YOUTH LEADERSHIP
TRAINING
GUIDE

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Youth Leadership Training Guide

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Youth Leadership Training Guide

INTRODUCTION

Youth Leadership Training is a key strategy for developing the competencies of young people in decision-making positions. Training builds competencies and supports young people in leadership to foster peer connections and develop a greater understanding of the contexts in which they make decisions.

This guide has been produced as part of the recommendations made by the World Organization of the Scout Movement (WOSM) Youth Engagement Taskforce. It provides clear guidance to National Scout Organizations/National Scout Associations (NSOs/NSAs) wishing to implement Youth Leadership training courses. This guide is part of the wider Youth Leadership in Decision Making (YLiDM) Collection. It should be used in conjunction with the recommendations made in the YLiDM guidelines.

These recommendations can be adopted partially or fully depending on the context of the NSO/NSA. It has been specifically designed to be flexible so that NSOs/NSAs can apply and adapt the recommendations regardless of what stage they are on their YLiDM journey.

This guide is divided into seven sections.

- *Section 1 - Proposing to the NSO/NSA -* describes the first steps for interested parties to take as they work with NSO/NSA leadership to propose and develop a Youth Leadership training plan.
- *Section 2 - Educational Content -* describes a proposal for the aim, goals, and topics to be covered in the Youth Leadership Training experience.
- *Section 3 - Course Management -* describes the recommended approach of the Youth Leadership Training course management, including recommended roles and responsibilities and key considerations for implementation.
- *Section 4 - Participants -* provides recommendations to consider when defining the young people who will attend a Youth Leadership Training course.
- *Section 5 - Logistic Considerations -* provides a brief description of good practices to consider for supporting the key logistic aspects of the Youth Leadership Training event.
- *Section 6 – Reporting -* presents recommendations for building a report for the NSO/NSA and developing a legacy with clear guidance on which aspects need to be covered.

PRINCIPLES OF YOUTH LEADERSHIP IN DECISION MAKING

The YLiDM framework sets out seven core principles for all contexts of YLiDM.

Principle 1: All levels included
YLiDM should exist at all levels of Scouting.

Principle 2: Continuous
YLiDM is an ongoing process.

Principle 3: Context adapted
YLiDM looks different for different young people and contexts.

Principle 4: Dedicated support
YLiDM needs to have support.

Principle 5: Meaningful
YLiDM must be meaningful.

Principle 6: Holistic
YLiDM exists and progresses beyond the Youth Programme.

Principle 7: Intergenerational
YLiDM is strengthened by intergenerational partnerships.

You can find further information on these concepts in the YLiDM framework document.

SECTION 1: PROPOSING TO THE NSO/NSA

If your NSO/NSA is not already delivering Youth Leadership training, it is important to develop a clear proposal that outlines the need for developing the training, alongside logistical considerations and an understanding of what is being proposed.

Where possible, this proposal should be developed in partnership with existing NSO/NSA leadership to understand the individual needs of your NSO/NSA and how training can best support its growth and development.

We recommend creating an initial concept paper or other formal document to outline the proposal. A proposal concept paper provides formal clarity of purpose and empowers the proposal team to clearly outline the training and the NSO/NSA support they are asking for.

The initial concept paper and formal proposal should include the following:

- **Background:** A description of how this topic is being implemented in WOSM and the world, including a description of any previous event that is connected with this.
- **Motivation:** A clear outline of why the training is needed and the benefits it will provide for the NSO/NSA.
- **Training goals proposal:** A description of what you concretely aim to achieve with this experience. An example of a proposal is presented in this document.
- **Training session proposal:** A brief description of the sessions and the learning objectives for each session. An example of a proposal is presented in this document.
- **Organising team and facilitators proposal:** An overview of the recommended individuals to be part of the organising team and stakeholders to be included as facilitators for delivering the sessions.

- **Logistical considerations:**
  - ○ *Participant number:* Define the number of participants based on the needs of the structure, the experience of the planning team, logistics considerations and available resources.
  - ○ *Venue:* Define the possible venues that can be used. If you do not have any in mind, request support from the NSO/NSA to help you find one.
  - ○ *Financial resources:* Define the needs in terms of budget to make this happen, and include the advice you can find later in this document. It is important to declare possible financial support identified or express an interest in support from the NSO/NSA.
  - ○ *Material resources:* Define the concrete materials needed to run the experience.
- **Proposed timeline:** Describe the deadlines for the principal actions before and after the event based on the dates for executing the training.
- **Risk management:** List the identified risks and mitigation measures.
- **References:** Provide links to existing resources and support that the delivery team will use to ensure the success of the training. Include here all the documents from the YLiDM collection.

SECTION 2: EDUCATIONAL CONTENT

Aim of the Training Experience

Develop capacities for the participants to participate effectively in the organisation's decision-making structures.

Target Audience

- Young people aged 16 to 26. Start at 16 (common international legal age) rather than waiting until 18 to start the process. Ensure young people are ready to assume a role in your NSO/NSA when their time comes. Extend until 26, but be flexible on this upper limit, understanding the particularities or specific needs of the NSO/NSA and the country.
- Young people who are already in leadership positions.
- Young people who are interested in learning more or might be interested in future leadership positions.

Participants should be representative of the wider NSO/NSA membership, including gender and location.

Goals of the Training Experience

Goal 1: Enhance Understanding of Scouting's Decision-making Structures

By the end of the training, participants will demonstrate a 25% increase in their understanding of Scouting's organisational and decision-making structures at all levels, as measured by quizzes and practical exercises.

Goal 2: Develop Leadership and Decision-making Competencies

Participants will improve their leadership and decision-making competencies, including effective communication and ethical decision making, by 30% from baseline, as measured by pre- and post-training assessments, within the duration of the training programme.

Goal 3: Foster Collaboration and Teamwork Competencies

Throughout the training, participants will enhance their collaboration and teamwork competencies by engaging in team-based projects to achieve at least a 20% improvement in collaborative effectiveness, as evaluated through peer and facilitator feedback.

Goal 4: Prepare Participants for Active and Meaningful Engagement in Decision Making

Participants will create and commit to a personal action plan for active engagement in Scouting's decision-making roles within six months of the training, with success defined by a follow-up evaluation showing at least 80% have actively contributed to decision-making processes in their respective roles.

NOTE: These goals are recommendations. They can be modified, added to, or removed based on the needs of the organising teams and the NSO/NSA's particularities.

Programme Considerations

Training Modalities

There are a variety of different ways for NSO/NSAs to deliver training opportunities. The modality chosen will depend on the needs and context of the NSO/NSA and the training participants involved.

When selecting a model, consider the capacity of the delivery team, accessibility for participants, and challenges and benefits of each approach within the context of your NSO/NSA.

In-person sessions provide participants with greater opportunities to build connections with their peers and share knowledge through shared experiences. However, they frequently require more time and greater financial commitment, which may hinder participation.

Digital learning allows for more participation flexibility; however, support for interpersonal connection and shared learning experience is significantly diminished, resulting in lower participant engagement or less meaningful engagement in the content.

Type	Description	Considerations
4 days of in-person training + an online course	This training takes advantage of the possibility of gathering participants in person, offering all the sessions in person, with additional simulations in decision-making spaces.	This modality takes advantage of the opportunity to gather together, allows better bonding and the possibility to add special simulation sessions. On the other hand, it could also be challenging due to the logistics that are needed as well as the time from the participants and course team.
3 days of in-person training + an online course	This training can be used as a practice tools-based course, providing participants with an intense and energising experience. The online course ensures that the participants are equipped with a standard set of content.	This modality offers a full experience prioritising the key modules. This can be leveraged with previous pre-engagement actions such as complementary meetings between the teams or similar measures. On the other hand, time management could also be challenging due to the extensive curriculum to be covered. The sessions will be very tight, and we may need to sacrifice some break-up time.
4 days, divided into 2+2 in-person training + an online course	This type of course ensures that more topics are covered in-depth since it provides two opportunities to interact and use the tools learned. It also helps connect knowledge from one session to the other. The online course ensures that the participants are equipped with a standard set of content.	This modality gives the participants a full experience with the additional benefit of dividing the in-person session into two parts. It focuses on using the time only on the weekends, which can benefit participants and help consolidate some learning and relationships between team members. On the other hand, the need for participants to attend both in-person sessions requires investing two weekends, which can be even more challenging if this implies long-distance travel for the participants.
2 days in-person, 2 online sessions + an online course	Based on the experience during the COVID-19 pandemic, this 2-2 training has the positive effect of engaging more young people around the NSO/NSA and enabling them to be a part of something national while connecting them synchronically.	This modality supports an experience prioritising the key modules; this can be leveraged with pre-engagement actions such as complementary meetings between the teams or similar measures. On the other hand, time management is challenging to cover the extensive curriculum. The organisers are advised to take advantage of the short in-person time wisely and develop engaging virtual programmes to better the experience.
1 day in-person, 4 online sessions + an	This modality looks to be an accessible way to develop the	This modality caters to developing leadership training across the existing logistical obstacles.

online course	training where the time, finance, or logistical needs make the development of a full or partial in-person experience impossible; the most critical topics are delivered in-person in a full day of training.	On the other hand, limited in-person training hinders participant bonding and their ability to experience the scenario in real-life settings. The organisers are advised to develop engaging virtual programmes and wisely take advantage of the short in-person time to improve the experience. Regular virtual meetups are also suggested to facilitate the learning process.

Note 1: Annex 1 contains an outline proposal for the full training for each of the modalities based on the topic proposal of this document.

Note 2: The organising team can use any combination to adapt their modality to the needs of their NSO/NSA.

Training Topic Proposal

This training topic proposal provides a framework for course leadership teams to use as they develop their training content. It is based on the SOS Relational Framework, with additional content relating to the 21st Century Leadership Model and understanding the context and values of the Scouting environment.

The SOS Relational Framework supports training participants to develop their understanding of leadership across three areas: Self, Others, and Systems or Situations.

Placed into the YLiDM context, we recommend developing a training course using the following structure:

Block One - Setting the Scene: Create an understanding of the Scouting context for YLiDM and how the values, structures, and mission of Scouting guide decision-making processes.

Block Two - Understanding Myself: Explore my values, strengths, and leadership styles and how they impact my decision making, interactions with others, and individual well-being.

Block Three - Leadership of Others: Build tools for developing, empowering, and mentoring diverse teams to work cohesively towards goals.

Block Four - Systems Leadership: Work at a high level to think strategically about organisational vision and change in a way that is evidence-informed and sustainable.

This approach supports us in clearly defining sessions that impact these stages and provides a path to developing training content that flows across a consistent narrative and builds on knowledge and competencies as they are gained.

Following this structure, we recommend the following session structure:

Block One - Setting the Scene

Session 1: Welcome and Introduction

Objectives
1. Recognise the structure and objectives of the training course.
2. Identify personal and collective goals for the training.
3. Connect with other course participants.

Session 2: Understanding Youth Leadership in Decision Making

Objectives
1. Recognise the core features of YLiDM in Scouting.
2. Understand the core features of the 21st Century Leadership Model and how they apply to YLiDM.
3. Understand the importance of YLiDM and your role in it.

Session 3: The Scouting Context

Objectives
1. Understand Scouting's values and Mission.
2. Understand how these guide decision making.
3. Understand decision-making structures in Scouting and how they interact.

Block Two - Understanding Myself

Session 4: Personal Values

Objectives
1. Recognise my values and why they are important to me.
2. Explore how my values interact with Scouting values.
3. Understand the process of values-based decision making.

Session 5: Personal Leadership Styles

Objectives
1. Identify my preferred leadership style and how it adapts to different situations.
2. Recognise my strengths and how to work with them to create positive change.
3. Explore my areas for growth and strategies for personal development.

Session 6: Applying Leadership Styles

Objectives
1. Understand how my leadership style interacts with the leadership styles of others and the benefits and challenges of this.
2. Explore how different leadership styles respond to stress and how to support them.
3. Identify strategies for working collaboratively with different leadership styles.
4. Understand the connection between ethical leadership and Scouting values.

Session 7: Personal Well-being

Objectives
1. Recognise factors that influence my well-being.
2. Identify strategies for recognising stress and building resilience.
3. Understand how to set boundaries and manage commitments to avoid burnout.

Block Three - Leadership of Others

Session 8: Building a Team

Objectives

1. Understand how to recruit and form teams with diverse competencies and experiences.
2. Identify the stages of team development and how to support them.
3. Understand team roles and dynamics and how to support these with emotional maturity.

Session 9: Creating Inclusive Environments

Objectives
1. Recognise different forms of diversity and what they look like in the context of my team.
2. Understand barriers to participation and how to minimise them.
3. Identify strategies for building inclusive environments that support diverse backgrounds and opinions.

Session 10: Empowering and Motivating Others

Objectives
1. Understand intrinsic and extrinsic factors for motivation in volunteers.
2. Understand how to recognise and build on the strengths of others.
3. Identify techniques for mentoring and empowering others.

Session 11: Practical Team Management

Objectives
1. Recognise effective project management techniques and how to implement them.
2. Understand situational leadership strategies and how to adapt leadership styles to the team's needs and situation.
3. Identify techniques for collaborative decision making.

Session 12: Managing Conflict

Objectives
1. Identify common causes of internal and external conflicts.
2. Recognise tactics for conflict management and conflict resolution.
3. Understand key principles of negotiation and achieving win-win solutions.

Block Four - Systems Leadership

Session 13: Organisational Culture

Objectives
1. Understand different factors that influence organisational culture.
2. Recognise the roles and responsibilities of different organisational structures in the decision-making process, including understanding liability and accountability.
3. Identify strategies for building a positive culture at an organisational level.

Session 14: Intergenerational Partnership

Objectives
1. Understand the contexts, strengths, and challenges of different generations and how these influence different attitudes when encountering situations.
2. Recognise the benefits of intergenerational dialogue and transfer.
3. Identify barriers to intergenerational partnership and strategies for ensuring their success.
4. Identify dialogue as a tool to facilitate intergenerational partnership.

Session 15: Change Management

Objectives
1. Recognise the key features of a theory of change and how to apply these.

2. Understand factors that influence how people respond to change processes.
3. Identify strategies for managing change to achieve positive outcomes.

Session 16: Strategic Planning and Vision Setting

Objectives
1. Understand the principles of strategic planning.
2. Recognise processes for setting strategic objectives and planning steps to move towards them.
3. Understand the importance of, and strategies for, prioritising objectives and intentionality of focus.

Session 17: Evaluation and Feedback

Objectives
1. Understand the importance of robust evaluation and feedback processes.
2. Recognise barriers to gathering constructive, representative, and unbiased feedback, and strategies for minimising these.
3. Identify techniques for analysing feedback to develop evidence-informed decision-making processes.

Session 18: Succession Planning

Objectives
1. Understand the importance of consistency and support in succession planning
2. Recognise techniques for sharing expertise and transferring knowledge.
3. Identify strategies for creating space for new voices and ideas.

Session 19: Future Planning

Objectives
1. Reflect on personal and collective learning.
2. Develop plans for the application of learning in personal and Scouting contexts.
3. Explore further available resources and networks both within and external to Scouting that are available to me.
4. Provide constructive feedback to support the course review.

Note: Annex 2 contains additional guidance for each session.

Considerations for the Training Experience

Symbolic Framework

A symbolic framework helps introduce concepts and a clear path to motivate the participants to engage in this experience.

As mentioned in the Empower Young Adults, Guidelines for the Rover Scout Section[1] document, we aim to have symbolic frameworks for young people over 18 that are healthy, real, and oriented towards the future. Additionally, "Symbolic Framework encourages young adults to discover the reality of today's world. It is healthy because it does not close young adults into an esoteric and sectarian language."

The organising team can choose any theme that helps with this while aligning with the recommendations described above. We recommend asking for guidance from the Educational Methods NSO/NSA team or WOSM experts if there is any doubt about this for your Youth Leadership training.

If you choose to use a symbolic framework, selecting or developing a framework appropriate for the cultural context of your NSO/NSA and its membership is important. Any symbolic framework used must be culturally respectful and mindful of the context it comes from and is being used.

When considering cultural context, it is important to remember that culture develops and changes over time and is shaped by the people within that culture. We recommend a partnership approach that considers the shared experiences of all individuals to ensure a symbolic framework is relevant and inclusive.

Session Co-facilitators

The young people, as co-facilitators, work with an existing NSO/NSA structure position holder to deliver a session within the Youth Leadership training course.

As co-facilitators, the young person and the position holder should work together to develop and deliver the content of their assigned session.

While working together, the existing position holder provides mentorship and insights to the young person, and the young person provides insights into the youth experience. This intergenerational partnership supports the development and delivery of training that both covers the educational objectives and is presented in an engaging and relevant way for young people.

This strategy provides an opportunity for the young person to engage with the position holder to gain valuable insights into their role and facilitate the engagement of the NSO/NSA leadership with young people while also role-modelling an example of YLiDM to course participants and leadership.

Team Advisors

Team advisors have previous experience in Youth Leadership training or equivalent opportunities. They provide support and mentorship to the training participant teams.

Each team of training participants is recommended to be assigned one team advisor, who will act as their guide throughout the training course.

Team advisors provide three core functions:
- **Support team bonding** to empower the participant teams to understand their strengths and the strengths of others and work cohesively together.

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[1] Chapter, Section 4 - Empowering Young Adults, Guideline

- **Support knowledge transfer** and share their wisdom and experiences to ensure training participants gain appropriate and relevant knowledge.
- **Support team reflection** to empower the training participant teams to learn from their experiences and continually improve their experience and learning during the training.

The role of a team advisor changes and adapts based on the dynamics of the team they are supporting. Ideally, they mentor their participant team so that, over time, their experience is transferred to the team. They then become an observer and only support when requested.

Evaluation and Feedback

Incorporating an evaluation and feedback mechanism is essential to the comprehensive planning and execution of Youth Leadership training. Gathering participant feedback through post-event surveys is crucial for understanding the event's impact on attendees and identifying areas for improvement.

Equally important is organising a debrief session with the event team to reflect on educational (programme and sessions) and logistical execution and team dynamics. This session should highlight successes and pinpoint challenges encountered during the event.

Regular check-in sessions are paramount, where the programme and logistics teams can separately reflect on ongoing actions and swiftly adjust to different needs. It's essential to establish recurrent meetings during the event, in the preparatory phases, and following the conclusion of in-person sessions. These meetings facilitate immediate problem-solving and ensure all team members are aligned with the event's goals and logistics. Additionally, the course management heads should carve out dedicated meeting spaces. This ensures that strategic oversight is maintained, enabling leaders to guide the overall direction of the event and make high-level adjustments, as necessary. Incorporating structured yet flexible communication channels among all levels of the organisational team will enhance the event's effectiveness, allowing for a seamless experience for participants and staff alike. This approach underscores the importance of adaptability and collaborative problem-solving in achieving a successful and impactful training experience.

An outcome evaluation should then be conducted to measure the event's effectiveness against its predefined objectives, focusing on aspects such as participant engagement, learning outcomes, and logistical efficiency. Finally, compiling a detailed report that encompasses feedback analysis, a financial summary, and actionable recommendations for future events is vital. You will find more information about this in Section 6.

Adult Parallel Training Experience

YLiDM can be strengthened by developing a parallel experience with adults. The primary target for this experience is the adults accompanying these young individuals who participate (Rover leader section, line manager of their role or function), and any other adult interested in developing better competencies to support Youth Leadership.

This parallel training can happen in different modalities:
- In parallel, in the same venue, with different spaces and an online course.
- One whole day complemented with online sessions and an online course.

This way benefits from a systemic approach to implementing YLiDM within the NSO/NSA, ensuring that the adults accompanying these young individuals support this process.

The training has a similar structure, but sessions are designed to complement what is being delivered to young people from the perspective of how adults can support different specific topics.

A concrete proposal for this adult parallel training can be found in Annex 3 of this guide.

SECTION 3: COURSE MANAGEMENT

An essential characteristic of Youth Leadership training is that it is led by a young person and co-led by an NSO/NSA structure representative on an intergenerational alliance. This means that Youth Leadership training is a development opportunity in Youth Leadership not only for the participants but also for the organising team, creating the space to develop competencies for young people that are not usually aimed explicitly through the Youth Programme.

Organigram

- Direction Team
    - o Course Director
    - o Assistant Course Director
- Programme Team
    - o Programme Director
    - o Content Coordinator
    - o Online Course Coordinator
    - o Facilitators
    - o Team Advisors
- Logistic Team
    - o Logistic Director
    - o IT Support Staff
    - o Registration Support Staff
    - o Facilitators Support Staff

Direction Team

Course Director

- This is a two-person co-lead[2] role: at least one of whom is under 26.
- The course director should report to the National Commissioner, Chief Scout Executive, Secretary General, or another equivalent position.
- Responsibilities:
    - ○ Has overall programme oversight.
    - ○ Directs strategic planning and development.
    - ○ Liaises with external stakeholders.
    - ○ Approves budgets.
    - ○ Recruits and evaluates staff.

Assistant Course Director

- This is a one-person role; it is recommended for a person under 26.
- Responsibility:
    - ○ Supports the course director.

Programme Team

Programme Director

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Having at least one co-lead with experience in Educational Methods is recommended.
- Responsibilities:
    - ○ Implements the curriculum.
    - ○ Manages facilitators.

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[2] You can find further information on the co-lead leadership model at the end of this section

- Schedules sessions.
- Ensures quality of training delivery.
- Coordinates with the content coordinator for content updates.

Content Coordinator

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Having at least one co-lead with experience in Educational Methods is recommended.
- Responsibilities:
  - Designs the training curriculum.
  - Updates course content.
  - Researches and implements best practices for enhancing participant learning.
  - Assesses educational tools and materials.

Online Course Coordinator

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Maintains and updates the online course content in agreement with the content coordinator.
  - Provides technical support to trainers and participants.
  - Assists in the integration of new technologies into the training experience.

Facilitator

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Delivers course content.
  - Engages participants.
  - Provides feedback to participants.
  - Assesses participant performance.
  - Reports feedback on course content to the Content Coordinator.
- Considerations:
  - It's highly recommended that the co-facilitators of the individuals under 26 are members of the national teams, preferably directors or commissioners.
  - Principal leaders at the structure level need to be involved.
    - If it is at the national level, the National Directors or Commissioners are expected to be co-facilitators.
    - If it is at the territorial level, the territories responsible are expected to be co-facilitators.
    - If it is at the local level, the locals responsible are expected to be co-facilitators.

Team Advisor

- Recommended as a one-person role: one individual under 30 is recommended.
- Responsibilities:
  - Accompanies the teams in a shadowing role.
  - Motivates and encourages teams.
  - Facilitates and complements knowledge and skills transfer.

Logistics Team

Logistics Director

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Oversees the entire logistics team and operations.
  - Develops and implements the logistics strategy to ensure efficient and effective event execution.
  - Coordinates with other teams and stakeholders to align logistics with overall training objectives.
  - Manages budgets and resources for all logistics-related activities.
  - Ensures compliance with health, safety, and legal regulations.

Infrastructure Support

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Ensures that all physical spaces, including rooms and event spaces, are prepared and suitable for the event's needs.
  - Provides IT support, ensuring that all technological requirements are met, including audio-visual equipment, internet access, and software setups.
  - Manages essential services such as electricity, water, and any other required utilities to ensure uninterrupted availability.
  - Acts as the first point of contact for any infrastructure-related issues, providing timely solutions.

IT Support Staff

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Provides technical support to trainers and participants.
  - Ensures the security of online learning environments.

Registration Support Staff

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Manages participant registration processes, including collecting registration fees, if applicable.
  - Provides participants with all necessary information regarding the event, including schedules, locations, and materials.
  - Maintains an up-to-date database of participant details for communication and logistical planning.
  - Assists in generating name tags, welcome packs, and other materials required for participant identification and engagement.

Food and Accommodation Support Staff

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Coordinates the provision of meals and refreshments for the event, considering dietary requirements and preferences.

- If necessary, arranges accommodation for participants and facilitators, ensuring comfort and accessibility.
- Manages relationships with vendors and service providers, negotiating contracts to secure the best rates and services.
- Oversees the setup and breakdown of dining areas, ensuring that meal times run smoothly and efficiently.

Facilitator Support Staff

- Recommended as a two-person co-lead role: at least one person under 26 and the other of any age.
- Responsibilities:
  - Ensures that their assigned sessions have the necessary materials and equipment.
  - Communicates with the infrastructure support team to arrange room layouts and any special requirements for their sessions.
  - Coordinates with the food and accommodation support team to manage break times and ensure their sessions align with the overall schedule.

Course Management Considerations

Role Flexibility

The roles outlined are adaptable and can be modified, merged, or divided depending on the training programme's evolving needs and development. The primary consideration is to avoid blending logistic and programme roles. Within each specific area, however, it's feasible to reconfigure responsibilities to better suit the dynamic requirements of the training. Additionally, we encourage you to consider the following:

- It is highly recommended that the co-lead positions are always in place.
- Prioritise having facilitators under 26.
- Avoid having over 30% of the sessions conducted by facilitators over 26.

Co-developed Experience

Developing this training experience is a massive opportunity for the organising team. The intergenerational dialogue must be present; we recommend that all these processes be developed in a partnership between young people and adults. Of course, as a Youth Leadership training, we invite young people to take charge and let adults accompany and complement their approach.

"As highlighted in the topic proposal, the governance and operational leadership of the NSO/NSA structure where the training was developed has to be included."

Transfer Leadership

By this, we invite former organising team members to have a role as advisors or similar in the following editions. This way, we ensure that the lessons learned are adequately transferred and the know-how retained. This also applies to the adults involved in the last edition, so that all leaders of the NSO/NSA structure can participate and be on board to better support the development of YLiDM. An interesting suggestion is to invite around one-third of the previous course management team onto the new course. This mechanism allows talent retention and ensures the transfer of leadership. Complementing this suggestion, try to ensure that nobody repeats the same role. In this way, we create spaces to engage new people.

Section 4: Participants

Participant Number

Setting a number for this experience will require an analysis of the different characteristics of the workshop, such as course content, small group dynamics, session methodologies, and resources. However, seeing this type of experience developed between 20 and 32 individuals is frequent.

It's important to highlight that the Youth Leadership training can become more sophisticated as it develops at higher levels of the structure. (It is considered less sophisticated in a territory with 4 to 10 Scout groups and more complicated at the national level where there are hundreds of Scout groups and territories.)

Participation Diversity

Youth Leadership training is an opportunity to bring together different young people; as with similar opportunities, we will have more complexity as we scale this event from the local to the national (and international) levels.

Some criteria we need to consider on this are:
- Specific age
- Gender
- Roles
- Social background

It is advisable to have as much diversity present as possible.

Participant Teams

It's recommended that participant teams be grouped into teams of 5 to 6, with around 4 to 5 teams participating in the training.

Smaller groups are key to having the best learning outcomes, ensuring participation in the team discussions and enough opportunity to get to know each other.

Also, the teams need to be built in a way that reflects the diversity of the participants.

Teams need to be confirmed in advance by the course management and announced to the participants around two weeks before the experience. This will help to start talks and interactions among the participants.

Each team is assigned a team advisor. This person plays a crucial role in supporting the development of the team. It's a progressive role. In the early stages, they help lead conversations and discussions. During the process, they become observers who provide valuable feedback to the individuals as well as to the course management.

Participant Selection

Participant selection has a set of variables, from the level at which it is developed to the resources we have invested.

It is essential to keep the process as straightforward as possible and avoid having participant selection decisions made at individual discretion. We encourage the course management to involve the structures where the course takes place to help select individuals.

Ideally, all interested individuals can attend the course; however, sometimes, the course leadership may need to apply a selection process to meet the logistical needs of participant numbers. Consider the following criteria when selecting course participants in these situations.

:

- Does the participant meet the age range for the course?
- Do they have an interest in becoming part of decision making at any level?
- Are they involved actively in the NSO/NSA structure (local or national)?
- Are they willing to continue developing their leadership in a broader context?
- Are they committed to taking action after completing the course?

Further criteria to consider when selecting participants:

- Balance of
  - Gender
  - Geographic distribution
  - Socioeconomic background
  - Ethnic or cultural diversity
- Prior experiences. Where possible, it is recommended to prioritise participants who have not previously had similar opportunities.
- Ability to share their learning experience further with other members.

Subsidy of Participants

As part of course development, it is recommended that the course leadership build inclusion funding into their costing model to ensure the participation of the young people, including but not limited to:

- Providing opportunities to sponsor or subsidise potential participants.
- Applying for grants.
- Intentionally inviting and funding individuals from lower socioeconomic backgrounds.
- Providing travel subsidies for those with long distances to travel.

Section 5: Logistic Considerations

Budget Outline

- **Timely planning**: Start by outlining all potential expenses, including venue, materials, food, and transportation.
- **Participant contributions**: Consider the fee structure for participants to cover costs effectively without creating a financial barrier.
- **Sponsorships and fundraising**: Explore opportunities for sponsorships from local businesses and community organisations. Fundraising events can also supplement your budget.
- **Cost-saving measures**: Identify areas where costs can be minimised, such as borrowing equipment or seeking donations for materials.
- **Contingency planning**: Include a contingency fund for unexpected expenses.
- Transparency: Keep a transparent record of all expenses and income for accountability.

Venue Requirements

- **Accessibility**: Ensure the venue is accessible to everyone, considering transportation links and physical accessibility.
- **Facilities**: Ensure facilities include a main conference room, dining area, accommodation (if residential), and open spaces for activities.
- **Capacity**: Choose a venue that comfortably accommodates the number of participants and sessions planned.
- **Technology**: Ensure adequate technological support, including internet access, projectors, and sound systems.
- **Safety**: Confirm the venue meets all health and safety standards.
- **Cost-effectiveness**: Negotiate the best possible terms with the venue to stay within budget.

Participant Registration

- **Online platform**: Use an online registration system for efficiency and accessibility.
- **Information collection**: Gather essential information, including dietary requirements, emergency contacts, and any special needs.
- **Confirmation and communication**: Provide immediate confirmation of registration and ongoing updates about the event.
- **Cancellation policy**: Clearly define the cancellation policy and refund protocol.
- **Early bird rates**: Encourage early registration with discounted rates.
- **Scholarships**: Offer scholarship options for participants who may require financial assistance.

Logistic Preparation Timeline

- **Initial planning**: Start planning at least six months in advance to secure the best venues and rates.
- **Staff recruitment**: Begin recruitment and training of staff and volunteers three months before the event.
- **Regular check-ins**: Schedule monthly, then weekly check-ins with your team as the event approaches.
- **Final details**: Confirm all logistics, including materials, transportation, and schedules, two weeks before the event.
- **Set-up**: Allocate at least one day before the event for venue set-up.
- **Post-event**: Plan for a post-event wrap-up, including feedback collection and debriefing within a week of the event's conclusion.

Materials

- **Educational resources**: Prepare all necessary educational materials, including handouts, guides, and digital resources.
- **Equipment**: List all required equipment, from projectors and screens to sound systems and microphones.
- **Participant kits**: Design participant kits that include items such as notebooks, pens, event schedules, and any relevant literature.
- **Signage**: Ensure clear signage for sessions, dining areas, and restrooms.
- **Health and safety**: Stock first aid kits and ensure access to drinking water and sanitary facilities.

Logistic Closing Reports (Expenses and Materials)

- **Expense report**: Compile a detailed report of all expenses versus the budget.
- **Material inventory**: Conduct an inventory of all materials used and their condition post-event.
- **Supplier feedback**: Evaluate the performance of all suppliers and note any issues for future reference.
- **Participant feedback**: Incorporate participant feedback regarding logistics for improvement.
- **Recommendations for future events**: Summarise lessons learned and provide recommendations for future events.

Communication (Participants, NSO/NSA Internal Comms, Social Networks)

- **Pre-event communication**: Give regular updates to participants about the event schedule, what to bring, and what to expect.
- **During the event**: Use social media and event apps for real-time updates and engagement.
- **Post-event**: Share outcomes and thank you messages, and request feedback through emails and social networks.
- **Internal communication**: Maintain clear and regular communication with team members and stakeholders through meetings and updates.

Fundraising

- **Plan targeted campaigns**: Identify and approach potential sponsors with tailored proposals.
- **Community engagement**: Organise community fundraising events or campaigns.
- **Grant applications**: Seek out and apply for relevant grants.
- **Donations**: Set up a system for accepting donations from individuals or organisations.
- **Visibility for sponsors**: Offer visibility options for sponsors at the event and in promotional materials.

Health and Safety Protocols

- **Emergency preparedness**: Develop and communicate clear procedures for emergencies, including medical incidents, fire, and severe weather conditions.
- **First aid**: Ensure access to first aid kits and qualified first aiders or medical personnel throughout the event.
- **COVID-19 and health measures**: Depending on current health advisories, plan for social distancing, masks, hand sanitisation stations, and participant health screening.
- **Insurance**: Secure appropriate insurance coverage for the event, including liability and accident insurance for participants and staff.

Environmental Sustainability

- **Waste management**: Implement waste reduction, recycling, and composting strategies to minimise the event's environmental impact.
- **Sustainable materials**: Opt for eco-friendly materials for event supplies, including biodegradable or reusable items for participant kits and dining.
- **Carbon footprint**: Encourage sustainable transportation options for attendees, and consider offsetting the event's carbon footprint.
- **Venue selection**: Choose venues with sustainable practices in place, such as energy-efficient lighting and water conservation measures.

Section 6: Reporting

Reporting is a valuable process for supporting the future of Youth Leadership training. By developing clear and detailed reports, the training delivery team can promote the successes of the training experience with the wider Scouting community and provide guidance and learning for future courses to ensure continued success.

There are two primary types of reports that we recommend the training delivery team provides:

- **Youth Leadership Training Memory:** This report provides an overview of the course highlights and successes, along with recommendations for supporting these successes into the future. This report is for the NSO/NSA structure leadership and a general audience. It will help to make visible the efforts to showcase that young people are being prepared and can start participating in the NSO/NSA decision-making structure.
- **Legacy Report:** This report provides comprehensive details on the delivery, lessons learned, and future recommendations for Youth Leadership training to inform the continued development and delivery of future Youth Leadership training opportunities.

Youth Leadership Training Memory (NSO/NSA Report Back)

This report presents our Youth Leadership training programme's key highlights and outcomes. It shows how we prepare young Scouts for leadership roles, primarily within our NSO/NSA and consequently in wider communities. It covers the programme's goals, activities, and results, mixing facts and figures with stories from participants. This gives a full view of what was achieved. The report ends with suggestions for how to involve the young people who have participated in the experience in our NSO/NSA decision-making structures. It reflects our dedication to growing YLiDM and how these new leaders can help shape our present.

This report is delivered to the NSO/NSA leadership of the structure where it is developed (national level to National Chief Commissioner or equivalent, district level to the District Commissioner). It includes a public report with highlights of the event and recommendations to the NSO/NSA structure of what to do with the young people who have participated. If this is done at the national level, send a copy of this to the NSO/NSA Board as well.

A suggested outline of the Youth Leadership Training Memory report:
1. Executive Summary
    ○ Gives an overview of the training programme's objectives, methodology, and key outcomes.
2. Introduction
    ○ Includes background information on the need for Youth Leadership development within the organisation.
    ○ Describes the training programme, including its design, duration, participants, and key activities.
3. Key Outcomes and Data Analysis
    ○ Presents the Youth Leadership training aims and goals and the achievement percentage.
    ○ Highlights select participant profiles, showcasing their backgrounds, performance during the training, and potential future roles within the organisation.
    ○ Presents quantitative data gathered during the training, such as:
        ■ Age representation
        ■ Gender representation
        ■ Origin representation
        ■ Total hours per person (in-person, online, and others invested by each participant)
        ■ Feedback scores from participants.

- Presents qualitative testimonials gathered during the training from the participants and showcases relevant cases where significant learning or change occurred.
- Analyses participants' growth, competencies developed, and feedback.
4. Recommendations and Conclusions
   - Offers concrete recommendations based on the profiles and the competencies of the participants to enhance YLiDM within the NSO/NSA structure.
   - Summarises key findings and the strategic value of integrating young leaders into the organisation.
5. Appendices (Optional)
   - Includes additional data, participant feedback, programme materials, and acknowledgements.

## Legacy Report (For the Next YLT Team)

The Legacy Report is a critical resource for future Youth Leadership training organising teams, offering an in-depth analysis of the recent programme's execution. Its purpose is to ensure that the valuable insights gained from our experiences are preserved and passed on, aiding in the continuous improvement of upcoming training sessions. This document is structured to provide a comprehensive review of the programme, focusing on the effectiveness of session content, delivery methods, logistical arrangements, and role fulfilment. By reflecting on our intentions, outcomes, and lessons learned and offering targeted recommendations for the future, this report equips subsequent organisers with the knowledge and understanding necessary to build on our successes and address any areas of improvement.

The content suggested for this legacy report is as follows:
- Report on Sessions: Analyse the session in two aspects:
  - Content: Reflects on the quality of the content delivered to the participants.
  - Content delivery: Reflects on the methods used to deliver the content as well as the performance of the co-facilitators.
- Report on Logistics: Reflects on the successful practices and the improvement opportunities detected.
- Report on Roles: Analyses whether the different roles (programme and logistics) have fulfilled the expected functions. Also, an additional reflection on how these roles can be improved, modified, merged, or split for the future.
- Each section of the report should provide reflections on the following:
  - Plans/intentions. Outlines initial plans of the activity (role, session, etc.) States the purpose of it, why it was chosen, and how the final implementation aligns with it.
  - Lessons learned and reflections. Presents what happened from the initial plans, highlighting the ones that are more relevant or significant for the training.
  - Future recommendations. Reflects on concrete suggestions on how this needs to be improved in future experiences.

As part of the suggestions provided by this guide, you can find a format for creating this Legacy Report in Annex 4 as well as an example of how it can look with a programme topic, a logistics topic, and a training role.

YOUTH LEADERSHIP IN DECISION MAKING COLLECTION
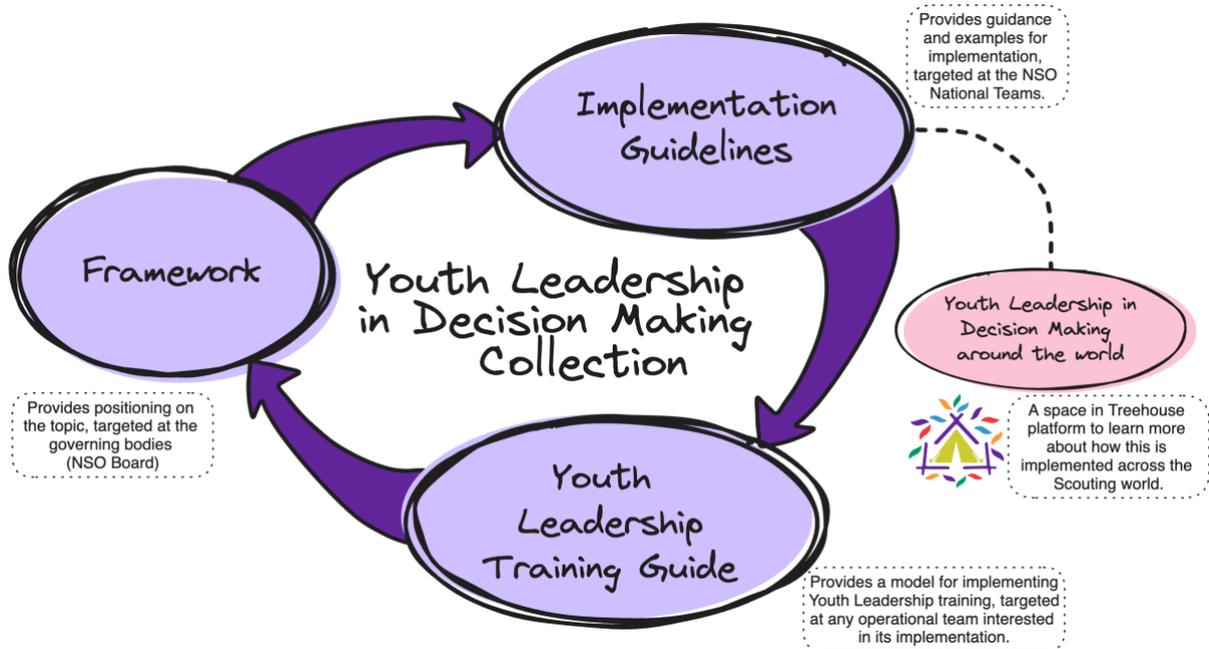
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- [WSC Report on Youth Engagement in Decision-Making 2023](#)
- [21st Century Youth Leadership](#)
- [The Essential Characteristics of Scouting](#)
- [World Scout Youth Involvement Policy](#)
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- [Youth Involvement Report 2011-2021](#)
- [2021 Youth Engagement Strategy (ConfDoc 10)](#)
- [Youth Involvement at World and Regional Levels Reports](#)
- [National Youth Forum Guidelines](#)
- [ILTx Syllabus](#)
- [ILTx Administrative Guide](#)
- [Arab ILT Report](#)