPONSORS			
Entities, governmental institutions, or civil societies sponsoring the opening and maintenance of Scout groups or units.			
05	Scout groups in our NSO are sponsored by various organisations of the government and civil society and new sponsorship possibilities are continually explored.	The highest percentage of Scout groups in our NSO is sponsored by a single civil society or governmental institution, although this is perceived as a problem. Actions are being taken to change it.	The highest percentage of Scout groups are sponsored by a single civil society or governmental institution resulting in a significant degree of dependence for our NSO.
SPONSORS - Actions to develop			
05			



VISIBILITY			
Our NSO's ability to be identified and recognised for its Educational Proposal by young people, families, and other social actors.			
06	The government, companies, and civil society organisations recognise the Scout Movement as an educational agent, and therefore, as a valuable ally.	The government, companies, and civil society organisations understand that the Scout Movement does something good but does not really know what it does.	The government, companies, and civil society organisations do not know what the Scout Movement does.
07	Young people identify the Scout Movement as something challenging and attractive that helps them to grow, and therefore, as something valuable for their lives.	Young people identify the Scout Movement as something for young children that begins to lose its charm as they grow older and reach adolescence.	Young people perceive Scouting as something "silly" and old-fashioned.
08	Parents recognise the Scout Movement's educational offer as a contribution to the growth of their children, and therefore, as a valuable resource.	The parents understand that Scouting does something good, but they do not know what it does.	Parents do not know what the Scout Movement does.
VISIBILITY – Actions to develop			
06			
07			
08			



EP 04. Roadmap Design Tool

Introduction

A roadmap is a document that defines the stages, the outcomes, the times, and the actors involved in both the creation and the approval of your NSO's Educational Proposal.

Objective

This tool is intended to

- give direction on how to produce a roadmap for the creation of your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- the National Board.

How to use the tool

1. Read the steps for the development of a roadmap and analyse the proposed roadmap model.
2. Evaluate its usefulness and effectiveness in designing your own roadmap.
3. Design a roadmap for the development of your Educational Proposal in which the actions, the responsibilities, the outcomes, and the required times are detailed.
4. Make a timeline or work schedule in which actions and times are clearly identified.

Steps in the development of a roadmap

Step1. Reasoning

Write the reason the Educational Proposal is useful and describe its purpose.

Step 2. Define the stages

Identify tasks or common actions that will allow you to obtain a specific outcome.

Step 3. Plan what's going to happen at each stage

Define what actions or tasks will be carried out at each stage, the desired outcomes, those responsible, the scopes, and times.



ROADMAP MODEL DEVELOPMENT OF THE EDUCATIONAL PROPOSAL

(The information in this table is for reference only; each NSO should define its own information.)

Stage 1. Forming an Educational Proposal Development Team and designing a roadmap.				
Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Appoint the Educational Proposal Development Team. Nominate a team coordinator.	National Board	Meeting of the National Board		An Educational Proposal Development Team
Define the stages of the roadmap, the products, the times, and the actors that will intervene throughout the process.	Project Development Team	Team meeting		Roadmap of the elaboration of the Educational Proposal
Create a timeline that illustrates actions and times from start to finish.	Project Development Team	Team meeting		Schedule or timeline
Approve the roadmap. (The roadmap for the development of the Educational Proposal is presented to the political authority of your NSO for approval.)	The project team Coordinator presents the roadmap to the National Board who approves it.	Meeting of the National Board		Approval agreement

STAGE 2. Input research and production (carry out some research that will provide you with information on aspects of the social and organisational reality)



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Research the needs and interests of young people.	Research Group 1	Meetings with representatives of the National University, Ministry of Youth, Ministry of Education, World Scout Bureau		Report of findings that will serve as inputs for consultations in the next stage
Research family expectations.	Research Group 2			
Research national goals.	Research Group 3			
Research the founder's educational ideas.	Research Group 4			
Research educational trends.	Research Group 5			
Research inclusion and accessibility.	Research Group 6			
Research NSO and WOSM documents.	Research Group 7			
Analyse the findings.	Education Proposal Development Team	Virtual work, team meeting		Document presenting the findings that will serve as material during consultations

Stage 3. Consultations on inputs



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Organise the consultations. Define who will be consulted (adults, youth, families, etc.), where the consultations will take place (Scout groups, training, etc.), and what materials will be used for the consultations.	Project Development Team	Virtual work, team meeting		Materials for consultation
Consult group councils and district training sessions.	Project Development Team	Group council meetings District training sessions		Consultation results
Analyse and synthesise the responses produced from the inputs to get relevant information to use in the next stage of the roadmap.	Project Development Team Note: Depending on the dimension of the responses gathered from the consultation, you may require help to synthesise all the information.	Virtual work, team meeting		Documents containing results from the analysis and synthesis of the consultations

Stage 4. Drafting the content of the Educational Proposal



Actions/Tasks	Responsible	Areas/S or spaces	Time	Product
<p>Write the content for the Educational Proposal.</p> <p>Define the type of content the document should have. Should it be divided into parts, chapters? What should those parts be?</p> <p>Write the first draft, proofread, format, and copy-edit.</p>	<p>Project Development Team</p>	<p>Virtual work, team meeting</p>		<p>First version of the Educational Proposal document</p>
<p>Approve the first draft of the Educational Proposal text.</p>	<p>Team coordinator presents it to the National Board</p>	<p>Approval by the National Board</p>		<p>Approval agreement</p>

Stage 5 – Consultations on the first draft of the Educational Proposal



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
<p>Organise the consultations.</p> <p>Define who will be consulted? (All Scout educators, youth, families...?),</p> <p>Where will the consultations take place? (In scout groups, training sessions, special meetings...?).</p> <p>How are you going to share the first draft of the Educational Proposal?</p>	Project Development Team	Virtual work, team meeting		Consultation device
Carry out the consultations.	Project Development Team	All Scout groups		First draft of the Educational Proposal with the comments made during the consultations
Analyse the answers from the consultations and make changes to the first draft if necessary.	Project Development Team	Virtual work, team meeting		Second draft of the Educational Proposal with the comments incorporated into the text
Share feedback on the consultation results and adjustments from the first draft.	Project Development Team	Virtual work, team meeting		Release

STAGE 6 – Educational Proposal final draft approval



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Present the second draft of the Educational Proposal to the political authorities for approval.	Project Development Team	<p>As defined in the roadmap for the development of the Educational Proposal, this can be</p> <p>a) the National Committee and endorsed by the National Assembly.</p> <p>b) endorsed by the National Committee and approved by the National Assembly.</p>		<p>Final draft of your Educational Proposal</p> <p>Approval agreement</p>
Distribution of the updated Educational Proposal.	NSO Communication Area	External media, official channels of the NSO		Campaign to distribute the Educational Proposal



EP 05. Educational Proposal Validity Analysis Tool

Introduction

Before you start reviewing your NSO's Youth Programme, assess the validity of its current Educational Proposal.

Objective

This tool is intended to

- offer a series of questions that will help you assess the validity of your NSO's Educational Proposal.

This tool is intended for

- the National Board.
- National Teams.
- the team responsible for the process of creating or revising your NSO's Educational Proposal.

How to use the tool

- 1) As a team, begin by analysing the validity of the current Educational Proposal and take note of the main conclusions. Use **Table A** for this task.
- 1) Use **Table B** to continue the analysis and note your conclusions.



No.	Questions to reflect on	Things to consider
A. 1	When was your NSO's Educational Proposal developed, and what was the development process?	How long since it was developed? How was your Educational Proposal developed? (Who participated? What was the outcome of the discussions? Who made up the group? How was the existing proposal adapted?)
A. 2	How would you describe the status of your NSO when the Educational Proposal was developed?	Membership data (quantity, permanence, rotation, distribution of ages and gender, territorial coverage, social groups to which it did not arrive). Governance. Participation of young people in decision-making processes. Organisational image.
A. 3	How would you describe society at that time?	Describe the political, cultural, economic, and social aspects. Describe the situation of young people in the country (health, education, work, etc.). Country issues.
A. 4	Do you think that the content of the current Educational Proposal accurately reflects the status of your NSO, your country, and the youth at the time it was developed?	



Table B		
No.	Questions to reflect on	Things to consider
B. 1	How would you describe the current status of your NSO?	Membership data (quantity, permanence, rotation, distribution of ages and gender, territorial coverage, social groups our Youth Programme did not reach). Governance. Participation of young people in decision-making processes. Organisational image.
B.2	How would you describe society now?	Describe the political, cultural, economic, and social aspects. Describe the situation of young people in the country (health, education, work, etc.). Country issues.
B. 3	From the analysis carried out, what aspects of the current Educational Proposal are effective?	
B. 4	What aspects of the situation of your NSO, your country, and the youth at this time should be reflected in the Educational Proposal?	Does it reflect the needs and aspirations of today's youth within your NSO's Youth Programme? Does it reflect the social, cultural, and political needs within your NSO's Youth Programme?



EP 06. The Story of Eva and Vladimir

Introduction

Having an updated Educational Proposal is the first step in the review and creation of your NSO's Youth Programme. It is also an opportunity to review all the ideas that support the main reason for your NSO existing.

To review the Educational Proposal means to investigate the identity of and give meaning to your NSO. It is a process that impacts the life of the entire organisation, if it is well done.

In this tool, we share Chapter 1 of the *Green Island*, a book by Dominique Benard and Jacqueline Collier Jespersen, which recounts the development process of the Educational Proposal of an NSO. Using this text, we want to trigger a collective reflection which we hope will be of use to the national leaders.

Objectives

This tool is intended to

- analyse the importance of creating or revising your NSO's Educational Proposal.
- identify situations, difficulties, and the usual solutions that arise in the process of creating or revising your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- members of the National Board and Executive Office

How to use the tool

1. In group or individually, read the story of Eve and Vladimir carefully. From the information that the story gives:
 - Recognise the importance of your NSO having an Educational Proposal.
 - Identify similar difficulties that the characters go through in the process of developing their Educational Proposal. Compare them with what you have gone through/are going through.
 - Recognise how they overcome these difficulties and discuss possible situations for your own difficulties.
2. In a plenary session, discuss their conclusions and, through a debate, reach a consensus on the three preceding points.



Excerpt from *The Green Island*

Vladimir and Eva live in the capital of a small country in eastern Europe, where the totalitarian regime, which had governed since 1945, has just collapsed. Life is hard for the man in the street. The economy is in ruins. Vladimir has just completed his studies in civil engineering. He is twenty-five years old and is looking for a job. Eva is a nurse. She is twenty-four. They are both full of hope for the future, despite the very difficult situation.

Like all young people, Vladimir and Eva were once members of the former state-run youth organisation. Based on their experience, they rejected the indoctrination and depersonalisation inherent in that system. Even before democratisation, Vladimir and Eva had discovered Scouting through old books circulating illicitly and by hearing about it at first hand from old Scouts. They then joined the re-emerging Scout Movement.

It was not easy to begin with. Documentation was scarce, as was goodwill. A few old handbooks from the 1930s belonging to old Scouts, some magazines from abroad and plenty of enthusiasm got them started. After a couple of months, they established relations with the several dozen local groups that had sprouted up somewhat haphazardly. A Scout association was re-established after a break of almost half a century. Eva was elected chairman of the programme committee, and Vladimir became her assistant. Their mission: to establish a youth programme adapted to the current situation and needs of young people. Their goal: to propose a revised programme at the next general assembly in one year's time. The European Scout Office provided documentation and encouragement, and promised to assist them.

Our story begins on the day that Vladimir visits a friend of his father's, a retired professor of psychology.

An Educational Proposal

Wednesday, 9 September, 17.00 hours

The old tram screeched to a halt, and Vladimir jumped down from the step. The rain had stopped, and rays of pale sunshine were piercing the clouds. The puddles on the dirty cobblestones reflected fine shreds of blue sky. Despite the first dead leaves, the month of September had not yet bid farewell to summer.

Vladimir strode towards the large grey, drab buildings across the road, trying to avoid the puddles. Tall and skinny, he was wrapped up in an old leather coat that was too big for him. With his narrow, bony face perched on top of his long neck, his thick brown hair, bright eyes behind small, steel-framed glasses, and thin, wiry legs, he looked like some kind of wading bird.

He dived into the lobby of the building and looked for the professor's name on the letterboxes – Jan Kessel, fifth floor, left. Taking the stairs two at a time, he quickly reached a landing enclosed by washed-out walls. A door opened, revealing a rather small man with a round face topped with a mass of white hair, dressed simply in woollen trousers and a roll-neck sweater. Vladimir was once again struck by the sparkle in the eyes behind the thick glasses.



"Hello Vladimir. I saw you from the window. Well done, you're on time. Come in!"

Vladimir shook the professor's hand and went into the tiny apartment where Jan Kessel lived alone.

"Let me take your coat, Vladimir, and please sit down. Would you like a cup of tea?"

Vladimir accepted the offer and took a look around. Two windows lit the room, which served as both the bedroom and the living room. A door at the back led to a tiny kitchen. Every nook and cranny were full of books and magazines, piled up all over the place. Dozens of envelopes bearing the stamps of various countries were strewn over the table, on which an old Olympia typewriter took pride of place. A grey cat, curled up on the worn sofa, glanced at Vladimir and then returned to its siesta.

Jan Kessel had once been an eminent professor of psychology, whose opposition to the former regime had cost him ten years' forced labour. Upon his release, he had had no other choice but to work as a skilled worker in a factory to earn a living. The present government had given him a small pension and an apartment. Vladimir held him in great esteem and considered him his mentor.

The professor came back into the room, carrying a tray with two cups, a teapot, a milk jug and a saucer of biscuits on it.

"Please excuse the mess, but I get lots of letters from my university friends in western Europe who want to know what things are like here. Replying to them keeps me very busy. Do you take milk?"

"Yes please", Vladimir replied.

Vladimir took a sip of his tea and began to explain the reason for his visit.

He had to prepare the programme committee's first working weekend and was wondering how best to go about it.

"You've got to devise a new youth programme, have you?" asked the old professor.

"Yes. Since we started, we've been operating based on a few recollections from the 1930s, but now it's time to modernise the Movement to really meet the needs of today's youth. We're full of ideas, but lack a working method. I'm sure you can help us."

Jan Kessel remained silent for a few moments. He drank some tea before speaking:

"I think you first have to answer a question, which is 'what is an association?'"

Vladimir was visibly surprised.

"Er... An association? That's pretty obvious. People get together and join forces to do something together."

"Yes, but why do they join forces? What makes them do that? Today, people in our country are free at last. Nothing and nobody can force them to join an organisation. Something therefore has to motivate them to do so."



"Yes, of course. A shared purpose."

"And what's that, Vladimir?"

"Pardon?"

Jan Kessel set his cup down on the table.

"What's the purpose that motivates the members of your association to... 'join forces'?"

"Scouting, of course. We decided to create a Scout association."

Vladimir couldn't quite see what the professor was getting at. Jan Kessel continued:

"When people want to play football, they set up a football club. When people want to be Scouts, they set up a Scout association. It's the same thing, isn't it?"

"Well, yes!"

"I don't think so", the professor replied after a moment's silence. "The rules of football, or any other sport, are simple and consistent, but your case is different. The proof is that you have to meet to develop a Scout programme, which would not be necessary for football or basketball."

Vladimir started to grasp what the professor was getting at.

"Ah, I see what you mean. A sport has precise rules and a simple programme.

All you have to do is form a team and practise in order to play in competitions. In the case of Scouting, on the other hand, things are more complicated; the general principles have to be adapted to a particular situation."

"Precisely", confirmed the professor. "The purpose, principles and the method of Scouting are established at international level, but you have to adapt them to the conditions of our country."

"That is indeed our goal."

"I may be wrong," the professor added, "but I get the impression that the main aim of most of those people who were in your association to begin with was to recreate something that existed in the past... a sort of 'restoration'."

"That's clear. Many of us, particularly the old Scouts, are first of all driven by the desire to re-create the Scout association as it existed before. That's only normal. There are however others, such as Eva and myself, who think that yesterday's Scouting has to be modernised in order to meet the educational needs of today's young people."

"So there are at least two quite different motivations among your members", the professor noted. "Some want to restore Scouting to what it was before, whereas others want to adapt it to meet present-day needs. But what are those needs? You've created an association that people join voluntarily, but with no clear definition, accepted by all, of the common purpose. Isn't that so? In that case, aren't the ties uniting your members somewhat weak and fragile? Aren't they at risk of being ruptured at the slightest tug?"



"You're saying that our first task should be to clearly state the purpose of the association and to ensure that everybody adheres to it?"

"Or at least the majority. Exactly Vladimir. You see, an association of volunteers is something that we're no longer familiar with in our country. In order to establish itself on solid foundations, such an association has to ensure that all of its members share the same purpose, ideas and culture. That's a long and difficult process."

"Rome wasn't built in a day."

"Right. But to construct a solid house, you have to make sure that the foundations are well-anchored."

"So it's not enough to declare that we want to be Scouts, and to keep in mind the purpose, principles and method of Scouting?"

"I don't think so. What you have to draw up is a type of general proposal, expressing what you want to achieve together, here in our country."

"I see", said Vladimir.

"And there's something else", Professor Kessel added.

"What's that?"

"A second important question, which is 'what's education?'"

"I beg your pardon?"

"Your purpose is to develop an educational association, isn't it?"

"Yes, of course it is."

"Therefore, you have to answer the question 'what does education mean today, in our country?' And 'how can education be carried out through Scouting?' How would you define education, Vladimir?"

"Education means teaching something, doesn't it?"

"That's teaching. Education is something else. You see this small book? It's

'Footsteps of the Founder', a book of quotations by Robert Baden-Powell collected by an Italian Scout leader, Mario Sica. One of my correspondents sent it to me when she found out that I was interested in Scouting. Listen to Baden-Powell's definition of education: The secret of sound education is to get each pupil to learn for himself, instead of instructing him by driving knowledge into him on a stereotyped system".

"That's a very modern concept!"

"Yes. What's more, Baden-Powell was very critical of the school system in his day. In an article published in the Headquarters Gazette in 1913, he wrote:



The necessary points to develop in our youth in order to evolve good citizens are: 1) Character; 2) Erudition. These are stated in their order of importance. Number 2 is taught in the schools. Number 1 is left to the pupils to pick up for themselves out of school hours, according to their environment. Number 1 is precisely what the Scout Movement endeavours to supply. The two main methods of training are: 1) By Education: that is by 'drawing out' the individual boy and giving him the ambition and keenness to learn for himself. 2) By Instruction: that is by impressing and drumming knowledge into the boy. Number 2 of these is still too often the rule. In the Scout Movement we use Number 1".

"So, Baden-Powell made a radical contrast between the school system and Scouting?" Vladimir asked.

"It would appear so, wouldn't it? This was certainly well-established at the time that he was writing. Things are different these days, and it's no longer possible to support such a radical contrast. But that's not the main point. Like Socrates, Baden-Powell maintained that true knowledge came from within, as a result of a personal process:

The soul is educated — that is, self-expanded — from within; it cannot be developed artificially by the application of book instruction and rules from without".

"He couldn't have put it more clearly!" Vladimir exclaimed. "Some of our leaders should read that. I've got one question though. Baden-Powell maintains that character development should be the first aim of education. But what exactly does he mean by character?"

"That's a very interesting question, which will doubtless have to be answered in more depth later. I think that, in Baden-Powell's view, the term 'character' closely corresponded to the terms 'reason' or 'wisdom' expressed by the Greek philosophers Plato and Aristotle. A man of character is responsible towards himself, trustworthy, capable of confronting difficulties and of taking decisions on his own."

"Able to guide himself along his own path in everyday life..."

"Correct. And that, I believe, is very important in our country today, don't you think?"

Vladimir nodded:

"It's true that many people are completely lost with their rediscovered freedom. Their points of reference have disappeared, so they pounce on any belief. Many strange sects from western Europe and America are turning up here and gaining a foothold."

"It's a challenge for the future, Vladimir. A democracy can't develop without a certain quality of citizen. Therein lies the main task that Scouting should set itself – developing the new citizens that our country needs."

"That's rather ambitious!"

"But you need an ambitious proposal if you want to gather high-quality people around you!"

"I can see one problem in that though. Many of our leaders are afraid of the future and daren't set objectives that they might not be able to achieve."



"You're right. There's no point in frightening people by proposing unrealistic goals. Your proposal has to be coherent with the method and means that you're able to implement. But it's needed nevertheless and it has to be appropriate to the situation prevailing in our country."

Vladimir took out a notebook and pen.

"But doesn't education also mean passing on a certain number of values to young people? Many of our members, particularly the older ones, set great store by this. What's more, our last general assembly was marked by extremely lively debates between two tendencies – on the one hand, those who want to simply adopt, as it is, the model presented to us by some western Scout associations, such as the Danes, Swedes or British, and on the other hand, those who reject such influences and want to preserve a national tradition."

"Yes, you're right", acknowledged the professor. "Every society needs to reproduce itself, and the new generations need the experience of their predecessors. They can't make a clean sweep of the past. Nor can they simply adopt models from abroad just as they are, even if they seem modern. Of course, we now live in an open society. It would be futile and dangerous to close in on ourselves and reject any outside influence. On the other hand, our situation is specific. It would be a mistake to blindly follow Danish, Swedish or British recipes here. We have to realise that all education is set in human history and that our history is specific.

In another respect, if the aim of education is to pass on experience acquired, it nevertheless has to accept that human knowledge changes with the generations.

The philosopher Hegel taught us that history resembles a river. At a given time, the movement of the water is determined by the flow of the river upstream, as well as by the rocks and meanders situated at this precise spot. Young people therefore have to be prepared to not only repeat a taught tradition, but also to adapt to the new conditions that they will inevitably encounter one day or another. That's why the method is just as important as the content in education. The Swiss psychologist Jean Piaget expressed this point of view perfectly:

Neither does a child approaching adulthood tend to receive reason and the rule of good deeds ready prepared, but rather captures them through his own individual effort and experience. In return, society expects new generations which are better than an imitation – an enrichment."

"I understand", said Vladimir. "Education should not only pass on knowledge gained in the past, but also develop young people's creativity so that they can deal with new situations and, in turn, enrich society. We can't achieve this result by simply copying ready-made models, whether they stem from tradition or from abroad."

"That's right. You could say that education should help man to grow and not only to reproduce. And therein lies the whole interest of Scouting. Scouting doesn't seek to 'impress' something determined in advance on young people, but to help them 'express' what they carry within themselves. It's not only defined by what it gives young people, but also by the method it uses.

It doesn't seek to give ready-made rules, but to provide each child with a compass allowing him or her to find his or her own way, irrespective of external circumstances."



"In other words, it's learning to learn!"

"Right!"

"It's true that all of this should be supported and understood by everyone who joins the Movement. So you think that the first stage of our work should be to draw up the association's educational proposal?"

"Yes. I believe this is essential for at least three reasons: firstly, in order to state the purpose around which your youth programme will be built; secondly, in order to call upon the adult leaders to commit themselves to a specific proposal; and thirdly, in order to present the Movement and what it offers young people to the community and to parents. I'm going to make some more tea. Would you like some?"

"Yes please. Meanwhile, I'll sort my notes."

When the professor returned with the teapot refilled, Vladimir suggested that they summarise their discussion:

"I've grasped the importance of drawing up an educational proposal and now understand that it should cover:

1. An analysis of the main needs of today's young people in our country.
2. How Scouting can meet those needs; in other words, the educational goals that we want to reach in our specific situation.
3. How we propose to do this in concrete terms, through which activities and through which style of educational relationship between young people and adults.

"I do, however, have one question", Vladimir added. "What process would you recommend for achieving this result?"

"That was a good summary", the professor said approvingly. "And it actually provides the answer to your question. The first step is indeed to identify the principal needs of young people. You could bring together a group of leaders who already have extensive experience, and ask them to pool their observations. You could also gather advance documentation to get the discussion going. I've got a few press articles on current youth problems that I can give you. But that doesn't stop you or your friends from looking for other documents yourselves — in the university library, for example."

"Do you know any experts, like educationalists or researchers, who could help us?"

"Yes, I've still got some friends in the Faculty of Education. Analysing the needs of young people is still a very new process in our country, but I think I can come up with a name or two. In any case, it's essential that you form a small research and analysis team. Don't forget that it's your proposal that you're drawing up, not that of a university or some educational institution or other. It should be written in simple terms that everyone can understand, so that it can easily be conveyed to all interested parties — leaders, parents, friends, etc."



Vladimir did not want to take up any more of the professor's time. He emptied his cup, thanked his host warmly and took his leave. It was time to meet Eva, who had finished her shift at the hospital at least an hour before and would be waiting for him at the association's headquarters. He took the same tramline back to the city centre. The Scout association had found temporary premises in an old bastion, which the city council had made available to them.

It was on the other side of a small park. A light escaped from one of its narrow windows. Eva was already there. Vladimir quickened his pace and pushed the heavy door of the historic bastion, before climbing the steps of the cold stone staircase.

A vast vaulted room occupied most of the first floor. This was the association's national office, also known as "HQ". The centre of the room, equipped with thirty or so assorted chairs and an old blackboard, was used for meetings. Around this were several working areas – comprising one or two trestle tables, a cupboard and a few chairs – which had been set up as the various "service desks" of the association. Panels decorated with posters from other Scout associations separated the working areas. The windows, set deep in narrow slits in the thick walls, hardly let in any light. The yellow electric light, sparsely diffused by scarce light bulbs, gave the room a special atmosphere, which Vladimir would have described as either romantic or depressing, depending on his mood.

He passed the desk of the secretariat, that of the administration and then the chairman's table – adorned with the association's flag – before joining Eva, who was sitting at the programme committee's desk in front of a large electric typewriter. Upon hearing his steps, Eva turned towards him and looked at him sternly.

"Hi Vladimir. Late again as usual!"

"Hi Eva. Don't bare your teeth! I'm sorry, but Professor Kessel kept me longer than anticipated."

"OK. We've got no time to lose. We have to type the invitation for the committee meeting, and I'll photocopy it at the hospital tomorrow."

"Where did you unearth this monster?" Vladimir asked, pointing at the typewriter.

"Stefan managed to persuade the chief clerk at the town hall to donate it to us. Apparently, they've been given money to buy word processors. It works very well, except for the letter 'o', which is blocked up, but a drop of alcohol should clean it out okay."

Seated close to Eva, Vladimir watched her nimble fingers running over the keys. She was a tiny, determined woman, with a fine, resolute face, framed by short brown hair. She was dressed simply in jeans and a roll-neck sweater. Vladimir greatly appreciated her intelligence and sense of organisation, a significant advantage for their teamwork, as he freely admitted that he himself was a dreamer and somewhat disorganised. He also admired the depth of her commitment. She didn't hesitate to spend hours at "HQ" after an exhausting day or night shift at the hospital. Night was starting to fall, and the room began to feel damp and cold.

Vladimir took off his leather coat and put it round Eva's shoulders. She gave him a quick smile.



"So, what did you get out of this old professor? Tell me!"

Sunday, 13 September, 16.00 hours

The programme committee's meeting had just finished. Vladimir and Eva had stayed behind to tidy the room with the help of Stefan, one of the members of the programme committee who also lived in the capital. The other participants, from the provinces, had hurried off to the station, anxious not to miss their trains home.

"What did you think of the meeting, Stefan?" Vladimir asked, while piling up the chairs.

Stefan was an engineer at the city waterworks, which gave him access to the town hall. He was thirty-one and an unusually strong, red-haired, calm, gentle giant. He had set up one of the first Scout units in the capital and possessed an innate understanding of education.

"I really liked Eva's suggestion to organise a discussion between two groups, one representing the needs of young people, and the other Scouting's resources. I think it helped us to come up with quite a few interesting ideas. But not all the committee members are used to this kind of method yet..."

Eva was busy copying the conclusions of the meeting from the blackboard, leaving the two young men to put the room back in order:

"We've gone as far as we can for the time being. With the working schedule drawn up by Vladimir with his professor, and the documents that you found in the library, we were able to prepare the meeting well. We now have a basis for an educational proposal. We need to finalise the text, that's all."

"Do you think that Piotr will agree to our proposal?" Stefan asked.

Piotr, a fifty-five-year-old grammar-school teacher, had been elected chairman of the association at the last general assembly. Eva considered the question for a moment before replying:

"We've been entrusted with preparing a revised youth programme to submit to the next general assembly. We're not going to seek Piotr's consent every time we lift a finger. We have to forge ahead. We'll consult him later."

"But what's the next step in the process?"

Vladimir, who had been stacking the pile of chairs against the wall, picked up a broom and spoke:

"Now that we have a general educational proposal, why don't we take up the elements of the old traditional programme and modernise them? I say, Stefan, are you going to let me do all the work?"

"OK, just a minute! I want to add something. You're forgetting the age sections. For the moment, we just have Cubs and Scouts, plus an embryonic Rover section, but the British and the Swedes have Beavers from five to seven years of age..."



"Yes and, like the French, the Germans have subdivided the Scout section into two, with the younger 'Jungpfadfinder' and the older 'Pfadfinder'. But you know very well that the older leaders will fight to hang on to the good old traditional system of three age sections! Anyway, it's probably the only system that we're capable of running at the moment."

"That's no reason not to examine our system of age sections", Eva interrupted. "We have to work rationally. I don't see why we should simply respect tradition without first asking ourselves some questions. We at least have to make sure that the way the sections are divided up corresponds to the stages of development of today's young people!"

"And another thing", added Stefan, going towards Vladimir, a shovel in one hand and a plastic bin in the other. "What exactly do you mean by modernising the old programme?"

"It's simple", Vladimir replied. "If you look at the old programme, you'll see that there's a sort of general structure common to all sections; for example, sport, life in the open air, handicrafts and skills, observation, etc. This would allow us to determine what young people should learn whilst, at the same time, providing us with activity ideas. Then we would only have to come up with more modern ideas, corresponding to the needs and interests of young people today."

"We could certainly make quite quick progress that way", Stefan admitted.

"It has the merit of simplicity!"

"Yes, but is it really in line with the educational proposal that we've just worked out?" Eva retorted. "Does it really cover everything that we want to develop? Why sport rather than self-expression through movement, and why observation rather than logical reasoning? It's true that the old system has the advantage of being simple, but it's actually no more than a catalogue of activities or skills to learn."

"I wonder", said Vladimir, "if we're not complicating matters. Our predecessors were more pragmatic..."

"It's not a question of complexity, Vladimir. It's a question of concept. The idea of a general structure should be kept, but I think that it should correspond to the educational objectives and not to activities. When young people's needs change, it's not enough to just change the activities. Do you see?"

"Eva's right", Stefan admitted. "I've already thought about this aspect. In the old programme, young people were asked to learn semaphore or Morse code, for example. If, in order to modernise the programme, we suggest replacing these activities with some others that require using the telephone or amateur radio, then they no longer correspond to the same objectives."

"Don't they? Why not?" Vladimir asked.

"It's simple", said Eva. "Semaphore and radio are both used to communicate, aren't they? But by learning semaphore, young people develop their visual memory, their observation skills and physical coordination at the same time. You can't do that with a radio set."



"It seems to me that it's a trap that Scouting in western Europe has tended to fall into", Stefan added. "In Germany last summer, I saw Scouts using computers at camp, but they couldn't use a compass nor read a map!"

"Perhaps it's more important for young people in Germany today to learn to use a computer rather than a compass!"

"Yes, but how can they cope at camp and go on hikes?"

"But why do you insist on going on hikes?" Vladimir started to lose his composure.

"That's the whole point", Eva interrupted, to calm things down. "You're both right. It's not a question of whether or not to modernise activities, but of knowing which educational objective such or such an activity is proposed for! The activity is just a way of achieving an educational objective."

"That may well be so," Vladimir interrupted, defending his point of view, "but surely some activities correspond to the fundamental elements of Scouting; those which take place out of doors, in contact with nature, for example."

"Of course, but what counts is knowing which educational objective these activities correspond to. For example, why is nature so important in Scouting? Failing to answer this kind of question leads to activism – just repeating activities because they are traditional, without asking why. And when the time comes to adapt to new needs, you're incapable of doing so, because you've never thought about what you're doing!"

"Listen," Vladimir added, "the weekend's been long and tiring. I confess that I don't quite know what to make of all this. What do you suggest, Eva?"

"Two important ideas emerge from what we've just said. The first is that we have to try and establish a general structure that's valid for all the age sections, so that we can organise our educational objectives. This structure shouldn't just be a catalogue of activities like in the old system. The second idea is that we have to examine whether the present age ranges actually correspond to the different stages of development of today's young people."

"That all seems extremely abstract and intellectual to me", Vladimir grumbled.

"Why are you so disheartened?" Eva retorted. "I've got an idea. Let's ask your old professor for help. The ideas he gave you were really helpful for this weekend. I suggest that we send him the report of our meeting and get his feedback for the next step. What do you think?"

"Why not?" Vladimir replied. "Provided that you see to it. I've found myself a little job in a factory for the next two weeks, so I'll have a lot less time."

"OK, boys! We've made good progress, so don't despair. Let's close up shop and go home. I'll offer you a drink at the Pétofi café. We've earned it!"



Monday 14 September, 08.00 hours

That day, Eva wasn't due on duty at the hospital until 10 o'clock. She got up early to write to Professor Jan Kessel.

Dear Professor,

As chairman of the programme committee of the Scout association, I would like to thank you for your valuable assistance, through Vladimir Kosta, which helped make the first stage of our task of defining a new youth programme for our association a success. We have drafted a general educational proposal, which constitutes the "raison d'être" of our association. A copy of the text is enclosed.

Now our committee wants to know how to take it one step further. Should we take up the traditional programme, which dates from the 1930s, and try to modernise it on the basis of the ideas expressed in the educational proposal, or should we be more ambitious and try to define detailed educational objectives for each age range, then propose activities through which to achieve those objectives?

Personally, I would be tempted to adopt the second method, but I confess that I am not exactly sure how to go about it. I was most impressed by the advice that you gave Vladimir for our first step in the process and I was wondering if you would agree to help us once again. I know that your time is limited, but I nevertheless hope that you will be able to advise us.

I look forward to hearing from you.

Yours faithfully,

Eva Barkieta

Our Educational Proposal

1. Who Are We?

We are a movement of young people and adults involved voluntarily in promoting non formal education, which complements the family and school.

We are open to all young people, boys and girls, irrespective of social, ethnic, religious or cultural origin.

We focus on holistic development, taking every dimension of the person into account — body and health, intelligence, emotions, character, spirituality and the social dimension.

Our purpose is to help each young person develop his or her full potential, to ensure personal well-being and to enable him or her to become the type of active and responsible citizen that our country needs.



2. The Difficulties Young People Face

We recognise the specific difficulties faced by young people in the transitional period that our country is undergoing:

- Initially, the market economy has created a race towards material success, dominated by money and individualism. We are experiencing a value crisis. The “West” seems to be exporting its worst products to us first — pornography, wheeling and dealing, corruption, Mafia, etc.
- Price rises, unemployment and the degradation of social systems have caused feelings of insecurity and anxiety. Many people are obliged to take several jobs in order to survive, and they no longer have any time to devote to social and community activities.
- Relationships between young people and adults are becoming strained, especially since the family unit is supposed to tackle all the problems even whilst its integrity is threatened by demoralisation and the economic crisis.
- Budgetary difficulties are causing the quality of the school and university systems to decline. As a result of economic difficulties and unemployment, young people remain dependent on their parents and cannot acquire the independence that they aspire to.
- The quality of the natural environment in our country has been seriously affected by many years of negligence. This situation threatens the health of children and young people in particular. It is urgent to raise awareness of ecological issues.
- There is a lack of communication between young people and adults. Young people feel that they are running up against a wall of incomprehension. They feel that today’s society is too rigid and unable to accept individuality. They feel that their skills and aspirations are not recognised and that nothing can be done to resolve the problems of society.
- Young people are tending to become withdrawn. They fear the future and are afraid of taking on responsibilities in society. Many dream of a different society and would like to emigrate. Others fall into violence and delinquency. We are experiencing a resurgence of irrational beliefs. Sects, some more closed than others, are attracting a large audience.

3. Opportunities for Development

We also recognise positive elements in our society, on which we wish to base our approach:

- In spite of all the difficulties, society is much more open. Individuals or groups with an enterprising spirit can create new, productive social and economic activities.
- There is now freedom of information, even if books and newspapers are expensive. Young people can move around and access information more easily.



- We are now discovering that history has been distorted. Our society wants to find the roots of its national culture again and to assert its identity.
- Our country is not lacking in skills, and there are real intellectual opportunities and plenty of dynamism. With some encouragement, many new initiatives could be launched. International contacts can play the role of a catalyst.
- Young people are looking for reasons to hope and believe in the future. Many seek to live together, to express themselves and to base their friendships on the principles of a moral lifestyle. They reject superficial conventions and relationships based on immediate interests. Their constant criticism also reflects their deep desire to find a way out of the present crisis.

4. What We Want to Do

Through Scouting, and through an educational relationship between young people and adults based on communication and trust, we want to help young people:

- Discover their abilities, feel recognised as individuals, develop their self-confidence and adopt a value system that they have freely discovered and accepted by themselves, in order to establish a solid basis upon which to build their personal lives.
- Develop a responsible attitude towards themselves and others.
- Respect the dignity of each individual and reject racism and xenophobia.
- Respect the natural environment and fight against any actions that threaten it.
- Know how to inform themselves and how to discover the realities of society, firstly at local, then at national and international level.
- Discover the interdependence that exists among different human communities and acquire a sense of justice and cooperation.
- Prepare themselves to cope with change, by acquiring the necessary knowledge and skills to use new technologies, and develop their capacities to adapt.
- Acquire the motivation and skills needed to integrate themselves into society, to play an active role in society and to contribute to its development.
- Be able to plan a project in a team and to carry it out in spite of any difficulties.
- Discover the meaning of life beyond its material aspects and recognise its spiritual dimension.
- Strengthen the cultural and spiritual roots of their community, whilst remaining open and tolerant towards other communities and other races.



EP 07. Tool to Analyse Findings and Define Priorities

Introduction

A fundamental step for revising or creating your NSO's Educational Proposal is the analysis of the findings obtained by the research groups and their subsequent prioritisation to determine the topics on which your NSO will focus its educational offer.

Objective

This tool is intended to

- offer a methodology to guide the analysis and weighting of the findings obtained to select the topics to be included in your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO in the process of creating or revising its Educational Proposal.

How to use the tool

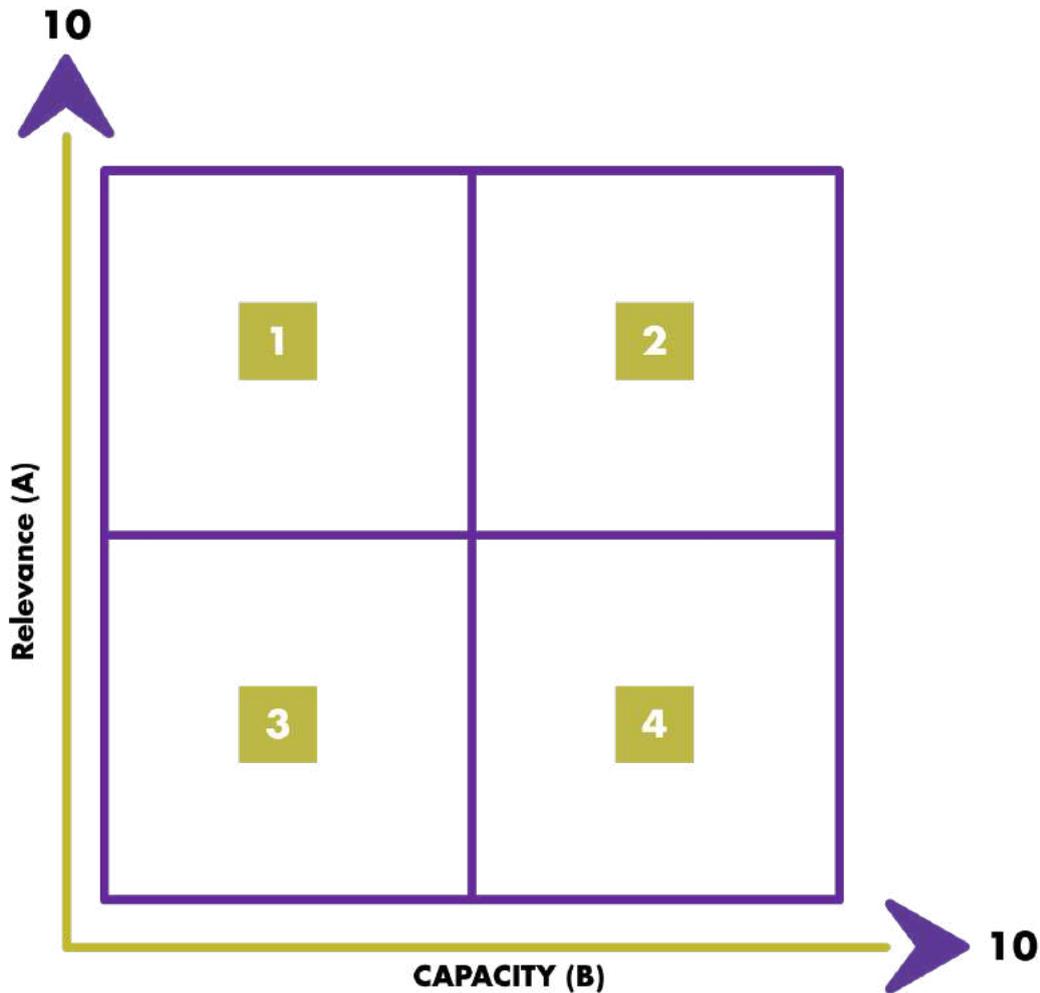
1. In a plenary session, have each research group present 3-5 findings obtained in the investigation stage. Each finding is presented in a short sentence, accompanied by the data that supports the information, reflecting percentages, absolute numbers, etc., which will serve the weighting process.
2. Record the findings using a record table (Figure 1). The theme refers to the topic investigated by each investigation group (health, education, economy, external image, internal study, etc.).
3. Once all the findings are written in the table, evaluate them, one by one, in a plenary session. Assign a value from 1 to 10 in column 1, depending on how relevant the finding is, considering the current situation of the country and the youth. In column 2, give a number to the resources (technical, economic, human) your NSO has to meet that need, 1 being minimum capacity to address the issue and 10 being the means to address the issue. In Column 3, assess the interest of your NSO (specifically its governing body) in addressing this issue, 1 being no interest and 10 being a clear political will to address it.
4. Once all the findings have been analysed, proceed with the weighting. This requires multiplying the values in columns 1, 2, and 3, and recording the result in column 4.



Findings record table Figure. 1

Theme	Finding	1 Relevance (1-10)	2 NSO capacity (1-10)	3 Interest of the NSO (1-10)	4 Weighing (1) X (2) X (3)

- Map the results. For this, a Cartesian axis can be used on which you graph the results to present them visually. The first analysis is the comparison between relevance and capacity. Each finding is written on a sticky note and located, as appropriate, on the vertical axis that marks the **relevance** from 0 to 10 (axis A), and from 0 to 10 your **NSO's capacity** on the horizontal axis (axis B). In this way, each finding can be located in a quadrant according to the following scheme.





6. The same procedure is carried out to compare the relevance with the level of interest. Use axis B to indicate the values of interest. Proceed in the same way as in the previous point, writing each finding on a sticky note and placing it on the graph as appropriate to the values found.
7. Once you have plotted the results, compare the two charts (relevance/capacity and relevance/interest). This makes it easier to identify the findings that your NSO should focus on in its Educational Proposal. The most relevant findings are those located in quadrant 2 of each graph; these are the ones to select.
8. Analyse the results of quadrant 1, since they are relevant to the country. Reflect on the possibility that such issues could be looked at in the near future. An additional analysis can be done on the findings located in quadrant 4, since your NSO could be focusing resources on issues here that are not relevant to society.
9. Compare the results obtained in the weighting (column 4), with the findings located in quadrant 2 in both graphs in a plenary session and select the findings that the Educational Proposal can focus on. It is recommended that the number of issues chosen is not greater than 5 or 6.



EP 08. Country Challenges and Institutional Commitments

Introduction

Your NSO's Educational Proposal guides the actions carried out by all areas of the organisation. To achieve this, it is necessary to analyse how each detected challenge will be addressed by the different areas of your NSO.

Objective

This tool is intended to

- offer a methodology that helps your NSO to identify the responsibilities of each area in meeting the challenges identified in the diagnostic process.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of the studies or discussions (seminars, workshops, etc.) organised by your NSO that participated in creating or revising its Educational Proposal.

How to use the tool

1. In a plenary session, present the challenges identified in the previous stage emphasising those selected to be included in your NSO's educational offer. Ask the participants to propose two types of ideas for each of them:
 - a) **Leading concepts** that your NSO must assume in this area. The leading concept refers to a strategic concept (based on a philosophical-political analysis) that your NSO assumes as the axis of its action. For example, in the face of the challenge of a high proportion of obesity in the population, a guiding concept to use would be to "promote healthy eating habits and physical activity at all levels of the organisation".
 - b) **Concrete actions** that each area of your NSO (Youth Programme, Adults in Scouting, Institutional Development, Communications, Administration, etc.) should take to meet this challenge. Following the proposed example, concrete actions could be as follows:
 - i. Youth Programme – include educational competencies on healthy eating and self-care.
 - ii. Adults in Scouting – ensure that adults acquire the necessary competencies to promote healthy eating habits in all activities so that they can accompany young people in this area in their personal progression.



- iii. Institutional Development – establish strategic alliances with organisations and public institutions dedicated to health and healthy eating.
- iv. Communications – create internal and external communication campaigns that disseminate relevant information.
- v. Administration and Finance – allocate resources to promote the theme and establish an internal policy for the purchase of healthy products for all events at the national, zonal, or local level.

To do this, place sheets of paper on a wall, one with the title “Leading Concepts” and others with the titles of each of the areas of your NSO. Ask each participant to write the leading concepts and actions they consider necessary on sticky notes and place them on the respective papers.

2. Once all the participants have submitted their proposals for the first challenge, the facilitator uses the plenary session to review the responses, seeking to synthesise similar ideas to obtain a reduced number of leading concepts and action proposals. The proposed actions must be concrete and feasible during the estimated duration of the Educational Proposal (from 5 to 10 years).
3. When you have agreed the guiding concepts and the actions to be carried out, write them in a table and move on to analyse the next challenge.
4. At the end of the exercise, review the tasks assigned to each area to identify possible duplications or overlaps of functions. The guiding concepts are those that will be used as the basis for writing the chapter corresponding to the institutional definitions. For example, “We are an organisation that promotes healthy lifestyle habits in all its processes.”

Table 1: Definition of institutional commitments

Challenge	Leading Concept	Concrete Actions				
		Youth Programme	Adults in Scouting	Institutional Development	Communications	Administration and Finance

5. As your Educational Proposal is the document that establishes your NSO's political definitions, at this stage of the process the members of the governing bodies can propose challenges and leading concepts to be incorporated into the proposal. It is important to note that these proposals must respond to the strategy that your NSO has established.



EP 09. Defining the Departure Profile

Introduction

The departure profile is the last element obtained in the process of preparing your NSO's Educational Proposal. It summarises, in a specific proposal, all the previous phases. In this sense, the departure profile reflects the educational utopia of your NSO and defines the educational competencies that will be proposed for young people.

Objectives

This tool aims to

- help understand the concept of a departure profile in the context of your NSO's Educational Proposal.
- analyse the criteria to consider when defining the departure profile in your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO when creating or revising its Educational Proposal.

How to use this tool

1. Divide the participants into groups. Ask each group to read the text "Concept of departure profile" and discuss its practical implications.
2. Each team should then complete the three tasks corresponding to the criteria on which the departure profile is built.
3. In a plenary session, analyse the responses of each group and agree on each task.

A. Departure profile concept

We define the departure profile as the set of desirable characteristics in a person who has gone through the Scouting experience. These characteristics serve as an ideal point of reference to guide the definition of final and intermediate educational competencies. They constitute a utopian future or reference that visualises the meaning of our educational action.

We affirm that these characteristics are desirable because they do not constitute a pattern or model to be achieved by all people. The departure profile does not attempt to standardise by defining people's characteristics as if we were referring to a "finished product". The educational process is not an assembly line, in which our educational



action aims to shape a person, based on certain criteria that define the "product" we want to achieve.

Nor can we speak of a "finished product" because education is a process that encompasses all human life, neither limited to a period of life, nor to a specific area.

B. Criteria on which the departure profile is built

The departure profile is inspired by:

- The **values** that we propose as a Movement and that are made explicit in the principles and expressed in the Scout Promise and Law.

Task 1

How can we express in the departure profile the values that we propose as a Movement?

Let's brainstorm as a team, and then share it in the plenary session. Afterwards, let's reach a consensus on what should be expressed.

- The **country challenges** that we have identified and prioritised based on the diagnostic process of analysis of the current situation.

Task 2

How can we relate the departure profile to the country challenges that we have defined as an NSO?

Let's brainstorm as a team, and then share it in the plenary session. Afterwards, let's reach a consensus on what should be expressed.

- The **leading concepts** derived from the challenges and define the lines of NSO action.

Task 3

How can we interpret the organisation's leading concepts into desirable characteristics for a person?

Let's brainstorm as a team, and then share it in the plenary session. Afterwards, let's reach a consensus on what should be expressed.



EP 10. Tool to Analyse the Text of your NSO's Educational Proposal

Introduction

Your NSO's Educational Proposal expresses the set of ideas and fundamental definitions that constitute its purpose and identity, specifying its educational intention and the ways this intention will be carried out.

The Educational Proposal enables you to explain to a given community how your NSO meets the educational needs of young people, in accordance with the mission, purpose, principles, and method of the Movement. It is an explicit and concise document that provides internal and external guidance on what your NSO offers to the young people in the society in which it operates.

Objectives

This tool is intended to

- facilitate the process of the collective analysis of your NSO's Educational Proposal document.

This tool is intended for

- the Board of Directors of your NSO.
- the National Team or Executive Committee of your NSO.
- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO when creating or revising its Educational Proposal.

How to use this tool

1. Ask the facilitator to give a presentation during a plenary session explaining the concept of the Educational Proposal, as well as its purpose.
2. Divide the participants into teams to do a general reading of the document. Using sticky notes, ask them to briefly point out those aspects about which there are doubts and to comment on each of the chapters in the document.
3. Have the teams present their comments on each of the chapters in a plenary session and open the debate with the intention of reaching agreement and recommendations on each chapter.



4. Subsequently, get each team to answer questions about the text in general. Write the team's agreements on each of the questions on sticky notes and share them in a plenary session.
5. Use the plenary session to open the debate with the intention of reaching agreements and recommendations on the text in general.

Questions about the text in general

1. Do you consider that the text expresses the set of fundamental ideas and definitions that give identity and meaning to what we can offer educationally?
2. Does the text clearly define the purpose around which the Youth Programme is going to be built, giving meaning, identity, and integrity to what can be offered educationally?
3. Does it establish a global framework that serves to guide educational decision-making in the area of our NSO?
4. Do you consider the text to be a guiding instrument for institutional development in our NSO?
5. What aspects of the text of the Educational Proposal do you think can have a direct impact on the generation of the adult management model?
6. What aspects of the text of the Educational Proposal do you think may have a direct impact on our NSO's institutional development or governance model?
7. Does the document present Scouting to the community in general, expressing how our NSO responds to the demands of youth and the community it serves, according to the purpose, principles, and method of Scouting?



APG 01. Tool to Define Educational Trails in the Areas of Personal Growth

Introduction

Prior to writing the final educational competencies, you need to define educational priorities or trails for each area of personal growth.

To define what are the educational priorities, consider the following criteria:

- Young people's needs and aspirations in a particular social and cultural context.
- The social, cultural, economic, and political demands that you have identified in the definition of your Educational Proposal.
- Your capacity as an NSO to give answers to both the needs and aspirations of young people and to the demands of society, from the relevance¹ of your NSO's Educational Proposal.

Concept

Areas of personal growth and educational priorities or trails are necessary to establish the educational objectives on which you will develop your Youth Programme.

Objectives

This tool is intended to

- help in the formulation of the educational priorities of each area of growth.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and design/review your NSO's Youth Programme.

How to use this tool

1. Read and discuss the material: *Example of educational priorities*.
2. In a plenary session, define the main challenges youth are facing in your country.

¹It is called educational relevance to the adequacy and suitability of the educational contents defined by a National Scout Organization.



3. Divide the participants into six working teams, one for each area of growth.
4. Ask each team to connect the challenges that were identified in the plenary sessions with the educational priorities in each area of personal growth.
5. Next, have each team exchange their work and analyse the educational priorities produced by other teams. Take into account whether they are properly drafted, clear, understandable, and pertinent.
6. Finally, in a plenary session, ask the teams to share their conclusions and suggestions for improvements.

Steps to Define Educational Priorities

1. The participants reflect on the **main challenges** that young people face in their educational process, using as a reference each of the growth areas.

To carry out this task we suggest taking into account:

- The ideal profile of a person established in the Educational Proposal.
 - Competencies for sustainable development and the Sustainable Development Goals (SDGs).
 - Other materials that your NSO considers relevant for its educational offer.
2. Individually, each participant writes a challenge that they have identified on a sticky note and places it on a board.
 3. Then, in a plenary session, group the challenges into large thematic blocks. For example:

Area	Challenges list	Thematic block
Physical development	Health. Active security. Knowledge, care and maintenance of the body. Ability to manage free time and work time. Ability to enjoy nature.	Health

4. In teams, the challenges are transformed and grouped in thematic blocks, educational priorities, and common concepts in order to have the minimum possible number of priorities. In the following, we have proposed:



Area	Challenges	Educational Trails
Physical development	Health. Active security. Knowledge, care and maintenance of the body. Ability to manage free time and work time. Ability to enjoy nature.	<ul style="list-style-type: none"> • Self-care. • Process knowledge. • Maintenance and physical condition. • Life in nature. • Use of free time.

Example of Educational Priorities

The following are examples of educational priorities for each area of personal growth. We strongly encourage you to find the best formulation for your NSO, taking into account the cultural context of your country.

When formulating educational priorities, consider the following:

- Do not draft an excessive number of priorities; three or four priorities per area of personal growth are often sufficient.
- Define educational priorities that consider young people's needs and aspirations in a particular social and cultural context.
- Connect with the social, cultural, economic, and political challenges presented in your NSO's Educational Proposal.

PHYSICAL DEVELOPMENT

Definition

Becoming responsible for the growth and functioning of your body.

Educational priorities

a. Identifying needs

- Understanding how your body-mind functions.
- Understanding the changes in your body.
- Understanding the relationships between your body and the environment, your body's needs, and its natural rhythm (oxygen, balanced meals, rest).
- Respecting your body and avoiding abuse.

b. Maintenance (being fit and healthy)

- Healthcare and hygiene
- Nutrition and proper eating habits
- Physical activity and exercises



c. Efficiency

- Developing your senses: touch, taste, smell, sight, hearing.
- Developing your resistance, strength, suppleness, elasticity, agility, and self-control.

INTELLECTUAL DEVELOPMENT

Definition

Developing your ability to think, innovate, and use information in an original and relevant way.

Educational priorities

a. Searching information

- Curiosity
- Exploration
- Research
- Observation

b. Processing information

- Analysing data.
- Sorting and classifying information.
- Thinking critically.

c. Problem-solving

- Spirit of inventiveness and creativity
- Experimentation
- Hypothesis and deduction

CHARACTER DEVELOPMENT

Definition

Recognising your responsibility towards yourself and your right to develop, learn, and grow in the pursuit of happiness, while respecting others. Learning to be assertive, make decisions, set goals, and identify the steps to achieve them.

Educational priorities

a. Identity

- Discovering and asserting yourself; setting objectives for personal progression.



b. Autonomy

- Being able to judge reality; being able to make decisions, make choices, and understand their consequences.
- Being able to manage your time; define priorities, respect them, organise your work and your free time, and plan your projects.

c. Commitment

- Being able to perceive challenges and take a position; commit to a project and persevere despite the difficulties.
- Being able to make life choices (profession, lifestyle) and make decisions to reach your personal goals.

EMOTIONAL DEVELOPMENT

Definition

Recognising your feelings and learning to express them in order to achieve and maintain an inner state of freedom, balance, and emotional maturity.

Educational priorities

a. Self-discovery and awareness

- Recognising and accepting your emotions.
- Discovering yourself.

b. Self-expression

- Expressing your feelings using various creative methods of expression.

c. Responsibility and self-control

- Managing your feelings and emotions in order to respect your integrity and that of others.
- Responding in a responsible manner to feelings expressed by others towards yourself.
- Controlling aggression.

SOCIAL DEVELOPMENT

Definition

Acquiring the concept of interdependence with others and developing your capacity to cooperate and lead.



Educational priorities

a. Relationship and communication

- Developing an appreciation of relationships with others (recognise and accept differences, have empathy, and listen actively).
- Developing communication skills.
- Working towards an equal partnership between men and women.
- Rejecting social or nationalistic stereotypes and prejudices.

b. Cooperation and leadership

- Learning how to cooperate: building a team spirit; taking on a role within a group; developing, respecting, and evaluating communal rules; understanding interdependence and reciprocity; managing a collective project; training in citizenship.
- Taking on responsibilities in order to serve others.

c. Solidarity and service

- Discovering the interdependence among individuals and communities.
- Developing a sense of belonging to an increasingly larger community.
- Developing a sense of service and the common good.
- Adopting the values of democratic and social justice.

SPIRITUAL DEVELOPMENT²

Definition

Acquiring a better understanding of the spiritual heritage of your community, discovering the spiritual reality that gives meaning to life, and drawing conclusions for your daily life, while respecting the spiritual choices of others.

Educational priorities

a. Welcome others

- Welcoming and respecting others.
- Listening openly to others.
- Being able to show compassion.

b. Wonder at the natural world

- Being sensitive to the wonders of nature and life.
- Living sustainably and simply.

² According with the Guidelines for Spiritual Development in the Youth Programme, WOSM, 2020



c. Work to create a more tolerant and caring society

- Playing an active role in your community.
- Sharing responsibilities.
- Cooperating with others to bring about improvements in society.
- Developing your talents and skills to better serve and live.

d. Wisdom, self-confidence, and self-discipline

- Accepting responsibility for yourself and others.
- Exercising self-discipline.
- Drawing conclusions for your life and acting on them.
- Being courageous and having a sense of hope for the future.

e. Worship for a spiritual response

- Exploring the spiritual/religious heritage of your community, using it in making sense of your past and present experiences.
- Drawing on the spiritual heritage of your community to express gratitude, need, and sorrow.



FC 01. Tool to Help Draft the Final Educational Competencies

Introduction

The final educational competencies of each area of growth describe a body of knowledge, skills, attitudes and values that young people are expected to use to solve different situations effectively. These competencies are considered final, because they should be developed by the last age section prior to leaving the Scout Movement.

These competencies are based on a combination of values of the Scout Movement, defined in the Educational Proposal, and the needs required to grow in a specific context and time.

Writing the educational competencies is a complex task. This tool proposes practical guidance to support teamwork.

Objective

This tool is intended to

- prepare you for writing the final educational competencies.

This tool is intended for

- the team responsible for the design or review of your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and design/review your NSO's Youth Programme.

How to use this tool

1. Read and discuss the material: *Guidelines to Writing Educational Competencies*.
2. Form six teams, one for each growth area.
3. Have each team write the final competencies for each growth area, using previously identified educational priorities as a basis.
4. Next, get the teams to exchange their work and analyse the final competencies. Each team must evaluate if the final competencies are written properly, clearly, and if they are understandable and relevant.
5. Finally, in a plenary session, ask the teams to share their conclusions and suggestions for improvements.



Guidelines to Writing Educational Competencies

1. Reflect on the steps taken

To write the final educational competencies, it is very important to reflect on tasks that have been carried out previously. We suggest reflecting on the following:

- The needs and interests of young people in a specific social context.
- The social, political, economic, and cultural needs of society.
- Your ability, as an NSO, to fulfil both the needs and aspirations of young people and the needs of society.
- The values that we sustain as a Movement.
- The areas of growth and their educational priorities.
- The profile of the ideal person we aspire to form once they go through the educational process.

All this information must be re-examined and discussed, since it is essential for drafting the final competencies.

2. Establish a higher age limit for the last age section

Before defining the final competencies, it is essential to decide what the age limit will be in the last age section in your NSO. For this, several factors must be taken into account, including the needs of young people in the society in which they live, the age at which they access adult roles, other opportunities offered to young people, and the resources available in your NSO.

3. Choosing a development area and an educational priority

To begin, choose a development area and identify its educational priorities, which correspond to the needs of young people.

Write between one and three final competencies for each educational priority to ensure you cover all the educational aspects appropriately.

Although there is no minimum or maximum number of competencies, if the number of competencies is low, it is probable that you will not cover all the educational aspects that should be covered. On the contrary, if the number is very high, you run the risk of overwhelming and discouraging both responsible adults and young people who must work with these final competencies.



4. Elements of a competency

A competency includes the following elements: verb, object, and condition.

- The **verb** expresses a capacity. It is an action the person performs written in third person singular. You can use 1 to 3 verbs.
- The **object** presents the content or knowledge that is required to adequately perform the competency.
- The **condition** is the situation. The setting or the context in which the action will take place, the location, the resources, and the people with whom we execute it.

Verb What do they do?	Object What do they do it with? Through what do they do it?	Condition Where? How? Why do they do it?
Collaborate	in the positive resolution of conflicts	in their community in order to contribute to peace.
Integrate	their religious principles	in a coherent way between their faith, their personal life, and their social participation.

5. Examples of verbs

Verbs related to knowing		Verbs related to know-how		Verbs related to knowing how to be	
Analyse	Classify	Argue	Detect	Accept	Care
Interpret	Relate	Solve	Generate	Participate	Rate
Recognise	Show	Interpret	Adapt	Appreciate	Contemplate
Synthesise	Describe	Organise	Investigate	Respect	Integrate
Define	Summarise	Build		Create	Assume
Plan	Deduce		Orient	Express	Admire
Identify	Locate	Design	Produce	Collaborate	Enjoy
Distinguish	Check	Program		Share	Sample
		Structure	Pick up	Prefer	Deny
		Develop	Drive	Propose	Value
		Write	Operate		
		Analyse	Express		
		Manipulate	Use		
		Make			



As this is an educational process, another consideration will be the distance to be travelled by young people, i.e., the individual's progress relative to their starting point.

Additional Recommendations

Get an expert's support

Writing final competencies is a demanding task with a certain degree of complexity. Ask for advice and support from people specialised in the development of Educational Proposals for young people between the ages of 17 and 26. The role of these specialists will be to assist us in drafting final competencies.

Analyse other NSOs' final educational competencies

It can be very useful to analyse examples of final educational competencies written by other NSOs or other organisations dedicated to youth education.



AS 01. Tool to Evaluate the Unit System¹ of Your NSO

Introduction

An important part of reviewing your Youth Programme is to question the age division that currently exists in your NSO. Make sure the existing division corresponds to the different development stages of young people of all genders at whom it is directed, and if it coincides with other cultural aspects, such as the age structure used in the school system.

Objectives

This tool is intended to

- guide your NSO's unit system analysis to know if it is appropriate.
- obtain quantitative data that will provide information in order to guide the decision-making process.
- provide an opportunity to assess the gender balance in your NSO's unit system.

This tool is intended for

- the team responsible for designing or reviewing your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and create your NSO's Youth Programme.

How to use this tool

1. Organise four teams to carry out their tasks simultaneously:
 - Team 1 - Analysis of the distribution of numbers of members per unit.
 - Team 2 - Analysis of links between units.
 - Team 3 - Analysis of age and gender distribution within units.
 - Team 4 - Analysis of membership rotation.
2. Hold a work meeting where each team presents the conclusions of their analysis in plenary.
3. Based on each team's conclusions, try to reach final conclusions for the entire group.

¹ The organisational structure at local level which comprises young people in the same age section and the adult leadership of that age section.



Team 1

How are the members distributed throughout units? Are the members more or less equally distributed between the units or can you identify an imbalance between certain units?

In NSOs that have a good balance of membership between their units, the percentage is usually one-third in the Cubs unit, one-third in the Scout unit, and one-third in the Venturer and Rover units.

If you perceive a significant imbalance compared to these figures, for example, a range of two-thirds of members under 12 and one-third of members are over 12, you certainly need to review the Youth Programme of the older units.

Team 2

How are the links between units?

For example, how are the 11-12-year-olds distributed between the Cubs and Scout units or how are the 16-18-year-olds distributed between the Venturers and Rover units. This comparison will allow you to check if the major units are attractive enough or to identify at what stage you are losing membership.

Team 3

What is the age distribution within each unit?

There could be an imbalance between the members of the same unit, for example, in the Scout unit, an imbalance between 11-12-year-olds and those aged 13-14.

If there is an imbalance, do you think that a different distribution of the age ranges could resolve this imbalance?

Team 4

What is the membership rotation within each unit?

Some NSOs attract young people but fail to retain them. When this happens, every year there is a high percentage of new members. In most cases this is hard to detect.

If this information cannot be obtained using your NSO records system, it will be necessary to investigate by sampling different units from different parts of the country, in order to determine the proportion of members that enter and leave each year.



AS 02. Aspects to Consider when Defining the Age Section's Lower and Upper Age Limit

Introduction

An important part of the task of designing or reviewing your NSO's Youth Programme is to ask yourselves about the minimum and maximum ages of the young people you serve. Many times, when defining a Youth Programme's minimum and maximum ages, NSOs only resort to criteria of an evolutionary nature, ignoring the diversity and complexity of aspects that must be considered when defining the age limits of a Youth Programme.

Objectives

This tool is intended to

- promote rational reflection on the criteria used to set the minimum and maximum ages in a Youth Programme.
- analyse the advantages and disadvantages of these age limits in relation to a Youth Programme.
- evaluate the validity of those criteria.

This tool is suggested for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants participating in the reflection or debate (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Organise four work teams, one team for each group of questions.
2. Have the teams debate the corresponding questions and try to reach conclusions.
3. Ask the teams to share their conclusions in a plenary session. Make time for debate while also reaching a consensus.



Questions for discussion in each of the four groups

A. CRITERIA
1.A. What were the criteria used to define the minimum age for the programme that we offer? What types of criteria are they? (social, educational, economic, etc.)
2.A. What were the criteria used to define the maximum age of the programme that we offer? What types of criteria are they? (social, educational, economic, etc.)

Use the following table to record your findings

Criteria based on which a minimum/maximum age were defined	
Advantages	Disadvantages

3.A. Are the criteria used in both cases still enforced?
--

B. NEEDS AND INTERESTS
1.B. What social and educational needs did we take into account when defining the minimum age for entering the programme? (Make a list of these needs differentiating the social from the educational ones.)
2.B. What social and educational needs did we take into account when defining the maximum age of the programme? (Make a list of these needs differentiating the social from the educational ones.)
3.B. From the previous list, answer these questions: Is our Youth Programme addressing those social and educational needs? Yes/No? Why?



C. CONDITIONS

1.C. Is the Scout Method relevant to serving young people of the minimum age, as well as young people of the maximum age?

2.C. Do we have the right adults to respond to the needs and interests of children of the minimum age? Yes/No? Why?

3.C. Do we have adequate Youth Programme materials to respond to the needs and interests of children of the minimum age? Yes/No? Why?

4.C. Do we have adequate facilities to carry out activities with young people of the minimum age defined in our Youth Programme?

D. STATISTICAL INFORMATION

1.D. What percentage of the young people who entered at the minimum age continued participating in the Youth Programme in the older sections?

2.D. What percentage of young people leave the older age section without completing the stipulated maximum age?

3.C. Why do young people leave the older age section without reaching the stipulated maximum age?



AS 03. Tool to Define Criteria to Establish Age Groups (Part 1)

Introduction

Once you have defined the minimum and maximum age limits for your Youth Programme, you will need to define the age groups that will make up each of the age sections.

Objectives

This tool is intended to

- help your NSO to obtain relevant information that allows you to make an informed decision regarding how to shape the age groups that will give rise to the age sections of your Youth Programme.
- provide a rational decision-making process for defining the age groups that will make up your educational offer.

This tool is intended for

- the team responsible for designing or reviewing your NSO's Youth Programme.
- participants of the study or discussions (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Form four working groups, each with a specific research topic. See the annex for statements to guide the work of the groups.
2. Task each group with carrying out their research. This should not only include scholarly research but also interviewing and consulting experts from different disciplines and organisations (UNESCO, UNICEF, Universities, etc.).
3. Have each working group organise their findings in a presentation.
4. Ask each group to share their information in a plenary session with the other groups, analysing the similarities and trying to reach an agreement on the age groupings that can be formed.



Annex

Instructions to guide the working groups

Working group 1 Analyse the ages that make up the educational system in the country
1.a. How many levels does the country's educational system have?
1.b. What age range comprises each of the levels of the educational system?
1.c. Why were these age groups defined?
1.d. Is the school organised in grades made up of children or youth of similar ages?

Working group 2 Analyse the social groupings of boys and girls
2.a. How do young people get together to play?
2.b. How are they grouped together for other free time activities?
2.c. In the different social classes, regions, and cultures of the country, are there differences in the forms of groupings?

Working group 3 Analyse the social groups of adolescents and youth
3.a. How are adolescents and young people grouped together in their free time activities?
3.b. In the different social classes, regions, and cultures of the country, are there differences in the groupings?

Working group 4 Analyse the stages of development
4.a. How does developmental or evolutionary psychology define the stages of human development in the country?
4.b. How do the social, cultural, or environmental factors affect these stages of development?



AS 04. Tool to Define Criteria to Establish Age Groups (Part 2)

Introduction

Once you have defined the minimum and maximum age limits for your Youth Programme, you need to obtain information that allows you to identify the age groups.

In this second step, based on the age groups identified using the previous tool, you will define the units (age sections) that will make up your NSO.

Objective

This tool is intended to

- help the national team define the units that make up your NSO's Youth Programme based on the identified age groups.

This tool is intended for

- the team responsible for revising or developing your NSO's Youth Programme.
- the participants of the study or discussions (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Form two working groups.
2. With all the information obtained in the previous stage, have each group define a proposal for age ranges for each of the units, indicating the reasons why they made these decisions.
3. Then have each group present their conclusions in a plenary session, seeking to reach an agreement on the age groups that will make up each of the units.
4. Analyse the final decision using the following questionnaire and, if necessary, make adjustments or improvements.



Questionnaire for the analysis of age groups that make up the units

a) Stages of development

1.a. Do the age groups in which we define the units take into account the stages of development?

b) Relationship with the formal educational system

1 b. Are our age groups related to the levels of the country's educational system?

c) Social groups

1c. Have we taken into account the way in which children (boys and girls) and young people are grouped together in society?

2 c. Are there cultural and/or social differences in the different areas of the country that we must take into account?

3.c. Do we need to adapt the configuration of the age groups to the different cultural, social and economic realities of our country?

d) Flexibility

1.d. Will we use a flexible age range system that allows for individual differences to be taken into account?

2.d. Will we use an overlapping system between one unit and another (one year for example)?

e) Duration of each unit

1 e. When defining the extent of each of the units, did we take into account the current needs and interests of the different ages that comprise them?



SC 01. A tool for Writing Section Educational Competencies

Introduction

The section educational competencies define a body of knowledge for each area of personal growth (learning to have knowledge, learning to be, learning to do, learning to coexist). These are envisioned for each age group in your NSO's Youth Programme.

This tool helps you write these competencies, which can also be considered as a sequence of intermediate steps towards achieving general competencies.

Objectives

This tool is intended to

- guide you on how to write the section educational competencies.

This tool is intended for

- the team responsible for revising or developing your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and create your NSO's Youth Programme.

How to use this tool

1. Read and discuss the material: *How to write section educational competencies*.
2. Separate into six teams, made up of people with experience working with the different age sections of your Youth Programme.
3. Have each team look at a final competency and write a section's educational competencies as an educational priority.
4. Then, get the teams to exchange their work and analyse if the competencies are written properly, clearly, and if they are understandable and relevant.
5. Finally, in plenary, share their conclusions and suggestions for improvements.



How to Write an Age Section's Educational Competencies

1. Reviewing Previous Work

Before beginning to outline the section's educational competencies, it is essential to review the final educational competencies already established for each growth area, as well as the stages of development previously identified.

2. Writing the Section's Educational Competencies

Work with a double-entry chart. On one side, place the final educational competencies for each growth area, and on the other, place the name of each age section, leaving space to write the section educational competencies.

For each age section and educational priority, define several section competencies that will lead to final educational competencies. These educational competencies will have to fulfil both the needs of young people in that specific age group and your NSO's Educational Proposal.

Taking the final educational competencies as a point of reference, one possible option is to begin writing the educational competencies for the Cubs unit, and continuing with the other units consecutively by age groups.

- a. Choose a growth area, for example:

Physical development

- b. Within the growth area, choose an educational priority, for example:

Nature and free time.

- c. Review the final educational competency that has already been defined for this area of growth and this educational priority, for example:

Practice sports and recreational activities in nature.

- d. Define an educational competency for the same educational priority in the Cubs section. In order to do this, take into account the educational needs and capabilities of this age range.

For example, at 7 or 8 years old, the growth rate slows down. A boy or a girl feels comfortable with their body. They are full of energy that is released through games and different activities. Based on these characteristics and the stated educational competency, you can write the following competence, for example:

Enjoys playing with other children and respects the rules of the game.

- e. Next, define an educational competency for the Scout section. At this age, young people experience a growth spurt, therefore, they need to rediscover their body, identify their new physical capabilities, and learn to manage those changes.



Taking into account these needs and capabilities, you can write the following competency, for example:

Participates in games, excursions, and organised camps with their patrol.

- f. The educational competencies propose a body of knowledge that, as an educational organisation, we consider desirable and relevant to transmit.
- g. The educational competencies take into consideration the development stages of boys, girls, and young people, as well as their interests and needs, allowing them to address situations of increasing complexity in the different circumstances of life. One of the reasons for the sequential nature of these chapters is evident here by the importance of a detailed understanding of the developmental stages of your people, as well as their interests and needs.
- h. Competencies should be written using language that is clear and easy to understand for both young people and responsible adults.
- i. There is no exact number of minimum or maximum competencies. It is important to point out that if the number of competencies is low, it is probable that you will not cover all the educational aspects you should. On the contrary, if the number is very high, you run the risk of overwhelming and discouraging both responsible adults and young people who must work with these competencies.

Elements of Educational Competencies

The word “competency” includes the following elements: verb, object, and condition.

- The **verb** expresses a capacity, an action that a person performs. Write in the third person singular using 1 to 3 verbs.
- The **object** presents the content or knowledge that is required to adequately perform the competency.
- The **condition** is the situation, the setting or the context in which the action will take place, the location, the resources, and the people with whom we execute it.



Verb What do they do?	Object With what do they do it? Through what do they do it?	Condition Where? How? Why do they do it?
Collaborate	in the positive resolution of conflicts	in their community in order to contribute to peace.
Integrates	their religious principles	in a coherent way between their faith, their personal life, and their social participation.

Some verbs we can use as reference to write competencies

Verbs related to knowing		Verbs related to know-how		Verbs related to knowing how to be	
Analyse Interpret Recognise Synthesise Define Plan Identify Distinguish	Classify Relate Show Describe Summarise Deduce Locate Check	Argue Solve Interpret Organise Build Design Programme Structure Develop Write Analyse Manipulate Make	Detect Generate Adapt Investigate Orient Produce Use Pick up Drive Operate Express	Accept Participate Appreciate Respect Create Express Collaborate Share Prefer Propose	Care Rate Contemplate Integrate Assume Admire Enjoy Sample Deny Value



LO.01 Tool to Improve Educational Activities: the Reference Activities

Introduction

Many of the day-to-day activities observable in units and Scout groups are inspired by activities carried out in national or international events, training courses, and even presented in the traditional literature of the Scout Movement, which is produced by NSOs or WOSM.

Many of these activities experienced by young people and adults, either in Youth Programme events or on training courses, served as reference to educators when designing or proposing activities for their units.

When we talk about reference activities, we refer to a type of educational activity that functions as a source of ideas or inspiration for activities that can be carried out in the units while introducing innovative elements and improving the quality of the Youth Programme.

With reference activities, young people and adults have the opportunity to have a full first-hand experience of the concepts that are proposed by literature, training, and guidance.

Strategically speaking, reference activities are valuable tools to support the implementation and improvement of the Youth Programme. Showing the concepts that arise from theory through practice facilitates the understanding to later adapt and implement these concepts to the educational practices of our NSOs.

Objectives

This tool is intended to

- explore the concept of “reference activities” and analyse their importance in an innovative and quality-improving strategy for the Youth Programme.
- identify your motives, procedures, and styles of event organisation in relation to reference activities.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO’s Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO while designing or reviewing its Youth Programme.



How to use this tool

1. Individually, read the text "Reference Activities" (annex).
2. Split into teams:
 - a) Analyse the concept of reference activities and its usefulness.
 - b) Answer the questionnaire and report your findings.
3. Have each team draw conclusions and later, in a plenary session, reach final conclusions with the whole group.

Questionnaire on the Reference Activities in our NSO

Educational Quality Improvement Strategy	
<p>1. Do our events respond to a strategy to improve the quality of the Youth Programme?</p>	<p>Organise activities according to the strategic needs. You should not organize events just because you think this is one of our core functions to comply with a calendar, to generate economic income for your NSO, or because it has been a long time since you held an event.</p> <p>When the Youth Programme's field representatives are considered only as event organisers and not as the ones in charge of improving and adequately implementing the programme in their territory, events in themselves are considered a goal.</p>
<p>2. Do we design our events from clearly defined objectives that are aligned with the NSO's strategy for the area of Youth Programme?</p>	<p>Sometimes, events have the exchange of knowledge between young people or fundraising for the organisation as the main and almost only objective. We don't mean that these aspects are not important, but when prioritising them almost exclusively, the content and activities are not the central aspects in the design of the event.</p>



Innovation	
3. In our events, do we propose something different from what is being done in the units and Scout groups?	In other words, do we offer "more of the same"? The event must ensure that young people and adults have the opportunity to experience activities that they do not usually have the opportunity to carry out in their units or groups.
4. Do we dabble in unexplored youth programme areas or topics creating difficulties for those responsible for the units?	For this, the Youth Programme team must clearly identify the unexplored areas or topics that create difficulties for those responsible for the units.
5. Do we give a new approach to traditional activities?	Are you updating activities that, for some reason, have ceased to be done but that we still consider valuable?

Event Organisation	
5. Do we consider the young person's point of view in the design of our national activities?	When organising the NSO's events, do you consult young people about the content for it?
6. Are the decisions, design, and definition of the events in the hands of the Youth Programme team?	Do you entrust the design and core formation of events to your Youth Programme Team, or a team assigned by the Youth Programme.
7. Do we explore activity models carried out by different levels of our NSO or other NSOs?	The Youth Programme team explores permanently the activities and events organised by districts, regions, or areas of your NSO and other NSOs as a source of ideas for our events.



ANNEX

Reference Activities

Introduction

Many activities traditionally carried out in units are inspired by several sources:

- Literature produced by NSOs and WOSM
- Training courses
- National or international events

These sources work as inspiration or reference for Scout educators when they are designing and adapting activities and projects in their units.

We call them reference activities.

Concept

Reference activities are one type of educational activity organised by various levels (district, region, global), which work as a reference and are part of a strategy to improve the quality of a Youth Programme.

They not only have an educational value but also a strategic value since they introduce innovation. They are a “plus” to the activities that are usually performed by the units.

Unlike a text or a training session, the main strength of a *reference activity* is realising many of the suggestions and ideas promoted in theory.

Throughout the reference activities, both young people and adults have the opportunity to go through a full first-hand experience of educational concepts that are presented in the literature, training, or given as advice to the adult volunteers.

Prerequisites for reference activities

- Form part of a strategy for the improvement of your NOS’s Youth Programme. Introduce innovation. The activity must offer both young people and their educators the opportunity to experience activities that are not usually done in the units, either because of the complex planning required, or because the programme content is considered new and not bound to pre-set formats. For example, a Moot may be a camp of a week or three days, performed in an urban environment or rural, containing routes of exploration, etc.
- Introduce content that, by its difficulty or novelty, is rarely explored in activities. This is especially important in the processes of change and implementation of a new Youth Programme.



- Venture into unexplored areas of the Youth Programme. Offer a new approach to traditional activities or update activities that for any reason have ceased to be done but are still considered valuable.
- Give the possibility of experiencing the dimension of the Scout Movement, beyond the traditional activities from the unit or Scout group.

Some common problems with reference activities

- a) The execution of an activity is considered an end in itself. This usually happens when the role of the Youth Programme team is seen as to organise events not to manage and improve the quality of the Youth Programme.
- b) The decision and definition of an activity is not in the hands of the Programme teams but under the responsibility of other areas that do not take into account the considerations, criteria, or strategy of those who manage the Youth Programme.
- c) Activities have other purposes. For example, when activities are motivated by financial profit, or the sole purpose is the exchange and understanding between young people, or simply because it has been a long time since they held an event. These reasons should not be the only reasons for organising an activity.

Conclusion

Reference activities are part of the tools your NSO can use to improve its Youth Programme. They must be organised as part of a clear strategy of improvement of the Youth Programme.

The decision to carry out a reference activity, and its style and content should be defined by the National Programme Team, even when diverse actors from the NSO intervene in the event organisation.



LO.02 Tool for Developing Educational Activities and Learning Opportunities

Introduction

Scouting's proposal is based on the concept of learning opportunities, in that as well as having fun together, every activity, project, experience, role, and responsibility within your NSO contributes to the young person's development.

In the main, the young people are protagonists of the activities, as in they propose, select, prepare, develop, and evaluate them, and above all, they have fun!

In this tool we invite the teams responsible for designing or reviewing your NSO's Youth Programme to prepare some examples of educational activities, and interpret the learning opportunities to share with their NSO.

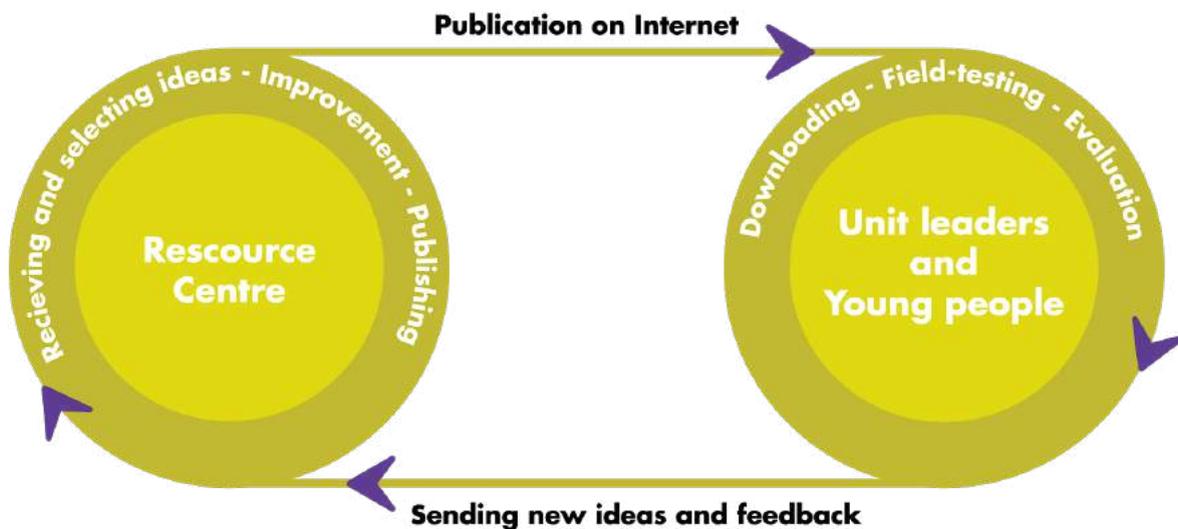


Fig.1



Objectives

This tool is intended to

- help understand the characteristics of a good educational activity.
- help design an educational activity.
- consider activities as a source of learning opportunities.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

This tool is best used in a small group of young people, or including young people.

1. Choose a template that will best suit the needs of your NSO (example below).
2. In a small group, follow the text and ask the questions from the sections below.
3. In a plenary session, discuss the group's findings and agree the content to complete the template.

A learning opportunity is a flow of experiences that gives the young person the possibility to acquire knowledge, skills, and attitudes that may correspond to one or more competencies. Those experiences are built around the interaction of young people in group life and also in the creation, development, and evaluation of educational activities, as well as their participation in the activity itself, or the celebration of the same.

You are likely to develop a new educational activity for one of two reasons:

1. Young people want to take part in a specific activity.
2. To enable young people to build specific educational competencies.

Mostly it will be for the first reason, but either way the approach is the same.



Characteristics of a good educational activity:

- Experienced through the Scout Method.
- Has seven characteristics: (step 6)
 1. challenging
 2. useful
 3. rewarding
 4. attractive
 5. fun
 6. safe
 7. inclusive

WHY: Mission of Scouting

The Mission or Aim of your NSO, reflective of the Mission of Scouting, is WHY you do what you do. It is presented as the goal of your Educational Proposal and as educational competencies in your Youth Programme. The educational competencies will cover each area of growth: social, physical, intellectual, character, emotional, and spiritual. Each of the learning opportunities will offer young people the chance to build on their knowledge, skills, attitudes, and values and ultimately develop the competencies they set out to achieve. The Youth Programme is everything we do in Scouting and the Learning Opportunities are all the pieces that together become your Youth Programme.

Example of Educational Competencies
See step 3 for Final Educational Competencies, and step 4 for Section Educational Competency examples

As well as educational competencies, each activity has general activity objectives.

Example of Activity Objectives
1. All Scouts have the opportunity to participate in the planning and the agreed plan is followed with everyone playing their part
2. All arrive home safely having enjoyed the experience and learned from it.
3. Each Scout has the opportunity to gain some knowledge, skills, attitudes, or values that contribute to specific competencies they wish to develop.



HOW: The Scout Method

The Scout Method guides the HOW in Scouting. The Scout Method is defined as a system of progressive self-education. It is one method based on the interaction of equally important elements that work together as a cohesive system. The implementation of these elements in a combined and balanced manner is what makes Scouting unique.

The following questions can be useful when considering how your activity includes each of the elements of the Scout Method:

The Scout Method Questions for Learning Opportunities	
Promise and Law	<ul style="list-style-type: none"> - How are the values of our NSO and the Law reflected in this activity? - Is there a practical way to enhance the activity using the Promise and Law? - How will the values of Scouting be evident in the way the team works together to create, organise, prepare, carry out, and reflect upon the activity? - What do the individuals contribute?
Learning by Doing	<ul style="list-style-type: none"> - How will this activity enable the individuals and the group? - Will the learning happen in an exciting and enjoyable way? - What role will everyone play in the design, organisational, development, participation, and evaluation processes, and does the role suit their development needs? - Will this activity provide opportunities for young people to be the advisors or instructors, to pass on the knowledge they have gained, or to be supportive of others' participation and learning?
Personal Progression	<ul style="list-style-type: none"> - Which of our NSO's educational competencies can be the main focus in this activity (less is more)? - What other specific competencies can individual young people progress towards during this activity? - What methods of reflection and/or recognition are suitable to capture the learning and individual development? - What are the unintended competencies that may be encouraged?



<p>Team System</p>	<ul style="list-style-type: none"> - What are the roles of the team members in developing and organising the activity? - How is the team system visible during the activity, and which of the elements will be enhanced by it? - How is the learning environment of the team evident?
<p>Adult Support</p>	<ul style="list-style-type: none"> - What supporting role will the adult have in this activity? - How is the adult’s knowledge utilized to benefit the outcome of the activity and young people’s development?
<p>Symbolic Framework</p>	<ul style="list-style-type: none"> - What concept or themes will facilitate learning through dreaming up, creating, developing, practising, evaluating, and celebrating this activity, and what form will it take in the different phases? - How will the symbolic framework engage everyone’s learning and development? - What is the added value that the symbolic framework brings to the activity?
<p>Nature</p>	<ul style="list-style-type: none"> - How does this activity benefit from its connection to nature? - What will be learned about which part of the natural world and our responsibilities to it? - What opportunities and challenges can be harnessed from nature to improve this activity?
<p>Community Involvement</p>	<ul style="list-style-type: none"> - What are the participative skills used/encouraged in this activity in the group, and how are they transferable to development in the wider community? - How is diversity evident in this activity? - How will it be improved with intercultural and/or intergenerational engagement/exploration?



WHAT: Learning Opportunities

Scouting contributes to the education of Young People through its structured and active Youth Programme. Activities are its essence, and the involvement of young people in their creation, development, and evaluation, as well as their participation in the activity itself, or the celebration of the same, provides valuable learning opportunities.

Create a template for activity handouts, using the headings in the example below.

The template should be kept as simple as possible while still including all pertinent data. It should be easy to understand and attractive. Ideally it is two sides of an A4 page. Additional technical knowledge or cut-out patterns, etc., may be added as appendices.

Content of an Activity Handout	
Identification	Name of activity; age section name; area of growth; date of issue
Logistics	Most suitable place for this activity; duration; number of participants
Objectives	Both activity objectives and specific competencies (as above). The activity is evaluated to assess the experience of young people. The competencies are reviewed to assess young people's learning.
Description	A breakdown of the activity including the steps involved in prerequisites, preparation, implementation, evaluation, and celebration. Information may be allocated against time, those responsible, and materials required.
Reflection	Reflection is most important to capture young people's learning and development during the activity.



Name of the activity		Description of the activity		
Growth area	Section:			
	Illustration			
	Summary of the activity	Place		
	Objective of the activity	Duration		
		Participants		
	Helps achieve the following educational objectives:			
	Author	Material:		

Fig.2



SM 01. Age Section's Symbolic Framework Analysis Tool

Introduction

Although we can identify a common symbolic framework shared with the entire Scout Movement (e.g. the fleur-de-lis), like other elements of the Scout Method, the symbolic framework changes between age sections to maintain its relevance according to the level of maturity of young people, responding to the specific needs and interests of each age group. Therefore, its validity, comprehensiveness, and transition must be analysed regularly, in the same way as the rest of our Educational Proposal. This tool offers help to perform this task.

Objectives

This tool is intended to

- help analyse the validity of the symbolic frameworks in your NSO's Youth Programme.
- identify possible difficulties and the need for change in the symbolic frameworks.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO in the process of designing or reviewing its Youth Programme.

How to use this tool

1. Separate into teams and read the document *From the Game to the Symbolic Frameworks*. If necessary, discuss the concepts presented in the document.
2. As a team, analyse the age sections' symbolic frameworks. using the questionnaire to analyse the validity of the age sections' symbolic frameworks as a reference.
3. In plenary, present your conclusions.
4. Open a debate on each team presentation in order to reach a consensus.



Questionnaire to Analyse the Validity of the Age Sections' Symbolic Frameworks

1. Identify which elements of the NSO are common for all sections, and which elements that are section-specific.
2. Define in a short sentence the symbolic framework of each section? (write down the phrase of each section).
3. Describe how the symbolic frameworks evolve from one section to the next.
4. What are the essential symbolic elements of each of the sections? (tangible and intangible elements).
5. Is there a perceived transition between fantasy and reality in the sections' symbolic frameworks? Please justify your answer. Have you identified any difficulties regarding this transition?
6. Do the sections' symbolic frameworks present a transition between the use of imaginary characters to real characters within a social dimension? Have you identified any difficulties regarding this transition?
7. Do the symbolic frameworks respond to the needs and interests of the young person in each of the age sections? Please justify your answer.
8. Have difficulties been detected in the application of the symbolic frameworks within the sections? Please elaborate.



PPS 01. Thinking About Personal Progression

Introduction

The personal progressive scheme is the tool through which we guide and motivate young people in the development of educational competencies and, consequently, in their personal development process.

Objectives

This tool is intended to

- help to your NSO to think about the fundamental definitions on which you can build the personal progression scheme of each of its units.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO in the process of designing or reviewing its Youth Programme.

How to use this tool

1. Split the participants into five teams. Working in parallel and using the guiding questions below, analyse the following topics:

- Team 1. The current progression scheme in the NSO.
- Team 2. A progression scheme by age section.
- Team 3. Stages of personal progression.
- Team 4. Support materials.
- Team 5. Proficiency and special badges (including the world programmes under the Better World Framework).

2. In plenary, present the conclusions of each group and discuss, trying to reach common conclusions.



1. Scheme of current progression

- 1.1. What are the best features of the current personal progression scheme in our NSO?
- 1.2. What are the main challenges and limitations of the current progression scheme in our NSO?

2. A progression scheme by age sections

- 2.1. The personal progression system is based on educational competencies, but will we design a progression system adapted to each of the age sections?
- 2.2. How will we adapt the progression systems to the maturity of young people in different age groups?
- 2.3. How will we present the educational competencies in the personal progression for each of the age sections?

3. Stages of personal progression

- 3.1. Are we going to define stages of progression?
- 3.2. What criteria will we use to define the stages?
- 3.3. What criteria will we use to define the number of stages in each age section?
- 3.4. Direct entry to the stages based on each young person's development, linear entry progressing from one stage to another, or the possibility of having both types of entries?
- 3.5. What criteria will we use to name the stages in each age section? Will we refer to the symbolic framework of each of the age sections?



4. Support materials

4.1. What materials will we use to present the personal progressive scheme to young people?

4.2. How will we motivate the advance of the progression in each of the age sections?

4.3. Will we use badges to recognise the progress of young people in personal progression? Will it be the same model of badges in the different age sections? How will the badges adapt to the needs and interests of the young people in each age group? How will they adapt to the symbolic framework, etc.?

5. Proficiency and special badges

5.1. What will the system of proficiency and special badges look like?

5.2. What relationship will it have with the personal progressive system?

5.3. Will all the age sections have a system of proficiency and special badges?

5.4. Will we adapt the system of proficiency and special badges to the characteristics and needs of each age group?

5.5. Will we include special badges in the system, for example, those of the World Programmes (Scouts of the World Award, Earth Tribe, Messengers of Peace) to the personal progression or in the proficiency system? How will we do it?



PPS 02. From Age Sections Competencies to Personal Progressive Schemes

Model Analysis

Introduction

The personal progressive scheme is the tool used to guide and motivate young people in achieving the proposed educational competencies and, therefore, in their personal development process.

Some of the most complex challenges of the National Programme Team is to design an adequate personal progressive scheme based on educational competencies that

- presents educational competencies to each of the different age sections appropriately.
- is adapted to the characteristics of each age section.
- motivates young people to achieve the educational competencies planned for their age section.
- allows personalising the competences according to the needs and interests of young people.
- enables the self-assessment process.
- serves to recognise the progress of young people in their learning.
- is simple to implement and understandable to both young people and adults.

Objectives

This tool is intended to

- help identify those fundamental characteristics on which the personal progression scheme will be built.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants participating in the reflection or debate (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Organise five work teams. Have each of the teams analyse one of the models presented and identify aspects for and against each of its characteristics.
2. In a plenary session, have each group present their conclusions for debate and try to reach common conclusions.
3. Decide which model is best suited; use a pure model or a combination.



MODEL 1		
Characteristics	Aspects in favour	Aspects against
Age section educational competencies are organised in the six growth areas.		
Age section educational competencies are presented to young people.		
For this, the wording of the educational competencies is adapted to each of the age sections, to make them understandable and, at the same time, attractive.		
Young people work directly with educational competencies, having the possibility to choose and adapt learning opportunities to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		
This model is similar in all units.		

MODEL 1A		
Characteristics	Aspects in favour	Aspects against
This model is similar for all units, except for the oldest age section, in which young people have the possibility of planning their personal progress using a specific tool.		

MODEL 2		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people directly but by using other programme areas, for example environment, adventure, peace, and development.		
The programme areas are presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
Young people have the possibility to choose and adapt learning opportunities for each area according to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		
This model is similar in all units.		



MODEL 2A		
Characteristics	Aspects in favour	Aspects against
This model is similar to all units, except for the oldest age section, in which young people have the possibility of planning their personal progress using a specific tool.		

MODEL 3		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people directly but by using other programme areas, for example environment, adventure, peace and development.		
The programme areas are presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
For each programme area the progression scheme offers a pre-made list of learning opportunities (ideas of activities and projects), which can be adapted to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		
This model is similar in all units.		

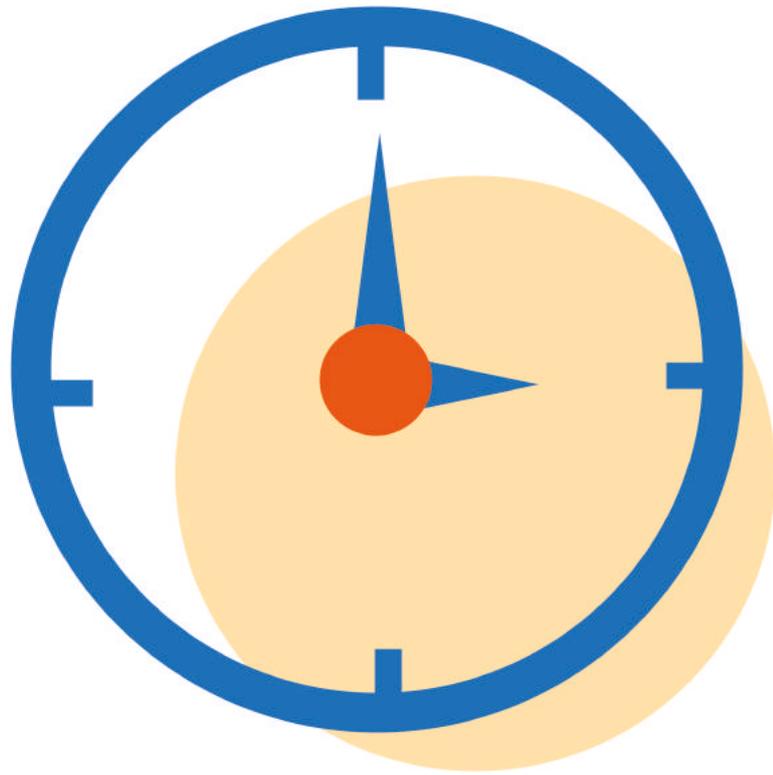
MODEL 4		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people directly but by using other programme areas, for example environment, adventure, peace and development.		
The programme areas are presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
For each programme area the progression scheme in the younger sections (Cubs and Scouts), offers a pre-made list of learning opportunities (ideas of activities and projects), which can be adapted to their interests and reality.		



In older sections, the progression scheme is more flexible, offering adolescents and young people the possibility of planning their personal progress, using a specific tool.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		

MODEL 5		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people.		
The progressive scheme is presented through a combination of activity badges and awards for each age section and presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
The educational competencies are related with the content of each specific activity badge and award, with a lower possibility to adapt to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle with the acquisition of the specific badges and awards.		
This model is similar in all units.		

MODEL 5A		
Characteristics	Aspects in favour	Aspects against
This model is similar to all units, except for the oldest age section, in which young people have the possibility to adapt the content of the activity badges and awards to their interests and reality.		



Implementing the Youth Programme



Implementing the Youth Programme

Introduction

Any process of designing or reviewing your Youth Programme is incomplete and insufficient, if the Educational Proposal resulting from this process is not verified in practice in the local units.

You can only talk about a new Youth Programme when the concrete Educational Proposal is put into practice, innovating and improving the quality of the Youth Programme that is lived in the local units and not just by including them in materials or resources produced by your NSO.

In this chapter, we present some guidelines on implementing your NSO's Youth Programme once the review process is finished. If your Youth Programme is not implemented and does not achieve positive changes in educational practices, it is not a Youth Programme, but merely a set of texts of dubious literary value.

Concept

The implementation of your NSO's Youth Programme is a systematic and planned process through which it is put into operation, i.e., local units apply the main concepts in their educational practices.

Purposes of the implementation

- Disseminate the main programme's concepts and tools among adult leaders and young people, so that they become familiar with them.
- Support adult leaders to acquire the necessary skills for the new Youth Programme implementation.
- Facilitate the application of the core concepts of the Youth Programme in local units, producing changes in educational practices.

Characteristics of an implementation process

- **Governance:** Any implementation process must respond to a governance will of the associative decision body, expressed in official documents and known by most of the adult members of your NSO.
- **Rational:** Implementation is a complex process that must be rigorously planned through the design of an implementation strategy based on rational decision-making that defines the objectives, resources, times, actions, and means of evaluation.



- **Progressive:** The process of implementation must take into account the diverse territorial realities, cultural contexts, and actors involved. It is not a homogeneous and uniform process, in which all the local units advance at the same speed. On the contrary, the district should be viewed as a mosaic of different shapes and colours, in which we find different degrees of progress in implementation.
- **Participatory:** It is a process that involves almost all the actors and associative structures, that will have different roles and responsibilities. These specific responsibilities must be clearly defined, for example, in the National Youth Programme Policy and/or in the implementation strategy and be known by all the people involved.
- **Sustainability:** It is not by national decree that the local units begin to apply a new Youth Programme instantaneously. Time for proper implementation has to be defined.
- **Attractive:** The process must be attractive enough for local units to decide to implement the new Youth Programme. An appropriate balance between "push" and "pull" motivation should be sought, taking into account the local organisational culture. The language used should be easily understood by all, and without the use of abbreviations.

Scout leaders need time to familiarise themselves with the basic documents of the new programme, understand the virtues of change, and acquire the necessary skills to apply it.

The time required for the implementation process will vary according to the size of your NSO, , the district size, the available resources, the organisational culture, etc.

- **Close follow-up and support:** The times of implementation of a new Youth Programme are times of change. Change often leads to uncertainty and loss of expert power in many adults. Therefore, those who have district or regional support roles should carry out a close follow and support that reinforces the right practices, clears doubts, reduces anxieties, and helps adult leaders to acquire the necessary skills.

Strategy for the implementation of a Youth Programme

Since the Youth Programme is your NSO's core business, the implementation of a new Programme needs to be approached from the perspective of change management.

For the process to be successful, it is necessary to involve your NSO's key actors at different times: the governing bodies, adults, both those who work directly with young people and those who carry out institutional functions, as well as young people in all age ranges, as the main users.

The Programme implementation process must consider the following stages:

1. Make a diagnosis and raise awareness.
2. Establish a plan that involves all actors.



3. Implement pilot groups.
4. Adapt the NSO's Adult Management System.
5. Listen and prepare your young people for change.
6. Establish an adequate support network
7. Communicate the change.
8. Disseminate the proposal.
9. Institute a permanent evaluation and feedback mechanism.
10. Adhere to a specific timeline.

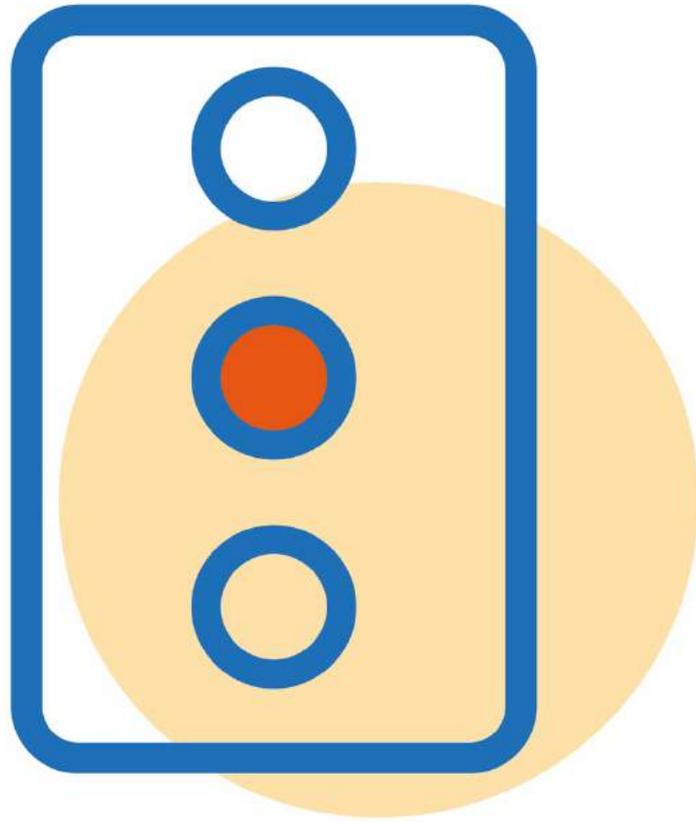
Stages	Actions
Make a diagnosis and raise awareness	Make a diagnosis of the initial situation; analyse the political, cultural, historical, and organisational conditions of the NSO; analyse the social moment in which the change will be implemented.
Establish a plan that involves all actors.	<p>Define the actions that each area and associative level will carry out depending on the implementation.</p> <p>Prepare a document that presents the strategy to the relevant associative areas.</p>
Implement pilot groups.	A good practice is to establish pilot groups (pilot units) that allow the proposed changes to be applied in a controlled environment. With the results obtained, the necessary adjustments to the plan are made.
Adapt the NSO's Adult Management System.	<p>Incorporate the new Youth Programme concepts into the Adult Management System, at the same time eliminating those concepts that contradict the new Programme.</p> <p>Adapt the competencies of the Adult Management System so that they respond to the needs of the new Programme.</p> <p>If your NSO has trainers, engage them at the beginning of the process so that they do not feel threatened by change.</p> <p>Train and engage adult educators at the local level in the implementation of the new Programme.</p> <p>Maintain fluid communications with the territorial teams. Assist them, train them, and provide useful materials for monitoring and territorial animation.</p>



<p>Listen and prepare your young people for change.</p>	<p>Establish a permanent mechanism so that your young people can be informed about the new Programme, as well as to receive their feedback. Young people should not be disadvantaged through the transition process.</p> <p>Prepare materials (graphics, audio-visuals) aimed at young people in which the changes are presented and explained.</p>
<p>Establish an adequate support network.</p>	<p>Accompany the process of change through close, appropriate, and timely tutoring, which highlights the positive aspects of educational practices.</p> <p>Maintain fluid communication with the district or regional teams. Assist them, train them, and provide useful materials for monitoring and accompaniment at the grassroots level. How you maintain a consistent approach to the Youth Programme's implementation will depend on your organisational structure.</p> <p>Promote and highlight successful educational practices.</p> <p>Organise reference events, especially for young people, but occasionally also for adults, in which the innovative concepts of the Youth Programme that we are implementing are put into practice and promoted.</p> <p>Identify and analyse the usual difficulties that appear in the application of the new Youth Programme.</p>
<p>Communicate the change.</p>	<p>Establish a communication strategy for the new Programme, both internal and external.</p> <p>Promote change and its advantages through brochures, notes on the website, videos, interviews, promotional products, etc.</p>



<p>Disseminate the proposal.</p>	<p>Carry out events to launch the new proposal. For example: material presentation seminars, workshops and round tables, or a national gathering.</p> <p>Make materials (printed or online) available to adult leaders through the NSO's store. Distribute training teams and territorial teams. Deliver directly to local units.</p> <p>Discontinue the sale and distribution of all those materials related to the previous Youth Programme and any that are incompatible with the new Programme.</p> <p>NSOs should consider operating digital Youth Programme delivery and training systems. If your NSO is already operating a digital system, consider how this may be mapped with the new Youth Programme or if it is still fit for purpose.</p>
<p>Institute a permanent evaluation and feedback mechanism.</p>	<p>Build instruments to evaluate the process and the degree of implementation, identifying difficulties in implementing and interpreting their causes.</p> <p>Carry out local, regional, or national assessments and measurements that can provide you with insights into how and when your NSO will be aligned with its mission and purpose.</p> <p>Systematise the implementation process. Share experiences nationally and internationally.</p>



Evaluating the Youth Programme



Evaluating the Youth Programme

The World Scout Youth Programme Policy, points out the need to regularly evaluate the Youth Programme, as a step prior to its update:

“The Youth Programme of an NSO should be evaluated regularly. The World Scout Youth Programme Policy strongly recommends regular and systematic programme development to ensure these programmes remain up-to-date and in tune with the interests of young people, while remaining faithful to the fundamentals of Scouting, which are timeless and universal. This reflects the unity of Scouting. The diversity and flexibility of the Youth Programme is required to respond to a wide variety of social, geographical, economic and other situations. A major review should be carried out at least every 5–10 years. Ideally, such a review should take into account current academic and practical research by formal and non-formal education experts and institutions, as well as the views of young people, to ensure a valid and relevant review. Regular interim reviews (e.g. every 3–5 years) are also recommended to allow for periodic adjustments to the Youth Programme.”¹

We understand evaluation as a systematic procedure that aims to understand and diagnose the situation of the Youth Programme within the scope of your NSO.

The evaluation provides your NSO with reliable and valid data, analyses, and interpretations that will give an accurate idea of the situation and status of its Youth Programme.

The diagnosis of the Youth Programme that you build from the evaluation will help you to take action in the future, for example, to decide on its updating. For this, your National Team must ask about the pertinence and relevance of its Youth Programme.

- Is your Youth Programme pertinent? Does it respond to some of the needs and interests of the children, adolescents, and young people to whom it is addressed?
- Is it relevant to society? Is there a relationship between the objectives you pursue as an NSO and some of the social, economic, political, and cultural demands of the society you serve?

To carry out a systematic evaluation of your NSO’s Youth Programme, we recommend using the Self-Evaluation Tool of the Youth Programme published by WOSM.

Types of evaluation

Monitoring is a continuous process that tries to analyse what is happening regarding the implementation of the Youth Programme in an NSO.

Impact evaluates the effects of the Youth Programme on the target population and if it is achieving the purpose for which it was created.

¹ World Scout Youth Programme Policy, WOSM 2018



Unlike monitoring, which must be continuous, the impact evaluation is carried out at discretionary times and usually requires a perspective from external experts.

Who carries out the evaluation?

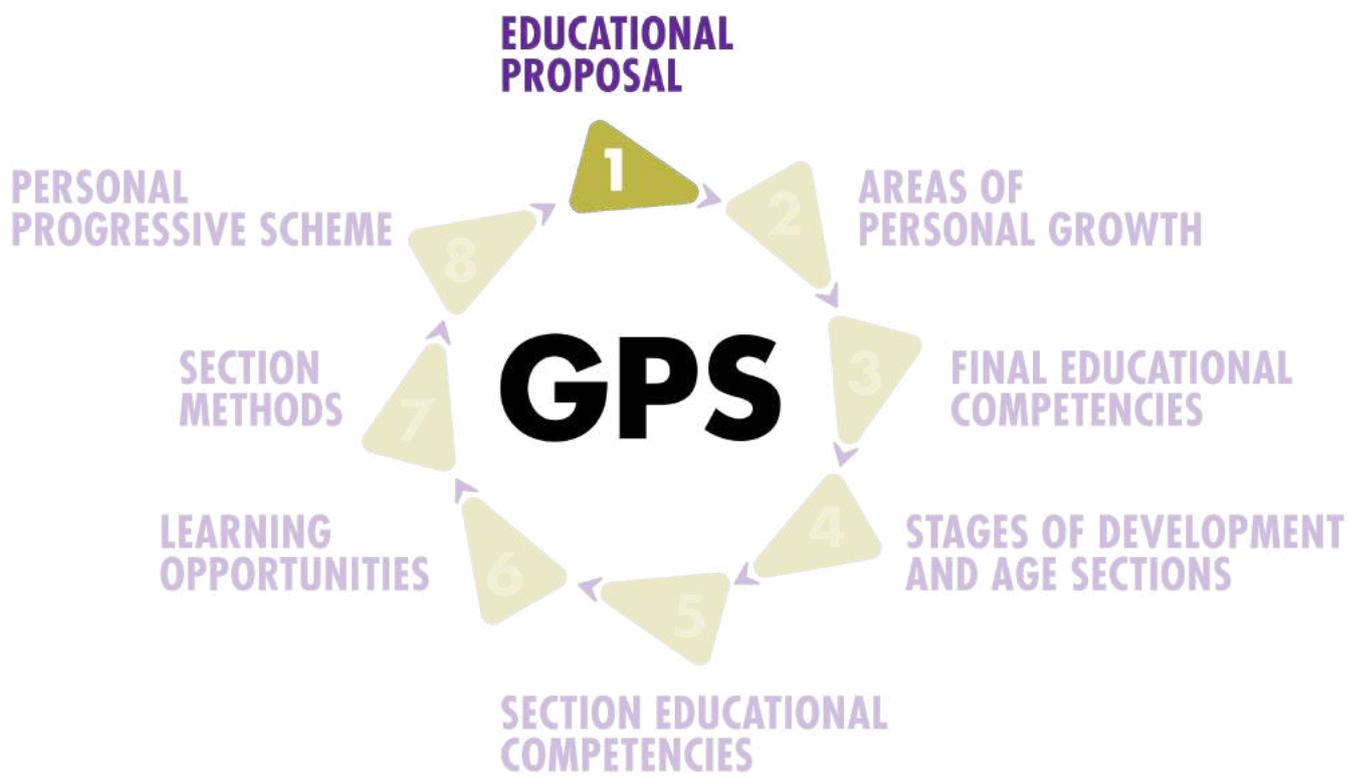
Internal: performed by the NSO itself, for example, promoted by the Youth Programme National Commissioner or Team.

External: performed by WOSM organisations or by other organisations, such as universities, international agencies, or consultants.

NSOs require a style of evaluation that

- **is democratic**, i.e., both the methods applied and the information generated in the evaluation process are open, known, and possible to be discussed and reworked.
- **becomes a habitual practice**, i.e., it serves us to make explicit the foundations of all those decisions that have to be made in the organisation.
- **encourages commitment to the quality of the programme** and to the improvement of our educational practices.
- **allows you to "realise"** the actions and procedures that you use, in order to introduce improvements and highlight the achievements.
- **promotes institutional autonomy** so that your NSO acquires an evaluative culture with a more critical and reflective view, which allows it to know what is best.

The Youth Programme Self-Assessment Tool will help your NSO to assess the level of alignment and consistency of the Youth Programme with the World Scout Youth Programme Policy. Discover how at https://www.scout.org/YP_assessment





Educational Proposal

Introduction

*"Utopia lies at the horizon.
When I draw nearer by two steps, it retreats two steps.
If I proceed ten steps forward, it swiftly slips ten steps ahead.
No matter how far I go, I can never reach it.
What, then, is the purpose of utopia?
It is to cause us to advance."¹*

The practice of creating a document titled "Educational Proposal" has been spreading among NSOs since the 1980s and allows NSOs to state clearly the goals towards which they will advance.

Concept

Your NSO's Educational Proposal should express the set of ideas and fundamental definitions that constitutes its purpose and identity, specifying its educational intention and the ways this intention will be carried out.

The Educational Proposal is an explicit and concise document that provides internal and external guidance on what your NSO offers to young people in the society in which it operates. It enables you to explain to a given community how your NSO meets the educational needs of young people, in accordance with the mission, purpose, principles, and methods of the Movement.

The Educational Proposal should...

- ...clearly define the purpose around which your NSO's Youth Programme will be built, giving meaning, identity, and integrity to your NSO's proposal. The elaboration or revision of the Educational Proposal is the first step in the process of designing or reviewing your NSO's Youth Programme.
- ...establish an overarching framework of reference to guide the educational decision-making within the scope of your NSO. This also impacts the generation of the adult management model and institutional management.
- ...call on the responsible adults to commit themselves to the Educational Proposal and to cooperate with the achievement of the institutional objectives.
- ...visualise and anticipate a desired situation, proposing explicit objectives to be achieved.

¹ Translation from Las Palabras Andantes. Catálogos S.R.L. Argentina, Galeano, Eduardo, 2001



- ...establish an ideal point of reference that can guide the definition of the objectives of the educational process.
- ...pursue the improvement of the quality of the Educational Proposal, offering a frame of reference for continuously reviewing the Youth Programme resulting in fewer complete overhauls.
- ...present the Scout Movement and the educational purpose of your NSO to the community in general and to other stakeholders, expressing how your NSO is responding to the demands and needs of the youth and the community it serves, according to the mission, purpose, principles, and method of Scouting.

The document has three fundamental characteristics:

- **Summary** – The Educational Proposal document is a synthesis of the fundamental ideas that give identity and meaning to the Educational Proposal of the Scout Movement and your NSO.
- **Clarity** – It must be written in clear and concise language, accessible to as many people as possible.
- **Unity** – Being an organisation that diverse people voluntarily join, it is essential to have a clear definition of the common purpose accepted by all. Think of the Educational Proposal as a broad umbrella, under which people – despite having different political, spiritual, cultural, and philosophical orientations – coexist in the same NSO, adhering to a set of essential definitions that give them meaning, identification, and a sense of belonging to the organisation.

Mission of Scouting

In July 1999, the 35th World Scout Conference (Durban, South Africa) adopted a mission statement for Scouting. The statement, which is based on WOSM's Constitution, is intended to reaffirm Scouting's role in today's world. The adoption of the statement was a key step forward in WOSM's work on the development of a Strategy for Scouting.

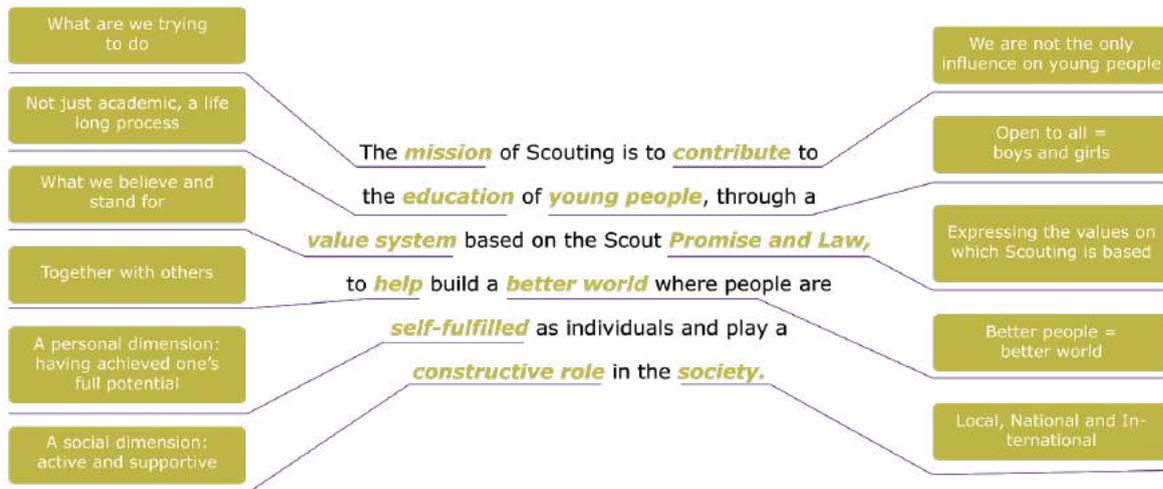
"The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

This is achieved by:

- Involving them throughout their formative years in a non-formal education process.
- Using a specific method that makes each individual the principal agent in their development as a self-reliant, supportive, responsible, and committed person.



- Assisting them to establish a value system based on spiritual, social and personal principles as expressed in the Scout Promise and Law.”²



The drafting of the Educational Proposal must be a reflective, critical, participatory process that promotes unity within your NSO on the fundamental aspects of the proposal.

- **Reflective and critical:** The Educational Proposal is the product of a process of collective reflection and analysis of the reality inside and outside your NSO, about the needs of young people, the demands of society, and the answers we propose to give relevant to the Movement.
- **Participatory:** The Educational Proposal arises from a process of active participation of the majority of the members of the educational community. This participation is aimed at a search for consensus on essential aspects. It is about achieving a set of agreements about the NSO you have, and the NSO that you want to have.

The Educational Proposal must never be imposed on an NSO by individuals, sectors, or particular groups inside or outside the organisation.

Some elements that the Educational Proposal document should contain

The Scout Movement seeks to achieve its purpose of contributing to the full development of the potential of young people on the basis of certain ideals or values and in accordance with a clearly defined educational method, i.e., the Scout Method. The Scout Movement, therefore, offers a specific Educational Proposal.

² A Strategy for Scouting... from Durban to Thessaloniki 1. Understanding the Mission Statement, WOSM, 2000



“The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potential as individuals, as responsible citizens, and as members of their local, national, and international communities.”³

This Educational Proposal is not an empty framework that everyone can fill out with whatever they like depending on their own beliefs and desires. The Proposal cannot be partially accepted or partially rejected and, once accepted, becomes binding. Naturally, it evolves over time, but not at the whim of any individual member of the Movement.

It is not the aim of the Educational Proposal to make the young person conform to a pre-established ideal model. Scouting invites each young person to do their best to develop to the full, all the areas of their personality.

Although there is no single model of an Educational Proposal document, there is some content that should be considered at the time of its production or revision: have young people at the centre, reflect a commitment to coeducation, be open to all, etc.

As referred to in WOSM’s Position Paper on Diversity and Inclusion:⁴

“[...]renewing the National Youth Programme so that they become inclusive by design and not by adaptation.”

Much of this content is already defined in documents such as the *Constitution of the World Organization of the Scout Movement*, the *Essential Characteristics of Scouting*, or in world and regional policies. Other content comes from the educational ideology of the founder and from the interpretation and adaptation that each NSO makes of all those conceptual documents.

Other items to consider will arise from the process of reflection and critical analysis carried out by your NSO.

Your NSO should consider answering the following questions in your Educational Proposal using language appropriate to your culture and society:

Question	Content
Who are we?	The definition of Scouting in general and of our NSO in particular. The principles that guide us. The value system of the Movement.
What do we intend? What is our vision? What are our values? What does it mean to build a better world in our country today?	The Purpose of Scouting. The Mission of the Scout Movement. Educate and education from the conception of Scouting.

³ The Essential Characteristics of Scouting, WOSM, 2019

⁴ Diversity and Inclusion in Scouting, WOSM’s Position Paper, WOSM, 2017



Which needs and demands of society and young people do we answer?	Challenges faced by young people in our country today and opportunities for development. Expectations of the community and challenges to which we propose answers from our Educational Proposal.
What is our Educational Proposal?	The Scout Method as a means to achieve the purpose. The characteristics of our Youth Programme.
What educational competencies do we propose for young people?	The goals of our Educational Proposal.
What is the ideal person we aspire to develop through the educational process?	The profile of a supportive, responsible, autonomous, and committed person.
What characterises the adults we need? What behaviours and attributes do adults need?	The adult educator.
What kind of NSO do we need to fulfil our Mission?	Essential characteristics of an NSO in the service of the Mission.

Discussing the findings

After this analysis has been completed, you will have a list of the conclusions, needs, expectations, and aspirations related to the main challenges. This will form the basis for drafting the Educational Proposal.

Some conclusions may concern the needs and aspirations of young people; others may concern the expectations of the various partners. It is then necessary to find out whether your NSO is able to meet each of these needs or expectations in some way or another.

The list can be used to stimulate debate at all levels of your NSO. Members should discuss the list of needs and expectations and identify whether Scouting's current response is adequate or if it could be improved.

A set of 10 additional tools is available to guide your NSO through the several steps identified to develop an Educational Proposal.



EP 01. Eight Steps for Developing an Educational Proposal

Introduction

Creating or revising your NSO's Educational Proposal document is a complex and participatory process. It is composed of several stages in which different stakeholders at different levels of your NSO participate.

Objective

This tool is intended to

- help your NSO's leaders identify the necessary steps to create or revise its Educational Proposal.

This tool is intended for

- members of your NSO's National Board and Executive Directors.

Concept

The creation or revision of your NSO's Educational Proposal begins with the political decision to undertake this process and ends with the approval of the text by the decision-making body responsible for it (National Assembly or National Board of your NSO).

It is a complex participatory process in which different people take part at different levels of the organisation. It must be carefully planned and conducted.

Based on experience, we have identified an eight-step process:



1. Make the political decision to create or revise your NSO's Educational Proposal.

Any process of creation or creation must have the explicit approval of your NSO's political body, either the National Assembly or the National Board. It is a decision that involves not only the educational area, but the whole organisation.

The Educational Proposal should be considered as the second normative document of your NSO; it stipulates the what, for whom, and how your NSO achieves its social purpose.

2. Appoint a team.

Once the political decision to create or revise your NSO's Educational Proposal has been made, appoint a team that will carry out the process. This team must be diverse and intergenerational and formed of people from different areas of your organisation with a solid experience of Scouting. This team should not be many; nonetheless, it requires gathering some people with the following characteristics:

- Educational competencies, with a clear understanding of the particularities of the Scout Movement as an advocate of non-formal education.
- Social research competencies.
- Communication skills, including the ability to write and edit texts.
- Management and planning competencies.

A member of the National Board should also be a part of the team. They will act as a permanent liaison with the political body. Likewise, it is advisable to have the support of external consultants. They will advise the team on various topics that should be considered during the revision or creation process.



3. Define a roadmap to create or revise your NSO's Educational Proposal.

The roadmap is a document in which a set of actions and procedures is planned to organise the process of creation and approval of the Educational Proposal. This document defines the stages, outcomes, times, and actors involved in the creation process of the Educational Proposal. The roadmap is defined by the appointed team and approved by the National Board.

4. Research, conduct analysis, and provide input.

An NSO cannot expect to attract and maintain its members unless it satisfies their needs and expectations. Therefore, unless your Educational Proposal is perceived as relevant for the community, your NSO will not continue to receive its support. Research should be directed to investigate whether your NSO's Educational Proposal satisfies the needs and expectations of both young people and the community it serves.

The main research should be directed both towards young people in general and to the members of your NSO. Enquiring with families, formal educators, national authorities, business, churches, and other civil society organisations should also be considered in a transparent process that should provide feedback at the end.

The results of the research are processed, analysed, and presented. Based on this analysis, reference materials are produced to serve as input for the final draft of your Educational Proposal.

5. Have consultations on the research results.

The material produced based on the research done by the team will serve as a basis for a broad and participatory consultation process. The content of your Educational Proposal should be the product of debate, consensus, and the confluence of diverse interests. Therefore, it is very important to include as many members of your NSO as possible in the debate.

6. Draft the proposal.

The research and consultation process will produce a set of inputs that will be the basis for drafting the content of your NSO's Educational Proposal.

7. Share the content of the Educational Proposal.

The content produced by the team should be distributed among the members of your NSO for a final consultation to receive their comments and feedback.

8. Get the Educational Proposal content approved.

The final content should be approved by your NSO's National Assembly or National Board to later be distributed through your institutional channels.



EP 02. Checklist Tool

Introduction

The complex process of creating or revising your NSO's Educational Proposal document must be carefully planned with progress and revisions tracked.

Objective

This tool is intended to

- provide a checklist to control the most important aspects and variables involved in the process of creating or revising your NSO's Educational Proposal.
- identify the actions to take and follow the progress; use it frequently, ideally at each follow-up meeting to help you keep track of the performed tasks and show what is still pending.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- the National Board.

How to use the tool

- As a team, analyse and answer the following questions.
- Take note of aspects that are still to be defined or where you find divergences.
- Define specific actions and set up dates by which each one should be completed. At the beginning, the tool will focus on establishing future actions and their deadlines, but once the indicator is achieved, it will be recorded as accomplished.



A. PREVIOUS ASPECTS						
No.	Aspects to consider	Yes	No	Actions	Due dates	Observations
A. 1	Is there a need to create or revise our Educational Proposal?					
A. 2	Has the need to revise our Educational Proposal been carefully assessed? See Tool EP 05.					
A. 3	Is there an explicit political interest to create or revise our Educational Proposal?					
A. 4	Is there a person in the political body responsible for the process?					
A. 5	Has a person been assigned to be technically responsible for the process?					

B. TEAM						
No.	Aspects to consider	Yes	No	Actions	Due dates	Observations
B. 1	Has a team been appointed?					
B. 2	Does each member of the team have the necessary skills to carry out their assigned tasks?					
B. 3	If the team members do not have the necessary skills, will they be provided with training?					
B. 4	Are external consultants integrated into the team?					
B. 5	Does the team have a work plan with defined goals and deadlines?					



C. ROADMAP Document describing the creation, consultation, and approval process of our Educational Proposal.						
No.	Aspects to consider	Yes	No	Actions	Due date	Observations
C. 1	Has a roadmap to carry out the process of creating or revising our Educational Proposal been developed?					
C. 2	Will the eight steps proposed in Tool 1 be used?					
C. 3	Is this roadmap the result of an agreement between the technical team and the political body of our NSO?					
C. 4	Has the roadmap been approved by the National Board or the political body of our NSO?					
C. 5	Has this roadmap been communicated with our NSO?					
C. 6	Are there material and economic resources to carry out the process?					



D. ENQUIRY INSTANCES

It is necessary to define the consultation platforms and who will be able to participate in each one.

No.	Aspects to consider	Yes	No	Actions	Due dates	Observations
D. 1	Have consultation, defining, or approval instances for the content of our Educational Proposal been considered?					
D. 2	Has our NSO been informed of the consultation, defining, or approval instances?					
D3.	Do the consultation instances include as many actors as possible?					
D. 4	Do the consultation instances include all levels of our NSO (unit, group, district, etc.)?					
D. 5	Has the creation of consultation platforms such as round tables, symposiums, adult training, or seminars been considered?					



E. THE ACTORS

It is necessary to clearly define the actors that will participate in the process and in which stages involved. Actors are defined as the NSO Scout groups, National Board, National teams, districts, etc., or as individuals, such as unit leaders at the local level, leaders at district level, professional adults, trainers, youth, families, formal educators, cooperators, etc.

No.	Consultation instances	Yes	No	Actions	Due date	Observations
E. 1	Young people of all genders (Scouts and non-Scouts)					
E. 2	All the NSO's volunteers and professional adults					
E. 3.	Our NSO's young people and parents of non-Scout					
E. 4	Representatives of sponsoring entities					
E. 5	WOSM					
E. 6	Government agencies linked to education, childhood, and youth concerns					



F. THE INPUTS

It is necessary to define the necessary inputs, such as drafts with advances in definitions, research results, reflection documents, etc.

No.	Inputs	Yes	No	Actions	Due date	Observations
F. 1	Membership information (by age and gender), territorial coverage, time of permanence, socioeconomic group, ethnic groups, market share, etc.					
F. 2	Studies on the reality of children and youth in the country.					
F.3.	Studies on the educational condition of the country.					
F. 4	Studies on the perceived image of the Scout movement in the country.					
F. 5	Studies on the expectations of parents and supporters regarding the Scout Movement.					
F. 6	Texts of Educational Proposals of other youth organisations in the country.					
F. 7	WOSM documents.					
F. 8	Texts that include the founder's educational foundations.					



G. THE PRODUCT

Characteristics of the Educational Proposal content and other secondary products that we want to obtain.

No.	Item	Yes	No	Actions	Due dates	Observations
G.1	Have we defined the end result we would like to obtain after creating or revising our Educational Proposal?					
G.2	Has the content of our Educational Proposal been defined?					
G.3	Have the chapters or sections in our Educational Proposal been defined?					



EP 03. Traffic Light Tool

Introduction

To achieve its Mission, Scouting must ensure that its Educational Proposal reaches as many young people as possible. One of the World Scout Youth Programme Policy principles is:

“Be open to all: The Youth Programme should meet the needs of all young people. The programme must be designed with the necessary flexibility to adapt to each society’s culture, society, economy, race, religious diversity and gender. It should also include people with disabilities.”¹

But there is a significant gap between declaring the intention to grow and actually reaching as many young people as possible, and taking concrete actions so that your Educational Proposal meets the needs of the wide spectrum of society.

Objectives

This tool is intended to

- establish a diagnostic approach to assessing the state of your Educational Proposal in regard to coverage, scope, accessibility, structure for delivery, relationship with sponsors, and visibility.
- help define some actions to improve aspects like coverage, scope, accessibility, structure for delivery, relationship with sponsors, and visibility.

This tool is intended for

- the team responsible for creating or revising your NSO’s Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO during the creation or revision of its Educational Proposal.

How to use this tool

The purpose of this tool is to present a set of possible circumstances which, seen as stages, establish a diagnostic approach, and define some actions to reverse undesirable situations.

The tool presents six items to consider for the diagnosis: coverage, scope, accessibility, structure for delivery, relationship with sponsors, and visibility. Three possible scenarios are presented for each item: the ideal scenario is identified in green, an intermediate scenario in yellow, and a critical scenario in red.

¹ World Scout Youth Programme Policy, WOSM, 2018



1. The team carefully analyses each item and has a group discussion to determine in which scenario each item should be placed. When the description of an item does not strictly fit the analysed scenario, it is suggested that the team modify it so it can be described more accurately.
2. The team defines a set of actions to improve the current situation and moves on to the next stage. The goal is for each item to arrive at the green scenario. At the end of each item, find a space to keep a record of the actions defined.

There could be cases in which the team is not even in the red state. If this happens, there should be urgent plans to implement actions to overcome the situation.

COVERAGE			
Ability to reach the largest possible area in the territory with our Educational Proposal.			
01	Our NSO's educational offer is present throughout the national territory.	Our NSO's educational offer is concentrated in the major urban centres. Young people in some territories outside of these centres have difficulties accessing the Educational Proposal.	Our NSO's educational offer has little presence throughout the national territory.
COVERAGE – Actions to develop			
01			

SCOPE			
The ability to reach the greatest number of young people from various social sectors, economic groups, cultural groups, religious beliefs, ethnic groups, etc., with our NSO's Educational Proposal to meet their needs and interests.			
02	Our NSO's educational offer has a broad scope, reaching out to different sectors of socio-economic groups, religious beliefs, ethnic groups, etc.	Our NSO's educational offer does not reach all social sectors. This is perceived as a difficulty and there is willingness to change this situation.	Our NSO's educational offer has a limited social scope. This is not perceived as a problem and therefore, there is no intention to change this situation.
SCOPE – Actions to develop			
02			



ACCESSIBILITY			
It is easy to join the Movement. For example, it is easy for a young person to join a Scout group or unit because the group or unit is located near that young person's school or residence, and the cost of participation, including the uniform, is reasonable.			
03	When identifying any barrier that hinders a young person's access to the Scout Movement, that barrier is studied and, if possible, eliminated.	There are barriers that prevent young people accessing the Scout Movement, although an effort is being made to identify them.	There are barriers that prevent young people accessing the Scout Movement, which are not perceived as a real problem by our NSO.
ACCESSIBILITY – Actions to develop			
03			

STRUCTURE FOR DELIVERY			
The structure in which our Educational Proposal is delivered to the children and young people for whom it is intended. For example, through Scout groups, units, or small groups.			
04	Our NSO's educational offer is delivered through a variety of flexible formats: small groups, units, scout groups, etc.	Our NSO's educational offer is delivered only through a standard format (mainly Scout groups), although it is recognised that this is a limitation. Modifications are being analysed.	Our NSO's educational offer is delivered through a single standard format, and there are no intentions to change this.
STRUCTURE FOR DELIVERY – Actions to develop			
04			



SPONSORS			
Entities, governmental institutions, or civil societies sponsoring the opening and maintenance of Scout groups or units.			
05	Scout groups in our NSO are sponsored by various organisations of the government and civil society and new sponsorship possibilities are continually explored.	The highest percentage of Scout groups in our NSO is sponsored by a single civil society or governmental institution, although this is perceived as a problem. Actions are being taken to change it.	The highest percentage of Scout groups are sponsored by a single civil society or governmental institution resulting in a significant degree of dependence for our NSO.
SPONSORS - Actions to develop			
05			



VISIBILITY			
Our NSO's ability to be identified and recognised for its Educational Proposal by young people, families, and other social actors.			
06	The government, companies, and civil society organisations recognise the Scout Movement as an educational agent, and therefore, as a valuable ally.	The government, companies, and civil society organisations understand that the Scout Movement does something good but does not really know what it does.	The government, companies, and civil society organisations do not know what the Scout Movement does.
07	Young people identify the Scout Movement as something challenging and attractive that helps them to grow, and therefore, as something valuable for their lives.	Young people identify the Scout Movement as something for young children that begins to lose its charm as they grow older and reach adolescence.	Young people perceive Scouting as something "silly" and old-fashioned.
08	Parents recognise the Scout Movement's educational offer as a contribution to the growth of their children, and therefore, as a valuable resource.	The parents understand that Scouting does something good, but they do not know what it does.	Parents do not know what the Scout Movement does.
VISIBILITY – Actions to develop			
06			
07			
08			



EP 04. Roadmap Design Tool

Introduction

A roadmap is a document that defines the stages, the outcomes, the times, and the actors involved in both the creation and the approval of your NSO's Educational Proposal.

Objective

This tool is intended to

- give direction on how to produce a roadmap for the creation of your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- the National Board.

How to use the tool

1. Read the steps for the development of a roadmap and analyse the proposed roadmap model.
2. Evaluate its usefulness and effectiveness in designing your own roadmap.
3. Design a roadmap for the development of your Educational Proposal in which the actions, the responsibilities, the outcomes, and the required times are detailed.
4. Make a timeline or work schedule in which actions and times are clearly identified.

Steps in the development of a roadmap

Step1. Reasoning

Write the reason the Educational Proposal is useful and describe its purpose.

Step 2. Define the stages

Identify tasks or common actions that will allow you to obtain a specific outcome.

Step 3. Plan what's going to happen at each stage

Define what actions or tasks will be carried out at each stage, the desired outcomes, those responsible, the scopes, and times.



ROADMAP MODEL DEVELOPMENT OF THE EDUCATIONAL PROPOSAL

(The information in this table is for reference only; each NSO should define its own information.)

Stage 1. Forming an Educational Proposal Development Team and designing a roadmap.				
Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Appoint the Educational Proposal Development Team. Nominate a team coordinator.	National Board	Meeting of the National Board		An Educational Proposal Development Team
Define the stages of the roadmap, the products, the times, and the actors that will intervene throughout the process.	Project Development Team	Team meeting		Roadmap of the elaboration of the Educational Proposal
Create a timeline that illustrates actions and times from start to finish.	Project Development Team	Team meeting		Schedule or timeline
Approve the roadmap. (The roadmap for the development of the Educational Proposal is presented to the political authority of your NSO for approval.)	The project team Coordinator presents the roadmap to the National Board who approves it.	Meeting of the National Board		Approval agreement

STAGE 2. Input research and production (carry out some research that will provide you with information on aspects of the social and organisational reality)



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Research the needs and interests of young people.	Research Group 1	Meetings with representatives of the National University, Ministry of Youth, Ministry of Education, World Scout Bureau		Report of findings that will serve as inputs for consultations in the next stage
Research family expectations.	Research Group 2			
Research national goals.	Research Group 3			
Research the founder's educational ideas.	Research Group 4			
Research educational trends.	Research Group 5			
Research inclusion and accessibility.	Research Group 6			
Research NSO and WOSM documents.	Research Group 7			
Analyse the findings.	Education Proposal Development Team	Virtual work, team meeting		Document presenting the findings that will serve as material during consultations

Stage 3. Consultations on inputs



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Organise the consultations. Define who will be consulted (adults, youth, families, etc.), where the consultations will take place (Scout groups, training, etc.), and what materials will be used for the consultations.	Project Development Team	Virtual work, team meeting		Materials for consultation
Consult group councils and district training sessions.	Project Development Team	Group council meetings District training sessions		Consultation results
Analyse and synthesise the responses produced from the inputs to get relevant information to use in the next stage of the roadmap.	Project Development Team Note: Depending on the dimension of the responses gathered from the consultation, you may require help to synthesise all the information.	Virtual work, team meeting		Documents containing results from the analysis and synthesis of the consultations

Stage 4. Drafting the content of the Educational Proposal



Actions/Tasks	Responsible	Areas/S or spaces	Time	Product
<p>Write the content for the Educational Proposal.</p> <p>Define the type of content the document should have. Should it be divided into parts, chapters? What should those parts be?</p> <p>Write the first draft, proofread, format, and copy-edit.</p>	<p>Project Development Team</p>	<p>Virtual work, team meeting</p>		<p>First version of the Educational Proposal document</p>
<p>Approve the first draft of the Educational Proposal text.</p>	<p>Team coordinator presents it to the National Board</p>	<p>Approval by the National Board</p>		<p>Approval agreement</p>

Stage 5 – Consultations on the first draft of the Educational Proposal



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
<p>Organise the consultations.</p> <p>Define who will be consulted? (All Scout educators, youth, families...?),</p> <p>Where will the consultations take place? (In scout groups, training sessions, special meetings...?).</p> <p>How are you going to share the first draft of the Educational Proposal?</p>	Project Development Team	Virtual work, team meeting		Consultation device
Carry out the consultations.	Project Development Team	All Scout groups		First draft of the Educational Proposal with the comments made during the consultations
Analyse the answers from the consultations and make changes to the first draft if necessary.	Project Development Team	Virtual work, team meeting		Second draft of the Educational Proposal with the comments incorporated into the text
Share feedback on the consultation results and adjustments from the first draft.	Project Development Team	Virtual work, team meeting		Release

STAGE 6 – Educational Proposal final draft approval



Actions/Tasks	Responsible	Areas/Spaces	Time	Product
Present the second draft of the Educational Proposal to the political authorities for approval.	Project Development Team	<p>As defined in the roadmap for the development of the Educational Proposal, this can be</p> <p>a) the National Committee and endorsed by the National Assembly.</p> <p>b) endorsed by the National Committee and approved by the National Assembly.</p>		<p>Final draft of your Educational Proposal</p> <p>Approval agreement</p>
Distribution of the updated Educational Proposal.	NSO Communication Area	External media, official channels of the NSO		Campaign to distribute the Educational Proposal



EP 05. Educational Proposal Validity Analysis Tool

Introduction

Before you start reviewing your NSO's Youth Programme, assess the validity of its current Educational Proposal.

Objective

This tool is intended to

- offer a series of questions that will help you assess the validity of your NSO's Educational Proposal.

This tool is intended for

- the National Board.
- National Teams.
- the team responsible for the process of creating or revising your NSO's Educational Proposal.

How to use the tool

- 1) As a team, begin by analysing the validity of the current Educational Proposal and take note of the main conclusions. Use **Table A** for this task.
- 1) Use **Table B** to continue the analysis and note your conclusions.



No.	Questions to reflect on	Things to consider
A. 1	When was your NSO's Educational Proposal developed, and what was the development process?	How long since it was developed? How was your Educational Proposal developed? (Who participated? What was the outcome of the discussions? Who made up the group? How was the existing proposal adapted?)
A. 2	How would you describe the status of your NSO when the Educational Proposal was developed?	Membership data (quantity, permanence, rotation, distribution of ages and gender, territorial coverage, social groups to which it did not arrive). Governance. Participation of young people in decision-making processes. Organisational image.
A. 3	How would you describe society at that time?	Describe the political, cultural, economic, and social aspects. Describe the situation of young people in the country (health, education, work, etc.). Country issues.
A. 4	Do you think that the content of the current Educational Proposal accurately reflects the status of your NSO, your country, and the youth at the time it was developed?	



Table B		
No.	Questions to reflect on	Things to consider
B. 1	How would you describe the current status of your NSO?	Membership data (quantity, permanence, rotation, distribution of ages and gender, territorial coverage, social groups our Youth Programme did not reach). Governance. Participation of young people in decision-making processes. Organisational image.
B.2	How would you describe society now?	Describe the political, cultural, economic, and social aspects. Describe the situation of young people in the country (health, education, work, etc.). Country issues.
B. 3	From the analysis carried out, what aspects of the current Educational Proposal are effective?	
B. 4	What aspects of the situation of your NSO, your country, and the youth at this time should be reflected in the Educational Proposal?	Does it reflect the needs and aspirations of today's youth within your NSO's Youth Programme? Does it reflect the social, cultural, and political needs within your NSO's Youth Programme?



EP 06. The Story of Eva and Vladimir

Introduction

Having an updated Educational Proposal is the first step in the review and creation of your NSO's Youth Programme. It is also an opportunity to review all the ideas that support the main reason for your NSO existing.

To review the Educational Proposal means to investigate the identity of and give meaning to your NSO. It is a process that impacts the life of the entire organisation, if it is well done.

In this tool, we share Chapter 1 of the *Green Island*, a book by Dominique Benard and Jacqueline Collier Jespersen, which recounts the development process of the Educational Proposal of an NSO. Using this text, we want to trigger a collective reflection which we hope will be of use to the national leaders.

Objectives

This tool is intended to

- analyse the importance of creating or revising your NSO's Educational Proposal.
- identify situations, difficulties, and the usual solutions that arise in the process of creating or revising your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- members of the National Board and Executive Office

How to use the tool

1. In group or individually, read the story of Eve and Vladimir carefully. From the information that the story gives:
 - Recognise the importance of your NSO having an Educational Proposal.
 - Identify similar difficulties that the characters go through in the process of developing their Educational Proposal. Compare them with what you have gone through/are going through.
 - Recognise how they overcome these difficulties and discuss possible situations for your own difficulties.
2. In a plenary session, discuss their conclusions and, through a debate, reach a consensus on the three preceding points.



Excerpt from *The Green Island*

Vladimir and Eva live in the capital of a small country in eastern Europe, where the totalitarian regime, which had governed since 1945, has just collapsed. Life is hard for the man in the street. The economy is in ruins. Vladimir has just completed his studies in civil engineering. He is twenty-five years old and is looking for a job. Eva is a nurse. She is twenty-four. They are both full of hope for the future, despite the very difficult situation.

Like all young people, Vladimir and Eva were once members of the former state-run youth organisation. Based on their experience, they rejected the indoctrination and depersonalisation inherent in that system. Even before democratisation, Vladimir and Eva had discovered Scouting through old books circulating illicitly and by hearing about it at first hand from old Scouts. They then joined the re-emerging Scout Movement.

It was not easy to begin with. Documentation was scarce, as was goodwill. A few old handbooks from the 1930s belonging to old Scouts, some magazines from abroad and plenty of enthusiasm got them started. After a couple of months, they established relations with the several dozen local groups that had sprouted up somewhat haphazardly. A Scout association was re-established after a break of almost half a century. Eva was elected chairman of the programme committee, and Vladimir became her assistant. Their mission: to establish a youth programme adapted to the current situation and needs of young people. Their goal: to propose a revised programme at the next general assembly in one year's time. The European Scout Office provided documentation and encouragement, and promised to assist them.

Our story begins on the day that Vladimir visits a friend of his father's, a retired professor of psychology.

An Educational Proposal

Wednesday, 9 September, 17.00 hours

The old tram screeched to a halt, and Vladimir jumped down from the step. The rain had stopped, and rays of pale sunshine were piercing the clouds. The puddles on the dirty cobblestones reflected fine shreds of blue sky. Despite the first dead leaves, the month of September had not yet bid farewell to summer.

Vladimir strode towards the large grey, drab buildings across the road, trying to avoid the puddles. Tall and skinny, he was wrapped up in an old leather coat that was too big for him. With his narrow, bony face perched on top of his long neck, his thick brown hair, bright eyes behind small, steel-framed glasses, and thin, wiry legs, he looked like some kind of wading bird.

He dived into the lobby of the building and looked for the professor's name on the letterboxes – Jan Kessel, fifth floor, left. Taking the stairs two at a time, he quickly reached a landing enclosed by washed-out walls. A door opened, revealing a rather small man with a round face topped with a mass of white hair, dressed simply in woollen trousers and a roll-neck sweater. Vladimir was once again struck by the sparkle in the eyes behind the thick glasses.



"Hello Vladimir. I saw you from the window. Well done, you're on time. Come in!"

Vladimir shook the professor's hand and went into the tiny apartment where Jan Kessel lived alone.

"Let me take your coat, Vladimir, and please sit down. Would you like a cup of tea?"

Vladimir accepted the offer and took a look around. Two windows lit the room, which served as both the bedroom and the living room. A door at the back led to a tiny kitchen. Every nook and cranny were full of books and magazines, piled up all over the place. Dozens of envelopes bearing the stamps of various countries were strewn over the table, on which an old Olympia typewriter took pride of place. A grey cat, curled up on the worn sofa, glanced at Vladimir and then returned to its siesta.

Jan Kessel had once been an eminent professor of psychology, whose opposition to the former regime had cost him ten years' forced labour. Upon his release, he had had no other choice but to work as a skilled worker in a factory to earn a living. The present government had given him a small pension and an apartment. Vladimir held him in great esteem and considered him his mentor.

The professor came back into the room, carrying a tray with two cups, a teapot, a milk jug and a saucer of biscuits on it.

"Please excuse the mess, but I get lots of letters from my university friends in western Europe who want to know what things are like here. Replying to them keeps me very busy. Do you take milk?"

"Yes please", Vladimir replied.

Vladimir took a sip of his tea and began to explain the reason for his visit.

He had to prepare the programme committee's first working weekend and was wondering how best to go about it.

"You've got to devise a new youth programme, have you?" asked the old professor.

"Yes. Since we started, we've been operating based on a few recollections from the 1930s, but now it's time to modernise the Movement to really meet the needs of today's youth. We're full of ideas, but lack a working method. I'm sure you can help us."

Jan Kessel remained silent for a few moments. He drank some tea before speaking:

"I think you first have to answer a question, which is 'what is an association?'"

Vladimir was visibly surprised.

"Er... An association? That's pretty obvious. People get together and join forces to do something together."

"Yes, but why do they join forces? What makes them do that? Today, people in our country are free at last. Nothing and nobody can force them to join an organisation. Something therefore has to motivate them to do so."



"Yes, of course. A shared purpose."

"And what's that, Vladimir?"

"Pardon?"

Jan Kessel set his cup down on the table.

"What's the purpose that motivates the members of your association to... 'join forces'?"

"Scouting, of course. We decided to create a Scout association."

Vladimir couldn't quite see what the professor was getting at. Jan Kessel continued:

"When people want to play football, they set up a football club. When people want to be Scouts, they set up a Scout association. It's the same thing, isn't it?"

"Well, yes!"

"I don't think so", the professor replied after a moment's silence. "The rules of football, or any other sport, are simple and consistent, but your case is different. The proof is that you have to meet to develop a Scout programme, which would not be necessary for football or basketball."

Vladimir started to grasp what the professor was getting at.

"Ah, I see what you mean. A sport has precise rules and a simple programme.

All you have to do is form a team and practise in order to play in competitions. In the case of Scouting, on the other hand, things are more complicated; the general principles have to be adapted to a particular situation."

"Precisely", confirmed the professor. "The purpose, principles and the method of Scouting are established at international level, but you have to adapt them to the conditions of our country."

"That is indeed our goal."

"I may be wrong," the professor added, "but I get the impression that the main aim of most of those people who were in your association to begin with was to recreate something that existed in the past... a sort of 'restoration'."

"That's clear. Many of us, particularly the old Scouts, are first of all driven by the desire to re-create the Scout association as it existed before. That's only normal. There are however others, such as Eva and myself, who think that yesterday's Scouting has to be modernised in order to meet the educational needs of today's young people."

"So there are at least two quite different motivations among your members", the professor noted. "Some want to restore Scouting to what it was before, whereas others want to adapt it to meet present-day needs. But what are those needs? You've created an association that people join voluntarily, but with no clear definition, accepted by all, of the common purpose. Isn't that so? In that case, aren't the ties uniting your members somewhat weak and fragile? Aren't they at risk of being ruptured at the slightest tug?"



"You're saying that our first task should be to clearly state the purpose of the association and to ensure that everybody adheres to it?"

"Or at least the majority. Exactly Vladimir. You see, an association of volunteers is something that we're no longer familiar with in our country. In order to establish itself on solid foundations, such an association has to ensure that all of its members share the same purpose, ideas and culture. That's a long and difficult process."

"Rome wasn't built in a day."

"Right. But to construct a solid house, you have to make sure that the foundations are well-anchored."

"So it's not enough to declare that we want to be Scouts, and to keep in mind the purpose, principles and method of Scouting?"

"I don't think so. What you have to draw up is a type of general proposal, expressing what you want to achieve together, here in our country."

"I see", said Vladimir.

"And there's something else", Professor Kessel added.

"What's that?"

"A second important question, which is 'what's education?'"

"I beg your pardon?"

"Your purpose is to develop an educational association, isn't it?"

"Yes, of course it is."

"Therefore, you have to answer the question 'what does education mean today, in our country?' And 'how can education be carried out through Scouting?' How would you define education, Vladimir?"

"Education means teaching something, doesn't it?"

"That's teaching. Education is something else. You see this small book? It's

'Footsteps of the Founder', a book of quotations by Robert Baden-Powell collected by an Italian Scout leader, Mario Sica. One of my correspondents sent it to me when she found out that I was interested in Scouting. Listen to Baden-Powell's definition of education: The secret of sound education is to get each pupil to learn for himself, instead of instructing him by driving knowledge into him on a stereotyped system".

"That's a very modern concept!"

"Yes. What's more, Baden-Powell was very critical of the school system in his day. In an article published in the Headquarters Gazette in 1913, he wrote:



The necessary points to develop in our youth in order to evolve good citizens are: 1) Character; 2) Erudition. These are stated in their order of importance. Number 2 is taught in the schools. Number 1 is left to the pupils to pick up for themselves out of school hours, according to their environment. Number 1 is precisely what the Scout Movement endeavours to supply. The two main methods of training are: 1) By Education: that is by 'drawing out' the individual boy and giving him the ambition and keenness to learn for himself. 2) By Instruction: that is by impressing and drumming knowledge into the boy. Number 2 of these is still too often the rule. In the Scout Movement we use Number 1".

"So, Baden-Powell made a radical contrast between the school system and Scouting?" Vladimir asked.

"It would appear so, wouldn't it? This was certainly well-established at the time that he was writing. Things are different these days, and it's no longer possible to support such a radical contrast. But that's not the main point. Like Socrates, Baden-Powell maintained that true knowledge came from within, as a result of a personal process:

The soul is educated — that is, self-expanded — from within; it cannot be developed artificially by the application of book instruction and rules from without".

"He couldn't have put it more clearly!" Vladimir exclaimed. "Some of our leaders should read that. I've got one question though. Baden-Powell maintains that character development should be the first aim of education. But what exactly does he mean by character?"

"That's a very interesting question, which will doubtless have to be answered in more depth later. I think that, in Baden-Powell's view, the term 'character' closely corresponded to the terms 'reason' or 'wisdom' expressed by the Greek philosophers Plato and Aristotle. A man of character is responsible towards himself, trustworthy, capable of confronting difficulties and of taking decisions on his own."

"Able to guide himself along his own path in everyday life..."

"Correct. And that, I believe, is very important in our country today, don't you think?"

Vladimir nodded:

"It's true that many people are completely lost with their rediscovered freedom. Their points of reference have disappeared, so they pounce on any belief. Many strange sects from western Europe and America are turning up here and gaining a foothold."

"It's a challenge for the future, Vladimir. A democracy can't develop without a certain quality of citizen. Therein lies the main task that Scouting should set itself – developing the new citizens that our country needs."

"That's rather ambitious!"

"But you need an ambitious proposal if you want to gather high-quality people around you!"

"I can see one problem in that though. Many of our leaders are afraid of the future and aren't set objectives that they might not be able to achieve."



"You're right. There's no point in frightening people by proposing unrealistic goals. Your proposal has to be coherent with the method and means that you're able to implement. But it's needed nevertheless and it has to be appropriate to the situation prevailing in our country."

Vladimir took out a notebook and pen.

"But doesn't education also mean passing on a certain number of values to young people? Many of our members, particularly the older ones, set great store by this. What's more, our last general assembly was marked by extremely lively debates between two tendencies – on the one hand, those who want to simply adopt, as it is, the model presented to us by some western Scout associations, such as the Danes, Swedes or British, and on the other hand, those who reject such influences and want to preserve a national tradition."

"Yes, you're right", acknowledged the professor. "Every society needs to reproduce itself, and the new generations need the experience of their predecessors. They can't make a clean sweep of the past. Nor can they simply adopt models from abroad just as they are, even if they seem modern. Of course, we now live in an open society. It would be futile and dangerous to close in on ourselves and reject any outside influence. On the other hand, our situation is specific. It would be a mistake to blindly follow Danish, Swedish or British recipes here. We have to realise that all education is set in human history and that our history is specific.

In another respect, if the aim of education is to pass on experience acquired, it nevertheless has to accept that human knowledge changes with the generations.

The philosopher Hegel taught us that history resembles a river. At a given time, the movement of the water is determined by the flow of the river upstream, as well as by the rocks and meanders situated at this precise spot. Young people therefore have to be prepared to not only repeat a taught tradition, but also to adapt to the new conditions that they will inevitably encounter one day or another. That's why the method is just as important as the content in education. The Swiss psychologist Jean Piaget expressed this point of view perfectly:

Neither does a child approaching adulthood tend to receive reason and the rule of good deeds ready prepared, but rather captures them through his own individual effort and experience. In return, society expects new generations which are better than an imitation – an enrichment."

"I understand", said Vladimir. "Education should not only pass on knowledge gained in the past, but also develop young people's creativity so that they can deal with new situations and, in turn, enrich society. We can't achieve this result by simply copying ready-made models, whether they stem from tradition or from abroad."

"That's right. You could say that education should help man to grow and not only to reproduce. And therein lies the whole interest of Scouting. Scouting doesn't seek to 'impress' something determined in advance on young people, but to help them 'express' what they carry within themselves. It's not only defined by what it gives young people, but also by the method it uses.

It doesn't seek to give ready-made rules, but to provide each child with a compass allowing him or her to find his or her own way, irrespective of external circumstances."



“In other words, it’s learning to learn!”

“Right!”

“It’s true that all of this should be supported and understood by everyone who joins the Movement. So you think that the first stage of our work should be to draw up the association’s educational proposal?”

“Yes. I believe this is essential for at least three reasons: firstly, in order to state the purpose around which your youth programme will be built; secondly, in order to call upon the adult leaders to commit themselves to a specific proposal; and thirdly, in order to present the Movement and what it offers young people to the community and to parents. I’m going to make some more tea. Would you like some?”

“Yes please. Meanwhile, I’ll sort my notes.”

When the professor returned with the teapot refilled, Vladimir suggested that they summarise their discussion:

“I’ve grasped the importance of drawing up an educational proposal and now understand that it should cover:

1. An analysis of the main needs of today’s young people in our country.
2. How Scouting can meet those needs; in other words, the educational goals that we want to reach in our specific situation.
3. How we propose to do this in concrete terms, through which activities and through which style of educational relationship between young people and adults.

“I do, however, have one question”, Vladimir added. “What process would you recommend for achieving this result?”

“That was a good summary”, the professor said approvingly. “And it actually provides the answer to your question. The first step is indeed to identify the principal needs of young people. You could bring together a group of leaders who already have extensive experience, and ask them to pool their observations. You could also gather advance documentation to get the discussion going. I’ve got a few press articles on current youth problems that I can give you. But that doesn’t stop you or your friends from looking for other documents yourselves — in the university library, for example.”

“Do you know any experts, like educationalists or researchers, who could help us?”

“Yes, I’ve still got some friends in the Faculty of Education. Analysing the needs of young people is still a very new process in our country, but I think I can come up with a name or two. In any case, it’s essential that you form a small research and analysis team. Don’t forget that it’s your proposal that you’re drawing up, not that of a university or some educational institution or other. It should be written in simple terms that everyone can understand, so that it can easily be conveyed to all interested parties – leaders, parents, friends, etc.”



Vladimir did not want to take up any more of the professor's time. He emptied his cup, thanked his host warmly and took his leave. It was time to meet Eva, who had finished her shift at the hospital at least an hour before and would be waiting for him at the association's headquarters. He took the same tramline back to the city centre. The Scout association had found temporary premises in an old bastion, which the city council had made available to them.

It was on the other side of a small park. A light escaped from one of its narrow windows. Eva was already there. Vladimir quickened his pace and pushed the heavy door of the historic bastion, before climbing the steps of the cold stone staircase.

A vast vaulted room occupied most of the first floor. This was the association's national office, also known as "HQ". The centre of the room, equipped with thirty or so assorted chairs and an old blackboard, was used for meetings. Around this were several working areas – comprising one or two trestle tables, a cupboard and a few chairs – which had been set up as the various "service desks" of the association. Panels decorated with posters from other Scout associations separated the working areas. The windows, set deep in narrow slits in the thick walls, hardly let in any light. The yellow electric light, sparsely diffused by scarce light bulbs, gave the room a special atmosphere, which Vladimir would have described as either romantic or depressing, depending on his mood.

He passed the desk of the secretariat, that of the administration and then the chairman's table – adorned with the association's flag – before joining Eva, who was sitting at the programme committee's desk in front of a large electric typewriter. Upon hearing his steps, Eva turned towards him and looked at him sternly.

"Hi Vladimir. Late again as usual!"

"Hi Eva. Don't bare your teeth! I'm sorry, but Professor Kessel kept me longer than anticipated."

"OK. We've got no time to lose. We have to type the invitation for the committee meeting, and I'll photocopy it at the hospital tomorrow."

"Where did you unearth this monster?" Vladimir asked, pointing at the typewriter.

"Stefan managed to persuade the chief clerk at the town hall to donate it to us. Apparently, they've been given money to buy word processors. It works very well, except for the letter 'o', which is blocked up, but a drop of alcohol should clean it out okay."

Seated close to Eva, Vladimir watched her nimble fingers running over the keys. She was a tiny, determined woman, with a fine, resolute face, framed by short brown hair. She was dressed simply in jeans and a roll-neck sweater. Vladimir greatly appreciated her intelligence and sense of organisation, a significant advantage for their teamwork, as he freely admitted that he himself was a dreamer and somewhat disorganised. He also admired the depth of her commitment. She didn't hesitate to spend hours at "HQ" after an exhausting day or night shift at the hospital. Night was starting to fall, and the room began to feel damp and cold.

Vladimir took off his leather coat and put it round Eva's shoulders. She gave him a quick smile.



“So, what did you get out of this old professor? Tell me!”

Sunday, 13 September, 16.00 hours

The programme committee’s meeting had just finished. Vladimir and Eva had stayed behind to tidy the room with the help of Stefan, one of the members of the programme committee who also lived in the capital. The other participants, from the provinces, had hurried off to the station, anxious not to miss their trains home.

“What did you think of the meeting, Stefan?” Vladimir asked, while piling up the chairs.

Stefan was an engineer at the city waterworks, which gave him access to the town hall. He was thirty-one and an unusually strong, red-haired, calm, gentle giant. He had set up one of the first Scout units in the capital and possessed an innate understanding of education.

“I really liked Eva’s suggestion to organise a discussion between two groups, one representing the needs of young people, and the other Scouting’s resources. I think it helped us to come up with quite a few interesting ideas. But not all the committee members are used to this kind of method yet...”

Eva was busy copying the conclusions of the meeting from the blackboard, leaving the two young men to put the room back in order:

“We’ve gone as far as we can for the time being. With the working schedule drawn up by Vladimir with his professor, and the documents that you found in the library, we were able to prepare the meeting well. We now have a basis for an educational proposal. We need to finalise the text, that’s all.”

“Do you think that Piotr will agree to our proposal?” Stefan asked.

Piotr, a fifty-five-year-old grammar-school teacher, had been elected chairman of the association at the last general assembly. Eva considered the question for a moment before replying:

“We’ve been entrusted with preparing a revised youth programme to submit to the next general assembly. We’re not going to seek Piotr’s consent every time we lift a finger. We have to forge ahead. We’ll consult him later.”

“But what’s the next step in the process?”

Vladimir, who had been stacking the pile of chairs against the wall, picked up a broom and spoke:

“Now that we have a general educational proposal, why don’t we take up the elements of the old traditional programme and modernise them? I say, Stefan, are you going to let me do all the work?”

“OK, just a minute! I want to add something. You’re forgetting the age sections. For the moment, we just have Cubs and Scouts, plus an embryonic Rover section, but the British and the Swedes have Beavers from five to seven years of age...”



"Yes and, like the French, the Germans have subdivided the Scout section into two, with the younger 'Jungpfadfinder' and the older 'Pfadfinder'. But you know very well that the older leaders will fight to hang on to the good old traditional system of three age sections! Anyway, it's probably the only system that we're capable of running at the moment."

"That's no reason not to examine our system of age sections", Eva interrupted. "We have to work rationally. I don't see why we should simply respect tradition without first asking ourselves some questions. We at least have to make sure that the way the sections are divided up corresponds to the stages of development of today's young people!"

"And another thing", added Stefan, going towards Vladimir, a shovel in one hand and a plastic bin in the other. "What exactly do you mean by modernising the old programme?"

"It's simple", Vladimir replied. "If you look at the old programme, you'll see that there's a sort of general structure common to all sections; for example, sport, life in the open air, handicrafts and skills, observation, etc. This would allow us to determine what young people should learn whilst, at the same time, providing us with activity ideas. Then we would only have to come up with more modern ideas, corresponding to the needs and interests of young people today."

"We could certainly make quite quick progress that way", Stefan admitted.

"It has the merit of simplicity!"

"Yes, but is it really in line with the educational proposal that we've just worked out?" Eva retorted. "Does it really cover everything that we want to develop? Why sport rather than self-expression through movement, and why observation rather than logical reasoning? It's true that the old system has the advantage of being simple, but it's actually no more than a catalogue of activities or skills to learn."

"I wonder", said Vladimir, "if we're not complicating matters. Our predecessors were more pragmatic..."

"It's not a question of complexity, Vladimir. It's a question of concept. The idea of a general structure should be kept, but I think that it should correspond to the educational objectives and not to activities. When young people's needs change, it's not enough to just change the activities. Do you see?"

"Eva's right", Stefan admitted. "I've already thought about this aspect. In the old programme, young people were asked to learn semaphore or Morse code, for example. If, in order to modernise the programme, we suggest replacing these activities with some others that require using the telephone or amateur radio, then they no longer correspond to the same objectives."

"Don't they? Why not?" Vladimir asked.

"It's simple", said Eva. "Semaphore and radio are both used to communicate, aren't they? But by learning semaphore, young people develop their visual memory, their observation skills and physical coordination at the same time. You can't do that with a radio set."



"It seems to me that it's a trap that Scouting in western Europe has tended to fall into", Stefan added. "In Germany last summer, I saw Scouts using computers at camp, but they couldn't use a compass nor read a map!"

"Perhaps it's more important for young people in Germany today to learn to use a computer rather than a compass!"

"Yes, but how can they cope at camp and go on hikes?"

"But why do you insist on going on hikes?" Vladimir started to lose his composure.

"That's the whole point", Eva interrupted, to calm things down. "You're both right. It's not a question of whether or not to modernise activities, but of knowing which educational objective such or such an activity is proposed for! The activity is just a way of achieving an educational objective."

"That may well be so," Vladimir interrupted, defending his point of view, "but surely some activities correspond to the fundamental elements of Scouting; those which take place out of doors, in contact with nature, for example."

"Of course, but what counts is knowing which educational objective these activities correspond to. For example, why is nature so important in Scouting? Failing to answer this kind of question leads to activism – just repeating activities because they are traditional, without asking why. And when the time comes to adapt to new needs, you're incapable of doing so, because you've never thought about what you're doing!"

"Listen," Vladimir added, "the weekend's been long and tiring. I confess that I don't quite know what to make of all this. What do you suggest, Eva?"

"Two important ideas emerge from what we've just said. The first is that we have to try and establish a general structure that's valid for all the age sections, so that we can organise our educational objectives. This structure shouldn't just be a catalogue of activities like in the old system. The second idea is that we have to examine whether the present age ranges actually correspond to the different stages of development of today's young people."

"That all seems extremely abstract and intellectual to me", Vladimir grumbled.

"Why are you so disheartened?" Eva retorted. "I've got an idea. Let's ask your old professor for help. The ideas he gave you were really helpful for this weekend. I suggest that we send him the report of our meeting and get his feedback for the next step. What do you think?"

"Why not?" Vladimir replied. "Provided that you see to it. I've found myself a little job in a factory for the next two weeks, so I'll have a lot less time."

"OK, boys! We've made good progress, so don't despair. Let's close up shop and go home. I'll offer you a drink at the Pétofi café. We've earned it!"



Monday 14 September, 08.00 hours

That day, Eva wasn't due on duty at the hospital until 10 o'clock. She got up early to write to Professor Jan Kessel.

Dear Professor,

As chairman of the programme committee of the Scout association, I would like to thank you for your valuable assistance, through Vladimir Kosta, which helped make the first stage of our task of defining a new youth programme for our association a success. We have drafted a general educational proposal, which constitutes the "raison d'être" of our association. A copy of the text is enclosed.

Now our committee wants to know how to take it one step further. Should we take up the traditional programme, which dates from the 1930s, and try to modernise it on the basis of the ideas expressed in the educational proposal, or should we be more ambitious and try to define detailed educational objectives for each age range, then propose activities through which to achieve those objectives?

Personally, I would be tempted to adopt the second method, but I confess that I am not exactly sure how to go about it. I was most impressed by the advice that you gave Vladimir for our first step in the process and I was wondering if you would agree to help us once again. I know that your time is limited, but I nevertheless hope that you will be able to advise us.

I look forward to hearing from you.

Yours faithfully,

Eva Barkieta

Our Educational Proposal

1. Who Are We?

We are a movement of young people and adults involved voluntarily in promoting non formal education, which complements the family and school.

We are open to all young people, boys and girls, irrespective of social, ethnic, religious or cultural origin.

We focus on holistic development, taking every dimension of the person into account — body and health, intelligence, emotions, character, spirituality and the social dimension.

Our purpose is to help each young person develop his or her full potential, to ensure personal well-being and to enable him or her to become the type of active and responsible citizen that our country needs.



2. The Difficulties Young People Face

We recognise the specific difficulties faced by young people in the transitional period that our country is undergoing:

- Initially, the market economy has created a race towards material success, dominated by money and individualism. We are experiencing a value crisis. The “West” seems to be exporting its worst products to us first — pornography, wheeling and dealing, corruption, Mafia, etc.
- Price rises, unemployment and the degradation of social systems have caused feelings of insecurity and anxiety. Many people are obliged to take several jobs in order to survive, and they no longer have any time to devote to social and community activities.
- Relationships between young people and adults are becoming strained, especially since the family unit is supposed to tackle all the problems even whilst its integrity is threatened by demoralisation and the economic crisis.
- Budgetary difficulties are causing the quality of the school and university systems to decline. As a result of economic difficulties and unemployment, young people remain dependent on their parents and cannot acquire the independence that they aspire to.
- The quality of the natural environment in our country has been seriously affected by many years of negligence. This situation threatens the health of children and young people in particular. It is urgent to raise awareness of ecological issues.
- There is a lack of communication between young people and adults. Young people feel that they are running up against a wall of incomprehension. They feel that today’s society is too rigid and unable to accept individuality. They feel that their skills and aspirations are not recognised and that nothing can be done to resolve the problems of society.
- Young people are tending to become withdrawn. They fear the future and are afraid of taking on responsibilities in society. Many dream of a different society and would like to emigrate. Others fall into violence and delinquency. We are experiencing a resurgence of irrational beliefs. Sects, some more closed than others, are attracting a large audience.

3. Opportunities for Development

We also recognise positive elements in our society, on which we wish to base our approach:

- In spite of all the difficulties, society is much more open. Individuals or groups with an enterprising spirit can create new, productive social and economic activities.
- There is now freedom of information, even if books and newspapers are expensive. Young people can move around and access information more easily.



- We are now discovering that history has been distorted. Our society wants to find the roots of its national culture again and to assert its identity.
- Our country is not lacking in skills, and there are real intellectual opportunities and plenty of dynamism. With some encouragement, many new initiatives could be launched. International contacts can play the role of a catalyst.
- Young people are looking for reasons to hope and believe in the future. Many seek to live together, to express themselves and to base their friendships on the principles of a moral lifestyle. They reject superficial conventions and relationships based on immediate interests. Their constant criticism also reflects their deep desire to find a way out of the present crisis.

4. What We Want to Do

Through Scouting, and through an educational relationship between young people and adults based on communication and trust, we want to help young people:

- Discover their abilities, feel recognised as individuals, develop their self-confidence and adopt a value system that they have freely discovered and accepted by themselves, in order to establish a solid basis upon which to build their personal lives.
- Develop a responsible attitude towards themselves and others.
- Respect the dignity of each individual and reject racism and xenophobia.
- Respect the natural environment and fight against any actions that threaten it.
- Know how to inform themselves and how to discover the realities of society, firstly at local, then at national and international level.
- Discover the interdependence that exists among different human communities and acquire a sense of justice and cooperation.
- Prepare themselves to cope with change, by acquiring the necessary knowledge and skills to use new technologies, and develop their capacities to adapt.
- Acquire the motivation and skills needed to integrate themselves into society, to play an active role in society and to contribute to its development.
- Be able to plan a project in a team and to carry it out in spite of any difficulties.
- Discover the meaning of life beyond its material aspects and recognise its spiritual dimension.
- Strengthen the cultural and spiritual roots of their community, whilst remaining open and tolerant towards other communities and other races.



EP 07. Tool to Analyse Findings and Define Priorities

Introduction

A fundamental step for revising or creating your NSO's Educational Proposal is the analysis of the findings obtained by the research groups and their subsequent prioritisation to determine the topics on which your NSO will focus its educational offer.

Objective

This tool is intended to

- offer a methodology to guide the analysis and weighting of the findings obtained to select the topics to be included in your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO in the process of creating or revising its Educational Proposal.

How to use the tool

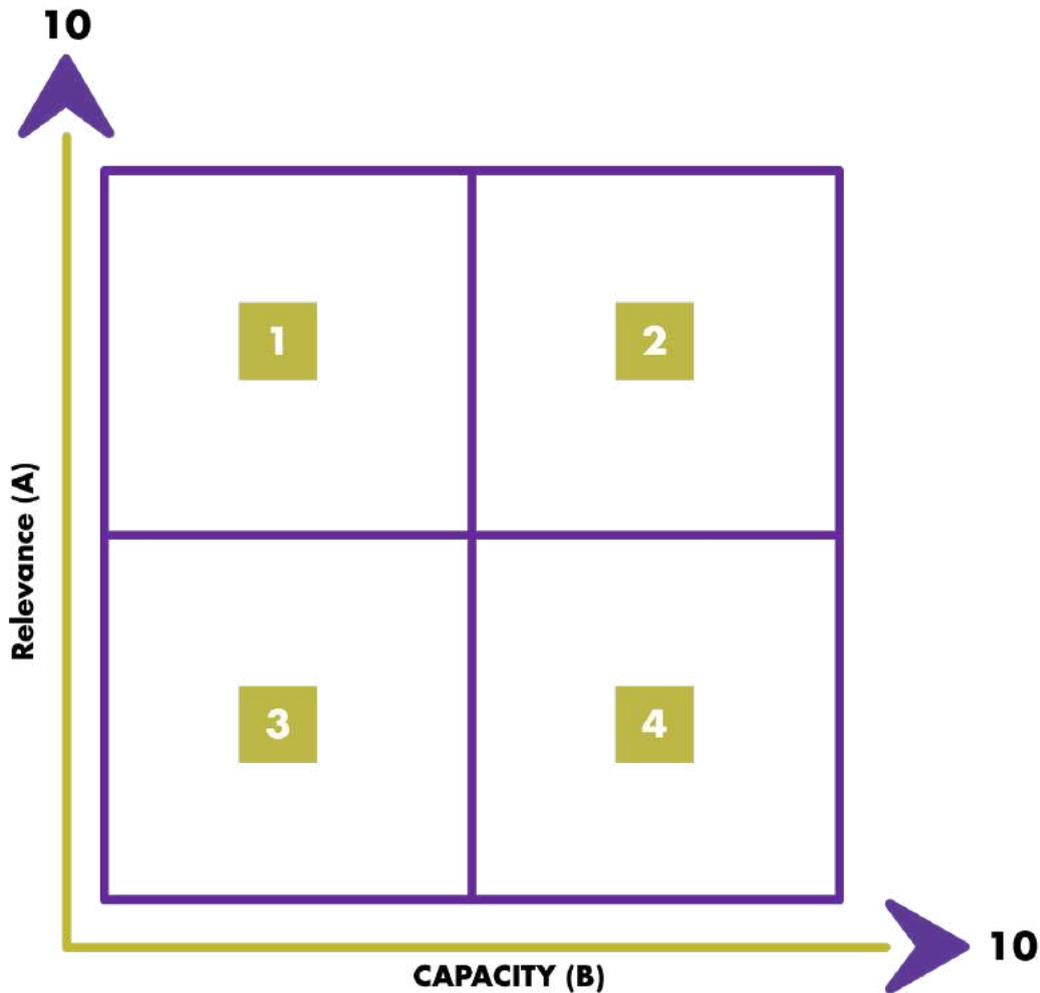
1. In a plenary session, have each research group present 3-5 findings obtained in the investigation stage. Each finding is presented in a short sentence, accompanied by the data that supports the information, reflecting percentages, absolute numbers, etc., which will serve the weighting process.
2. Record the findings using a record table (Figure 1). The theme refers to the topic investigated by each investigation group (health, education, economy, external image, internal study, etc.).
3. Once all the findings are written in the table, evaluate them, one by one, in a plenary session. Assign a value from 1 to 10 in column 1, depending on how relevant the finding is, considering the current situation of the country and the youth. In column 2, give a number to the resources (technical, economic, human) your NSO has to meet that need, 1 being minimum capacity to address the issue and 10 being the means to address the issue. In Column 3, assess the interest of your NSO (specifically its governing body) in addressing this issue, 1 being no interest and 10 being a clear political will to address it.
4. Once all the findings have been analysed, proceed with the weighting. This requires multiplying the values in columns 1, 2, and 3, and recording the result in column 4.



Findings record table Figure. 1

Theme	Finding	1 Relevance (1-10)	2 NSO capacity (1-10)	3 Interest of the NSO (1-10)	4 Weighing (1) X (2) X (3)

- Map the results. For this, a Cartesian axis can be used on which you graph the results to present them visually. The first analysis is the comparison between relevance and capacity. Each finding is written on a sticky note and located, as appropriate, on the vertical axis that marks the **relevance** from 0 to 10 (axis A), and from 0 to 10 your **NSO's capacity** on the horizontal axis (axis B). In this way, each finding can be located in a quadrant according to the following scheme.





6. The same procedure is carried out to compare the relevance with the level of interest. Use axis B to indicate the values of interest. Proceed in the same way as in the previous point, writing each finding on a sticky note and placing it on the graph as appropriate to the values found.
7. Once you have plotted the results, compare the two charts (relevance/capacity and relevance/interest). This makes it easier to identify the findings that your NSO should focus on in its Educational Proposal. The most relevant findings are those located in quadrant 2 of each graph; these are the ones to select.
8. Analyse the results of quadrant 1, since they are relevant to the country. Reflect on the possibility that such issues could be looked at in the near future. An additional analysis can be done on the findings located in quadrant 4, since your NSO could be focusing resources on issues here that are not relevant to society.
9. Compare the results obtained in the weighting (column 4), with the findings located in quadrant 2 in both graphs in a plenary session and select the findings that the Educational Proposal can focus on. It is recommended that the number of issues chosen is not greater than 5 or 6.



EP 08. Country Challenges and Institutional Commitments

Introduction

Your NSO's Educational Proposal guides the actions carried out by all areas of the organisation. To achieve this, it is necessary to analyse how each detected challenge will be addressed by the different areas of your NSO.

Objective

This tool is intended to

- offer a methodology that helps your NSO to identify the responsibilities of each area in meeting the challenges identified in the diagnostic process.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of the studies or discussions (seminars, workshops, etc.) organised by your NSO that participated in creating or revising its Educational Proposal.

How to use the tool

1. In a plenary session, present the challenges identified in the previous stage emphasising those selected to be included in your NSO's educational offer. Ask the participants to propose two types of ideas for each of them:
 - a) **Leading concepts** that your NSO must assume in this area. The leading concept refers to a strategic concept (based on a philosophical-political analysis) that your NSO assumes as the axis of its action. For example, in the face of the challenge of a high proportion of obesity in the population, a guiding concept to use would be to "promote healthy eating habits and physical activity at all levels of the organisation".
 - b) **Concrete actions** that each area of your NSO (Youth Programme, Adults in Scouting, Institutional Development, Communications, Administration, etc.) should take to meet this challenge. Following the proposed example, concrete actions could be as follows:
 - i. Youth Programme – include educational competencies on healthy eating and self-care.
 - ii. Adults in Scouting – ensure that adults acquire the necessary competencies to promote healthy eating habits in all activities so that they can accompany young people in this area in their personal progression.



- iii. Institutional Development – establish strategic alliances with organisations and public institutions dedicated to health and healthy eating.
- iv. Communications – create internal and external communication campaigns that disseminate relevant information.
- v. Administration and Finance – allocate resources to promote the theme and establish an internal policy for the purchase of healthy products for all events at the national, zonal, or local level.

To do this, place sheets of paper on a wall, one with the title “Leading Concepts” and others with the titles of each of the areas of your NSO. Ask each participant to write the leading concepts and actions they consider necessary on sticky notes and place them on the respective papers.

2. Once all the participants have submitted their proposals for the first challenge, the facilitator uses the plenary session to review the responses, seeking to synthesise similar ideas to obtain a reduced number of leading concepts and action proposals. The proposed actions must be concrete and feasible during the estimated duration of the Educational Proposal (from 5 to 10 years).
3. When you have agreed the guiding concepts and the actions to be carried out, write them in a table and move on to analyse the next challenge.
4. At the end of the exercise, review the tasks assigned to each area to identify possible duplications or overlaps of functions. The guiding concepts are those that will be used as the basis for writing the chapter corresponding to the institutional definitions. For example, “We are an organisation that promotes healthy lifestyle habits in all its processes.”

Table 1: Definition of institutional commitments

Challenge	Leading Concept	Concrete Actions				
		Youth Programme	Adults in Scouting	Institutional Development	Communications	Administration and Finance

5. As your Educational Proposal is the document that establishes your NSO's political definitions, at this stage of the process the members of the governing bodies can propose challenges and leading concepts to be incorporated into the proposal. It is important to note that these proposals must respond to the strategy that your NSO has established.



EP 09. Defining the Departure Profile

Introduction

The departure profile is the last element obtained in the process of preparing your NSO's Educational Proposal. It summarises, in a specific proposal, all the previous phases. In this sense, the departure profile reflects the educational utopia of your NSO and defines the educational competencies that will be proposed for young people.

Objectives

This tool aims to

- help understand the concept of a departure profile in the context of your NSO's Educational Proposal.
- analyse the criteria to consider when defining the departure profile in your NSO's Educational Proposal.

This tool is intended for

- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO when creating or revising its Educational Proposal.

How to use this tool

1. Divide the participants into groups. Ask each group to read the text "Concept of departure profile" and discuss its practical implications.
2. Each team should then complete the three tasks corresponding to the criteria on which the departure profile is built.
3. In a plenary session, analyse the responses of each group and agree on each task.

A. Departure profile concept

We define the departure profile as the set of desirable characteristics in a person who has gone through the Scouting experience. These characteristics serve as an ideal point of reference to guide the definition of final and intermediate educational competencies. They constitute a utopian future or reference that visualises the meaning of our educational action.

We affirm that these characteristics are desirable because they do not constitute a pattern or model to be achieved by all people. The departure profile does not attempt to standardise by defining people's characteristics as if we were referring to a "finished product". The educational process is not an assembly line, in which our educational



action aims to shape a person, based on certain criteria that define the "product" we want to achieve.

Nor can we speak of a "finished product" because education is a process that encompasses all human life, neither limited to a period of life, nor to a specific area.

B. Criteria on which the departure profile is built

The departure profile is inspired by:

- The **values** that we propose as a Movement and that are made explicit in the principles and expressed in the Scout Promise and Law.

Task 1

How can we express in the departure profile the values that we propose as a Movement?

Let's brainstorm as a team, and then share it in the plenary session. Afterwards, let's reach a consensus on what should be expressed.

- The **country challenges** that we have identified and prioritised based on the diagnostic process of analysis of the current situation.

Task 2

How can we relate the departure profile to the country challenges that we have defined as an NSO?

Let's brainstorm as a team, and then share it in the plenary session. Afterwards, let's reach a consensus on what should be expressed.

- The **leading concepts** derived from the challenges and define the lines of NSO action.

Task 3

How can we interpret the organisation's leading concepts into desirable characteristics for a person?

Let's brainstorm as a team, and then share it in the plenary session. Afterwards, let's reach a consensus on what should be expressed.



EP 10. Tool to Analyse the Text of your NSO's Educational Proposal

Introduction

Your NSO's Educational Proposal expresses the set of ideas and fundamental definitions that constitute its purpose and identity, specifying its educational intention and the ways this intention will be carried out.

The Educational Proposal enables you to explain to a given community how your NSO meets the educational needs of young people, in accordance with the mission, purpose, principles, and method of the Movement. It is an explicit and concise document that provides internal and external guidance on what your NSO offers to the young people in the society in which it operates.

Objectives

This tool is intended to

- facilitate the process of the collective analysis of your NSO's Educational Proposal document.

This tool is intended for

- the Board of Directors of your NSO.
- the National Team or Executive Committee of your NSO.
- the team responsible for the process of creating or revising your NSO's Educational Proposal.
- participants of studies or discussions (seminars, workshops, etc.) organised by your NSO when creating or revising its Educational Proposal.

How to use this tool

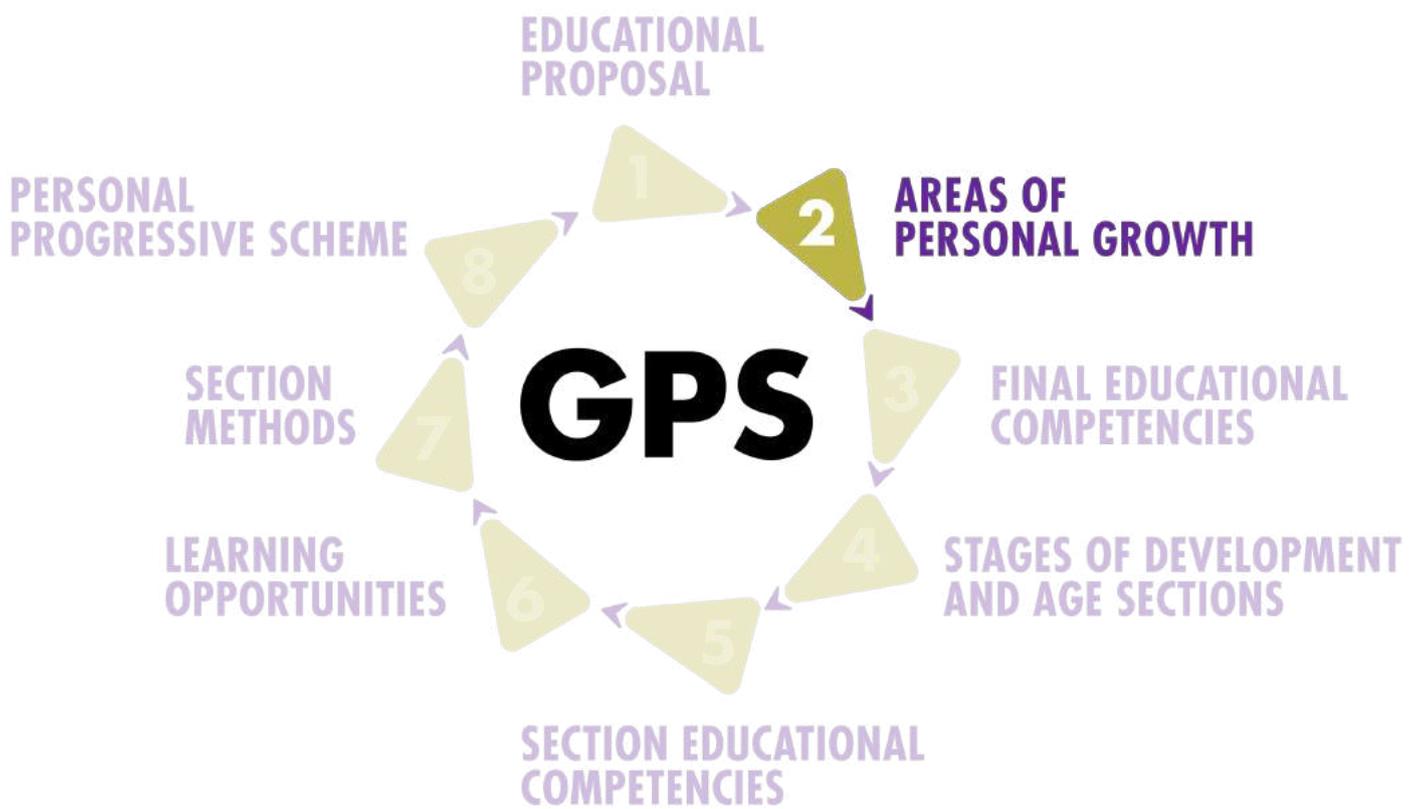
1. Ask the facilitator to give a presentation during a plenary session explaining the concept of the Educational Proposal, as well as its purpose.
2. Divide the participants into teams to do a general reading of the document. Using sticky notes, ask them to briefly point out those aspects about which there are doubts and to comment on each of the chapters in the document.
3. Have the teams present their comments on each of the chapters in a plenary session and open the debate with the intention of reaching agreement and recommendations on each chapter.



4. Subsequently, get each team to answer questions about the text in general. Write the team's agreements on each of the questions on sticky notes and share them in a plenary session.
5. Use the plenary session to open the debate with the intention of reaching agreements and recommendations on the text in general.

Questions about the text in general

1. Do you consider that the text expresses the set of fundamental ideas and definitions that give identity and meaning to what we can offer educationally?
2. Does the text clearly define the purpose around which the Youth Programme is going to be built, giving meaning, identity, and integrity to what can be offered educationally?
3. Does it establish a global framework that serves to guide educational decision-making in the area of our NSO?
4. Do you consider the text to be a guiding instrument for institutional development in our NSO?
5. What aspects of the text of the Educational Proposal do you think can have a direct impact on the generation of the adult management model?
6. What aspects of the text of the Educational Proposal do you think may have a direct impact on our NSO's institutional development or governance model?
7. Does the document present Scouting to the community in general, expressing how our NSO responds to the demands of youth and the community it serves, according to the purpose, principles, and method of Scouting?





Areas of Personal Growth

Introduction

In Article 1 of the Constitution of the World Organization of Scouting, the purpose of the Movement is summarised as follows:

"Contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potential, as individuals, as responsible citizens and as members of their local, national and international communities."

The Scout Movement aims to contribute to the integral development of young people, in view of the fact that true education is what comprehensively covers all dimensions of the person. It recognises, in addition, that the various dimensions of the person are interrelated, form an inseparable whole, and influence each other.

"Scouting considers that each young person is:

- **a complex being** whose identity is formed, in part, through the interaction and relationships between the various dimensions of the person (physical, intellectual, emotional, social and spiritual), between the individual and the outside world and, finally, between the person and a Spiritual Reality.

As a result of this, Scouting is aimed at the development of the whole person, trying to stimulate development in all dimensions:

- recognises that the various dimensions of the human personality are connected and influence each other;
- admits that the integral development of the person can only take place as a result of multiple experiences that necessarily extend over a period of time.

- **a unique person**, each one with their own personal history, set of characteristics, different needs, capacities, and rhythm of development.

As a result of the foregoing, the Movement addresses the development of the totality of the human being as a unique person:

- recognises that the development of the capacities of each young person happens at their own pace, with explosions of growth in certain areas and with periods of latency in others. The Scout Movement, therefore, seeks to meet the educational needs of each young person as they arise, while constantly stimulating development in all areas.
- admits that each person has different potentialities and, in such a way, tries to help each young person to develop to the maximum of their ability ("to do as much as one can").



● **and an integral part of the world in which each young person lives.**

As a result of this, Scouting is aimed at the development of the whole human being as a unique person, who is also an integral part of the world in which they live:

- seeks to help each young person to recognise themselves as a part, albeit small, of a whole and to develop a sense of belonging, which helps make sense of life.

This requires a multiplicity of opportunities for each young person to interact with and make a significant contribution to the world of which they are a part (the family, the local, national and international community, the cultural heritage and the natural environment).¹

Concept

The areas of personal growth are the way in which the Youth Programme presents each of the personality dimensions, which together comprise the totality of a person.

Scouting takes all the dimensions of the human personality into account and, therefore, identifies several areas of growth on which Scouting's educational competencies are based.

The definition of the areas of personal growth is the necessary starting point to develop a Scout programme. The areas of growth should not be considered separate elements, but as parts of a whole.

Thus, for each of the dimensions of the personality, we define an area of personal growth that together form the acronym SPICES:



¹ The Essential Characteristics of Scouting, WOSM, 2019



The body is at the root of everything else: emotions, intelligence, and social nature. It is through our senses and body that we discover the world and communicate with others. However, physical development is itself influenced by emotions and social relationships. Disorders such as obesity are often due to emotional or relationship problems. The spiritual dimension is related to the meaning of life. It cannot develop independently from our relationship with others and with ourselves; it is based on sociability, intelligence, and affectivity. Finally, the character is the dimension that unifies a person and forms their identity.

It would be a serious error to consider each area of growth independently of the others. The human personality cannot be sliced. On the contrary, the aim of education is to help the child and then the young person to gradually build up an identity and develop their autonomy, in other words the ability to unify all the dimensions of their personality into a coherent life plan. It is for this reason that Baden-Powell placed so much emphasis on the development of character.

Areas of personal growth serve many purposes:

- At the national level, they facilitate the ordering of the final competencies of the educational process, as well as the ordering of the intermediate competencies of each age section.
- They help to clearly link the purpose of Scouting with the Youth Programme.
- They help adult leaders and young people to consider educational learning opportunities and projects in different areas of growth, avoiding concentrating only on some and neglecting others.
- They guide the self-assessment of personal progress in the different areas, reinforcing weaknesses and shortcomings.
- They allow young people to better know themselves by recognising and differentiating the different dimensions of their personality.

Defined in the World Scout Youth Programme Policy, it is understood that the areas of personal growth are part of the fundamental and invariable elements of the Scout Programme. Therefore, NSOs need to check that their programmes cover all the dimensions of the individual's personality.

The educational trails

The areas of personal growth are very broad, prompting questions such as: What aspects of physical development are we going to take into account in our Youth Programme? Health education, the functioning of our body, hygiene and personal appearance, food, knowledge of our body, diseases and how to prevent them ...?



For each area of personal growth, it is necessary to identify educational priorities or trails, taking into account the needs and aspirations of young people in your particular social and cultural context.

From each educational trail you can then build coherent educational competencies. In the annexed "Tool to Define Educational Trails in the Areas of Personal Growth" we propose some examples, but as an NSO, you are encouraged to find the formulation that best corresponds to the situation faced by young people in your country.

For example, in the area of intellectual development, we propose three priorities or educational trails: searching for information, processing information, and problem-solving.

This choice is based on the need for young people in our society of mass communications to be encouraged to think for themselves instead of letting themselves be influenced by the media. It is possible to identify other urgent needs and to translate them into different educational trails.

The areas of personal growth and the educational trails are necessary to establish the educational competencies on which you will develop your Youth Programme.

Criteria to follow when defining the educational trails

- The needs and aspirations of young people in a specific social and cultural context.
- The social, cultural, economic, and political demands that you have identified in the definition of your Educational Proposal.
- Your ability as an NSO to be able to respond to both the needs and aspirations of young people and the demands of society, from the relevance² of the Fundamentals of the Scout Movement.

Once the educational trails for each of the personal growth areas have been defined, you can, in the next stage, define the educational competencies on which you will develop your NSO' Youth Programme.

The specific tool on Areas of Personal Growth propose some examples of educational trails for each of the areas, but as an NSO, you are encouraged to find the best formulation corresponding to the sociocultural context of your country.

² It is called educational relevance to the adequacy, suitability and convenience of educational content defined by a National Scout Organisation.



APG 01. Tool to Define Educational Trails in the Areas of Personal Growth

Introduction

Prior to writing the final educational competencies, you need to define educational priorities or trails for each area of personal growth.

To define what are the educational priorities, consider the following criteria:

- Young people's needs and aspirations in a particular social and cultural context.
- The social, cultural, economic, and political demands that you have identified in the definition of your Educational Proposal.
- Your capacity as an NSO to give answers to both the needs and aspirations of young people and to the demands of society, from the relevance¹ of your NSO's Educational Proposal.

Concept

Areas of personal growth and educational priorities or trails are necessary to establish the educational objectives on which you will develop your Youth Programme.

Objectives

This tool is intended to

- help in the formulation of the educational priorities of each area of growth.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and design/review your NSO's Youth Programme.

How to use this tool

1. Read and discuss the material: *Example of educational priorities*.
2. In a plenary session, define the main challenges youth are facing in your country.

¹It is called educational relevance to the adequacy and suitability of the educational contents defined by a National Scout Organization.



3. Divide the participants into six working teams, one for each area of growth.
4. Ask each team to connect the challenges that were identified in the plenary sessions with the educational priorities in each area of personal growth.
5. Next, have each team exchange their work and analyse the educational priorities produced by other teams. Take into account whether they are properly drafted, clear, understandable, and pertinent.
6. Finally, in a plenary session, ask the teams to share their conclusions and suggestions for improvements.

Steps to Define Educational Priorities

1. The participants reflect on the **main challenges** that young people face in their educational process, using as a reference each of the growth areas.

To carry out this task we suggest taking into account:

- The ideal profile of a person established in the Educational Proposal.
 - Competencies for sustainable development and the Sustainable Development Goals (SDGs).
 - Other materials that your NSO considers relevant for its educational offer.
2. Individually, each participant writes a challenge that they have identified on a sticky note and places it on a board.
 3. Then, in a plenary session, group the challenges into large thematic blocks. For example:

Area	Challenges list	Thematic block
Physical development	Health. Active security. Knowledge, care and maintenance of the body. Ability to manage free time and work time. Ability to enjoy nature.	Health

4. In teams, the challenges are transformed and grouped in thematic blocks, educational priorities, and common concepts in order to have the minimum possible number of priorities. In the following, we have proposed:



Area	Challenges	Educational Trails
Physical development	Health. Active security. Knowledge, care and maintenance of the body. Ability to manage free time and work time. Ability to enjoy nature.	<ul style="list-style-type: none"> • Self-care. • Process knowledge. • Maintenance and physical condition. • Life in nature. • Use of free time.

Example of Educational Priorities

The following are examples of educational priorities for each area of personal growth. We strongly encourage you to find the best formulation for your NSO, taking into account the cultural context of your country.

When formulating educational priorities, consider the following:

- Do not draft an excessive number of priorities; three or four priorities per area of personal growth are often sufficient.
- Define educational priorities that consider young people's needs and aspirations in a particular social and cultural context.
- Connect with the social, cultural, economic, and political challenges presented in your NSO's Educational Proposal.

PHYSICAL DEVELOPMENT

Definition

Becoming responsible for the growth and functioning of your body.

Educational priorities

a. Identifying needs

- Understanding how your body-mind functions.
- Understanding the changes in your body.
- Understanding the relationships between your body and the environment, your body's needs, and its natural rhythm (oxygen, balanced meals, rest).
- Respecting your body and avoiding abuse.

b. Maintenance (being fit and healthy)

- Healthcare and hygiene
- Nutrition and proper eating habits
- Physical activity and exercises



c. Efficiency

- Developing your senses: touch, taste, smell, sight, hearing.
- Developing your resistance, strength, suppleness, elasticity, agility, and self-control.

INTELLECTUAL DEVELOPMENT

Definition

Developing your ability to think, innovate, and use information in an original and relevant way.

Educational priorities

a. Searching information

- Curiosity
- Exploration
- Research
- Observation

b. Processing information

- Analysing data.
- Sorting and classifying information.
- Thinking critically.

c. Problem-solving

- Spirit of inventiveness and creativity
- Experimentation
- Hypothesis and deduction

CHARACTER DEVELOPMENT

Definition

Recognising your responsibility towards yourself and your right to develop, learn, and grow in the pursuit of happiness, while respecting others. Learning to be assertive, make decisions, set goals, and identify the steps to achieve them.

Educational priorities

a. Identity

- Discovering and asserting yourself; setting objectives for personal progression.



b. Autonomy

- Being able to judge reality; being able to make decisions, make choices, and understand their consequences.
- Being able to manage your time; define priorities, respect them, organise your work and your free time, and plan your projects.

c. Commitment

- Being able to perceive challenges and take a position; commit to a project and persevere despite the difficulties.
- Being able to make life choices (profession, lifestyle) and make decisions to reach your personal goals.

EMOTIONAL DEVELOPMENT

Definition

Recognising your feelings and learning to express them in order to achieve and maintain an inner state of freedom, balance, and emotional maturity.

Educational priorities

a. Self-discovery and awareness

- Recognising and accepting your emotions.
- Discovering yourself.

b. Self-expression

- Expressing your feelings using various creative methods of expression.

c. Responsibility and self-control

- Managing your feelings and emotions in order to respect your integrity and that of others.
- Responding in a responsible manner to feelings expressed by others towards yourself.
- Controlling aggression.

SOCIAL DEVELOPMENT

Definition

Acquiring the concept of interdependence with others and developing your capacity to cooperate and lead.



Educational priorities

a. Relationship and communication

- Developing an appreciation of relationships with others (recognise and accept differences, have empathy, and listen actively).
- Developing communication skills.
- Working towards an equal partnership between men and women.
- Rejecting social or nationalistic stereotypes and prejudices.

b. Cooperation and leadership

- Learning how to cooperate: building a team spirit; taking on a role within a group; developing, respecting, and evaluating communal rules; understanding interdependence and reciprocity; managing a collective project; training in citizenship.
- Taking on responsibilities in order to serve others.

c. Solidarity and service

- Discovering the interdependence among individuals and communities.
- Developing a sense of belonging to an increasingly larger community.
- Developing a sense of service and the common good.
- Adopting the values of democratic and social justice.

SPIRITUAL DEVELOPMENT²

Definition

Acquiring a better understanding of the spiritual heritage of your community, discovering the spiritual reality that gives meaning to life, and drawing conclusions for your daily life, while respecting the spiritual choices of others.

Educational priorities

a. Welcome others

- Welcoming and respecting others.
- Listening openly to others.
- Being able to show compassion.

b. Wonder at the natural world

- Being sensitive to the wonders of nature and life.
- Living sustainably and simply.

² According with the Guidelines for Spiritual Development in the Youth Programme, WOSM, 2020



c. Work to create a more tolerant and caring society

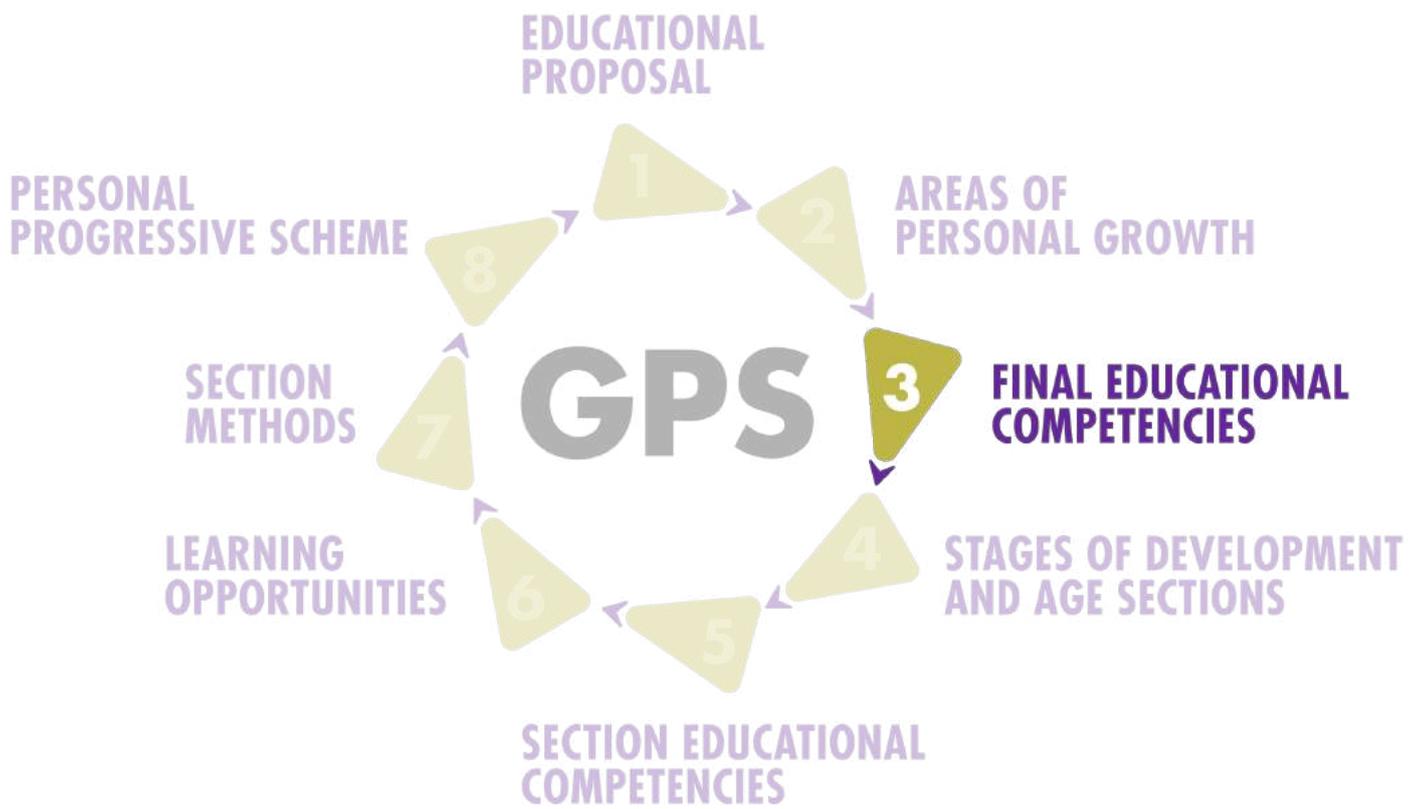
- Playing an active role in your community.
- Sharing responsibilities.
- Cooperating with others to bring about improvements in society.
- Developing your talents and skills to better serve and live.

d. Wisdom, self-confidence, and self-discipline

- Accepting responsibility for yourself and others.
- Exercising self-discipline.
- Drawing conclusions for your life and acting on them.
- Being courageous and having a sense of hope for the future.

e. Worship for a spiritual response

- Exploring the spiritual/religious heritage of your community, using it in making sense of your past and present experiences.
- Drawing on the spiritual heritage of your community to express gratitude, need, and sorrow.





Final Educational Competencies

Introduction

The Scout Movement has an explicit purpose:

"To contribute to the development of Young People in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities."¹

It follows that our goal is to contribute to the empowerment of autonomous individuals and to contribute to the development of active citizens in their local and global communities.

But this is a broad goal that needs to be defined in a much more concrete way by each NSO. The educational competencies are a more concrete and precise expression of this goal that we use to make explicit the educational purposes towards which our educational action is oriented.

Concept

For each area of personal growth, the final educational competencies imply the sets of values, attitudes, skills, and knowledge that young people are expected to apply to effectively resolve different challenges in different situations. They are final since it is expected that these competencies can be developed by young people prior to their departure from the Scout Movement in the last age section.

These competencies mark the final contribution from the Youth Programme to a young person, as the contribution of the Scout Movement is limited to a certain period of time in their life. Therefore, we term them final, although as we know people do not stop learning and growing throughout their entire lives.

Scouting considers education to be the way society makes it possible for the experience and knowledge of previous generations to empower young people through their learning to respond to today's challenges. In its broadest sense, education is a lifelong process that enables continuous development of a person's capacities, both as an individual and as a member of society.²

In most cases, the age range set by an NSO for its last age section is somewhere between 18 and 26. This depends on several factors, such as the human and financial resources available to provide the necessary support to young people and their Scout leaders, sociocultural and legal aspects of the country, etc. It is recommended that the upper age limit be no higher than 26, since it is important to ensure that the Scout Movement remains a movement of and for young people.

¹ Constitution of the World Organisation of the Scout Movement, WOSM, 2017

² The Essential Characteristics of Scouting, WOSM, 2029



The learning experience within Scouting focuses on the young person's development; therefore, the Youth Programme ends at adulthood (it includes childhood, adolescence, and early adulthood only).³

These final educational competencies should be established based on a combination of desired outcomes as expressed in the Educational Proposal document and influenced by the fundamentals and values of the Scout Movement, as well as considering the individual's needs for growth in the specific context and time.

What is a competency?

A competency is an ability or behaviour built on the components of knowledge, skills, attitudes, and values, which is observable and measurable. It is applied when faced with a certain situation, leading to the successful resolution of the challenges posed.



Scouting contributes to the empowerment of autonomous individuals through a system of progressive self-education. Using a combination of these inseparable components in actual life situations leads to the development of competencies. They can be found also in the four pillars of learning.⁴

The concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilisation of knowledge, skills, attitudes and values to meet complex demands.⁵

Competencies are achieved as a result of an educational process and can be classified as follows:

³ World Scout Youth Programme Policy, WOSM, 2018

⁴ Lifelong Learning is based on four pillars: learning to know, learning to do, learning to live together, learning to be. We recommend seeing: Delors, Jacques et Al. (1996). "The four pillars of education" in *Learning: The Treasure Within*. UNESCO Publishing, Paris, France. "Los cuatro pilares de la educación", in *La Educación encierra un tesoro*. México: El Correo de la UNESCO, pp. 91-103.

⁵ The OECD Learning Framework 2030, OECD, 2018



- Knowledge
 - Skills
 - Attitudes and values
- **Knowledge:** In a world that changes with increasing speed and complexity, the challenge is not to prepare young people to live in a specific way, but to offer them the opportunities to develop cognitive skills that allow them to be aware of and understand the world around them. This means learning to learn, exercising attention, developing long-term memory, and thinking critically.
 - **Skills:** Young people's capacity to influence their environment is increased by the acquisition of skills like those related to communicating, organising, and adaptability, not just technical and occupational skills for the world of work. Thus, they will be equipped to deal with a variety of different situations, and to work as part of a team.
 - **Attitudes and values:** Learning to be and to live together in a plural and diverse world is one of the greatest challenges of the twenty-first century. This encourages the capacity for independent and critical thought, and strengthens their own judgment to determine for themselves what they must do in the different circumstances of their lives. It involves meeting others; understanding each other's cultural and spiritual beliefs, practices, and traditions; as well as understanding the interdependence required between individuals, working together collaboratively on common projects, and resolving conflicts through peaceful dialogue.

Competencies are developed in action, i.e., knowledge, skills, attitudes, and values are called upon and put into play in an integral way in a given situation.

Possessing knowledge or skills does not equate to being competent. As an example, one may be familiar with First Aid knowledge and skills but unable to apply them when involved in an emergency situation.

Educational competencies in a Scouting context

The educational competencies define the learning (knowledge, skills, attitudes, and values) that enables people to successfully perform critical tasks and functions in a defined setting to resolve challenges.

Although in some contexts, competencies are understood as the required qualification for performance within the productive apparatus, in the context of the Scout Movement we understand them in a much broader sense. The knowledge acquired is a function of the full development of a person in all his dimensions and not only in terms of a work occupation or the productive system.

"The change from the "traditional" educational model to a competency-based model must be done with great care, since the Competencies can be interpreted from very different perspectives (Akhyar, 2010),..., that is, the competencies



must be developed to guarantee the quality of life of the new humanity, and not be exclusively a function of the productive apparatus." (Coll, 2007)⁶

In this sense, we seek to redefine the term competency, to approach it from a much broader and more humanistic perspective, which considers the entirety of the person. From the perspective of the Scout Movement, competencies focus on education for life.

Education for life and competencies for life

Generation after generation, Scouting has always been able to identify and respond to the different challenges of society and the world through education.

Through its programme, Scouting enables young people to empower, motivate, and protect themselves, strengthening their resilience to face the increased complexity, the rapid change and uncertainty, and the ambiguity in today's society.⁷

As adopted by the 39th World Scout Conference in Brazil, in 2011, the cause of Scouting is "Education for Life".

But what does that mean?

"Education for Life is based on three fundamental suppositions:

1. That human life is the most important subject to teach and learn.
2. That the greatest wealth of an individual and a country are its human potentialities and even more when they cooperate.
3. That, consequently, the most important individual and social task is the development and use of human potential for a fuller and better-quality life.

These three postulations culminate with the praxis or educational practice of transforming, developing and using the potentialities to become all that one could be and achieve a fuller life, raise the fundamental question of what we understand by "human life", to know what it is that you have to educate yourself and prepare for."⁸

It is necessary to make a genuine effort to internalise this in our educational practices; otherwise, it is nothing more than a slogan or an expression of desire.

Education for Life aims to improve the ability of young people to live a healthier and happier life, intervene on the determinants of health and wellbeing, and participate actively and creatively in the construction of fairer, more equitable and solidary societies.

⁶ García Retana, José Ángel (2011). *Educational Model Based on Competencies: Importance and necessity*. Electronic Magazine "Investigative News in Education", vol. 11, no. 3, September-December, 2011, pp. 1-24 University of Costa Rica. San Pedro de Montes de Oca, Costa Rica.

⁷ World Scout Youth Programme Policy, WOSM, 2018

⁸ Education for life: the great challenge. Latin American Journal of Psychology. Volume 33 – Nº 1 - 73 to 84, Torroella González-Mora, Gustavo (2001)



These competencies are useful throughout a person's life, facilitating lifelong learning in a world that evolves quickly, meaning that it is not enough to know this but it is also necessary to act to transform it into a better place for everyone.

Why design a Youth Programme based on competencies?

The main reason to use competencies in the design of your Youth Programme is because they have a close relationship with the Scout Method.

- Competencies cannot be acquired or developed in abstract. Due to their nature they need to be learned in concrete situations. This is in line with the concept of **learning by doing**. In the Scout Movement, we believe that young people do not obtain knowledge, skills, attitudes, and values in a fictitious environment or divorced from reality, but in direct contact with diverse, rich, and changing realities.
- Competencies are acquired through actions and also through reflection on those actions and consequences in situations (**learning opportunities** and projects) where there are opportunities to learn, and to find strategies for the adequate resolution of the challenges that arise.
- Life in **nature** and **community involvement** are two elements of the Scout Method that offer real learning opportunities to develop competencies. Nature and the communities in which local groups are rooted are magnificent classrooms where young people can put into practice the knowledge, skills, and values necessary to overcome difficulties and challenges.
- In all aspects of learning opportunities and projects, young people have the opportunity to apply their knowledge, skills, and **values** in an integral manner to effectively and efficiently overcome diverse and complex challenges.
- The development of educational competencies is achieved by first-hand experiences and **learning by doing**. This allows young people to learn the meaning of responsibility, acquire the ability to negotiate, and seek consensus.
- Being **part of a team** allows young people to appreciate the value of collaborating to achieve an objective they have identified, and to actively take part in the life of the small group.
- Competencies are assessed through consistent performance of appropriate actions and by close observation, not by taking examinations. The competencies are essentially assessed by the young people themselves, but also by their peers and their educators, who at the same time observe and follow their **progress**.
- The **small group** is a protected space that facilitates the acquisition of skills, attitude, and values, where responsibility, teamwork, mutual acceptance and respect, negotiation, consensus building, and effective communication are developed through the assumption of different roles, according to the capacities and interests of young people, in a safe and supportive environment.



- In the educational offer of the Scout Movement, the **adult** is responsible for creating a conducive and safe environment through the integral application of the Scout Method that inspires character development.

Purpose of final educational competencies

- To express explicitly the purpose of Scouting to help young people reach their full potential, in realistic and assessable terms.
- To provide comprehensiveness and coherence to the Youth Programme, as they serve to structure the entire Educational Proposal in clear and concrete terms, for each of the six areas of growth.
- To establish the educational competencies for each age section,⁹ allowing them to be coherent, sequential, and complementary towards the final competencies, giving unity, integrality, and articulation to the whole educational process of the Scout Movement.
- To express in a clear and explicit way the set of competencies (knowledge, skills, attitudes, and values) desirable and observable in a young person when they leave the Scout Movement.
- To provide a solid basis for establishing personal progression adapted to each of the age sections, and for evaluating the personal progression of each young person.
- To clearly define the desired outcomes to be achieved. Only after having formulated them is your NSO able to evaluate whether the educational experience it offers to young people is effective, and to identify how it needs to be improved.
- To inform Scout educators, and above all, the young people who participate in the process. This makes the competencies educational, since they constitute an invitation to acquire a set of knowledge that allows them to grow.

In Scouting's educational approach based on the concept of self-education, the set of competencies defined by your NSO will provide the "north" that will guide and encourage each young person along their path of personal growth. All the learning experiences lived in their local group through a system of progressive self-education (Scout Method) will contribute to develop and equip them with the knowledge, skills, attitudes, and values required for active citizenship today and in tomorrow's world.

Annex 1

⁹ Unit is the group of young people whose ages correspond to the same development cycle and to whom a specific Educational Proposal is addressed. For example, Cub Scouts, Scouts, Explorer Scouts, Scout Network.



The Four Pillars of Education

The 1996 report to UNESCO, *Learning: The Treasure Within* (often called simply the *Delors report*) aimed at answering the question: "What kind of education is needed for what kind of society of tomorrow?"

The report takes a broad view of education, speaking of "learning throughout life", though the main focus is on formal education. It asserts that

"Education must, as it were, simultaneously provide maps of a complex world in constant turmoil and the compass that will enable people to find their way in it"

and it goes on to point out that in order to do that

"Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills, and attitudes, and to adapt to a changing, complex and interdependent world."

The report asserts that in order to be successful in its tasks,

"Education must be organized around four fundamental types of learning which, throughout a person's life, will in a way be the pillars of knowledge: *learning to know*, that is acquiring the instruments of understanding; *learning to do*, so as to be able to act creatively on one's environment; *learning to live together*, so as to participate and cooperate with other people in all human activities; and *learning to be*, an essential progression which proceeds from the previous three."

In GPS language, the four pillars of education should be covered as broad competency areas when establishing the educational competencies of your Youth Programme in Scouting in terms of knowledge, skills, attitudes, and values.

Learning to know

Learning to know can be explained as combining a broad general knowledge with the opportunity to work in depth on a few subjects.

This pillar also encompasses learning to learn, so as to benefit from learning opportunities throughout life; a desire for knowledge; and knowledge management in a broader sense, not just how to acquire knowledge, but also to discover the pleasure of personal research. This personal research encompasses understanding, knowing,



discovering, being selective of what we learn 'by heart' through a critical facility based on a knowledge of the scientific method, and independence of judgment.

Learning to do

Learning to do can be explained as acquiring not only occupational skills, but also, more broadly, the competencies to deal with many situations and work in teams.

This pillar also encompasses acquiring the competencies to act in the context of young people's various and varied life experiences within formal, non-formal, and informal education, but also outside educational situations, in their social life, and at work.

Such competencies are a mix, specific to each individual, of knowledge, skill, social behaviour, an aptitude for teamwork, and initiative and a readiness to take risks.

Learning to live together

Learning to live together can be explained as developing an understanding of other people; an appreciation of interdependence; and an adherence to the values of pluralist democracy, mutual respect, peace, and justice.

This pillar encompasses education taking two complementary paths: on one level a gradual discovery of others and, on another, experience of shared purposes throughout life.

On the path of discovering others, the report explains that educators whose dogmatic approach stifles young people's curiosity or critical spirit instead of inculcating these qualities in them can do more harm than good.

Learning to be

Learning to be can be explained as developing your personality and being able to act with ever greater autonomy, judgment, and personal responsibility.

This pillar also explains that education must not disregard any aspect of a person's potential¹⁰ – the complete fulfilment of people in all the richness of their personality – and that it should no longer prepare young people for a given society, but continuously provide them with the powers and intellectual reference points (*learning to know*) they need for understanding the world around them and behaving responsibly and fairly.

¹⁰ In describing the aspects of a person's potential, the report lists mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility, and spiritual values.



Learning throughout life – lifelong learning

After the four pillars of education, the second principle of the Delors report is learning throughout life.

The concept of learning throughout life – or lifelong learning – is seen as a key to accessing the twenty-first century. It links up with the idea of the learning society, where everything is considered a learning opportunity and thus an opportunity for fulfilling one's potential.

Lifelong learning is a continuous process for each individual, whereby they add to and adapt their knowledge, their skills, their judgment, and their capacities for action.

Learning throughout life crucially combines non-formal and formal learning. It also combines developing innate abilities with acquiring new competencies. Lifelong learning requires effort from every person, but through this effort, it brings the joy of discovery.

Annex 2

Education for Sustainable Development



The concept of Scouting as **education for life** is as relevant today as it was at the beginning, which reinforces the ultimate importance of National Scout Organizations (NSOs) in delivering an updated and relevant Youth Programme, able to equip the next generation of young people with the competencies to find innovative answers to the world's complex challenges.

What challenges are young people facing today?

The world today is home to the largest generation of young people in history, some 1.8 billion, aged 10 to 24 years. They are facing unparalleled and complex challenges in their lives, such as:

- How to make all development sustainable.
- How to fight vulnerability, inequality, exclusion, violence, and cultural and religious intolerance, which are increasing despite economic growth.
- How to end gender inequality and violence against women and girls.
- How to face climate change, environmental degradation, and an upsurge in natural disasters created by unsustainable patterns of economic production and consumption.
- How to properly implement and protect human and civil rights for everybody everywhere.
- How to prevent or resolve conflict, physical or emotional abuse, and structural or systemic violence.
- How to respond to the social and economic consequences of digital transformation in a time of exponentially advancing technologies.”¹¹

These challenges were identified in 2015 and gathered into the United Nations 2030 Agenda for Sustainable Development, a plan of action for people, planet, prosperity, peace, and partnerships.

At the core of the 2030 Agenda, the 17 Sustainable Development Goals (SDGs) raise awareness and propose answers that can only be achieved through education, requiring:

“A fundamental change ... , in the way we think about education's role in global development, because it has a catalytic impact on the well-being of individuals and the future of our planet. ... Now, more than ever, education has a responsibility to be in gear with 21st century challenges and aspirations, and foster the right types of values and skills that will lead to sustainable and inclusive growth, and peaceful living together.”¹²

¹¹ WOSM 2019, Essential Characteristics of Scouting

¹² Education for Sustainable Development Goals; Learning Objectives (UNESCO, 2017)



What is Education for Sustainable Development?

"Education for Sustainable Development is about empowering and motivating learners to become active sustainability citizens who are capable of critical thinking and able to participate in shaping a sustainable future."¹³

Education for Sustainable Development is fully aligned with Scouting's Mission and Vision, preparing young people to be active citizens locally and globally, creating positive changes in their communities, and contributing to create a better world.

The Youth Programme is the means through which Scouting equips young people with the competencies they need to be active global citizens, that is, to be autonomous, supportive, responsible, committed, and culturally sensitive.

How do we align the Youth Programme with the Sustainable Development Goals?

By working toward its purpose of creating active global citizens, Scouting contributes to the achievement of the SDGs. Aligning means looking at Scouting's Educational Proposal through the lens of the SDGs. This allows us to amplify what Scouting is already contributing to the 2030 Agenda, which also encourages us to go further and use this opportunity to strengthen the educational proposal of our Youth Programme in empowering Scouts as active global citizens.¹⁴

This alignment can be achieved at three specific points in the process of designing or reviewing your NSO's Youth Programme:

1. When writing the Educational Proposal

Important steps need to be taken by NSOs in step 1 of the Guide to Youth Programme in Scouting (GPS), when defining their educational priorities, namely the reflection on the main challenges that young people face in their lives and how the NSO educational proposal will be relevant to give answers to both the needs and aspirations of young people and to the demands of society.

2. When setting the final and section educational competencies

¹³ Education for Sustainable Development Goals; Learning Objectives (UNESCO, 2017)

¹⁴ WOSM 2018, Creating a better World: Enabling Global Citizens for the Sustainable Development Goals. Guidelines for aligning a Youth Programme with education for the Sustainable Development Goals



As presented in steps 3 and 5 of the GPS, in Scouting's educational approach, which is based on the concept of self-education, the set of competencies defined by your NSO will provide the "north" that will guide and encourage each young person along their path of personal growth to become an active global citizen. During the process of setting the final and section educational competencies, a broader discussion and reflection will be needed to include competencies for Sustainable Development in all age sections.

3. When identifying learning opportunities for active citizenship

All the learning opportunities lived at a local level group through the Scout Method, will contribute to develop and equip young people with the competencies required for active citizenship today and in tomorrow's world.

The **Better World Framework**, as a set of coordinated programmes, campaigns, calls to action, and events, is specifically designed to develop the competencies of young people to become global active citizens by taking action around issues related to sustainable development.

This framework can help your NSO to align its competencies related to active global citizenship and its work on community development to global common goals. NSOs can use the Better World Framework to align their own community development initiatives with specific SDGs and competencies for sustainable development.¹⁵

To discover more about how 54 million Scouts are making the world's largest coordinated youth contribution to the SDGs, visit <https://sdgs.scout.org/>

As a Movement of young people, it is fundamental to design National Youth Programmes that can equip them not only with the resilience to face challenges but also with the competencies to be part of the solutions.

"Young people constitute a tremendous and essential asset worth investing in, opening the door to an unparalleled multiplier effect. At the same time, young people are also facing incredible challenges and even life-threatening risks, disproportionately carried by girls and young women in many parts of the world. The way young people navigate their transition into adulthood, are critical for the progress of humankind and the health of the planet."¹⁶

¹⁵ WOSM 2018, Creating a better World: Enabling Global Citizens for the Sustainable Development Goals. Guidelines for aligning a Youth Programme with education for the Sustainable Development Goals

¹⁶ Youth 2030, Working with and for Young People, UN Youth Strategy



FC 01. Tool to Help Draft the Final Educational Competencies

Introduction

The final educational competencies of each area of growth describe a body of knowledge, skills, attitudes and values that young people are expected to use to solve different situations effectively. These competencies are considered final, because they should be developed by the last age section prior to leaving the Scout Movement.

These competencies are based on a combination of values of the Scout Movement, defined in the Educational Proposal, and the needs required to grow in a specific context and time.

Writing the educational competencies is a complex task. This tool proposes practical guidance to support teamwork.

Objective

This tool is intended to

- prepare you for writing the final educational competencies.

This tool is intended for

- the team responsible for the design or review of your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and design/review your NSO's Youth Programme.

How to use this tool

1. Read and discuss the material: *Guidelines to Writing Educational Competencies*.
2. Form six teams, one for each growth area.
3. Have each team write the final competencies for each growth area, using previously identified educational priorities as a basis.
4. Next, get the teams to exchange their work and analyse the final competencies. Each team must evaluate if the final competencies are written properly, clearly, and if they are understandable and relevant.
5. Finally, in a plenary session, ask the teams to share their conclusions and suggestions for improvements.



Guidelines to Writing Educational Competencies

1. Reflect on the steps taken

To write the final educational competencies, it is very important to reflect on tasks that have been carried out previously. We suggest reflecting on the following:

- The needs and interests of young people in a specific social context.
- The social, political, economic, and cultural needs of society.
- Your ability, as an NSO, to fulfil both the needs and aspirations of young people and the needs of society.
- The values that we sustain as a Movement.
- The areas of growth and their educational priorities.
- The profile of the ideal person we aspire to form once they go through the educational process.

All this information must be re-examined and discussed, since it is essential for drafting the final competencies.

2. Establish a higher age limit for the last age section

Before defining the final competencies, it is essential to decide what the age limit will be in the last age section in your NSO. For this, several factors must be taken into account, including the needs of young people in the society in which they live, the age at which they access adult roles, other opportunities offered to young people, and the resources available in your NSO.

3. Choosing a development area and an educational priority

To begin, choose a development area and identify its educational priorities, which correspond to the needs of young people.

Write between one and three final competencies for each educational priority to ensure you cover all the educational aspects appropriately.

Although there is no minimum or maximum number of competencies, if the number of competencies is low, it is probable that you will not cover all the educational aspects that should be covered. On the contrary, if the number is very high, you run the risk of overwhelming and discouraging both responsible adults and young people who must work with these final competencies.



4. Elements of a competency

A competency includes the following elements: verb, object, and condition.

- The **verb** expresses a capacity. It is an action the person performs written in third person singular. You can use 1 to 3 verbs.
- The **object** presents the content or knowledge that is required to adequately perform the competency.
- The **condition** is the situation. The setting or the context in which the action will take place, the location, the resources, and the people with whom we execute it.

Verb What do they do?	Object What do they do it with? Through what do they do it?	Condition Where? How? Why do they do it?
Collaborate	in the positive resolution of conflicts	in their community in order to contribute to peace.
Integrate	their religious principles	in a coherent way between their faith, their personal life, and their social participation.

5. Examples of verbs

Verbs related to knowing		Verbs related to know-how		Verbs related to knowing how to be	
Analyse	Classify	Argue	Detect	Accept	Care
Interpret	Relate	Solve	Generate	Participate	Rate
Recognise	Show	Interpret	Adapt	Appreciate	Contemplate
Synthesise	Describe	Organise	Investigate	Respect	Integrate
Define	Summarise	Build		Create	Assume
Plan	Deduce		Orient	Express	Admire
Identify	Locate	Design	Produce	Collaborate	Enjoy
Distinguish	Check	Program		Share	Sample
		Structure	Pick up	Prefer	Deny
		Develop	Drive	Propose	Value
		Write	Operate		
		Analyse	Express		
		Manipulate	Use		
		Make			



As this is an educational process, another consideration will be the distance to be travelled by young people, i.e., the individual's progress relative to their starting point.

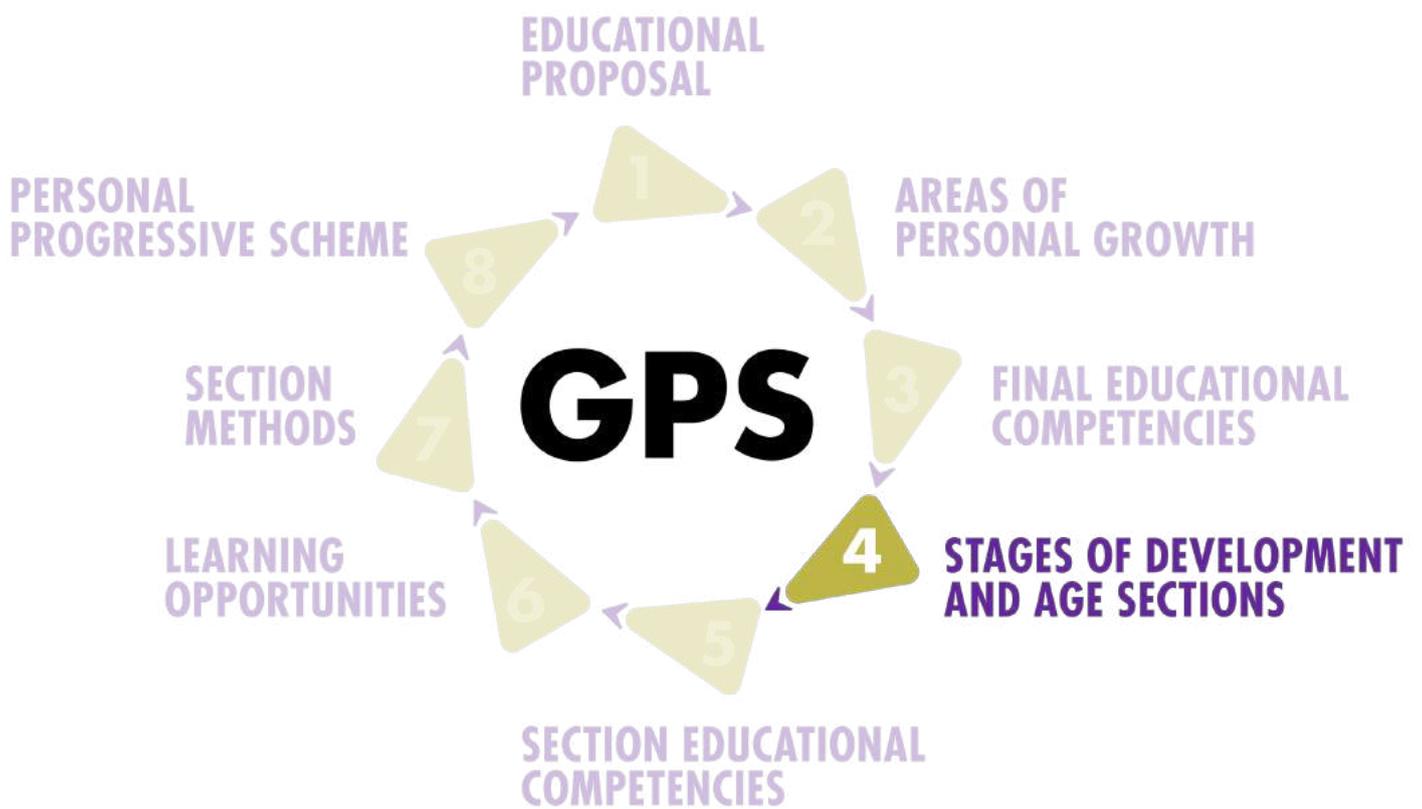
Additional Recommendations

Get an expert's support

Writing final competencies is a demanding task with a certain degree of complexity. Ask for advice and support from people specialised in the development of Educational Proposals for young people between the ages of 17 and 26. The role of these specialists will be to assist us in drafting final competencies.

Analyse other NSOs' final educational competencies

It can be very useful to analyse examples of final educational competencies written by other NSOs or other organisations dedicated to youth education.





Stages of Development and Age Sections

Introduction

Scouting operates in developmental age sections, whereby the age section is created around the changing needs of young people as they grow and develop through the Youth Programme in a specific target age group. During this step of the process, it is important to understand two crucial questions:

1. How do young people in the culturally specific contexts of the country actually need to learn, grow, and develop?
2. How do these developmental needs correspond to a target age group that allows for these needs to be addressed?

These questions are essential to understanding how young people develop and the best way to enable them to grow as individuals through the Youth programme. When designing or reviewing your NSO's Youth Programme, it is important to ask if the existing age sections are fit for purpose and address the developmental needs of young people, as well as considering the age groups favoured by the school system and social institutes in your country.

In the beginning, the Scout Method was designed for teenagers aged 12 to 16. It was for young people of this age that Baden-Powell decided to organise the first experimental camp on Brownsea Island in 1907. A short time later, the need to extend the Movement to younger children was identified. The Cubs age section was established, which at the beginning integrated children aged 8 to 11. Later, the Rover age section was created for young adults aged 17 to 20.

Scouting at this time identified three main age ranges: childhood (circa 7/8–11/12), adolescence (circa 11/12–16/17), and youth (circa 16/17–21/22). It was therefore well adapted to the developmental needs of young people of the United Kingdom in the early twentieth century. Many NSOs in the world keep this division of three age sections. Others have incorporated a fourth age section, between the Scout section and the Rover section (some call it Venturers or Senior Scouts). In some NSOs there is the inclusion of younger childhood sections (circa 6–8); these sections may be known as Beavers, Keas, Joeys, etc. In short, Scouting today caters to young people from a range of different ages and many NSOs have developed new ways to share the Scouting experience with more young people.

Here in this crucial chapter we aim to understand and answer the questions posed to determine why and how young people develop. In doing this, you can adapt an age section for your NSO to suit the needs of young people in the specific cultural context of your country.



Understanding the development of young people

As previously mentioned, it is important that we understand how young people develop and grow as individuals. From here we can then answer how the Scouting Youth Programme can adapt to meet these changing developmental needs through targeted age groups.

In simple terms, we could define evolutionary development as the processes of change at all levels that occur throughout life. It is a product both of our relationship with the environment that surrounds us, and our genetic predispositions.

We could also view it as an ordered sequence of changes in the morphological and functional differentiation, where changes in the psychological and biological structures are integrated with learning and socio-emotional changes.

In both definitions, it seems that what we bring at birth (genetic predispositions) and the environment in which we develop, mutually influence the change we experience in the evolutionary stages we go through.

In both definitions we see how development is not the result of a single factor or type of factors. On the contrary, it is considered that there are multiple factors that intervene in it and that, broadly speaking, we could classify these as genetic factors (internal or endogenous) and environmental factors (external or exogenous).

Areas of developmental research

In the context of Scouting, we use the areas of personal growth SPICES (social, physical, intellectual, character, emotional, and spiritual) as areas of development in young people. While we use these areas of personal growth through a non-formal education lens, it is also important to note the range of information and research from other areas of development. SPICES fit well within these areas, and, in the context of carrying out research for developing a target age range, these are more common areas of research:

Cognitive	How young people think and learn
Psychosocial	Social and emotional development
Physical Development	Gross and fine motor development

Cognitive development

The area of cognitive development simply refers to how young people think and learn. Cognitive development focuses on how young people process information, conceptual resources, perceptual skills, language learning, and other such factors that help them understand the world around them.



Jean Piaget's theory of cognitive development suggests that young people move through four different stages of cognitive development.¹

1. Sensorimotor stage: birth to 2 years
2. Preoperational stage: ages 2 to 7
3. Concrete operational stage: ages 7 to 11
4. Formal operational stage: ages 12 and up

An important factor in developing the target age groups for the Youth Programme is understanding different stages of cognitive development in young people, and at a later stage be able to tailor learning opportunities to meet their growing cognitive developmental needs.

Psychosocial development

Psychosocial development refers to the social and emotional development of young people. This involves not only changes in behavioural development over time, but also the social cognitive development of young people and the perception of not just their own social behaviours, thought processes, judgments, etc., but those of others around them.

Erik Erickson's eight stages of psychosocial development theory is widely regarded and refers to eight stages of personality development². The stages, in essence, refer to the social interactions and relationships built between people, believing that at each stage people experience a conflict that serves as a turning point in their own development.

1. Trust vs. Mistrust
2. Autonomy vs. Shame
3. Initiative vs. Guilt
4. Industry vs. Inferiority
5. Identity vs. Role Confusion
6. Intimacy vs. Isolation
7. Generativity vs. Stagnation
8. Ego Integrity vs. Despair

This understanding of how young people interact with one another at different life stages is an important step in creating a targeted developmental age group, noting that further steps, such as the application of the Scout Method, are crucial in ensuring that elements such as the team system can be properly applied to each section, cater to the social needs of the targeted group, and allow young people to further their own social and emotional development.

Physical development

Physical development in young people involves developing control over the physical body, particularly muscles and physical coordination. Often this area focuses widely on gross and fine motor development and that which relates to puberty. Essentially, gross motor development refers to the use of large body movements and fine motor development refers to the use of smaller, precise body movements.

¹ Piaget's theory of cognitive development

² Erik Erikson's eight stages of psychosocial development



These physical developmental needs in young people occur at different rates and are determined by a number of internal biological and external influential factors. When structuring the targeted age groups, consider the rates of physical development and how the application of the Scout Method can be applied to differing developmental age groups.

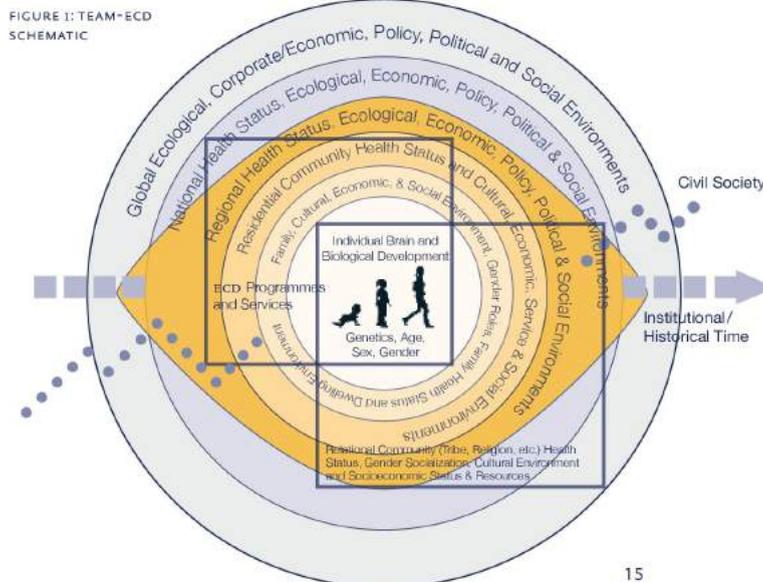


Fig.1

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Factors in the development of young people

Although certain constant factors can be observed, the stages of development are not universal. Socio-economic factors have an impact on the psychological and physiological factors, creating different rhythms and steps according to the culture and social conditions. Therefore, depending on the selected criteria (physiological, social, cultural, economic, etc.), the stages of development can be analysed from different points of view. In short, when looking at the development of age sections, we must analyse the rate at which young people mature in the context of the specific country in which the NSO operates.

- **Socio-economic contexts**

The life experiences of young people are shaped by wider social and economic contexts. These experiences impact the way young people develop, be it through a challenging economic situation, natural disaster, war, poverty, or changing political system; it can have an impact on their development and how they perceive the world in which they live.

- **Cultural contexts**

All aspects of young people’s lives take place within specific cultural contexts. Though complex and dynamic, the cultural contexts of people have a profound impact on their development. This could be the ethnic culture with which young people identify; the organisational culture of your NSO, or other institutions such as schools or early learning centres; and youth subcultures that young people increasingly identify with.



The many cultural contexts of a country are an important factor in the development of age sections, especially in a world that is increasingly multicultural and diverse. It is important to ensure all young people feel safe and included.

- **Environmental contexts**

The environment in which young people live is also a factor that can impact their development. This again is very complex and should take into consideration many environmental factors such as pollutants, chemical exposure, temperature, climate, and altitude.

These environmental aspects can contribute to the widening of the gap and timing of the onset of puberty and possibly link to obesity. These factors should be considered within the context of your country when designing or reviewing your NSO's Youth Programme.

Broad stages of development

In the following, we take a brief look at five broad stages in the development of young people. When establishing the age section for your Youth Programme, your NSO will have to get a more detailed picture (and understanding) of how young people in their specific context develop across the various areas.

- **Early childhood**

In early childhood the ability of a child to cooperate within a group is very limited. This is an important question to consider if you are planning to develop a programme for a Pre-Cubs section (Beavers, Joeys, Keas ... etc.). Some of the key elements of the Scout Method (e.g. the team system) cannot really be implemented before late childhood.

- **Late childhood**

Late childhood ranges from early childhood until the onset of puberty and is characterised by a certain level of stability. It is even called "mature childhood". The child feels comfortable in their body, demonstrates intellectual curiosity, accepts the authority of adults, and is easily integrated into a group. This is the age of the Cub Scout age section.

- **Puberty**

Stability is disturbed by the onset of puberty, which varies a lot, but in most places occurs at some point between 9 and 14 years (earlier for girls than boys). This brings numerous changes, both on a personal level (an acceleration in physical growth and a new logical reasoning stage) as well as socially (the end of primary school and the beginning of secondary school in many countries). This is what some psychologists call the "crisis of early adolescence"³, and it is shown through rejecting the laws of childhood, challenging the authority of adults, being attracted to smaller social groups, etc.

- **Adolescence**

³ Erik Erikson's eight stages of psychosocial development



After puberty, with the acquisition of sexual maturity, the establishment of gender identity, and the development of abstract logical reasoning, a new stage is reached, that of adolescence. However, the restructuring phase that began with puberty, continues until a new balance is progressively reached. From the onset of puberty, a rather unstable stage is experienced during which the rhythms of development vary widely depending on gender (maturity is reached more quickly by females) and the influence of social and cultural factors. It is also important to beware of other factors such as what rights young people are entitled to under the law of a country once they reach a certain age, including at what age a young person legally becomes an adult in your country. This can raise *Safe from Harm* implications in the structure of the particular age section and the interaction with peers. After this, young adulthood begins, and during this time the biggest challenge may be the inclination to take adult roles and be fully integrated into society.

- **Young adulthood**

Young adulthood can also be the beginning of a new phase of independence with new challenges to be faced. It often signifies the time when the young person develops a greater understanding of themselves through the decisions they will make concerning their lives. Whether it is in university education, the beginning of an internship or apprenticeship, or in the world of employment, young people's decisions will often have consequences for the future, impacting themselves and others.

Some will choose to be leaders in Scouting and follow a training path which will contribute to their continual development. Our focus here are those young people who wish to continue to be participants or recipients of Scouting's Youth Programme, as they will be the members of the last age section.

Fundamental processes in the development of young people

- **Development is a dynamic construction process.** The child is not passive, limited to receiving information from the environment. On the contrary, they are an active agent of their own development, which they construct in constant interaction with the environment. The child learns by exploring and acting in the environment, which in turn produces a continuous change in them and their formation of new structures of thought and relationship.
- **Development is an adaptive process.** One of the purposes of development is adaptation to the physical environment. In this interactive process, the child gradually adapts to the environment in which they live and from which they receive information. .
- **Development is a cross-cutting process.** On the one hand, development takes place across different areas (physical, emotional, spiritual, social, etc.) following a parallel evolution. It is also true that certain areas have more weight at some ages than others. On the other hand, it is a cross-cutting process because it occurs through the interaction of many different factors, both individual or genetic, external or environmental. The child is born with a potential for learning and development determined by genetic inheritance, but environmental conditions can favour or hinder their development.



- **Development is a continuous process.** Each new achievement of the child is an extension of the skills that they already possess. This is known as scaffolding. The child needs scaffolding, i.e., knowledge and skills that they already dominate and on which they rely to build new learning, so they become an active agent for their own development.
- **Development is an individual process.** The different achievements that occur in the development process do not all happen at exactly the same age. Age is an approximate reference in which the different characteristics and abilities appear, since each person is a unique and unrepeatable being with their own history, characteristics, rhythm of learning, interests, and needs.

Developmental age sections

As mentioned earlier, the original early system of Scouting comprised three age sections:

- Cub Scouts, from circa 7/8 to 11/12 years old
- Scouts, from circa 11/12 to 16/17 years of age
- Rovers, from circa 16/17 to 21/22 years of age

This system has been in use for a long time and can still be found in many countries. It corresponds to three main stages of development:

- Childhood
- Adolescence
- Youth

The Scout age sections originally had the broadest range of ages (5–6 years of a difference). This age section formed the original core of the Movement and was the backbone for the rest. In addition, this age section implemented more extensively one of the fundamental elements of the Scout Method: the small group system or team system.



Different models

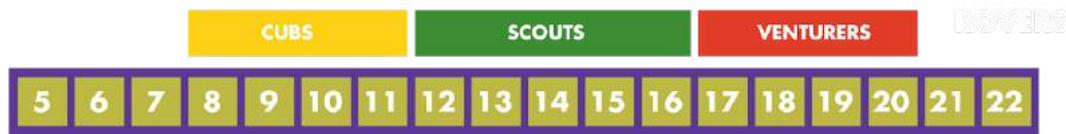


Diagram 1 - traditional age section system

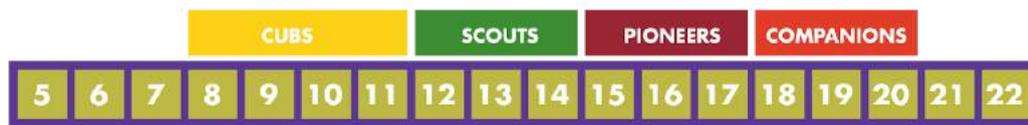


Diagram 2 - The Scout section is divided into two sections



Diagram 3 - A «pre-Cub» section added

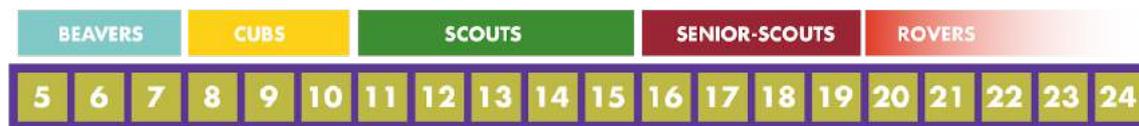


Diagram 4 - Inclusive of all age sections models

Fig.2

These models show different examples of targeted age sections. This is not to say that these age groups are necessary as many NSOs operate different models for different age groups.

The World Youth Programme Policy recognises that Scouting programmes broadly operate from the ages of 5 to 26 within the context of most NSOs. Each targeted age group must be the best model to fit the country of context. Your NSO must decide based on research, data, and due diligence at what point an age section starts and finishes.

The Guidelines for the Rover Scout Section emphasise the importance of ending the Rover Scouts section at a specific age (20, 22, 25). This age will differ from country to country, taking into consideration the cultural, economic, and social factors.

“... Scouting’s role is to support young people’s personal development until they reach adulthood. So the programme we offer shouldn’t end before reaching that state, because it would be ‘incomplete’....At the same time we have to consider that it also seems inappropriate to continue to provide an educational programme to “‘fully-developed’ people that already have found their own place in their community.”⁴

⁴ Empowering Young Adults: Guidelines for The Rover Scout Section, WOSM, 2009



At the other end of the age range, the Scout Method can be used with young children that are at a developmentally appropriate level. There needs to be an understanding of the concept of making a personal commitment to a code of conduct through an appropriately worded Scout Promise and accompanying Scout Law as well as the ability to exercise leadership within a small group.⁵

Selection criteria for well-adapted age-section models

a. Total duration of the Scout experience. We have seen that Scouting was originally created for the age range of 12–16. The age sections of Cubs and Rovers were created later, extending the total experience within the Scout Movement from 5 to 12 years. This trend has been accentuated over the years and in some countries now reaches 15 or more years.

This duration is theoretical, since in reality only a small proportion of young people remain throughout the period. Competition from other activities, increased educational demands and unforeseen events (relocation, school changes, etc.) often prevent young people from prolonging their stay.

b. Balance between the age sections. A decision must be made as to the number of developmental age sections your NSO will implement, and based on prior research into the developmental areas of young people in your country, into what age brackets the sections will fit. This also has implications for the application of the Scout Method and the learning opportunities for each developmental age section.

Some NSOs report that with the theoretical extension of the age sections to include pre-cubs, the majority of their membership resides in the younger age sections as opposed to other sections. This could be due to a variety of reasons such as additional adult support in the sections, parental choice for participation in the Youth Programme, or the Youth Programme content favouring a younger target audience.

In terms of the age span, your NSO should also consider a balance between the different age sections. As presented in the last model (fig.2) and although some NSOs have extended the Rover Section up to 26 years old, this may create a disproportion, having a 8/9-year age span in comparison with the previous age sections.

c. The importance of the senior section. It is also the case that high numbers in the younger age sections can influence the popularity of your older age sections, and your NSO risks becoming a children's organisation rather than a youth organisation. As Scouting aims to help young people take a creative role in society, it is important to have a focus on development in your last age section.

Regardless, there are many considerations to developing targeted age sections that will have implications on other aspects of your NSO, such as the application of the Scout Method, the quality of the Youth Programme, or the growth of your NSO. This step in the GPS informs other critical steps in the Youth Programme development and highlights the importance of your NSO carrying out due diligence so its decision about targeted age groups is an informed one.

⁵ The Essential Characteristics of Scouting, WOSM, 2019



d. The implementation of the team system. In all age sections, young people are organised in small teams, under the responsibility of their own leadership. The intention of this system, as Baden-Powell himself explained, is to give young people a maximum amount of responsibility while allowing them to fully develop their own interests and to develop their leadership skills.

The implementation of all elements of the Scout Method depends on the average developmental stage of the young people in the section. The team system, however, is also highly dependent on the maturity within the team. The twenty-first-century Leadership in Scouting model describes leadership as a collaborative process, and, like all collaborative processes, it depends on the social dynamics of the team.

A larger span of maturity will give the older, more mature and experienced Scouts, a greater authority, creating a risk that the opinions of younger members could be less appreciated. A smaller age span within the section risks creating a team where no-one has the authority to facilitate the leadership process and ensure that all members of the team are given a voice in leading the team.

e. Age section transitions: Once your NSO has selected a targeted age group, it is important to then identify at what points young people will transition between different age sections. The common developmental areas/behavioural indicators can show when a young person is ready to progress through to the next age section. As we saw earlier when outlining developmental stages, this maturity is likely to come earlier for girls than for boys. The process of someone leaving changes the dynamics of the peer groups within the current section. As mature young people transition through to the next section, it opens up more developmental opportunities for other members of the current peer groups in the team system.

Some NSOs report a decline in membership retention when young people transition through to another section. This can be due to many factors, such as the culture of the section they are moving into, a lack of interest in the new section programme, difficulty in adapting to a new team dynamic and making new friends, etc.

The moment of transition can be challenging for a young person. Your NSO should identify these potential challenging factors and address them through a flexible transitional process so that no young person is disadvantaged. The transition process to the following age section should always be about meeting the developmental needs of the young person as opposed to meeting the preferences of adult leaders or fitting in with another section's programme.

The flexible transitional process may also consider an age sections overlap, as shown in Figure 3:

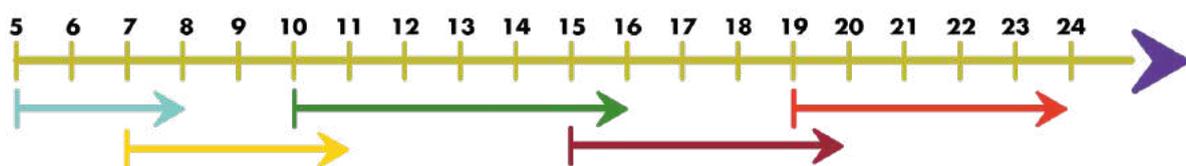


Fig.3



Organisational factors

Deciding when an age section should start and finish is an important decision for your NSO to make, one that takes into account not only the developmental factors as described earlier, but other organisational factors such as the following:

- **Adults in Scouting and training** must be a consideration when deciding how many age sections and at what age to begin and end. Your NSO should consider if its current Adults in Scouting and training policies and processes are equipped to assist the development and implementation of the Youth Programme for the age sections as required.

Consider if new training frameworks are required for assisting with younger or older age sections, what competencies and behaviours do adults need to facilitate the Youth Programme with a new age section, and what materials are needed to support the new age section.

- **Governance** is also important to consider. Does the concept for the development and implementation of a new age section have any implications from a governance perspective in terms of policy changes or organisational support to the newly created or updated section?

This could be in terms of *Safe from Harm* policies and procedures. Consider it also from a legal perspective. If a new age group is entitled to certain rights at a certain age, then these can also be factored into policy or procedural changes to best support the new developmental age section.

- **Organisational growth** may also be affected. Thinking back to the beginning of the chapter and looking at the purpose of a new age section, it is important to ascertain the impact this will have on the organisational growth of your NSO. This might be to support the retention of young people in the Youth Programme or to create a new section to widen the opportunities available to young people through Scouting. The widening of a developmental age section may only work if your NSO then retains more young people and they stay for a longer time within the Scouting Youth Programme.
- **Age section support will be needed.** – The development and implementation of a new age section will require ongoing support, both from an operational point of view in the local groups and communities, but also from the national perspective of your NSO in terms of programme content creation, materials, and training. This ongoing support to the newly created section(s) is important to ensure their success, ongoing developmental opportunities, and programme balance. It is also important that this support is balanced with that for other age sections, ensuring the support and programme quality give the best opportunities available to young people.



Annex 3

Age Span of the Section and the Implementation of the Team System

As described in step 4 of the GPS, young people in all age sections are organised in small teams, following the Scout Method. Due to the impact on the social dynamics of the small team, the total age span within each section therefore has a great impact on the implementation of the team system in the age section, making it important to consider this aspect when setting up the age sections.

The team system can be described from two parameters:

1. Peer group

The small team brings together young people who are close in age, share common interests, and cooperate together. This horizontal dimension allows young people to live in a horizontal relationship (peer group).

2. Team leader role

The small team has members with some older than the others. They are responsible for facilitating a collaborative process for guiding the team towards achieving a common goal or shared purpose.⁶ They also share their experience and knowledge with the others in the team. This creates a different type of relationship based on a certain level of asymmetry: the relationship between younger and older members, newcomers and experienced members, or those young people with more skills and those with fewer skills. Some members of the team may have more authority through experience, maturity, accumulated knowledge, a formal role in the team, etc., than some of the others in the team. Through coaching, mentoring, and facilitation of leadership they can pass this knowledge on to other members of the team.

The team system, therefore, creates a double system of education: peer-to-peer education through cooperation and collaboration within a peer group (learning through interaction and mutual influence); and asymmetric education through the sharing of experience and knowledge from the oldest to the youngest (coaching and mentoring).

These two aspects – peer group and team leader role – need to be balanced carefully to achieve the educational purpose of the team system and enhance the leadership capacity of young people. The interchangeable roles of leaders and participants stand out, the former empowered by the latter, the latter as involved as the former.⁷

⁶ Referring to the 21st Century Leadership in Scouting, WOSM, 2014

⁷ Referring to the 21st Century Leadership in Scouting, WOSM, 2014



Horizontal teams

If the emphasis is placed on the peer group, the teams will be formed by young people of the same or very close age. This will create a stronger emphasis on peer-to-peer education, which tends to be characterised by the greater spontaneity of a more equal group of peers. As a result, the role of the team leader when facilitating the leadership process will be weaker due to the small difference in levels of maturity and experience between the team leader and the other members of the team.

Vertical teams

If the emphasis is placed on the team leader role, there will be a tendency to give the responsibility of guiding the team to an older young person who has already gained more experience. This will weaken the strength of the peer-to-peer education aspect and focus on asymmetric education, which tends to be more structured and organised. There will be a big difference in age and interests between team members and the peer group aspect might even disappear.

There are risks of two negative consequences. First, if the oldest and the youngest have widely different interests, it will be difficult to develop interesting activities for everyone. From the moment it is easier to offer activities for the youngest, the oldest will lose interest and leave the group.

In some NSOs that have a very broad system of age sections (Figure 4), especially in the Scout age section, there is reportedly a loss of members in the oldest part of the age range. Only those who can take the role of team leader remain. However, as a result of the age difference, these young team leaders tend to exercise a lot of authority over younger members. This results in imbalances in decision-making and sharing of responsibilities within the small group. This way of working runs the risk of being authoritarian and undemocratic, failing to meet the educational needs of both young and elderly members. Applying the concept of leadership by facilitation is important here.

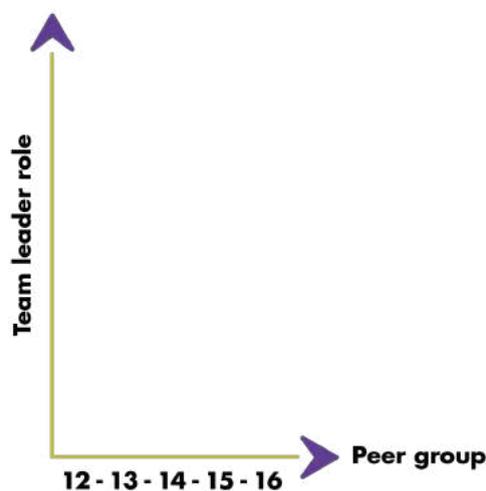


Fig.4



Second, if the age difference within an age section is small (Figure 5) a, the size of the peer group will be dominant. In this case, there will be more common interests within the team. It will be easier to organise activities and the team will function in a more democratic way allowing all members to take part in decision-making and sharing responsibilities. On the other hand, a large proportion of the team each year will be newcomers and it will be difficult to transmit experience, learning and "traditions".

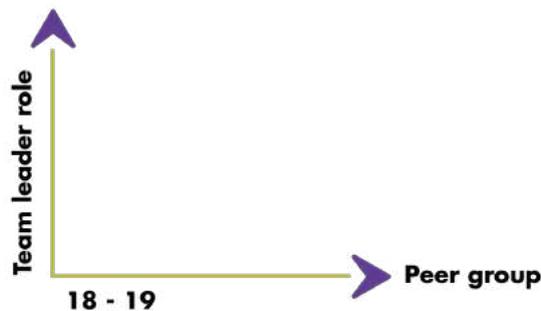


Fig.5

Within each age group, Scouting does not seek to form homogeneous groups, but on the contrary, to play on differences. The age difference between the youngest and oldest is limited in order to bring together young people of the same developmental stage and with similar characteristics in terms of interests and maturity. This makes it possible to form peer groups.

At the same time, the age difference is enough to have young people with varying levels of experience and competence. This allows for the operation of a peer-to peer tutoring system, a key element for a cooperative learning environment.⁸

It is also important to consider the aspect of coeducation in the implementation of the team system. The age mix can impact not just the targeted age group, but the team system dynamics can also change through this process.

Therefore, it is necessary to be attentive to maintain a balance between these two aspects: team leader role and peer group (Figure 6).



⁸ The Essential Characteristic of Scouting, WOSM, 2019



AS 01. Tool to Evaluate the Unit System¹ of Your NSO

Introduction

An important part of reviewing your Youth Programme is to question the age division that currently exists in your NSO. Make sure the existing division corresponds to the different development stages of young people of all genders at whom it is directed, and if it coincides with other cultural aspects, such as the age structure used in the school system.

Objectives

This tool is intended to

- guide your NSO's unit system analysis to know if it is appropriate.
- obtain quantitative data that will provide information in order to guide the decision-making process.
- provide an opportunity to assess the gender balance in your NSO's unit system.

This tool is intended for

- the team responsible for designing or reviewing your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and create your NSO's Youth Programme.

How to use this tool

1. Organise four teams to carry out their tasks simultaneously:
 - Team 1 - Analysis of the distribution of numbers of members per unit.
 - Team 2 - Analysis of links between units.
 - Team 3 - Analysis of age and gender distribution within units.
 - Team 4 - Analysis of membership rotation.
2. Hold a work meeting where each team presents the conclusions of their analysis in plenary.
3. Based on each team's conclusions, try to reach final conclusions for the entire group.

¹ The organisational structure at local level which comprises young people in the same age section and the adult leadership of that age section.



Team 1

How are the members distributed throughout units? Are the members more or less equally distributed between the units or can you identify an imbalance between certain units?

In NSOs that have a good balance of membership between their units, the percentage is usually one-third in the Cubs unit, one-third in the Scout unit, and one-third in the Venturer and Rover units.

If you perceive a significant imbalance compared to these figures, for example, a range of two-thirds of members under 12 and one-third of members are over 12, you certainly need to review the Youth Programme of the older units.

Team 2

How are the links between units?

For example, how are the 11-12-year-olds distributed between the Cubs and Scout units or how are the 16-18-year-olds distributed between the Venturers and Rover units. This comparison will allow you to check if the major units are attractive enough or to identify at what stage you are losing membership.

Team 3

What is the age distribution within each unit?

There could be an imbalance between the members of the same unit, for example, in the Scout unit, an imbalance between 11-12-year-olds and those aged 13-14.

If there is an imbalance, do you think that a different distribution of the age ranges could resolve this imbalance?

Team 4

What is the membership rotation within each unit?

Some NSOs attract young people but fail to retain them. When this happens, every year there is a high percentage of new members. In most cases this is hard to detect.

If this information cannot be obtained using your NSO records system, it will be necessary to investigate by sampling different units from different parts of the country, in order to determine the proportion of members that enter and leave each year.



AS 02. Aspects to Consider when Defining the Age Section's Lower and Upper Age Limit

Introduction

An important part of the task of designing or reviewing your NSO's Youth Programme is to ask yourselves about the minimum and maximum ages of the young people you serve. Many times, when defining a Youth Programme's minimum and maximum ages, NSOs only resort to criteria of an evolutionary nature, ignoring the diversity and complexity of aspects that must be considered when defining the age limits of a Youth Programme.

Objectives

This tool is intended to

- promote rational reflection on the criteria used to set the minimum and maximum ages in a Youth Programme.
- analyse the advantages and disadvantages of these age limits in relation to a Youth Programme.
- evaluate the validity of those criteria.

This tool is suggested for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants participating in the reflection or debate (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Organise four work teams, one team for each group of questions.
2. Have the teams debate the corresponding questions and try to reach conclusions.
3. Ask the teams to share their conclusions in a plenary session. Make time for debate while also reaching a consensus.



Questions for discussion in each of the four groups

A. CRITERIA
1.A. What were the criteria used to define the minimum age for the programme that we offer? What types of criteria are they? (social, educational, economic, etc.)
2.A. What were the criteria used to define the maximum age of the programme that we offer? What types of criteria are they? (social, educational, economic, etc.)

Use the following table to record your findings

Criteria based on which a minimum/maximum age were defined	
Advantages	Disadvantages

3.A. Are the criteria used in both cases still enforced?
--

B. NEEDS AND INTERESTS
1.B. What social and educational needs did we take into account when defining the minimum age for entering the programme? (Make a list of these needs differentiating the social from the educational ones.)
2.B. What social and educational needs did we take into account when defining the maximum age of the programme? (Make a list of these needs differentiating the social from the educational ones.)
3.B. From the previous list, answer these questions: Is our Youth Programme addressing those social and educational needs? Yes/No? Why?



C. CONDITIONS

1.C. Is the Scout Method relevant to serving young people of the minimum age, as well as young people of the maximum age?

2.C. Do we have the right adults to respond to the needs and interests of children of the minimum age? Yes/No? Why?

3.C. Do we have adequate Youth Programme materials to respond to the needs and interests of children of the minimum age? Yes/No? Why?

4.C. Do we have adequate facilities to carry out activities with young people of the minimum age defined in our Youth Programme?

D. STATISTICAL INFORMATION

1.D. What percentage of the young people who entered at the minimum age continued participating in the Youth Programme in the older sections?

2.D. What percentage of young people leave the older age section without completing the stipulated maximum age?

3.C. Why do young people leave the older age section without reaching the stipulated maximum age?



AS 03. Tool to Define Criteria to Establish Age Groups (Part 1)

Introduction

Once you have defined the minimum and maximum age limits for your Youth Programme, you will need to define the age groups that will make up each of the age sections.

Objectives

This tool is intended to

- help your NSO to obtain relevant information that allows you to make an informed decision regarding how to shape the age groups that will give rise to the age sections of your Youth Programme.
- provide a rational decision-making process for defining the age groups that will make up your educational offer.

This tool is intended for

- the team responsible for designing or reviewing your NSO's Youth Programme.
- participants of the study or discussions (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Form four working groups, each with a specific research topic. See the annex for statements to guide the work of the groups.
2. Task each group with carrying out their research. This should not only include scholarly research but also interviewing and consulting experts from different disciplines and organisations (UNESCO, UNICEF, Universities, etc.).
3. Have each working group organise their findings in a presentation.
4. Ask each group to share their information in a plenary session with the other groups, analysing the similarities and trying to reach an agreement on the age groupings that can be formed.



Annex

Instructions to guide the working groups

Working group 1 Analyse the ages that make up the educational system in the country
1.a. How many levels does the country's educational system have?
1.b. What age range comprises each of the levels of the educational system?
1.c. Why were these age groups defined?
1.d. Is the school organised in grades made up of children or youth of similar ages?

Working group 2 Analyse the social groupings of boys and girls
2.a. How do young people get together to play?
2.b. How are they grouped together for other free time activities?
2.c. In the different social classes, regions, and cultures of the country, are there differences in the forms of groupings?

Working group 3 Analyse the social groups of adolescents and youth
3.a. How are adolescents and young people grouped together in their free time activities?
3.b. In the different social classes, regions, and cultures of the country, are there differences in the groupings?

Working group 4 Analyse the stages of development
4.a. How does developmental or evolutionary psychology define the stages of human development in the country?
4.b. How does the social, cultural, or environmental factors affect these stages of development?



AS 04. Tool to Define Criteria to Establish Age Groups (Part 2)

Introduction

Once you have defined the minimum and maximum age limits for your Youth Programme, you need to obtain information that allows you to identify the age groups.

In this second step, based on the age groups identified using the previous tool, you will define the units (age sections) that will make up your NSO.

Objective

This tool is intended to

- help the national team define the units that make up your NSO's Youth Programme based on the identified age groups.

This tool is intended for

- the team responsible for revising or developing your NSO's Youth Programme.
- the participants of the study or discussions (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Form two working groups.
2. With all the information obtained in the previous stage, have each group define a proposal for age ranges for each of the units, indicating the reasons why they made these decisions.
3. Then have each group present their conclusions in a plenary session, seeking to reach an agreement on the age groups that will make up each of the units.
4. Analyse the final decision using the following questionnaire and, if necessary, make adjustments or improvements.



Questionnaire for the analysis of age groups that make up the units

a) Stages of development

1.a. Do the age groups in which we define the units take into account the stages of development?

b) Relationship with the formal educational system

1 b. Are our age groups related to the levels of the country's educational system?

c) Social groups

1c. Have we taken into account the way in which children (boys and girls) and young people are grouped together in society?

2 c. Are there cultural and/or social differences in the different areas of the country that we must take into account?

3.c. Do we need to adapt the configuration of the age groups to the different cultural, social and economic realities of our country?

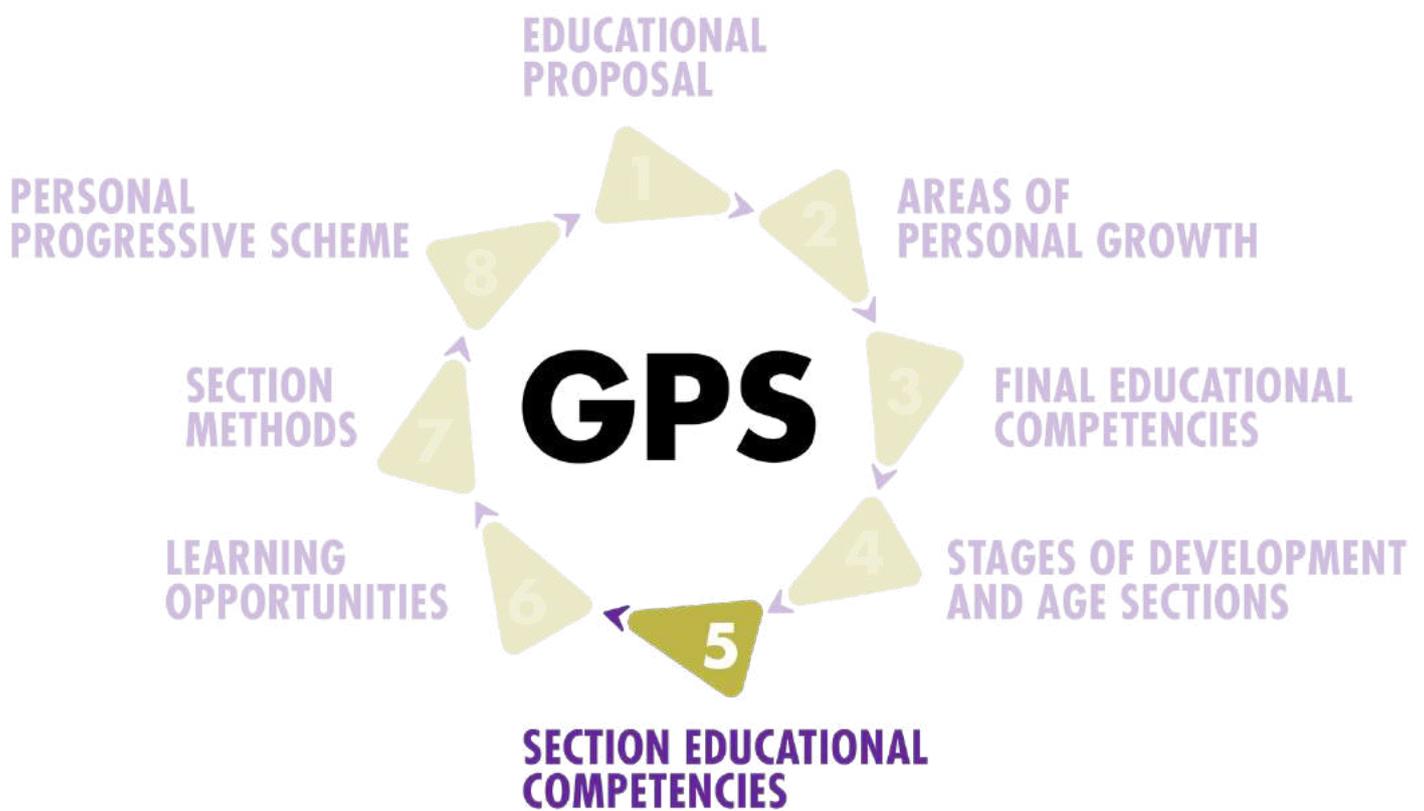
d) Flexibility

1.d. Will we use a flexible age range system that allows for individual differences to be taken into account?

2.d. Will we use an overlapping system between one unit and another (one year for example)?

e) Duration of each unit

1 e. When defining the extent of each of the units, did we take into account the current needs and interests of the different ages that comprise them?





Section Educational Competencies

Introduction

To introduce the concept of educational competencies in the development of your NSO's Youth Programme, you need to take another step forward in making explicit the educational intentionality in each of the age sections and, at the same time, use a concept of education that keeps a close relationship with the Scout Method.

Concept

What is a section educational competency?

The section educational competencies are defined, according to each area of personal growth, and a set of knowledge, skills, attitudes and values are proposed for each of the age groups in which your NSO's Youth Programme is divided.

The section educational competencies define the personal development that may be expected from a young person after a certain time, once they have completed the Youth Programme in a specific age section.

They follow the same educational trails as the final educational competencies, in order to ensure a smooth progression from one section to another. Section educational competencies may also be considered to be intermediate competencies which lead step by step, from one age range to another, to the achievement of the final educational competencies.

Purpose of the section educational competencies:

- To express Scouting's goal of helping young people to fulfil their full potential in realistic and measurable terms, adapted to the needs of young people in each age range.
- To ensure coherence between the educational competencies for each section and the final educational competencies, in accordance with the goals expressed in the Educational Proposal. It is important to have consistency with the final competencies.
- To encourage young people to make personal progress in all areas of growth, and to provide them with a basis on which to set their own personal competency goals and evaluate their progress.
- To provide a clear framework for adult leaders to use in their educational role.
- To encourage dialogue and an open, trusting relationship between young people and adults.
- To provide a framework to assess the impact of the Youth Programme offered to young people and identify any improvements needed.



Educational competencies as a combination of learning outcomes

These educational competencies define the learning (knowledge, skills, attitudes and values) that enables people to successfully perform critical tasks and functions in a defined setting to resolve challenges.

Learning can be classified into:

- Knowledge
- Skills
- Attitudes and values

The concept of an educational competency

We said in step 3 that by educational competency we do not mean the rivalry between two people to achieve an end. This would deny the social and co-operative dimension of education in Scouting.

In the context of Scouting, we understand the concept of competency in a wider sense, in which the knowledge acquired is at the service of the development of the individual in all their dimensions, and not just in terms of employment or a productive system. Outside the work setting, we approach it from a humanist and broader perspective that considers the integrality of the person.

From the perspective of your NSO's Educational Proposal, the competencies are at the service of education for life.

Educational competencies, life competencies

"The young people of today are facing enormous challenges: violence, environmental degradation, disease, discrimination, poverty. Beyond basic arithmetic, literacy, and education, the ability of a child to function in this world, with time becomes more complex, requires a wide variety of cognitive, social and work-related competencies.

The expression "preparation for life," refers to a broad set of psychosocial and interpersonal skills that can help to make informed decisions, to communicate effectively and to function in their environment. By incorporating life skills into our education systems, we are giving children the necessary tools to face the challenges and confidently breakthrough in the world."¹

The age section's educational competencies are at the service of the full development of a person in all its dimensions, not only inside Scouting but outside also.

The final competencies and the age section competencies are set for all growth areas, to cover the development of all aspects of the personality in a balanced way.

¹<https://www.unicef.org/education/skills-development>



The age section’s educational competencies are achieved through all the learning opportunities that a young person experiences, both inside and outside of Scouting, because this knowledge will be useful not only for a stage in a person’s life, and not only through Scouting.

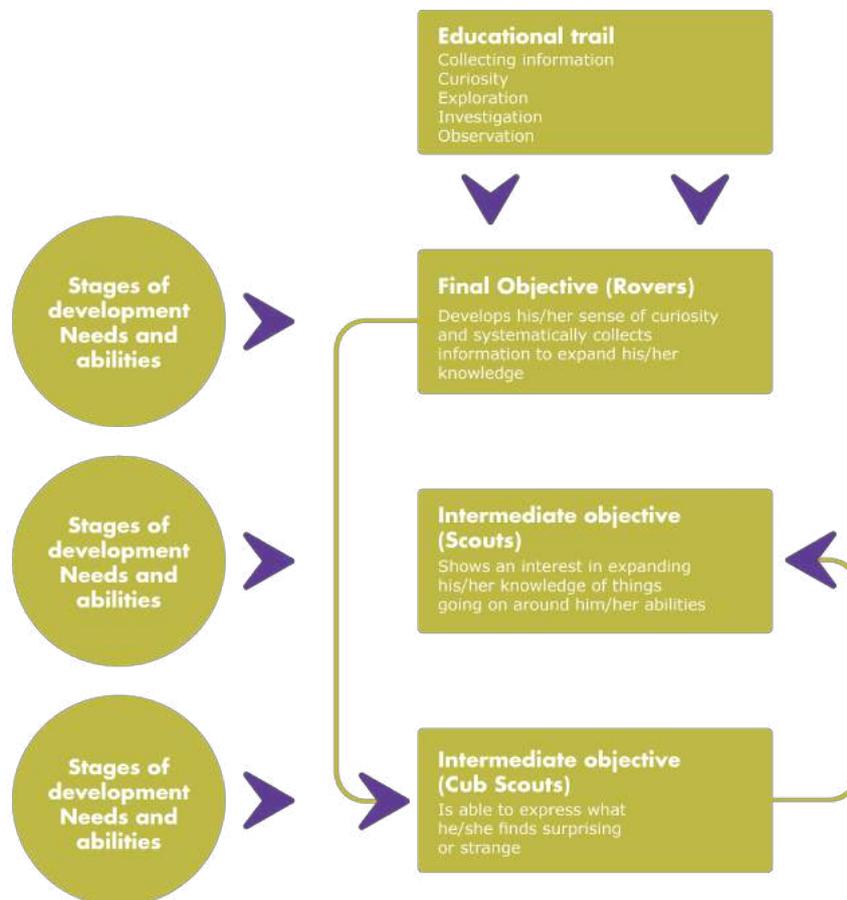
The values proposed in your NSO’s Educational Proposal and transmitted through the Promise and Law, should be clearly defined as a set of educational competencies within your Youth Programme.

However, far from being a matrix used to form a model of the “ideal” person, the set of competencies is a proposal that offers young people the opportunity to be at the centre of their own educational process.

This central idea of the young person as protagonist of their educational process, must be taken into account when designing the systems of personal progression, which shall be based on the educational competencies of the age section.

Defining Section Educational Competencies

Section educational competencies should be both challenging and achievable to be attractive to young people in the various age sections. For each age section and for each educational trail, it is necessary to define several competencies leading to the final educational competencies.





For young people, developing competencies is a process which happens over time. It is necessary to define the competency for the youngest age section first, aligned to the stage of development, before those of the other age sections. This allows a clear view of the sequence of the competencies and their progressive nature. They are steppingstones to the final educational competencies, as you can see in the example in Annex 4 “Final and Section Competencies grid”.

As well as the chronological sequence, the section educational competencies will also address each of the areas of personal growth, taking care that all your priorities are considered from the earliest stage. Of course, some may be achievable before the last age section, so you may have a competency statement for a personal growth priority for an earlier age section and also for the final age section.

Another factor in the matrix of educational competencies is their interdependent and cohesive nature, reflecting the nature of young people themselves. Your NSO will need to ensure that those elements are considered.

It is important to determine in advance how many educational competencies you will have. This will depend on the number of priorities for each area of growth. You will need at least two per age section, but remember these will impact directly on your progressive scheme.

Scouting’s educational competencies are expressed in terms of achieving the educational goal. The aim is to place the individual young person at the centre, as the educational process will be experienced by them uniquely. Even if the competencies they set out to achieve and the educational opportunities they undertake are the same, each individual enters the learning cycle from their own starting point, baseline level of knowledge, ability, and understanding, defining their learning path according to their interests, especially in the older age sections.

The distance travelled (i.e., the new learning gained) is expanded on in step 8 as part of Personal Progression.



Annex 4

Final and Section Competencies Grid

The **Final Educational Competencies** (step 3) are agreed according to the **Areas of Personal Growth** (step 5). The capacities of your young people are aligned with their **Stages of Development** (step 4), and this knowledge will guide you in developing the appropriate Section **Educational Competencies** (step 6) for each of the age sections.

We recognise that each individual is unique, but for the purpose of this exercise an age has been set, and a generalisation of capacities has been applied.

Examples in this Annex of Final Educational Competencies were set in Western Europe to be achieved by young people by the age of 21.

- Examples for the Section Educational Competencies were set to be achieved by young people by the ages of 9, 13, and 16 years.

Developing Section Educational Competencies

When developing Section Competencies, start with each Final Competency and then look to where the young people in your youngest age section will start on their journey, their first step to achieving this Final Competency. This follows through all your age sections, as the competencies build on each other. It is important to take each one in turn, but also to keep an eye on the bigger picture.

You developed your Final Competencies using the definition of each Area of Growth and the educational trails which emphasised the priorities within each. These trails took into account the needs and aspirations of young people in your particular social and cultural context, and broke down the definition to provide clear paths to follow. These will assist you again in the development of Section Competencies.

Sometimes you will set Final Competencies that can realistically be achieved by young people in a younger age section. In this case just note it as the Section Competency for that age section and the ones that follow. In the grid you can see one example from each of the trails detailed in Stages of Development (step 2). In reality, you will have a number of Final Competencies to adequately address each of these trails, and each of those will have Section Competencies.





An example of a Final and Section Competencies Grid

Area of Growth	Definition	Educational Trails	Final Competencies	Late Childhood	Early Adolescence	Adolescence	Young Adulthood (Final Competencies)
Social	<i>Acquiring the concept of interdependence with others and developing capacity to cooperate and lead.</i>	<i>Relationship and Communication</i>	Develop the skills and attitudes needed to build and maintain meaningful and appropriate relationships and friendships.	Welcome and include others as part of the things I do.	Show what it is to be a friend and recognise the value of friendship.	Accept the changing nature of my relationships, and recognise that my life will be enriched as a result.	Develop the skills and attitudes needed to build and maintain meaningful and appropriate relationships and friendships.
		<i>Cooperation and Leadership</i>	Master the ability to cooperate with others and take on responsibility.	Develop my cooperation skills by listening, sharing my things, actively taking part in team activities, and encouraging others.	Develop the ability to work with others, follow instructions, and learn about personal responsibility.	Develop the ability to cooperate with others and take on responsibility.	Master the ability to cooperate with others and take on responsibility.
		<i>Solidarity and Service</i>	Recognise my roles within society, and make a positive contribution to society.	Understand that it is important that I am considerate and help others.	Participate in my community and help those around me when needed.	Develop and demonstrate a sense of civic responsibility and define and explore my opinions on social equality and inclusion.	Recognise my roles within society, and make a positive contribution to society.



Area of Growth	Definition	Educational Trails	Final Competencies	Late Childhood	Early Adolescence	Adolescence	Young Adulthood (Final Competencies)
Physical	<i>Becoming responsible for the growth and functioning of one's own body</i>	<i>Identifying Needs</i>	Identify when my body is working well and when it isn't and have the good judgment to get help when I need it.	Know what makes my body work well.	Understand how my body are continuously changing. Understand the implications of these changes on my life.	Be comfortable with how my body functions, and recognise when it doesn't function well.	Identify when my body is working well and when it isn't and have the good judgment to get help when I need it.
		<i>Maintenance</i>	Demonstrate that I play an active, ongoing role in maintaining my own dietary health.	Understand what food is good for me	Demonstrate that I know the benefits of good nutrition and a balanced diet.	Demonstrate that I play an active ongoing role in maintaining my own dietary health.	Demonstrate that I play an active, ongoing role in maintaining my own dietary health.
		<i>Efficiency</i>	Protect and maintain my health and fitness through my choice of a healthy, balanced, and active lifestyle.	Pursue activity to include exercise routinely in my life.	Explore and understand the benefits of a healthy and active lifestyle.	Participate in regular fitness routines as part of a healthy balanced and active lifestyle.	Protect and maintain my health and fitness through my choice of a healthy, balanced, and active lifestyle.



Competencies and *Safe from Harm*

Each area of personal growth has a *Safe from Harm* component that has to be taken into account when defining the final and section educational competencies for your NSO's Youth Programme.

The *Safe from Harm* World Policy defines a set of actions and procedures to ensure the emotional and physical safety of children and young people thanks to the creation of a safe environment. The Youth Programme is an integral part of this policy. It states as follows: "The principles of Scouting support the holistic development of young individuals towards self-confident and reflective personalities."

These examples may be adjusted for each area of personal growth:

- Physical – Knows and respects the safety rules defined.
- Intellectual – Has easy and transparent access to essential information (emergency numbers, how to report, what an adult or another child can and cannot do, the Scout Law) on creating a safe environment.
- Emotional – Has no fear related to their physical needs, to their loved ones and their relationships with others, to secrets around them.
- Character – Knows the behavioural rules of the group and lives the Scout Promise and Law.
- Social – Knows and acts to prevent any types of harm (emotional, physical, verbal) and stands up for themselves and others (is proactive towards *Safe from Harm* values and rules).
- Spiritual – Acknowledges their right and freedom of themselves (and that of others) to express their spirituality or not, and to respect the choice of others in this dimension.



SC 01. A tool for Writing Section Educational Competencies

Introduction

The section educational competencies define a body of knowledge for each area of personal growth (learning to have knowledge, learning to be, learning to do, learning to coexist). These are envisioned for each age group in your NSO's Youth Programme.

This tool helps you write these competencies, which can also be considered as a sequence of intermediate steps towards achieving general competencies.

Objectives

This tool is intended to

- guide you on how to write the section educational competencies.

This tool is intended for

- the team responsible for revising or developing your NSO's Youth Programme.
- participants who will use this material in seminars or workshops to study, debate, and create your NSO's Youth Programme.

How to use this tool

1. Read and discuss the material: *How to write section educational competencies*.
2. Separate into six teams, made up of people with experience working with the different age sections of your Youth Programme.
3. Have each team look at a final competency and write a section's educational competencies as an educational priority.
4. Then, get the teams to exchange their work and analyse if the competencies are written properly, clearly, and if they are understandable and relevant.
5. Finally, in plenary, share their conclusions and suggestions for improvements.



How to Write an Age Section's Educational Competencies

1. Reviewing Previous Work

Before beginning to outline the section's educational competencies, it is essential to review the final educational competencies already established for each growth area, as well as the stages of development previously identified.

2. Writing the Section's Educational Competencies

Work with a double-entry chart. On one side, place the final educational competencies for each growth area, and on the other, place the name of each age section, leaving space to write the section educational competencies.

For each age section and educational priority, define several section competencies that will lead to final educational competencies. These educational competencies will have to fulfil both the needs of young people in that specific age group and your NSO's Educational Proposal.

Taking the final educational competencies as a point of reference, one possible option is to begin writing the educational competencies for the Cubs unit, and continuing with the other units consecutively by age groups.

- a. Choose a growth area, for example:

Physical development

- b. Within the growth area, choose an educational priority, for example:

Nature and free time.

- c. Review the final educational competency that has already been defined for this area of growth and this educational priority, for example:

Practice sports and recreational activities in nature.

- d. Define an educational competency for the same educational priority in the Cubs section. In order to do this, take into account the educational needs and capabilities of this age range.

For example, at 7 or 8 years old, the growth rate slows down. A boy or a girl feels comfortable with their body. They are full of energy that is released through games and different activities. Based on these characteristics and the stated educational competency, you can write the following competence, for example:

Enjoys playing with other children and respects the rules of the game.

- e. Next, define an educational competency for the Scout section. At this age, young people experience a growth spurt, therefore, they need to rediscover their body, identify their new physical capabilities, and learn to manage those changes.



Taking into account these needs and capabilities, you can write the following competency, for example:

Participates in games, excursions, and organised camps with their patrol.

- f. The educational competencies propose a body of knowledge that, as an educational organisation, we consider desirable and relevant to transmit.
- g. The educational competencies take into consideration the development stages of boys, girls, and young people, as well as their interests and needs, allowing them to address situations of increasing complexity in the different circumstances of life. One of the reasons for the sequential nature of these chapters is evident here by the importance of a detailed understanding of the developmental stages of your people, as well as their interests and needs.
- h. Competencies should be written using language that is clear and easy to understand for both young people and responsible adults.
- i. There is no exact number of minimum or maximum competencies. It is important to point out that if the number of competencies is low, it is probable that you will not cover all the educational aspects you should. On the contrary, if the number is very high, you run the risk of overwhelming and discouraging both responsible adults and young people who must work with these competencies.

Elements of Educational Competencies

The word “competency” includes the following elements: verb, object, and condition.

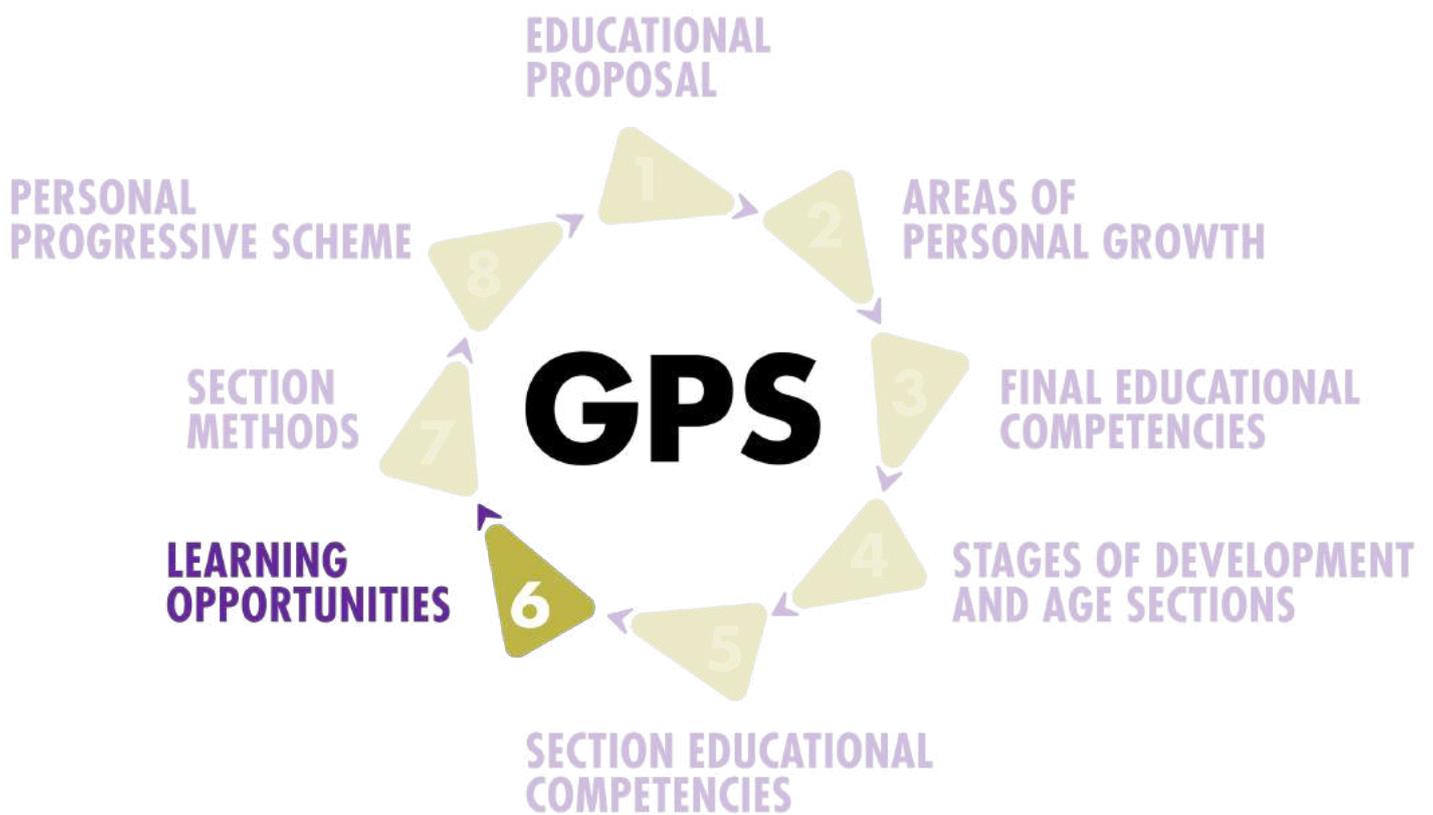
- The **verb** expresses a capacity, an action that a person performs. Write in the third person singular using 1 to 3 verbs.
- The **object** presents the content or knowledge that is required to adequately perform the competency.
- The **condition** is the situation, the setting or the context in which the action will take place, the location, the resources, and the people with whom we execute it.



Verb What do they do?	Object With what do they do it? Through what do they do it?	Condition Where? How? Why do they do it?
Collaborate	in the positive resolution of conflicts	in their community in order to contribute to peace.
Integrates	their religious principles	in a coherent way between their faith, their personal life, and their social participation.

Some verbs we can use as reference to write competencies

Verbs related to knowing		Verbs related to know-how		Verbs related to knowing how to be	
Analyse Interpret Recognise Synthesise Define Plan Identify Distinguish	Classify Relate Show Describe Summarise Deduce Locate Check	Argue Solve Interpret Organise Build Design Programme Structure Develop Write Analyse Manipulate Make	Detect Generate Adapt Investigate Orient Produce Use Pick up Drive Operate Express	Accept Participate Appreciate Respect Create Express Collaborate Share Prefer Propose	Care Rate Contemplate Integrate Assume Admire Enjoy Sample Deny Value





Learning Opportunities

Introduction

Step 6 of the GPS shows the importance of generating learning opportunities that respond both to the interests and needs of young people as well as to the educational purpose of the Scout Movement.

What attracts young people to Scouting is the prospect of taking part in exciting, fun activities with friends. They do not come to Scouting to be better people or good citizens, much less to receive lessons about values. These are not the things that move them. They come to do fun, challenging things, to meet other young people, to make friends, to have adventures and to go beyond the limits of their home and neighbourhood.

"The child wants to do things, so let us encourage him to do them by pointing him in the right direction, and allowing him to do them how he likes. Let him make mistakes; it is through making mistakes that his experience is formed."

(Baden-Powell, Headquarters Gazette, January 1916).

Taking into account the vitality and energy of young people, Scouting's proposal is based on the concept of learning opportunities, meaning that every activity, project, experience, role, and responsibility within group life contributes to the young person's development.

These learning opportunities are how young people **learn by doing**, i.e., they learn by playing, serving, exploring, projecting, reflecting, debating, etc.

Learning opportunities concept and educational value

In a broader sense, learning opportunities are "all the experiences and situations that young people can learn from, both organised and spontaneous",¹ so that they have the potential to gather and process knowledge and to acquire attitudes and skills that will help develop their individual character.

The organised aspect of this concept includes all the activities *per se* developed in each age section as well as all the roles and responsibilities that young people have in making these happen.

¹ World Scout Youth Programme Policy, WOSM, 2018



"The Youth Programme encompasses all **learning opportunities** that young people in Scouting encounter: camping and outdoor activities, community service and community development projects, achieving progressive goals or standards symbolised by proficiency badges, games, ceremonies, patrol and troop life, etc. Learning opportunities are the instances in which young people have the potential to gather and process knowledge, to develop attitudes and skills that will help develop their individual character. The Youth Programme is therefore not about the activities per se, but rather about the learning opportunities that activities can offer within Scouting fundamentals and shared values."²

Experiential learning principles

1. The relationship between learning opportunities and experience

When reflecting on the content of your NSO's Youth Programme, it is vital to consider that young people learn through the experiences they get from learning opportunities. You must distinguish between the learning opportunity (activity, role, responsibility, unplanned situation) that everyone participates in and the experience that each young person obtains through the learning opportunity.

LEARNING OPPORTUNITY	EXPERIENCE
What is happening externally; the action that involves everyone.	The internal part, which happens within each person; what each person gets from the action.
A way to generate different learning experiences.	The result that occurs in young people when they are faced with different learning opportunities.
An educational purpose	The result offered by the learning opportunity is experiential learning for the young person.

2. Experiences are personal

The learning part is the experience, since this is the personal relationship that each young person has with their reality.

² World Scout Youth Programme Policy, WOSM, 2018



Fig.1

A single learning opportunity, be it an activity, a role, or a function, will generate different experiences in the young people who take part in it. The experiences depend on a large number of factors, but are mainly influenced by the characteristics of each young person.

An educational activity can be executed impeccably and collectively evaluated as very successful, but in some young people it may not produce the expected results. Conversely, an activity may not be evaluated as successful and yet produce, in one or several participants, experiences that contribute to their acquiring the intended competencies.

Experiential learning is the result of the individual young person processing everything that happened during the activity. As an internal process, we cannot anticipate their learning with any certainty; we can only provide educational activities and scenarios to generate experiences conducive to their acquisition of the competencies.

Experiential learning, as described by Kolb's learning cycle, happens when a person progresses through a cycle of four stages: (1) having a concrete experience followed by (2) observing and reflecting on that experience, which leads to (3) forming abstract concepts (analysis) and generalisations (conclusions), which are then (4) used to test a hypothesis in future situations, resulting in new experiences.



**Application of
Kolb's Experiential
Learning Cycle**



Fig.2

Though learning is an internal process, the adult leader (the “educator”) can interact with the young person’s learning process at all stages, supporting and guiding the learning process throughout the full learning cycle.

The adult leader should be aware that other competencies may be developed in any process, even if they were not intentional.

Given this:

- Your NSO’s Youth Programme must include a wide variety of learning opportunities in the form of activities and projects, as well as a balance of roles and functions. This increases the opportunities for experiences and learning in each young person.
- Activities and projects should be selected, prepared, developed, and properly evaluated by young people with necessary and age-appropriate, but restrained, adult support.
- It is not enough that activities are successful; the personal experience that each young person obtains must also be attended to. This is achieved by promoting space for reflection on personal processes and by monitoring personal progression.
- All learning opportunities generate experiences that contribute to the eventual acquisition of competencies.



3. Learning opportunities contribute to the achievement of competencies

There is a two-way relationship between learning opportunities and competencies:

- An activity may be chosen in light of a previously determined educational competency. For example, organising a show during a campfire to develop the skills of oral and body language, organisation, time management, etc.
- A completed activity can be evaluated to identify the educational competencies it achieved. For example, Daniel chose to take responsibility with his team to make a wall newspaper during a camp. From the final evaluation, it was noted that Daniel had acquired new communication skills and put them at the service of the group. He deserves his journalist badge.

There is no immediate cause-and-effect relationship between the learning opportunity and the acquisition of competencies, i.e., the realisation of an activity or the completion of a role does not automatically lead to the achievement of a competency. Acquiring competencies is more a gradual and cumulative sequence of varied learning opportunities that generate experiences.

By being actively involved in dreaming, planning, creating, organising, and participating in activities and projects over time, and then reflecting on those experiences, young people have the opportunity to learn and develop competencies.

Through the reflection process, it is also possible to identify competencies developed that were never intended when the project was first developed. These are no less valuable, and all contribute to the young person's growth and development.

The evaluation of competencies will be further developed in the Personal Progression Scheme, as step 8 of the GPS.

Learning opportunities characteristics

Learning opportunities dimensions

According to their form, their frequency, what is predetermined by your NSO, and what is determined by the young people's interests, you can identify several dimensions when talking about learning opportunities, and together they ensure that your Youth Programme is not static, but diverse and relevant to young people.

- **Fixed dimension:** When the learning opportunities usually take a single form, are carried out continually, and can contribute strongly to the sense of belonging and atmosphere in the NSO and instil the traditions of Scouting. They may include



- unit meetings, ceremonies, games, songs, and symbolism.
- the team system as a peer learning environment and the democratic process of the team council.
- camps, where the challenges of nature and society are presented and negotiated.
- **Variable dimension:** When the learning opportunities take different forms and refer to a variety of subjects, creativity, and challenges. Usually they are not repeated, unless the young people particularly want to, and then only after a certain length of time. They may include
 - activities determined by the dreams and interests of young people.
 - activities aimed at stimulating new experiences, pushing boundaries, and broadening horizons.
 - activities and partnerships outside of the local group.
- **Internal dimension:** When the learning opportunities are mainly developed within the Scout programme (individually, in the team or unit, in the local community, etc.).
- **External dimension:** When the learning opportunities mainly occur outside the Scouting context (school, sport, art, science group) and generate experiences conducive to the acquisition of competencies that could be recognised and used within Scouting (e.g. a science project created by a Scout at school that can be run during a summer camp).
- **Innovation dimension:** When the learning opportunities change over time, Scouting adapts and transforms to the changes that are taking place within society. It is also true that traditional learning opportunities are created over time as new learning opportunities may become a normal, constant part of the Youth Programme that is relevant to young people.

Educational learning opportunities vs Scout learning opportunities

You might be tempted to use the term "Scout activity" to refer to traditional learning opportunities. This should be avoided since it implies that the proposal of the Scout Movement is based on certain activities that are ours. It is a mistake to think that some activities are "Scout" and that others are not. Accepting this notion means limiting activities to those that are on a pre-selected list. We should not talk about "Scout activities" but about "Scout experiences", i.e., those activities that are carried out and experienced through the Scout Method.

In the educational framework of the Scout Movement, the number of learning opportunities is unlimited. Their selection only depends on

- the interests and needs of young people.
- their being experienced through the Scout Method.



- their contributing to the purpose of Scouting.
- acceptable margins of physical and emotional security.
- adult support showing novel and challenging options.

Achieving a balance between learning opportunities

In Scouting, the range of learning opportunities is unlimited. However, the key to a successful Youth Programme is to strike a balance between all kinds of learning opportunities to ensure an impactful group life and the progression of young people.

If the focus is exclusively on learning opportunities with a variable dimension, the Youth Programme could become a set of activities without a purpose, without giving young people the opportunity to reflect on what they are doing.

This can contribute to the de-characterising of your NSO, losing consistency of ceremonies, councils and the sense of belonging and unity with the movement. The local groups will then have difficulties to achieve stability.

At the same time, if learning opportunities with a traditional dimension fill your NSO's Youth Programme, there is a risk that boredom may set in and group life will deteriorate. There is also the probability that young people's needs and aspirations are not being met.

Your NSO will become self-centred and isolated from events around it. This will not prepare young people for life and it could affect the harmonious development of young people in all the different areas of growth.

Characteristics of learning opportunities

"Childhood today is defined by overprotection. It became a rarity and not just in numerical terms. There is like schizophrenia, a contradiction in child development because, while there is an early accessibility to means and technologies, which give children more and more facilities to learn and communicate, they are denied their autonomy to play, go outside, play hide and seek with adults... That is, they are denied the basic experiences on which they build the foundations that allow you to acquire skills or have social relationships."³

In reality the concept of overprotection can be seen only in regard to children but also to young people. This reinforces the importance of learning by doing in Scouting as an essential element of the Scout Method to ensure youth engagement and development at all levels.

In Scouting, all the experiences lived through the different learning opportunities, enabling young people to build foundations that allow them to acquire skills or develop positive social interactions.

³ La Opinión, A Coruña: "A los niños se les niega ahora su autonomía para jugar", Francesco Tonucci:



A good educational learning opportunity, experienced through the Scout Method, has seven characteristics which make it an excellent learning opportunity: challenging, useful, rewarding, attractive, playful, safe, and inclusive.

- **Challenging**

The learning opportunity must present a challenge proportionate to the abilities of children and young people, stimulate creativity and inventiveness, and encourage participants to excel. The challenge must be proportionate to the capacities and level of maturity of young people. If the challenge is not challenging enough, it will seem silly and will not motivate young people to overcome it. If, on the other hand, the challenge is too great, it will immobilise young people and not motivate them to overcome it.

- **Useful**

The learning opportunity should offer young people experiences that allow them to discover and learn new things. To be considered educational, spontaneous, entertaining, repetitive or action-packed activity is not enough. It is necessary to offer young people the opportunity to learn.

- **Rewarding**

Young people must see the learning opportunity as beneficial. Perhaps they enjoyed taking part in something exciting, took pride in doing something for the first time or achieving something unexpected; or were pleased to be to be recognised for their contribution.

- **Attractive**

As the interests of young people vary according to their stages of development as well as their sociocultural context, it is necessary to offer a wide range of possible learning opportunities, appropriate to the different situations and contexts in which we have to act as adult leaders.

The learning opportunity should awaken the interest and willingness of the young person to participate and be active, because it is original, because they like it, or because they are attracted by the values inherent in the activity.

- **Playful**

All learning opportunities in Scouting have a playful dimension, i.e., a component of play, of joy, of fun. They also offer time for socialisation and expression; space for imagination, fantasy, and creativity; room for agreements and learning the rules; and opportunities for trial and error. Without this playful dimension, they may tend to become formalised and, curiously, lose their educational potential.

- **Safe**

While all learning opportunities are subject to a certain risk, young people and adult leaders must be able to perceive and control that risk, setting clear limits and safe procedures.

- **Inclusive and diverse**

Inclusion, along with diversity, means that learning opportunities are inclusive and value the diversity of the individual and the community in which Scouting operates.



Activities and Projects

Activities and peer groups

Peer education is particularly stimulated when young people are truly motivated by an activity that requires a special effort from each of them. Each young person is aware that the activity will not happen by itself. It will be necessary to combine individual skills and talents, assume responsibilities, and cooperate. In order to keep the activity or project running, it will be necessary to help those who have difficulties. The feeling of success is on one hand collective – "we have done it" – which strengthens the bonds between members, and on the other hand individual – "I did not believe that we would be able to do it." Thanks to the effort from everyone, each person is able to prove and achieve something unusual.

Young people should meet, interact, and get to know one another by planning and taking part in activities, sharing ideas, making decisions, working together, assuming responsibilities, joining resources and talents, and evaluating and celebrating successes. Activities in this sense represent the driving force behind the group's dynamic. To stimulate group life, activities must offer opportunities for constructive interactions.

Activities and adults

There are many ways activities can be initiated. The ability and developmental stage of young people must be considered when deciding which will be most appropriate in a given situation:

- Young people formulate their own activities based on their interests while being aware of the competencies they want to achieve. Adults act as facilitators and mentors for the development of the project. Young people organise and participate in the activities.
- Young people are encouraged to express and organise activities that correspond to their interests, with the support and guidance of adult leaders. Adults identify the learning opportunities that the activity could offer and link these opportunities to the competencies provided for the age section. Young people co-organise and participate in the activities.
- Adult leaders, having considered the needs and aspirations of young people, prepare and propose activities that offer stimulating learning situations coherent with the educational competencies for the age section and corresponding with the interests expressed by the group. Young people participate in the activities.

Regardless of the initiator, the proposed activity will need to be carefully analysed to determine how all elements of the Scout Method are integrated, and with *Safe from Harm* best practices also considered as part of risk management.



Young people must be involved at all levels and always in a manner appropriate to the abilities of the specific group. The leadership team's role is to actively engage young people in the entire life cycle of the activity, from conception to evaluation, and not just during the execution phase. Every stage is a rich source of learning opportunities. The Scout Movement advocates that the educational value of an activity increases significantly when young people are involved throughout the activity life cycle, and not mere consumers of the activity organised for them.

Adult leaders should actively facilitate the young people's learning experience.

- Supporting them in the development and refinement of their personal learning goals and subsequently creating a feasible plan and realistic schedule for reaching these goals, either for a single activity or over a period of time. Facilitating and scaffolding the learning experience helps young people to develop a deeper awareness and appreciation of themselves, the people around them, and their surroundings.
- Adult leaders help young people crystallise their thoughts and form opinions, be it on self-improvement or the betterment of future activities. Adult leaders should encourage young people to explore and discover and arrive at their own decisions. Only where health and safety are at stake should adult leaders impose their beliefs on the situation.
- Facilitating and scaffolding the learning experience builds on those decisions made in the previous stage to create a new experience. The new experience here may refer to a similar activity in the future or another activity.

Where a young person is at in their development determines their involvement in each phase of the activity life cycle as well as the intensity of adult support they receive. For a young Cub Scout or an inexperienced member of an older section, involvement in developing an activity plan could be challenging and require close support and regular coaching from adult leaders. The aim here is to progressively increase their level of autonomy and for adult leaders to slowly reduce their involvement. As young people advance, they should be more heavily involved in the unit's programme cycle as well as taking greater control in their learning experience.

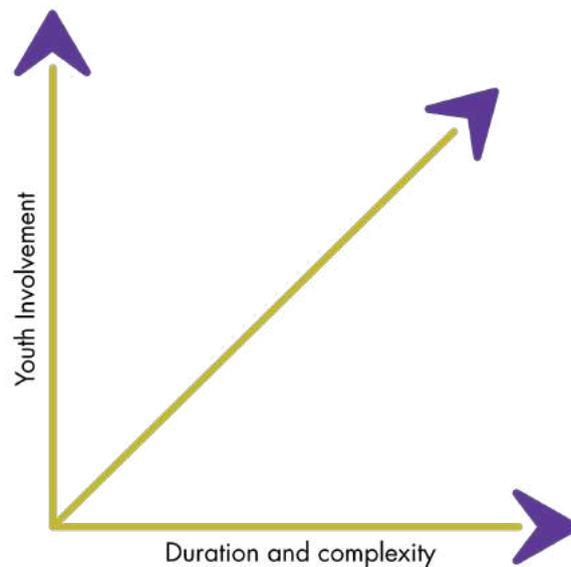


Fig.3

Figure 3. The relationship between the level of youth participation that can be achieved at different levels of maturity depending on the complexity of the activity

Even young children can have full autonomy in very simple situations, but more adult support and guidance is needed for more complex activities. Young people at the edge of adulthood can run most activities and projects themselves with only occasional advice and support from adult leaders.

From activities to projects

Young people should actively engage in the Youth Programme. The coaching, mentoring, and level of facilitation assumed by the adult leaders in the activities should diminish progressively as the young people acquire more knowledge and experience and assume greater responsibilities. This evolution is not aimed at making the adult leader's task easier, but ensuring that young people are empowered to make decisions and maximise the developmental outcomes of learning opportunities. It also ensures that the Youth Programme content remains relevant to all young people participating. In fact, it corresponds to a fundamental objective of Scouting, which is to help young people become autonomous and responsible for themselves.

The directed activities

At the most basic level, we have what could be called a directed activity. The adult leader prepares, organises and proposes the activity. This type of activity is usually undertaken for a short period of time. If it is carried out with good results, it has the advantage of invigorating the group and increasing self-confidence (provided that the activities correspond to the interests of young people).



However, the educational impact of this type of activity is necessarily limited; it is usually restricted to the acquisition of practical knowledge. If young people only participate in the activity and are not involved in the planning or reviewing stages, then the learning opportunity may be lost. Although the young person may view the activity as fun or engaging, it will not benefit the young person's development in the long term. In addition, since most of the responsibilities for preparing and organising the activity are taken by the adult leader, it is difficult to use all the elements of the Scout Method.

Youth-driven activities

If the activity allows each team to have a specific function in its implementation (or in its preparation), the next stage is reached, i.e., a youth-driven activity. This type of activity has a greater educational content: it offers young people the opportunity to try different functions and assume a wide range of responsibilities, which increases participation and enriches their experience.

In addition to preparation and implementation, it is also important that young people review the activity or project. This step ensures that young people have the opportunity to reflect on their own development as a result of the activity and consider what they did and how so that if they undertake the activity again it can be improved on or done in a different way to ensure that it remains relevant to them and to others.

Projects

At the highest level of combined complexity and participation, the activity can be considered a project. By a project we understand a set of interrelated and complementary activities that are carried out to achieve a specific purpose. A project usually combines several activities of a common theme and with a common goal. It is done during a period of medium or long duration. In this case, young people are involved in all levels of the activity from selection, preparation, and organisation to implementation and evaluation. They may form project teams, taking into account the skills and knowledge needed or those they want to develop as a result of the project. If the project does not go the way they intended, they will still learn from the experience and how they can improve upon it. The role of adult leaders is to support and mentor young people as they develop their projects and maximise the participation of young people. Even if the project does not go to plan, offer support and help them realise what they have learned from the experience.



Evaluating learning opportunities

Learning opportunities are evaluated on two levels:

1. The way the learning opportunity was prepared and implemented.
2. The experience created by the learning opportunity, taking into account the relationships within the group and between the young people and the adult leaders. It also includes the knowledge, skills, and attitudes which each individual acquires as a result of this experience that can lead them to achieving the educational competencies set for their age section.

Young people have a key role to play in evaluating both the learning opportunity itself and their personal experience. Helping young people to do this is an important part of leader training. The team councils, the unit assembly and the unit council are privileged settings to evaluate learning opportunities and young people's personal progression.



Fig.4



Annex 5

Programme Cycles

Introduction

Step 6 of the GPS shows the importance of generating learning opportunities that respond both to the interests and needs of young people as well as to the educational purpose of the Scout Movement.

In a broader sense, learning opportunities are all the experiences and situations that young people can learn from, both organised and spontaneous, so that they have the potential to gather and process knowledge, and acquire attitudes and skills that will help develop their individual character.

Programme cycles are an essential part of the experiential learning that takes place as a result of the individual young person's processing everything that has happened during an activity.

Programme Cycles

In this annex, we explore programme cycles and how they contribute towards the development of young people.

The programme cycle is a period in which learning opportunities are prepared, conducted, and evaluated in a sequence of phases; the way we apply the Scout Method is analysed; and the personal growth of young people is observed and recognised.

A programme cycle comprising many different learning opportunities is therefore made up of many experiential learning cycles where young people reflect on their own development and experience gained from a learning opportunity, experience which is then used in the development and implementation of a new programme cycle.

Features of a programme cycle

1. A planning tool

The programme cycle is a planning tool used to evaluate the current situation in the Section, plan changes and adjustments for the future, carry out the Youth Programme, and evaluate its results.

Length of a programme cycle

The length of the programme cycle can vary from three to four weeks or three to four months, depending on the learning opportunities proposed as part of the cycle. Often, it is young people through the Section Council, who determine the length of each cycle in line with past experience, the situation of the Section and – the most influential factor of all – the type of learning opportunities the young people have chosen. In younger age sections this may require additional adult support to facilitate and determine which learning opportunities young people to include in their programme cycle, ensuring that a balance of learning opportunities is achieved.



The cycle should not be shorter than the minimum time agreed because conducting interlinked sections and team activities requires time for organisation and for both types of activities to run smoothly. In some cases, adolescents may prefer medium- and long-duration activities, which cannot easily be accommodated in too short a cycle. It takes time to form an impression of whether young people have achieved the behaviour patterns envisaged in the objectives, since several agents are involved in this assessment

The cycle should not last longer than the maximum time agreed because a very long cycle is not suited to the rapidly changing interests of young people, especially the younger members. Young people need constant encouragement in their personal development, which they receive through recognition seals and progress badges. In a longer cycle these would be spaced far apart, as they are awarded usually at the end of a cycle.

The programme cycle is an empowerment tool

The process of designing and implementing a programme cycle should have young people at the centre as they are the primary consumers of the programme. As an empowerment tool, it presents an opportunity for young people to not only maximise their engagement in the programme, but also their decision-making and ownership for the youth programme. Overall, the more young people are involved in the design and implementation of the programme cycle, the more they will learn and experience as a result of being actively involved.

Hart's Ladder of Young People's Participation demonstrates this involvement and how it translates to what young people will learn and experience as a result of actively participating and making age-appropriate decisions as part of the programme cycle. Within Hart's Ladder model, young people have a right to choose the level of participation that they are comfortable with. This may depend on their abilities or the complexity of the learning opportunities.

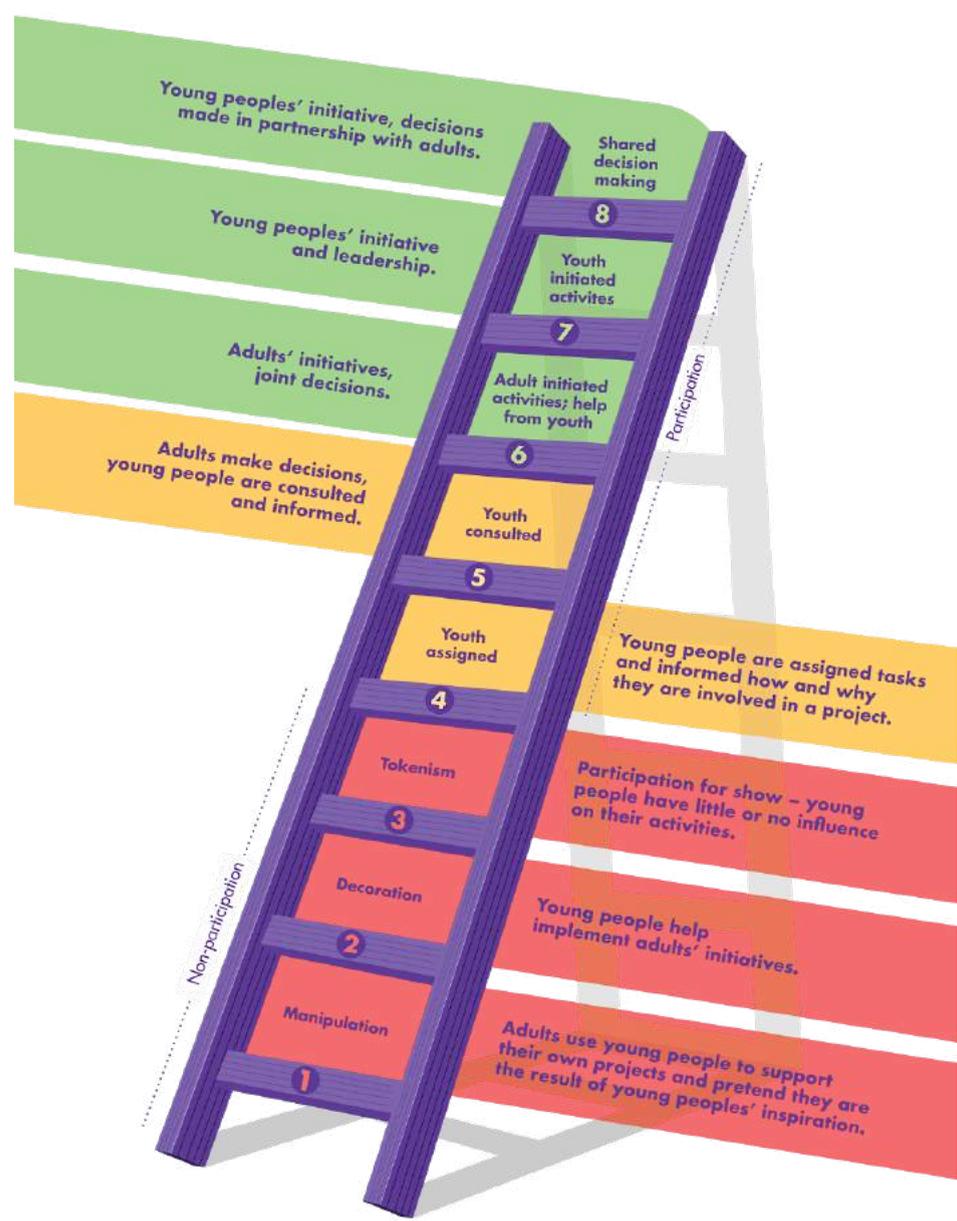


Fig.5



The various phases of the programme cycle

Programme cycle restructure of graphic:

1. Unit analysis and proposing/selecting learning opportunities
 - a. Conclusions of the personal assessment, analysis of the unit, and the preselection and proposition of the learning opportunities
2. Organising and preparing the learning opportunities
 - a. Design, organise and prepare the learning opportunities
3. Carrying out the learning opportunities
 - a. Run/experience the learning opportunities itself
4. Programme evaluation, reflection, and Review
 - a. Evaluating the learning opportunities and monitoring personal progression

The different phases of a programme cycle, especially the first three, coordinate different points in time and situations which give young people the opportunity to participate and to practise democratic life.

At first these steps may seem to represent a more complicated approach than some age sections usually take, but they are simply a sequence that orders and puts names to what is needed to encourage young people to actively participate naturally.

Baden-Powell used to say that "the Patrol system helps Scouts to understand that they hold considerable sway over what their section does. This system is what makes the Scout Section, and therefore Scouting in general, genuinely cooperative."⁴

The programme cycle is an efficient tool for listening and for young people to make this attitude part of their personality. New ideas emerge when we listen, and when there are no new ideas, we run the risk of "making the Scouts do activities that we think they should like".⁵

The Founder raised this concern repeatedly in different texts. He even brought it up in his farewell speech at the World Conference in The Hague in 1937⁶, when he said that "...before I take any decision of this kind [choosing activities], I ask the best authority: the young people themselves."

⁴ Baden-Powell, Aids to Scoutmastership, 1919

⁵ Baden-Powell, Aids to Scoutmastership, 1919

⁶ World Scout Conference, Baden-Powell, Robert, 1937



Fig.6

Phase 1: Unit analysis

While one cycle is ending with the conclusions of the personal progress assessments and achievements are being acknowledged, another cycle is beginning with unit analysis, which includes setting an emphasis, pre-selecting activities, and preparing a proposal of learning opportunities for the next programme cycle.

This analysis is adapted to the developmental age sections in an age-appropriate way, whereby the areas of personal growth are analysed and as part of the emphasis, ensure the new programme cycle is attractive, playful, challenging, inclusive and diverse, useful, rewarding, and safe and addresses the developmental needs of young people.

Often, the unit analysis may be conducted by a team council or unit council, particularly in more mature developmental age sections with support and mentorship from other more experienced young people or adults. This is a democratic process in the selection of learning opportunities that takes into account the developmental needs of young people in the section. In younger developmental age sections, more adult support may be required to analyse the programme and the activity proposal.

We can consider some of the following factors in the analysis of the programme cycle:



- **Team system.** The dynamics of young people in the section and how the Scout Method is applied to the section. The atmosphere in the peer group, the relationships between its members, internal roles of authority within the peer group (team leaders), the progress achieved, problems that have been carried over, outstanding tasks and future activities or projects.
- **Balance of learning opportunities.** A balanced programme is made up of multiple learning opportunities that allow young people to explore and develop across the six areas of personal growth (social, physical, intellectual, character, emotional, and spiritual development).
- **Experiential learning cycles.** The experience gained from the learning cycle is an important factor for young people in the analysis and proposition of a new programme cycle, whereby from the experience gained the decision to further explore other competency areas or challenges may be made.
- **Adult support.** Adults apply support and mentorship to young people in the analysis of the learning opportunities and help provide guidance to young people in the development and implementation of the next programme cycle.

Young people formulate an emphasis

Based on the general analysis, an emphasis is defined for the new cycle, with particular reference to the growth areas that need the most work.

The emphasis is a certain tone given to the new cycle, which arises from the unit analysis. It's a way of meeting the needs expressed by the analysis by strengthening the positive aspects that were identified, trying to mitigate or eliminate the negative ones, and directing corrective action for the cycle that is beginning. The emphasis represents a framework within which the programme cycle will operate.

ANALYSIS	EMPHASIS
Young people find the learning opportunities attractive. There is a good balance between the different dimensions of learning opportunities. All the growth areas are covered. However, there is a lack of diversity among the learning opportunities experienced.	Increase the variety of learning opportunities to keep them attractive.
There are too many unit learning opportunities and not enough for the individual teams.	Reduce the number of unit activities and encourage team-based learning opportunities
The life and atmosphere of the teams are not very intense	Strengthen the internal culture of the teams and work on the training of the team leaders' other youth roles.
Individual monitoring is not constant.	Each adult leader to enhance their coaching and mentoring of young people within their group.
No contact with other educational agents.	Establish links with the families and schools of the young people.
Too many learning opportunities are carried out in the meeting place and young people's progress shows they lack experience of life in nature.	Organise more outdoor learning opportunities in the next programme cycle.



Proposition and selection of learning opportunities

When you have established the areas of development for the next programme cycle, pre-select learning opportunities to help stimulate the flow of ideas from young people to what they may like to learn or achieve as part of the new programme cycle.

The proposition and selection of learning opportunities can commence as part of the programme cycle. From the established emphasis, young people can then propose and select the learning opportunities they choose to develop as part of the new programme cycle.

This proposal and selection process should be a collaborative and democratic, ensuring young people are actively involved in decision-making around the new programme cycle,

Acknowledging the roles of the small team, the process of proposing and selecting the learning opportunities should be a democratic one involving all young people and maximising their participation in the decision-making process, taking into account their ideas, aspirations, and developmental needs.

Competency assessment

As part of the selection process, emphasis must be given to the achievement of competencies and the developmental needs of young people. Repetition of the previous programme cycle does not meet the needs of young people, nor does it challenge or motivate young people to achieve a new competency base.

In this assessment of competencies, we do not want to follow a “checklist” approach in the race to attain badges, etc., but assess the skills and abilities of young people to help guide and mentor them in the direction to assist their developmental needs.

Adult support

Adult leaders people in the selection of the proposed learning opportunities. Having considered the needs and aspirations of young people, adults ensure the programme is best suited to these developmental needs and that the proposed learning opportunities achieve a balanced programme cycle for all young people in the section.



Phase 2: Programme organising, designing, and preparing the learning opportunities

In this phase the team and unit activities that have been selected are organised into a calendar. Once the unit assembly has approved the calendar, each activity is designed and prepared.

Programme cycle plan

Incorporating all selected learning opportunities into a plan, timeline, or calendar for the new programme cycle is a useful way to capture the sequence of learning opportunities for the programme cycle and provides a pathway for completion, noting all learning opportunities and potential achievements through the progressive scheme.

These calendars or plans may also take into account any special events or occasions that factor into the programme cycle as determined by the country in which you NSO operates.

Some NSOs have introduced the concept of Programme Areas, which are used in the context of programme planning and provide a bridge between the learning opportunities of the Youth Programme and the progressive scheme.

Defining learning opportunity objectives

EXAMPLES OF LEARNING OPPORTUNITY OBJECTIVES	
Learning Opportunity	Objectives
<p>THE TEAMS GOT RHYTHM! Choosing a melody, composing a song, making instruments, needed to play it, organising a festival, presenting the song and choosing a winning number are some of the challenges of this learning opportunity, which puts the young people's musical skills, creativity, and humour to the test.</p>	To become familiar with and learn to make simple musical instruments.
	To develop artistic and musical skills.
	To develop team-working skills.
<p>A COMMUNITY VEGETABLE GARDEN It was decided to create a community vegetable garden on the land behind the Scout Group premises. Each team will be responsible for one part and will have to dig up the ground, plant the vegetables, water and maintain it and finally harvest it. The vegetables will be given to families in need.</p>	Discover the natural process of plant growth.
	Experiment with the different tasks required to achieve a good harvest.
	Experiment with cooperative work.
	Experience working for the community.

The objectives of a learning opportunity are the practical outcomes we hope to have achieved in the group of participants at the end of the learning opportunity. The individual learning that has occurred during the learning opportunity relates to the holistic competencies and what experience young people have gained as a result.

Defining the objectives in writing is essential for evaluating the activity afterwards, since evaluation consists of establishing whether the proposed objectives were achieved.



Phase 3: Carrying out the learning opportunities

Once the activities have been selected and organised, the sections and teams move on to the central phase of the cycle, which represents most of the time available. This phase involves what young people love most: doing things! It also involves what interests adult leaders most: supporting young people in their individual development.

Based on young people's plans and aspirations

The plan and design of the programme cycle are determined by the young people who are the participants and primary consumers of the learning opportunities that make up the programme cycle. Therefore, the learning opportunities carried out in the “doing” phase of the programme cycle are based on the plans and aspirations they have set. This might include goals that they are trying to achieve or a specific project they are working on.

Active participation

Execution varies depending on the complexity of the learning opportunity that is being implemented. However, it is important that young people have the opportunity to actively participate in the learning opportunity so that the experience of the activity, project, role, etc., is maximised.

Programme risk management

The programme cycle learning opportunities must also take into consideration *Safe from Harm* practices, ensuring that the learning opportunities selected are within the competencies range for the section.

Not only does this mean that the learning opportunities are carried out in a safe way for young people, but also that they can help young people to discover their own abilities and the abilities of their peers. For example, many learning opportunities such as rock climbing or sailing will always have some degree of risk; however, it is how this risk is managed to provide a safe environment for young people that makes all the difference, remembering that learning happens in the proximal zone.



Phase 4: Programme Evaluation, Reflection and Review

The evaluation and reflection of learning opportunities is a crucial phase in the programme cycle. This phase is where young people have the opportunity to reflect on their development, the development of their teams or peers, improvements for the next programme cycle, and what went well and what could have been done better. It also is the final phase that links into the next programme cycle.

Evaluation of learning opportunities

This step ensures that young people have the opportunity to reflect on their own development as a result of the learning opportunity and to consider what they did so that if they undertake the learning opportunity again it can be improved on or done in a different way to ensure that it remains relevant to them and to others.

From the evaluation of the learning opportunities and overall programme cycle we can also determine how well the programme cycle went in terms of motivating young people and how engaged they were in the delivery and participation of the programme.

The programme cycle evaluation is not only useful in terms of recognising the achievements and development of young people, but also in determining how engaging the programme was and what could be changed so that the next programme cycle is more attractive.

Reflection on personal progression

The reflection on individual personal progression is also an important part of the programme where young people not only evaluate the learning opportunities, but also have an opportunity to reflect on their own experiences and development as a result of their participation in the programme cycle.

Continuous improvement

At the end of one programme cycle, we begin another. Taking into account the experiences of the previous programme cycle young people can build on and improve the learning opportunities they wish to undertake as part of the next programme cycle.

Let's look at an example.

As part of the programme cycle, a team of Scouts decide to go on a two-day hike, taking on new skills and testing their abilities. At the end of the programme cycle and the evaluation of the learning and experience gained from the hike, they may decide to go on another hike as part of the next programme cycle to further test their newly developed skills or in a different location/terrain to offer different experiences. This element of continuous improvement means that they can further develop competencies needed for different learning opportunities and improve or build on similar activities they have done as part of previous programme cycles.



LO.01 Tool to Improve Educational Activities: the Reference Activities

Introduction

Many of the day-to-day activities observable in units and Scout groups are inspired by activities carried out in national or international events, training courses, and even presented in the traditional literature of the Scout Movement, which is produced by NSOs or WOSM.

Many of these activities experienced by young people and adults, either in Youth Programme events or on training courses, served as reference to educators when designing or proposing activities for their units.

When we talk about reference activities, we refer to a type of educational activity that functions as a source of ideas or inspiration for activities that can be carried out in the units while introducing innovative elements and improving the quality of the Youth Programme.

With reference activities, young people and adults have the opportunity to have a full first-hand experience of the concepts that are proposed by literature, training, and guidance.

Strategically speaking, reference activities are valuable tools to support the implementation and improvement of the Youth Programme. Showing the concepts that arise from theory through practice facilitates the understanding to later adapt and implement these concepts to the educational practices of our NSOs.

Objectives

This tool is intended to

- explore the concept of “reference activities” and analyse their importance in an innovative and quality-improving strategy for the Youth Programme.
- identify your motives, procedures, and styles of event organisation in relation to reference activities.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO’s Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO while designing or reviewing its Youth Programme.



How to use this tool

1. Individually, read the text "Reference Activities" (annex).
2. Split into teams:
 - a) Analyse the concept of reference activities and its usefulness.
 - b) Answer the questionnaire and report your findings.
3. Have each team draw conclusions and later, in a plenary session, reach final conclusions with the whole group.

Questionnaire on the Reference Activities in our NSO

Educational Quality Improvement Strategy	
<p>1. Do our events respond to a strategy to improve the quality of the Youth Programme?</p>	<p>Organise activities according to the strategic needs. You should not organize events just because you think this is one of our core functions to comply with a calendar, to generate economic income for your NSO, or because it has been a long time since you held an event.</p> <p>When the Youth Programme's field representatives are considered only as event organisers and not as the ones in charge of improving and adequately implementing the programme in their territory, events in themselves are considered a goal.</p>
<p>2. Do we design our events from clearly defined objectives that are aligned with the NSO's strategy for the area of Youth Programme?</p>	<p>Sometimes, events have the exchange of knowledge between young people or fundraising for the organisation as the main and almost only objective. We don't mean that these aspects are not important, but when prioritising them almost exclusively, the content and activities are not the central aspects in the design of the event.</p>



Innovation	
3. In our events, do we propose something different from what is being done in the units and Scout groups?	In other words, do we offer "more of the same"? The event must ensure that young people and adults have the opportunity to experience activities that they do not usually have the opportunity to carry out in their units or groups.
4. Do we dabble in unexplored youth programme areas or topics creating difficulties for those responsible for the units?	For this, the Youth Programme team must clearly identify the unexplored areas or topics that create difficulties for those responsible for the units.
5. Do we give a new approach to traditional activities?	Are you updating activities that, for some reason, have ceased to be done but that we still consider valuable?

Event Organisation	
5. Do we consider the young person's point of view in the design of our national activities?	When organising the NSO's events, do you consult young people about the content for it?
6. Are the decisions, design, and definition of the events in the hands of the Youth Programme team?	Do you entrust the design and core formation of events to your Youth Programme Team, or a team assigned by the Youth Programme.
7. Do we explore activity models carried out by different levels of our NSO or other NSOs?	The Youth Programme team explores permanently the activities and events organised by districts, regions, or areas of your NSO and other NSOs as a source of ideas for our events.



ANNEX

Reference Activities

Introduction

Many activities traditionally carried out in units are inspired by several sources:

- Literature produced by NSOs and WOSM
- Training courses
- National or international events

These sources work as inspiration or reference for Scout educators when they are designing and adapting activities and projects in their units.

We call them reference activities.

Concept

Reference activities are one type of educational activity organised by various levels (district, region, global), which work as a reference and are part of a strategy to improve the quality of a Youth Programme.

They not only have an educational value but also a strategic value since they introduce innovation. They are a “plus” to the activities that are usually performed by the units.

Unlike a text or a training session, the main strength of a *reference activity* is realising many of the suggestions and ideas promoted in theory.

Throughout the reference activities, both young people and adults have the opportunity to go through a full first-hand experience of educational concepts that are presented in the literature, training, or given as advice to the adult volunteers.

Prerequisites for reference activities

- Form part of a strategy for the improvement of your NOS’s Youth Programme. Introduce innovation. The activity must offer both young people and their educators the opportunity to experience activities that are not usually done in the units, either because of the complex planning required, or because the programme content is considered new and not bound to pre-set formats. For example, a Moot may be a camp of a week or three days, performed in an urban environment or rural, containing routes of exploration, etc.
- Introduce content that, by its difficulty or novelty, is rarely explored in activities. This is especially important in the processes of change and implementation of a new Youth Programme.



- Venture into unexplored areas of the Youth Programme. Offer a new approach to traditional activities or update activities that for any reason have ceased to be done but are still considered valuable.
- Give the possibility of experiencing the dimension of the Scout Movement, beyond the traditional activities from the unit or Scout group.

Some common problems with reference activities

- a) The execution of an activity is considered an end in itself. This usually happens when the role of the Youth Programme team is seen as to organise events not to manage and improve the quality of the Youth Programme.
- b) The decision and definition of an activity is not in the hands of the Programme teams but under the responsibility of other areas that do not take into account the considerations, criteria, or strategy of those who manage the Youth Programme.
- c) Activities have other purposes. For example, when activities are motivated by financial profit, or the sole purpose is the exchange and understanding between young people, or simply because it has been a long time since they held an event. These reasons should not be the only reasons for organising an activity.

Conclusion

Reference activities are part of the tools your NSO can use to improve its Youth Programme. They must be organised as part of a clear strategy of improvement of the Youth Programme.

The decision to carry out a reference activity, and its style and content should be defined by the National Programme Team, even when diverse actors from the NSO intervene in the event organisation.



LO.02 Tool for Developing Educational Activities and Learning Opportunities

Introduction

Scouting's proposal is based on the concept of learning opportunities, in that as well as having fun together, every activity, project, experience, role, and responsibility within your NSO contributes to the young person's development.

In the main, the young people are protagonists of the activities, as in they propose, select, prepare, develop, and evaluate them, and above all, they have fun!

In this tool we invite the teams responsible for designing or reviewing your NSO's Youth Programme to prepare some examples of educational activities, and interpret the learning opportunities to share with their NSO.

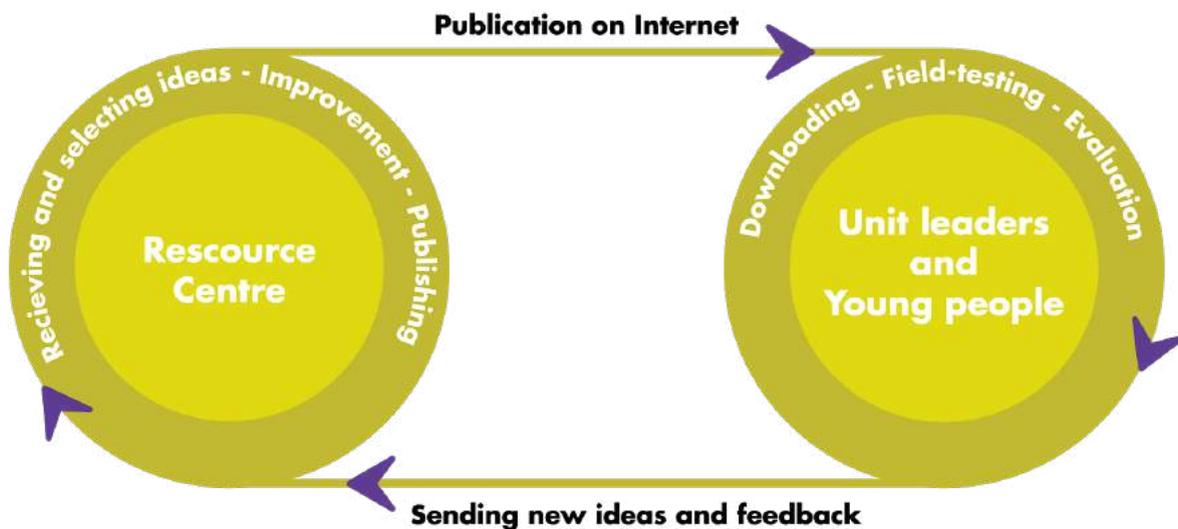


Fig.1



Objectives

This tool is intended to

- help understand the characteristics of a good educational activity.
- help design an educational activity.
- consider activities as a source of learning opportunities.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

This tool is best used in a small group of young people, or including young people.

1. Choose a template that will best suit the needs of your NSO (example below).
2. In a small group, follow the text and ask the questions from the sections below.
3. In a plenary session, discuss the group's findings and agree the content to complete the template.

A learning opportunity is a flow of experiences that gives the young person the possibility to acquire knowledge, skills, and attitudes that may correspond to one or more competencies. Those experiences are built around the interaction of young people in group life and also in the creation, development, and evaluation of educational activities, as well as their participation in the activity itself, or the celebration of the same.

You are likely to develop a new educational activity for one of two reasons:

1. Young people want to take part in a specific activity.
2. To enable young people to build specific educational competencies.

Mostly it will be for the first reason, but either way the approach is the same.



Characteristics of a good educational activity:

- Experienced through the Scout Method.
- Has seven characteristics: (step 6)
 1. challenging
 2. useful
 3. rewarding
 4. attractive
 5. fun
 6. safe
 7. inclusive

WHY: Mission of Scouting

The Mission or Aim of your NSO, reflective of the Mission of Scouting, is WHY you do what you do. It is presented as the goal of your Educational Proposal and as educational competencies in your Youth Programme. The educational competencies will cover each area of growth: social, physical, intellectual, character, emotional, and spiritual. Each of the learning opportunities will offer young people the chance to build on their knowledge, skills, attitudes, and values and ultimately develop the competencies they set out to achieve. The Youth Programme is everything we do in Scouting and the Learning Opportunities are all the pieces that together become your Youth Programme.

Example of Educational Competencies
See step 3 for Final Educational Competencies, and step 4 for Section Educational Competency examples

As well as educational competencies, each activity has general activity objectives.

Example of Activity Objectives
1. All Scouts have the opportunity to participate in the planning and the agreed plan is followed with everyone playing their part
2. All arrive home safely having enjoyed the experience and learned from it.
3. Each Scout has the opportunity to gain some knowledge, skills, attitudes, or values that contribute to specific competencies they wish to develop.



HOW: The Scout Method

The Scout Method guides the HOW in Scouting. The Scout Method is defined as a system of progressive self-education. It is one method based on the interaction of equally important elements that work together as a cohesive system. The implementation of these elements in a combined and balanced manner is what makes Scouting unique.

The following questions can be useful when considering how your activity includes each of the elements of the Scout Method:

The Scout Method Questions for Learning Opportunities	
Promise and Law	<ul style="list-style-type: none"> - How are the values of our NSO and the Law reflected in this activity? - Is there a practical way to enhance the activity using the Promise and Law? - How will the values of Scouting be evident in the way the team works together to create, organise, prepare, carry out, and reflect upon the activity? - What do the individuals contribute?
Learning by Doing	<ul style="list-style-type: none"> - How will this activity enable the individuals and the group? - Will the learning happen in an exciting and enjoyable way? - What role will everyone play in the design, organisational, development, participation, and evaluation processes, and does the role suit their development needs? - Will this activity provide opportunities for young people to be the advisors or instructors, to pass on the knowledge they have gained, or to be supportive of others' participation and learning?
Personal Progression	<ul style="list-style-type: none"> - Which of our NSO's educational competencies can be the main focus in this activity (less is more)? - What other specific competencies can individual young people progress towards during this activity? - What methods of reflection and/or recognition are suitable to capture the learning and individual development? - What are the unintended competencies that may be encouraged?



<p>Team System</p>	<ul style="list-style-type: none"> - What are the roles of the team members in developing and organising the activity? - How is the team system visible during the activity, and which of the elements will be enhanced by it? - How is the learning environment of the team evident?
<p>Adult Support</p>	<ul style="list-style-type: none"> - What supporting role will the adult have in this activity? - How is the adult’s knowledge utilized to benefit the outcome of the activity and young people’s development?
<p>Symbolic Framework</p>	<ul style="list-style-type: none"> - What concept or themes will facilitate learning through dreaming up, creating, developing, practising, evaluating, and celebrating this activity, and what form will it take in the different phases? - How will the symbolic framework engage everyone’s learning and development? - What is the added value that the symbolic framework brings to the activity?
<p>Nature</p>	<ul style="list-style-type: none"> - How does this activity benefit from its connection to nature? - What will be learned about which part of the natural world and our responsibilities to it? - What opportunities and challenges can be harnessed from nature to improve this activity?
<p>Community Involvement</p>	<ul style="list-style-type: none"> - What are the participative skills used/encouraged in this activity in the group, and how are they transferable to development in the wider community? - How is diversity evident in this activity? - How will it be improved with intercultural and/or intergenerational engagement/exploration?



WHAT: Learning Opportunities

Scouting contributes to the education of Young People through its structured and active Youth Programme. Activities are its essence, and the involvement of young people in their creation, development, and evaluation, as well as their participation in the activity itself, or the celebration of the same, provides valuable learning opportunities.

Create a template for activity handouts, using the headings in the example below.

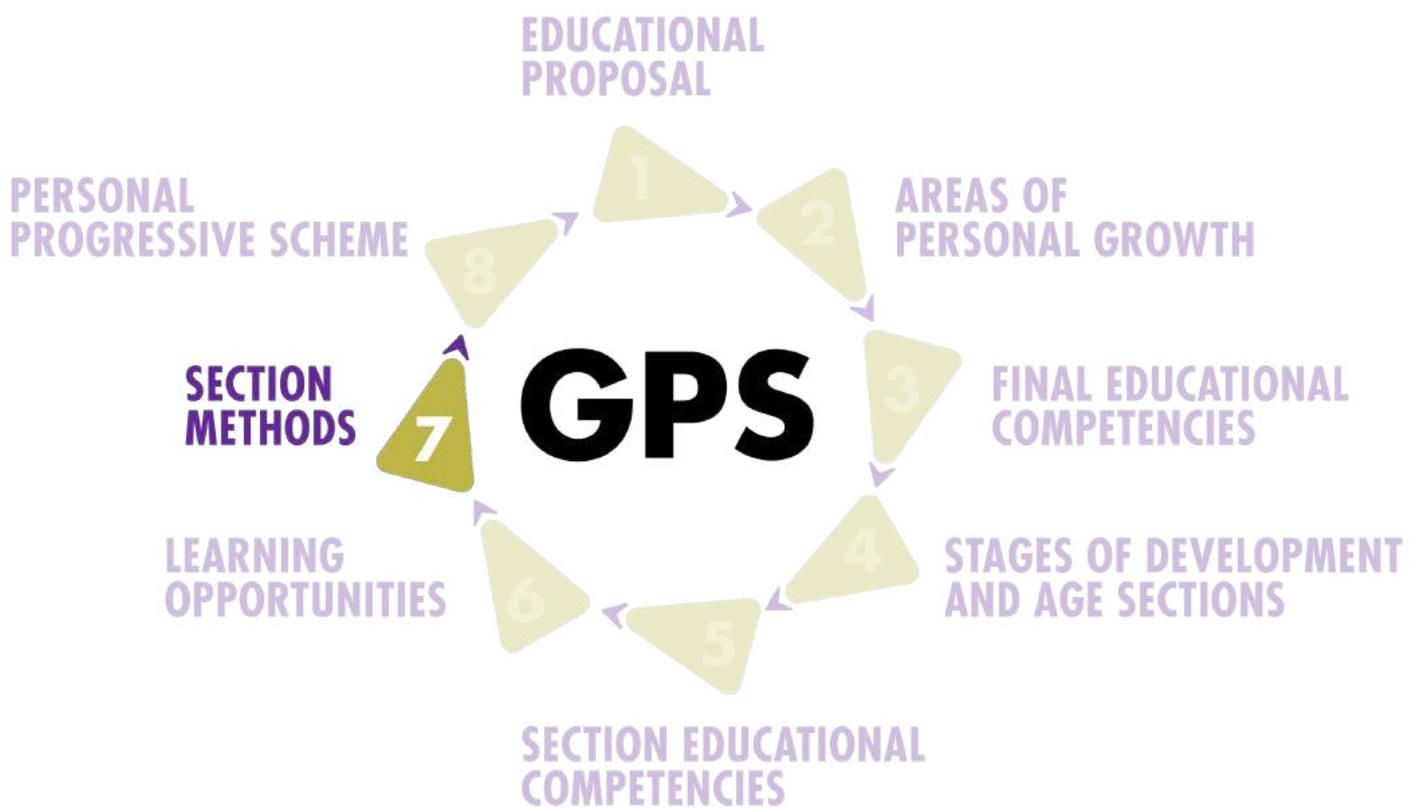
The template should be kept as simple as possible while still including all pertinent data. It should be easy to understand and attractive. Ideally it is two sides of an A4 page. Additional technical knowledge or cut-out patterns, etc., may be added as appendices.

Content of an Activity Handout	
Identification	Name of activity; age section name; area of growth; date of issue
Logistics	Most suitable place for this activity; duration; number of participants
Objectives	Both activity objectives and specific competencies (as above). The activity is evaluated to assess the experience of young people. The competencies are reviewed to assess young people's learning.
Description	A breakdown of the activity including the steps involved in prerequisites, preparation, implementation, evaluation, and celebration. Information may be allocated against time, those responsible, and materials required.
Reflection	Reflection is most important to capture young people's learning and development during the activity.



Name of the activity		Description of the activity		
Growth area	Section:			
	Illustration			
	Summary of the activity			Place
	Objective of the activity			Duration
				Participants
	Helps achieve the following educational objectives:			
	Author			Material:

Fig.2





Section Methods

Introduction

The Scout Method supports the development of young people in the different age ranges as defined in your NSO's Educational Proposal. To comply with this, the Scout Method should be adapted to each age section according to the needs and abilities of young people.

Step 7 of the GPS directs the adaptation of the Scout Method to each of the sections.

Concept

The Mission of Scouting is to contribute to the education of young people, through a values system based on the Scout Promise and Law, to help build a better world where young people are self-fulfilled as individuals and play a constructive role in society.

This Mission is fulfilled by applying the **Scout Method**, which makes young people the main protagonists in their own development, so that they may be autonomous, supportive, responsible, and committed people.

What is the Scout Method?

The Scout Method is a system of progressive self-education, based on the interaction of equally important components, which act together as a closed system.



Fig.1



The Scout Method is a fundamental aspect of Scouting, and is expressed through the following elements:

1. The Scout Promise and Law:
a personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and everything a Scout wants to be. The Promise and Law are central to the Scout Method.
2. Learning-by-doing:
the use of practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development.
3. Personal progression:
a progressive learning journey focused on motivating and the use of practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development.
4. Team system:
the use of small teams as a way to participate in collaborative learning, with the aim of developing effective teamwork, interpersonal skills, leadership¹ as well as building a sense of responsibility and belonging.
5. Adult support:
adults facilitating and supporting young people to create learning opportunities and through a culture of partnership to turn these opportunities into meaningful experiences.
6. Symbolic framework:
a unifying structure of themes and symbols to facilitate learning and the development of a unique identity as a Scout.
7. Nature:
learning opportunities in the outdoors which encourage a better understanding of and a relationship with the wider environment.¹
8. Community involvement.
active exploration and commitment to communities and the wider world, fostering greater appreciation and understanding between people.

The implementation of these elements in a balanced, combined way is what makes Scouting unique.

¹ The Scout Method, WOSM, 2019



Carefully read through the description of the Scout Method as adopted by the 41st World Scout Conference and given in <[Scout Method Document](#)> before progressing.

Adapting the Scout Method

The Scout Method is intended to stimulate the development of young people, through all age ranges of Scouting.

The 2019 edition of *The Essential Characteristics of Scouting* explains:

“That self-education is also progressive. The Scout Method, while retaining the same basic elements, adapts them to the different stages of young people’s development from childhood to the end of adolescence and early adulthood. It takes into account the characteristics of each age group to stimulate the discovery and development of new capacities and interests and to open doors to further stages, taking into account each individual’s own pace.”

This means that the Scout Method should be adapted to each of the age ranges, according to the needs and interests of young people. This adaptation is another layer in the design process that must be done during the development of your NSO’s Youth Programme.

In each age section, from the youngest to the oldest, the same methodological elements are present: Scout Law and Promise, learning-by-doing, team system, symbolic framework, etc.; however they take a form adapted to the characteristics, aspirations, and capacities of young people. All the elements are adjusted according to the characteristics of each age range, such as the capacity for autonomy, degree of demand for responsibility, need for emotional security, methods of expression, capacity for cooperation within the group, etc.

Consequently, the role of the adults in the group will also vary according to the age range in question. One can describe the changes taking place from the younger to the older age sections in the following way.

Widening the frameworks

At first limited to the immediate family and environment, the living and playing environments widen. The same evolution takes place in Scouting.

Activities and camps are organised in a vast field of action and offer the opportunity for increasingly varied contact and discovery. At the younger age level, activities are short and take place in the immediate environment. At the older age levels, international gatherings and service or solidarity activities enable young people to become aware of the intercultural dimension, and that the world is theirs to explore.

From the concrete to the abstract

As the child grows, their thinking moves from the very concrete towards the more abstract. The young child takes statements, including metaphorical language, very literally, and they understand the world through the immediate and concrete. In adolescence, they



begin to think rationally, systematically, and hypothetically – their level of abstraction reaches a new level, where they can discuss ethics and philosophy.

As an example, the Scout Law is understood through very concrete actions for the youngest, while young adolescents discover living values: loyalty, trustworthiness, etc., through the Law. Through their projects, young adults gain direct experience of the meaning of universal values such as democracy, the right to be different, tolerance, etc.

From the imaginary to the reality

A small child's imagination is fired by the magic of legends. Towards the end of childhood, young people also easily identify with imaginary role models whose qualities and success they want to emulate through play and activities.

In adolescence, the characters with whom a teenager identifies almost exclusively come from real life: champions, contemporary stars, and scientists, etc. Young people no longer emulate their role models through play, but are more inclined to imitate the attitudes they perceive their role models to have.

From the small group to society

The activities and life of the group form part of an increasingly vast network of relationships, in which young people themselves take on greater responsibility. Gradually, activities put young people in direct contact with real social life, and allow them to experience true adult roles through social service or community development projects.

From perception to prediction

The small child is perception-bound, meaning that they assess the world and act on their immediate surroundings. Their actions tend to precede thinking, and they have difficulty making causal connections, assessing the consequences of their actions, etc.

For young people this has changed. Their perception of their surroundings includes a strong element of prediction. They become able to predict the consequences of their actions, and therefore tend to think before they act.

Adapting the Elements of the Scout Method

The adaptation of the elements of the Scout Method to the age sections depends both on how the age sections are set up, and on the cultural context of both your country and your NSO.

It is therefore not possible to give universal recommendations as to how the Scout Method should be adapted to the age sections. Instead the following is intended to aid the considerations in your NSO. The supporting tool/annex Scout Method and Stages of Development gives examples of such adaptations in a tabularised form.



The Scout Promise and Law

The Scout Promise and Scout Law need to be formulated in terms that are understandable for young people to which they are addressed. In other words, they need to be adapted to the culture and age of the young people for whom they are intended.

The Scout Promise and Law are not sacred tests that have been revealed once and for all, to be framed, hung on a wall, and forgotten about. They are tools that should be adapted and fine-tuned to do what is expected of them.

It is, therefore, recommended to have a different text for every country, and even for each age section, to ensure that the goals of the Movement are expressed in an appropriate and comprehensible manner. Baden-Powell also used this approach when he, in *The Wolf Cub's Handbook*, proposed a *Law of the Wolf Cub Pack* and a *Wolf Cub's Promise* using simpler language and fewer points than the *Scout Law* given in *Scouting for Boys*.

Learning-by-doing

For young children, learning is primarily through physical activity. Games and playing are important learning opportunities as they give young people the opportunity to contribute and collaborate. As the Scouts grow older, their articulation of ideas and thoughts also becomes part of the "doing" as a learning activity. Scouts take action to facilitate change towards a particular purpose, and the process is simultaneously an opportunity for learning and for their development and that of others.

The complexity of the educational action carried out by the Scouts themselves increases as they mature. This is reflected in the figure (ref figure of engagement vs. complexity in "Learning Opportunities").

Reflection is an important aspect of learning by doing. As the Scouts' capacity for abstraction increases, their ability for abstract reflection and meta-reflection will increase, too. The youngest will be very concrete, answering a question like "what activity did you like the most today", moving through questions such as "why did you like it" and "what did you learn from it" to a question such as "how did you learn from it".

One of the characteristics presented in the model of leadership in Scouting is the process of learning by doing, as "Scouts take action to facilitate change towards the purpose, but the process is simultaneously an opportunity for learning and development of others."²

Personal progression

As a part of the Scout Method, personal progression is informed by the thoughts and results from areas of personal growth (step 2) and by the section educational competencies developed (step 5), to be a progressive learning journey that motivates and challenges young people through a wide variety of learning opportunities (step 8).

² 21st Century Leadership in Scouting, WOSM, 2017



As part of the Scouting experience, it is important that the Scouts perceive that they are progressing and are motivated to do so. The symbolic framework of the section ensures the approach is age appropriate.

Progression can be achieved at all ages by ensuring that young people regularly find themselves outside their comfort zone, in their zone of proximal development — i.e. doing activities that they can only do with guidance, whether from more experienced members of the team or from adults. In the younger age sections the leaders will need to know their young people very well to guide them through this process of learning, and self-assessment.

Team system

When adapting the team system to the age sections, the evolution of the autonomy of the teams is one of the most important aspects to consider. Questions to discuss in connection to this is the complexity of tasks on which the team can work with full autonomy, and the time frame for which the team can be independently responsible.

There are different models for discussing the evolution of team autonomy. Traditionally, the question has been addressed by looking at the *degree* of autonomy and responsibility as growing throughout, while other models focus on the changes to the *nature* of their autonomy and responsibility.

This latter model would take as its starting point the ways in which young people display autonomy and responsibility, what types of decisions they prefer to take themselves, and how the dynamics of leadership evolves.

The model of leadership presented in *21st Century Leadership in Scouting* describes leadership as a fully collaborative process. This means that leadership is a characteristic of the team rather than of the individuals comprising the team.

Another question to consider is the democratic organisation of the section unit. What structures and democratic processes need to be in place to ensure not only a high degree of adherence to the decisions of the section unit, but also agreement and a sense of ownership to the decision by the Scouts in the section unit.

The basic organisational structure of the small team also provides a learning environment that facilitates the development of a young person's personal and group capacity through pooling and building on their individual skills, talents, and experiences. In this way young people learn from each other and learn together through the roles they undertake as part of the team.

In considering team leadership, Scouting defines the leadership process as involving more than one person. This does not mean that these "others" in the team are passive followers, subjected to the views and direction of any individual "leader". Rather, interplay constantly exists between any single individual and the others, with actors taking turns to influence the dynamic of the group. Given that a common vision exists, these influences will all work to collectively move the group towards a shared purpose.³ While this is true in all age sections,

³ 21st Century Leadership in Scouting, WOSM, 2017



the level of responsibility brings us back to the very first question on the evolution of autonomy of the teams in the age sections.

Adult support

Scouting offers the potential for a learning community of young people and adults, working together in a partnership of enthusiasm and experience.⁴

The details of the role of the adult will depend on many factors, including the models of autonomy and leadership that are employed for each section in the team system.

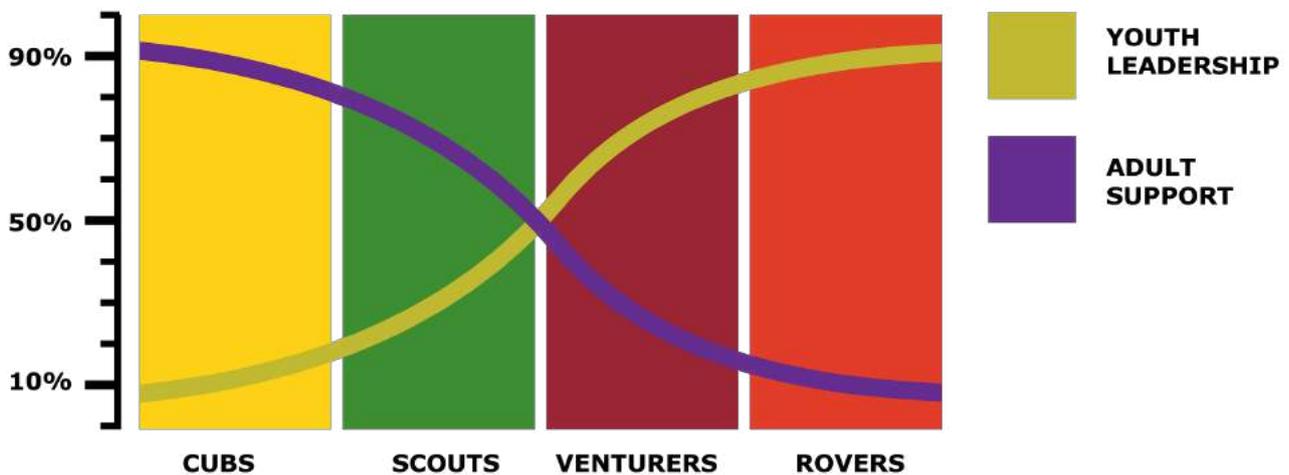


Fig.2

A stimulating adult presence is essential to applying the Scout Method. The partnership between young people and adults is one of mutual trust, respect for each other, and the purpose of Scouting. The nature of the partnership changes through the age sections. In each age section, the adult will be a facilitator, a supporter, and a mentor to young people, emphasising the youth-led nature of Scouting. In the background, the adult also takes care to ensure the Youth Programme has educational content, that young people are safe from harm, and that the unit's good governance is maintained. It is important that the adults have a good understanding of the age group in order to be able to identify the minimum level, and the type of support needed for young people to achieve the goal or solve the problem they have been set.

This understanding also enables the adult to ensure that young people assume the primary leadership and responsibility for important learning decisions (e.g. choosing learning opportunities, monitoring and assessing progress).

⁴ The Essential Characteristic of Scouting, WOSM, 2019



Symbolic framework

The use of age-section-specific elements of the symbolic framework creates a sense of belonging with the section, while the symbolic framework of the local group, district, NSO, and the international Scout Movement are meant to facilitate an enduring sense of belonging within the Scout Movement.

Traditionally, the narrative, or imaginative, part of the symbolic framework has been an important aspect of the section-specific symbolic framework, especially in the younger sections. Such a narrative framework can provide role models for Scouts in the form of characters that belong to the narrative world of the framework. For this to work, it is important that this narrative frame is fully consistent with the values of Scouting such as they are expressed nationally and internationally today.

In the older age sections, it is equally important to find a hero, a topic, or an approach that will inspire and enthuse young people.

As an educational tool, your NSO should consider having an overall framework for the Personal Progressive scheme, which is then tied in to your different age sections in an appropriate way.

Nature

The Youth Programme uses and connects to the natural world in many ways.

Nature is the setting for adventure and discovery from early, brief excursions into nature to expeditions. It starts as a playground that the imagination turns into scenes of adventure to become the target of expeditions of real-world adventures (nature as both a setting and a self-chosen obstacle to be defeated).

Nature is also a source of wonder. Through observation, it offers a route towards knowledge of nature and a connection with the spiritual world.

Nature is the focus of activities developing and expressing the obligation towards the natural world and our globe. This ranges from emerging ecological awareness through preservation activities, to large-scale projects advancing and advocating the integrity of the natural world, for example as expressed in the Sustainable Development Goals on climate action, life on land, and life below water.

The use of nature in each age section should include all these aspects in a way that is appropriate for the maturity and experience of the Scouts in the age section.

Community Involvement

Community involvement is the newest addition to the description of the Scout Method.

The basis for community involvement is the idea that Scouting does not exist in isolation, but is always a part of the society that surrounds it, and therefore needs to interact with the surrounding world. This element therefore includes the many ways in which Scouting at the local level interacts with the surroundings, both inside and outside the Scouting family.



The implementation of community involvement progresses through the age sections in terms of the community that the Scouts can relate to, starting with the immediate communities of family, school class, and section unit widening throughout the programme to eventually encompass the entire community of humans.

An important aspect of this is also the gradual discovery and exploration of the community of Scouting. Meeting Scouts from other places and imagining what it is like to be a Scout in another country (or even just another part of the country).

Another perspective in the adaptation of community involvement to the age sections is the nature of the interactions. From simple good-turn types of interactions to complex service projects and intercultural experiences.

The third aspect is that of diversity and recognising and valuing a diversity of ideas, of peoples, and of cultures. From some simple explorations with the younger age sections, to delving deep into their own society to discover the richness within the older section.



Annex 6

Adapting the Scout Method to the Age Sections

This annex presents various descriptions of the adaptation of the Scout Method to the age sections and broad stages of development.

Scout Method	Childhood	Adolescence	Young Adulthood
Scout Promise and	<p>In childhood, young people think and conceive of values in terms of very concrete rules of behaviour such as “picking up your trash and taking it with you”.</p> <p>The Scout Law should be expressed as a short text using a vocabulary making it easily understood by the children.</p> <p>The Promise is the personal commitment to a social agreement in the unit.</p>	<p>In adolescence, young people gain the capacity to understand and discuss values as abstractions.</p> <p>The Law is a code of behaviour that transmits universal values, and includes the basic rules for their interactions within Scouting.</p> <p>The Scout Promise is a lifelong personal commitment.</p>	<p>Young adults integrate the values of Scouting with their personal code.</p> <p>The Scout Law is an accepted formulaic expression of a part of the young adult’s personal value set.</p> <p>The Scout Promise confirms their commitment to the values of Scouting.</p>
Learning by Doing	<p>In childhood, learning by doing means learning by being physically active. Young people learn better when their kinaesthetic sense is engaged. Learning by doing takes its outset in the developmental stage and needs of young people.</p> <p>Reflections are facilitated by open questions that are based in the concrete and which do not presume a “correct” answer. For example, “What can you tell me about our camp/meeting/hike/trip today?”</p>	<p>With greater ability for abstraction, a wider range of actions become available, including discussing or articulating their thoughts, ideas, and values.</p> <p>Reflections are facilitated by open questions that invite young people to progress to metacognitive reflections. For example, “What do you think about our camp/meeting/hike/trip today?”</p>	<p>Educational actions are largely related with the conception, planning, management, and evaluation of projects, with the learning based on the practical actions of completing the projects fade in importance and focus.</p> <p>Young people have adopted a practice and culture of shared reflections.</p>



Scout Method	Childhood	Adolescence	Young Adulthood
Personal Progression	The focus of the personal progression is on concrete actions and concrete skills. Reflections will often focus on "what did I/we do" with an occasional discussion of "what have I learned".	With increasing capacity for the abstract, executive functions can be discussed as part of the personal progression. Reflections increasingly focus on learning achieved with metacognitive reflections (e.g. "how did I learn") and reflections on competency development occasionally being discussed.	Personal progression is largely self-directed with a focus on competencies, both the educational competencies of Scouting and vocational competencies. Metacognitive reflections and meta-relational reflections (e.g. "how did the others contribute to my learning") become the norm.
Team System	The team is the organising unit, but many activities are carried out for all teams in the unit. The autonomy of the team depends heavily on the complexity of the task, but the team is occasionally given full autonomy for some very short and simple activities.	Teams (patrols) acquire greater autonomy, have a life of their own and are federated in a Scout unit to do activities together. The team leader is more clearly responsible for facilitating the leadership process in the team.	Teams are very autonomous and flexible and usually reorganised for each project. The unit of young adults is a democratic youth organisation run by the same young people.



Scout Method	Childhood	Adolescence	Young Adulthood
<p>Adult Support</p>	<p>Empowerment: The adult is attentive and appreciative of the young people’s wishes, even when not expressed in the usual format for formalised democratic decision-making. Due to the spontaneity of perception-bound children, the adult is willing to let go of control in order to adapt the programme to the young people.</p> <p>The adult involves the young people in the process of realising their ideas and wishes; on one hand letting them experience that the starting point for what they do in Scouting is their own dreams and ideas, and on the other hand teaching them that they need to also make an effort to realise their own wishes.</p> <p>Scaffolding. The adult focuses on simplifying the tasks to match the competencies of the young people and on modelling and demonstrating the practical skills. By modelling and demonstrating, the young people not only learn how to perform the task, but also how to assist others in learning to perform the task.</p> <p>The adult is active in helping the young people express the values of Scouting in their own words.</p>	<p>Empowerment: The adult ensures that the decision-making processes have sufficient variation to enable all the young people to be part of making decisions when and where they want to be.</p> <p>The adult gives full responsibility to the teams to allow the teams to act autonomously within scope of the transferred responsibility.</p> <p>Scaffolding: The adult focuses on maintaining attention and fading support (and eventual transfer), so that the young people perform the tasks independently.</p>	<p>Empowerment: The adult is careful to leave decision-making to the young people, including the decision on when adult support is needed.</p> <p>Scaffolding: The adult steps back from the normal life of the unit to be available in the background as a resource that can be consulted at need.</p>



Scout Method	Childhood	Adolescence	Young Adulthood
<p>Symbolic Framework</p>	<p>The shared symbolic framework of the Scout Movement and the NSO as well as any symbolic framework of the specific section is adapted for the specific age group and culture.</p> <p>A narrative/imagination framework can be beneficially used as part of the section symbolic framework.</p>	<p>The shared symbolic framework of the Scout Movement and the NSO as well as any symbolic framework of the specific section is adapted for the specific age group and culture.</p> <p>Depending on the culture, a narrative framework may be appropriate.</p>	<p>The shared symbolic framework of the Scout Movement and the NSO as well as any symbolic framework of the specific section is adapted for the specific age group and culture.</p> <p>Depending on your culture, a narrative framework may not be appropriate for young adults. A different kind of framework built on, for example challenges, service, adventures, or role models .</p>
<p>Nature</p>	<p>Nature is a place of play and fun, and being in nature also enhances our capacity for attention, focus, and concentration.</p> <p>Discovering natural elements, facilitating a sense of wonder, and learning the value of the natural environment.</p> <p>Participating in nature protection (e.g. collecting garbage in nature)</p>	<p>Nature is a privileged place to live adventures, to try and overcome obstacles. It provides a unique learning space.</p> <p>Experiencing projects directed at sustainable development and environmental protection.</p>	<p>Nature is a preferred space for physical challenges, personal reflections, and active learning.</p> <p>Nature offers real-life challenges and can be unforgiving when mistakes are made.</p> <p>Exploring the concept of sustainable development through community projects.</p>
<p>Community Involvement</p>	<p>Discovery of the nearby community. Specific service actions. Experiencing success that depends on diversity. Imagining the global community of Scouting. Intercultural experiences across limited differences (e.g. no language barrier).</p>	<p>The concept of community is broadened to the zonal, national, and international levels.</p> <p>The link with the community is a means by which young people can discover themselves.</p> <p>Recognition of and interaction with the global community. Participating in intercultural experiences.</p> <p>Community projects in teams. Involvement in the community allows young people to apply skills.</p>	<p>Think global, act local.</p> <p>Community action beyond the Scout Movement. Opportunities for active citizenship</p> <p>Linking with external agents (Governments, NGOs, churches, etc.).</p> <p>Creating own intercultural and intergenerational and intergenerational experiences.</p>



Annex 7

The Scout Promise and Law

Introduction

As defined in step 7 of the GPS, the Scout Method is the non-formal educational system used to facilitate learning opportunities for young people and contribute to Scouting's purpose of active citizenship and education for life. The Scout Promise and Law one of the eight elements of the Scout Method. As defined in the WOSM constitution, it is a requirement of NSOs to have a Scout Promise and Law adapted from the original Scout Promise and Law written by Baden Powell in 1908.

By definition, the Scout Promise and Law is

“a personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and a Scout wants to be. The Promise and Law are central to the Scout Method,”

As a shared set of values, the Scout Promise and Law universally unite young people in Scouting and provide a practical way for young people to apply values in everyday life.

The Scout Promise and Law assist young people on their journey through the Youth Programme by a range of different means. This can be by using the Scout Promise and Law to plan, do, and review a Youth Programme learning opportunity, ensuring that the learning opportunity is aligned to the values of Scouting; providing the link between the Scout Promise and Law and the educational competencies of values and attitudes; setting shared behavioural expectations and responsibilities for young people with their peers and their teams; and also ensuring that adult leaders support and uphold the use of values across the NSO.

Step 7 of the GPS directs the adaptation of the elements of the Scout Method to each of the sections. This means that the Scout Method should be adapted to each of the age ranges, according to the needs and interests of young people.

The adaptation of the elements of the Scout Method to the age sections is dependent both on how the age sections are set up, and on the cultural context of both country and association. This also applies in the implementation or review of the NSOs values model - The Scout Promise & Law.

Shared values expressed as the Scout Promise and Law

Scouting draws from its founder's desire to improve society and the lives of all its members, a goal he believed could only be achieved by improving individuals in society.

Within Scouting, the “improvement of the individual,” i.e., the educational process, is achieved through a system of progressive self-education, embodied within the Scout Method. Two of the fundamental components of the Scout Method is the Scout Promise and Law. These are a voluntary personal commitment (the Scout Promise) to do one's best to adhere to an ethical code of behaviour (the Scout Law).



The Scout Promise and Law summarise, in simple terms, these universal values that recognise the equal and unique value of all human beings and of their inner life, and the goal for them to live in harmony with each other and with nature. These values constitute the essential ethical framework within which Scouting functions, and without which the Movement would no longer be Scouting. Consequently, one of the essential characteristics of Scouting is that, since its inception, it has been based on a value system, an interrelated set of ethical rules.

The Scout Promise is a personal commitment that also serves to unify the members of the Movement. By making the Scout Promise, the young person makes a conscious and voluntary decision to accept the Scout Law and to assume the responsibility of that decision through personal effort ("doing one's best"). The fact of making the Promise in front of peers not only makes the personal commitment public, it also symbolises a social commitment to the others in the group. Making the Promise is thus the first symbol in the process of self-education. What is even more significant is that across the globe, other young people are making the same promise, which is a powerful reminder to a young person of the unity and reach of Scouting.

The Scout Law is a code of living - for each individual Scout and for the members of the unit collectively - based on Scouting's principles. Through the practical experience of a code of living applied to daily life, the Scout Law provides a concrete (i.e., not abstract) and practical way for young people to understand the universal values which Scouting proposes as a basis for life. It is a resonating statement that helps us along the journey of planning, doing, and reviewing the adventures within the Youth Programme. With the Scout Law, we can ensure our plans fit within the ideals of Scouting and then reflect whether the spirit of Scouting was present along the way.

Across the Scouting journey, a young person's understanding of the Scout Promise and Law will evolve and come to mean more to them. This learning journey is a central part of spiritual and emotional development experienced through Scouting. The Scout Promise and Law are considered as one element because they are closely linked. The Promise and Law emphasise the key principles of Scouting, which are "Duty to God, Duty to others and Duty to self". Thus, together, they serve as a reminder of a young people's responsibility to their God, self, and to others.

The Scout Promise and Law as a means of learning

Through the Scout Promise and Law, the Scout Method starts by asking a young person who wants to belong to the Movement to adhere to a code of behaviour based on the principles of Scouting.

The aim of the Scout Law is to put the educational goals of the Movement for Scouting directly to young people so that it remains a system of self-education in which young people are responsible for their own development. The aim of the Scout Promise is for them to make a personal commitment to do their best to achieve those goals.

This requires the Scout Promise and Law to be formulated in understandable terms, in other words, adapted to the culture and age of the young people for whom they are intended.

The Scout Promise and Law are not sacred texts that have been revealed once and for all, to be framed, hung on a wall and forgotten about. They are tools that should be adapted and fine-tuned to do what is expected of them.



It is, therefore, permissible and even recommended to have a different text for every country, and even for each age section, to ensure that the goals of the Movement are expressed in an appropriate and comprehensible manner. Baden-Powell also used this approach when he, in *The Wolf Cub's Handbook*, proposed a Law of the Wolf Cub Pack and a Wolf Cub's Promise using simpler language and fewer points than the Scout Law given in *Scouting for Boys*.

Fundamental principles of the Scout Promise and Law

For the Movement as a whole, the values are expressed in the principles of the Movement. The principles are the fundamental beliefs which represent an ideal, a vision of society, and a code of conduct for all its members. The principles of Scouting, or the values it stands for, are summarised in three categories:

- Relationship to the spiritual life
- Relationship to others, to the world, and to Nature
- Relationship to oneself

also expressed in the Constitution as "Duty to God; duty to others; and duty to self".

Relationship to the spiritual life - a person's relationship with the spiritual values of life, the fundamental belief in a force above mankind.

Relationship to others, to the world, and to Nature - a person's relationship with, and responsibility within, society in the broadest sense of the term: their family, local community, country and the world at large, as well as respect for others and for the natural world.

Relationship to oneself - a person's responsibility to develop their potential, to the best of their ability.

The Original Scout Promise and Law as defined in the WOSM constitution

All members of the Scout Movement are required to adhere to a Scout Promise and Law reflecting, in language appropriate to the culture and civilization of each NSO and approved by WOSM, the principles of Duty to God, Duty to others, and Duty to self, and inspired by the Promise and Law originally conceived by the Founder of the Scout Movement in the following terms:

The Scout Law

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders of his parents, Patrol Leader or Scoutmaster without question.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word, and deed.

The Scout Promise

On my honour I promise that I will do my best to do my duty to God and the King (or to God and my Country), to help other people at all times, and to obey the Scout Law.



The Law-Promise duo: a motor for development

In Scouting, the Scout Law is an invitation to live according to the fundamental values of uprightness and loyalty ("to be trustworthy", "to be loyal"); respect for, and solidarity towards, others ("to be a friend to all", "to help others"); protection of life and nature ("to protect plants and animals"); a positive attitude to life's ups and downs ("to smile under all difficulties"); respect for work and to strive to do one's best ("respect the work of others", "to do nothing by half"); a sense of one's own dignity ("to be clean in thought, word and deed").

The Law: an invitation to grow. The Promise: a free and voluntary response

The Scout Law does not forbid anything. It is an invitation to develop oneself, to become more humane. It is a reference for one's life. Even though the Scout Law is positive, it is not a matter of imposing it on young people. On the contrary, it should be proposed to young people and they should be helped to discover it through group life. The Scout Promise thus becomes the free and voluntary response of the individual who, in a sense, declares to the group: "I have discovered the values that you wish to live by and, with your help, I agree to try and live in accordance with them as well."

The Promise is thus the starting point of the young person's personal progress. It is because they want to live according to the Scout Law that they will set personal development objectives to reach through Scouting activities and everyday life. It is through the Scout Promise that the young person truly becomes an actor in charge of their own development.

The Scout Promise and Law in group life

The Scout Law must not be an abstract reference document stuck on the wall in a dusty frame. It has to be given substance in the group's experiences through the unanimously adopted rules governing group life. Life in the unit inevitably involves issues, discoveries, and problems. After each major activity, take time to note and discuss the important points and events that have affected group life. First in team councils, then in the Unit assembly. What has been observed? Perhaps some have not fulfilled their roles correctly; others cheated at a game; or a team was unable to agree on an activity.

There will also be positive experiences: a team persevered with their mission despite the difficulties; another team exemplified the meaning of sharing and friendship, etc. What does this mean in terms of the Scout Law? How can we live better together? If the adult leaders know how to facilitate discussions without imposing their own point of view, the young people will themselves propose rules concerning group life. These can be discussed, modified if necessary, and adopted. For example: "Here, everyone has the right to express themselves and to be listened to"; "No one can use force to impose their views"; "We share with everyone"; "Assembly decisions must be respected"; etc. Thus, rules inspired by the Scout Law will arise out of the experience of group life evaluated at the unit assembly. In turn, these rules will shape group life and help everyone to discover the values underlying the Scout law through concrete experiences. Thus, the desire to commit to living according to these values by making the Scout Promise will come naturally to new members. For others, it is an opportunity to better understand the Scout Law and their own commitment.

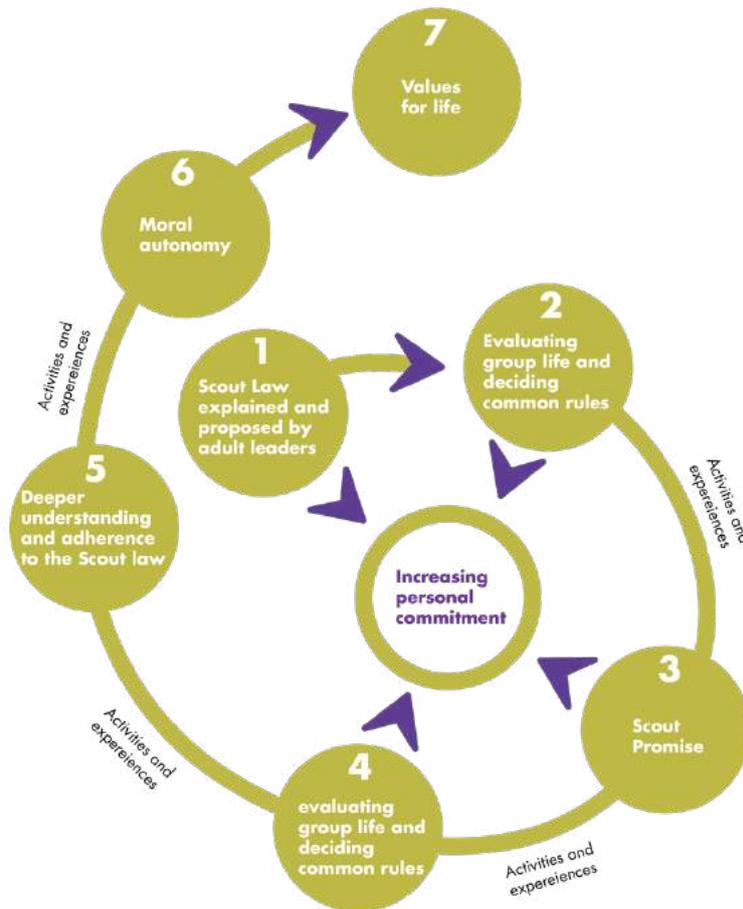


Fig.1

The Scout Promise and Law take substance through evaluating group life and agreeing on common rules.

Considerations for the Scout Promise and Law

Scouting has a long history of shared value models expressed through the Scout Promise and Law. As a Movement, the values of Scouting have adapted and changed over time. Baden-Powell himself adapted and changed the text of what we now reference as the original Scout Promise and Law many times while he lived. Therefore, we can acknowledge that the Scout Promise and Law is not a sacred text of the Scouting Movement, but expressed as shared values. They have been adapted many times to maintain their relevance to the values model in society while also staying true to the fundamental principles of the Scouting Movement.

If your NSO is reviewing or re-expressing its shared values model, research what shared values are and how they are applied in the context of non-formal education and youth development. All individuals have their own beliefs and values systems, and these may also be shared by that of a family or wider community. In Scouting, values shift to that



of shared values that embrace collectively shared cultural and societal norms placing young people at the centre of the Scouting Movement.

It is recommended that your NSO develops its own contemporary shared values model by adapting the text of the original Scout Promise and Law within the context of your country and adapted to each age section, so that the shared values model can be applied by young people in an age-appropriate way. All re-expressions of the Scout Promise and Law must be approved by the WOSM Constitutions Committee.

Through this we need to understand the different dynamics and complexities of shared values models and how they can be applied to different cultural and development contexts. This process ensures that the shared values models and NSO developments are contemporary and relevant to young people within your NSO.

Shared values link to the purpose of Scouting

"The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society."

Shared values provide a strong link to the purpose of the Scouting Movement. Through shared values, the Scouting Movement creates a sense of global unity where young people learn and strive towards building a better world.

Through the shared values of Scouting we also recognise a commitment to sustainable development. Scouting's action-oriented, self-educational approach is uniquely positioned to help young people develop into active citizens and contribute to sustainable development.

Shared values accept and include diversity

The Scout Promise and Law are reflected in language appropriate to the culture and civilization of the country in which your NSO operates. To create the sense of unity and link to the purpose of Scouting, your NSO should adapt the shared values model to include and acknowledge the diversity of the cultural contexts of the country. This is an important step in not only the positive development of young people and to ensure that they feel safe and included, but also the unity expressed in the shared values model of the Scout Movement.

In some NSOs, the Scout Promise and Law may have more than one model so that the shared values include the different religions of your country. This also may be different if your NSO is based around a formal religion. If needed, the Scout Promise and Law may also be translated into multiple different languages so that it can include the many different cultural diversities of your country.

Much has changed in the world since Baden-Powell drew up the terms of the original Scout Promise and Law over 110 years ago. This is true both of societal factors, including adherence to a religious faith, and education. Scouting, as a non-formal educational Movement for young people, must ensure that it continues to evolve, reflecting the needs and aspirations of young people in all societies today, if it is to remain relevant – yet always remaining true to the fundamental values on which it is based.



Adapted to the developmental age sections

The Scout Promise and Law should be expressed in a way that is comprehensible and appropriate to each developmental age section. In this way you can ensure that young people across the developmental age sections can understand and apply the values expressed in the Scout Promise and Law regularly not just through active participation in the Youth Programme, but as part of daily life.

In many NSOs different values models expressed in the Scout Promise and Law have been developed that adapt to the developmental age sections, so as young people transition through the sections they progressively develop an understanding of the values model and how they can apply the values in everyday life. It is also true that young people may interpret the Scout Promise and Law in different ways as they grow and develop. For example, the older age section may create a code of conduct using the Scout Promise and Law that becomes localised and appropriated to their personalised values as they depart the Movement.

It is important to understand what is comprehensible to developmental groups and how an age-appropriate values model creates an understanding of the shared values of Scouting and provides a sense of unity and a strong link back to the purpose of the Scouting Movement.

In the research and design of a contemporary shared values model expressed in the Scout Promise and Law, the NSO should also consider how well young people and adults know, understand, and apply the shared values of Scouting. This factor is not only important for the adaptation to the developmental age sections but also how well the shared values are applied in practice across the Scouting Movement. Understanding this factor can influence how your NSO might choose to re-express the Scout Promise and Law so it is more widely understood and applied by all your members.

Detailed further in this annex are examples of the Scout Promise and Law from different NSOs.

Strengths-based approach to shared values

The use of a strengths-based approach to the development of young people is a widely practiced concept globally and, in the context of shared values, can instil a holistic approach to the way young people understand and apply the Scout Promise and Law, but also how they learn through the learning opportunities of your Youth Programme. A strengths-based approach through shared values not only recognises the strengths of a young person, but also that there are strengths in every decision that a young person makes.

When the Scout Promise and Law take a strengths-based approach to the shared values expressed, this will reflect in more positive behavioural outcomes for young people in the application of the Scout Promise and Law. Upholding values encourages personal responsibility and a culture based on positive reinforcement and empowerment of individuals.

Following a strengths-based approach to the shared values model expressed in the Scout Promise and Law can lead to better engagement and learning outcomes from young people in your Youth Programme. Shared values that focus on strengths and connections in this context can lead to less disruptive behaviour from those participating in the Youth Programme.



In the review and re-expression of the Scout Promise and Law, your NSO should consider if the shared values model recognises and enables young people to follow a strengths-based approach and positive behavioural methods to learning and applying the shared values in the Youth Programme but also in daily life. These principles themselves are important in the design of your Youth Programme and so it is important that your NSO recognises how this approach should be applied to the Scout Promise and Law (as presented in step 8 of the GPS).

Shared values and Adults in Scouting

The shared values expressed in the Scout Promise and Law can have a strong link to Adults in Scouting and the organisational culture of your NSO. In the context of Adults in Scouting, having shared values means adults share common attitudes and principles with other adult leaders they are working with. This can help build a feeling of camaraderie and a shared interest in success and delivering on the purpose of Scouting and the development of young people. It can also reflect how an adult leader's personal values align with the shared values of the Scouting Movement.

The Scout Promise and Law can therefore not only be seen as a values model for young people in their self-education and participation in the Youth Programme, but as a method of managing behaviour and expectations and engaging adults in facilitating the delivery of the Youth Programme and in the Scouting Movement. Many adults in the Scout Movement may be used to shared values models from education institutions, businesses, or their personal and family values.

It is therefore important that adults, as much as young people, commit to and uphold the shared values of the Scouting Movement across all dimensions in the delivery of the purpose of Scouting. This includes areas such as *Safe from Harm* and the way that adults interact with young people and other adults while demonstrating a commitment to the shared values of Scouting.

Considerations can also be made within the context of the Adults in Scouting lifecycle where the Scout Promise and Law can influence some of the processes involved. For example, a new adult leader may be attracted to and selected for a role in Scouting as the shared values of Scouting align with their personal values. They therefore feel included and accepted as part of the Scouting Movement. The shared values of Scouting may also be used in Decisions for the Future whereas part of the decision-making process, a reflection on the Scout Promise and Law may be made in that the adult leader is consistently demonstrating and role modelling the shared values of Scouting. This is where again the shared values can manage the behavioural expectations in a youth-centred approach to Scouting. In short, shared values can underpin much of what we do in Scouting.



Annex 8

Community Involvement

Introducing Community Involvement in the Scout Method

In 2017, the World Scout Conference adopted a new official expression of the Scout Method, which introduced a new element: Community Involvement.

The Community Involvement proposal was the final result of the review process. In the first draft that was circulated for comment, the Scout Method review unit proposed the addition of three elements that would be a *regular* part of the Youth Programme, but not a part of every activity, as was the case for the seven traditional elements presented in the 1998 *Scouting: An Educational System*. Those three elements were Service, Diversity Awareness, and Local-International Communities.

As feedback clearly indicated that this model was too complex, the solution became Community Involvement, which would incorporate all three and more.

While all the elements of the Scout Method can be expressed in a variety of ways (*Nature* can, for instance, be expressed by outdoor activities, by projects aimed at improving the environment, or by other means), Community Involvement should be seen as a set of educational tools, the aspects of Community Involvement, from which only a subset is implemented in any individual learning opportunity.

In *The Scout Method*, we find the following description

“While all the elements of the Scout Method, working as part of a system, are constantly in play in the Scout experience as it is lived within the local unit, not all of these elements will be apparent in the forefront at any particular moment; some will be playing only a background role. However, over a period of time – for example, over the course of several meetings or a Scout camp – all elements of the Scout Method will have been used actively.”

For Community Involvement, particularly, this means that only parts of this element will be in play for any given learning opportunity, but it is also important that all of the major aspects are regularly used actively – for example, over the course of a season or even a Scout year.

The element of Community Involvement in the Scout Method is therefore not directed at one particular kind of activity (e.g. community service projects), nor is it about only one fundamental principle (Duty to others), but like any other element of the Scout Method, it needs to be a part of all learning opportunities. Sometimes, as with community service projects, it will be at the front, but at other times the relation to the wider community will be less obvious, just as we may not discuss the Scout Promise and Law at every meeting, but they are with us at all times. In this way, Community Involvement is a part of developing the values and attitudes associated with all three fundamental principles, and is thus an integrated aspect of achieving all the educational competencies.



Adapting Community Involvement

The following discusses the main aspects of Community Involvement and how these can be adapted to the age sections, including examples of activities that can be used.

Diversity Awareness

The Diversity Awareness aspect emphasises the need for the youth programme to provide learning opportunities where Scouts experience success in diverse and inclusive groups – where success *depends* on the diversity rather than being *despite* the diversity.

This involves ensuring that Scouts have chances to act and learn in diverse and inclusive environments. Also ensuring that activities require a set of competencies that cannot be met by any one of the Scouts, and ensuring that there will be activities playing to the strengths of every Scout.

The Youth Programme is set up to enable young people to experience diversity and inclusion, not just within Scouting, but also to experience an even greater diversity through partnerships, community outreach, etc.

Childhood

- Ensuring diversity in the teams.
- Experiencing how tasks can be accomplished more easily in a team with different strengths.

Adolescence

- Being offered experiences with diversity extending outside that already experienced within Scouting.

Young Adulthood

- Seeking out experiences with a greater range of diversity.

Service

The service aspect aims to establish a habit of helpfulness and allows young people to experience the happiness of making other people happy. The concept of service has a long tradition in Scouting, having been defined by Baden-Powell, who wrote, "By service I mean the submission of self to the willing rendering of helpfulness to others, without thought of return or reward."

Working with others in this way gives Scouts the opportunity to make a positive difference for other people.

This can involve a range of learning opportunities from the daily good deed to dedicated service projects, for example for the Sustainable Development Goals or working with the *Better World Framework* programmes to create improvements for their community.

The service aspect becomes particularly strong when coupled with diversity awareness, so that Scouts partner with others who are unlike themselves and each has to understand



the situation, the needs, and the aspirations of those others in order to define a collaboration project.

Childhood

- Participating and making an effort in service projects. Adults helping to understand the “why” of the project.
- Scouting encourages being helpful in close communities such as family, team, unit, and school class.

Adolescence

- Defining, planning, carrying out, and evaluating service projects with support from adult volunteers (scaffolding).
- Extending the application of helpfulness to others they meet.

Young Adulthood

- Defining, planning, carrying out, and evaluating service projects with oversight from older adult volunteers.
- Extending the application and concept of helpfulness towards the generalised/abstract “other”. Being proactive in offering assistance in any given situation.

Local-International Community

The Local-International Community aspect aims at letting young people experience themselves as being valued parts of their local, national, and international communities, to experience the connections between their communities, and to learn about their rights and their roles as members of these communities.

Community-oriented activities and projects aiming at, for example, peace and human rights education, developing sustainability competencies, learning about the rights of the child, etc. These activities and projects do not necessarily help or benefit others (in the way service projects do), but they develop understanding and awareness while also empowering young people within their communities.

They also create connections to the wider Scouting community – locally, nationally, regionally, and globally. This can be done both as a dedicated activity, but also as a part of other activities, for instance by discussing how Scouts in some other part of the world do the same kind of activity.

In addition, they create connections to local, national, and international communities outside Scouting.

Childhood

- Meeting and interacting with Scouts from elsewhere in the country, or, as possible, other countries sharing their first language.
- Meeting and interacting with other youth and community service groups and in their community.
- Imagining what Scouting may be like elsewhere (e.g. by searching the Internet for photos of Scouting in another country and having a conversation about similarities and differences to their own experiences).
- Engaging in age-appropriate community-oriented activities.



Adolescence

- Meeting and interacting with Scouts from other countries.
- Exploring through own research and international contacts what Scouting is like elsewhere.
- Engaging in age-appropriate community-oriented activities and projects.

Young Adulthood

- Seeking out and even creating their own opportunities for international and intercultural experiences both in the global Scouting community and in the community of humankind.
- Engaging in age-appropriate community-oriented projects.



Annex 9

Adult Support

Scouting would not exist around the world without the millions of adults, mostly volunteers who support the Movement in a wide range of functions, all of whom either directly or indirectly are devoted to the development of young people through quality Youth Programme.

Scouting relies on these adults, who facilitate and support young people to create learning opportunities through a culture of partnership, and turn these opportunities into meaningful experiences.

These experiences have young people at their centre, and the stimulating presence of adults, to support them through dialogue and cooperation in their learning journey. In that journey, adults also grow through the experience and this enriches the adult-young people partnership.

That said, the development of any Youth Programme must be built on the basic principle that

“Scouting is a Movement of young people, supported by adults; it is not a Movement for young people managed by adults only. Thus, Scouting offers the potential for a learning community of young people and adults, working together in a partnership of enthusiasm and experience. This basic principle should be reflected both in the Youth Programme of a National Scout Association and in the management structures of the organization.”

Youth-adult Partnership and Intergenerational Dialogue

The Mission of Scouting is better achieved when there is a healthy partnership between young people and adults, which ends up being mutually beneficial if each one has the opportunity to share their strong points.

The collaborative and inclusive Scouting environment enhances intergenerational dialogue, built on positive practices that allow young and older people to exchange experiences from which they learn from each other in a safe environment.

A Scout leader may be the first adult with whom a young person chooses to work. Scouting brings people together for purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contribute to building more cohesive communities.

Youth Led, Adult Supported

The nature of the partnership between young people and adults in Scouting varies in accordance with the age and capabilities of the young people involved. Wherever possible, young people should be empowered to make decisions and contribute to the leadership process, and be allowed to make mistakes, in a safe environment.



In general, adults are there to assist young people to prepare, as well as to support, guide, mentor, and facilitate learning experiences. In essence, the role of the adult in Scouting is to reinforce the youth-led, adult-supported nature of the Youth Programme.

The developmental stage of young people is a huge determinant for the manner of involvement in the overall unit's programme, specifically in each phase of the programme cycle as well as the intensity of adult support in their learning experience. For a young Cub Scout or an inexperienced member of the older section, as an example, involvement in developing an activity plan could be challenging and require close support and regular coaching from adults. The aim here is to progressively increase the level of autonomy in the young person and for the adult leader to slowly ease their involvement. Young people should be heavily involved in the unit's programme cycle regardless of age, and should take a great degree of control of their learning experience.

Regardless of age, young people can be equally involved in decision-making, though not in the same way and with a varying level of autonomy. This, however, does not happen by itself, but requires supportive adults who take responsibility for creating inclusive spaces for youth engagement that are adapted to the specific group. Some issues need consideration:

- **Spaces for youth participation - guided by adults**
True youth engagement requires that adults take responsibility for creating an inclusive space for participation. Youth participation is adapted, using different forms depending on the concrete situation.
- **Adult's role**
Youth engagement is not about leaving young people to fend for themselves, but requires that the adults be engaged and act as partners, speaking *with* young people, not *to* them.
- **Young people's perspective and sensemaking**
It is important that young people perceive the engagement as meaningful. To help them find meaning and sense, the adults need to understand what occupies them and use this understanding to help them make sense of the learning opportunity as a common third.
- **Ownership and responsibility**
Youth engagement and ownership go hand-in-hand with involvement in decision-making. This requires that the adults give ownership and responsibility to young people and that they share control and administration of the learning opportunities with them.
- **Mechanisms for engagement**
As specific competencies enable young people to influence decisions, access to influence and engagement in decision-making is uneven. To even out influence and engagement, youth engagement needs to be varied to play to different competencies.
- **Implicit expectations**
Any kind of youth engagement presupposes certain expectations regarding participation. It is important to be aware of these and the responsibilities that are implicit in the context (learning opportunity, organisation, etc.) in order to adapt the expectations to a specific group of young people.



- **Community and inclusiveness**

Young people typically engage themselves because of the social aspect, i.e., group life. To engage everyone, it is important to create an inclusive community where the focus is not on the shortcomings of individuals, but on what the community can do to embrace everyone.

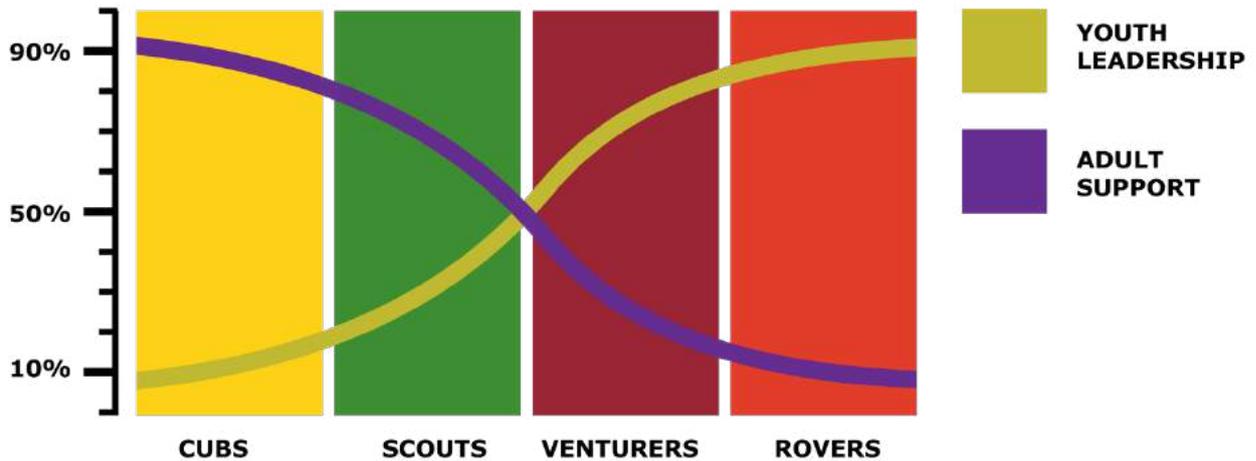


Fig.1

Adults as role models and safe keepers

When adults are attracted and motivated to join Scouting there must be an interrelationship between the Mission of Scouting and the beliefs and values of the adult to be recruited.

Your NSO must ensure that the adults working with young people identify with the fundamentals of Scouting and are able to use the Scout Method fully and effectively, by creating the right circumstances for young people to gain positive learning experiences through their Scout life in a spirit of true partnership.

On that journey, adults also grow through the experience. This enriches the dialogue between adults and young people, allowing a deeper connection and meaningful experiences where adults can be seen as role models for their personal commitment to uphold the values embedded in the Scout Promise and Law, "leading by example".

Through the practical experience of a code of living applied to daily life, the Scout Law provides a concrete (i.e., not abstract) and practical way for young people to understand the universal values that Scouting proposes as a basis for life.

On the other hand, the adult leader plays a key role in providing the necessary conditions for Scouting to continue to be an educational and safe learning environment for young people.

Scout leaders, as important role models within the Scout Movement, are supported with expert guidance on prevention and safeguarding.



A specific method to empower young people

Youth involvement is at the very basis of unit-level Scouting. It is deeply rooted in the Scout Method, and is therefore an essential component of implementing the Youth Programme. The Scout Method provides us with tools that enhance youth involvement and enable young people not only to take an active part in decision-making processes at unit level, but also to take on roles and responsibilities at other levels of the Movement and in the broader community.

That said, the educational content choices that are taken when you design or review your NSO's Youth Programme, the adult's training provided while disseminating the new Youth Programme, and its implementation at the grass root level by the adult leader, all will have a tremendous impact on how the different elements of the Scout Method will be effectively applied to ensure youth empowerment.

Within a unit, the adult's role and attitudes will have a significant impact in the implementation of the Scout Method, especially in those elements that are more susceptible to promote youth engagement, namely:

- By implementing a team system throughout all age sections, where young people evaluate group life, decide on common rules and live leadership experiences.
- By effectively supporting young people to run the various "institutions" which support youth involvement in decision-making (team council, unit council, unit assembly).
- By ensuring that a variety of decision-making processes are used, playing to the strengths of each young person, so that all unit members are equally involved in decision making.
- By ensuring an environment of learning by doing, "Ask the boy", where young people can select, prepare, and evaluate learning opportunities based on their needs and aspirations.
- By supporting young people to select their path of personal progression, to be achieved at their own pace and according to their strengths.

Facilitating development

When it comes to encouraging young people's development, adult leaders should actively facilitate their learning experience in the following ways:

1. Supporting them in the development and refinement of their personal progression and subsequently the provision of tangible aid and services that directly assist their development.
2. To create a feasible plan and a realistic schedule on how to reach these goals, either for a single activity or over a period of time, say for an entire Scouting year. Adult leaders conduct this informally in a conversation.



3. Facilitating and scaffolding the learning experience to help young people develop a deeper awareness and appreciation of themselves, the people around them, and their surroundings. This could be achieved by encouraging and equipping young people with the skills, attitude, and habits of a keen observer with an inquisitive and reflective mind. Adult leaders could utilise learning opportunities such as team-in-council, Team Leaders' Council and learning opportunities that promote collaboration, exchange of views, and reflection to progressively develop such skills, attitudes, and habits in young people. A safe and supportive learning environment should be created by adult leaders to encourage sharing of thoughts and feelings, be they spoken or written.

Through their articulation, adult leaders should help young people clarify their thoughts and make decisions, be they on self-improvement or better learning opportunities. Adult leaders must be mindful that they should encourage young people to explore, discover, and arrive at their own decisions. Unless in extreme and urgent circumstances where health and safety of the young person is at stake, adult leaders must refrain from imposing their beliefs on young people.

4. Facilitating and scaffolding the learning experience involves building on those decisions made in the previous stage to create a new experience. The new experience here may refer to a similar learning opportunity in the future or another learning opportunity.

When facing the mission to design or review your NSO's Youth Programme, one of the key documents to guide this process is the World Scout Youth Involvement Policy. Although many NSOs have developed National Youth Involvement Policies since its adoption in 2014, if its main principles are not reflected in the overall Youth Programme review and implemented through the Scout Method at the grass root level, a simple text may not be effective to promote youth engagement.

Advantages of youth participation

Youth involvement is a key element of the mission of Scouting. It has been defined as "involving young people in the decisions that affect their lives". That should start as soon as possible. As Scout leaders, our duty is to involve young people in the decisions that affect their lives.

Benefits for young people

In meaningful youth participation, young people

- are empowered to be self-directed.
- learn and thrive better.
- make responsible choices about how to use their time.
- participate as group members in making decisions that influence the larger programme.
- are given the opportunity to learn group leadership skills and to assume leadership roles in planning activities and projects.
- have the opportunity to "give back" by contributing to the programme, to other young people, or to the larger community.
- experience a sense of belonging.



Benefits for adults

In meaningful youth participation, adults

- serve as mentors and facilitators for developing the skills of young people.
- share power in real ways with young people, which means by providing them with opportunities for problem solving, decision-making, planning, goal-setting, helping others.

Note about Scaffolding

Definition

Scaffolding has been defined as a “process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts”. provides a temporary structure or support to assist a learner in a task and can be gradually reduced and eventually removed altogether once the learner can carry out the performance on their own. To determine the adjustable level of support that meets the learner’s needs at a particular time, the scaffolding process involves an ongoing diagnosis of a learner’s proficiency in the task.



Annex 10

From Game to Symbolic Frameworks

Baden-Powell defined Scouting as a "game for boys, under the leadership of boys, in which elder brothers can give their younger brothers a healthy environment and encourage them to healthy activities such as will help them to develop Citizenship." Speaking about the Movement's educational proposal, he stated: " The whole scheme was then planned on the principle of being an educative GAME."

In the founder's original idea, we find a close link between games and Scouting. Baden-Powell deduced the Movement's pedagogical method from the observation of spontaneous social play in young people.

Based on recognising the virtues of the game's symbolic universe, Baden-Powell presented the idea of the nascent Movement as follows:

"Had we called it what it was, viz. a 'Society for the Propagation of Moral Attributes', the boy would not exactly have rushed for it. But to call it SCOUTING and give him the chance of becoming an embryo Scout, was quite another pair of shoes."

The Scout Movement invited young people to become explorers, to carry out activities, and to identify themselves with the virtues of those characters whom they imitated in their clothing, symbols, and activities. This was intended to appeal to the youth in adolescence, which was the age group to which the original Scouting proposal was directed.

From its origins, exploring was the **scene** in which young people, together with their patrols, played at pretending to be explorers. *Scouting for Boys* proposed to leave the closed and overprotective environment of their houses, to become outdoor explorers, able to face various situations alone and to help others.

This **reference environment** of exploration is what we call the **symbolic framework**. It is an environment rich in symbolism in which the game of Scouting develops and, from an educational point of view, is used as a means to transmit the values proposed in our Educational Proposal in an attractive and understandable way.

The age section's symbolic framework is a **reference environment** in which the section life takes place, reinforcing a life in common and giving coherence to everything that is done.

It is made up of a symbolic system formed by the section's name, and identification elements such as the uniform and insignias, symbols, words, ceremonies, songs, stories, and characters.

The use of the symbolic framework

- adds concrete elements to the concept of Scouting, making it easier for young people to adopt an identity as a Scout.
- reinforces the sense of belonging to a group of young people, who are united with the same purpose.



- motivates and gives significance to young people's progress, through the use of symbols (insignias) and ceremonies.
- communicates the values proposed by Scouting in an attractive and relatable way to young people, using age-appropriate language, thus helping them to identify themselves more easily with these values.
- gives a certain unity to the activities that are carried out, through the presence of a common signifier.
- Encourages the imagination and development of sensitivity and creativity in children and young people, motivating them to go beyond the common, transforming the ordinary into extraordinary, the impossible into possible, the imperceptible into something that can be perceived.

Symbols in Scouting Pedagogy

From its origins, Scouting pedagogy frequently used symbols. The fleur-de-lis is perhaps one of the best known. Originating from the ancient maps that used the compass rose to indicate North, it represents, according to Baden-Powell, the good path that every Scout must follow. The slogans, the salute, the uniforms, and insignias are some of the many symbols used in Scouting.

A symbol is an image or figure that has specific characteristics that allow it to represent an idea or concept. In every symbol, there is a signifier and the signified. The signifier is the sensible image of something (e.g. a flag); the signified is the idea or concept of the thing (e.g. the idea of nationality, a country, an organisation).

Boys and girls begin to use symbols when they are able to use the language. This occurs around two years old. It is between 2 and 6 or 7 years old approximately, in which the symbolic game occurs, through which boys and girls are able to combine real and imaginary events, exploring relationships and situations in their daily lives through their imagination.

In the game, fictional situations are recreated. Boys and girls become characters, transforming objects and environments into settings and elements of their game. This way, they overcome fears, gain confidence, and develop their creativity and imagination.

Although imagination is present at all ages, as we grow older it becomes less explicit and oriented to real situations. Thus, we go from imaginary characters to real characters with a social dimension, from fictional stories to stories that actually occurred, allowing for social learning closer related to real life.

Criteria for the Construction of the Sections' Symbolic Frameworks

When Scouting began to target youth of different age ranges and different nationalities, the need to develop other symbolic frameworks that catered to the needs and interests of different transitional moments, genders, and cultural contexts was evident.



Like the other elements of the Scout Method, the symbolic framework changes between age sections to maintain its relevance according to the maturity level of young people, responding to the specific needs and interests of each age group.

To guide the design of the symbolic frameworks of different sections, we have defined some criteria that we hope will serve your NSO as a reference to show the necessary progressivity between the different sections.

1. Think about the section's symbolic frameworks comprehensively.

When defining the sections' symbolic frameworks that make up your Educational Proposal, it is recommended to do it in a comprehensive way. Visualise how the symbolic frameworks evolve between sections, keeping a connection to the needs and interests of young people. An evolutionary sequence must be established from fantasy, in the younger sections, to the realities of the adult world, in the older sections; from imaginary characters to real characters; from simpler and easier to read to more rich and abstract symbols.

2. From childhood fantasies to the realities of the adult world

Fantasy is how boys and girls explore and act on reality. It is not a way of evading reality, but a privileged means of knowing it.

Italian author Gianni Rodari explains:

"Fantasy is not in opposition to reality, it is an instrument to know reality, it is an instrument that must be mastered. Imagination serves to make hypotheses and the scientist also needs to make hypotheses, he also needs it in mathematics and demonstrates by the absurd. Fantasy serves to explore reality, for example, to explore language, to explore all possibilities, to see what results when words are opposed to each other."

It is not a matter of replacing reality with fiction but making available a model behaviour and a sample society through symbols and images for children, which for them will be more easily understood than ideas and abstract concepts.

It is recommended that the symbolic frameworks in the younger sections be more closely related to fantasy, stories, and fictional characters. But, as we leave childhood and enter adolescence, as thoughts form and evolve, we must leave behind fictional characters and stories, and progressively enter the real world of facts and flesh-and-blood people. Symbolic frameworks need to be related to aspects of reality and youth culture as a way to help young people progressively enter the adult world.

It is necessary to take special care not to propose symbolic frameworks that infantilise the Youth Programme, becoming a Movement in a bubble that distances young people from reality.



3. From imaginary characters to real characters with a social dimension

In the sections' symbolic frameworks, we use characters (imaginary and real) that serve as positive role models from which personal values, beliefs, and attitudes are built.

In **childhood**, role models correspond to imaginary characters, in which, through fantastic stories and narratives, models of behaviour and values are presented to boys and girls. In this way, abstract concepts such as solidarity, justice, freedom, or fear are embodied by characters who live stories in which they clearly show these values through their actions.

As a young person advances towards **adolescence**, with body and thought changes, new dynamics emerge. Imaginary characters are no longer enough in this age range. The hero and heroine are the protagonists of a real event that involves them, a story with indication of triumph. Less and less fantastic and more symbolic, but always idealised.

Well-rounded development in young people, especially during adolescence, requires the positive influence of role models with whom they can identify. In this age range it is customary to use historical figures that are not necessarily too closely related to the context of young people, who embody the values and aspirations of a young person, and from whom the young person will need to adopt their own critical perspective.

As an adolescent transitions towards **youth**, role models are found in people who are known and current, who have a key role in the youth's environment and with whom it is shared and learned. The process of values assimilation culminates when the young person assumes themselves as the reference of the values proposed by the Scout Movement. In this way, in the last stage in the Movement, the role models serve only as a reference, but not as examples to be imitated. The symbolic framework in the last unit is the young person and their life project.

The use of stories and characters as elements of the symbolic framework has an educational function: there is nothing more powerful and inspiring than the testimony of others who have been able to embody in their lives the values that we propose as a Movement. It is not that young people copy these models, but that they serve as a reference and an inspiration for their own choice of values.

4. From the need for more symbols to fewer

A symbol is an image or figure that has certain characteristics that allow it to represent an idea or concept. The lesser the development of abstract thought, the greater the need to resort to symbols to concretely represent an idea or concept, values, for example.

Following this logic, it is likely that we need a greater number of symbols in the younger sections and that the quantity should decrease as we move towards the senior sections.



5. Define in some sentences the central ideas that characterize the symbolic framework of each of the age sections.

It is very helpful to express the symbolic framework of each age section in short sentences that allow it to be easily understood by young people and adults. This text should express how the needs and aspirations of young people in that age range are related to the symbolic framework that you have defined for that section.

Later, based on the sentence defined for each section, describe the central ideas that characterise the symbolic framework of each section in greater detail.

6. Identify the essential symbolic elements that will identify the section

In the process of designing the symbolic framework of each age section, your NSO must define which essential symbolic elements will identify it and will relate to the defined symbolic framework. Do not overload your NSO's Educational Proposal with symbolic elements, so that it becomes cryptic and, in some way, selective.

Choose the symbols taking into account that there is a relationship between the signifier and the signified. If any symbol you choose is misleading, the link between the signifier and the signified may be lost, or it may lead to misconceptions or unwanted interpretations. Remember that the symbolic framework is not an ornament or a decoration of the Educational Proposal, but an element of the Scout Method with an educational purpose.

Some of the elements you should define:

- Name of the section.
- Section identifiers (insignia, flag, colour, etc.).
- Name of the small group system.
- Identifiers for the small groups.

Some other elements that can be inspired by the section's symbolic framework:

- Name of the stages of the personal progression scheme.
- Name of the section's governing bodies and the small groups.
- Some traditional activities.



SM 01. Age Section's Symbolic Framework Analysis Tool

Introduction

Although we can identify a common symbolic framework shared with the entire Scout Movement (e.g. the fleur-de-lis), like other elements of the Scout Method, the symbolic framework changes between age sections to maintain its relevance according to the level of maturity of young people, responding to the specific needs and interests of each age group. Therefore, its validity, comprehensiveness, and transition must be analysed regularly, in the same way as the rest of our Educational Proposal. This tool offers help to perform this task.

Objectives

This tool is intended to

- help analyse the validity of the symbolic frameworks in your NSO's Youth Programme.
- identify possible difficulties and the need for change in the symbolic frameworks.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO in the process of designing or reviewing its Youth Programme.

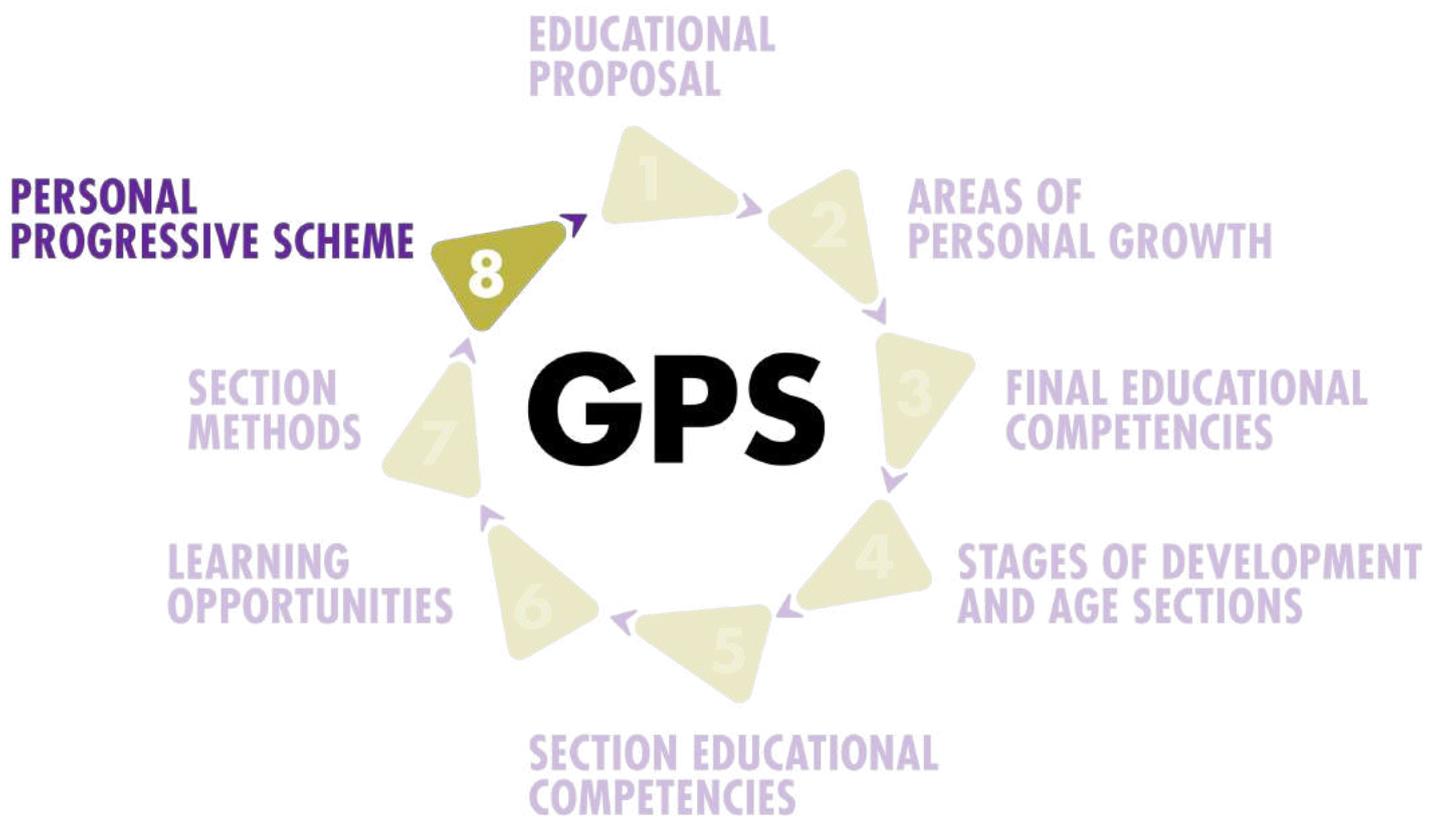
How to use this tool

1. Separate into teams and read the document *From the Game to the Symbolic Frameworks*. If necessary, discuss the concepts presented in the document.
2. As a team, analyse the age sections' symbolic frameworks. using the questionnaire to analyse the validity of the age sections' symbolic frameworks as a reference.
3. In plenary, present your conclusions.
4. Open a debate on each team presentation in order to reach a consensus.



Questionnaire to Analyse the Validity of the Age Sections' Symbolic Frameworks

1. Identify which elements of the NSO are common for all sections, and which elements that are section-specific.
2. Define in a short sentence the symbolic framework of each section? (write down the phrase of each section).
3. Describe how the symbolic frameworks evolve from one section to the next.
4. What are the essential symbolic elements of each of the sections? (tangible and intangible elements).
5. Is there a perceived transition between fantasy and reality in the sections' symbolic frameworks? Please justify your answer. Have you identified any difficulties regarding this transition?
6. Do the sections' symbolic frameworks present a transition between the use of imaginary characters to real characters within a social dimension? Have you identified any difficulties regarding this transition?
7. Do the symbolic frameworks respond to the needs and interests of the young person in each of the age sections? Please justify your answer.
8. Have difficulties been detected in the application of the symbolic frameworks within the sections? Please elaborate.





Personal Progressive Scheme

Introduction

The elaboration of a personal progressive scheme is the last step in the design of a Youth Programme. As with an iceberg, the personal progressive scheme is the visible part of something vastly bigger. In this case, the invisible part is the large amount of information gathered and the number of decisions that were taken in the preceding steps in the process of creating and updating your NSO's Youth Programme.

Concept

What is a personal progressive scheme?

A personal progressive scheme is a tool through which we guide and motivate young people to advance in the achievement of educational competencies and, consequently, in their personal development process.

The progressive scheme facilitates the delivery of the purpose of Scouting. Through the progressive scheme, young people can develop across the educational competencies and thus become active global citizens.

This personal progression is autonomous, facilitated by adults, who empower, encourage, and support young people appropriately to set their own challenges, exercise freedom of choice, and engage in self-reflection.¹

Purposes of the personal progressive scheme

1. Present the competencies to each of the different age sections in an appropriate manner

The progressive scheme is an invitation to young people to fully develop as people. Its purpose is to communicate the section educational competencies in a comprehensible way for each of the age sections that are part of your NSO's Youth Programme.

For this reason, the personal progressive scheme must be built with the recipients in mind. You should not present the competencies to children aged 7 in the same way as to young people aged 17. In all cases, it is important to ensure that the scheme is understandable and adapted to the needs, interests, and abilities of the young people to whom it is addressed.

¹ The Essential Characteristics of Scouting. WOSM 2019



2. Motivate young people to achieve the competencies foreseen for their age section

The progressive scheme is also a way to motivate young people to achieve the educational competencies foreseen for each of the age sections, encouraging in each young person the desire to develop themselves further..

Your goal should be to develop in each young person: "Ambition and hope, and the sense of achievement which will carry them on to greater ventures"²

As motivation is one of the key issues in the educational process, we have dedicated a specific section to it in this chapter.

3. Facilitate the personalisation of educational competencies

The progressive scheme must be conceived in such a way that the educational competencies can be adapted to the conditions, capacities, needs, and interests of young people.

Once the competencies have been explained, young people should be able to understand and claim ownership to achieve them, but what counts the most is participating in the activities and in group life. The competencies are not forgotten but they are pushed to the background and will be revisited at the beginning and end of the programme cycle.

This could be one of the biggest challenges your NSO faces when reviewing or designing your Youth Programme: maintaining a natural personal progression for young people while they are making friends and having exciting activities.

4. Facilitate the self-assessment process

In the educational proposal of Scouting, each young person is the first and main evaluator of their own learning. This self-evaluation is supported by peers and adults. The personal progressive scheme is the main reference that a young person has to analyse their progress and recognise their learning.

This process of self-evaluation is valuable in itself, since it is the main educational means for young people to acquire the ability to analyse their own learning, recognise how much progress has been made in some areas, and propose new goals to be achieved. In the words of the French pedagogue Philippe Meirieu:

"And we see here emerge the true meaning of any evaluation that pretends to be genuinely educational: to allow those who have learned "to know that they know" and to continue with their own learning."³

² The Scouter, October 1923

³ Regain Pedagogy From common places to key concepts. Paidós. Buenos Aires, Meirieu, Philippe (2016)

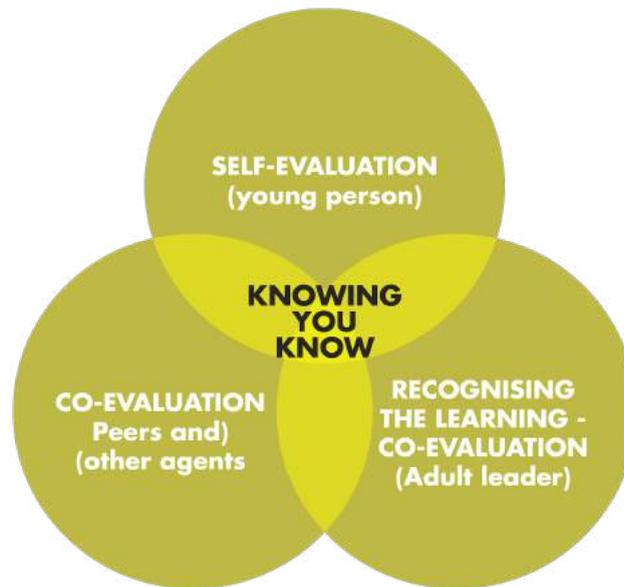


Fig.1

5. Recognise the progress of young people in their learning

Young people need to perceive that their progress is recognised by adults as well as by their peers. Recognition is an indispensable procedure to reinforce self-confidence and self-esteem and to encourage them to continue developing.

The Youth Programme in Scouting has traditionally recognised the learning and development of young people in the form of badges as well as ceremonies (considered a social act that celebrates the advancement of young people).

These are only two of the formal ways in which we recognise the achievement of personal progression. Other, often less formal, ways include increased responsibility, more challenging tasks, new roles, etc. These are usually not a recognition of an isolated learning outcome (as is often the case with badges), but are rather a recognition of overall progression and the acquisition of competencies.

However, we should not convert the progressive scheme into a frantic race to obtain as many badges as possible, a kind of carrot that is pursued and turns out to be more valuable and rewarding than the learning itself. In essence, a young person could spend many years progressing just by participating in all the learning opportunities a Youth Programme may provide, rather than setting out to obtain specific badges, and still have a similar or the same learning experience to those who have concentrated on getting those badges.

As Baden-Powell states in the *Aids to Scoutmastership*: "(Scouting is not) a school where superficial results are obtained by a distribution of medals and badges of merit."

At the time of designing the personal progressive scheme for each of the age sections, consider especially the type of recognition appropriate to each of the age sections, linking, in addition, the denomination of the stages, the design of the badges, and the ceremonies to the symbolic framework of each of the age sections.



Characteristics of a personal progressive scheme

1. Based on educational competencies

When we talk about personal development, this does not imply a desire to train perfect little individualists. The kind of person that Scouting promotes is someone who is both autonomous and cares for others. The quality of a community and its potential for development can be measured by the quality of its individuals.

The early attempts to build a personal progressive scheme resulted in lists of activities of increasing difficulty, classified into different areas or categories such as manual skills, expression, observation, first aid, life in nature, etc. In each category, young people had to pass standardised tests to demonstrate that they had acquired the necessary knowledge or skills.

One of the advantages of this pragmatic approach is that it provided the adults responsible for the units with a catalogue of activities and programme ideas. But that usually meant that the activities were not based on the young people's proposals, but on the knowledge and skills needed to pass the tests and advance in the badge's progressive scheme.

The system for evaluating personal progression was simple and understandable for adults and young people alike. The system also provided young people with simple, concrete information about what they should do to advance their progression, for example, what they should do to formulate their Scout Promise or reach a stage of progression.

However, this system also had its drawbacks.

- It led to considering the activity as an end in itself, overlooking the achievement or lack of it, of the underlying educational competencies.
- It stereotyped the educational practices of Scouting, reducing them to a catalogue of repetitive activities that did not take into account the interests of young people.
- It was an identical system for everyone, very difficult to adapt to individual characteristics and possibilities.

For this reason, we now insist on differentiating, on the one hand, the educational intention (expressed in the educational competencies) and, on the other hand, the learning opportunities through which we achieve those competencies.

While the competencies clearly explain the educational intention of our actions, the learning opportunities are the means by which these educational competencies are developed.

Together with activities and projects, the development of practical skills will form part of the Youth Programme of any age section, skills to enable greater adventures through increased practical knowledge, such as camping, pioneering, first aid, sailing, etc. These practical skills not only enable young people to participate in more learning opportunities, but the learning process itself can contribute to the acquisition of relevant educational competencies.



In this way, while in the Youth Programme we have defined a limited number of educational competencies, there is an unlimited number of opportunities that we use to achieve them.

2. Simple to implement

The personal progressive scheme must not only be comprehensible for the children and young people to whom it is addressed, it must also be simple to implement.

We can design a fantastic personal progressive scheme from an educational point of view, but if its implementation is complex, if it requires a lot of dedication, expensive educational materials, or a large number of volunteers in each age section, it will not be used.

If we want to reach out to more young people with the educational proposal of the Scout Movement, we must take on the challenge of designing a personal progressive scheme that, without abandoning the educational value of the tool, is simple to implement in the different realities in which it needs to be applied.

If this approach is a new one for your NSO, trainers and leaders will need specific training to understand the concept in order to better assist the young people in their progression. Facilitating personal progression means paying careful attention to a young person's capacity, interests, and motivation, and requires the leader's support. It may be beneficial to implement the new approach gradually, providing training for each step, so that adults at the grassroots level are not overwhelmed by the scale of changes to their volunteering role.

3. Personalised

"Why worry about individual training?" they ask. Because it is the only way by which you can educate. You can instruct any number of boys, a thousand at a time if you have a loud voice and attractive methods of disciplinary means. But that is not training — it is not education.⁴

The young person is the centre of our educational action. Each young person is a unique being, with a biography, needs, interests, and their own development rhythms. Only by knowing each young person can they be supported in their integral development, highlighting their potentialities and minimising their limitations. "This approach enables young people to progress in their own development, in their own way, and at their own pace..."⁵

The purpose of the personal progressive scheme is not to model young people according to a stereotyped or standardised growth model, but to help them develop their full potential and to be autonomous, supportive, responsible, and committed. The educational competencies set a direction for the young person's development, but choosing the path to take, the direction in which to go, and the pace at which to walk that path, must be the choice of each young person themselves. The (age section) educational competencies provide guidance but are not requirements that must be fulfilled.

⁴ Aids to Scoutmastership, Baden-Powell, 1920

⁵ The Essential Characteristic of Scouting, WOSM 2019



For Scouting, the true aim of our education is for young people to learn from the inside out, instead of adults instilling knowledge from the outside in.⁶ For this, it is necessary, among other things, to have a flexible and personalised progressive scheme that provokes in each young person the desire to investigate, to overcome, to put themselves to the test and, through this, to bring out their potential.

We need to consider that each young person has different experiences and levels of development.

4. Based on a positive look on each one

“There is five per cent of good even in the worst character. The sport is to find it, and then to develop it on to an 80 or 90 per cent basis. This is education instead of instruction of the young mind”.⁷

Scouting is open to everyone and especially to those who need it most. That is because Scouting has a positive view of young people. It does not focus on the limitations of young people but on their potential.

Adult leaders are present in young people's lives to commit themselves to their personal development, supporting them in their personal goals and achievements, supporting them so that they progressively become responsible for their own development.

The personal progression scheme must be conceived to offer “each young person the opportunity to identify their personal needs and the resources needed to improve their own competencies according to their own circumstances and abilities”.⁸

5. Based on each one's strengths and abilities

In *Aids to Scoutmastership*, Baden-Powell emphasised that the badge system “is an instrument which – if applied with understanding and sympathy – is designed to give hope and ambition... It is for this reason that the standard of proficiency is purposely left undefined. Our standard for Badge earning is not the attainment of a certain level of quality of knowledge or skill, but the amount of effort the boy has put into acquiring such knowledge or skill.”⁹

Any individual is not only capable of development, but has a right to do so. In a society which often ensures that everyone who turns up gets a prize, Scouting seeks to encourage young people to take a responsible attitude towards meaningful achievement. The personal progressive scheme invites them to ‘do their best’: to recognise their own strengths and abilities and push themselves to do more, and to recognise their own vulnerabilities, where they need the support of their peers to grow.

As a consequence the progressive scheme needs to take account of the knowledge and

⁶ Both in the idea of Baden-Powell, as in that of the educator Paulo Freire, the young person is not a sort of vessel in which the knowledge of the educator is deposited (banking education) but an active subject of his own learning.

⁷ *Aids to Scoutmastership*, Baden-Powell, 1920

⁸ *The Essential Characteristic of Scouting*, WOSM 2019

⁹ *Aids to Scoutmastership*, Baden-Powell, 1920



skills already accumulated, and the point at which a young person's progression begins in Scouting.

6. Adapted to each of the age sections

While the progressive scheme must be personalised for each young person, this personalisation is prepared by adapting the progressive scheme to each of the age sections.

The value of a progressive system based on final and intermediate competencies is that it offers the opportunity to have one continuous system adapted to each age section in turn.

Where the young person is on their journey through the progressive scheme can be seen on the grid of educational competencies, which lays out the development path proposed through the stages of development, to reach the final competencies.

How it is implemented in each age section must take into account the characteristics, needs, and interests of the different age sections.

It is essential that the personal progressive scheme be comprehensible to the children and young people to whom it is addressed; for this, it must be formulated in a language close to theirs and pose feasible challenges that serve to motivate the desire to progress in each young person.

The progressive scheme should offer a comprehensive connection between the age sections, while presenting a specific symbolic framework for each one. A one-programme concept based on a complementary and sequential progressive scheme will provide familiarity to young people and the opportunity to see a clear line of progression instead of a restarting system each time a young person starts in a new section.

7. Culturally adapted

Having the progressive scheme as the visual "tip of the iceberg", your NSO has the opportunity to show how Scouting is open to all and takes into account the cultural contexts of your country. Taking into consideration the cultural heritage of your country, the personal progressive scheme may include indigenous languages or contexts that can even be reflected on the symbols used to recognise young people's achievements. How can the progressive scheme make young people feel included and take ownership for their own development?

The challenge of motivating progress in personal progression

The definition of section educational competencies is not enough to motivate personal progression. There are other factors that move the young person to progress. We have already talked about the value of recognition as a means of encouraging progress; we will now analyse the role model and the interaction in the peer group.

In a little-known text by Jean Piaget on moral education - *Moral Education at School*, part of a series of nine unpublished texts produced between 1928 and 1944 in which-



among which he praises the Scout Movement - the Swiss psychologist identifies two factors that motivate the young person to progress:

1. **Unilateral respect:** the respect shown by younger children to older children or the influence of an adult on a young person.
2. **Mutual respect:** the reciprocal influence that two people of equal status exercise on each other.

Jean Piaget says:

"Baden-Powell understood very well, not only that the example is everything in education, but also the relationships from person to person constitute the true source of the moral imperatives.

In addition, and it is not the least of his achievements, he also understood that moral duty represents only one stage in the development of consciousness, and that one-sided respect has to be mitigated from the beginning by mutual respect, until the time when the latter takes definitive control over the first. This is why the ideal of the Scout leader is not to be a commander but a coach:

The leader does not have to be a school teacher or a troop officer, nor a pastor, nor a monitor, he has to be simply "young at heart", he has to have in himself the spirit of a young man; It is necessary to put yourself on the same plane as those you will be dealing with".¹⁰

In this motivation dynamic, we can identify two main factors: the adult leader and the peer group.

The adult leader as a supportive role model

We refer to the influence or example of the older person. When the adult leader or the team leader explains the personal progression to a younger member, they hear it because they adopt an attitude of "unilateral respect" as Jean Piaget mentions.

This respect is based on the fact that the responsible adult or the most experienced young person is a living example of what they are proposing. The personal progressive scheme is presented through dialogue, through a personal and close relationship, and the person presenting it is taken as a model.

Although many Scout educators are reluctant to show themselves as a testimony or example, to build their autonomy young people need to go through identification with different models, and in this process the Scout educator also plays an important role.

Scouting offers the potential for a partnership of enthusiasm and experience between young people and adults, based on mutual respect, trust, and acceptance of each other as people. The adult provides educational, emotional, informational, and appraisal support to young people in their own development. Educational support involves the

¹⁰ L'Education Morale a l'Ecole. De l'education du citoyen a l'education internationale. Payot. Geneva, Piaget, Jean (1997)



provision of tangible aid and services that directly assist the self-educational development of young people.¹¹

Therefore, personal progression cannot take place without the support of an adult leader, which may take three forms:

1. Observing each young person to detect changes and new competencies as they appear. Motivating leaders to observe young people and giving them the skills to do so, should be one of the main objectives in leaders's training.
2. Organising collective evaluations within each team as well as the whole group, in order to evaluate both the activities and also the level of participation and the new competencies demonstrated by each young person.
3. Informally discussing experiences with each young person, in order to help them to become aware of what they have already achieved and new challenges ahead. This intervention by adults should be aimed at developing the young person's autonomy, in other words the ability to assess themselves and make decisions concerning their own development.

The peer group

In order not to confine the young person in a dependent relationship, it is necessary to balance "unilateral respect" with "mutual respect". This occurs in the relationship with the peer group.

Piaget, in another part of the quoted text, describes an educational experience of self-government:

"Developing by themselves their own laws that will regulate school discipline, choosing themselves their own government to be in charge of implementing those laws and constituting themselves the judicial power having as a function to sanction crimes, children acquire the possibility of learning through from experience what is obedience to the rule, belonging to a social group and individual responsibility".¹²

This experience of self-government that occurred in some experimental schools we know as the "team system" and it has been practised by Scouting since its inception.

The peer group, a space where the relationships of individuals are based on reciprocity and cooperation, is another important factor to motivate the personal progress of young people. This happens from the effort of each individual to adequately perform the responsibilities entrusted to them, the support of other young people to overcome obstacles, the mutual criticism that reinforces the objectivity of the judgments and allows each young person to discover themselves, and the reciprocal opinions in the self-evaluation processes of personal progression.

¹¹ The Essential Characteristic of Scouting, WOSM 2019

¹² *L'Education Morale a l'Ecole. De l'education du citoyen a l'education internationale.* Payot. Geneva, Piaget, Jean (1997)



In this sense, the team council may play an important role when assessing personal progression (it reinforces the youth involvement but can be overwhelmed for the Cub Scout age section). The adult leader continues to be responsible for the educational overview to ensure that all decisions are fair and to embrace a positive, strengths-based approach.

How to develop a personal progressive scheme

Planning the scheme

The personal progressive scheme has to be clear, easy for everybody to understand, particularly young people, and easy to implement. It may be based on these complementary elements:

- Progress stages
- Proficiency badges
- World programmes

Progress stages

The first task is to define the successive stages which young people will need to go through in order to reach the educational competencies within each age section. You should address the number and designation of these stages when designing your NSO's progressive scheme noting that they may be different for each age section.

These progress stages will allow your NSO to have intermediate steps of recognition of young people's personal development while providing a source of motivation and pride.

Each progress stage can be linked with a certain group of educational competencies or be associated with the areas of personal growth and connected with the symbolic framework of the age section in a visual manner (if recognition is based on badges).

Usually the Promise is independent of the progress stages, because it is not linked to progress in achieving competencies but rather to a "personal and voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and a Scout wants to be".¹³ They often start after a young person makes their Promise at the end of an introductory period.

If using badges to identify the different stages, these should be given as soon as the young person has joined the respective stage. This calls for a small ceremony at which the central theme is acknowledgement of the progress made. This should be a simple, brief, and personal celebration restricted to the Unit members.

Another aspect to consider is how young people access the progress stages:

¹³ The Scout Method, WOSM, 2019



- a) They can have a direct entry to any of the stages based on their development, i.e., a combination of their age and the different experiences and levels of development are the prerequisites to access any of the progress stages.
- b) They can have a linear entry progression, i.e., they always start on the first stage and progress from one stage to another, regardless of their age and a personal assessment of their development.
- c) A mixed option can be adopted to ensure a more personalised approach (especially for those young people that join Scouting at a different age from the beginning of an age section).

Proficiency badges and highest awards

The second element is what has traditionally been known as proficiency badges. Baden-Powell placed a great deal of importance on the badge system. It encourages young people to explore their own interests and personal strengths and it can help them to choose a career by enabling them to experiment with and discover genuine professions such as mechanic, reporter, ecologist, computer programmer, accountant, etc., according to their capacities at each age.

The two elements of the personal progressive scheme should be planned so that they reinforce each other: reaching an educational objective can motivate a young person to specialise in certain fields; gaining a proficiency badge can help a young person to work towards a new competency.

Some NSOs have also highest awards for each age section for top achievement in Scouting and in some countries they carried significant prestige and value beyond Scouting.

World programmes

The Better World Framework is a set of coordinated programmes, campaigns, calls to action, and events designed to develop the competencies of young people to become global active citizens by taking action around issues related to sustainable development.

The World Programmes are learning opportunities especially designed to support your NSO's education for sustainable development in its Youth Programme. This integrated approach inspires young people to take action to improve their communities at the same time they develop themselves by the actions taken for the community.

A full list and detailed explanation of all World Programmes can be found in <https://www.scout.org/better-world-framework>



PPS 01. Thinking About Personal Progression

Introduction

The personal progressive scheme is the tool through which we guide and motivate young people in the development of educational competencies and, consequently, in their personal development process.

Objectives

This tool is intended to

- help to your NSO to think about the fundamental definitions on which you can build the personal progression scheme of each of its units.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants of a study or discussions (seminars, workshops, etc.) organised by your NSO in the process of designing or reviewing its Youth Programme.

How to use this tool

1. Split the participants into five teams. Working in parallel and using the guiding questions below, analyse the following topics:

- Team 1. The current progression scheme in the NSO.
- Team 2. A progression scheme by age section.
- Team 3. Stages of personal progression.
- Team 4. Support materials.
- Team 5. Proficiency and special badges (including the world programmes under the Better World Framework).

2. In plenary, present the conclusions of each group and discuss, trying to reach common conclusions.



1. Scheme of current progression

- 1.1. What are the best features of the current personal progression scheme in our NSO?
- 1.2. What are the main challenges and limitations of the current progression scheme in our NSO?

2. A progression scheme by age sections

- 2.1. The personal progression system is based on educational competencies, but will we design a progression system adapted to each of the age sections?
- 2.2. How will we adapt the progression systems to the maturity of young people in different age groups?
- 2.3. How will we present the educational competencies in the personal progression for each of the age sections?

3. Stages of personal progression

- 3.1. Are we going to define stages of progression?
- 3.2. What criteria will we use to define the stages?
- 3.3. What criteria will we use to define the number of stages in each age section?
- 3.4. Direct entry to the stages based on each young person's development, linear entry progressing from one stage to another, or the possibility of having both types of entries?
- 3.5. What criteria will we use to name the stages in each age section? Will we refer to the symbolic framework of each of the age sections?



4. Support materials

4.1. What materials will we use to present the personal progressive scheme to young people?

4.2. How will we motivate the advance of the progression in each of the age sections?

4.3. Will we use badges to recognise the progress of young people in personal progression? Will it be the same model of badges in the different age sections? How will the badges adapt to the needs and interests of the young people in each age group? How will they adapt to the symbolic framework, etc.?

5. Proficiency and special badges

5.1. What will the system of proficiency and special badges look like?

5.2. What relationship will it have with the personal progressive system?

5.3. Will all the age sections have a system of proficiency and special badges?

5.4. Will we adapt the system of proficiency and special badges to the characteristics and needs of each age group?

5.5. Will we include special badges in the system, for example, those of the World Programmes (Scouts of the World Award, Earth Tribe, Messengers of Peace) to the personal progression or in the proficiency system? How will we do it?



PPS 02. From Age Sections Competencies to Personal Progressive Schemes

Model Analysis

Introduction

The personal progressive scheme is the tool used to guide and motivate young people in achieving the proposed educational competencies and, therefore, in their personal development process.

Some of the most complex challenges of the National Programme Team is to design an adequate personal progressive scheme based on educational competencies that

- presents educational competencies to each of the different age sections appropriately.
- is adapted to the characteristics of each age section.
- motivates young people to achieve the educational competencies planned for their age section.
- allows personalising the competences according to the needs and interests of young people.
- enables the self-assessment process.
- serves to recognise the progress of young people in their learning.
- is simple to implement and understandable to both young people and adults.

Objectives

This tool is intended to

- help identify those fundamental characteristics on which the personal progression scheme will be built.

This tool is intended for

- the team responsible for the process of designing or reviewing your NSO's Youth Programme.
- participants participating in the reflection or debate (seminars, workshops, etc.) organised by your NSO when designing or reviewing its Youth Programme.

How to use this tool

1. Organise five work teams. Have each of the teams analyse one of the models presented and identify aspects for and against each of its characteristics.
2. In a plenary session, have each group present their conclusions for debate and try to reach common conclusions.
3. Decide which model is best suited; use a pure model or a combination.



MODEL 1		
Characteristics	Aspects in favour	Aspects against
Age section educational competencies are organised in the six growth areas.		
Age section educational competencies are presented to young people.		
For this, the wording of the educational competencies is adapted to each of the age sections, to make them understandable and, at the same time, attractive.		
Young people work directly with educational competencies, having the possibility to choose and adapt learning opportunities to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		
This model is similar in all units.		

MODEL 1A		
Characteristics	Aspects in favour	Aspects against
This model is similar for all units, except for the oldest age section, in which young people have the possibility of planning their personal progress using a specific tool.		

MODEL 2		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people directly but by using other programme areas, for example environment, adventure, peace, and development.		
The programme areas are presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
Young people have the possibility to choose and adapt learning opportunities for each area according to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		
This model is similar in all units.		



MODEL 2A		
Characteristics	Aspects in favour	Aspects against
This model is similar to all units, except for the oldest age section, in which young people have the possibility of planning their personal progress using a specific tool.		

MODEL 3		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people directly but by using other programme areas, for example environment, adventure, peace and development.		
The programme areas are presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
For each programme area the progression scheme offers a pre-made list of learning opportunities (ideas of activities and projects), which can be adapted to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		
This model is similar in all units.		

MODEL 4		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people directly but by using other programme areas, for example environment, adventure, peace and development.		
The programme areas are presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
For each programme area the progression scheme in the younger sections (Cubs and Scouts), offers a pre-made list of learning opportunities (ideas of activities and projects), which can be adapted to their interests and reality.		



In older sections, the progression scheme is more flexible, offering adolescents and young people the possibility of planning their personal progress, using a specific tool.		
Progress is recognised within the conclusion of the programme cycle and may have a recognition badge at the beginning of a given stage.		

MODEL 5		
Characteristics	Aspects in favour	Aspects against
The age section educational competencies are not presented to young people.		
The progressive scheme is presented through a combination of activity badges and awards for each age section and presented to young people, and their wording is adapted to each of the age sections, in order to make them comprehensible and attractive.		
The educational competencies are related with the content of each specific activity badge and award, with a lower possibility to adapt to their interests and reality.		
Progress is recognised within the conclusion of the programme cycle with the acquisition of the specific badges and awards.		
This model is similar in all units.		

MODEL 5A		
Characteristics	Aspects in favour	Aspects against
This model is similar to all units, except for the oldest age section, in which young people have the possibility to adapt the content of the activity badges and awards to their interests and reality.		



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