

Document 8



World Scout Youth Programme Policy

40TH_E WORLD SCOUT
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CONFÉRENCE MONDIALE
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SCOUTS[®]
Creating a Better World

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WORLD SCOUT YOUTH PROGRAMME POLICY

The World Programme Policy provides guidelines for the development of the Youth Programme in NSOs. The current Policy was adopted in 1990, and hence has been in place for over twenty years.

It is the responsibility of WOSM to support its NSOs to provide an attractive and relevant Youth Programme for the children and young people in their respective countries. Considering that the needs and challenges of children and young people change as societies develop over time, an update of the Policy in the triennium 2011 – 2014 is felt to be timely. The Educational Methods Team established a task force to manage this process under its supervision.

The reviewed updated Policy was presented to the World Scout Committee and endorsed at its March 2014 meeting. Now it is in the hands of the 40th World Scout Conference for adoption.

MAIN UPDATES TO THE WORLD SCOUT YOUTH PROGRAMME POLICY

The updated version of the Policy was not created from scratch. The Task Force strived to maintain the good practices of the current policy, while updating those sections identified as in need of change. The main updates are:

- Raising the importance of the non-formal education of young people as well as the importance of the Youth Programme in Scouting. These reflect the core business of our movement: Education for Life (the Movement Cause).
- Clarifying that the World Scout Youth Programme Policy comprises: the Youth Programme Content (which includes the Youth Programme Definition, Why, How, and What); and the Youth Programme Life Cycle (which includes the development process and delivery of the Youth Programme as well as the roles and responsibilities towards the Youth Programme in Scouting at all levels). All other information in the policy document is to support NSOs in understanding and implementing the Policy.
- Increased emphasis on the main goal (the "why") of the Youth Programme so as to encourage greater focus on the two outcomes of the Movement's purpose, i.e., to contribute to:
 - empowering individuals by developing their areas of personal growth;
 - educating young people to be active citizens in their local, national and world communities.
- Updating the definition of Youth Programme to focus on "learning opportunities" that generate different learning experiences in which young people have the potential to gather and process knowledge and to develop attitudes and skills that will help develop their individual character. The Youth Programme is therefore not about the activities *per se*, but rather about the learning opportunities that activities can offer within Scouting's fundamentals and shared values.
- Introducing trends as an important component of the Youth Programme that will increase the range of knowledge and skills that young people need for their life. Put simply, trends are key factors that we should look at when we think about the "what" of the Youth Programme.
- Introducing the section "policy in action" to strengthen the link between the Youth Programme and Adult Training, to ensure that the policy is in harmony with other policies and initiatives at world level (e.g.: Adults in Scouting, Communications, Management); and to demonstrate ways of implementing and promoting the policy. The policy will also be given an implementation time frame of three triennia, with continuous review to keep apace with the rapidly changing world in which we live.

FOLLOW-UP IN THE TRIENNIUM 2014 – 2017

The Task Force received a substantial amount of feedback on the draft updated policy from the 1st World Scout Education Congress, from NSOs and from individual Youth Programme experts. Overall the feedback was highly welcoming of the Policy draft itself – but emphasized the need for follow-up in the Triennium 2014 – 2017 with regard to:

- WOSM support for implementation of the updated Policy in NSOs as well as systematic follow-up on progress, in order to ensure proper roll-out and impact in NSOs.
- Revisiting the Scout Method to ensure its continued relevance, and consequent reinforcement of the use of the Scout Method across the Movement as the main delivery method of Scouting.

These items have been included in the draft Triennial Plan 2014 – 2017 of the World Scout Committee.

SPECIAL APPRECIATION

The production of this updated policy has been made possible by the work of the World Programme Policy Review Task Force:

- Karin Ahlbäck, World Scout Committee member, Chair of the Task Force
- João Armando Gonçalves, World Scout Committee member, Chair of the Educational Methods Team
- Sarah Rita Kattan, Youth Advisor to the World Scout Committee
- Kikas Manuel Machado (Scout Association of Angola – Associação de Escuteiros de Angola)
- Malcolm Tan Ban Hoe (The Singapore Scout Association)
- Oleksandra Tulina (National Organization of Scouts of Ukraine – Національна Організація Скаутів України)
- Christian Couties (French Scouting – Scoutisme Français (SGDF))
- Johnson Cansario (Scout Association of Colombia – Asociación de Scouts de Colombia)
- Hany Abdulmonem, Youth Programme Director, World Scout Bureau

with the help and support of volunteers and professional all over the world, from east to west and from north to south:

- Educational Methods team (Volunteers and Staff at world and regional levels during the triennium 2011 – 2014)
- NSOs that responded with feedbacks at different stages:
 - Africa Region:
 - Côte d'Ivoire
 - Senegal
 - Arab Region:
 - Egypt
 - Jordan
 - Lebanon
 - Libya
 - State of Palestine
 - Sudan
 - Syria
 - Yemen
 - Asia Pacific Region
 - Australia
 - European Region
 - Austria
 - Belgium
 - Denmark
 - Finland (*cont.*)
- Costa Rica
- Dominican Rep.
- El Salvador
- Nicaragua
- Panama
- Peru
- Scouts du Canada
- Venezuela
- Consultant individuals:
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 - Dominic Byrne (Ireland)
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 - Elena Lupoaea-Petrea (Romania)
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 - Greg Stewart (UK)
 - Hulda Guðmundsdóttir (Iceland)
 - Juho Toivola (Finland)
 - Leonardo Morales (Costa Rica) (*cont.*)
 - Milena Pecarski (Serbia)
 - Milutin Milošević (Serbia)
 - Dr. Mohd Effendy Rajab (Singapore)
 - Nadia Morrone (Argentina)
 - Pedro Duarte Silva (Portugal)
 - Peter Blatch (Australia)
 - Rajalingam Ramasamy (Malaysia)
 - Rafe Lucado (Panama)
 - Ricardo Stuber (Brazil)
 - Saber Hasaneen (Egypt)
 - Stephen Peck (UK)
 - Dr. Wayne-Adrian Davis (Ethiopia)
- Participants of the 7th Forum on Educational Methods in the European Scout Region, Romania 2012 (*cont.*)

- France (Thanks to SGDF who translated the policy into French)
- Spain
- Sweden
- The Netherlands
- United Kingdom
- Interamerican Region:
 - Argentina
 - Brazil
 - Chile
 - Colombia
- Le-bin Lian (Scouts of China)
- Maina Kiranga (Kenya)
- Mario Díaz Martinez (Spain)
- Mary Murphy (Ireland)
- Mehdi Ben Khalil (Tunisia)
- Participants of the Educational Methods Seminar in the Interamerica Scout Region, September 2012
- Participants of the 14th World Scout Moot, Canada 2013
- Participants of the 1st World Scout Education Congress, Hong Kong 2013
- World Scout Interreligious Forum members

REVIEW PROCESS ROADMAP

- **February 2012:** Formulation of the review process concept paper.
- **March 2012:** First Circular (No. 13/2012) sent to all NSOs to collect their feedback via questionnaire regarding their experience in working with the current World Programme Policy. This included contacting the six regions for their support in collecting data.
- **April 2012:** Official letter sent to all members of the Alliance of International Youth Organizations (Big 6) to provide WOSM with copies of their Youth Education Policies.
- **May 2012 – March 2013:** Collection of data from NSOs through formal and informal connections. This included participation in some regional events and conferences. This also included collection of information about the regional policies.
- **April 2013:** Establishment of the World Programme Policy Review (WPPR) task force; 2nd Circular (No. 10/2013) was sent to all NSOs seeking further feedback for analysis.
- **April – August 2013:** Start of the WPPR task force's virtual work.
- **August 2013:** WPPR task force meeting in Lisbon (31 August–1 September 2013)
- **September 2013:** Progress report to the World Scout Committee presented at its meeting in Buenos Aires.
- **September – November 2013:** 1st draft of the World Scout Youth Programme Policy created.
- **November 2013:** Feedback collected at the 1st World Scout Education Congress in Hong Kong.
- **December 2013 – February 2014:** Circular (No. 32/2013) was sent to all NSOs, seeking their feedback on the updated policy draft. Same drafts also sent to selected consultants. During this period all feedback was collected and analysed for further editing.
- **March 2014:** Updated policy presented to the World Scout Committee for endorsement as a World Scout Conference Document.
- **August 2014:** Presentation of the updated World Scout Youth Programme Policy to the World Scout Conference for adoption.

CONFERENCE RESOLUTION

The following text is proposed by the World Scout Committee to be adopted by the World Scout Conference.

The Conference

- recognizing that the Youth Programme is the main educational means of achieving the purpose of Scouting and is the key to attracting and retaining members
- affirming the need for a new Youth Programme Policy according to the information contained in the 40th World Scout Conference Document No. (8)
- adopts the policy text contained in Conference Document No. (8) as the World Scout Youth Programme Policy;
- strongly urges National Scout Organisations to take the necessary steps to reflect this Policy in their own policies and procedures and to dedicate adequate resources to the development and delivery of their Youth Programme;
- requests the World Scout Committee to take all necessary steps to continue to provide support to National Scout Organisations in this area, and to take any necessary action to modify other work area policies and practices at world and regional levels to reflect the World Scout Youth Programme Policy;
- urges the World Scout Committee to put in place a process, informed by the results of the World Scout Youth Programme Policy review process, to reconsider the way in which the Scout Method related educational matters are expressed, and take all educational and constitutional action needed;
- strongly requests the Regions to organise educational fora to create a common understanding within WOSM regarding Youth Programme and related educational matters.

THE POLICY

INTRODUCTION

Since its foundation, Scouting has been a non-formal educational movement. The Scout Programme is the procedure through which our Movement implements its educational purpose. Robert Baden-Powell (B-P) stated the elements of the programme in *Scouting for Boys*, first published in 1908, and updated in every single edition in the following 15 years. Reading it, we can find an explanation of *What, How, and Why* we are doing all that we are now doing in Scouting.

The exceptionality of B-P's intuition is that Scouting's educational model was conceived with the elements of what cognitive science says today on how humans learn. Scouting's education is focused on the development of life skills – the character elements that recent research in Education, Psychology, and Economics has called 'personality traits', 'executive functions', or 'non-cognitive skills', which have are proven to be fundamental for learning and life success.

More than 100 years later, while the educational purpose of our Movement's essential characteristics lives on, the needs of young people and the methods of delivery have changed. There is a need for a general framework that unites Scouts around the globe, a framework which transcends different cultures and conditions, which will withstand the test of time. The World Scout Youth¹ Programme Policy sets out the common elements of Scouting education that a National Scout Organisation (NSO)² should implement according to its own circumstances, sharing the same concept of Scouting as education for life with Scouts all over the world.

This document is one of the main institutional documents in the World Organization of the Scout Movement (WOSM). It is the second version of the policy that was first adopted at the 32nd World Scout Conference held in Paris, France, in 1990. After more than 23 years, the 40th World Scout Conference held in Ljubljana, Slovenia, in 2014 adopted this new version of the Policy through Conference Resolution c/2014.³

Historical Background of the Youth Programme and the Youth Programme Policy

The educational purpose of Scouting has always been pursued through the Youth Programme, with adult training (e.g. the Wood badge) established to prepare adults to facilitate the delivery of the Programme.

The concept of the Youth Programme in Scouting, as we know it today, has only evolved relatively recently. The Programme was originally perceived as a fixed set of activities: designed by B-P and published in *Scouting for Boys*. Over time, Scouting's programmes began to evolve, and many World Scout Conferences fleshed out programme details to maintain the unity of the Youth Programme around the world.

In 1990, the 32nd World Scout Conference in Paris adopted the first version of the World Scout Youth Programme Policy,⁴ based on the idea that the Youth Programme is not something to be defined once and for all, but that it should be adapted to the needs and aspirations of the young people of each generation, in each country.

This second version of the Policy aims to find a way in a fast-moving world to unite Scouts all over the world around the main core elements that match the diverse cultures and needs of young people.

¹ Please refer to the definitions of Youth, Young People, Age Sections and Adults in the Definitions.

² To avoid doubt, all references to National Scout Organisations will include National Scout Associations.

² To avoid doubt, all references to National Scout Organisations will include National Scout Associations.

³ The resolution is still a proposal and has not been adopted yet by the 40th World Scout Conference in Slovenia.

⁴ The policy was originally called the World Programme Policy.

The Purpose of the World Scout Youth Programme Policy

The World Scout Youth Programme Policy is a framework, which provides guidance for the ongoing development of the Youth Programme in NSOs. The World Scout Youth Programme Policy comprises:

- **The Youth Programme Content:**⁵ which includes the Youth Programme *Definition*, What we are doing in Scouting, *How* we are doing it and *Why* we are doing it.
- **The Youth Programme Life Cycle**⁶: which includes the development and implementation of the Youth Programme as well as the roles and responsibilities towards the Youth Programme in Scouting at all levels.

The policy is based on the following key principles.⁷ Scouting should

- Have young people at its centre
- Be about education
- Develop active citizens
- Be locally adapted and globally united
- Be up-to-date and relevant
- Be open to all
- Be attractive, challenging, and meaningful for participants

Why is the Youth Programme Important?

Scouting is an educational movement for and of young people based upon the *Fundamentals of Scouting*: its purpose, principles, and method.⁸ The aim of Scouting is *Education for Life*⁹ where the Youth Programme is the main medium through which young people are educated for life. Hence the Youth Programme is the central element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the Youth Programme, there *is* no Scouting.

Given the above, all other functions in an NSO merely *support* the implementation of the Youth Programme; for example, management structures, adult training, communication teams, financial resources. This does not mean that adults working with the Youth Programme are the most important people in Scouting: it means that all adults in Scouting should work together to implement an effective Youth Programme

Target Audience

This policy targets all stakeholders working in and/or supporting the Youth Programme at all levels, including World and Regional levels, but especially at the national level.

DEFINITIONS

This part of the document highlights the definitions of the main words in relation to the Youth Programme:

Youth

The word 'Youth' in Scouting refers to all boys and girls involved in the Educational Programme within the Movement. The learning experience within Scouting focuses on the young person development; therefore the Youth Programme ends at adulthood (it includes childhood, adolescence, and early adulthood only). The different stages of personal development determine the age sections within Scouting, which may vary according to the cultural differences and contexts in which NSOs operate (although, often, the sections fall within a range between 5 and 26 years of age). The word 'youth' is more generic, whereas we use the term 'young people' when we refer to the membership or the active member Scouts.

⁵ Refer to page 7.

⁶ Refer to page 9.

⁷ These key principles are set out and explained in further detail in page 12.

⁸ 'Fundamental Principles'. World Scout Bureau, 1992.

⁹ As adopted by the 39th World Scout Conference in Brazil in 2011.

Age Sections

Divisions within Scouting made according to age range and different stages of personal development. The actual names and age ranges of these sections differ from country to country.

Adults

According to the *Adults in Scouting World Policy*, adults, leaders of adults and leaders are mainly volunteers (only in a few cases do we have professional leaders) responsible for Youth Programme development or implementation; responsible for supporting other adults; or responsible for supporting organisation structures.

YOUTH PROGRAMME CONTENT

DEFINITION OF THE YOUTH PROGRAMME

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

The Policy applies a broad definition of the concept of Youth Programme, covering the **totality** of the experience of the young person, i.e., during all their life within Scouting, which comprises:

- **Why** – the educational objectives, in accordance with the purpose and principles of the Movement.
- **What** – all experiences and situations that young people can learn from, both organised and spontaneous, i.e., the learning opportunities.
- **How** – the way in which it is done, i.e., the Scout method.

THE YOUTH PROGRAMME CONTENT

WHY: THE PURPOSE OF SCOUTING AND ITS EDUCATIONAL OBJECTIVES

The Youth Programme is the educational means used to achieve the purpose of Scouting, which is 'to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities'. Therefore, the Youth Programme is the means through which Scouting contributes to the **empowerment of autonomous individuals** and the holistic **development of active global citizens** for the community.

Moreover, the Scout Youth Programme is based upon three broad principles which represent the Movement's fundamental laws and beliefs. They are referred to as *Duty to God*, *Duty to Others*, and *Duty to Self*. As their names indicate, the first refers to a person's relationship with the spiritual values of life; the second, to a person's relationship with society in the broadest sense of the term; and the third, to a person's obligations towards themselves. Within Scouting worldwide, we share the inclusive values of coexistence which are mainly expressed in the Scout Promise and Law.

Scouts as Empowered Individuals – Areas of Personal Growth

Based on the purpose of Scouting and considering developmental theories, Scouting takes all the dimensions of the human personality into account and identifies several areas of growth on which the Scouting's educational objectives are based. The areas of growth should not be considered separate elements, but as parts of a whole.

The Youth Programme acknowledges areas of personal growth stated in the purpose of the Scout Movement as **physical** development, **intellectual** development, **emotional** development, **social** development, and **spiritual** development where all of these areas help the individual's **character** development.

Scouts as Active Citizens – Creating Positive Change in Their Communities

Scouting's educational process leads to the development of **active citizens**, who take positive action in their communities. An active citizen is a citizen who strives to build a better society with tools that are democratic and non-violent, respectful of the opinions and differences of others. An active citizen is a committed and responsible individual, endowed with critical thought, who does not passively accept reality as defined by others or institutions as they have developed over time and current laws, but one who strives to critically examine and potentially challenge the *status quo* using the principles of democracy whilst taking account of the diverse range of opinions which exist in any society.

As a worldwide movement, Scouting should prepare young people to be active citizens within their local communities and also to be active global citizens. Young people should therefore be:

- **Autonomous** – able to make choices and to control their personal and social life as an individual and as a member of society.
- **Supportive** – able to show concern for others, able to act with them and for them, able to put themselves in the other person's shoes (empathy).
- **Responsible** – able to take responsibility for their actions, keep commitments, and complete whatever they undertake.
- **Committed** – able to assert themselves in respect of values, a cause or an ideal, and to act accordingly.
- **Culturally sensitive** – able to respect other paradigms by virtue of their gender, ethnicity, religion, language, or culture.

To be active citizens – envisioning a better world and taking action to contribute to its creation – Scouts need solid leadership capabilities. In Scouting, leadership is understood as the process of establishing a vision, engaging and empowering others, and collaboratively facilitating change towards the shared purpose. Leadership does not refer to holding formal leadership positions, in Scouting or in society, but to the ability to effect change in the surrounding community, a fundamental tool for active citizenship.¹⁰ Notably, leadership is also seen as a collective process, requiring several participants, whereas knowledge and management of the self, sometimes referred to as 'self-leadership', is an aspect of personal growth of Scouts as empowered individuals as well as an essential prerequisite for the effective leadership of others.

WHAT: ALL LEARNING OPPORTUNITIES IN SCOUTING FROM WHICH YOUNG PEOPLE CAN BENEFIT

The Youth Programme encompasses all learning opportunities that young people in Scouting encounter: camping and outdoor activities, community service and community development projects, achieving progressive goals or standards symbolised by proficiency badges, games, ceremonies, patrol and troop life, etc. Learning opportunities are the instances in which young people have the potential to gather and process knowledge, to develop attitudes and skills that will help develop their individual character. The Youth Programme is therefore not about the activities *per se*, but rather about the learning opportunities that activities can offer within Scouting fundamentals and shared values.

Adults and young people should work together in partnership to create learning opportunities. It is up to young people to turn these opportunities into meaningful experiences for themselves (learning is a choice). The adults support the young people in this process. Hence, the primary role of the adult in Scouting is not to plan or execute activities, but to facilitate the learning of young people.

Scouting education does not offer the same experience for all young people; it creates different experiences for each individual Scout according to their learning ability, competency, stage of development, and needs. The Youth Programme in Scouting should offer all possible opportunities to develop young people's areas of personal growth.

¹⁰ Please refer to the Concept Paper on Leadership Development in Scouting endorsed by the World Scout Committee in 2014.

Trends and the Youth Programme

The world is changing at an exponential rate. We increasingly encounter a greater variety of perspectives, cultures, and communities. This is partly the result of urbanisation and globalisation, through which people and countries have become increasingly interconnected technologically, socially, culturally, politically, and economically. This increases the importance for the Youth Programme to reflect these changes and to consider new trends in society in order to remain relevant. To achieve the purpose of Scouting, young people should be equipped with the knowledge, attitudes, and skills required for active citizenship today and in tomorrow's world.

Trends are key factors that we should look at when we think about the *what* of the Youth Programme. They can be global, national, and local. Economy, education, society, and health are relevant areas to analyse when looking for trends. Some examples are intergenerational dialogue, employability, youth empowerment, the environment, intercultural exchange, leadership, sustainable development, and social media. NSOs should periodically analyse the prevailing local circumstances to ensure that the Youth Programme remains relevant.

HOW: USING THE SCOUT METHOD

Scouting is based on the concept of self-education. This acknowledges that each youth member is a unique individual who should take responsibility for their own development. The young person is the primary actor in the educational process. The Scout Method is the structured framework, which is designed to guide and encourage each young person along this path of personal growth.

The Scout Method

The Scout Method – the educational system of Scouting – is often described as a system of progressive self-education. It consists of an interdependent group of elements forming a unified and integrated whole to achieve a purpose. This is why the word 'method' is used in the singular, not in the plural. Each of the elements has an educational function and each element complements the impact of the others. All elements are therefore needed for the system as a whole to function and must be used in a way that is consistent with Scouting's purpose and principles. The Scout Method is a fundamental aspect of Scouting and is expressed through:¹¹

- The Scout Promise and Law
- Learning by doing
- The team system
- Symbolic framework
- Personal progression
- Nature
- Adult support

NSOs are expected to apply the Scouting way of education within the sense of this fundamental Scout Method. This Method is how we practise Scouting to create a meaningful experience for young people within our shared values.

YOUTH PROGRAMME LIFE CYCLE

The Youth Programme in Scouting has a life cycle that has been expressed in many educational materials since the beginning of the Movement. It normally starts by interacting with young people to identify their needs; as B-P famously said, 'Ask the boy' (where 'boy' represents all young people ... both boys and girls). A full analysis of these needs requires a hard look at the new trends that will lead to the development of an updated Youth Programme with clear objectives. NSOs should then train their leaders in the Youth Programme ensuring that the implementation is done using up-to-date educational techniques in line with the

¹¹ Although the version of the Scout Method set out in the *Constitution of The World Organization of the Scout Movement*, January 2011 edition, is somewhat different, the following explanation of the Scout Method is derived from *The Essential Characteristics of Scouting*, a World Scout Bureau publication, September 1998, which is the more commonly referred to version.

fundamentals of Scouting (i.e., its purpose, principles, and method). The Youth Programme is not static; proper application of the Youth Programme life cycle ensures that the Programme is regularly updated to address the needs of young people. This is one of the secrets that has enabled the Scout Movement to operate for more than 100 years, and that will potentially carry on forever. In summary, the policy presents the Youth Programme life cycle in two main parts:

- Process of Youth Programme development
- Implementation of Youth Programme

There are many approaches to the Youth Programme life cycle within world Scouting.¹² The Policy does not recommend the adoption of one approach over another; it merely emphasises the importance of the main ideas set out in this Policy document.

The Youth Programme life cycle should complement as much as possible the roles of parents (informal education), schools (formal education), and other stakeholders (partners, youth institutions, government, etc.). Scouting is not isolated from its surroundings and we should be aware of the constructive role that other stakeholders can play within the Youth Programme life cycle.

PROCESS OF YOUTH PROGRAMME DEVELOPMENT

Programme development is the process of regularly reappraising and adjusting the Youth Programme of an NSO to suit the changing needs and aspirations of young people in society and thus improve its quality. Youth Programme development requires:

- **R**eflection on the purpose, principles, and method of Scouting
- **A**nalysis of recent trends in the needs and interests of young people, as well as the society in which they live
- **C**onsideration of the aims, objectives, and priorities of the NSO
- **E**valuation of practical experience with the current Youth Programme

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

When developing its Youth Programme, an NSO should consider many other areas in addition to the content of the Programme:

- The Youth Programme should be organised into different age sections based on the development stages of young people. The content of the programme should be age-appropriate.
- When reviewing the Programme, NSOs should also review adult training schemes to ensure that the Youth Programme is implemented appropriately.
- NSOs should establish an infrastructure to support the implementation, monitoring, and further development of the Programme.
- They should also ensure that they have sufficient qualified and active adults, with the relevant knowledge and skills.

THE IMPLEMENTATION OF THE YOUTH PROGRAMME

The Youth Programme is implemented through a partnership between young people and adults, based on the young person's interests, needs, and abilities. An effective Youth Programme, one which appeals to young people and is perceived to be relevant to the social reality in which it is offered, will also attract adult leaders committed to supporting its implementation.

¹² Refer to *Renewed Approach to Programme (RAP): Toolbox Programme Hand-outs*, World Scout Bureau, 2005. This is one of the frameworks that can be used to develop the Youth Programme in Scouting.

Those responsible for the Youth Programme and Adult Training in an NSO should, together:

- Analyse the role of adults and the competencies they need to perform their role
- Identify their training and personal development needs
- Design and implement a support framework that meets those needs
- Evaluate the effectiveness of personal development in terms of its impact on the implementation of the Youth Programme

NSOs should leverage the most effective available learning approaches in implementing the Programme to ensure that young people can gain the maximum benefit. Some approaches to consider are multilateral learning, networking, online interactivity, and reflective and experiential learning. Project-oriented programmes, which provide a complete 'small cycle' of learning opportunities are another interesting approach. Smaller and less time-consuming projects in the older age sections may address the phenomenon of 'short-term' Scouts who may only wish to spend a relatively short, fixed period in Scouting.¹³

Reaching out to all is an essential part of the Youth Programme's implementation. NSOs should ensure that the Programme enables meaningful learning opportunities for everyone: co-education, young people with disabilities, young people living in difficult circumstances, and all communities, cultures, social classes, and geographical areas.

Within Scouting, it is essential to provide young people with a safe passage that respects their integrity and their right to develop in a non-constraining environment. The Youth Programme should provide a safe environment and the accompanying procedures that keep young people safe from harm.¹⁴

ROLES AND RESPONSIBILITIES

The Youth Programme should be everyone's job within the Scout Movement, at all levels. It is important to differentiate between who is facilitating, supporting, and developing the Youth Programme. At all levels of work within the Youth Programme, three roles performed by adults can be identified:

Facilitator: creates the right circumstances for young people to gain positive learning experiences through their Scout life. This role is linked more to the *implementation* of the programme.

Developer: evaluates, analyses, and designs the programme according to young people's needs, taking into account any new trends that arise. This role is generally practised by the Youth Programme teams that *develop* the programme at any level.

Supporter: assists *the development and implementation* of the Youth Programme. It includes a wide span of adults in Scouting who may be volunteers or professionals working in the field of the Youth Programme or elsewhere (e.g. in Adult Support).

The roles and responsibilities at different levels are further explained in the Table in the Appendix.

¹³ The Scouts of the World Programme would be an ideal programme example for such 'short-term' Scouts.

¹⁴ The 36th World Scout Conference (Thessaloniki, 2002) adopted Resolution 07/02 on Keeping Scouts Safe From Harm, which sets out the position and policy on this issue for the World Organization of the Scout Movement (WOSM) and all its members. This is also in line with the UN Convention on the Rights of the Child.

KEY PRINCIPLES FOR THE YOUTH PROGRAMME

The Youth Programme should:

- **Have young people at its centre:** The Youth Programme should be created *by* young people, not *for* them. This means that the development and implementation of the programme is based on the active participation of young people, as they are the main agents of their self-development.
- **Be about education:** Scouting is a non-formal educational movement. NSOs should offer a Youth Programme that provides, in a progressive way, the opportunity for young people to fully grow as individuals and be introduced to the real world. It should also help them in their search for their significant life skills. All that we do in Scouting should carry an educational value according to a successful development and implementation life cycle.
- **Develop active citizens:** The Programme should create learning opportunities for young people to become active citizens of their communities and to be responsible and committed leaders of today and tomorrow (cooperative followers). It should empower them to be autonomous decision-makers inside Scouting from the unit level to the institutional level, and outside Scouting in society. The Youth Programme is the crucible that transforms young people into active citizens, first in Scouting and then in the community.
- **Be locally adapted and globally united:** While Scouting Fundamentals (purpose, principles, and method) are universal and have remained constant over the years, NSOs have the flexibility to develop their own cultural interpretation of these fundamentals without changing the core elements or principles. The Youth Programme should maintain a careful balance between fixed values and variable factors.
- **Be up-to-date and relevant:** A Youth Programme should be the product of a constant reflection of educational practices and developed continuously in relation to the fundamentals of Scouting (purpose, principles, and method). It should take into account the cultural, social, political, and economic dimensions in society, and should reflect and meet the needs and interests of young people, both today and in the near future.
- **Be open to all:** The Youth Programme should meet the needs of all young people. The programme must be designed with the necessary flexibility to adapt to each society's culture, society, economy, race, religious diversity, and gender. It should include people with disabilities.
- **Be attractive, challenging, and meaningful:** The Youth Programme should be fun with purpose; it should challenge the abilities of young people and be directed to their interests. What we provide in Scouting is a learning opportunity for young people, facilitated by adults and created by a cooperative process between adults and young people. These learning opportunities are not random activities; they should sit in a structured educational framework that will lead to a meaningful and fulfilling experience for young people.

POLICY IN ACTION: HOW TO USE THE WORLD SCOUT YOUTH PROGRAMME POLICY

Co-ordination with Others

This policy should work hand in hand with all other institutional documents, processes, and work areas as follows:

Institutional Documents and Processes

New policies or institutional documents, or revisions of these documents, should be aligned with the World Scout Youth Programme Policy. The following is a non-exhaustive list of these documents:

- *Adults in Scouting World Policy*, as well as regional practices and national policies.
- *World Scout Youth Involvement Policy*, as well as regional practices and national policies.
- Regional practices and National Policies on Youth Programme.
- *WOSM Strategy*.

Training and Support of Adults

Care should be taken with adult training and support to ensure it includes implementation of the NSO's Youth Programme, which in turn should be in accordance with the World Scout Youth Programme Policy. The WOSM Global Support consultancy system can be a useful avenue for NSOs to enhance their training quality at any stage (reviewing, implementing, designing, etc.).

Age Sections

Dividing the educational objectives of the Youth Programme according to different age sections is a very important part of the Youth Programme life cycle. When renewing the Programme, it is important to question whether the sectional divisions already existing within your NSO correspond to the different stages of child development, as well as to the age groupings favoured by the school and the social systems in your country. Establishing a well-balanced and coherent system of age sections is a precondition for formulating educational objectives and designing a personal progression scheme.

Peer grouping and peer tutoring are two essential elements of the team system. Hence, in defining their age sections, NSOs should consider the necessity of maintaining a sufficient gap (not too broad) between the lowest age and the highest age within the age section to enable peer-to-peer tutoring (an ideal age range would be 3 or 4 years)

NSOs should also constantly review and look at their age sections to ensure that they remain relevant in their societal context.

Promotion

Promotion of this Policy is part of everybody's job. It is very important to talk about it, to work on its implementation, to train leaders on how they can use it, and to raise awareness of its importance as well as the importance of the Youth Programme. The World Scout Youth Programme Policy is clearly and simply written, making it easy to understand and implement.

Time Frame for Review and Life Span

In a fast moving world, time-framed policies are practical and necessary. The World Scout Youth Programme Policy is time-framed as follows:

The life span (the full period) for adopting, implementing, evaluating, and revisiting the Policy is three triennia. This is divided as follows:

- The first triennium is for **adoption and promotion** (including updating the policy support material) by NSOs and necessary adjustments of other WOSM institutional documents and policies.
- The second triennium is for actual **implementation** by NSOs.
- The third triennium is for **continual implementation, full evaluation, and review** by the WOSM structures.

At the end of each triennium, a **Progress Report** about the work that has been done with respect to the policy at all levels should be submitted to the World Scout Committee. At the end of the third triennium, a complete **Review Report** stating the required changes, if any, should be submitted to the World Scout Conference.

APPENDIX

This Appendix complements the World Scout Youth Programme Policy. The definitions in the beginning and terms herein aim to add value to the holistic understanding of the Youth Programme.

SCOUTING¹⁵

While going through a policy about Youth Programme in Scouting, it is important to introduce some fundamentals about Scouting.

The Definition of the Scout Movement

The Scout Movement is a voluntary non-political educational movement for young people open to all without distinction of gender, origin, race, or creed, in accordance with the purpose, principles, and method conceived by the Founder and stated below.

The Purpose of the Scout Movement

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

The Principles of the Scout Movement

The Scout Movement is based on the following principles:

- **Duty to God**

Adherence to spiritual principles, loyalty to the religion that expresses them, and acceptance of the duties resulting therefrom.

- **Duty to others**

- Loyalty to one's country in harmony with the promotion of local, national, and international peace, understanding, and cooperation.
- Participation in the development of society with recognition and respect for the dignity of humanity and for the integrity of the natural world.

- **Duty to self**

Responsibility for the development of oneself.

The Cause of the Scout Movement

Education for Life.

The Scout Method¹⁶

¹⁵ The wording of this section is taken from the institutional documents of WOSM. Also, the word "fundamentals of Scouting" always refers to the purpose, principles, and method of Scouting.

The Scout Method is a system of progressive self-education through:

- The Scout Promise and Law
- Learning by doing
- The team system
- Symbolic framework
- Personal progression
- Nature
- Adult support

The Vision of Scouting¹⁷

Scouting sees itself as

- a credible, values-based, educational Movement.
- dynamic and innovative.
- involving more and more young people, girls and boys, from broader segments of society
- attractive to adults, women and men, in all cultures.
- making a real contribution to creating a better world.

The Mission of Scouting

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

ROLES AND RESPONSIBILITIES IN THE YOUTH PROGRAMME

	Facilitating	Developing	Supporting
Unit Level	<ul style="list-style-type: none"> ○ The main implementation of Youth Programme through the Scout Method to achieve the purpose of Scouting, the 'end product' ○ Application of the Educational Materials and Tools ○ Interaction with other units 	<ul style="list-style-type: none"> ○ Development of a unit plan of Youth Programme activities 	<ul style="list-style-type: none"> ○ Provision of the opportunity to participate in local, national, regional, and World Youth Programme related events
Local Level¹⁸	<ul style="list-style-type: none"> ○ Monitoring and support of the implementation of the Youth Programme at unit level ○ Support of implementation at unit level ○ Dissemination of supporting educational materials and tools ○ Organising local events (courses, camps, projects, etc.) ○ Multilateral exchange of experience with other districts in the Youth Programme field 	<ul style="list-style-type: none"> ○ Development of a local plan of Youth Programme activities ○ Data collection for Youth Programme use 	<ul style="list-style-type: none"> ○ Establishment of local Youth Programme teams including job descriptions and terms of reference for each team member ○ Promotion of the Youth Programme ○ Training on implementation for Unit Leaders ○ Articulation through communication and networking with leaders at national, provincial, and district levels to ensure the transition of experience and information regarding the Youth Programme ○ Participation in national, regional, and World Youth Programme related events ○ Cooperation with different areas within the district (adults in Scouting, communication, etc.)
National Level	<ul style="list-style-type: none"> ○ Application of the National policy, regional practices and World Programme policy in harmony 	<ul style="list-style-type: none"> ○ Development of the Youth Programme ○ Production of supporting educational materials and tools 	<ul style="list-style-type: none"> ○ Establishing national Youth Programme teams including job descriptions and terms of reference for each team member ○ Designing the structures related to age sections and units ○ Promoting the Youth Programme

¹⁶ For more information and explanations about the Scout Method elements, check the additional reading' list.

¹⁷ This vision might be changed after the 40th World Scout Conference.

¹⁸ This level might not exist in some small countries, where the national level is sufficient to cover it. It mainly describes the district / governorate level.

- Monitoring the implementation of the Youth Programme at Local level
- Support of implementation at local level
- Organising national events (courses, jamborees, projects, etc.) that help the unity of the Youth Programme within the NSO
- Research, data collection and analysis for different Youth Programme uses
- Updating the Youth Programme as needed
- Training on implementation
- Articulation through communication and networking with regional and world level to ensure the transition of experience and information regarding the Youth Programme
- Supporting the participation in regional and World Youth Programme related events
- Multilateral exchange of experience with other NSOs in the Youth Programme
- Cooperation with different areas within NSOs (adults in Scouting, communication, etc.)

Regional Level

- Organising regional events (courses, jamborees, projects, etc.) that help in the unity of the Youth Programme within the region
- Production and dissemination of educational materials supporting the Youth Programme (World translation, regional and national needs)
- Research, data collecting and analysis for different Youth Programme uses at regional level
- Updating the Youth Programme's regional policy according to needs
- Establishing regional Youth Programme bodies (networks, committees, ... etc.)
- Promoting the World and Regional Youth Programme policies in harmony
- Training on Youth Programme Development
- Supporting the development of the Youth Programme and assuring the implementation of Scouting fundamentals (purpose, principles and method) at national level
- Articulation through communication and networking at national and world level to ensure the transition of experience and the sharing of information regarding the Youth Programme
- Participation in the regional and World Youth Programme related events
- Multilateral exchange and sharing of experience, best practices, etc., with other NSOs and regions in the Youth Programme field
- Coordination with workgroups tasked in different areas (adults in Scouting, communication, etc.) at regional level

World Level

- Organising world events (courses, jamborees, projects, etc.) that help the unity of the Youth Programme in the world
- Production and dissemination of educational materials supporting the Youth Programme (guidelines and tool kits, etc.)
- Research, data collection and analysis for different Youth Programme uses at world level
- Updating the World Scout Youth Programme policy as needed
- Establishment of world Youth Programme bodies (networks, committees, etc.) and promotion of access to them
- Promotion of the World Youth Programme policies in harmony
- Training on Youth Programme development
- Development of the Youth Programme at national level according to need
- Articulation through communication and networking at national and regional level to ensure the transition of experience and information regarding the Youth Programme
- Participation in World Youth Programme related events
- Multilateral exchange of experience with other organisations in the Youth Programme field
- Cooperation with different areas bodies (adults in Scouting, communication, etc.) at regional level

ADDITIONAL IMPORTANT READING

Useful and complementary information on the issues addressed in this policy:

- *Scouting for Boys*, Robert Baden-Powell, 1908
- *Constitution of The World Organization of the Scout Movement*, January 2011 edition
- *Adults in Scouting World Policy*, adopted in the 39th World Scout Conference, Brazil 2011
- *The Essential Characteristics of Scouting*, World Scout Bureau publication, September 1998
- *Renewed Approach to Programme (RAP): Toolbox Programme Hand-outs*, World Scout Bureau publication, July 2005
- *The Green Island*, World Scout Bureau publication, July 2005
- *Elements for a Scout Programme*, World Scout Bureau publication, January 1985
- *Guidelines on Scouting for people with disabilities*, World Scout Bureau publication, February 2008
- *Guidelines on Scouting for children with especially difficult circumstances*, World Scout Bureau publication, February 2008
- *Empowering Young Adults (Guidelines for the Rover Scout section)*, World Scout Bureau publication, May 2009
- *Guidelines on Spiritual and Religious Development*, World Scout Bureau publication, March 2010
- *The Education of Young People: A Statement at the Dawn of the 21st Century*, Alliance of Youth Executive Officers, 1998
- *National Youth Policies: Towards an autonomous, supportive, responsible and committed youth - A Working Document from the Point of View of 'non-formal' youth organisations*, Alliance of Youth Executive Officers, 1998
- *Scouting: An Educational System*, World Scout Bureau, 1998
- *Scouting for What? Scouting for Whom?* World Scout Bureau, 1997