



TRAINING SYSTEM REVIEW



SCOUTS[®]
Creating a Better World

ADULTS IN SCOUTING

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Inspiration and ideas from participants in working sessions on training systems

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Training Systems Toolkit

Training System Renewal

0. Introduction

0.1 General

This manual represents one way to design a new Training System. It is the product of several working sessions organised by WOSM–European Region. Most of the ideas gathered in the work sessions came from participants' experiences in their national Scout associations. When these experiences were analysed and compared, a new synergy emerged, resulting in the interesting solutions that are presented in this manual.

We began by discussing what exactly we mean by 'Training System', and what actions the Association must take to create a successful one. These actions were listed, analysed and grouped. Based on the grouping, we then defined each phase of the process. We continued to break down each of the actions into more detail and then, once more, revisited the phases.

This manual is not the outcome of a Training System Renewal; instead it offers a recipe to follow. It proposes the necessary steps which need to be taken; it lists the topics that need to be considered; and it suggests the order in which this should be done, highlighting the major decision points. Each association should plan its own process carefully and consider the proposed steps. Not all of the proposed steps are applicable to all associations; which steps you use will depend on where you start from – please modify to the process to suit your requirements. Figure 1 presents one possible Training System design process.

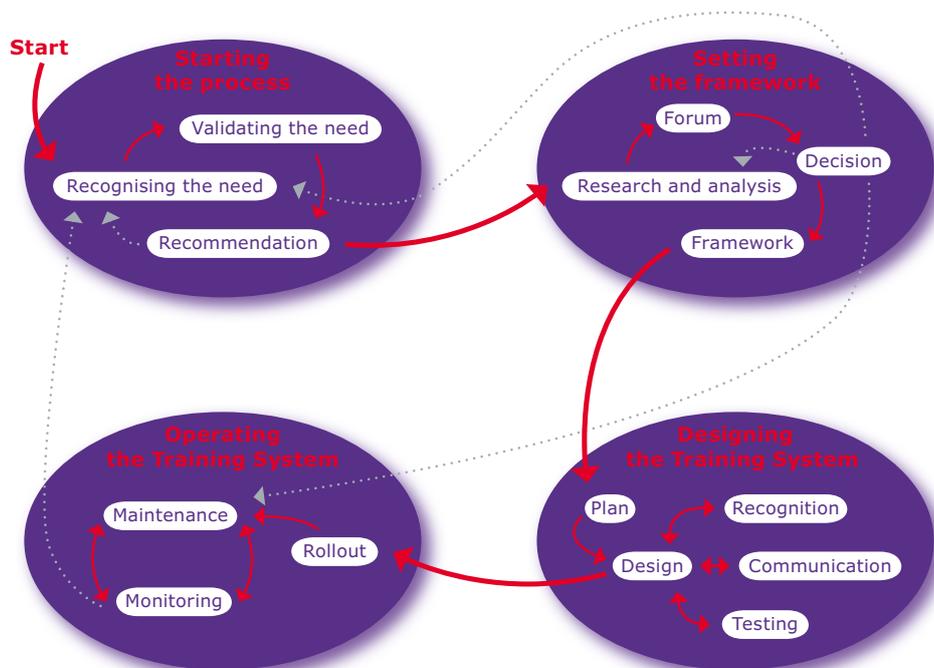


Figure 1. Training System design process

The process covers four phases: Starting the process, Setting the framework, (Re)Designing the Training System and Operating the Training System. The last phase also includes the 'rollout' of the new system. Each of the phases has a decision point: is there a need to start the process; does the analysis support the renewal; is the system design what is needed and described in the framework; does the system operate well or do we need to have another look and introduce some more changes? The first two phases have a clear drawback option and process. Each of the phases is presented in a separate chapter in this manual. The general process of Training System design or renewal is described here in a very detailed and methodical manner. Some associations undergoing such a process might choose a simpler way, with fewer steps.

Different appendices, including the summary of practical steps in Training System design, give practical advice and tools needed to better understand or use some of the ideas we talk about.

0.2 The role of training in Scouting

'Scouting exists for the benefit of young people. It is a youth movement in which adults provide guidance and support to the youth members. The development and delivery of the youth programme require the active involvement of many competent adults who need to be recruited, equipped with the competencies required to fulfil their tasks, continuously supported and assigned to new tasks whenever appropriate, until their retirement.'

Adult Resources Handbook

Two elements of the success of a national Scout association are a) a quality youth programme with b) committed and trained leaders. You could say that these two elements represent the 'core business' of an association.

The role of training in Scouting is to help adults to continuously improve the skills, competencies, knowledge, values and attitudes required in order to increase the quality and effectiveness of their work in delivering a good programme to young people.

The content and outlook of training may differ a lot from one association to the next: some associations have very traditional training systems, where the training course contents are defined; some may have a more modular approach.

Characteristics of training in Scouting are:

- Hands-on learning (training by doing): a practical way of gaining knowledge, skills and attitudes.
- Uses a defined language, specifically adjusted to our reality.
- Small groups.
- Practical wherever possible.
- Widely available to everyone; not at all elitist.
- Uses the Scout Method as a framework if applicable; adopted to the age of participants.
- Based on previous experiences: traditions from many generations of leaders and trainers.
- Benefits from experience: uses examples of good practice from our own work.
- Diverse offer: provides training in different kinds of competencies for the variety of responsibilities leaders may have in an association.

- Promotes diversity: open to leaders with different backgrounds, levels of previous knowledge and skills, roles etc.
- Value-based: uses the basic principles of Scouting to set the framework.

0.3 Training System

A system is a group of interacting, interrelated or interdependent entities, real or abstract, forming an integrated whole.

The Training System is also a set of entities: adult assignments, competencies needed for the assignments, training schemes, training courses, training modules, administration, communication, etc. What connects all of these entities is the general aim: to provide the learning adult leaders need to perform their roles in Scouting. The Training System is an integrated set of competencies, training needs, guidelines, training opportunities and supporting structures for training, assessing and recognising people's skills.

The World Adult Resources Policy, which was adopted by the World Scout Conference at its meeting in Bangkok in 1993, states that: 'Each NSO is responsible for designing and operating a system for the training and development of adult leaders in all functions and at all levels.'

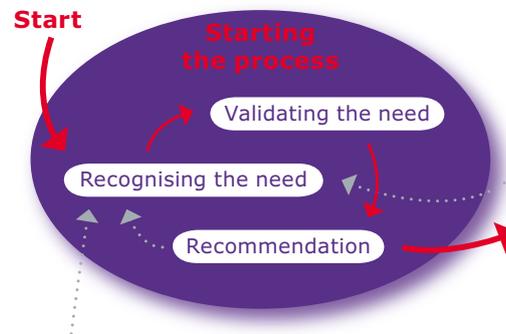
The Training System is an important element of the successful work of a national Scout association. Its function is not to simply 'produce leaders'. It ensures quality leadership, proper delivery of the Scout Programme, correct management of the association and active support for both young people and adult leaders. The Training System comprises a range of interrelated frameworks, programs and structures working together to provide consistent, high-quality, internally and externally recognised training for all adult leaders in an association.

Training Systems Toolkit

Training System Renewal

1. Starting the process

1.0 Starting the process



At a certain point, an association can realise that the Training System it has doesn't provide what it needs. Those responsible for maintaining and monitoring the system should **recognise** that moment. Of course, the signals can come from many sources: leadership, local level, external partners, etc. Phase 1 discusses what may trigger the Training System renewal; how to **validate the need** using initial analysis; and how to make decisions if things can be easily fixed or make a **recommendation** for general renewal of the whole system.

In new and developing associations, Phase 1 marks the beginning of building the system, and some steps that refer to a current system may not apply.

1.1 Recognising the need

The world around us is changing constantly, and the frequency of change becomes shorter all the time. The Training System needs to be revisited frequently as it can quickly become outdated; a system, which was modern 10 years ago (or even more recently), may now be old-fashioned because of changes in circumstances or in the environment within which the system operates.

1.1.1 Regular monitoring

1.1.1.1 Status and effectiveness of the current Training System

The most obvious reason for developing a Training System is if the association does not have one in the first place. Also, if the association has a Training System in place, but in reality the training doesn't happen as described in the system, then renewal should be considered.

If the current Training System is old, a scenario analysis may be used to analyse the need for Training System renewal: create scenarios of having current system and new system(s). What actions are required in the scenarios, and what are the impacts? (You can find more on possible scenarios in Section 2.3.4 Possible scenarios)

1.1.1.2 Situation in the association

Declining membership numbers are an obvious signal that some things are not working well in the association, despite all the external factors influencing our work. To recognise that such a decline is, in fact, a reality, you need to have an accurate membership data collection system. Training may not be the key reason for a decline in membership, but it can contribute to the mix of different causes. In cooperation with your colleagues, you should follow the data, analyse the causes and identify if, in fact, training is one of them. If it is, perhaps you need to think about renewing your Training System.

1.1.1.3 Indicators - signals

What will indicate a need to start the renewal process? How will we recognise the signals?

Let's look at examples of indicators. A material change in any of these over a period of time may indicate a need for Training System renewal, or at least indicate a need for some analysis. Associations may have set target values for some of these indicators. If the actual values are way behind target, further analysis is needed.

- Membership (youth or adult): If youth membership is increasing, more trained adults will be needed. Good training also helps recruitment.
- Recent decline in membership.
- Number of trained adults.
- Number of training sessions.
- Participation in training sessions.
- Number of activities in which youth members participate.
- Number of social activities.
- Cost of training.
- Participation in international events.
- Quality of training (you could use course evaluation feedback, but measurement may be difficult).

- Number of badges and training insignia sold.
- Average stay in Scouting; both of members and of leaders.
- Flexibility and variety of training contents and methods.

To be fully attentive and to recognise the change in these indicators, it is advisable to regularly survey local groups, local Training Commissioners, learners/participants and other Commissioners.

1.1.2 Changes which trigger renewal

1.1.2.1 Youth Programme renewal

Any changes to the Youth Programme will require at least a Training System review and perhaps renewal of the whole Training System. If, as a result of Youth Programme renewal, it is decided to change the age sections, it is obvious that the assignments of adult leaders will change too. These new leader roles will require new training. When Youth Programme renewal is planned, it is important that a Training System review is also planned, and that the plans are aligned. Also responsibilities must be agreed between Youth Programme renewal and Training System renewal. For example, is definition of the assignments for adult leaders the responsibility of Training System renewal or Youth Programme renewal? Clear communications and sharing of team members are highly recommended; for instance trainer(s) should join the programme review and vice versa.

1.1.2.2 Strategy

Your association's strategy may require changes to the current training practices. The strategy may include priorities, which will impact on the training needs, or the Training System renewal may be mentioned in the strategy as a priority area. The strategy design process normally includes lots of analysis of the organisation and the environment in which the organisation is working. It is important to add analysis of the Training System to the process; it is an important function of the organisation. Strategy process includes decision-making, also for topics related to Training System, and therefore it is important that members of training committees are heard during the strategy process.

Changes in the strategy process may require changes in training content, as the leaders need to understand the strategy process of the association and be able to use it effectively.

1.1.2.3 Trends in the world around you

Society around you is changing, and that influences both Scouting and your leaders. You need to observe trends to be able to adapt to these changes. Changes occur in both internal and external trends. Examples of trends, which may be valid in some areas, are:

Internal

- Reduced participation in training.
- A lack of leaders, especially trained leaders.
- Young people on waiting lists.
- Younger leaders, bigger grey area, i.e. overlap of leader and Youth Programme.
- Conservatism i.e. an unwillingness to change

External

- Adulthood starts later, childhood ends earlier; percentage of young people decreasing, aging societies.
- Adults have less time for volunteering.
- Volunteers have bigger expectations about how volunteering will benefit them.
- Skills of adults have changed.
- Outdoor adventures and sports are less important hobbies.
- Need for recognition has changed.
- Other organisational changes, in (non) formal adult learning.
- Immigration.
- Migration.

Adult and youth trends may not be the same. Trends may differ in different parts of a country or even a city. Consideration is needed whether Scouting should adjust to trends, or try to change the trend.

1.1.2.4 Others

Organisational change

If the organisation of the NSA or districts is changed, the areas of responsibility will change, and that must be reflected in the Training System. It may include new definitions of roles in training: what is the responsibility of national training team, and what training should regions or units do. Even if it is not clearly defined, the Training System is based on an assumption of Scouting on a national and district level. In both cases, changes in organisational structures should prompt a Training System review.

New skills needed

The skills which adults in Scouting need can change. For example:

- New activities in Youth Programme require new skills.
- New structure of Youth Programme is an even bigger change. Adults need to have the necessary knowledge to implement the new programme.
- New safety (and other) regulations increase the number of skills and the amount of knowledge needed.
- Other legislative changes may require changes to our Training System.
- New tools, like training or Youth Programme, may require new technical skills.

New expectations

The expectations of adults volunteering in Scouting are changing. To meet their expectations you need to adjust the level of your training. Volunteers' skills are changing: some skills are more required than others.

Some other volunteer organisations in the 'volunteers market' may have better training systems than Scouting. This can impact the number of people who volunteer in Scouting and should create the impetus needed to improve learning in Scouting.

Practical steps you may take in this part of the process are:

- Discuss the role of training in the association, especially as part of the *Adults in Scouting* strategy.
- Observe the development of the association (especially major decisions and changes) and estimate the role of training and the contribution it makes.
- Communicate with the world around you to spot changes that may affect your association and its Training System.
- Create scenarios of having current system and new system.
- Communicate with leaders on all levels and get their feedback on the quality, efficiency and effectiveness of the Training System.
- Establish a list of indicators and collect and process data on membership, leaders and training that may indicate the need for changes in the Training System.
- Monitor your Training System regularly to recognise possible changes in indicators.

1.2 Validating the need

When there is a reason to consider Training System renewal, some initial analysis is needed. Just a feeling that renewal is needed is not enough. Training system renewal is a big project that requires a lot of resources and, of course, these resources are limited. The national association must consider what development project to start: is training the priority or could improvement in some other areas of work bring more benefits? The decision to start the Training System renewal project must be supported by facts and analysis.

1.2.1 What to analyse?

Start by analysing the reason for the Training System renewal mentioned in the previous section, whatever it may be: a new Youth Programme or strategy; a change in trends or indicators. What is the impact on the Training System? Is the Training System the root of the problem, or just a consequence? What impact might a new Training System have on the signals observed? There can be many reasons for changes of indicators (1.1.1.3), and Training System renewal may impact only one of these. Therefore cause-and-effect analysis is needed.

1.2.2 Who can propose the initial analysis?

The National Training Committee needs to monitor the Training System (Chapter 4), and if any of the indicator alarms sound, then further analysis is needed. The initiative to analyse the Training System may also come from the Youth Programme Committee: it may see changes in the quality and quantity of youth programme, and an analysis of Youth Programme may indicate that one of the root causes for these changes is training.

Also external organisations may notice that the Training System does not function well; discussions with members of other organisations, where the training systems are compared, may show that your current Training System needs improvement (see Benchmarking, Chapter 4.5.). Such external organisations may be other National Scout Associations or Scout Regions. (Note: This is yet another reason for networking between training commissioners!)

1.2.3 When to analyse?

An analysis of the Training System may be done, even when nobody says that there is a need for Training System renewal. Analysis can be done regularly, for example, every other year or on an ongoing basis as required. Indeed strategy process normally includes analysis; it is useful to analyse the status of the Training System as a part of strategy process as this will ensure that analyses are performed every time the strategy is updated.

The Training Committee may also set triggers, perhaps by creating limits for some indicators. If the limit is reached, it is time to start analysing why there is a change in an indicator. Such indicators are mentioned in Section 1.1.1.3.

1.2.4 What is the output of the initial analysis?

The purpose of the initial analysis is to raise awareness: the full potential of Training System is not in place. It also helps decision-making: what needs to be done to get training on the right track. It will also help to create a vision: what your Training System and its outputs could look like; what is the difference between your current status and the desired status?

The output should, therefore, be clear, realistic, fact-based and focused. It may include a cost/benefit analysis and scenarios: what might happen if the current system continues; what are your options; and what might happen if these options are realised. The depth of this analysis must be considered: the next phase in the Training System renewal process includes deeper analysis. The analysis in the initial phase is made just for the reasons mentioned above.

Practical steps you may take in this part of the process are:

- Discuss if you need to perform an initial analysis of the signals and indicators you've observed.
- Structure your findings in a clear, realistic, fact-based and focused manner; deliver cost/benefit scenarios of possible steps that could be taken.

1.3 Recommendation

Based on the initial analysis a decision is made: it's a 'go' or a 'no go'. Do you start the Training System renewal or not?

1.3.1 Who makes the recommendation?

First there must be a decision about who can make the recommendation. The constitution or by-laws of the NSA define this. It can be, for example, the Training Committee, but most probably the decision of the National (executive) board or similar body will have better effect.

1.3.2 Content of the recommendation

The Training Committee or another organisation unit, based on the organisational set-up, proposes a recommendation, and of course provides the output of analysis for supporting the decision-making.

The recommendation is a justification of why to start the next phase. It can include:

- Outcome of the initial analysis: give the facts as to why the change is needed.
- Objectives of the Training System renewal: these should be measurable and also relate to the reason why the Training System renewal should be embarked upon. The objectives of the Training System renewal are not the same as the objectives of the final Training System. Objectives for the renewal may include definitions as to how the renewal is done, what the schedule will be, how much it will cost, when it will take effect, etc.
- Alignment to the strategy: since Training System renewal is a big development process, it needs to be aligned to both short-term and strategic planning. The implications of changing the Training System need to be studied: what is the impact to Youth Programme, to the image of Scouting etc.
- Rough schedule for the next phases.
- A draft project plan, including responsibilities: who will take the next steps?
- Steering and responsibilities of the project.

Bear in mind that the proposal you make should be one that will attract the support of the decision-making body; it should be clear, attractive and easy to understand.

1.3.3 If the decision is a 'No Go'

The authorised body may decide that Training System renewal is not the way to go...at this time. Despite this decision, you need to be constantly aware of possible changes in indicators that may signal a need to review this decision later on. It may be that the development of other processes and materials may impact Scouting and how well you achieve your mission. You need to remember that all areas of Scouting are linked, and if one part is changed, all the other parts may be impacted and may need changing as well.

An option in this case (especially if the reason is that most of the resources are needed for another area), is to make quick and effective updates of the current Training System (if any) or use training opportunities in other organisations, inside or outside Scouting (if the association doesn't have a system in place).

Practical steps you may take in this part of the process are:

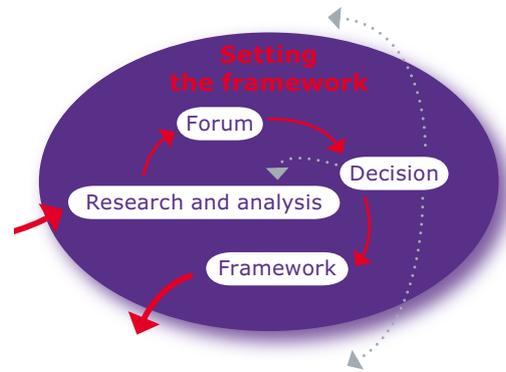
- If you decide to propose Training System renewal, prepare the list of arguments that confirm such a decision.
- Prepare a recommendation that includes the outcome of the initial analysis, the objectives for Training System renewal, the alignment to the general strategy of the association, a draft plan of further steps, and a proposal for management of the process.
- Make your proposal clear, attractive and easy to understand.
- If the initial analysis shows that no major changes to the Training System are needed or are possible, examine if you need to make quick and effective updates to the current Training System and keep on checking to see if there is another need for Training System renewal.

Training Systems Toolkit

Training System Renewal

2.0 Setting the framework

2.0 Introduction



This phase follows the recommendation to continue with the change/update/build of a Training System. The recommendation is a starting point for the organisation to begin evaluating its current position with regard to adult training. The important element of this phase is to put training, both current and future, into the context of the association and its environment, and to establish boundaries for the new/reviewed Training System to be created.

Outcomes of this part of the process are the decision to continue or not with design or renewal of the Training System, or to just fix some things; if the **decision** is to continue, the **framework**, which includes vision, objectives and boundaries in which the new system will be built. This is an important decision, and the broader leadership of the association should be involved in preparing for it and making it. The idea proposed is to arrange a **Forum** that will provide space for sharing and commenting on the results of the analysis; collecting all ideas; and sketching the framework. In Section 2.2, we discuss a possible process by which this decision can be made. A team should be created to lead the process and to ensure that it is comprehensive and all-inclusive.

It is important at this stage that the team that undertakes the setting of the framework has all the information from the first phase and understands the objectives of the project. It needs to be clear that this phase is about collection of information with the aim to develop a framework; it is not about designing a new/updated Training System.

2.0.1 Planning the phase

After the recommendation is approved, the Training Committee is authorised to nominate a small group to facilitate the framework phase. The team must have a clear indication of its responsibilities, authority and available resources.

First the team needs to make a simple plan about the phase: what will happen, when, and who is responsible, for example, a GANTT* chart. The key issue is research; external expertise should be considered. Facilitating the decision-making is an important task, and facilitation methods, communication and documentation require extra consideration.

Practical steps you may take in this part of the process are:

- Establish a project team to lead this part of the process.
- The project team needs to plan all the steps in this phase.

2.1 Research

Changing important segments of an association's work should not be done by accident or be based on assumptions. Such a significant change should be based on adequate analysis.

2.1.1 Evaluating your current Training System

Many theories of strategic planning suggest that it is better to start from the vision and then analyse the reality in order to propose solutions and actions for the future. Here, we think that an analysis of the current system should identify those parts that are working and those parts that need improvement; this should serve as starting point for designing a new system or renewing the current Training System.

2.1.1.1 What it is supposed to look like?

In order to evaluate the current Training System, the first step in this phase is to understand the original aims and objectives of the current Training System. Those undertaking this work will need access to the information relating to the original design; if possible, it may help to work closely with those responsible for designing the original system.

As well as identifying what the system is supposed to look like, the team should also try to identify the context in which the system was designed. Often the perceived failure of a Training System is based on the fact that its design was based around a set of needs that are no longer relevant.

Besides analysing how the training was designed, you should check to see if the system was used in the way it was designed for. Sometimes, good ideas fail because they were not delivered in the best possible way or maybe even because they were not applicable. Good analysis should pay a lot of attention to the way the system was used, and if there were problems there, you should consider what the impact would be if things worked as expected.

* A GANTT chart is a popular type of bar chart that illustrates a project schedule. GANTT charts illustrate the start and finish dates of the terminal elements and summary elements of a project. An example of a GANTT chart is presented in Section 4.1.1.1

This review of the design of the current system should include the following areas:

Values

What were the **values** on which the Training System was based? Were these clearly identified in the initial design? Are these still relevant to the organisation?

Needs

What needs was the Training System based on? Were these clearly identified in the initial design? Issues such as the **needs** of adult volunteers, the strategy of the organisation, other areas of Scouting such as the Youth Programme and external factors should be considered in this.

Trends

The Training System needs to be put into the context in which it was written. What were the **trends** at the time and are these still relevant? The team should focus on both internal trends (e.g. recruitment and involvement in Scout training) and external trends (e.g. patterns of adult volunteering, social trends).

2.1.1.2 What it actually looks like?

When the team has identified what the current Training System was supposed to look like, it needs to focus on how the system has been implemented and how it actually looks. Before making the decision to redesign a Training System the association needs to assess whether the system itself is no longer suitable or whether it has simply not been implemented effectively according to the original design. Issues including the management of training, training delivery, communication with adult volunteers, and financial constraints can all provide barriers to the effective implementation of a Training System.

It is useful at this stage to work with a wide range of different stakeholders in order to gain a clear picture of the current system. This should include those who manage, deliver and participate in training within the organisation.

If the training is delivered at a local level, then the team should also use locally gathered information and feedback to inform its research.

A review of the current system should focus on the following areas:

Characteristics

What are the characteristics of the current system?

- Is the current system traditional or modular?
- Is the training role specific?
- Does the training accredit prior experience or learning?
- Is the training assessed (either formally or informally)?
- Is the training linked to external qualifications/awarding bodies? Is it accredited outside of Scouting?
- Is there a defined end point to an adult's training or is it ongoing throughout their time in Scouting?

Participation in training

How do adults participate in the current Training System?

- Are there barriers to participation (e.g. cost, travel, time)?
- Is the training accessible for all regardless of ability?
- Is there a learning culture within your organisation?
- Why do some groups or districts send leaders to training and others do not?

It is also important to gauge the take-up for training. What is the attitude towards training within the movement? Are adults motivated to do their training or is there a difficulty in getting adults to engage in the training required for their role?

Again it is very important to gain feedback at the point of delivery of the training as well as getting a national perspective. Often those delivering the training will have existing methods for gaining feedback from learners.

Methods of training

- How is the training currently delivered? This includes the formal and informal methods provided.
- How is quality of this delivery measured?
- Have these methods been implemented and do you know how successful the implementation has been?
- Did the current system introduce new training methods such as DVD or eLearning and how popular have these been?
- Do the current methods meet the objectives?
- Have new methods been developed and used since the design of the system, either nationally or locally?

Where is the training delivered?

Is the training delivered locally, nationally or both? An important factor is whether the location of training delivery has any impact on the take-up or effectiveness of the training.

At this point you should also focus on what quality control measures are in place to ensure a quality standard across the country. How does the organisation ensure that all leaders are receiving the same standard of training, particularly if training is not centralised?

Barriers to training

Barriers caused by a number of different factors may affect the effective delivery of training. Are there any real or perceived barriers to adults accessing the current Training System? These might include the following areas:

- Geographical constraints
- Financial constraints
- Time constraints
- Accessibility of training to those with special needs
- Lack of resources
- Lack of trainers
- Lack/inadequacy of training centres/facilities
- Lack of publicity for training experiences/the Training System
- Poor quality training experiences/shared bad experiences
- Lack of support from line managers/others in Scouting
- Loss of confidence in the Training System
- Poor communication

People responsible for delivering training

The first questions to answer are who delivers the training and how are these adults supported? This information needs to refer back to previous section 'Where is the training delivered'. If the training is not delivered by a central training team, who appoints, trains and manages those delivering training locally? Are these trainers supported effectively at national and local level? What ongoing training is offered to those delivering training and how are key messages communicated to them?

In addition, if a new or revised system is implemented, will this require new trainers or new trainer training? This information will inform the next stage of the process which focuses on the resources required for implementation.

Finally, as the review inevitably brings new changes, it is good to analyse if trainers are open to change and how easily they adopt new things.

Impact of training on other areas of Scouting

The Training System should exist ultimately to support the organisation and its youth provision and therefore the links between delivery of the Youth Programme and training should be evident. If there are measures in place within the current system to gauge this impact, these should be considered at this point.

Any Training System should continually reflect what is happening within the organisation and be able to adapt to change. Therefore work in this area should focus on the following areas:

- The impact on Youth Programme and opportunities for young people.
- The impact on adult recruitment/retention.
- The impact on management within the association.
- Links with the association's strategy.

Opposite processes should be analysed, too: have any changes in those areas influenced and affected current Training System.

Measures should already be in place for some of these areas to assess impact, but at all stages it is important to work closely with those responsible for specific areas within Scouting.

Interesting facts and figures

Registration of membership, analysis of the membership data and the subsequent evaluation are key activities in developing a growth strategy and providing the knowledge essential for running a successful and healthy Scout association. Facts and figures are most effective in understanding the reality.

To have clearer view of the situation, you may consider collecting data about increases or decreases in numbers of members or leaders; how long leaders and other volunteers stay with your association; participation in trainings, in general and as a percentage of total numbers of leaders; the number of female vs. male volunteers you have in your association; the balance between younger and older Scouts and leaders; the distribution of members and leaders in different geographical areas of the country; and many other interesting data. You might also consider how having these data in place can help understand the effectiveness of your existing Training System.

2.1.1.3 Organisational expectations

In evaluating your current Training System it is important to focus not only on the original aims and objectives of the Training System but also on the organisation's general expectations of the system. Are these expectations realistic, based on the management of training and the resources provided? Linking to the areas outlined above: is there an expectation that the Training System will address particular issues, such as leader retention or the organisation's strategic objectives, and if so, was this included in the original design? It would also be useful, if possible, to identify whether these expectations have changed since the original design of the system and if so, how the training has been adapted as a result.

It is important to understand the links between training and the organisation's strategic objectives and what is required from the existing/future Training System. Any changes to the system must take this into account; it may be too early in some cases to measure the effectiveness of the training against these objectives. At this stage it is also important to identify elements of the Training System that cannot be changed to inform the design team in the next stage.

2.1.1.4 Learner expectations

As well as looking at the Training System from an organisational perspective, you will need to look at the training offered from a learner's perspective. This focuses not on the overall experience a leader has from his/her training but how his/her expectations were set when first recruited and how these expectations were met within the training received. This looks more closely at how training requirements are communicated to newly recruited adults and who is responsible for setting expectations. How do these expectations affect the Training System and attitudes towards participation?

2.1.1.5 Promising practices

It is useful at this stage to identify any current positive practices within the Training System and ensure that these are preserved in the new or revised system. Identification of these positive practices helps to highlight the strengths of the current system and also provides recognition to those currently managing and delivering training. These positive practices may also provide ideas for those responsible for designing a new system.

2.1.1.6 Conclusion

It is important throughout the review/re-design to have the support of those currently responsible for training and to ensure that the need for review/re-design is not seen as a criticism of the way the system is currently managed. Promotion of good practice also strengthens the current system and encourages continued participation of learners during the review/redesign.

The outcome of this step should be an objective estimation of the current system. All good parts should be cherished and retained in the proposal for change, while those that failed to bear fruit should be addressed.

2.1.2 Factors affecting your Training System

2.1.2.1 How adults learn?

Adults certainly learn in different ways than our members – children and young people. Conservative Training Systems fail because they attempt to train leaders about things they should do with members, treating the leaders as if they are young members.

There is no unique model for adult learning. Adults have different backgrounds, experiences, expectations and a general model cannot be established. Still, we can recognise some basic principles that can help when designing or renewing a Training System. The following classification is based on work identified by Knowles in 1990.*

Adults need to know why they are learning

Adults are less accepting and, when faced with a new course or scheme, are more likely to ask questions such as 'How will this help me in my job?' or 'How will this help me help my members?' Adults are likely to put more effort into a task if they think they will benefit from it.

Adults see themselves as responsible, self-directed people

Adults tend to see themselves as being responsible for directing their own lives: deciding what job they want; deciding how to bring up their children; deciding what leisure pursuits to follow. In education, this manifests itself as a desire by adult learners to choose their own courses and to exercise some autonomy within a course. In educational terms, we can say that adults like to set their own goals and choose their own learning tasks.

Adults come to training with a wealth of experience

Our leaders will have (to varying degrees) experience of completing certain education, working, handling money, bringing up children, working with our members and so on. They are therefore likely to view training as building on these experiences. However, some prior experience can also be a block to new learning.

Adults are likely to choose to learn when they are ready to learn

Adults are unlikely to enrol in courses before they feel ready to follow them. Even if you agree on their personal development plan, it is to be expected that they may think twice before subscribing for a course if it is not in the best moment for them.

Adults, in their learning, are problem-centred

Adults tend to enter training to solve a problem. In other words, adult learners tend to be goal-oriented. This means that courses need to have a strong, practical aspect.

Adults tend to be motivated by personal factors

Although we suppose that we work with committed leaders, they may tend to meet personal needs, such as greater job satisfaction or gaining new skills, especially those that can be useful in other spheres of life.

* This well-known approach works very well with older adults, while young adults sometimes, even in Scout training courses, still learn things, more as pupils or students than as 'learning adults'. As Scouting in many countries is mainly delivered by young adults aged 17–22, this approach should be adjusted for them so that they progressively move from being subjects to becoming key designers of their own learning process.

You can find more about this issue in the [Adult Resources Handbook](#), Chapter 704 'Helping Adults to Learn'.

Other principles of learning

In looking at what makes adult learning distinctive, there is a danger of forgetting some other crucial points about how people learn:

- Learning is an active process, so good learning materials focus on learner activities rather than on exposition and explanation.
- Learning tasks should always be meaningful to the learner.
- Learning tasks should always match the assumed prior knowledge of the learners.
- Learning requires feedback: learners need to know whether they have learnt something correctly and therefore need regular feedback on their progress.
- Learning is enhanced by examples: learners can better understand and remember important points by being presented with good examples.

2.1.2.2 World Adult Resources Policy

WOSM has a specific strategy on adult resources working in and for the Movement. This policy emphasises the need to address all aspects of the management of adult resources (recruitment, support and training, follow-up) as an integrated whole and, at the individual level, introduces the concept of a 'lifecycle of leaders in the Movement', also to be approached as a whole.

Adult leader training is an integral part in the management of adult resources. In the area of support and training, the policy emphasises flexibility in training and easy access to training opportunities for all, as well the need to take into account the personal development of adult leaders, on equal footing with their functional training (training in the competencies required to fulfil an assigned task).

[Adults in Scouting](#) is a systematic programme of adult resources management. It is designed to improve the effectiveness, commitment and motivation of the leadership in order to produce a better Youth Programme for young people and a more efficiently managed organisation. [Adults in Scouting](#) covers the entire process of attracting, supporting and developing adult members of the Scout Movement to provide competent leadership for the benefit of young people. It includes the selection, recruitment, agreements, training, performance reviews, recognition, promotion, reassignment and retirement of adult members. The Strategy can be downloaded from the WOSM website http://www.scout.org/en/content/download/10366/86609/file/AIS_E.pdf

When establishing the basis for a new Training System, it would be good to re-examine the World Adult Resources Policy. You can ask yourself:

- What elements of the Strategy are already established in your NSO/association? Are some missing?
- What impact does the Strategy have? Did you fully adopt and use it?
- How is training related to all three elements of the Strategy and lifecycle of an adult in Scouting: attracting, supporting and managing adult leaders?

The [Volunteers in Scouting Toolkit](#) proposes very practical Worksheet 2.1 Questionnaire on [Adults in Scouting](#). It is designed to help you to assess your organisation's approach to [Adults in Scouting](#) and to identify where you may be able to improve. You can find this Toolkit at http://www.scout.org/en/content/download/5140/50825/file/Volunteers_Kit_EN.pdf

It is vital that the current/future Training System works in the wider context of an adult's lifetime in Scouting. The system should work effectively within the cycle of recruitment, induction and support and managing adult resources; an adult should understand the relevance of training and where it fits into their role. There should be an understanding of this wider context amongst those who manage and deliver training as well as among learners, and these teams should work with those responsible for the other aspects of the *Adults in Scouting* model in order to ensure volunteers receive ongoing and effective support.

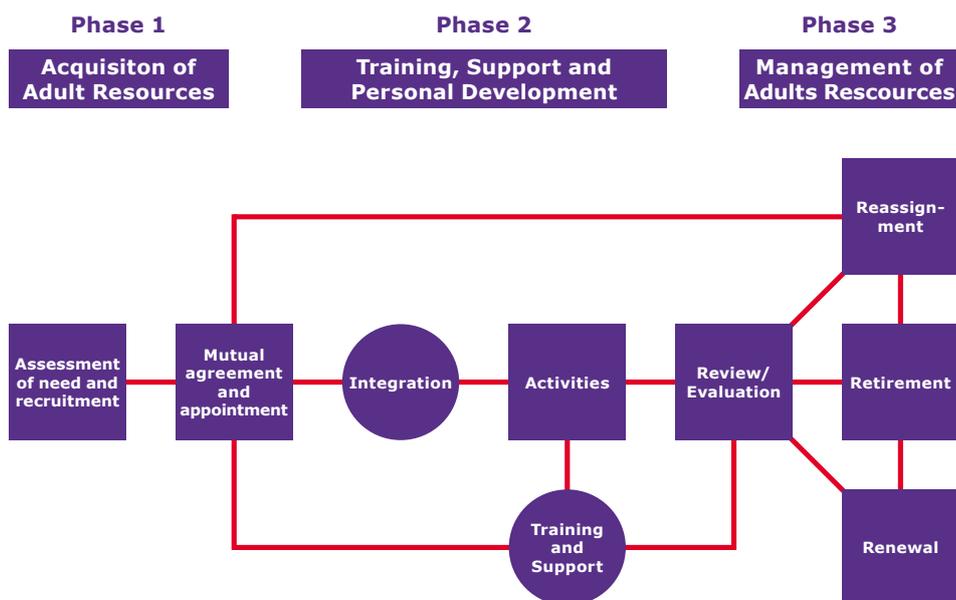


Figure 2. Adults in Scouting model

2.1.2.3 External trends

Scouting and its relationship with its adult volunteers is affected largely by trends outside of the Scout movement itself. Changes in society impact heavily not only the adults we recruit and the context in which Scouting operates, but also the way our leaders learn. Since society and Scouting are changing all the time, the adults in Scouting continuously learn. If this learning is slower than the changes, we all lose; if it is equal, then we survive.

Social

The following areas should be looked at in terms of their impact on Scouting and Scout training:

- **Demography**
Those undertaking the review of the current system need to understand the training participants. Understanding the average age range and profile of your target audience is vital to understanding their needs and identifying the most appropriate methods for delivering training. It is useful to measure whether this profile has changed since the design of the existing scheme and what impact that has had on its implementation and chosen methods.

- **Geography**
The national and local contexts in which adults undertake their training helps identify existing and potential barriers. Issues such as terrain, public transport, population density and movement (e.g. large numbers of commuters) all have an impact on the appropriate method and location of training in order for it to be accessible. Also, you should bear in mind the way your association is spread around the country. Are there some areas where you have a lot of units, while others areas have only a few?
- **Education**
Education and training are at the centre stage of policies in Europe, with greater mobility of knowledge and human capital becoming a reality and lifelong learning being one of the key issues. Other trends include: the quality of school education being increasingly evaluated; more and more students are enrolled in tertiary education; greater recognition of non-formal education and vocational training; diversification of the 'teaching' profession; and a focus on providing the right incentives to those providing education and training. On the other hand, there is growing pressure on gaining high levels of education. This goes not only for quality, but also for time required and length of educational processes. Formal education systems are expecting more and more of the students, so there's not enough time for other things.
- **Employment**
Widespread changes in working patterns across Europe mean that volunteering and volunteer training have to be fitted around increasingly demanding careers and irregular working hours. In order for Scouting to make itself accessible for volunteers, training must be provided in a flexible way that allows adults to engage with training around other commitments. This is something that has altered dramatically over the last few years and may have an impact on the current Training System.
- **Financial**
What are the costs of training to the volunteer? These costs may be made clear up front (e.g. training course costs, equipment) or may be hidden (e.g. travel expenses, time off work, increased childcare needs). These will impact on the Training System by providing barriers to participation, which may be easily overcome.
- **Diversity**
Understanding the demographics of the population you are working with should also include an understanding of the differing needs of individuals. The following issues may impact on the training offered and should be considered:
 - Religious and cultural needs.
 - Needs of the different communities Scouting operates within.
 - Educational needs.
 - Physical needs.
- **Migrations**
People are today migrating in many different ways: looking for a place to study or a job, from rural to urban areas, from country to country. They bring their knowledge, culture, customs, way of life... Sometimes they don't fit with the local reality. You can hardly find an area with large majority of only one group of people. What is the situation in the country? Are there some areas where migration is particularly large?

- **Attitudes**

General attitudes to volunteering, youth work and undertaking training will all have an impact on your Training System. It is useful to gauge the participation of training in other voluntary organisations and the trends in training outside of the voluntary sector.

Volunteering

National and European trends in volunteering have an impact on all aspects of Scouting and in particular, on Scout training. With a significantly reduced amount of available time for volunteering, we need to ensure that the training required does not place a further time constraint on our volunteers. It is useful to try and access national and European statistics on volunteering trends. Also, it should be good to investigate different new ways of volunteering and see how they can work in the association.

Training and learning

Trends in training and learning outside of Scouting have an impact on the Training System. Identifying methods used in the workplace or in education will enable Scouting to remain up to date and also use methods with which adults are familiar.

Legislation

Changes in legislation will increase the demands on the training provided. Scouting in general, including the content and structure of training, may be affected by demands from new legislation. Issues including health and safety, child protection, discrimination, changes in youth work and education may all impact on the training the organisation is required to offer. Increased demands from outside of Scouting may require rationalisation of the training offered to ensure that volunteers receive what is compulsory without overburdening them. It may be necessary at this point to identify the different pressures on the Training System and to illustrate the training required by law as well as that required by the organisation itself in order to manage the level of training.

Recognition

Increasingly, volunteering offers adults opportunities for personal development and qualifications that are recognised outside of their voluntary organisation. At this stage of review/renewal the team should focus on what is required from the training in order to satisfy existing arrangements with external bodies or what is needed in order to gain external recognition. If your organisation has already entered into a partnership with an external awarding body, the team will need to return to the original agreement. External recognition can range from overall recognition of an adult's training to specialist aspects, such as activities or practical skills. Scout training can also be used as a stepping stone towards further qualifications and therefore it is important to identify where your Training System fits into a national framework of qualifications.

Youth work

Changes to youth work will impact on the training required to undertake Scouting roles and also the expectations of adult volunteers.

Changing external demands on those working with young people (e.g. criminal records checking, levels of supervised/unsupervised access) will need to be addressed within the Training System. This may also have an impact in other areas of the [Adults in Scouting](#) model and therefore the team may need to address this with other stakeholders across the organisation.

Expectations of those taking on a volunteer role (both adults and youth members) also play a part in this and will need to be taken into consideration. In order to retain youth members and adult volunteers, the organisation will need to reflect a high standard of youth work and the Training System will need to support this.

Using the findings

In analysing external trends, several factors that influence leaders' lives will show up. Their identification should be coupled with possible answers that the new Training System should offer. An example we present was developed on the [Forum on Volunteering](#), held in Antwerp, Belgium, in September 2006.

Trend	Training System
Time	Flexible, adaptable
Mobility	Accessible, decentred
Higher level of skills	Recognise previous learning Sharing, not telling More advanced training
Competition	Quality in training External trainings Partnerships (leading to better quality of training, raising our profile, possible future projects)
Self-centred	Personalised
Technology	New ways of delivering Better use of trainers
Single-parent families	Distant training

Figure 3. Possible Scout answers to external trends

2.1.2.4 Internal trends

Having identified external factors that need to be addressed in the review/redesign of the Training System, the team should now focus on the internal trends and processes that impact on training.

At this point, the team should consider the changes that have been made since the design of the current system but also the way the system evolves to meet changing demands. Whilst the team should not be considering design at this stage, it should be making recommendations about how a new/revised system could meet some of the challenges now and in the future. Identifying inbuilt review measures within the system, or measures that could be added, will ensure that the system continues to evolve with the organisation.

Current work in your association

Other projects and potential changes to the association's policies need to be taken into account. Potential changes such as a new Youth Programme, different approaches to adult support or a new strategy may require significant changes to the Training System. At all stages of this process, the key stakeholders should have been informed and updated on the team's work, but at this point the team needs to make a clear statement of what it believes to be the current and future work of the association. It is necessary to get this outline verified by the main decision-making body within your organisation to ensure that the information given to the design team is as accurate and as up-to-date as possible. It is also important to receive new information as the process continues to ensure that the project stays ahead of any other association-wide changes.

Youth Programme

As mentioned above, the Training System should reflect the needs of the youth provision and any changes to this programme may have a significant impact on the training required. At this stage close co-operation with those responsible for the Youth Programme is vital. Working together to undertake a needs analysis will ensure that the programme team has the opportunity to identify its requirements from training and that the final design reflects the needs of the programme.

The culture of the association

The team will need to have a good understanding of the overall culture of the association and particularly the culture of training. Elements of this will have been identified in Section 2.1.1.2 but need to be expanded on here. A new or revised system should develop the existing culture if possible. If a change in culture is required, then this needs to be reflected in the training marketing and should be focused on separately at a later stage in order to manage the change successfully.

Young leaders and adult roles

How does the Training System link to other leadership provided within the organisation? Scouting offers its youth members a wide range of leadership opportunities, both formal and informal and therefore the Training System should reflect this.

This may take a number of different forms, such as formal accreditation of young leader training or opportunities for mixed adult and youth leadership training. If the association does not have a formal youth leadership scheme but is considering creating one, then close co-operation between that group and the Training System design team will provide a useful basis for future work.

A specific topic that should be addressed is the so-called 'grey area' which includes all young members already in the Rover stage who take over leadership roles. In many associations, leaders of young members are their peers or just few years older. Serious consideration should be taken both of their training needs (they need several skills and competencies of adult leaders), and their still-needed personal development as young people.

Another aspect of this area is the relationship between adult and youth roles and how the Training System reflects this. Reinforcing the work in Section 2.1.2.3, the Training System needs to reflect the diversity of roles within the association.

Training culture

The team should discuss the culture necessary for effective training and whether the organisation is a learning organisation. If there is no current system or if the current system no longer has the support of those participating in it, then a culture change will be required to restore the status of learning within the organisation.

Marketing of training opportunities

Learning possibilities are a motivational factor for volunteers. When recruiting new volunteers, some associations may already highlight the current Training System and its benefits to a volunteer. Therefore the team needs to consider how the training opportunities are marketed to volunteers, and how Training System renewal will change the marketing practices. Will training opportunities be even more attractive to volunteers? Another viewpoint worth considering is the structure of the training: it needs to be simple enough so that it can be communicated to the volunteers. People need to understand easily the content of the Training System.

Practical steps you may take in this part of the process are:

- Analyse the current Training System and compare it with the original idea when it was built.
- Examine the original aims and objectives of the current Training System and the context in which the system was designed? Was the system used as it was designed?
- Review the human resources you use for delivering the current Training System.
- Collect data about the situation in the association.
- Include a wide range of different stakeholders in order to gain a clear picture of the situation.
- Analyse the impact of training on other areas of your work and the general situation in the association
- Collect promising practices and successful stories about delivering the Training System in your association and in other national Scout associations.
- Explore both organisational and personal expectations of the potential new system.
- Analyse general principles of adult learning and specific characteristics in your country, based on local culture and other external trends affecting Scout volunteers and the association.
- Refer to the World Adult Resources Policy.
- Analyse various internal trends in your association.

2.2 Analysing the information

2.2.1 The analysis

By now the team will have collected a lot of information, and the next steps are the analysis of this information and the conclusions arrived at.

There are many ways to analyse information and the methods selected must be based the kind of information collected, and how it was collected. The information can be divided into:

Qualitative vs quantitative information:

- Assessment methods lead to **qualitative** indication of the value.
- Qualitative values can be converted into numerical values through anchoring numeric indicators to definitions. Profiles, scaling models, checklists and scoring models can be used for that purpose. Methods that use this conversion are often called **semi-quantitative**.
- Computational methods lead to **quantitative** value.

Objective vs subjective information:

- Objective information is based on numerical computation. Objective information is always quantitative.
- Semi-objective data can be measured by either by those not involved or by those involved in the subject of measurement. Users' measurement is likely to be less objective: users are likely to be more critical than those who are not involved. Also the number of evaluators is important.
- Doers measure subjectively: trainers, members of training committee etc.

Most of the data the team has is qualitative and subjective. Therefore statistical methods can be used only in some cases, and most of the data must be analysed by judgmental methods. These are based on experts' experience and judgement. The team needs to consider who those experts are and whether their judgement is needed for the analysis. The members of the team will have lots of experience, but it may be necessary to involve experts from Scout districts and troops, and also from outside of Scouting.

Some tools the team of experts can use:*

- Affinity diagram: write topics on papers, sort them into groups and give them headings.
- Interrelation diagrams:
 - Write each possible cause on a card, and arrange these in a circle.
 - For each of the cards, ask 'which other cards are caused or influenced by this particular card?' Draw arrows between related cards.
 - The card with the most 'Out' arrows represents the key factor.
- Why-why analysis:
 - Write down a problem statement (about an effect).
 - Ask why this problem could occur; list all causes.
 - For each new cause, ask why again. List the new statements.
 - Continue to ask why until you reach a fundamental and actionable answer.
- Process mapping: Identify and sequence activities carried out in a process.
- Cause-effect diagram (Fishbone diagram): Group causes into suitable categories using, for example, 4 Ms (Men, Methods, Materials, Machines) or 4 Ps (People, Process, Product, Price)
- Pareto chart: 20% of impacts create 80% of the effects. Concentrate on the important topics!

The conclusions may be presented in many ways. Charts, diagrams and process descriptions can give a simple picture, but also stories may give a deeper understanding. You should try to keep the outcome of the analysis simple and clear. Indicate the key points; don't try to elaborate on all possible issues. Make your conclusions easy to understand and have data ready to support your statements.

* This is just a list of different tools. For more details, please consult expert literature.

2.2.2 Strategic meeting on Training Systems

The next steps are to define a framework for the new Training System and to plan how to continue the Training System design. The association can arrange a strategic meeting, a **Forum**, to discuss and decide these issues.

Strategic decisions in the association are not the exclusive right of one group of people, even though they are the key experts and the most experienced in the area. That is why it is good to organise a large meeting to examine the analysis undertaken and decide the way forward collectively.

This will provide an excellent opportunity to see the situation and the basic elements from different angles, which is of great importance because the Training System is not an isolated structure and should interact with all other areas of work. On the other hand, this way is opening the door for other to contribute and when they are welcomed people will take ownership and be more ready to contribute and cooperate in later stages of development.

2.2.2.1 What kind of meeting?

This kind of a meeting includes serious preparations with a lot of background materials and facilitated discussions with enough space for expressing various opinions and exploring different ways of moving forward. It is very important to ensure representation of the different stakeholder groups that are affected or can benefit from improvements in the Training System: local leaders, trainers, national leadership, experts, event partners and non-Scouts. Their views and expertise can only contribute to include all possible advice and make the system more complete and comprehensive.

Key organisers of the meeting should be the team that manages this whole phase. The main method of work is facilitation, so it might consider inviting an experienced facilitator, either from outside of the association or one that has critical distance, to help with dealing with the process, without interfering with the content of the work.

It is of vital importance that the work takes into account all the analyses. We often tend to build our decisions on estimations and instinct. Here, we have enough background data collected to be able to make a qualified decision.

It is also crucial to avoid any limits and instant rejection of proposals by participants. It is better to put all the proposals on the table and analyse their pros and cons, than to quickly classify any of them as inappropriate.

Finally, it is important to have good support for this event from the national leadership. You might even consider organising a national board meeting as part of or just after the event. Wisdom says that one should 'strike while the iron is hot'. Having them contribute and be involved will improve effectiveness and gain some time.

2.2.3.2 What to do before the meeting

Good preparation for this meeting is essential to ensure a quality result. The main inputs for the meeting will be the data collected so far by research and analysis steps (see Sections 2.1 and 2.2.1). You may consider preparing two main sets of materials:

Summary of the current Training System

This material should briefly present the current Training System. It can include following elements:

- Characteristics of the Training System.
- Level of participation in training.
- Methods of training.
- Where the training is delivered.
- Barriers to training.
- People responsible for training.
- Impact of training on other areas of work.
- Interesting facts.

Material on trends in the society

Possible elements of the material can be:

- Social situation (population changes, migrations, life expectancy, people living longer, people getting married later, co-habitation, marriage and divorce, employment rates, competitive societies and lifestyles, working time and second jobs, households and ICT access, etc.)
- Trends in volunteering (attitudes towards volunteering, diversity and volunteering, evolution of volunteering, new ways of volunteering, etc.)
- General data on volunteering (sectors that volunteers are involved in, legal status of volunteers, volunteer profiles, training of volunteers, volunteers' motivation, economic value of volunteering, etc.)
- Conclusions (some possible Scout answers to each of the elements; but be careful not to jump too quickly to conclusions/decisions before all ideas have been considered).

Send the materials to participants at least one month before the event, to allow time for reading, analysis, consultations and defining proposals.

The team should also take care of the logistics, so as to provide professional and positive working conditions.

2.2.3.3 Outcomes of the meeting

Your strategic meeting should produce at least the following important outcomes:

- **Framework for the new Training System.** This material should present the boundaries of the new system. It is a strategic paper and should contain general statements that shall later be detailed in the design phase. More about the framework is included in Section 2.4.
- **Elements for the plan of the design phase.** You should define key elements of the next processes. These include tasks, resources, timeline, obstacles and responsibilities.
- **Project structure.** Define the composition of the team that shall continue with the development phase; the skills, attitudes and values of the project team (ideal profile); and the terms of reference. You may even be able to come up with a list of possible names for consideration.

The decisions can be drafted. The event will last only few days and you can agree on appointing a small group of people who will prepare the final versions of the documents.

Besides these two documents, the Forum should result in the preparation of a formal proposal to the authorised body for adoption. That body should make the formal decision for continuation of the process, whichever way you decide to go, and your proposal can make their job easier. You may also want to prepare the presentation and plan for the decision-making session.

Here, you can count on the creativity of the participants and grab all their interesting ideas to make your presentation convincing. Think about all possible questions and find qualified answers to them.

End the event with an evaluation of the work done, encourage involvement in the later phases and celebrate the success.

Practical steps you may take in this part of the process are:

- Analyse all the information gathered and propose conclusions.
- Organise a strategic meeting to discuss the analysis and to decide on further steps.
- Prepare various documents (summary of the current Training System, material on trends in the society, etc.) and ensure wide representation at the strategic meeting.
- Define elements for a framework for the new Training System, for the plan of the design phase and possible project structure. Present all of this in a formal proposal to the national leadership.

2.3 Deciding on the next steps

The strategic meeting, on the basis of the research and analysis, should end with a decision on which way to continue. There are three options in this moment:

- Do nothing: in case analysis and discussions showed that the recommendation was not successful
- Fix something: perform only necessary changes without changing the whole system.
- Renew the complete Training System: the current one doesn't give enough results.

2.3.1 Do nothing

Even if the recommendation states that Training System renewal should take place, for example, since Youth Programme renewal, the outcome of the research may be that renewed Training System is not needed; the current system works well with the new Youth Programme. This finding needs to be communicated to the team that made the recommendation.

2.3.2 Fix something

If the analysis shows that the current Training System just needs some fixing, that process is of course easier than in full renewal. The Training System should be examined to create a proposal and to establish a project plan. The project plan needs to consider that the renewal is only partial, and therefore fewer steps, less time and fewer resources are needed.

2.3.3 Renew of the complete Training System

The analysis may reveal that the current Training System needs to be renewed, as recommended. The next steps are **framework** and **project plan** creation. The framework defines the limits of Training System; the project plan defines what steps need to be taken to create a Training System that fits these limits.

2.3.4 Possible scenarios

Different associations shall be in various stages of development and need when creating the new Training System. [Appendix 1](#) presents some ideas identified during the [Working Session on Training Systems](#) held in June 2006.

2.3.5 Consider other priorities in the association

Once again, training is not isolated from other areas of work in the association. In large systems, as any national Scout associations are, changes in one element inevitably affect other elements. New or amended Training System will certainly affect:

- Youth Programme: hopefully with better delivery and more competent leaders.
- Management of the association: with new skills and competencies for leaders and supporters.
- Administration: with new processes, awards, insignia, databases and many other issues.
- External relation: with new requests for partnerships and joint projects with different partners.

This may create a paradox, like a snake biting its own tail. If, for instance, you started Training System renewal to respond to the changes in the Youth Programme, changes in the Training System may trigger new changes in the Programme. Don't worry. Changes in these areas are not so quick and will not happen overnight. When they happen and take effect, it may already be time to take another look at the Training System and consider if we need to enter a new cycle of development.

The changes will be more effective on the other elements in the [Adults in Scouting](#) area. Do we need a new approach in recruitment of new leaders; do we have a better offer now and how do we promote it? Are we going to provide better support to leaders? Shall we be able to recognise new competencies and use them in the best way possible when managing our human capital?

You should try to imagine the different influences you will have and the changes you will cause and imagine ways to accommodate and explain them.

You should also foresee the changes in other elements of the association's life and how they may influence the Training System. Are there any indications of changes in the future and how can you be ready to respond to them?

This should include things that can't or shouldn't change, either in the design stage, or while operating the system.

Practical steps you may take in this part of the process are:

- On the basis of the recommendation from the strategic meeting, decide to abandon the process, just do some steps needed or undergo the full process of Training System renewal.
- Explore the different influences you will have and the changes you will cause with this decision and imagine ways to accommodate and explain them.

2.4 The framework

At this stage in development, you are able to clearly see the weaknesses in the actual Training System and to measure the gap between:

- What the actual Training System offers to adults responsible in scouting and their needs or aspirations.
- The different ways to deliver training (organisation, methods, contents...) and the trends in the social context.

Naturally, this leads to changes; imagine what could be, what could allow a renewed or brand new Training System for the NSA. The task is now to elaborate a framework for the new Training System.

The framework paper on the Training System should define boundaries in which the system will be built and maintained. It includes strategic principles. These should be stable and long-lasting, and won't change often. This ensures stability, while leaving space for small necessary changes while operating the system. The framework should be comprehensive, clear, easy to understand, and measurable if possible. It will serve as a reference material not only in the development but also in the delivery phase; and for connections with other areas of work in the association.

2.4.1 Vision for the Training System

A vision is a guiding image of success, a dream about what you want the system to be; it tells how the organisation will change and improve in the future. A good vision statement can be easily visualised; you can imagine what the success looks like. It is compelling, short, concrete and easy to understand. The system will never be greater than the vision that guides it. The vision could be an illustration of the association's Training System and its environment after 3, 5 or 10 years, which shows how the system works better than today and what the impact will be if the Training System achieves the improvements.

Why is a vision needed? First, a vision is a way to communicate what we, as an organisation, want to achieve. Why we should do all the work to renew the Training System, what will be the prize at the end of it? The vision motivates the volunteers working on the project. It also aligns the actions of the volunteers: everybody knows what the final aim is. The main use of the vision is not to help the planning of Training System renewal, but to help the implementation of the plan. Of course the vision guides the planning, but it rather serves as a guide to the action.

Elaborating the vision of a future Training System is answering the question (an example): 'In three/five years, how will our new Training System enable all leaders in our association to fulfil with satisfaction their mission to youth and society and to develop personally?'

This global question contains many other sub-questions that we have to take into account when elaborating this 3/5-year vision (many of these questions may have already been answered in the previous steps):

'To youth and society'

- What does society expects from Scouting?
- What do young people expect from Scouting?

'Enable all leaders in our association'

- How the future organisation of our Training System will be able to offer every Scout leader the training necessary for his/her role?

'To fulfil with satisfaction their role'

- What type of adult roles in our movement demand training?
- Which competencies do we want Scout leaders develop in their role, for effective and satisfying results?

'Develop personally'

- How does personal commitment in Scouting offers adult leaders self-fulfilment and personal development?

Reaching a consensus about this vision of your future Training System will probably demand that you take into account a few key points related to the actual situation in the NSA and its resources. There is no use building a perfectly utopian vision, which will never become reality.

This realistic approach concerns:

- The structure of the future Training System in the global context of your Scout association.
- The way everybody will use the new Training System in order to become more and more competent in their roles in the association.

If the vision is discussed in the strategic meeting (the forum), the final wording of the vision statement can be refined by a small team instead of arguing details in a plenary meeting.

2.4.1.1 Structure of the Training System

The framework outlines the structure of the Training System. What are the building blocks? The basic element of training can be a training course or a module or even a competence. Those blocks will form bigger entities like training schemes. See Section 3.2.5.1 for a discussion of different approaches to training.

The structure of the Training System also determines the relationships between the building blocks and the bigger entities: which one is the starting point? Does the content of training modules define the training scheme, or does the training scheme define what modules are needed and what they should comprise of? Is the aim that a trainee participates in a specific course or module, or to a complete training scheme?

During the Forum you can study the structure in a small workshop, where the participants think what might happens, if an imaginary assignment is created for all the Scout groups. If there was a decision that each group needs to have a new role, let's call it a 'coach', what will be the impact for the Training System, and what steps will need to be taken? Perhaps the first step is to define the job profile of the coach (who does it, and what is the impact of that); then we should identify the required competences (the same questions). The third step may be to define the training scheme for the assignment or the training modules or something else entirely.

The purpose of the exercise is to define the relationships between the elements of the Training System: the structure. The Forum does not need to discuss the content of the elements, just to outline the structure. For example: is the system perhaps modular?

2.4.1.2 Individuals in the Training System

The Training System is not just the building blocks, or bigger entities or the relationship between them. The Training System is operated by individuals and targeted to support individuals. The individuals form groups, and the operation of the Training System can be the responsibility of named groups, for example, the National Training Committee has a defined role, and the district Training Committee has another defined role. These roles are defined during the Training System design. In the forum, some bigger borderlines can be discussed: for example, what is done at association level, what at district level.

The outcome of the Training System is competence development, motivation and support for an individual. The system must be flexible enough to adapt to the different needs and possibilities of the individuals. Skills among adults vary a lot, as do learning skills. We cannot take an average adult as an example; there are no average individuals. Even if there is one, many more are slightly different, some completely different! The Forum may discuss how to ensure that each individual learns, and how to recognise the individual competences and learning inside and outside of Scouting. The Training System may include modules, which have equivalents outside of Scouting. For instance, many other organisations may organise first-aid training. If somebody has just participated in such training, it must not be repeated in Scouting. A system to record the learning may be needed; at least for the learning in Scouting.

2.4.2 Elements to build the framework

After visualising your association's new Training System, it is time to make it more concrete; time to ensure that your Training System is in accordance with the WOSM principles, that it relates to the world around you, and that it is based on the findings of the analysis that you have already completed.

2.4.2.1 Training and different concepts related to adult learning

At first you have to set some boundaries around the framework in order to proceed to deal with the core issues. The WOSM World Adult Resources Policy already sets some of your Training System boundaries. You can also refer to the WAGGGS Guidelines (if your association is SAGNO or SAGA. This will ensure that your Training System follows strategies of World Scouting and respects the values of Scouting.

When you define the boundaries of your framework, you should go into detail and use the findings from your earlier research. These findings are usually the reason why you decided to go on and make bigger changes in your Training System or why you are building a completely new one.

While designing the new Training System framework you should think of some issues that are important to include; these are the basic principles of the system. In future they will be used as the core of your new Training System and this should reflect what your training offers.

Some of those issues you should reflect on and have positions on are:

- Training and learning
- Training and social life
- Training and [Adults in Scouting](#)
- Training and Youth Programme
- Training and volunteering
- Training and learning organisation
- Training and team learning
- Training and lifelong learning
- Training and non-formal education

You can find more about each of these issues in previous texts. Here you should state your position on each of them.

2.4.2.2 Training in the association

Your internal analysis provides you with a lot of materials for this part of the framework. Now it is important to define the position of training in your association. Here you will have to decide if you want to have your Training System centralised on national level or decentralised on district or local level. Furthermore you should think of the relation between the Youth Programme and training; is training the main priority and leading force of the association or is it there to serve for some special need? What kind of training do you offer? You should also think of some new methods in training; perhaps you plan to start using the distant training (e-learning), etc.

2.4.2.3 Training in the environment

When setting the framework for the training in your association, you should also think of training in the environment. For this, you can use the analysis of the external trends affecting your work. In Scouting you should look at all the other training offered around you, which you can use to gain more experience, learn new things and discover new methods. This will be also positive for your image. You will also be able to follow the trends in the society in a more efficient way.

Perhaps some parts of your Training System or some modules or training courses can be organised by other organisations, institutions or maybe in partnership with some of them. Furthermore, depending on the size of your NSO, there may not be huge interest in organising separate events for a small number of participants for some specialised trainings. It is good to think of some training that is offered by others that you can perhaps use. That may save financial and human resources and will help your NSO because the people that need specialised training will not have to wait a long time until you gather enough participants to organise the training.

There are a lot of leaders that have large experience in training outside of Scouting, whether in some non-governmental organisations or institutions, and we need to think of this issue as well. Your Training System should be inclusive and be able to recognise the skills and knowledge of your members that were gained outside the Movement.

2.4.2.4 Training as a system

Training in your association works as a system; it is composed of different interacting and interdependent elements. If one sub-unit changes, all the others will feel the impact.

Different elements of the Training System include people that are involved (trainers, trainees), organisational units, training schemes, training modules, training needs, assignments, documentation of the training etc.

It is important to be precise about who is doing what; make clear roles and responsibilities for each element and the relationship between them. The framework paper should not only describe what entities the Training System will have, it should also outline how these interact. The design of the training modules, schemes etc., is easier if the framework already outlines their interaction.

Think about the Training System as a whole. Take a wider look and imagine if it will be complete; if it will include all elements needed; if they interact and support each other in a good way. Also, have a look at the relationship between this and other existing systems and structures in the association and see if these relationships will work in an optimal way.

An example of a framework is attached in [Appendix 2: Framework for the new Training System of the Scout Association of Macedonia](#).

2.4.3 Objectives

One of the main tasks of the Forum is to discuss the objectives for the Training System. These will be part of the framework paper. The objectives are more concrete than the vision, and may have two levels: one or two higher-level objectives (these can be referred to as goals), and sub-objectives, which are even more concrete. As the vision gives direction, objectives provide guidelines to actually design the Training System. Setting the objectives is important, as it directly guides the Training System design work. The set of objectives must be balanced; an unbalanced set of objectives may lead to a Training System that does not work in real life. If all the objectives are about the quality of the training, the Training System perhaps won't recognise the volumes of training. As quality is prioritised over quantity, the trainers' qualifications may be too high, and there may be only a few people who can give the training. Therefore the training sessions will have high quality but there will be too few of them.

For example, the main objective can answer the question: What is the impact of training?

And the sub-objectives can be:

- How the training is delivered?
 - How experienced are the participants?
 - What are the roles of the trainers/organisation units?
 - What methods are used?
- What (content) is included in the training?
- How much training is available?
- Who participates in training?

The set of objectives needs to be balanced, and then each of the objectives must be considered separate. One criterion for a good objective is called SMART: a good objective is

- Specific: detailed, concrete
- Measurable: the achievement can be compared to the objective
- Achievable: not too far out of reach, believable
- Realistic: the resources exist
- Time-bound: schedules and deadlines are set

Setting objectives is one of challenges for the Forum. Those participating should reflect as much as possible on these issues, but the writing of the objectives needs to be delegated to a small technical group that reports to the National Board and other stakeholders. The group of participants in the Forum is too broad to undertake such a technical and detailed task.

2.4.3.1 Developing objectives for the Training System

First a balanced set of SMART objectives needs to be defined. It's more difficult to define the areas where an objective should be set than to define smart objectives. Therefore you should first consider what the areas are, and after those are defined, you can fine-tune the objectives to be SMART.

The balanced scorecard is a well-known system to create a balanced set of objectives. It is discussed briefly in Section 4.2.5.3. Kaplan's creation is not perhaps suitable for balancing Training System objectives. The Forum can have a workshop on the objectives as well. Perhaps the easiest way to think of the objectives is to start thinking negatively. Imagine that you have a perfect Training System – just as described in the vision of the Training System. What could ruin it?

You can use brainstorming and/or mind mapping. Ask the workshop participants to think of things that could go wrong. At first, topics can be conceptual; like the quality of training sessions are bad or there are too few participants in the training sessions. These can be in the inner circle of the mind map, and later form the higher-level targets: quality of training is good and there are enough participants. Now it's time to collect a lot of minor topics which may cause one of the conceptual problems: the cost of a training session is too high, there are too few trainers; and also the causes for these: there are too few trainers as trainers' training is not organised. Collect the minor issues and consider what needs to be done to avoid these: ensure enough trainers' training. Combine similar or related actions, and you have a list of areas where a SMART objective can be set.

You can also use a checklist. Is there an objective for:

- Output (both quality and quantity)
- Workflow, processes
- People
- Renewal

2.4.3.2 Making objectives measurable

'You get what you measure'

'If you can't measure it, you can't manage it'

When you have set the SMART objectives, you need to consider how to measure them (see Section 4.2 for more information on monitoring systems). The measurement source needs to be identified, and targets need to be set for the outcome. The target for the objective can also be a range of values: what is exceptionally good achievement; what is the minimum we can accept? The target values are important, since what, for example, 'good quality' or 'enough of training sessions' means to one, may be totally different to what it means to others. Therefore the Forum can define that 'sufficient training sessions' is one session per month, or per year.

The measures need to be set so that they encourage and motivate you to change. As most of the Training System objectives are long-term, some interim short-term measures may increase the motivation.

2.4.3.3 Consider the impact of the objectives

As discussed, organisations tend to prioritise such activities and outcomes that may or will be measured, or what may or will be in the focus of management. This is valid also for the Training System. Persons and organisations planning or delivering training, have limited resources. They need to prioritise. When deciding what to prioritise, the objectives are obvious criteria. It's no fault to allocate more resources to actions that contribute more to achieving the objectives and fewer resources to other activities. Therefore the balanced set of objectives is important.

Practical steps you may take in this part of the process are:

- Define the vision: what would you want the new system to look like?
- Outline the basic structure of the new system: its building blocks and the relationship between them.
- Analyse the relationship between training and different general concepts related to volunteering (learning, volunteering, legislation, recognition, youth work...).
- Define how the new system will fit into the general organisation of the association and how it will fit with your environment.
- Set measurable objectives for the system.

2.5. Decision

Once the research and analysis, proposal definition and project plan creation are finished, the Training System design implementation work will begin. The final stage in this phase of the Training System renewal process is the validation from the decision-making boards of the association. Is everything that is so far designed and planned on the right track? Is the proposal a good enough basis for the new Training System? Is the project plan well structured and does it provide a clear flow of steps to produce the new system?

This might seem a very formal step, and it certainly is, but it has to happen so you should be prepared for it. Expect resistance to the changes proposed and be prepared to provide quality explanations of the proposals and be ready to answer all questions asked. Of course, it is fundamental that those deciding have been involved in the whole process, in one way or another; that should facilitate their decision and gain their support for the next stages in the process.

The framework phase needs to be reported. Your report can include the main steps taken; the reasons and ideas that led to the final proposals. We suggest you prepare an FAQ (a list of frequently asked questions, with answers) section that can be shared beforehand, to initiate, direct and facilitate the discussion. That can help decision-makers to better understand your proposals.

Practical steps you may take in this part of the process are:

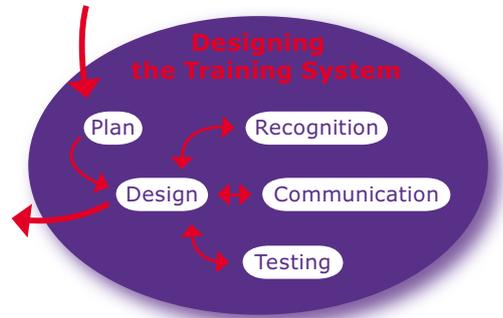
- Send formal proposals to the decision-making bodies in the association.
- Ensure participation of the steering group representatives at the meeting where the decision is to be made.
- Prepare presentations and additional materials to share or present.
- Imagine possible questions and be ready to provide concrete and effective responds.

Training Systems Toolkit

Training System Renewal

3. (Re)design of the Training System

3.0 Introduction



After you make the strategic decisions about your future Training System, it is time to move to the more practical Phase 3 - to **design** it. This includes a lot of practical work, like searching for ideas, models and solutions; it requires creativity and a lot of patience.

You need to start by building a **project plan** and establishing a team that will work on the design. This team will be very busy with issues such as **re-cognition, communications** and **testing**.

When the whole package is ready, another formal decision is needed to approve the **adoption** of the new Training System.

3.1 The project plan

3.1.1. What is a project plan?

The design of Training System is a big task and it needs to be managed as a separate project. Therefore it needs to have a specific project plan. A generic project plan includes these topics:

- Project steering.
- Project organisation.
- Methods to be used in the project.
- Work breakdown.
- Resources needed.
- Stakeholder and communication analysis.
- Risk analysis.
- Plans for changes.
- Reporting.

The project plan is prepared by the project team, and approved as agreed with the project manager and the body who initiates the project.

3.1.1.1 Project steering

The steering structure of the project must be defined first. Who nominates the project manager? To whom does the project report? Who approves the outcomes of the project? The National (Executive) Board can steer the project, but it is better to nominate a small steering team which should report regularly to the full Board.

A clear steering structure is vital to the project. The role of the steering team must be decided. What authority does it have? What decisions need to be escalated to, for example, the national team? What decisions can the project team or project manager make?

The steering team must understand its responsibility, and the project steering must be communicated to the whole organisation.

Unless the right people are appointed, the project will not be a success. It is therefore very important to identify a good mix of people who will be able to work as a team to produce the desired outcome.

3.1.1.2 Project organisation

A project manager and a project implementation team are needed. Key issues to be addressed include:

- Who nominates the project manager and the project team and when does this happen?
- What skills, attitudes and values should the project team members have?
- What authority and reporting lines do the project manager and the project team have?
- What is the role of the national level and the districts in the project?
- What resources will be made available to the project team and how?

Skills, attitudes and values required by the project team

The team needs to have all the skills, knowledge, attitudes and values necessary to address and respond to the requirements of the project. It is important, therefore, to define the required skills, knowledge, attitudes and values before inviting proposals for potential candidates and before creating the list of those who will be considered for the position of project manager or team

member. The skills, knowledge, attitudes and values required will create a framework for the selection process, making it easier to identify potential candidates with the best possible qualifications.

Nomination of the project manager and team

The steering team should nominate the project manager and the team. It should provide clear terms of reference as well as the necessary authority required to successfully carry out the project. The nomination should be the result of a careful recruitment process.

Roles of national and district level

The roles of the different levels within the organisation are important and should be clearly defined. The role of both national and district levels should complement the project; the project team should use the input of national and district level volunteers in a managed way. This role and the relationship that these levels will develop during the project will have an impact on the final implementation stage and the acceptance of the project result by the organisation's members. If the attempted renewal is seen as a change, it is very important to manage this change successfully. This success will be a direct factor of the degree of acceptance. Therefore, with the involvement of the various levels of the organisation through well-defined and clear lines of authority and communication, it is possible to manage more effectively and to 'sell' the proposed change more easily to the consumers (the members).

Terms of reference, delegation and authority

Successful delegation is coupled with the necessary authority to carry out the duties and responsibilities of the job assigned to an individual or a team. When the project manager is appointed and his/her team is identified, the terms of reference should accompany the appointment. It is vitally important to clarify the degree of authority that the project manager and the team will have. This should clearly include the availability of resources that will be devolved to the manager and the team, as well as the degree to which the manager and the team will act autonomously.

Clarification of the team's duties and the responsibilities, along with the expected outcome and a clear timetable need to be agreed between the organisation's delegating authority, the project manager and the team itself. This mutual agreement should be made within the spirit of mutual understanding, to create trust. It can also be seen as a way of respecting and valuing the work assigned to the group, an element that will act as a motivating factor for the team.

The terms of reference should be well defined. Specify clear expected results within an agreed timeframe, and give a clear reporting line, delegation and authority.

The leadership of the organisation should ensure that full backing and support are given to the project manager and his/her team in carrying out their job. It is possible that some will want to critique and question the work-in-progress, to check the interim results etc. This is natural and to be expected, particularly in a dynamic world where people are free to express their opinions and views. As these criticisms and questions arise, the team must be 'protected' and 'defended' by the leadership of the organisation. If the leadership of the organisation air any disagreements with the team in public, then the whole set-up will automatically collapse.

It is therefore important to continuously support and back the work of the team, strengthening its position and ensuring that the members of the organisation generate trust for this work. This trust will be needed later on when the implementation phase of the results is reached.

3.1.1.3 Methods to be used in the project

The project plan may define what methods will be used, both during the framework and/or the design phase(s).

The methods used should be comprehensive, innovative, open and transparent. They should create a feeling of ownership. Therefore active communication and participation of different leaders on all levels of the association is needed in Training System renewal.

3.1.1.4 Work breakdown

The main part of the project plan is a work breakdown. The purpose is to break down the work into smaller, manageable entities, and to plan the order of events and the time and resources needed to complete each entity.

These steps can be used to break down the work:

- List all the existing information from the previous phases. Go through the decisions and all related material from the recommendation and framework.
- Study the objectives: what needs to be done in design phase. The objectives will have been agreed during the framework phase. The project organisation must understand and adopt the objectives.
- List all activities that need to be done in the design phase. You can use brainstorming in this step, for example.
- Organise activities in groups, if that is possible. Each activity group should contain items of a similar nature, which can be performed at the same time. Label these groups.
- Find the order in which the activities or groups of activities can be carried out. If you are building a house, you need to start with the foundation. In this project you need to consider what the foundation is, and what the next layer will be. Sometimes it is difficult, as the elements interact, but the decisions about the order of work must be taken at this stage. Some of the activities may be completed at the same time, but some will require that others be performed before they can be started.
- Estimate the work required to complete each activity: what are the outputs; how much time will it take; what resources are needed.
- Use a GANTT chart to map your progress. See an example in Section 4.1.1.1.
- Define the milestones. A milestone is an official, scheduled decision point, where the activities done so far are 'accepted' and frozen. If you are building a house, this could be a building inspection point. The authorities need to check that the foundation has been laid according to the plan and local rules before the building can be continued. When planning a project you need to think when the milestones are needed, after which activities. Normally the steering team makes the milestone decisions.

3.1.1.5 Resources needed for the process

What resources will be required for the renewal process? The list will probably include:

- Volunteer expertise.
- Professional expertise.
- Financial.
- Material.
- Information.
- Communication.
- Meetings.
- Time.

These resources should be considered when creating the project plan; each activity identified in the work breakdown will need resources. The work planning is also a matter of allocating resources. How many meetings are needed for an activity, how much time is needed?

3.1.1.6 Stakeholder and communication analysis

Various stakeholders will be involved in this process, from individual adult leaders at local level, to external experts. The team may consider completing a stakeholder analysis to identify all possible stakeholders and to plan their involvement. A model stakeholder analysis is provided in [Appendix 3](#).

As Training System renewal is a big project, which has impacts on many levels of the organisations and on individuals, the communication of the renewal needs planning. It can be included in the project plan, or there can be a separate communication plan (for more details, see Section 3.4. about communication). You can also undergo a communication analysis, to define ways of handling communication with different stakeholders. A model communication analysis is provided in [Appendix 4](#).

An important issue to think about is transparency. Being open and transparent can help you a lot in the whole process. The changes will have an impact on all leaders, members and units and it is crucial that they are informed, that they are involved in different stages and feel that they are participating in the process. This can improve ownership of the new system and result in easier adoption and faster implementation of the changes identified.

3.1.1.7 Risk analysis

A project plan should also include a risk plan where the possible risks are listed and rated. Once this is done, you need to plan how to avoid the risks identified, and how you will recover from any actualised risks. See Section 4.1.2 for ideas on how to create a risk plan.

3.1.1.8 Plan for changes

You cannot predict the future; you can only estimate how long the activities take, how many resources will be needed, and if those resources will be available. Therefore you need to consider how to anticipate possible changes to your plans, driven by the availability of resources. You need to decide on some generic rules. Normally, the team who has approved the project plan, either the steering team or the national team, can make changes to the project plan. Smaller changes, for example, changing the milestone schedule, could be done in the lower level.

3.1.1.9 Reporting

A clear reporting line and timetable needs to be agreed. The team's work and the completion of the project need to be monitored and evaluated on a continuous basis. A clear regular reporting line should be included in the terms of reference for both the project manager and the team. Top management of the organisation should receive regular updates and reviews of the work as it progresses.

Regular reporting and information on the team's work and the progress of the project should be channelled to all interested parties. This is clearly part of the art of applying management of change by creating the necessary conditions of accepting the changes proposed. It is a particularly important element in conservative organisations with long traditions and well-structured systems, where any change can be perceived as a threat rather than an attempt to update a system.

Practical steps you may take in this part of the process are:

- Define the project plan.
- Define skills, knowledge, attitudes and values required by the project team and the project manager.
- Nominate the project team and the project manager.
- Perform stakeholder, communication and risk analyses.
- Plan involvement on national and district level.
- Define the terms of reference, delegation and authority.
- Define responsibilities and dynamics of reporting.
- Use the *Adults in Scouting* model and methods for recruiting and maintaining the group.

3.2 Designing training

3.2.1 What can we achieve with training?

*'You cannot teach a man anything.
You only can help him to discover for himself.'*
Galileo Galilei

It is, indeed, too ambitious to expect that just by participating in a training experience, someone will acquire all the knowledge, skills and attitudes needed to perform a responsibility. Training can only provide an impulse, clarify some general ideas, offer direction in which we can learn or work, and offer links to actions or materials which may be useful to gain additional information on the topic. A possible definition of training in this sense is that: *Training is facilitated learning*. That is why associations usually take the approach that learning doesn't end at the end of a course; they usually combine training and other methods to provide the learning needed. This includes work on projects related to the topic, team learning, exploring, sharing with other leaders and working with a mentor or coach. Referring to the Scout Method, the most efficient method in adult learning is on-the-job learning or learning by doing.

3.2.2 Training needs

To be able to design a Training System that will provide comprehensive support to leaders in the association, you need to identify which training needs they have. Satisfying those needs is the reason for developing the system.

Our leaders have three kinds of training needs:

- 1 Those related to personal development.
- 2 Training needs related to task.
- 3 Needs related to general organisation of the association and the Movement.

The identification of training needs begins when you start to structure the work. Those who manage adult resources should pay attention to:

- Segmenting the job (some kind of 'team job description' = what should a team achieve and how can this work be broken into smaller, more concrete jobs).
- Job descriptions (definitions of these concrete jobs, including required competencies for the job).
- Fitting jobs and people (recruiting, agreeing on the job, identifying personal development plans, etc.).

Every leader is in specific situation and his/her needs will be different. But, many associations produce standardised job descriptions for leaders' responsibilities. From them, it is easy to collect most of the usual training needs in the association. These are then priorities on which your work should be focused.

We propose to establish a comprehensive list of needs that may look like following:

Personal	Operational	Organisational
<p>Self-development</p> <ul style="list-style-type: none"> • Strengthening own values • Making decisions about own development and commitments • Establishing social contacts and contributing to teamwork <p>Task related</p> <ul style="list-style-type: none"> • Time management • Communication • Conflict management • Decision-making • Planning skills • ... 	<ul style="list-style-type: none"> • Making annual and short-term plans • Strategic development • Growth • Quality • Camp planning • Child safety • Scout skills • ... 	<ul style="list-style-type: none"> • Mission of Scouting • Scout method • Educational role of Scouting • Needs of young people • Structure of the Association • Age groups • Youth participation • ...

Figure 4. List of training needs

It is very important to pay attention to all three groups of needs. If, for instance, the Training System addresses only those needs related to the Movement and the specific role of a leader, it may result in a loss of motivation. Or, if you offer training only for personal and operational needs, the work of your leaders and their achievement may lose connection with your Mission.

Look at the full list of training needs, and prioritise them in accordance with their importance and bigger or smaller presence among the leaders and their roles. In doing so, it will be possible to identify which of them you need to satisfy first, and which you can put aside or advise alternative methods of satisfying them.

The other useful thing you can do is to map training needs in different elements of the association. How many people will need training on a specific need? On which levels are they? What are the specific training needs (in numbers) in each of the districts and on national level? This will be very useful to know when deciding later about methods of training (Section 3.2.5).

Still, there will be a lot of very specific needs that you should be aware of and check if satisfying them is possible and within the limits of your resources. Those working on training may think about working with their colleagues in the area of managing adult resources to advise leaders about how to use general models of job descriptions to make personalised development plans for all leaders. Involving leaders in identifying their training needs and finding the best ways to satisfy them can help make every leader a key agent of his/her personal development.

You can find more about the training needs in the [World Adult Resources Handbook](#), Chapter 503: Identification of Training Needs.

3.2.3 Adult roles in Scouting

Being a volunteer in Scouting is a demanding and rewarding responsibility. Many of our leaders don't see themselves as volunteers who play a significant role in the society. You have to use to the full extent your potential to help their personal development. Better understanding of what it means to be a volunteer in Scouting can help you to have a wider view of training and personal development for every one of your adult members.

Adults have different roles in the Movement. World Adult Resources classifies adult roles in Scouting in three categories:

- 1 Those who operate directly with young people or their leaders in a leadership and training function (Unit Leaders).
- 2 Those who operate directly with adults in a management, leadership and support function (Commissioners).
- 3 Those who fill administrative and support functions and have little direct contact with young people or their leaders (Administrators).

Some of our leaders, especially the younger leaders who move from being members to being leaders, see only one place for themselves in the Movement: leading groups of youngsters. Usually, they leave after finishing university, when they start work or start a family because they have new priorities in their life and can't give so much of their time. If you promote different roles in Scouting, those that require just occasional commitment, you may still keep them. If you add an element of 'career planning', you can expect that at a certain point, when they are ready, they may again take up more demanding roles.

Each leader has an important role to play; only if you have enough of leaders to provide quality Scouting to young people, only if they are supported by those who manage the association and do all the different administrative tasks, only then shall you have a system in place that will allow you to achieve your Mission. To this end, you need to promote teamwork and interdependence between different roles.

While being an adult, and in fact being a member of the Movement, requires a specific attitude, each of the adult roles requires different skills and knowledge. Some of them are pretty generic, while others are very specific and are needed for only specific responsibilities.

When looking at different competencies (please see the definition of 'competence' in Section 3.2.5.1 Different approaches to training), it is advisable to try to classify each of them in three different levels: introduction, basic and advanced. Levels of same competency may vary independent of the role the adult took over. For instance, advanced understanding of the educational role of the Scout Movement is required for someone who is performing a role of a commissioner for Youth Programme, on any level. Basic knowledge may be requested of a group leader, while an introductory level is enough for a supporter like a treasurer or an administrative assistant.

National Scout Associations should develop a system to recognise the general (usual) competencies (knowledge and skills) needed for several responsibilities that are most common in the association. It is too ambitious to try to define all needed competencies for all possible adult roles; a general set, however, would be of great help.

Try to create a matrix where you can connect different adult roles with different competencies. It will be good to have all the usual adult roles in the association on one axis, reserve the other for different competencies. Then, in every field, you may indicate which level of the competency is requested.

	Understanding the Mission of Scouting	Educational role of Scouting	Project Management	Planning skills	Any other...
Group leader	Advanced	Advanced	Basic	Basic	
National Training Commissioner	Advanced	Advanced	Introductory	Basic	
Scout shop manager	Introductory	Introductory	Basic	Advanced	
Parents' Council Chairman	Basic	Introductory	Not needed	Not needed	
District treasurer	Introductory	Introductory	Not needed	Introductory	
Any other...					

Figure 5. Matrix of competencies

Setting basic (minimal) standards for some of the most common adult roles may be very useful. Once they are in place, the association ensures that leaders have more or less the same level of competencies and can provide services of certain quality. If you have an opportunity to comply with or use some national or even international standards, it may be easier for everyone who is involved in processes of recognition, training and managing adult resources to identify competencies needed for an adult role, help design personal development plan and understand training needs on certain levels in the association.

It is not easy to measure a competence. If you are too demanding, leaders may get annoyed and leave unsatisfied (in the case of a newcomer, even before he or she has even started). If you just grant the status to everyone who shows an interest or set your standards too low, good performance will not be secured.

You may also make it very formal, using tests or similar ways of examining people. This is common in structured, traditional Training Systems. A new approach is to appoint a coach or mentor, who works with the person and observes his/her performance in order to establish what level he/she is at.

Having the matrix of competencies or a similar tool in place will help you to measure the initial level of competencies required for the role and help every leader to establish a personal training (development) plan. It is important to define a way in which previous skills and competencies can be recognised. It would be completely wrong to ignore them and offer again your own training in something a person has already qualified in, be it professional, hobby, recent Scout experience or whatever. For more ideas on how to recognise a competence, please take a look at how to measure personal learning in Section 3.3 Recognition of training.

Using personal skills and competencies that your leaders bring from their education or work can be beneficial (e.g. doctor on a camp). But, bear in mind that people come to Scouting to volunteer for different leadership roles and may be bored if we see them only as doctors and don't provide them with an opportunity to try some other roles that may be more challenging and rewarding.

As the world around us changes and development bring new knowledge and skills, it is good to revisit the matrix from time to time to check if it is still valid or if it needs adjustment. A trigger for this can also come from the evaluation of the effectiveness of the Training System.

3.2.4 Elements of the Training System

The Training System should try to satisfy all of, or as many needs of possible. It comprises several trainings schemes, all built from different courses, modules and particular training sessions. To be clear about what these terms mean, please visit the Chapter 6 Training Vocabulary.

The order in which different elements of the Training System are designed may vary from association to association. In some cases, a good approach might be to follow the line of development: training needs → schemes → courses → modules → sessions. Other example that gives good results: training needs → modules → schemes → courses → sessions.

3.2.4.1 Training System

The aim of the Training System is to provide the learning adult leaders need to perform their roles in Scouting.

The Training System should endeavour to satisfy as much of the training needs as possible. But, you can't envisage every particular need of every particular leader. This is the ideal situation, but too complex and impossible to complete and deliver. To satisfy as many as possible, you can do the following:

- **Prioritise adult roles.** Even though every leader is important and needs support, some roles are more present, their efficiency contributes more to the mission of the association, or their training is so specific that it can be done only inside. You should prioritise these so that you prepare training schemes for the most needed leadership roles and make sure that they are complete and available. This, inevitably, depends on the resources of the association, mainly people: trainers, administrators, and others involved in delivery of the Training System. For all the others, there may be different ways of providing training, including individual learning, external training, on-the-job training etc.
- **Offer various training opportunities for individual selection.** Segmenting the training, providing different modules and flexible small-scale training opportunities can contribute to ensuring that every leader has at least a certain level of training for the job he/she has.

The Training System should offer something for everyone. In the previous section we tackled training needs. The system – training schemes, courses and modules – should offer opportunities for satisfying them.

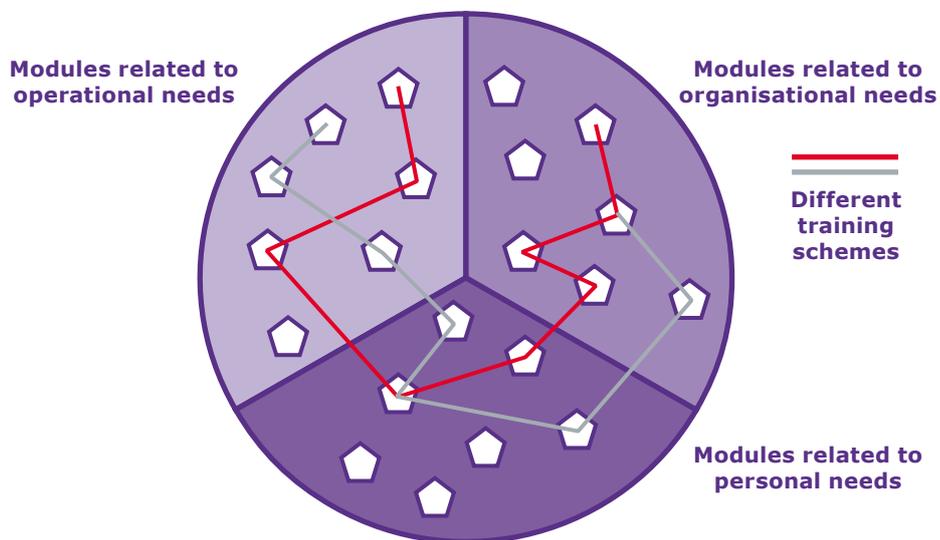


Figure 6. A Training System

Revisit Section 2.4.2.4 Training as a system and try to achieve the completeness of the system envisaged there.

3.2.4.2 Training schemes

Training schemes are training programmes with a set of education and training activities designed to achieve a specific learning outcome – competency to perform one leadership role. It should be a package that indicates a path towards learning and offers a variety of learning opportunities. Training schemes are a way in which you lead trainees, organised in a logical and effective way so to ensure easy progress.

You should start by developing training schemes for the adult roles you have already prioritised. Later, if you have enough resources, you can create schemes for others.

Start from the training needs of a leader. What are the competencies they need to have in order to perform their role in the best possible way? What level of competence do they need to have: introductory, basic or advanced? Express this in the form of the final result, a desired outcome at the end of the process. Then, imagine the best way a leader can go through different training opportunities to come to this end result. This will be the desired training path for the leader to follow.

Various possible steps are at your disposal: single workshops, training courses, eLearning modules, on-the-job training, individual learning, mentor support, practical tasks and projects to test the knowledge gained and to learn from experiences, training outside Scouting or in another Scout association, simulation exercises, and many others you have used and/or shall hear about. Some of them are more suitable for different levels of competencies. Some of the competencies can be achieved individually; some need group work to be fully accepted. Create the best combination for each specific training scheme.

Module 1 Intro	Module 2 Intro	Module 3 Basic	Module 4 Basic	Module 5 Advanced	Module 6 Advanced	Module 7 Advanced	Module 8 Intro	Module 9 Basic
Individual	Module	Module	Training course				eLearning	Practice

Figure 7. Model training scheme

Enable each leader to think about his/her previous knowledge and competencies. Ensure flexibility so as to avoid duplications, especially at individual learning.

Integrate an element of recognition into the scheme. Would you like to take a step-by-step approach, or you just propose the final outcome and let every leader get there at his/her own pace? You may think about giving leaders tangible recognition (such as badges) as they progress through the scheme. This motivates some people and can be considered as part of the scheme. Introducing mentors – experienced leaders that can help design the best possible personal development plan recognising previous knowledge and progress on the way – can be of great help to both trainees and the association.

You can find more about designing training schemes in the [World Adult Resources Handbook](#) Chapter 507.2: Critical Events Model; Chapter 508: Designing Training Schemes.

A model training scheme is presented in [Appendix 6 - Training of Trainers, Pfadfinder und Pfadfinderinnen Österreichs](#).

3.2.4.3 Training courses

A training course consists of several training modules delivered as one training experience. Most of the training courses in Scouting are done as a camp/seminar type event, lasting from half a day up to as many as 14 days or two weeks.

Training courses do not exist just for themselves. Don't look at them as isolated events, organised as part of a tradition and a single experience for attendees. They are part of one, and possibly many training schemes. So, the first step in designing a training course is to discuss the needs assessment, personal motivations and organisational aims/institutional context, and place of the course in one or many different training schemes.

When designing the Training System, you should set the framework for training courses. This includes clarifying:

- Training aims: what do you want to achieve with the course?
- Objectives of the training: which specific objectives will lead you and trainees to the required end?
- Profile of participants: who is the course best suitable for? Who would benefit most from it? What education and other conditions will be required to enrol?
- Resources: what resources are available and expected for the best delivery of such a course

Remember: you can't specify every single detail and produce a complete recipe for the course. Recognising the context in which the course fits and setting the framework are the necessary steps here.

For quality functioning of the system, you should also indicate ways in which the course should be prepared and delivered. Usually, that process includes several steps:

- List possible content elements.
- Discuss content elements – what do you actually understand by 'contents?'
- Agree on content elements.
- Prioritise content elements – which are the most important elements? What do you want to spend the most time on?
- Put the content elements in order – create a programme flow that incorporates a consideration of group dynamics and the training strategy.
- Create a day-by-day programme of content units.
- Create session plans for all units.

You should indicate the logic by which the content will be developed and the methods assembled with consideration to the development of the group dynamic. Trainers may have a number of subjects and methods in mind, which they would like to include. But will they fit your target group and the specific programme you are planning to run? You may decide on the core content of a course, and then offer a variety of different optional modules from which trainers will choose those best suited to complete the learning experience. Putting the framework in the real world is something your trainers should be skilled at doing in the delivery stage, and even when they and the participants gather for the first session. They need to filter the framework with resources, participants and trainers they have to select concrete methods and build final programme of the course.

You may consider producing practical guidelines for preparing a training course, either as a general material, or with practical and defined lists of actions for specific the training courses you provide.

Learning doesn't end at the end of the course. Plan to follow up:

- Help create an environment that fosters the ability of each individual to assimilate learning and apply training.
- Trainers or those managing training could meet with trainees and their leaders following the training session to discuss the best way to put the learning into practice.
- Follow up with the trainees and their leaders about their progress on the goals and action plans they developed during the training.
- Provide any additional training needed.

Again, in dependence with the dynamics of the training scheme, propose methods for appraisal and recognition of the trainees' learning and course efficiency.

You can find more about training courses in the [World Adult Resources Handbook](#), Chapters 504.5 to 504.7.

T-Kit No. 6 [Training Essentials*](#), in the Section 3.3 Strategies and Methodology and others following, presents useful advice too.

3.2.4.4 Training modules

Training modules should refer to one or more possible training needs. By grouping them into courses and then into schemes, you shall provide training opportunities that will support your leaders in achieving their development plans.

Following the approach taken when deciding about the level of competency required, training modules should also be designed on three different levels: introductory, basic and advanced.

When designing different levels of modules, bear in mind that different levels should offer different learning experiences on the same issue. It is clearer from the following diagram:

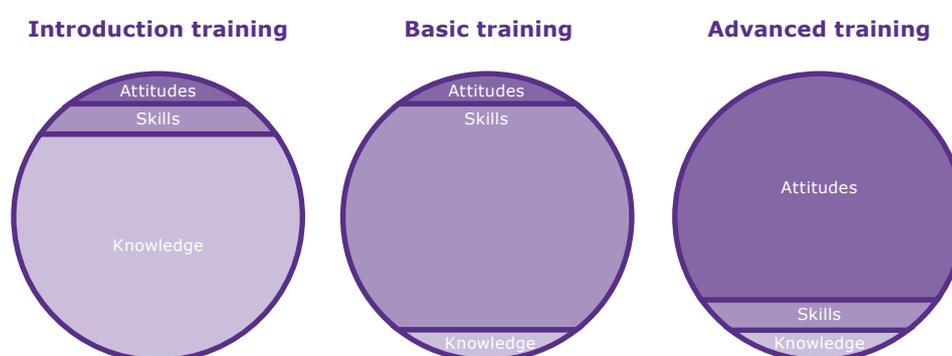


Figure 8. Different levels of modules

Each of the modules should include:

- A formal (descriptive, informative) and an attractive title.
- Level of previous knowledge and skills required (if any).
- Aim and objectives, which competencies are trained.
- Content of the training.
- Preferred way of delivery (number of participants - minimum and maximum, individual work, group work, camp-type course, practical work, external training...).
- Expected result at the end of the module/training (knowledge gained, skills presented, attitudes acquired).
- Possible links to other modules and courses.
- Follow up or actions needed to complete the learning.
- Recognition.

Modules should offer a complete learning experience on a specific topic, for the desired level. Still, there is a certain level of flexibility you should include to allow trainers to find the best ways of delivering them.

Example of modules in an association is presented in [Appendix 5 - A Summary of the Scout Association's Training Scheme](#).

* Edition of the Council of Europe and European Commission, October 2002, http://www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits, available in English, French, Estonian, Italian, Hungarian, Polish, Serbian and Portuguese.

3.2.4.5 Training sessions

Training sessions are the smallest building blocks of the system. A session is a time-slot in a training course, usually lasting 90 minutes.

Preparing a session is a very practical and pragmatic exercise. Every session should be prepared like a miniature programme, with clear objectives, content and methodology, and an awareness of trainer competencies, the group, environment and institutional context. Still, it should be done as part of the whole training process. Sessions are not separate; they must fit with the ones that go before and come after. Otherwise, the training shall lose the general flow and the overall effect will be diminished.

A checklist for designing a session within a larger training framework may include:*

- **Objectives:** What are the specific objectives you want to reach with this training session? What learning outcomes would you like to see?
- **Contents:** What is the essence of the subject you are working on? Can you reasonably connect subject and objectives? What should the participants experience during this session? How does this subject fit into the process and the overall content of the training course?
- **Trainers:** What are your experiences as trainers in working on this subject? When working with other groups, what was positive, and what would you like to avoid? Which methods do you value as trainers and feel capable of using?
- **Group:** What is the group's present situation? What needs and interests have participants expressed? What prior experience do the participants have in this subject and with this approach? What is the interaction within the group and between the group and the team like at present?
- **Conditions:** What are the working conditions? What limitations do the environment and space present? What materials do you have, what do you need? How much time do you have, how much time do you need?
- **Institutional context:** What outside requirements exist? Are there any expectations from the organisation or institution responsible for the training? Are there any legal restrictions?
- **Methods:** Which methods are suitable in this context? Which methods do you know? What methods could you adapt? What have you used already, or are planning to use later during this training course? What is the attention span of the participants?

Even though the training session is the smallest building block in the Training System, you should try to segmentise it into even smaller portions. Using different methods for each of them can help maintain the dynamics, keep the participants' attention and allow for easier adoption of the messages presented.

Again, at this stage, you should set the framework and indicate ways in which the session will be delivered. The final shape is in hands of the trainer. It is a good idea to prepare several options for each training method (games, exercises, role plays, presentations, questionnaires, etc.) and have them available for trainers to select from (Section 3.2.7 Resource pool).

The model training session template used in the WOSM-European region is presented in [Appendix 7](#).

* Taken from T-Kit No. 6 Training Essentials

3.2.5 Methods of training

Training courses were the backbone of training delivery in Scouting for decades. They still include the very important elements of meeting people, sharing with them, having a personal touch, empowering each other and gaining from working with the others. Yet, new trends in the realities of volunteers in Scouting mean that people are more reluctant to spend their precious time on long or frequent courses. Many national Scout associations try to think 'outside the box' and search for new methods of training: self-directed training, e-learning, mentoring and coaching, chat rooms, starting at an earlier age, daily quick answers, prompt adoption of new technologies and other innovative and effective methods.

In some cases, new methods of training that provide new training opportunities were too complicated or result in requiring yet more people to deliver and manage the Training System or to design more and more modules and courses.

3.2.5.1 Different approaches to training

Traditional

The traditional approach to training includes a set of training courses needed for completing a training scheme. Leaders are requested to follow them in a specific sequence and to complete them over a set period of time. Courses are standardised with regard to quality and approach. Still, opportunities for training vary from one association to another and even within each association, depending on the circumstances in which leaders operate and on the human and material resources available. Trainees are also requested to complement the courses with informal training and personal support is usually provided.

Modular

Modular training establishes list of modules needed to complete a training scheme. There is no particular sequence so trainees can complete them at their own pace. Training is 'over' when each of the modules has been completed. Modules are usually standardised and used for different training schemes. Some can be compulsory; others can be a matter of personal choice.

Competency-based

Competence is behaviour, the state of quality expected from an individual to properly perform a specific role. It encompasses a combination of knowledge, skills and attitudes utilised to improve performance.

This approach to training focuses on the performance of an individual, rather than on the learning processes used to achieve this. This means that the leader must be able to show that he/she can run an effective programme or perform a specific action required to complete a given task rather than focusing on the fact he/she has completed the required training. Using a competence-based approach, the duties of an adult leader can be identified and separated for each specific role performed in Scouting.

Characteristics of these training approaches are presented in [Appendix 8](#).

The new generation of training is hard to predict. Still, here are some random thoughts from the [Forum on Volunteering](#), held in Antwerp, Belgium, in September 2006:

- Chat-rooms: a new way of meeting people.
- Use the opportunity to reach youngsters.
- Quick answers - every day.
- Technology.
- Campfire discussion meetings.
- Adapt to new technology.
- Traditional activities.

3.2.5.2 From theory to delivery

Training in Scouting, initially provided in the traditional way, for some time has moved towards modular and recently competency-based training. In some associations, the content of training courses is not given in advance; trainers check training needs and expectations on the spot and then design training to answer those needs.

In most of the discussion during the process of designing this tool, participants opted for a kind of combined approach, where some basic, key learning should be delivered in the traditional way, while more specified and demanding training requires a modular and competency-based approach.

Whichever approach you take, it will be necessary to fine-tune general models you prepare for the specific participants group you will have on each training opportunity to provide for their particular training needs and expectations. The content of training modules and courses should comprise mandatory requirements that will ensure quality and contribute to having the same standards and approach throughout the association. On the other hand, you should provide space for a certain element of flexibility so that those designing concrete training opportunities can fine-tune them in accordance with both resources (human and others) and specific participants group.

A training scheme may provide a combination of a 'standard offer' or regular training opportunities and an 'individual offer' or occasional training opportunities. Regular training opportunities include:

- Quality.
- Stability.
- Specific standard.
- Defined content.
- Usual venue.
- Certain tradition.
- Group work (camp or seminar based).
- Frequency.
- Motivation.

Occasional opportunities are:

- On demand.
- Tailor-made.
- Based on particular needs.
- Decentralised.
- Use various delivery methods.
- Can be seen as low level.

Special consideration should be taken of the accessibility to training. You should think about the cost to participants (individually or with some support), availability of transport, the time of year and many other things. Also, special needs of some leaders should be envisaged when choosing delivery method.

Using all good principles of lifelong learning, you should try to offer regular and simple updates on new developments in different areas of interest of your leaders. Of course, these should not be very formal training opportunities, but rather opportunities to sharing and benchmark - using good examples of those who are effective in their performance.

3.2.6 Trainers

Trainers are a very important part of Training System renewal and you should make sure you have enough experienced and skilled trainers both to contribute to its development and to implement the new system. You should consider having a pool of trainers within your association. Should it be needed, for the segments where you think your association is weak, you can also invite trainers from the European Resources Pool or trainers from outside of Scouting.

The role of trainers in an association is very important, not only for delivery of the Training System. Trainers have the important role of 'shaping' your leaders. Their work and results have a significant influence on the way your leaders will perform their tasks.

But, it is not only their knowledge and experience that make them good trainers or not. It is the skill to transfer their knowledge and experiences to trainees. Trainers are not those who best tie knots or build camps; they are those who know how to facilitate the learning of others. Trainers should be ready to teach people, not subjects. What matters is not what the trainer has taught (input) but rather what the trainee has learned (outcome). Create a culture in which trainers choose learner-centred and not trainer-centred methods.

A good trainer must have a good balance of technical and interpersonal skills. Some qualities you should expect from a quality trainer are:

- **Interest:** regardless of experience, a trainer needs to be genuinely interested in helping others to learn.
- **Skilled:** a good trainer uses training media effectively.
- **Patience:** a trainer should help trainees to feel comfortable enough to accept that they have a need to learn.
- **Likes people:** anyone who truly likes people has the potential to become an effective trainer.
- **A willingness to learn:** a good trainer will be the first to recognise and admit what they do not know.
- **Helpful:** a trainer needs to respond appropriately to learners' requests for clarification or feedback.
- **Experienced:** the best trainers understand their learners' work processes and procedures.
- **Establishes credibility:** being efficient and effective, a trainer will build his/her credibility during sessions.
- **Fun and positive attitude:** quality trainers make their trainings pleasant for learners.
- **Analytical:** good trainers are able to identify learning needs, analyse the issue and evaluate results.
- **Sharing Scouting values:** a good trainer should have and live Scouting values, both in training and in life.

The Training System should pay special attention to the training of trainers and provide one training scheme for them. You should identify the competencies they need to have and try to offer way to gain them. Training of trainers is a combination of training on methodology and training on (or knowledge of) the content. Like with the content of other training, you should be

alert for the changes in particular areas of training and respond with quick adjustments when necessary (see Section 3.2.8 Issues to think about).

Prospective trainers will probably come to you with little or no knowledge about the role of trainers. They will 'not know what they don't know'.

The first step in training trainers is introductory training. You should use it to present the job to them, let them know what will be expected of them, and check if they have the profile needed and what their expectations are. At the end of this short training, both of you will know if you should proceed; if 'yes' then you can design their development plan. They will then 'know what they don't know'.

The next step in training trainers is a standard course or series of modules that will help them learn the basic techniques of training. On this step, they learn 'what' and 'how' in training. After it, they will 'know what they know'.

Advanced training for trainers should help them to acquire the attitudes needed. It should mainly be based on sharing and interaction. Here, you may want to help trainers to profile themselves as mentors, coaches, facilitators... After this training, they will even 'not know what they know'. It is expected that they should be able to support any kind of need for training design and delivery.

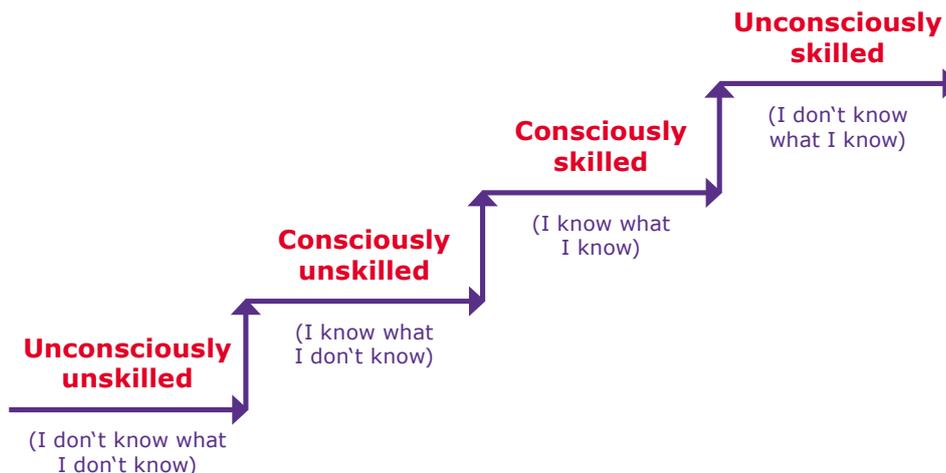


Figure 9. Development process of a trainer

Trainers need to stay 'tuned'. Some associations set the minimum training every trainer has to deliver to stay updated.

But, be careful! Learning never stops, even for trainers. If they fall into the trap routine training and don't develop constantly, they may find themselves at the point that they again 'don't know what they don't know'. Trainers should also accept the need for lifelong learning and stay current on changes that affect their role. You may even want to make their ongoing training obligatory.

Besides the need to learn, trainers should be able to relearn and also unlearn. Things change in the world around us and you have to be ready to acquire new skills and to forget some practices and routines that are outdated.

To get the most of your Training System, it is advisable to offer your trainers opportunities for external training. It can be in another national Scout association or in another non-formal or a formal environment. This can widen their perspective and help you to get new methods and approaches. Planning and delivering training in partnerships with others can be of great benefit, too, both to the whole system and to the trainers themselves.

When designing or renewing your Training System, try to think about it from the trainers' perspective. Can you do something that will make their role easier and facilitate delivery? For instance, is modular training easier to deliver because it requests fewer, shorter commitments from trainers rather than a whole week of absence from their job or home?

Trainers should be recognised for the work they do. You should find ways of internal recognition, both informal (thanking them for their efforts in delivering training) and formal (a system of insignia). Some associations organise regular gatherings of trainers. They are combination of a learning and exchange opportunity, and events where trainers meet each other, build friendships, feel appreciated for their work, and get an additional satisfaction from being a member of a large family of Scouts and trainers. On the other hand, if the association finds a way to get formal recognition of trainers trained in Scouting by external bodies, they will be even more motivated to join and do a good job.

Some associations experience problems when their training positions become 'too formal'. In some cases they become an elite, a closed club, something that is referred to as the 'training mafia'. An open approach to those who have the required qualifications and assistance to help them grow into this role can help minimise this perception.

3.2.7 Resource pool

Developing a resource pool can help you to better co-ordinate the resources needed to provide effective and efficient support to deliver the Training System. A resource pool can have two main components:

- 1 Database of useful materials.
- 2 Human resources database.

The database of useful materials includes:

- Promising practices on the work of the association, districts and local groups. This can be a valuable resource for ideas.
- Training modules and session templates. They can be complete (for those who are new or not completely confident about the issue or methods to use) or only set of ideas (for those more experienced who need only a new look at the things they are familiar with).
- Managerial tools, which include a range of tools, from simple forms to a project management kit.

The materials can be available in different forms, for example, as a compilation of hard copies, on a CD, downloadable from the association's webpage, and eLearning modules.

Trainers are not the only people you need in the learning process. You may engage different experts, mentors, coaches, administrators, managers of adult resources and any other type of leaders. The human resources database is a good way of getting access to them in a structured way. Elements of such a database may include:

- Personal information.
- Skills and competencies.

- Training status and preferences.
- Area of expertise.
- Training experiences.
- Personal training needs and plans.
- Availability.
- Languages spoken.

3.2.8 Issues to think about

The training content is clearly connected with the training need. Still there are some elements of the content that should be considered when designing any module or course. Here we refer to Scouting values which should be an element of the training experiences you offer to your leaders.

Training should be relevant to those participating. Think about:

- Why people learn?
- For whom do you organise training?
- How do you ensure that adults receive training that is relevant to their role?
- How do you evaluate competencies of adults on ongoing basis and keep training up-to-date?

Segmenting training can lead to an over-complicated system, which intends to satisfy every single training need. It is also very expensive to administer such a flexible system in terms of time and money. Most associations can't afford such a complex approach. To avoid problems, you need to prioritise in accordance with your organisational needs and capacity to get the best possible effect. One of the key indicators for prioritisation is to map training needs on all levels in the association, described in Section 3.2.2.

The content of particular modules and courses should be flexible and dependant on training needs that may change quite quickly. Sometimes, you don't have to change the complete Training System to accommodate changes in some training needs. Observing particular training needs and adjusting training modules and courses can ensure that you provide the right courses.

Bear in mind that Scout training sometimes provides general learning that may be useful for different training needs, while in other cases it is very specific training on some particular knowledge or skill relevant only for some leaders. That kind of training is often better satisfied either externally or in partnership with specified organisations. You should try to establish a good balance between generalist and specialist training in your system.

Personal development has a new importance in the increasingly competitive labour market, where every personal and professional experience may count for something. Scouting, as a very effective place for informal learning, should offer a full range of opportunities to gain different competencies demanded by increasingly complex environments. Examine your proposal for the new Training System to see if it offers enough opportunities for improving existing competencies and acquiring new ones.

To ensure accessibility to training, ask yourself following questions:

- How can you make training available for all?
- How do you combine training and restricted time? Can courses, modules, sessions be shorter?
- How much time are volunteers able/ready to give for training?
- How do you combine local and national training within a personal schedule?
- How can you ensure easy application processes for training opportunities?

Helping someone to learn is a great achievement. But, you can get even more results if you design training so that the learner can act as a multiplier of the knowledge and skills. Try to imagine ways in which leaders can continue the chain of learning in their Scout and even non-Scout environment.

In some associations, good results are achieved with creating a specific symbolic framework for training. It is different than the one you offer to young members, but it still can create motivation and a sense of belonging to larger groups in the association.

3.2.9 Flexibility of the system

In this changing world, different factors can affect your Training System. These changes and influences may not be so crucial that you need to undergo a full Training System renewal; it may be enough to do only necessary adjustments (see Section 2.3.2). If the system framework stays the same, all the changes inside it are acceptable and even appreciated.

While designing the new system, you may imagine different options for reaching the same goal, different methods for achieving the final result.

People who will benefit from the system have a wide range of backgrounds, competencies, interests, ideas, personal situations, learning styles, and cultures. You should try to prepare a variety of answers and a range of opportunities to accommodate all of these. Being rigid may prevent people from participating in training.

3.2.10 How changes affect and interact with other elements of your work

An association is a living body and changes of one element influence all others, just like changes in some other area of work (Youth Programme, strategy) trigger renewal of the Training System (Section 1.2.2).

When working on design or renewal of the Training System, you need to perform a specific reality check to ensure that the changes are reflected in a positive way in other elements of the association's work. This can especially help you to make sure that the changes are done in accordance with the constitution and other rules. Your proposals can influence the association's strategy and other important decisions, too.

The outcome of your work should also include sharing responsibility for operating the new Training System. Who will plan the training opportunities? Who will train what? Who will recognise what? What will the role of the Training Committee or Adult Resources Committee be? What should district or local levels do? What is the role of the association's professional staff? You should establish a clear connection between different responsibilities and different parts of the association's structure.

To present the new Training System in the best possible way, it would be good to prepare a simple, explanatory chart.

Administration of the new system is another thing you should work on. If you already have the system in place, you may only need to amend parts. If not, you need to develop a database and start filling it with information about trainings, trainers and trainees. This should not be given to trainers. They should care about content and method, not about administration and logistics of training. You may think about establishing a support team for training, or assign this task to one or more members of the Training Committee.

3.2.10.1 Resources for training

Like everything in this world, training costs money. But, with training in a voluntary organisation, it is always a bit more difficult. Leader training is an investment and associations should try to find ways to support it. On the other hand, things that are (almost) free usually don't have a value in people's eyes. Training also contributes to personal development. The solution to this situation is to fairly share the costs so that the association finds some subsidies and the trainees participate in the cost of their training.

Finding subsidies is always easier to talking about than to achieve. Depending on the profile of the association, it will be more or less hard or easy. Recent trends in Europe provide more and more support from governments for lifelong learning and you need to be ready to present your training and its contribution to the development of adults in order to access different funds.

3.2.10.2 Partnership and external training opportunities

Scouting can be a pretty closed organisation and sometimes we tend to think that we are the best (even the only) quality association of this kind. This especially goes for training, where we have an established system and have achieved good results for decades.

Still, it is good to think about opening your Training System to others outside of Scouting. Our training offers various knowledge and skills and most of them are useful in any similar organisation, for personal development, even for work. Why not offer it to others? It may lead to raising the profile of Scouting, to new partnerships, even donations... Also, formal recognition of your training may include an obligation to open training to outside participation.

The key restrictions to this are human resources. If there are not enough trainers to meet your own associations training needs then don't engage in this adventure; just wait until you have sufficient resources.

Practical steps you may take in this part of the process are:

- Collect training needs from standardised job descriptions in the association and assign them priority levels.
- Structure the needs into three groups: personal, task related and organisational. List them in accordance with their priority level.
- List other training needs you foresee leaders will need for their work.
- Map training needs by structures of the association and overall.
- Explore what it means to be a volunteer in Scouting.
- Recognise the variety of roles adults have in Scouting.
- Create a matrix of competencies to recognise which are needed for particular roles.
- Establish a system for recognition of skills and competencies, both initially and after training.
- Build training schemes based on training needs identified (for priority or all roles).
- Decide on mandatory requirements for each training scheme.
- Design frameworks and practical guidelines for preparing various training courses.
- Design different levels of training modules and a variety of training sessions.
- Plan regular updates on analysing training needs and adjusting training modules, courses and schemes.
- Plan specialised trainings inside and outside the association.

- Offer various training opportunities for individual selection.
- Decide about requests other than only training that are needed to complete learning in different training schemes
- Define monitoring, evaluation and recognition of acquired knowledge.
- Discuss different approaches to training.
- Analyse whether to use all or only some training approaches in the delivery of training.
- Prepare simple guidelines to help trainers to transfer general models of training modules and courses into concrete programmes of training opportunities.
- Design standard, compulsory and occasional, on-demand training opportunities.
- Give special consideration to accessibility to training, especially for marginalised categories of leaders.
- Plan regular, flexible ways of updating those who complete trainings.
- Define the role, job description, profile, knowledge, skills and attitudes of trainers in your association.
- Design the training scheme for training trainers; it should include ongoing learning opportunities for those who are already trainers.
- Investigate external opportunities and partnerships for training trainers.
- Invite current trainers to comment on your ideas throughout the development process.
- Establish a system of internal (formal and informal) recognition of trainers.
- Explore opportunities for external recognition of your trainers.
- Examine setting the minimum training every trainer has to deliver periodically to stay updated.
- Build a resource pool. Gather people together and produce and collect useful materials.
- Analyse if you have introduced Scouting values to the training experiences you offer to your leaders.
- Check if the training is relevant to leaders, both for their task and for their personal development.
- Ensure flexibility of the new Training System.
- Check to see if you have provided a good balance between generalist and specialist training in your system.
- Discuss creating a specific symbolic framework for training.
- Perform a reality check of your proposals.
- Think about how changes influence other elements of the association's life. Map which changes they will trigger.
- Design a simple, explanatory chart of the system.
- Share responsibilities in operating the new Training System with all different levels and structures in the association.
- Define management and administration and produce additional tools, materials, and documents.
- Establish a structure that will deal with the administration and logistics of training.
- Develop a database with information about training, trainers and trainees.
- Estimate which resources you shall need for training delivery.
- Propose ways of sharing the costs of training between the association and trainees.
- Imagine different ways of finding subsidies for training.
- Think about which elements of your Training System can be open for non-members.
- Explore different opportunities for partnerships with other organisations in providing learning opportunities for your leaders.

3.3 Recognition of training

The aim of training is to provide help to the association to raise the quality of its human capital, not to produce diplomas and awards. Still recognition of training or, more precisely, recognition of learning is an important element of the process.

Recognition of training should be done on three levels:

- 1 Self-recognition: understanding your own learning.
- 2 Internal: granting achievement levels to trainees.
- 3 External: recognition of Scout training by the community.

3.3.1 Understanding your own learning

From being recruited for a responsible role in Scouting, your leaders should be aware of their competencies and be able to plan how to enhance them so that they are fully equipped with what they need. These 'personal development plans' will guide their training.

It is useful to prepare a template that will help in this process. Some national Scout associations already have very practical tools of this kind.

You should develop a system in which trainees should not measure their learning by repeating the lessons learned, but by their capacity to act and deliver expected results. For this, you may use coaching and mentoring. If you do, then you also need to prepare a training scheme for those who will take on the role of coach/mentor.

If a person recognises his/her learning and can see the value in being able to more effectively perform the job, it will motivate them to continue with their development plans. This can make the leaders key agents in their own development.

Self-recognition is a basis for all other recognition. If we plan what we need to know and know what we have learnt or need to learn, then it will be easier to the others inside or outside Scouting to recognise this learning.

It is also very important to understand which skills and competencies learnt in Scouting can be used in daily life, especially in work. We often see learning in Scouting as 'Scout only', and miss an opportunity to present the many different, useful and important life skills Scouting offers.

Most of the learning in Scouting comes through work. Adults also learn by doing. Plan to provide regular reflections about what has been learnt; this will help your leaders (and also the association and others outside Scouting) to become aware of their new skills and competencies.

3.3.2 Granting achievement levels to trainees

You need to plan a good follow-up system for the training opportunities you provide. This should include both formal and non-formal ways of internal recognition of training.

What do we recognise: knowledge or learning or behaviour or attitude? It is not so easy to recognise a skill or competence. How can we guarantee that just after completing a course or training scheme someone is now qualified for a job? The only way to show it is to perform the job well. But, it takes time and if we wait to see the results the value of training offered will vanish.

Examples in practice are different. Some associations only provide certificates that a leader participated in a course or module, stating topics that were included. This indicated that there was learning, but saves them from falling into trap of 'guaranteeing' something they can't clearly do, i.e. the trainees' proficiency.

Other associations have an exam at the end of or after a period of performance and then issue certificates that a skill or competence or level of knowledge has been acquired. In this case, you need to have a very good appraisal system to be able to prove the quality you stand behind.

You should try to find your own way; a way that will be in accordance with the culture of your association and society around you.

The quality of a competence could be acquired in different levels. Every further step is valuable enough to be recognised. For example:

I am able to lead a discussion

- I take care that everyone gives his or her input.
- I keep the discussion focused on the topic.
- I can end a discussion in a good way for everyone.
- I can structure a discussion.

Second level could be

- I know that I influence the discussion as a leader and I behave well, giving space to the others.
- I check if my message has been clearly understood by the others.
- I check if another's message is clear to me and to the others.

Third level could be

- I focus attention in difficult circumstances.
- When I am involved in the discussion, I am conscious of my role as a discussion leader.

All these competencies are only recognised by your peers when you really are in charge of a discussion.

This is just an example of different levels in proving quality.

You should establish a set of quality standards for each training, as this will make appraisal easier. Still, remember to ensure flexibility and space for creativity so that trainers can fine-tune to meet the concrete needs and expectations of trainees. Being too demanding of competencies reduces exploration and creativity on the part of both trainers and trainees.

If you establish a kind of 'standard offer' trainings (Section 3.2.5) you have structured courses for which a set of standards exists. This kind of training is easier to evaluate; it is easier to recognise the learning.

The most usual standardised training Scouting offers is the 'Woodbadge'. This standard training package for Scout leaders has existed since 1919. It was initially delivered only in Gilwell Park, UK, but since 1969 designing training has become the responsibility of national Scout associations everywhere. Still, despite specific and individual development in different countries and associations, the framework for the Woodbadge training scheme is very similar all over the world.

Some associations in south-eastern Europe have a system of 'instructors'. It is structured in three levels, ensuring that the first offers training for leaders, the second offers training delivery and organisation of large events, while the third deals with the design of training and large events and projects. The system is also standardised and allows (and motivates) leaders to progress from one to another level.

In Flanders, Belgium, 77 organisations operating in the field of youth, from young political parties, environmental organisations, sport and youth clubs to the traditional youth organisations like Scouting have a common accreditation system existing of four levels in a progressive scheme: animator, head animator, instructor and head instructor.

You should be a bit careful with this kind of recognition because there were examples of going for training just to get recognition, or examples where training was very closely related to power management in associations.

There are also many examples of different specialised training courses that are standardised and tend to provide trainees with very specific knowledge and skills (first aid, pioneering, project management, etc.).

Who should recognise learning? It can be the trainers, if you take the approach to do any kind of exam-type evaluation on the end of the training. If you include practical work in evaluating the learning, then managers of human resources or those coaching or mentoring leaders should be responsible for that.

3.3.3 Recognition of Scout training by the community

You train your leaders for your benefit and for their own benefit. So, if you ensure external recognition of Scout training, it can bring an additional benefit to your leaders and provide additional motivation to engage in the learning process.

As mentioned earlier, the basis for all kinds of recognition is self-recognition. You may consider finding ways to interpret self-recognition by your leaders into the language, wording and format of the world around us, especially the business world. Sometimes it is only matter of explaining it in a way in which the 'receiver' can better understand it.

There are various good examples of recognition some associations gained from their communities. Most of them are about providing status that enables work with children. Some specific training Scouting provides is also recognised as vocational training. In some countries, Scout training is part of the non-formal education system and associations organise training with both Scout and external participation. It appears that external recognition depends on the climate in the country and on the profile of Scouting. Please see these examples, and more about external recognition of your training, in Euro.Scout.Doc [Trainspotting - Recognition of Training Systems](#) published by WOSM-European Region in 2007.

In 2006, the Council of Europe designed the [Portfolio for youth workers in Europe](#) with the aim of making it more possible for youth workers and youth leaders to describe themselves and what they do and to help with raising the recognition of youth work while still keeping the faith with non-formal and informal learning principles. WOSM-European Region expressed some reservations about the Portfolio concerning the administrative side and lack of a user-friendly approach, but the attempts to ensure a European-wide tool for recognition of youth work should be supported.

3.3.4 Transferability of training

On a European level, we are often faced with situations when we can't provide international Scout recognition of our training. Trends of mobility in Europe have also brought about mobility of our leaders, and some of them are forced to pass again through the training process if they want to continue volunteering in another country. Very often, they simply give up and so we lose potential leaders. The transferability of training can bring us all a lot of opportunities for diversity, growth, integration of minority groups, etc.

If formal education systems is integrated in Europe (the Bologna Treaty), we may also think about setting some internationally recognised Scout standards for training. For this, we may try to create kind of a table of comparison, with competencies, roles and names in different associations.

Practical steps you may take in this part of the process are:

- Research what leaders expect from your training? Do you reach all your leaders with your training schemes?
- Design a tool that will help leaders to prepare and follow their personal development plans.
- Prepare training schemes for coaching and mentoring and for training leaders to perform this important support task.
- Establish standards for different training opportunities which you provide and tools for recognition of learning based on them.
- Plan to provide regular reflections about what was learnt through practical, post-training experience.
- Share responsibilities for the recognition of learning between trainers and managers of adult resources.
- Explore opportunities for external recognition of your training.

3.4 Testing the new system

Some associations will be in a dilemma: should they start implementation of the new system immediately or should they have a pass-through to test the new system out? The answer to the dilemma depends on the situation in the association and situation of the old (current) system. If you are only updating the old system and changes are not crucial, you can even skip the testing phase or run it parallel with the rollout period. In other cases, it is better to have a test phase, with some key elements of the new system organised for a limited number of participants.

Testing the new system has particular value as it provides an easier start and identifies possible obstacles.

You have to be aware that all the great ideas you have must be tested in reality. The draft of the system that is the product of your work is not final and doing a reality check is advisable. This will help you to avoid failures during the rollout and implementation phases.

You can choose to test a little bit of everything in the new system. Or you can test the whole system on a small scale (e.g. in a district). One useful thing to think about is to include testing in the design phase and to start organising test training while still working on the draft of the new system.

3.4.1 The final look

After all the steps in the design phase have been completed, and before you put your ideas into practice, take a general look at the work you did to get a general view on the system you produced. Is everything there; is it complete? Does the system satisfy the aims and objectives you set? Is it within the framework set by the association? Do you have enough resources to deliver it?

Many questions appear on this list. It is wise to have step back and have a critical look at the completeness and interconnectedness of the new Training System, even invite someone to help you with this.

Imagine designing your Training System as building a house. Some things are necessary: check if they are there. Some things are useful and make it nice looking: imagine them and introduce them!

Also refer back to the overall aims and vision that was defined at the start – see Section 2.2.2 – does your proposed approach fit these?

3.4.2 How to test the new system?

It is not easy to select only few elements of the new system for testing. On the other hand, testing everything is not possible because it takes a lot of time.

You may start with the weak points of the old system. They are, in fact, the reason for the change and testing them can prove if the need for the change was real. You should also think about the key elements of the new system and have them tested. If key elements prove as efficient, those less important can be adjusted later, if needed.

Testing needs a very clear process of evaluation. You should evaluate practicability, not the effect. Effects can't be seen quickly, so it is useless to sit and wait for them.

For testing purposes, you should invite both participants and trainers to give you feedback on proposals. Also, an external view can be very helpful. People from the association may be too enthusiastic or too sceptical about the new solutions.

Testing can be useful for comparison between the old and new systems. Did you propose the right changes? Is it better with the new ideas or should you still keep the old? An objective estimation, based on the feedback of participants in testing opportunities, is of great value while answering these questions.

3.4.3 What next?

The testing phase will give answer whether you should continue with the implementation of the new system you drafted. If you see problems, mistakes, or room for improvement, it is better to go back and re-design the proposal or do some fine-tuning to turn the proposal into the one you needed when you first started the process of creating the new Training System.

Practical steps you may take in this part of the process are:

- Select different training opportunities from the new system for testing (weak points from the current system and key elements of the new one).
- Think about testing while still in the design phase.
- Ask for feedback from participants, trainers and external people.
- Compare the current system to the new system.
- Decide if you should move to the implementation phase or go back and re-design the proposal.

3.5 Key problems and obstacles when designing the Training System

We often get caught up in the detail: objectives, methods, modules, etc. As a result we forget that the change process itself has to be managed.

- You need to be clear about what you are doing and why.
- Have a clear and consistent message for all interested parties.
- Be open and listen to the views of others.
- Have an appropriate implementation plan.
- Accept that there will be those who, regardless of what you do and why, will still find the change challenging, or impossible to accept.

One of the key problems when designing new systems has been the decision-making. There are two key issues. First, the people who do the designing are not the same people who decide if the design is good enough. At the start of the project, the steering structure is defined, and a steering team is nominated. The task of the steering team is to approve the outcomes of the project. The same people cannot do the work and approve it also. People involved in the project must understand that the steering team also has power to decline their work.

Secondly, the whole association needs to know and respect the project's steering system: the steering team has a mandate, which it was delegated by all committees and boards of the association. If, for example, the National Committee changes a decision made by the steering team, it will delay the project and demotivate the volunteers. The project has continued the work in the next step of GANTT chart, and if the previous steps need to be re-opened, the project needs to reverse.

3.6 Adoption of the new Training System

The design phase ends with the formal decision to adopt the new Training System. This is a very formal act. As the Training System is something important and crucial for the life and development of the association, it is usual that the highest body makes the decision: the assembly. Those working on the design of the new system should communicate with the leadership of the association, following the procedures to ensure smooth adoption.

The decision should be comprehensive, complete, clear and directive. It should give aims and objectives, responsibilities and authority.

Good preparations are the basis for a good decision. Be imaginative, creative and ready for different questions and clarifications.

The steering group has to complete its work systematising all that it has done and is leaving to the structure that will take care of the delivery of the whole system. This includes not only a trail of all the actions and outcomes from every step it took, but also clear advice on what to do next and which actions to take to put the new system into practice.

And, when the decision is made, everyone should celebrate the completion of the work: both the team that led the process, and the whole association.

Practical steps you may take in this part of the process are:

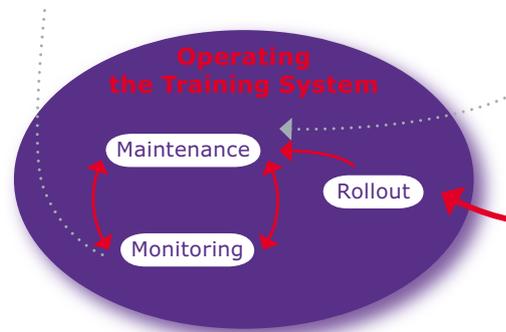
- Prepare the formal decision to adopt the new Training System.
- Prepare the presentation to the body adopting the new system. Be ready for different questions and clarifications.
- Systematise all that you have done and are leaving to the structure that will take care of the delivery of the whole system.
- Celebrate your success!

Training Systems Toolkit

Training System Renewal

4. Operating the Training System

4.0 Introduction



After the Training System is designed, it must be put into use. This **rollout** is a phase which takes place only once in the Training System renewal process. It is a big change, which needs to be planned separately to ensure a smooth transition period. Change management needs to be considered.

Once rollout has been successfully accomplished, the Training System renewal process is ready. It is now time to evaluate the process: what was actually done compared to the plans of what should have been done, and how was it done. A report detailing the Training System renewal process will be useful for the future projects; other associations may also benefit from your experiences.

The **maintenance** and **monitoring** phase starts after the rollout. This is the normal part of the training function of an association when there is no Training System renewal process ongoing. Generally, the Training System is monitored and maintained, while the Training System renewal is a big project that takes place every 5–10 years.

4.1 Rollout

The rollout phase covers the entire period during which the old Training System is phased out and the new system is phased in, until the substitution has been made completely. The rollout takes time. Trainers need time to learn the new system and to plan the new training sessions. Leaders should understand and accept the new system and welcome the benefits it brings. Also, the promotion of new training to users has to be done at the right time. It should not start too soon, since it may have an impact on the number of participants applying for training sessions under the current Training System. The rollout needs to be carefully planned, taking into account the time needed for each step.

All kinds of feedback are needed, and communication of this feedback is very important. If the feedback is good, it will promote training. If not, the users need to hear that and also what corrective actions will be taken. The users will hear the bad news anyway, so it is best to be honest about it. You should use the feedback from the rollout to fine-tune the new system before it is fully operational.

It may even happen that the rollout highlights some serious mistakes in the design of the Training System. If the proposal needs a lot of changes, it is better to go back to the start of the design process, analyse the problem and build the system almost from scratch.

Rollout is a sensitive period: it is here that those who have been responsible for the (re)design phase transfer all the work to those who will be continuously working on delivery, monitoring and maintenance of the Training System (the Training Committee, the Training Commissioner, the pool of trainers...).

4.1.1 Transition period

4.1.1.1 Rollout steps

The rollout needs to be planned in advance:

- **Plan the rollout.** The rollout should cover the time between finishing the new Training System proposal and putting it into practice. You need to carefully plan that period. It is important to take time to prepare everything and put systems in place, so that the start of the new system is smooth and well organised.
- **Define the overlapping period.** Plan when the new system starts and when the old one ends. Which events will run parallel and how will you handle them?
- **Define the equivalent elements of the new and old systems.** It is especially important for leaders and trainers to understand the connection (and disconnection) between the two systems.
- **Pay special attention to long-lasting training.** Training where a training scheme takes several years needs separate consideration.
- **Finalise all the materials needed for the new system.** Some materials need to be completed even before the rollout starts (in the test phase), but don't wait for all to be completed before you start, it may take time. Better to make a production plan that will cover all the rollout period.
- **Train the trainers to deliver the new training modules.** Those who should deliver the new scheme are your first public for training, to ensure easy start of the new system.
- **Promote the new Training System.** Make it known all around the association and raise motivation for participation.

- **Promotional training sessions at large-scale events of the association.** This can be a powerful tool for attracting leaders to training.
- **Start putting systems in place.** Organise training opportunities of the new system.
- **Observe.** Ask for feedback, evaluate and propose improvements where necessary.
- **End the old system.** Stop using the old system when the new one is fully operational.

An example of rollout for the new Training System for a medium-sized association can be like this:

What	When
Plan the rollout	At least 10 months earlier than the first training sessions of the new system
Define overlapping period and equivalents of the elements of the new and old system	10 months earlier
Train the trainers to deliver the new training modules	10 - 6 months earlier
Promote training system	Start 6 months earlier
Promotional training sessions on large scale events of the association	Start 4 months earlier
First training sessions of the new training system	Point 0
Continuous evaluation, feedback and improvement where necessary	From point 0 on
Finalize materials	All during the rollout
Last training sessions of the old training system	6 months later

Figure 10. An example of rollout plan for the new Training System

You could prepare a GANTT chart, which might look like this:

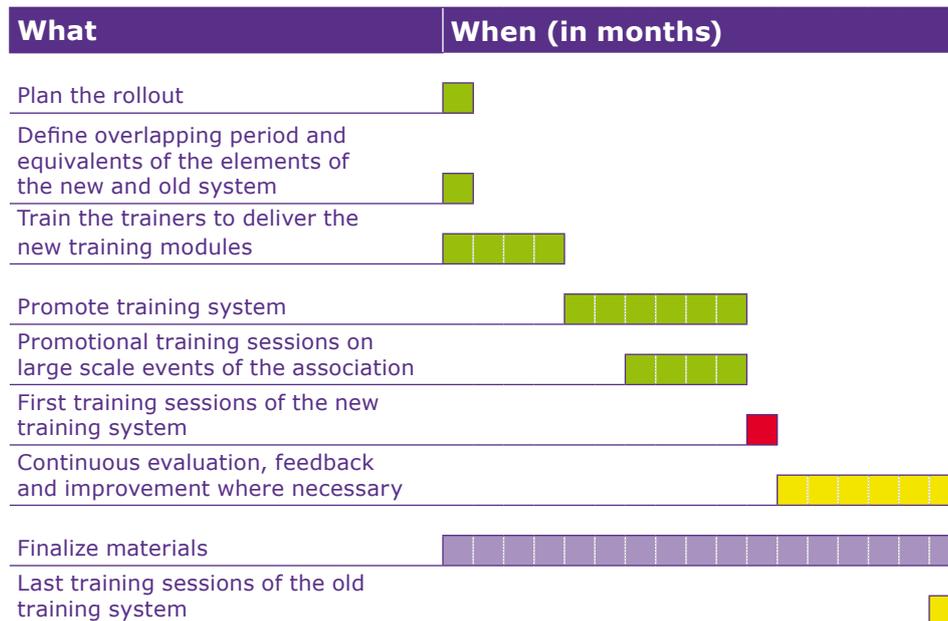


Figure 11. An example of rollout plan for the new Training System

Note the timescales are examples and actual timescales will be agreed as part of your own planning

4.1.1.2 Transition

The transition can be made in different ways. The rollout schedule can be the same for all training and all regions, or it can vary:

- Region by region
- Training scheme by training scheme
- Course by course

4.1.1.3 When?

Take into account that:

- The trainers need time to plan and organise the modules.
- Information should not be sent too early to users.
- The promotion should be made also at large-scale events, jamborees etc.
- The overlapping period has to be well-defined and has to have a cut-off day when all old structures shall be left aside and new ones put into practice. You may also consider, depending on any legal requirements, to stop the current training scheme and create a 'gap' or 'market' for the new course. Perhaps stop the old scheme in May and launch the new scheme in October.

Some people like to fully prepare the change and then promote it as a 'boom'. This may be good in consumer-based situations. But, in Scouting, where we count on full participation by our leaders in training and them being the key agents of their own development, it is better to involve leaders from the early stage and carefully promote the new Training System, to allow smooth change.

4.1.1.4 Those who deliver training

The commitment of the trainers is a key to a successful rollout of the Training System. The roots of the commitment are that trainers have had an option to participate in the design of the Training System, their opinions were heard and they were involved as much as possible in the process. Still, if they have opportunities to test the new system on a smaller scale (test trainings sessions) and contribute to its final improvements, their commitment and readiness to implement and promote it will increase. You should plan on getting feedback and information about good practices while implementing the new system.

Trainers need different kinds of support to take over the new system. Training material must be available for them in advance or should be developed during the rollout period. You should also prepare training for trainers: both general training as to how to present the new system, and also specific training to deliver particular training schemes, courses and modules.

Training for trainers needs time, and later the trainers need time to plan their training sessions. In some associations the planning, including budgeting and scheduling of training sessions for a new calendar year, has been done by September. Therefore, it is important to plan the rollout of the new system to suit the operational calendar of the association.

Trainers will be the best promoters of the new Training System locally. They should also take the role of 'salespeople', promoting its value and opportunities to participate.

The benefits of the new system should be communicated to trainers; the Training System project team should answer all their questions and needs. The better Training System you have, the easier it will be to implement it; the more valuable the volunteering work that trainers are doing, the more motivated they will be!

4.1.1.5 Users of training

A needs analysis is necessary as a part of the rollout planning. You have to evaluate the training needs of the association's leaders and plan the new modules accordingly (Section 3.2.1 Training needs). For example, if you have planned six training sessions for the first year, and there are enough participants for only one session, that will neither promote the new Training System nor motivate trainers.

All leaders need to be considered as consumers: either they can participate in training themselves, or they can promote training in their local groups.

The first training sessions need to be evaluated well, and the outcomes analysed to identify a need for adjustments.

All kinds of feedback are needed; and this, in turn, needs to be communication to the association. If the feedback is good, it will promote training. If not, the consumers need to hear that and also what corrective actions will be taken. The users will hear the bad news anyway, so it is best to be honest about it.

4.1.1.6 Others

The role of commissioners is to promote training, and also to help with the budgeting and scheduling of new training sessions. They should be well briefed about the new system and its benefits, to be able to support it and promote. All leaders, especially those managing your adult resources on different levels, should be involved. Depending on the approach (region by region, scheme by scheme) you should plan promotional and test activities for different groups of leaders.

Changes in the Training System should be communicated to your partners, governments and local authorities, educational institutions and others for the same reasons you communicate it internally. They can also help you to complete the final testing and make adjustments to the system. This can also ensure that recognition of training is already in place when the system is operational. And, you may get some new partners for training.

4.1.2 Risk management

All big project plans include a risk management consideration. Normally, this includes listing and rating possible risks, and planning how to avoid these risks, and recover from any actualised risks.

Risk management starts by listing all of the possible risks that might occur. You can brainstorm these. External opinions could be sought to get a fresh look about what could go wrong. After possible risks are listed, you can rate those based on two factors: what is the possibility of the risk, and what is the impact of the risk. You can give to both of these factors a rating (1) small, (2) medium and (3) high.

If you multiply the ratings, you'll get a total risk factor (between 1 and 9). In further planning you can prioritise and start with those risks that have a high factor. The next steps are to consider when the risk may actualise, and what to do to prevent this happening. After going through all the risks with high factors, you will have a 'to-do' list of actions that need to be taken to prevent the risks with highest impact occurring.

The next step is to plan what to do if each of the high-factor risks materialise anyway. What is your 'plan B' if something goes wrong?

4.1.3 Change management

Change management starts and ends with individuals. You cannot change an organisation without changing individuals. Changing individuals does not mean replacing them, but developing them. You need to consider what the individuals will need, as elements of the system, to be part of the change effort. Think of yourself as an example: what information would you need to understand the needs of the change, and to enable the change in your team?

People are at the hub of all organisational changes. Any change, for example, in terms of training structure or training organisation, requires individuals to change. All changes will face resistance. It is found even when the goals are highly desirable. Effective change requires reinforcing new behaviours, attitudes, and organisational practices.

It is important to explain the change in a positive way and to provide an opportunity for people to understand what it is and how it will benefit them. A lot of great ideas have failed just because those proposing them didn't take time to explain them and to help people to understand.

Everybody in the organisation belongs to a team, which is the second smallest unit in the change process. Teams can either peak or be inefficient during the change. In a volunteer organisation, team membership may be an important motivational factor. If a change could impact your team, for example, if the old Training Committees are being reorganised, you may feel de-motivated and resist the change. So, you also need to consider what the teams need, as elements of the system, to be part of the change effort.

The change process involves learning something new, as well as discontinuing current attitudes, behaviours, or organisational practices. Often the discontinuing of current practices is the difficult part: we are anxious to learn new things, but we don't want to lose our old habits, traditions friends, etc.

Change will not occur unless there is a motivation to change. In volunteer organisations this is a very important point to remember. The national level volunteers may understand the reasons for a change, but if these are not communicated to local level, the level of motivation will be low there.

4.1.3.1 Phases of change management

Change management includes three stages: unfreeze, change and refreeze.

Unfreeze

The focus of this stage is to create the motivation to change. In so doing, individuals are encouraged to replace old behaviours and attitudes with the new ones desired. Managers can begin the unfreezing process by ceasing to support individuals' present behaviours or attitudes.

Change (Move)

Because change involves learning, this stage entails providing individuals with new information, new behavioural models, or new ways of looking at things. The purpose is to help individuals learn new concepts or new points of view. Using role models, mentors, and experts, and benchmarking* the association against those who have good systems are useful mechanisms to facilitate change.

Refreeze

Change is stabilised during refreezing by helping individuals integrate the changed behaviour or attitude into their normal way of doing things. This is accomplished by first giving individuals the chance to demonstrate the new behaviours or attitudes. When a new behaviour or attitude is in place, it needs to be supported. Additional coaching and modelling also are used at this point to reinforce the stability of the change.

4.1.3.2 Success factors

Change management literature recognises several success factors. Most of these are critical in any kind of project, also in volunteer organisations. These success factors can also be pitfalls, if not used in the change process!

* Benchmarking (also 'best practice benchmarking' or 'process benchmarking') is a process used in management and particularly strategic management, in which organisations evaluate various aspects of their processes in relation to best practice, usually within their own sector. This then allows organisations to develop plans of how to adopt such best practice, usually with the aim of increasing some aspect of performance. Benchmarking may be a one-off event, but is often treated as a continuous process in which organisations continually seek to challenge their practices.

Clear need for change

- Making sure everybody affected by the change understands why the change is essential.
- Identifying the need for change.
- Communicating and discussing the need for change.

Vision and clear goals

- Defining the organisation's future vision and specific, measurable goals for the project.
- Communicating and discussing this vision.
- Ensuring understanding of the goals.
- Defining short-term goals.

Abundant and purposeful participation

- Involvement is perceived as purposeful and useful for achieving goals: people's participation must be professionally managed and lead.

Early involvement

- Involve as many people as possible from the start of the change process instead of simply presenting the final package. This way they will have enough information and feel ownership of the process.

Paying attention to culture

- Considering the change also as challenge to change the culture.

Identifying key persons

- Identifying, participating and motivating those individuals that may most significantly affect the success or failure of the project.

Purposeful planning

- Planning change as a project. Plans for such a project should include goals, scope, budget, schedule, organization, risks etc.

Training

- Training and educating the project team on both implementing the change and the new procedures to be implemented.
- Training and educating people who need to acquire new capabilities due to the changes.

Effective communication

- Distributing information about the changes to all in the organisation over the entire project is a key issue.
- Discussing planned changes and potential problems among volunteers helps the change.
- Gathering feedback, fostering open discussion.
- Encouraging the use of multiple channels of communication.

Control and feedback on progress

- Monitoring and evaluating the change progress.
- Striving for tangible short terms results.

4.1.3.3 Motivation to change

As discussed, the most important factor for motivation is to see a clear need for the change. If people 'feel the pain' of the shortcomings of the old system, they will be motivated to start using the new system immediately, if it offers relief from the pain. Therefore communicating the problems of the current system, and creating a vision where the problems no longer exist is vital.

Motivated people will participate in the Training System Renewal project, and people who participate in the project will be motivated; they will feel that their opinions have an impact on the outcome. The change is easier if more people feel that they can influence the new system. Therefore, when starting the project, influencing tools should be considered: for example, a regular newsletter, where the current status of planning is described, and the recipients can comment on the plans: also the impact of comments can be highlighted: 'we planned to have a separate training module for XX, but based on the feedback we decided to combine it with YY'.

Motivation to adopt and learn may exist, but the problem is how to get the motivation to leave the old and unlearn. The new system does not work with elements of the old system. Also old terminology may need to be changed; and that requires time.

You can also use some specific things that promote the new system in effective way:

- Putting the Training System on paper in a simple way.
- Having an attractive web promotion.
- Preparing simple training schemes for each job description.
- Advertising clearly the aims and the content of each training session/event.
- Promoting the value of training for personal development.
- Offering personal logbooks to keep track of learning.

4.1.3.4 Working with resistance

Whatever you do, there will be people who won't support the changes, in total or at least partially. There may be several reasons for that, some of them falling on your side (lack of clear communication, for instance) and some on the other (traditionalism, fear that change will influence someone's position, etc.). You should consider following steps in this case:

- Identify potential problems.
- Plan preventive actions.
- Discuss potential problems with those affected by the change.
- Actively and promptly solve of emerging problems.

4.1.4 Frequently asked questions

All through the testing and rollout phases, you should collect questions from participants and trainers to create a list of Frequently Asked Questions. Such a list, with answers provided, can be a powerful tool for presenting and promoting the new system. If things are explained in a simple and effective way, people will find the answers they need for most of the questions they have and so minimise their reluctance to participate in the new system.

Practical steps you may take in this part of the process are:

- Decide on the approach to replacing the old Training System with the new one, taking into consideration the equivalent elements of the new system and the old one and find the best way to replace them.
- Define the overlapping period.
- Evaluate the training needs and the participation of the old modules that still need to be completed.
- Plan the first modules of the new Training System.
- Invite people who have not been involved in designing the system to plan the modules; they will learn about the system and be committed by doing this hands-on planning.
- Promote the new modules at the right time.
- Train the trainers and make sure all of their questions are answered and their needs met.
- Use an effective evaluation and feedback system.
- Use the feedback to make any final adjustments needed to the new system before it is fully in practice.
- List all possible risks that might occur and compose answers to them.
- Recognise the kind of information individuals and teams may need to understand the need for change.
- Think about how to motivate people to change.
- Identify what to unfreeze, change and refreeze.
- Analyse different success factors and propose actions for each of them.
- Prepare a list of Frequently Asked Questions and the answers to them.

4.2 Monitoring

Monitoring generally means being aware of the state of a system. It is important that monitoring is planned and organised in a routine way.

All organisations keep records and notes, and discuss what they are doing. This simple checking is a form of monitoring where information is collected routinely and systematically against a plan. The information might be about activities or services, your users, or about external factors affecting your organisation or project.

Evaluation of Training System can be carried out every 2–3 years, when more data is collected and analysed than in the normal monitoring. It can start earlier, if the findings from the monitoring support it. The evaluation project is also part of the monitoring process. The outcome of the evaluation is used in the monitoring process, and based on the evaluation the new Training System redesign process can be started again. Evaluation of the Training System is discussed in Section 2.1.1.

4.2.1 Why monitoring?

The need for monitoring the performance of activities has increased during the recent years. The trend towards accountability is increasing; donors, both corporate and government, require better performance evaluation. Of course the main reason for monitoring is to provide the best possible service. Monitoring will initiate organisational self-reflection, which will lead to internal learning and development of better processes and procedures. Volunteers and staff are more motivated and confident if they know that the processes are measured. And if the outcome is good – they are doing well!

Finally, there are pressures from your 'clients', scouts, their parents, volunteers and also the general public to be able to show that your operations are effective.

Monitoring the Training System may help the association to:

- Ensure proper use of the Training System: monitoring is a way of controlling the system.
- Enable reactions in case of problems.
- Fine-tune and develop the system further.
- Follow the cost and accessibility of training.
- Follow up resources used and outputs.
- Collect data for analysis which may be performed later.
- Evaluate if the objectives of the Training System or its components are met and compare the new system with the previous system.
- Validate the learning of trainees.
- Evaluate the effect, not only the efficiency.

4.2.2 What to monitor?

You need to notice the difference between two words:

- **Efficiency** is the relationship between inputs (resources) and outputs (results) obtained from using them.
- **Effectiveness** measures how well organisation, programme etc. is meeting previously established objectives.

An increase in efficiency does not necessarily result in an increase in effectiveness, and vice versa.

Many areas can be measured for efficiency or effectiveness:

- Financial accountability: for example, the cost of training, also the hidden costs.
- Products or outputs: for example, the number of trained adults or training sessions, the relevance of training for the assignments, the accessibility of training. You can also measure the number of participants in external training and the flexibility and variety of the training contents and methods. It is also possible to monitor who is not participating in the Training System: is there an unbalance in gender, social group, age section, etc. in training courses?
- Attaining the mission and achieving acceptance by society. This must be measured through the impact to Youth Programme (both quality and quantity) in the long run. Of course, you could measure whether the objectives of the Training System are being met.
- Participant-related measures: feedback on training sessions.
- Client satisfaction: opinion of the group leaders after somebody from their group has participated in some training.
- Reputation and image: for example, the attractiveness of the training.

Quality has many interpretations: non-inferiority, superiority or usefulness of something. Everyone involved in training may have different opinions on these, based on their earlier experiences and needs. A trainer can grade the quality as high, if he compares it to the previous training session, but a participant has no information about the previous training, and he/she may compare it with a training session outside of Scouting. The trainers should always identify the participants' needs to ensure that they tailor the training and make it useful for the participants.

Quality also means how well the targets are met. It depends on both the outcome and the targets. The same outcome, for example, a training session may be seen as a high-quality outcome by one participant, but a low-quality outcome by another participant, just because their understanding of the targets were different. Therefore it is important to communicate the targets clearly, so the participants' expectations are based on the planned targets.

If the targets of a traditional training session (e.g. Woodbadge) are changed, it must be communicated clearly. If the participant has not considered what the goals of the session are, their own expectations then become the goals.

The participants also have expectations that are not target related: despite the fact that the learning targets were met, the quality of the training session will be considered low, if the training methods and/or facilities did not meet the participants' expectations. If the food is not good, the quality of the session cannot be high.

When trainers aim to have a high-quality training session, they also need to consider other things, not only training contents and methods: what is the outlook of the handouts and materials sent in advance; how easy was it for participants to travel to the venue; how were they welcomed; what was the attitude of trainers; how accurate was the schedule etc. This list can be long, and experienced trainers have many good tricks to increase the overall feeling of quality.

Therefore the quality of a Training System is not just about the content; it also includes administration, accommodation, communication and the training materials used.

Quality can be monitored:

- Adherence to standards.
- Number of 'faults', i.e. the standard is not met. The word 'fault' is negative, so perhaps you can measure indicators for poor quality performance?
- User feedback. First the 'user' needs to be defined.

The Training System has several **levels**, which needs to be monitored separately. The tools and indicators of the monitoring levels are separate, and the outcomes of the monitoring are used for separate purposes and by separate organisations. Examples include:

- Monitoring the Training System design aims to indicate how the building blocks are working. These are defined in the design phase of the Training System renewal: for example, are the training needs still valid?
- Monitoring of the supply of training aims to reveal if the demand of training is being fulfilled. Are there enough training opportunities? Are the adults trained for their assignment? The numbers of participants to training sessions, the number of cancelled training sessions, and the number of trained people in the assignments can be used as indicators. The outcome of this monitoring will lead to increasing or decreasing the number of training sessions in the future.
- Monitoring of a training session points out how the session has met the objectives. Feedback from trainers and participants is the easiest indicator here. The feedback should be considered when next session is planned.

When building the monitoring system, the required levels need to be considered.

4.2.3 How to monitor?

Since there are many matters that can be measured, several systems have been created, which combine many measures, or indicators, under one systematic tool. Examples of these are:

- Total Quality Management (TQM)
- Best-practice benchmarking
- Balanced scorecard

These tools have a business background, but the fundamental ideas of the tools are also valid for voluntary organisations.

When considering the selection of a system, or deciding to make a new system, the most important point is to define which system best meets your needs. The decision depends also on the availability of resources and support. Government, or other funders, may require a specific system.

4.2.3.1 Performance monitoring system building

First, performance measurements must be related to the organisation's activities. External issues can be measured and analysed, but these are not used for monitoring and controlling the Training System. Several indicators should measure activities; if you use only just one measure to evaluate an activity, it may lead to dysfunctional behaviour.

The building of a measurement system is always subject to political and social choices, and any general system should be modified for different organisations. A different approach could be required even in similar organisations. Both hard data and soft data must be measured, but all soft data cannot be captured. Monitoring can be either ongoing or periodical, i.e. data is collected once monthly, annually, or bi-annually.

When the monitoring system is planned, the level of data sources needs to be considered. Who do you ask: national, district or local level? The sample size grows when local level data is collected.

Visits to training sessions are another monitoring option. For the visitor it is a learning opportunity, to see how the system works and how it is adjusted to suit local needs.

Meetings of trainers, where experiences and best practices of training are shared, are also tools for monitoring the Training System.

The monitoring system should be planned in the design stage of Training System renewal.

4.2.3.2 Measurement methods

When building a system, you need to consider what data you collect. The type and source of the data has an impact on how you can use it in analysis. Some examples:

Qualitative vs quantitative (Section 2.2)

- Assessment methods lead to a qualitative indication of the value.
- Qualitative values can be converted into numerical values through anchoring indicators to definitions that can be expressed as numerical values. Profiles, scaling models, checklists and scoring models can be used for that purpose. Methods that use this conversion are often called semi-quantitative.
- Computational methods lead to quantitative value.

Objective vs subjective

- Objective information is based on financial or other numerical computation. Objective information is always quantitative.
- Semi-objective measurement by those not involved is usually considered more objective and credible than measurement by those involved in the subject of measurement. Also the number of evaluators is important.

- Semi-objective measurement by users is likely to be less objective: they are likely to be more critical than those not involved.
- Those involved subjectively measure: project manager, his manager, member(s) of the project team etc.

Type of scale used to assign values:

- Nominal
- Ordinal
- Interval
- Ratio
- Absolute

The type has implications for the statistical operations: going from nominal to absolute, the number of permissible statistics increases.

Standards can be used as a part of a monitoring system. First standards are set. Those can be, for example:

- Contents discussed in training modules.
- Time used for training.
- Materials.
- Methods used.
- Number of participants.

If the standards are not met, further analysis can be performed.

4.2.3.3 Use of templates

Association may provide templates to be filled in after training sessions. The templates may be used for collecting data:

- Number of training sessions.
- Number of participants.
- Number of trainers.
- Quality evaluation.
- Best practices.
- Improvement needed.

Also informal reports of training sessions can be use as a monitoring tool.

To analyse the data further, and even to calculate indicators, you can combine the data with data from other sources:

- Numbers of all leaders.
- Number of completed trainings.
- Quality feedback from the managers of those who have attended the training sessions.
- Quality feedback from the trainees after some time: are the learned skills being used; how relevant was the training to the actual needs.

4.2.4 Who monitors?

The data from training sessions needs to be collected at local, region or NSA level, depending on who is organising the training. The data can be analysed on that level, but if data from many training sessions are consolidated, it gives us the bigger picture. The data can be utilised by Training Commissioners on national and regional level and by trainers on national, regional and local level.

Data collection and analysis are competencies in which people must be trained, to enable those at all levels to use the data. Standard templates and tools are also necessary for data consolidation.

4.2.5 Examples of systems

4.2.5.1 Total Quality Management

Total Quality Management (TQM) is an approach to the art of management that originated in Japanese industry in the 1950s and has become steadily more popular in the West since the early 1980s. TQM has been widely used in manufacturing, education, government, and service industries, as well as NASA space and science programmes.

TQM is a description of the culture, attitude and organisation of a company or an association that aims to provide, and continue to provide, its customers with products and services that satisfy their needs. The culture requires quality in all aspects of operations, with things being done right first time, and defects and waste eradicated from operations. Total Quality provides an umbrella under which everyone in the organisation can strive and create customer satisfaction at continually lower real costs.

TQM is composed of three paradigms:

- Total: Involving the entire organisation, supply chain, and/or product life-cycle.
- Quality: With its usual definitions, with all its complexities (external definition)
- Management: The system of managing with steps like plan, organise, control, lead, staff, provisioning and the like.

Important aspects of TQM include customer-driven quality, top management leadership and commitment, continuous improvement, fast response, actions based on facts, employee participation, and a TQM culture.

4.2.5.2 Benchmarking

Performance measurement is the first step of the benchmarking process: selection, definition, application of performance indicators. Then benchmarking is the next step: comparing the performance on common indicators with the performance of other organisations. After that, representatives of many organisations can meet and discuss their processes, and learn from each other.

Simply stated a benchmark is a targeted level of service. Benchmarks are chosen based on the service levels of top performers or they can also be based on professional standards and direction of policy-makers. After setting the desired benchmarks, organisations may study effective service delivery techniques. Benchmarking can be a good tool for learning better processes and tools.

4.2.5.3 Balanced scorecard

The balance scorecard (BSC) is a system originally made for business purposes. The basic idea is that strategy implementation requires a measurement system, which is derived from the strategy. First the key processes of the organisation are defined and mapped out under four categories: financial, customer, internal process, and learning and growth. The outcome can be called a strategy map. After that metrics for each perspective are defined. The outcome is a balanced system of metrics, which measures strategy implementation.

For a non-profit organisation like Scouting, the system needs some modifications. First, the mission of the organisation should be on top of the scorecard. In the original business system, the financial performance is on the top. Also the definition of 'customer' is different. In the business world the customer receives a service and pays for it. In volunteer organisations donors and recipients (customers) are separate. See the diagram below to see how the modified balance scorecard might look.

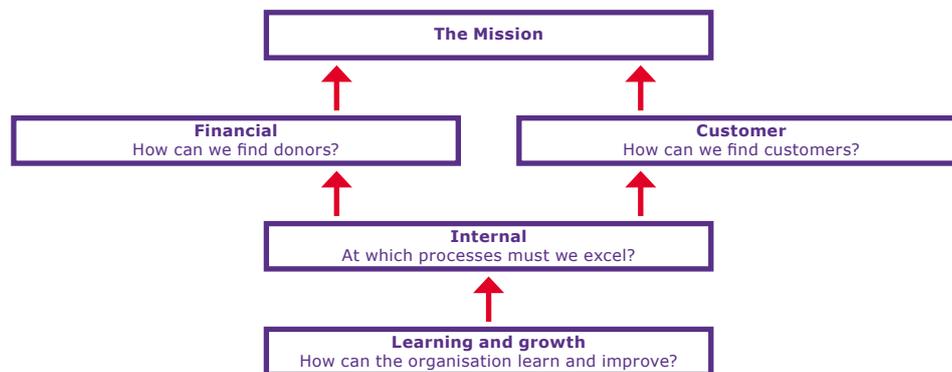


Figure 12. Modified balance scorecard

4.2.6 How to use the findings?

As discussed in Section 1.1.1, the Training System renewal may be triggered by the findings from monitoring. Most of the time the findings from monitoring do not require such extensive improvement projects, but rather smaller fixes to the current Training System. That is part of Training System Maintenance.

The use of findings relate to how thorough the monitoring has been; if the bigger evaluation and analysis of the Training System is done, for example, every third year, bigger changes can be made based on that than based on normal annual monitoring.

Practical steps you may take in this part of the process are:

- Identify what and when you shall observe and design a plan for monitoring.
- Use a variety of appropriate techniques for monitoring the efficiency and effectiveness of your Training System and establish a pattern of regular evaluation.
- Define quality standards and promote them to trainers and trainees.
- Prepare templates for monitoring.
- Collect findings and prepare reports on regular basis.
- Use findings to update the Training System.

4.3 Maintenance

Monitoring has an important role to play in maintenance. The data collected by monitoring needs to be analysed and then actions need to be planned. This is done in training team/committee meetings, at both national and regional levels. Also best practices and improvement proposals need to be discussed.

Maintenance can also include an annual check, when the outcome of monitoring is analysed, the list of training materials is updated, best practices re collected, an action plan is created for further development, or fine-tuning is done. This may also include the creation of new training modules or sessions.

4.3.1 Organising the Training Committee

The organisational structure of an association has an impact on the implementation of the Training System. To enable the development of training, teams – Training committees are needed at both national and district level. The Training Committee's main task is to run and maintain the Training System. A special project team nominated for bigger maintenance steps allows the Training Committee to concentrate on its main duty: running the Training System.

4.3.1.1 Role of the National Training Commissioner

The National Training Commissioner often heads the National Training Committee. It is not a reward or a hierarchical position; his/her role is to manage the team that will ensure proper delivery of the Training System. One of the important tasks of National Training Commissioner is to be a contact point for the Scout Region and the National Training Commissioners of other associations.

4.3.1.2 How to make the training an issue for the association?

Training is just one role of the National Scout Association. Youth Programme, the image of Scouting, the organisation of Scouting etc. also have a big impact on your membership figures and your ability to fulfil your mission. Training is not of more or less importance than all the other areas. One of the tasks of Training Committees is to promote the importance of trained and competent leaders: better leaders lead to better quality of Scouting and to more scouts.

The National Training Committee need to establish working communication practices between National and Regional Training Committees, as well as between training committees and all other committees and boards at both national and district level and, as much as possible, with individual trainers, even leaders. The Training Commissioner and the Committee need to be visible; they should not stay hidden inside their exclusive circle. To understand the communication needs and to establish a communication plan, the Training Committee can first list all reference groups: what is the objective of communication with each of the group? Then it should plan and document the means and schedule of communication.

4.3.2 Communication plan

Communication is a very important driver in project management and often it is the least adequately planned part of the project and the least effectively carried out. Training System renewal (including all the different stages) and maintenance of the system once it is in place, as specific projects, also need a communication plan. It needs to be done early enough, at the very latest right after the project plan for the design phase is approved; it can also be attached to the project plan.

As always, all planning should start from the objectives. The communication of the Training System renewal and maintenance may have objectives such as:

- To ensure that all essential information gets to the required parties at the right time.

- To identify and raise potential problems to the project team and steering team, and later to the Training Committee.
- To facilitate decision-making, approvals and change control.
- To make the adaptation of the change easier.
- To provide a specific process for feedback.
- To ensure appropriate transition upon project closure.

Communications planning can take two approaches: stakeholder based or message based.

If you select a stakeholder-based approach, the planning starts by listing all the stakeholders, i.e. a party who affects, or can be affected by, an organisation's actions. Stakeholders are people (or organisations) who need to have information about the renewal. Such a list can include, for example:

- The project team.
- The steering team.
- The national board.
- The Training Committee.
- All other committees on the national level.
- District Training Committees.
- Leaders in the local groups.
- Scouts in the local groups.
- Non-scouts.

A model stakeholder analysis is attached in [Appendix 3](#).

After the stakeholders are defined, you need to think of the message that each stakeholder needs to receive; what information is communicated to each of the groups. Their needs are different; think what a leader at local level might be interested in compared to members of the National Board. The purpose is not only to inform the stakeholders but also to manage their expectations and to build commitment to the change.

The third step is to define the media and schedule (frequency). The media used to inform local leaders may be a national Scouting magazine, newsletter or webpage; the media used to reach the National Board may be personal phone calls. You also need to think of the cost of each type of media: advertising on TV may be efficient but expensive.

A model communication analysis is attached in [Appendix 4](#).

The message-based approach starts with the main message(s) of the project, which change over a period of time. In the beginning the main message might be that the new system is really needed, as the old system doesn't work properly any more. Later the main message could be that the new system is easy to implement. After defining the main messages, the next steps are to define the target groups, media, and schedules.

These approaches are not that much different. The stakeholder-based approach starts from the different needs of the stakeholders. The message-based approach is based on the actual message, and the main needs of stakeholders are not considered that important as one person can have several roles in Scouting, for example, a local leader can also be a member of the National Board. People interact and communicate and the messages in the channels will be mixed.

The outcome of both ways is a grid, where schedule (time), target (stakeholder), messages and media are defined.

The communication needs focus. If your plan includes too many small topics, you need to prioritise. Consider the impact of the communication and the cost as prioritising keys.

Some tips for communication plan:

- The project plan includes a lot of data about the project. Do not put it into a drawer; copy it and distribute it to the main stakeholders.
- When you are preparing the schedule for the plan, remember that the purpose is to communicate what other people need to know before they need to know it. Provide time for people to move past an emotional reaction and on to effective involvement.
- There will be a lot of tacit information in the organisation: i.e. information that you don't realise you know. It is difficult to verbalise such information; the best way to communicate tacit information is to have face-to-face meetings. Structured informal meetings are better than formal 'committee-type' meetings. In formal meetings, tacit information is mostly transferred during the breaks!
- When you are creating the communication plan, you may group the media according to frequency (e.g. monthly newsletters) and events (before the Scout Conference).
- Think about what is meant by 'too much' communication. Normally the resources state the limits: it's not good if communication becomes an administrative burden.

4.3.2.1 Internal communication

Internal communication needs to be included in the communication plan. The same principles can be applied: stakeholders, messages, media and schedules need to be planned. The internal communication is also about information management: where to store all the documents, how to do the version updates and how to secure the data i.e. who has access to the documents.

The Training System renewal and maintenance will create a lot of documents. Some of those are the final outputs, some just internal drafts. Some of the documents are already decided, the others just working papers. You should consider the information management needs before you have the need. If you know in advance that the project will create a lot of data, for example, module descriptions, you need to plan the tool to be used and a format for the data in advance. It is not very motivating to have to rewrite the contents of the training modules just because you first used a wrong template or tool.

4.3.3 Instructors

Many associations have a Training Instructor System, where people are nominated to and pass through specific training to gain a Training Instructor's assignment, which has responsibilities but also authority. There may be several levels of instructors. The instructors need to be recruited, integrated, and trained etc., according to the Adults in Scouting model. Mentoring and coaching of the instructors are important tasks, and the role of instructor must include coaching trainers in his/her area. Updating the instructor system has an important role in Training System maintenance.

4.3.4 Improving training

The Training System may be fixed and improved continuously. Examples of what this continuous improvement may be are:

Training of a special skill

There may be a need to ensure that adults in Scouting have specified skills. New legislation or new Youth Programme activities may trigger this.

Training in special events

The Training Committee take advantage of some event, for example, a national jamboree or national assembly, to train new skills or to launch a new training method.

Training of specialised trainers

If training in new skills is needed, that will require training of trainers. Depending on the skill, the target may be that all trainers or instructors are able to train in the new content, or it can be a job for only specialised trainers. If specialisation is needed, the Training Committee needs to consider where to find the specialist and how to improve and recognise their competencies.

Tailor-made support

The monitoring of the Training System may reveal that some part of the training organisation has a lower performance than the others, or some units may ask for specialised support. Tailoring support actions based on specific needs has a big impact on those needs, even if it requires more resources.

Updating materials

The materials produced during the design phase may need to be updated even if the Training System, as such, remains. Therefore the materials needs to be evaluated and decisions made about the material updates.

Recognition maintenance

During the Training System renewal the recognition of external training is defined and competencies that are learned outside of Scouting are valid and recognised in Scouting. As the world outside Scouting changes all the time, the recognition definitions must be maintained. In the event of new external training options being created, those should also be recognised.

Annual themes

Scout leaders need to keep learning and improving their competencies; learning must be ongoing in order to improve current practices, and to acquire new practices that will enable new things to be achieved. Setting an annual theme for all leaders is a great way of ensuring ongoing learning. For instance, this year, all training sessions will include, for example, safety issues. The need of such themes must be analysed, and launching of the theme must be planned. All materials must be available and trainers trained for the theme. Also the need of the theme must be discussed with the trainers to motivate them to include the topic in their training sessions.

Pool of trainers

Creating a pool of trainers may help associations to find competent trainers to the training sessions, as they may provide the training session heads with a list of possible trainers. A training pool also needs maintenance: the information must be updated and the trainers in the pool must be motivated. Good communication is a key to keep the trainers in the pool.

Training resources database

This database may include both information about methods and materials used, for the benefit of all trainers. The database must be defined: what content are stored in the database, how are they structured, and how it is identified and communicated. Trainers need motivation and appreciation when submitting material to the database and finally old material needs to be removed.

4.3.5 Building on strengths

The quality of training is not the same in the entire organisation. Some functions, districts or trainers may have better quality than the others. They can help others to reach the same quality. Benchmarking (Section 4.2.5.1) is one example of how to transfer the knowledge and skills to other parts of the association. There are also easier ways for the organisation to learn something from the high-quality units:

- Exchange trainers between districts. The trainers bring with them some new methods and content, but most important they bring a culture which leads to high quality.
- Let the trainers meet and discuss quality issues: such meetings can be held even at Jamborees or national assemblies.
- The members of Training Committee may visit training sessions and compare the methods and content, and discuss the quality driver.
- Discuss quality issues in the planning team meetings: how to ensure the quality in the training session.

4.3.6 Planning of the training

Associations have planning processes, and training must be planned according to the schedule of the association. The planning normally is divided to Strategic planning and short term (annual planning). All training sessions need to have a separate planning, and those can be planned as small projects (see Section 3.1. for an example of how the Training System design is planned).

Strategic planning gives direction for several years. The strategy answers the question 'where do we (the association) want to be after the strategy period is over and how do we get there?' The Training Committee may want to include some higher-level objectives, improvement aims and key actions to the strategic plan.

The short-term plan is derived from the strategic plan. All actions in the short-term plan are based on the objectives set in the strategic plan. Actions should be scheduled and budgeted and each action will have specific objectives. The evaluation of the actions is based on the objectives.

The short-term plan includes all the training sessions for the planning period. After the National Assembly or committee approves the short-term plan, the planning of the training sessions can start. When the Training Committee is preparing the short-term plan, one main question is how many training sessions are needed. The same question is valid for districts, for the training that is done in the districts. The demand for and supply of training should match: all the volunteers who need the training should be able to participate in a training session. On the other hand planning too many training sessions is not motivating for the trainers, and cancelling training sessions can damage the association and also occur unnecessary costs for the association, trainers and those enrolled.

The traditional way to estimate the need for training sessions is to study the history: how many volunteers participated in the training in the previous years, and are there any reasons why the trend could change. For instance, a national jamboree may have an impact: either volunteers who participate in the jamboree do not have any more time and motivation to complete any training, or the requirements of the jamboree may motivate more volunteers to attend training sessions.

Some associations are asking districts or even groups to estimate annually how many people will participate in training during the next 1 to 3 years. This questionnaire may motivate local groups to plan their training needs based on the status of the volunteers and also consider what new assignments there will be the group, i.e. going through the [Adults in Scouting](#) process. Sadly the outcome of the questionnaire often is not reliable: the actual number of participants has been far less than what was indicated.

If the enrolment for training is early enough, the planning of the number of the training sessions is easy. In some associations the enrolment for Wood-badge training happens only once a year, before the short-term plan is finalised. This practise may not be optimal from the participants' point of view. Many people have difficulty in planning their activities that early: one cannot be sure, for example, when the annual vacation will be. This may lead to a smaller number of participants for the training.

4.3.7 Motivating

In volunteer organisations 'human resources management' has an important role, as the compensation the volunteers received is non-material. In Scouting, our framework for HR management is the [Adults in Scouting](#) process. If it used properly, the volunteers will have assignments that motivate them: the workload will not be too heavy, and the needed skill level of the assignment will be correct. They understand the content and objectives of the assignment, receive enough support and training before and during their assignments, and receive regular feedback. Finally the continuation of their assignment, or new role, will be discussed in due course.

The factors that motivate volunteers differ a lot. Some of them volunteer for social reasons: they like to make new friends and to be in contact with other people. The other group of volunteers get their motivation from being useful and achieving something important. The first group of people may prefer meetings with lots of socialising and fun, and the second prefer quick, effective meetings! A third group of volunteers may seek respect and recognition from volunteering – to them titles may be important.

4.3.8 Administration

An important element of maintenance is the administration of the Training System. Having good documentation of all the important issues of the Training System will be useful for monitoring, updating, evaluation, and other different actions that keep the system running smoothly. Annual monitoring requirements assist with efficient record-keeping and help future planning.

You should develop a database of all trainees and trainers, the materials used, and all the outcomes. With this database, you can track all the trainings that were held in your association and have all the statistical information, which will be very helpful for your future work not just in the field of training, but also in all the other fields.

Administration should be as light as possible as Scouts hate paperwork!

Practical steps you may take in this part of the process are:

- Establish the Training Committee and provide necessary resources for its work.
- Define role of the National Training Commissioner, also in relation with other commissioners in the Association.
- Design a plan for ongoing active promotion of the Training System and provide the motivation to participate in training opportunities in the association.
- Establish working communication practices between National and Regional Training Committees, as well as between Training Committees and all other committees and boards at both national and district levels.
- Establish practices for fixing and improving the system.
- Identify the good side of your system and build you success on it. Recognise things that can be improved and try to change them for the better.
- Develop practical tools for planning training needs at all levels of the association.
- Identify factors that motivate volunteers and try to enhance them in your system.
- Establish lean and simple mechanisms for administration of you Training System.

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5. Conclusion

We hope that the material you have just read has given you many different ideas and practical advice. Several experienced Scout leaders from all over Europe participated in our discussion, defining possible process, writing the material, making comments and providing examples. We tried to combine all of that into a useful and practical toolkit.

Once again, we would like to stress that this material presents possible processes, and not pre-cooked recipes. There is no 'best model', even though some have proved very useful. The best way to use the material is to filter all the ideas and proposals through the specific situation in your association. Things that work in one place will not necessarily be successful in another.

WOSM-European Region sees this material as a starting point, and we are keen to continue developing it. We hope its use will trigger many new ideas and show if those we have presented are good. Please don't hesitate to send us your comments and proposals for improvement. We are aware that this document is rather theoretical. With the implementation of our suggestions and by different associations having hands-on experience in putting them into practice, many new examples, experiences, and tools will become available. New versions of the toolkit will then be even more useful for those who take up the challenge of designing a new Training System.

This is a living tool. Don't put it in the shelf and forget about it. Don't worry about keeping it nice and clean. Write on it, add your comments, underline what is important for you, make references to other material. We have designed it in chapters, so that you can update it by substituting the latest revisions as they become available. We also plan to continue developing it, so you may expect new versions of some sections. Again, simply take out the previous version and add the new instead. Translate most important into your own language if we haven't had the resources to do it. Make it as practical as you need it.

We see this material as fundamental part of the Training Systems Toolkit. That means that we intend to collect many different additional tools that will complement it and offer even more ideas and practical advice. With this in mind, we would very much appreciate any material you might have related to training system design, renewal, recognition, maintenance, monitoring, evaluation, etc., even if they are in languages other than the two official WOSM languages (English and French). If they are of interest to others we will try to find the resources to translate them and make them available to all.

On the other hand, should there be proposals to translate this material into other languages (especially those that are used by several national Scout associations, even outside Europe), please don't hesitate to contact us to discuss how to arrange the translation.

WOSM-European Region is ready to support national Scout associations in using this material and other elements of the Toolkit. We have a Resource Pool and a special Training Systems Working Group, including people with extensive experience in training systems and a lot of commitment and enthusiasm to provide training, mentoring and coaching. There are also different other ways we can support associations, including facilitating the exchange of experiences, benchmarking, providing different resource materials, organising events for one or a few interested associations and many other ways. Please, don't hesitate to contact us.

This, and many other materials related to training systems, is available on our website at

http://www.scout.org/en/around_the_world/europe/information_events/resources/regional_publications/training_systems_toolkit.

For specific enquiries, please email milutin@scout.org or europe@scout.org

Training Systems Toolkit

Training System Renewal

6. Training vocabulary

The European Scout Region prepared this material with the intention of clarifying key words used to describe training systems in national Scout associations. The material is the result of brainstorming on two regional events: Working Session on Training Systems (June 2006, Budapest) and Forum on Volunteering (September 2006, Antwerp).

Also, enclosed are extracts from the World Adult Resources Handbook Glossary and one non-Scout glossary related to training.

These terms have different expressions in different languages. Depending on the approach taken by an association, they may not completely fit to the local reality. But, we shall use these words with the meaning behind them in our endeavours to prepare tools that may help association when designing or renewing their training systems.

What is a training system?

- A Training System represents the global organisation of training in an NSO/NSA designed to help all responsible adults to fulfil their mission in Scouting.
- It is the answer to all our training needs.
- It comprises defined aims and contests (may also be methods) of training for specific roles in Scouting.
- The term 'training system' describes the way in which training is organised/structured. It includes different training schemes, courses, modules, manuals, challenges, references, materials, and coaching.
- It is the structure that allows training schemes to work. It puts the schemes into context with individual learning needs within an organisation.
- At times complex, the Training System is all-inclusive, open, flexible, and progressive.
- It should be adopted and accepted (and implemented) by all.
- A good Training System is easily understood by all adults in Scouting (and also easy to explain to adults new to Scouting).

What is a training scheme?

- A training scheme is a defined programme of training for a specific need (responsibility). The outcomes of a training scheme are known as competencies, i.e. the necessary knowledge and gained experiences.
- Certain courses and modules can be adapted to a certain individual/position, thus creating a training scheme; in other words, a defined programme of training aimed to a specific qualification.
- As a defined set of learning opportunities, it provides support to achieve the level of knowledge, skills and attitudes needed for a certain task.
- A training scheme is that part of the Training System that gives you authority to do something; it consists of different courses.
- The can also be described as the structure/plan of the training.
- It is the progression people make through the different training courses in Scouting; step by step, the stages build on each other.
- A good training scheme will have course descriptions that are clear and concise. The outline of a training scheme should be easily accessible to all.

What is a training course?

- A training course is a collection of training modules given over a period of time dedicated to training participants.
- It is a structured training event, guided by a trainer, offering structured training on a certain topic (subject).
- It has a clear aim, objectives, programme...
- This structured group learning (defined programme) can be undertaken as part of a group-defined way of training.
- Training courses offer an excellent opportunity for exchange, synergy, motivation, empowerment...

What is a training module?

- A training module is a small, time-limited piece of training, perhaps undertaken in a few hours.
- It's subject area, defined as the smallest entity within training.
- It can form a part/unit of training on a specific theme/topic.
- It teaches participants a defined skill and the knowledge needed to complete, for example, a particular activity they must do in their role.
- Self - contained training package (with defined degree of skill or knowledge)
- Time defined
- A training module should have clear aims outlined so participants know what will be achieved upon completion.
- Potentially, a training module can form part of a training course.
- It can be used for specialist training, where small numbers might be usual.
- Training modules can offer different methods of delivery.
- They can be specific to somebody's role or interest.
- They can also be completed individually (e.g. distance learning, e-learning, etc.)
- Modules may be compulsory or optional.
- Completing a module will take the participant one step closer to completing his/her whole training.
- Modules may relate to each other i.e. Module A should be completed before Module B; or they may be packaged together i.e. three modules in one day.
- Can be in 2 or more levels

Adapted from the World Adult Resources Glossary*

Coach

- A consultant to a group under training who assists their development by observing and analysing their behaviour and method of operation – commenting on what has been observed.

Competence

- The ability to carry out a task or function to an agreed standard.

Directive approach

- An approach to group work in which the person responsible for the leadership of the group decides everything on behalf of the members of the group.

Discovery learning

- A training method in which participants are presented with a task that requires them to make their own decision as to how it might be carried out.

Formal training

- Training which has a formal structure, for example, training courses, training studies; these are, in effect, a series of related and structured learning experiences.

Initial training

- Training undertaken by a leader on appointment, up to and including an Introductory Course. Except for the Introductory Course, such training is usually informal training.

In-service training

- Any part of training carried out whilst the person concerned is actively engaged on the job. Sometimes called desk training or on-the-job training.

Learning

- A relatively permanent change in personal behaviour that results from experience – including the gaining of knowledge and the development of understanding.

Learning experience

- Any situation in which a person undergoes a relatively permanent change in behaviour. A training session is an example of a specially designed learning experience.

Mentor

- Someone, usually knowledgeable and experienced, who gives personal support, advice and instruction to an experienced person in a similar role.

Modular training

- A training pattern such that a person has some choice in the order in which the training content is tackled and possibly some choice between alternative topics in the training content.

* World Adult Resources Handbook, World Scout Bureau, http://worldnet.scout.org/resource_centre/wsarhandbook

Personal training adviser

- A buddy or friend with Scouting experience who helps a new or inexperienced leader.

Self-directed training

- A process in which the person acquires knowledge by his/her own efforts and develops the ability for inquiry and critical evaluation. The educational responsibility lies entirely on the person.

Special course

- A training course designed to satisfy certain specified and limited training needs in any field.

System

- An assembly of parts linked together in some pattern or organised form, such that the behaviour of the system is changed or affected if any of them are missing.

Training method

- Procedure which provides a suitable structure and environment for a learning experience, for example, base, brainstorming, buzz group, case study, demonstration, in-tray exercise, lecture, lesson, lesson demonstration, programmed learning, project, role play, talk, training study and workshop.

Training need

- The specific needs of a person, in regard to carrying out a given job, which can be satisfied by training. These needs and the abilities and skills called for in order to satisfy them, can be classified under three headings: knowledge, skills and attitudes.

Training provision

- The different types of learning experiences that can be utilised in training, including informal training, personal support, self-training, formal training courses and training studies.

Training session

- A learning experience with set objectives.

Training syllabus

- The training content of a training course set out in terms of a series of training sessions.

Tutor

- A person appointed to work during a training course with a group of participants. In leadership of the group, the tutor may adopt either a directive approach or a non-directive approach.

From a training glossary*

Training goals

- The result of a functional decomposition of a training objective.

Training material

- All the text, handouts, simulation scenarios, games, role plays, tests, presentations, graphics and other useful tools available.

Training objectives

- Training scheme is composed of training objectives, which are milestones in the development of expertise.

Training plan

- Consisting of training units, a training plan is the result of hierarchical decompositions of a training goal, tailored according to the learning preferences and prior knowledge of the trainee.
- A plan is the means by which the trainee satisfies the goal.
- An ordered list of training units that collectively present the trainee with the correct learning experiences to satisfy the training objective.

Training process

- The (potentially ongoing) process by which the trainee is trained completed when they have achieved a given competence.

Training purpose

- The reason for undergoing the learning experience. (This is not the training objective).

Training requirements

- The difference between the trainee's current competence, and that demanded of him/her.

Training session

- The equivalent of a traditional class, being the execution of one or more training plans.

Training strategy

- An abstract definition of a style of training interaction appropriate to a particular trainee, instantiated by the execution of the corresponding training plan.

Training topics

- A topic is a subject that must be learnt by a trainee.

* Source: Electrical, Electronic & Computing Engineering, www.ece.eps.hw.ac.uk

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7. Appendices

Appendix 1

Possible scenarios when developing the new Training System*

An association that doesn't have any Training System

When should the Training System be developed?

- Immediately
- Immediately, but aligned with Youth Programme creation/renewal

Why should the Training System be developed?

- To satisfy our needs; to reflect our association's ethos, culture, environment, society, etc.
- To gain ownership of our own training
- To create consciousness/awareness
- To enable decisions/commitment/ownership

Who should be involved?

- Representations from both inside and outside the association
- Depends on the association

An association that has a traditional Training System

When should the Training System be developed?

- Training is not efficient
- Membership numbers are declining
- Number of participants on courses is declining
- Number of units who reach a certain level of proficiency is declining

Why should the Training System be developed?

- We want to raise the numbers (children, participants, units)
- Because we have a new Youth Programme
- We need to accept the reality

Who should be involved?

- There should be a regular evaluation of training
- There should be trainers' meetings and other large meetings where the signals/wishes/proposals should be given or observed

An association that has a well-operating Training System

When should the Training System be developed?

- There is a big demand particularly from local level
- The system relates well to the Youth Programme
- Membership situation
- Programme review is not the only cause for change

* This text presents some ideas identified during the Working Session on Training Systems held in June 2006.

Why should the Training System be developed?

- Trying to grow Scouting in every sense
- As a periodical check-in
- While it may be a good system but some modules may not be great or might even be missing
- To ensure consistency in delivery around the association
- Some modules may be more interesting than others
- It may be a good training system but it isn't getting good results
- There are not enough quality trainers

Appendix 2

Framework for the new Training System of the Scout Association of Macedonia*

The new Training System should be based on following principles:

General principles

- Organised and structured
- Persistent and decisive
- Sustainable
- Able to regenerate and accept new leaders
- Specific
- Offer specific Scout training (tradition that is constantly improving)
- Stable (resistant to negative influences around us)
- Adaptable, flexible
- Standard level of quality
- Include new and innovative knowledge and skills
- Non-static and renewable

Scouting and relations in the association

- Has clearly defined roles
- Useful to the association
- Is an initiating force in the association
- Unique
- Fair distribution of roles between the association and units

Personal development of leaders

- Participants recognise benefits (both for the association and personally)

Organisation of the system

- Has clear communications
- Communication is specific, defined, separate and open
- Offers quick solutions
- Works independently and together with others

Relationship with environment

- Recognises and uses resources from the environment in efficient way
- Export Scout training externally and accepts positive initiatives from it
- Monitors the environment and uses findings for improvement
- Has elements that can be verified by the society

Partnerships

- Regional and international cooperation in the area of training
- Supports the cooperation between the association and the units
- Is open to cooperation with other non-governmental organisations and institutions
- Initiates networking which promotes recognition of non-formal education in the society
- Organises advanced trainings on international level

* This Framework was adopted on the Forum on renewal of the training system, 26-28 October 2007, Ohrid, Macedonia

Resources

- Efficient use of resources
- Use of renewable resources
- Special care for the environment

Training structure

- Separate structure to deliver the training
- Separate structure to deal with logistics
- Recognises, values and promotes personal contribution of individuals

Promotion

- Complete, easy to explain and attractive
- An example for others
- Self-confident and respect own quality
- Respect for traditions and values recently built, but also open to other perspectives

Appendix 3

Model Stakeholders Analysis

Name	Goals and demands	Influence	Contribution	Handling
Local leaders	<ul style="list-style-type: none"> Consult about training needs, including personal development 	Medium	High	<ul style="list-style-type: none"> Through Scout magazine Visits On Scout events
Trainers	<ul style="list-style-type: none"> 			<ul style="list-style-type: none">
Training Committee	<ul style="list-style-type: none"> Regular updating about the progress Seeking advice 	High	Medium	<ul style="list-style-type: none"> Regular communication Project leaders at committee meetings
National leadership	<ul style="list-style-type: none"> Periodic progress update 	High	Low	<ul style="list-style-type: none"> Communicate through the Training Commissioner
Scout magazine	<ul style="list-style-type: none"> Use to deliver progress updates Organise pools and surveys Invite proposals and comments 	High	Medium	<ul style="list-style-type: none"> Open communication and joint planning
European Scout Region	<ul style="list-style-type: none"> Get advices, models, contacts with other national associations 	Low	Medium	<ul style="list-style-type: none"> Through International and Training Commissioners Contacts with other national Scout associations
Experts	<ul style="list-style-type: none"> 			<ul style="list-style-type: none">
Media and general public	<ul style="list-style-type: none"> 			<ul style="list-style-type: none">
	<ul style="list-style-type: none"> 			<ul style="list-style-type: none">
	<ul style="list-style-type: none"> 			<ul style="list-style-type: none">
	<ul style="list-style-type: none"> 			<ul style="list-style-type: none">

Appendix 4

Model Communication Analysis

To whom?	Objectives	Channel	Responsibility	Frequency

Appendix 5

Module matrix - A summary of the Scout Association's Training Scheme

All Appointments	Section Leaders and Section Supporters	Managers, Section Supporters, Other Supporters	Supplementary
Module	Aim	Topics	Methods
01 Essential Information	To provide the basic information required to ensure that adults involved in Scouting: <ul style="list-style-type: none"> do not put themselves and others at risk through lack of knowledge are aware of the Purpose, Principles and Method of Scouting are aware of the management and support structures of Scouting in outline and of immediately relevant parts of the structure in detail. 	<ul style="list-style-type: none"> Fundamentals Child Protection Equal Opportunities Safety Structures and support POR 	<ul style="list-style-type: none"> Video e-learning Course
02 Personal Learning Plan	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs. The plan will show the training and the support that the individual will receive to help them fulfil the learning programme and will include a progress review timetable.	<ul style="list-style-type: none"> Personal Learning Plan 	<ul style="list-style-type: none"> One to one Workbook
03 Tools for the job (Section Leaders)	To provide the basic information on the individual's job or area of responsibility and some practical help to get the individual started in the job.	<ul style="list-style-type: none"> Features of the Section Adult role Programme ideas Games 	<ul style="list-style-type: none"> One to one Small group e-learning
04 Tools for the job (Managers)	To provide the basic information on the individual's job or area of responsibility and some practical help to get the individual started in the job.	<ul style="list-style-type: none"> Duties and responsibilities Needs of adults Outline of the Sections POR 	<ul style="list-style-type: none"> One to one Small group e-learning
Modules 1, 2 and either 3 or 4 are compulsory modules (Getting Started)			
05 Fundamental Values of Scouting	To use the Personal Development Areas to explore the links between the values expressed in the Purpose, Principles and Methods of Scouting and a balanced programme, the awards and badges.	<ul style="list-style-type: none"> Values Personal Development Areas Religious Policy 	<ul style="list-style-type: none"> Course One to one
06 Changes in Scouting	To provide an overview of the Movement's history focusing on its development to meet the changing needs of society.	<ul style="list-style-type: none"> Brief outline history of Scouting 	<ul style="list-style-type: none"> Video Factsheet
07 Valuing Diversity	To cover the policies of The Scout Association that promote diversity and consider how the individual, in their role, can help to make Scouting available to all.	<ul style="list-style-type: none"> Mixed Scouting Equal opportunities Special Needs Cultural, social and religious diversity 	<ul style="list-style-type: none"> Course Small group One to one

Module	Aim	Topics	Methods
08 Skills of Leadership	To cover the knowledge, skills and attitudes required to be an effective Leader.	<ul style="list-style-type: none"> ■ Systematic planning ■ Action centred leadership ■ Leadership styles ■ Developing leadership skills in others 	<ul style="list-style-type: none"> ■ One to one ■ Course
09 Working with Adults	To cover the underpinning functions required to work effectively as a member of an adult team.	<ul style="list-style-type: none"> ■ Communication ■ Listening skills ■ Decision making structures ■ Representing others. 	<ul style="list-style-type: none"> ■ Small group ■ Course
10 First Aid	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic First Aid.	<ul style="list-style-type: none"> ■ First Aid 	<ul style="list-style-type: none"> ■ External course (First Response as a minimum)
11 Administration (Section Leaders)	To cover the records and procedures necessary for the effective administration of the Section (including personal and financial records, insurance issues and accident/emergency procedures).	<ul style="list-style-type: none"> ■ Keeping records ■ Records required for Section ■ Financial responsibilities ■ Accident reporting ■ Data Protection Act ■ Insurance 	<ul style="list-style-type: none"> ■ Workbook ■ Course ■ Small group ■ One to one
12 Providing a Balanced Programme	To cover ways in which a successful and balanced programme can be planned and implemented in the Section.	<ul style="list-style-type: none"> ■ Balanced Programme ■ Programme ideas ■ Young people's involvement in decision making ■ Awards ■ Self-Review tool ■ Mentoring (Explorer Scouts and Young Leaders only) ■ Overview of other Sections 	<ul style="list-style-type: none"> ■ Course ■ e-learning ■ One to one
13 Growing the Movement (Section Leaders)	To cover ways in which an adult working with a Section can work with their GSL/others to plan and implement growth in his/her Group and Section.	<ul style="list-style-type: none"> ■ Transfer between Sections ■ Adults in Scouting model (recruitment, induction and retention) ■ Development planning ■ Co-operation with other agencies 	<ul style="list-style-type: none"> ■ Small group ■ Course ■ Workbook
14 Young People Today	To enable adults working with Sections to identify and meet the needs of young people.	<ul style="list-style-type: none"> ■ Characteristics, influences and needs of young people 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ One to one ■ Workbook
15 Challenging Behaviour	To enable adults to prevent and manage challenging behaviour in the Sections.	<ul style="list-style-type: none"> ■ Causes, prevention and management of challenging behaviour 	<ul style="list-style-type: none"> ■ Course ■ Workbook ■ One to one
16 Nights Away	To enable adults to plan and run residential experiences for the young people in their Section.	<ul style="list-style-type: none"> ■ Plan/run residential experiences ■ Practical skills for residential experiences 	<ul style="list-style-type: none"> ■ Residential course
17 Activities Outdoors	To enable adults to plan and run exciting, safe and developmental activities outdoors for the young people in their Section.	<ul style="list-style-type: none"> ■ Importance in Balanced Programme ■ Planning and carrying out activities ■ Authorisations ■ Risk Assessment ■ Party management 	<ul style="list-style-type: none"> ■ One to one ■ Course

Module	Aim	Topics	Methods
18 Practical Skills	To enable adults to gain and develop practical skills for the benefit of young people in their Section.	<ul style="list-style-type: none"> ■ Range of practical skills ■ Training others 	<ul style="list-style-type: none"> ■ Course ■ Small group
19 International	To provide an international focus appropriate to their Section and appreciate the global nature of Scouting.	<ul style="list-style-type: none"> ■ World-wide family of Scouting ■ International aspects of the programme ■ International events and activities ■ Programme ideas 	<ul style="list-style-type: none"> ■ Course ■ One to one
20 Administration (Managers)	To cover the records and procedures necessary for the effective administration of Groups, Districts and Counties as applicable (including personal and financial records, insurance issues and accident/emergency procedures).	<ul style="list-style-type: none"> ■ Record keeping ■ Records required for Section, Group and District ■ Roles and responsibilities ■ Financial responsibilities ■ Accident reporting ■ Data Protection Act ■ Insurance ■ POR 	<ul style="list-style-type: none"> ■ One to one ■ Course ■ Management game
21 Growing the Movement (Managers)	To cover the ways in which a manager in Scouting can plan to, execute the growth of and facilitate change in the delivery of Scouting in the appropriate area.	<ul style="list-style-type: none"> ■ Influences and needs of adults and young people ■ Transfer between Sections ■ Waiting lists ■ Adults in Scouting model (recruitment, induction and retention) ■ Promoting Scouting ■ Fundraising ■ Development planning ■ Change management 	<ul style="list-style-type: none"> ■ Small group ■ Course ■ Workbook
22 Section Support	To enable adults not working directly with young people to understand the Sectional Programmes, Section method, and Section characteristics so that they may provide effective management and support.	<ul style="list-style-type: none"> ■ Features of each Section ■ Balanced programme ■ Self-Review tools ■ International aspects of the programme ■ Value of residential experiences and activities outdoors 	<ul style="list-style-type: none"> ■ One to one ■ Small group ■ Course ■ Workbook
23 Safety for Managers and Supporters	To cover specific roles, responsibilities and systems for ensuring safe Scouting.	<ul style="list-style-type: none"> ■ Responsibilities ■ Risk Assessments ■ Activity Authorisations ■ Insurance ■ Accident reporting 	<ul style="list-style-type: none"> ■ Course ■ One to one
24 Managing Adults	To cover the skills and knowledge required to enable participants to provide effective management of adults.	<ul style="list-style-type: none"> ■ Personal development ■ Areas of adults ■ Adult training ■ Group dynamics ■ Motivation ■ Delegation ■ Conflict resolution ■ Team building ■ Adults in Scouting model 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ Workbook ■ One to one

Module	Aim	Topics	Methods
25 Assessing Learning	To provide the knowledge, skills and attitudes necessary to effectively support adults through The Scout Association's Wood Badge and other assessed schemes.	<ul style="list-style-type: none"> ■ Learning needs analysis ■ Effective validation techniques ■ Providing feedback ■ Learning support 	<ul style="list-style-type: none"> ■ Course ■ Workbook ■ One to one
26 Supporting Adults	To cover the skills and knowledge required to enable supporters to provide effective support to adults in Sections.	<ul style="list-style-type: none"> ■ Adults in Scouting model ■ Personal development areas of adult training ■ Group dynamics ■ Motivation ■ Consultation ■ Running meetings 	<ul style="list-style-type: none"> ■ Course ■ Small group ■ Workbook
27 Instructing Practical Skills	To provide the skills, knowledge and attitudes necessary to instruct practical skills.	<ul style="list-style-type: none"> ■ Skills instruction ■ Safety ■ Feedback ■ Records of skills instruction 	<ul style="list-style-type: none"> ■ Course
28 Facilitating	To provide the skills, knowledge and attitudes to facilitate individuals and small groups.	<ul style="list-style-type: none"> ■ Training methods ■ Communication in a learning environment 	<ul style="list-style-type: none"> ■ Course
29 Presenting	To provide the skills, knowledge and attitudes to make effective presentations.	<ul style="list-style-type: none"> ■ Planning and delivering presentations ■ Learning methods ■ Resources and facilities ■ Feedback 	<ul style="list-style-type: none"> ■ Course
30 Supporting Local Learning	To provide the skills, knowledge and attitudes for Local Training Managers to co-ordinate the learning plans of individuals to produce a programme of learning.	<ul style="list-style-type: none"> ■ Communication ■ Allocating Training Advisers ■ Procedures ■ Monitoring progress 	<ul style="list-style-type: none"> ■ Course
31 Planning a Learning Experience	To provide the skills, knowledge and attitudes necessary to research and design training experiences.	<ul style="list-style-type: none"> ■ Systematic planning and balanced learning ■ Supporting material ■ Evaluation of learning experience 	<ul style="list-style-type: none"> ■ Course
32 Delivering a Learning Experience	To provide the skills, knowledge and attitudes necessary to plan prepare and run a training experience.	<ul style="list-style-type: none"> ■ Planning and managing learning ■ Staff teams ■ Evaluation 	<ul style="list-style-type: none"> ■ Course
33 Planning a Learning Provision	To provide the skills, knowledge and attitudes to enable Training Managers to plan to meet the learning needs of an area.	<ul style="list-style-type: none"> ■ Needs of Adult Training Scheme ■ Current training trends ■ Drafting and producing learning plans 	<ul style="list-style-type: none"> ■ Course ■ Workbook
34 Managing a Learning Provision	To provide the skills, knowledge and attitudes to ensure County Training Managers to manage the learning provision for their area.	<ul style="list-style-type: none"> ■ Plan implementation ■ Monitoring progress ■ Quality control ■ Plan maintenance ■ Amendments 	<ul style="list-style-type: none"> ■ Course ■ Workbook
35 Internal Moderation	To provide the skills, knowledge and attitudes to monitor the quality of The Scout Association's Adult Training Scheme.	<ul style="list-style-type: none"> ■ Sampling of portfolios ■ Quality control 	<ul style="list-style-type: none"> ■ External course
36 Special Needs	To provide information, support and resources for those working with young people with Special Needs.	<ul style="list-style-type: none"> ■ Equal Opportunities Policy with regard to Special Needs ■ Good practice ■ Available resources 	<ul style="list-style-type: none"> ■ Course ■ Small group

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Appendix 6

Model Training Scheme Pfadfinder und Pfadfinderinnen Österreichs Training of Trainers

Year 0: Spring

The training for trainers lasts 2½ years and starts in spring when participants subscribe for the training via their Regional Training Commissioner, or, for external participants, through the National Training Committee. Applications for the participation in the Train-the-Trainer system are accepted. Once the participants have signed in to the WIP ('Work In Progress')-Online, they receive all the necessary information, including an invitation to the basic workshop.

Year 0: 3rd weekend of October

By the time the basic workshops take place, all participants have

- Studied independently using WIP and WIP-Online
- Contributed to at least one seminar

Year 1: First weekend in May

Seminar 'Training skills 1'

By the time the participants visit the seminar „Training skills 1', they have

- Studied independently using WIP and WIP-Online
- Contributed to at least two seminars
- Completed their Woodbadge training or a similar capacity-building group seminar

Year 2: First weekend in May

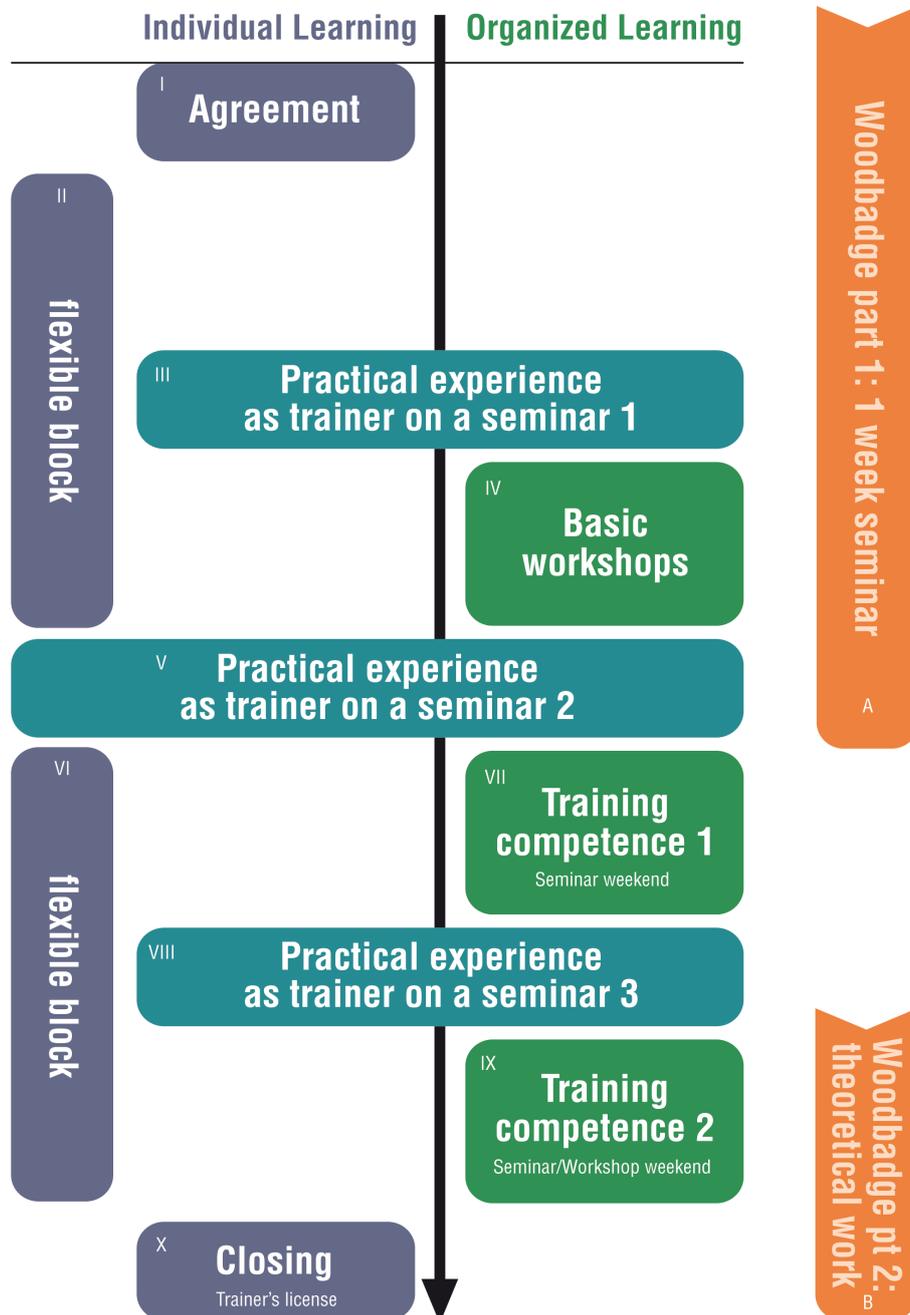
Seminar 'Training skills 2'

By the time the participants visit the seminar 'Training skills 2', they have

- Studied independently using WIP and WIP-Online
- Contributed to at least three seminars, one of which is outside their own circle of trainers

After this, a final evaluation is made by the Regional Training Commissioner, or, for external participants, by the National Training Commissioner. For members of PPÖ, Woodbadge training must be completed before finishing the Train-the-Trainer System.

Scheme of the PPÖ Train-the-Trainer system



Appendix 7

Model Training Notes

< Event >

< Session >

General

Time	XXXday, XX:X0 - XX:X0	Duration	XX mins
Responsible	< Who? >		
Aim	The aim of this session is to ...		
Short description of the session	< Couple of sentences >		
Objectives	After the session it is expected that participants will (be able to): <ul style="list-style-type: none">• Objective 1• Objective 2• ...		
Resource materials	< Which? Name of the document >		
Materials to be presented	< Which? Name of the document >		
Hand-out materials	< Which? Name of the document >		
Material needed	<ul style="list-style-type: none">• Beamer• Markers• Flipcharts		

Plan

Time (minutes)	Cum. Time	Section	Method
5	5	< Item >	• < How to implement >
15	20		•
30	50		•
10	60		•
20	80		•
10	90		•

Evaluation

Short description of the session	< A sentence or two; to add to a report >
Trainers evaluation	< How do you evaluate the workshop >
Participants' evaluation	< Ask for a brief reflection on the end of the session >
How to improve?	< If this is done again, what to change? >

Follow up

Action	By when	Who is responsible?

Appendix 8

Characteristics of different training approaches*

Traditional

Traditional approach to training includes a set of training courses needed for completing a training scheme.

Positive	Negative
<ul style="list-style-type: none"> • Simple to follow up - straightforward • You know the target from the beginning • Important if you want to make sure of certain standard • All have the same input • More or less recognisable = school; other trainings • Standard outcome • Easier to track - defined end • Easy to run • Easy to understand • Easy to explain • Easy to recognise • The simpler the better • Something to identify with • People have experience with this method • Small number of courses • Longer courses contribute to group building and creating supportive atmosphere • Few trainers • Limited number of material • Systematic - can build up knowledge from one step to another • Good for new leaders. For 'older' and more experienced leaders modern approach seems better • You think that you know what leader know • Face-to-face • Motivates • Knowledge sharing • Quality training for the last 100 years • Closer to BP's idea • Best school in the World 	<ul style="list-style-type: none"> • Only the trainer 'has the knowledge' • Focus is on attending, not learning • Participants need to start from the beginning • Specific needs not taken into account • People aren't motivated • Participants feel like wasting time learning things they already know from other sources • Does not recognise different starting levels = previous knowledge • Individual competencies not taken into account - people get bored easily • Inflexible • The trainer is the main protagonist • Requires time • Time-consuming for individual participant • It takes a lot of personal time and resources • Time management and geographical distances can be problematic • Strictly timetable based - if you miss a course, you loose time • Attendance-based and no way of knowing if participants can apply training in real life and Scouting and Guiding • Society changes, so the approach has to change too • Slow to change because the entire system must be changed • Outdated • Can result in stagnation of an organisation • Start - stop - nothing

* The material in the columns is result of brainstorming on three regional events: Working Session on Training Systems (June 2006, Budapest), Forum on Volunteering (September 2006, Antwerp) and Seminar on e-Learning (November 2006)

Modular

Modular training establishes list of modules needed to complete a training scheme.

Positive	Negative
<ul style="list-style-type: none"> • Flexible, adaptable • Flexibility in title, people, interest, location • Easier to update • Specific training for specific situations and functions • Starts from needs • Choosing what I need/want • You learn step by step and evaluate the results • If people have training/experience in certain areas they can choose modules that they have no experience in (instead of doing the whole) • A lot of modules are now useful in life (public relations, management, ...) and people can gain those experiences somewhere else; so one has less to do or can be open for • Relevant • Gives quick results for a specific need • A lot of similar training within Scouting consists of the same modules so you can take one module and so save time • Time saving • More frequent trainings • More manageable chunks - not too overloaded at once • Small steps ->easy to 'stick to the point' for one module (for trainee) • Do 'good ones' first to whet appetite for training • Continuity • Easy to use specialists • Easier to develop specific/specialized modules (topics) • Smaller number of trainers can have training • Trainers outside Scouting • Trainees outside Scouting • Other people or organisations can participate in our training - good for recruitment • New modules 	<ul style="list-style-type: none"> • It is not a whole - falls in parts; segmentation • Shall we have enough modules to complete the training? • Short modules (over a short time period) are giving less • Many modules; different levels • System of training not the same every time • Standardisation missing • There are some things which you can't learn in a modular approach • You can't ensure the relations between trained topics and persons and the needs of the association • Less socialising with other people • Learning from others is difficult; more emphasis on trainer • Difficult to learn together in a group (use the patrol as a method) • Time consuming • Spread out over time - so requires more of a long-term commitment to learning • Expert trainers needed • More trainers needed • More people needed to manage it • Hard to track the 'real' learning progress • Responsibility of/on individual • Requires more self - motivation, self - commitment • People don't get the full picture; they only pick what they want • You have to know what you need • 'Did I get it all?' • Confusion? • Decrease in control • Analysis is difficult • Recognition

Competency - based

This approach to training focuses on the performance of an individual, rather than on the learning processes used to achieve this.

Positive	Negative
<ul style="list-style-type: none"> • Focused on the people • Adult centric • Easy to see job suitability • Is actually what a person need • Individual • Adopted to personal needs • Recognises existing knowledge • You don't need to participate if you already know the content of the course • Auto evaluation • Personal - 'useful' (for Scouting and private life) • Is defined = easier to take them (the competencies) with you further in life • Competencies understandable out of Scouting • Flexible • Time - efficient • Innovative • Accessible • Encourage people to attend what is put in place • Oblige people to get involved in their own training • The trained contests are related to the needs of the association • One course/group for different needs • I can phone, I can do what I said I could • Very modern and 'state of art' - good top sell in business world • Business - like model 	<ul style="list-style-type: none"> • We can leave something out • Have to check experiences and people's commitment levels • Competences = experiences + knowledge • Who sets competencies for specific jobs? • Multiple training opportunities - difficult for the trainers • High levels of trainer know-how and time are necessary • The planning team and training team have to be really prepared • Requires highly skilled mentors and (more) resources • People have to find out: what do I want people to learn? What competencies do I already have? They need help with this; so you need experienced trainers and teachers • Difficult to plan what to do if you don't know current competencies before participants arrive • Requires more of a commitment from people as they demonstrate their learning • If people aren't supported at ground level they may feel isolated and may miss out on training opportunities because their learning is based on their own experiences - not shared experiences • Hard to reach everybody • People can't see what they learn on training courses • Clear orientation and timetable might be missing • Assessment culture missing • Assessment system required • Measuring the competencies? • Where is the training for people with little or no competency? • Business - like model • Culture dependent

Training Systems Toolkit

Training System Renewal

**8. Practical steps
in Training
System Design
or Renewal**

1. Initiating phase

1.1 Recognising the need

- Discuss the role of training in the association, especially as part of the Adults in Scouting strategy.
- Observe the development of the association (especially major decisions and changes) and estimate the role of training and the contribution it makes.
- Communicate with the world around you to spot changes that may affect your association and its Training System.
- Create scenarios of having current system and new system.
- Communicate with leaders on all levels and get their feedback on the quality, efficiency and effectiveness of the Training System.
- Establish a list of indicators and collect and process data on membership, leaders and training that may indicate the need for changes in the Training System.
- Monitor your Training System regularly to recognise possible changes in indicators.

1.2 Validating the need

- Discuss if you need to perform an initial analysis of the signals and indicators you've observed.
- Structure your findings in a clear, realistic, fact-based and focused manner; deliver cost/benefit scenarios of possible steps that could be taken.

1.3 Recommendation

- If you decide to propose Training System renewal, prepare the list of arguments that confirm such a decision.
- Prepare a recommendation that includes the outcome of the initial analysis, the objectives for Training System renewal, the alignment to the general strategy of the association, a draft plan of further steps, and a proposal for management of the process.
- Make your proposal clear, attractive and easy to understand.
- If the initial analysis shows that no major changes to the Training System are needed or are possible, examine if you need to make quick and effective updates to the current Training System and keep on checking to see if there is another need for Training System renewal.

2. Setting the framework

- Establish a project team to lead this part of the process.
- The project team needs to plan all the steps in this phase.

2.1 Research

- Analyse the current Training System and compare it with the original idea when it was built.
- Examine the original aims and objectives of the current Training System and the context in which the system was designed? Was the system used as it was designed?

- Review the human resources you use for delivering the current Training System.
- Collect data about the situation in the association.
- Include a wide range of different stakeholders in order to gain a clear picture of the situation.
- Analyse the impact of training on other areas of your work and the general situation in the association
- Collect promising practices and successful stories about delivering the Training System in your association and in other national Scout associations.
- Explore both organisational and personal expectations of the potential new system.
- Analyse general principles of adult learning and specific characteristics in your country, based on local culture and other external trends affecting Scout volunteers and the association.
- Refer to the World Adult Resources Policy.
- Analyse various internal trends in your association.

2.2 Analysing the information

- Analyse all the information gathered and propose conclusions.
- Organise a strategic meeting to discuss the analysis and to decide on further steps.
- Prepare various documents (summary of the current Training System, material on trends in the society, etc.) and ensure wide representation at the strategic meeting.
- Define elements for a framework for the new Training System, for the plan of the design phase and possible project structure. Present all of this in a formal proposal to the national leadership.

2.3 Deciding on the next steps

- On the basis of the recommendation from the strategic meeting, decide to abandon the process, just do some steps needed or undergo the full process of Training System renewal.
- Explore the different influences you will have and the changes you will cause with this decision and imagine ways to accommodate and explain them.

2.4 The Framework

- Define the vision: what would you want the new system to look like?
- Outline the basic structure of the new system: its building blocks and the relationship between them.
- Analyse the relationship between training and different general concepts related to volunteering (learning, volunteering, legislation, recognition, youth work...).
- Define how the new system will fit into the general organisation of the association and how it will fit with your environment.
- Set measurable objectives for the system.

2.5 Decision

- Send formal proposals to the decision-making bodies in the association.
- Ensure participation of the steering group representatives at the meeting where the decision is to be made.
- Prepare presentations and additional materials to share or present.
- Imagine possible questions and be ready to provide concrete and effective responses.

3. (Re)Designing the training system

3.1 The Project Plan

- Define the project plan.
- Define skills, knowledge, attitudes and values required by the project team and the project manager.
- Nominate the project team and the project manager.
- Perform stakeholder, communication and risk analyses.
- Plan involvement on national and district level.
- Define the terms of reference, delegation and authority.
- Define responsibilities and dynamics of reporting.
- Use the Adults in Scouting model and methods for recruiting and maintaining the group.

3.2 Design training

- Collect training needs from standardised job descriptions in the association and assign them priority levels.
- Structure the needs into three groups: personal, task related and organisational. List them in accordance with their priority level.
- List other training needs you foresee leaders will need for their work.
- Map training needs by structures of the association and overall.
- Explore what it means to be a volunteer in Scouting.
- Recognise the variety of roles adults have in Scouting.
- Create a matrix of competencies to recognise which are needed for particular roles.
- Establish a system for recognition of skills and competencies, both initially and after training.
- Build training schemes based on training needs identified (for priority or all roles).
- Decide on mandatory requirements for each training scheme.
- Design frameworks and practical guidelines for preparing various training courses.
- Design different levels of training modules and a variety of training sessions.
- Plan regular updates on analysing training needs and adjusting training modules, courses and schemes.
- Plan specialised trainings inside and outside the association.
- Offer various training opportunities for individual selection.
- Decide about requests other than only training that are needed to complete learning in different training schemes.
- Define monitoring, evaluation and recognition of acquired knowledge.
- Discuss different approaches to training.
- Analyse whether to use all or only some training approaches in the delivery of training.

- Prepare simple guidelines to help trainers to transfer general models of training modules and courses into concrete programmes of training opportunities.
- Design standard, compulsory and occasional, on-demand training opportunities.
- Give special consideration to accessibility to training, especially for marginalised categories of leaders.
- Plan regular, flexible ways of updating those who complete trainings.
- Define the role, job description, profile, knowledge, skills and attitudes of trainers in your association.
- Design the training scheme for training trainers; it should include ongoing learning opportunities for those who are already trainers.
- Investigate external opportunities and partnerships for training trainers.
- Invite current trainers to comment on your ideas throughout the development process.
- Establish a system of internal (formal and informal) recognition of trainers.
- Explore opportunities for external recognition of your trainers.
- Examine setting the minimum training every trainer has to deliver periodically to stay updated.
- Build a resource pool. Gather people together and produce and collect useful materials.
- Analyse if you have introduced Scouting values to the training experiences you offer to your leaders.
- Check if the training is relevant to leaders, both for their task and for their personal development.
- Ensure flexibility of the new Training System.
- Check to see if you have provided a good balance between generalist and specialist training in your system.
- Discuss creating a specific symbolic framework for training.
- Perform a reality check of your proposals.
- Think about how changes influence other elements of the association's life. Map which changes they will trigger.
- Design a simple, explanatory chart of the system.
- Share responsibilities in operating the new Training System with all different levels and structures in the association.
- Define management and administration and produce additional tools, materials, and documents.
- Establish a structure that will deal with the administration and logistics of training.
- Develop a database with information about training, trainers and trainees.
- Estimate which resources you shall need for training delivery.
- Propose ways of sharing the costs of training between the association and trainees.
- Imagine different ways of finding subsidies for training.
- Think about which elements of your Training System can be open for non-members.
- Explore different opportunities for partnerships with other organisations in providing learning opportunities for your leaders.

3.3 Recognition of training

- Research what leaders expect from your training? Do you reach all your leaders with your training schemes?
- Design a tool that will help leaders to prepare and follow their personal development plans.

- Prepare training schemes for coaching and mentoring and for training leaders to perform this important support task.
- Establish standards for different training opportunities which you provide and tools for recognition of learning based on them.
- Plan to provide regular reflections about what was learnt through practical, post-training experience.
- Share responsibilities for the recognition of learning between trainers and managers of adult resources.
- Explore opportunities for external recognition of your training.

3.4 Testing the new system

- Select different training opportunities from the new system for testing (weak points from the current system and key elements of the new one).
- Think about testing while still in the design phase.
- Ask for feedback from participants, trainers and external people.
- Compare the current system to the new system.
- Decide if you should move to the implementation phase or go back and re-design the proposal.

3.6 Adoption of the new training system

- Prepare the formal decision to adopt the new Training System.
- Prepare the presentation to the body adopting the new system. Be ready for different questions and clarifications.
- Systematise all that you have done and are leaving to the structure that will take care of the delivery of the whole system.
- Celebrate your success!

4. Operating the Training System

4.1 Rollout

- Decide on the approach to replacing the old Training System with the new one, taking into consideration the equivalent elements of the new system and the old one and find the best way to replace them.
- Define the overlapping period.
- Evaluate the training needs and the participation of the old modules that still need to be completed.
- Plan the first modules of the new Training System.
- Invite people who have not been involved in designing the system to plan the modules; they will learn about the system and be committed by doing this hands-on planning.
- Promote the new modules at the right time.
- Train the trainers and make sure all of their questions are answered and their needs met.
- Use an effective evaluation and feedback system.
- Use the feedback to make any final adjustments needed to the new system before it is fully in practice.
- List all possible risks that might occur and compose answers to them.
- Recognise the kind of information individuals and teams may need to understand the need for change.
- Think about how to motivate people to change.
- Identify what to unfreeze, change and refreeze.
- Analyse different success factors and propose actions for each of them.
- Prepare a list of Frequently Asked Questions and the answers to them.

4.2 Monitoring

- Identify what and when you shall observe and design a plan for monitoring.
- Use a variety of appropriate techniques for monitoring the efficiency and effectiveness of your Training System and establish a pattern of regular evaluation.
- Define quality standards and promote them to trainers and trainees.
- Prepare templates for monitoring.
- Collect findings and prepare reports on regular basis.
- Use findings to update the Training System.

4.3 Maintenance

- Establish the Training Committee and provide necessary resources for its work.
- Define role of the National Training Commissioner, also in relation with other commissioners in the Association.
- Design a plan for ongoing active promotion of the Training System and provide the motivation to participate in training opportunities in the association.
- Establish working communication practices between National and Regional Training Committees, as well as between Training Committees and all other committees and boards at both national and district levels.
- Establish practices for fixing and improving the system.
- Identify the good side of your system and build you success on it. Recognise things that can be improved and try to change them for the better.
- Develop practical tools for planning training needs at all levels of the association.
- Identify factors that motivate volunteers and try to enhance them in your system.
- Establish lean and simple mechanisms for administration of you Training System.

Training Systems Toolkit

Training System Renewal

**9. List of references,
sources and links**

References and sources

World Adult Resources Handbook

The World Adult Resources Handbook will help National Scout Organisations design and operate a system for the management, training and development of adult leaders in all functions and at all levels of the Movement.

http://www.scout.org/en/information_events/resource_centre/library/the_scout_library/adult_resources_and_management/world_adult_resources_handbook

Training kit 'Training Essentials'

The training kits are thematic publications written by experienced youth trainers and published by the Partnership Programme of the Council of Europe and the European Commission. These easy-to-use handbooks are designed for use in training and study sessions. This T-Kit has attempted to define essential educational, logistical, ethical and experiential elements of training.

http://www.youth-partnership.net/youth-partnership/publications/T-kits/6/Tkit_6_EN

Useful links

How to use research to enhance Guiding and Scouting

This tool kit offers limited scientific background of research

http://www.scout.org/en/content/download/6230/58506/file/How_to_use_research_E.pdf

'Action for Growth' Report

After more than one year of work on the 'Long-Term Growth Project', the WOSM-European region produced the Action for Growth report. The project was developed to address the need to study and evaluate the different aspects of growth and development in Scouting and the report presents ideas to improve the situation.

http://www.scout.org/en/around_the_world/europe/about_scouting/development_support/the_action_for_growth_report_is_now_available_here

Trainspotting - Euro.Scout.Doc on Recognition of training for adults in Scouting

This Euro.Scout.Doc should help readers to reflect on the advantages of having the Scout Training System recognised by external agencies. It explores current thinking on the topic, the benefits, possible partners and means of implementation. To help, several diverse examples of good practice are provided.

http://www.scout.org/en/around_the_world/europe/information_events/resources/euro_scout_doc__1/trainspotting

The European portfolio for youth leaders and youth workers

The European portfolio for youth leaders and youth workers is an initiative of the Council of Europe in cooperation with experts and partners such as the European Commission and the European Youth Forum. It provides youth leaders and youth workers in Europe, volunteers or professionals, with a tool that can help them identify, assess and describe their competencies based on European quality standards.

http://www.coe.int/t/dg4/youth/Resources/Portfolio/Portfolio_en.asp



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