WORLD SCOUTING



The State of Scouting Education 2026

How Scouting Educates, Empowers, and Transforms Lives

World Scouting
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World Scout Bureau
Global Support Centre
Kuala Lumpur

Suite 3, Level 17
Menara Sentral Vista
150 Jalan Sultan Abdul Samad
Brickfields
50470 Kuala Lumpur,
MALAYSIA

worldbureau@scout.org
Scout.org

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Use of artificial intelligence

Artificial intelligence (AI) tools were used to support selected aspects of data compilation, processing, and analysis for this report, including the synthesis of information, identification of patterns and trends, and exploration of regional and global relationships across different dimensions of Scouting Education. AI-assisted outputs were subject to human review and interpretation and were considered alongside the original data and relevant contextual information. AI was used as a complementary analytical tool and did not replace human judgement. The final findings, conclusions, and recommendations remain the responsibility of the report team and World Scouting.

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Executive Summary

Scouting Education happens in an environment whose quality and impact emerge from the interaction of people, institutions, practice, and context. Scouting is one of the world's largest youth movements, engaging around 60 million young people and adults across 176 countries and territories. Through a value-based, non-formal education approach centred on the Scout Method, Scouting supports the full development of young people as individuals, and as responsible citizens, leaders, and active contributors to positive change in their communities.

The State of Scouting Education report provides an overview of how Scouting Education is organised, rooted, and experienced around the world. Using data from World Scouting systems, the report observes four dimensions through which the unique traits of Scouting Education in each country and the educational impact at national and global levels take shape.

Context

The social, demographic and national educational environment in which Scouting operates.

Institution

The Member Organizations that implement and coordinate Scouting Education in each country.

People

The young people and adults who participate in co-creating Scouting Education.

Practice

The methodologies, programmes, initiatives, and learning experiences offered for education to take place.

Education Delivered Locally in Diverse Contexts Through a Global Movement

Scouting operates within a wide range of country environments, each with a distinct demographic profile, educational system capacities, levels of economic development, and patterns of inequality. All these factors influence how learning opportunities are designed, delivered, accessed, and experienced by young people, as well as how adults and volunteers support them.

In geographical regions with young, rapidly growing populations, such as Africa, Scouting plays a significant role in expanding access to learning and supporting skill development, especially where formal education is limited. In contrast, in high-income regions like the European region, with well-established educational systems, Scouting complements formal education by strengthening life skills, providing hands-on learning experiences, encouraging civic engagement, and facilitating youth leadership.

The diversity of realities in which Scouting is present and grows highlights its adaptive nature and the ways Member Organizations interpret and apply the Movement's shared principles, shaped by unique national cultures and identities. This adaptability keeps the Movement relevant to local needs and realities, supporting its global mission.

National Scout Organizations and Associations as Educational Drivers

National Scout Organizations (NSOs) and National Scout Associations (NSAs) play an instrumental role in Scouting Education at large, translating global principles into National Youth Programmes, quality assurance, and governance support. These Member Organizations support Scout Groups and develop the capacity of adult leaders as they partner with communities and public institutions to strengthen Scouting Education.

The structures and governance of Member Organizations in the Movement span a diverse spectrum of models. Some NSOs are organised as a single national organisation; others have federated or plural structures that reflect linguistic, cultural, faith-based, or educational diversity. These differences influence how educational programmes and policies are interpreted, developed, and managed in each territory. Organisational models also reflect historical, legal, cultural, and country-specific policy environments and express the Movement's context-specific identity.

People at the Centre: Young People and Adult Leaders

Young people (as young as 5 and up to their early 20s) are at the centre of Scouting Education, representing 92% of the 60 million registered membership and engaging in age-appropriate programmes that lay out a full journey from childhood through adulthood.

Adult volunteers play an instrumental role in supporting and facilitating learning experiences, serving as mentors, educators, and role models for young people. Globally, there are, on average, 10–11 youth members per adult leader; this ratio varies across regions and countries. Adults also support other adults in carrying out their roles and in materialising the strategy through collaborative projects.

The supportive nature of adults' and volunteers' contributions to Scouting is a core strength of the Movement, influencing the quality of educational experiences in community settings and promoting civic engagement. At the same time, uneven volunteer availability, capacity development models, and safeguarding practices can affect the delivery and effectiveness of education and adult support.

Educational Delivery Through Diverse Models

Scouting Education is primarily delivered through local Scout Groups, where young people, organised in small teams, belong to a “small society” and engage in activities that are co-designed to build leadership, responsibility, commitment to serving others, and life skills.

Around the world, Scouting Education is delivered through two main models:

- Community-based Scouting, led by volunteers and threaded in civic networks.
- School-based Scouting, delivered in partnership with formal education systems.

Across these modalities, learning in Scouting remains experiential, youth-centred, and closely connected to the community, reflecting the fundamental characteristics of Scouting and the Scout Method.

Educational experiences are woven throughout the interactive experience of being a member of a Scout Group, through learning-by-doing, outdoor activities, community service projects, camps and events, networks, and an increasing range of digital and blended learning opportunities.



Strong Foundations and Developing Systems Need Stronger Youth Leadership

Scouting Education is delivered, in practice, through more than 1 million local Scout Groups belonging to one of the 176 Member Organizations. These organisations are expected to create the systems, processes, and tools that better enable Scouting to achieve its mission of contributing to the education of young people in their respective countries. These enablers can take many forms, such as policies, youth programmes and associated materials, adult training frameworks, safeguarding requirements, and others.

Results from World Scouting’s Global Support Assessment Tool (GSAT), a system of quality standards, indicate that NSOs/NSAs perform relatively strongly in the educational programme and adult systems dimensions, particularly in Youth Programme delivery frameworks, capacity-building systems, and educational programme design. NSOs/NSAs in the Asia-Pacific and European regions show higher levels of maturity in their educational systems, including evidence-based programme improvement and institutionalised monitoring of educational outcomes. The NSOs/NSAs of the Africa and Arab regions have strong foundations in Scouting educational and adult development systems, and Interamerica NSOs/NSAs are particularly strong in adult support systems.

Safeguarding and well-being are essential to quality Scouting Education, creating safe and supportive environments for children, young people, and adults. GSAT results show a 66.7% global performance in Safe from Harm, reflecting strong policy foundations. However, implementation gaps remain, particularly in integrating it into educational content, adult training, reporting and response mechanisms, and consistent practice at the local level.

While systems supporting delivery and capacity building range from balanced to strong, a significant gap remains in integrating youth voice into delivery and design, with participation and youth feedback mechanisms still underdeveloped in some regions, as is the space for youth to find their place in governance structures and institutional life.



Global Initiatives Expanding Educational Impact

Scouting Education provided at the local/national levels is further enriched by global initiatives, partner-supported educational programmes, grant-funded projects, and international events that offer shared learning opportunities and foster a sense of belonging to a global community.

At a time when local and national challenges and needs reflect global issues, World Scouting's Global Initiatives add a layer of awareness and action across four key thematic areas that represent shared priorities for humanity: environmental sustainability, peacebuilding, skills development, and health and well-being.

Between 2021 and 2025:

- 22 Global Initiatives (Scouts for SDGs) were tracked across the Movement.[1]
- 164 NSOs/NSAs participated in at least one Global Initiative.
- 16.4 million actions inspired by Global Initiatives were reported globally.

Grant-supported initiatives have reached an estimated 20–25 million young people and have developed capacity-building training for tens of thousands of adult leaders and NSOs/NSAs.

World events such as World Scout Jamborees, Moots, and JOTA-JOTI play a significant educational role within Scouting, though their roles are complementary. Their educational value lies in providing distinctive, time-bound, and often large-scale learning experiences that extend and enrich learning within local Scout Groups. Participation in these international events (world or regional) is episodic; however, they amplify key educational aims, such as global citizenship, intercultural learning, and a sense of belonging to a global Movement.

[1] **See the list in Annexe E.**

Key Insights for the Movement

Several reflections emerge from the analysis of context, institutional arrangements, participation dynamics, and educational delivery. Context strongly shapes the role that Scouting Education plays across countries, particularly in settings marked by low human development and high inequality, where Scouting can help expand access to youth development opportunities. Institutional capacity, volunteer support, and how Scouting connects with national education ecosystems all influence how educational experiences are delivered, sustained, and adapted at the local level.

Based on the different observations of context, institutions, and delivery, the main factors that shape Scouting educational impact are as follows:

- **National context matters.** Demographic, socio-economic, educational, and human development conditions shape how Scouting Education fits into wider youth development ecosystems. In some countries, Scouting expands access to learning, while in others it complements the quality of education.
- **The capacity of adult leaders** remains a critical factor in determining both the quality and reach of Scouting Education.
- **Volunteer-based delivery** represents both a core strength and an ongoing structural challenge for the Movement, highlighting the need for sustained investment in recruitment, training, support, and recognition of volunteers.
- **Models of education delivery** reflect the broader national education ecosystems, encompassing both community-based and school-linked partnerships.



- **Strong institutions/organizations enable quality delivery.** Governance systems, programme management, policy implementation, funding, partnerships, technical support, and digital infrastructure influence the consistency and sustainability of Scouting Education.
- **Programmes must be intentional and responsive.** Learning experiences should respond to young people's interests, local realities, and social contexts, while drawing inspiration from national, regional, and global initiatives.
- **People and protection are central.** The availability and preparation of adult volunteers, together with safety, safeguarding, and well-being systems, are essential to ensure safe, meaningful, and continuous educational experiences.
- **Scouting's identity shapes learning.** Youth engagement, leadership opportunities, delivery models, and Scouting culture all influence how education is experienced, owned, and adapted across different contexts.

Scouting Education is both locally rooted and globally connected, drawing strength from its shared values, methods, policies, and global initiatives. While established policy systems provide an important foundation, implementation gaps persist, requiring continued adaptation, innovation, and stronger safeguarding systems to ensure safe spaces for young people. Strengthening evidence and demonstrating impact will be essential to better understand Scouting's contribution to education and youth development.

Looking Ahead

The State of Scouting Education report provides a baseline for deeper analysis of the Movement's educational impact. It suggests a few trails to explore in the future, also considering the identified global trends (megatrends) and topics directly related to Scouting activity, in youth, volunteering, and education.

These trails include well-being and resilience, nature-connection in an urbanising world, digital fluency without losing the campfire, recognition and credentialing of non-formal learning, flexible and modular volunteering, youth voice and governance, inclusion and reaching new publics, values-based citizenship, intergenerational adult engagement, and strategic institutional partnershipa.

The realisation of these trails at NSO/NSA level may imply review of several operational domains that include the following:

- Youth Programme design and review cycles.
- Governance structures that give youth real decision-making power.
- Adult volunteer lifecycle management.
- Safeguarding and well-being as embedded systems.
- Digital and data infrastructure.
- Partnership and external positioning structures.
- Financial sustainability and resourcing model.
- Monitoring, evaluation, and impact data.

The different players in the NSO/NSA are invited to engage in strategic dialogue and collective learning, focusing on keeping the Movement relevant, inclusive, and an effective educational experience for young people everywhere.

Preparing Scouting Education for 2030 and Beyond

As the global education landscape evolves towards the post-2030 agenda, this report identifies key aspects for the Movement, including strengthening NSOs/NSAs as educational institutions, improving evidence of educational impact, cultivating an innovative environment, maintaining methodological integrity, and deepening collaboration among governments, educational systems, and civil society.

It also provides a strategic reflection on how World Scouting can continue to expand access to high-quality education and meaningful, relevant developmental experiences supported by capable NSOs/NSAs, prepared adult leaders, and resilient educational systems. Member Organizations can further strengthen their role as trusted educational partners, empowering young people to grow, contribute to their communities, and help build more inclusive, resilient societies.

"At 9 years of age, I had no friends. I had been experiencing bullying for several years – a situation that continued until I was 14. The Scout Movement literally saved my life. It gave me friends, values, and something to believe in. It gave me a purpose and helped me see myself as an essential part of making this world a better place.

From that moment until today, at 27 years old, the Movement has continued to provide me with tools for life every single day. I owe a significant part of my personal and professional development to Scouting."

Joaquín Parafita
– Uruguay

1. Introduction

"...contribute to the education of young people..." is central to Scouting's mission. In our unique learning environment, millions of young people worldwide develop their full potential, skills, values, and attitudes that make them happier and better able to support a more peaceful and sustainable future. As the Movement approaches 2030 and a new Strategy for Scouting[2] cycle begins, this moment invites reflection on how education is delivered in Scouting and how its quality and relevance are experienced by young people in diverse contexts.

Young people today are growing up in a world shaped by rapid social, political, environmental, and technological transformation. In this environment, Scouting continues to offer opportunities for learning, participation, and leadership, supporting young people as they navigate these changes and contribute to their communities.

This report comes at a significant moment for the Movement, amid rapid changes in the World. Strong educational frameworks, policies, and youth programme approaches have been established across Scouting. At the same time, the systems that support learning, guide adult leaders, and ensure the quality of education differ in structure and maturity. Also, NSOs/NSAs operate within diverse social, institutional, and demographic contexts, and these differences shape how educational experiences take form and how young people engage with them.

Building on the reflections and the direction set by the 4th World Scout Educational Congress (2023),[3] this report explores how Scouting Education is evolving across countries and the Movement. This analysis considers the factors that shape quality, including context, participation systems, governance, safeguarding, and the structures that support learning. When examining how policies, systems, and educational practice interact, the report highlights how educational intent translates into meaningful experiences for young people.

The State of Scouting Education report is intended as a resource for reflection and learning across the Movement and beyond. It does not evaluate or rank NSOs/NSAs. Instead, it offers a snapshot of the factors that influence educational quality in Scouting and identifies patterns that can inform ongoing learning, decision-making, and development. Through the report, readers may have a better understanding of,

- What Scouting Education is, and what factors shape it.
- The diverse contexts in which Scouting operates.
- The variety in the Member Organizations and how they operate.
- The main players of Scouting Education: young people and adult volunteers.
- Trends that are or may be impacting Scouting Education.

The report is designed primarily for national leadership teams, Youth Programme teams, Adults in Scouting teams, and regional and global teams engaged in strengthening Scouting's educational offering and safeguarding.

It can also provide external readers with useful insights into what Scouting is and help position the Movement in the global educational ecosystem as one of the most important non-formal education providers.

[2] World Organization of the Scout Movement, Strategy for Scouting (Kuala Lumpur: World Scout Bureau, 2024), p1.
[2] World Organization of the Scout Movement, Roadmap for Education in Scouting (Kuala Lumpur: World Scout Bureau, 2023).

"Scouting Education has shaped the way I live my life.

I joined the Movement while I was in high school in the Philippines. What started as simple curiosity about joining an organisation eventually became a way of seeing the world and my life from a different perspective.

In school, I learned subjects like science, math, and history, which built my knowledge and discipline. Scouting complemented this by teaching life skills that are not always found in textbooks. Through camps, outdoor activities, community service, team-based and experiential learning, I learned resilience, leadership, and how to work with others. The outdoors became another classroom where challenges helped us grow and real-life experiences shaped our values, making us better prepared for life.

As a Scout from the Philippines, I also learned that leadership means service. Through community projects and activities related to the Sustainable Development Goals, I realised that even small actions can improve others' lives. I discovered my advocacy for supporting children in conflict with the law. The values of empathy, responsibility, and service inspired me to turn concern into action."

Jumbert Pabon
– Philippines

2. Methodology

2.1 Objectives of the Report

The State of Scouting Education report offers a clear picture of how the Movement's educational output looks around the world today. By examining current practices, it encourages thoughtful conversation about the quality and relevance of the Movement in youth development.

The report is designed to:

- Strengthen understanding of how Scouting Education is organised, delivered, and supported across contexts.
- Establish a shared perspective on what Scouting Education means and the factors that shape it.
- Offer a view of the different elements that constitute, express, or shape Scouting Education.
- Lay the foundation for conversations about the quality of Scouting Education, its implications for the Movement, and the definition of new avenues for review.
- Identify both strengths and areas for improvement, as well as systems, programmes, or approaches and how they work.
- Support understanding of collaborative work and internal processes, inform policy development, and help align strategies for Scouting Education.

The report also explores how Scouting's educational ecosystem operates in relation to and as part of wider social and educational trends.

2.2 Data Sources and Analytical Approach

This report uses both quantitative and qualitative data to clarify how Scouting Education is delivered and supported worldwide. Evidence comes from World Scouting, NSOs, and their affiliates, as reported by the NSAs. External information is used too, when context is needed.

A range of data sources inform this analysis. These sources include World Scouting systems and databases such as:

- Global Support Assessment Tool (GSAT) and, mostly, data from the Youth Programme, Adults in Scouting, Youth Engagement and Safe from Harm dimensions.
- Membership Annual Census 2024.
- Global Surveys 2025, including annual and triennial plan surveys and programme evaluations, which add to the evidence base.

It uses a variety of analytical approaches to interpret the data, with a particular focus on aggregating information from diverse sources into a unified dataset.

- Quantitative analysis covers participation rates, volunteer ratios, and programme reach.
- Qualitative analysis codes narratives to find patterns and implications.
- Triangulating global, regional, and national sources improves reliability.

2.3 Limitations

This report gives an initial global view of Scouting Education. NSOs/NSAs have different reporting practices, and some datasets, such as GSAT, have changed over time or have uneven data.

The analysis focuses on Scouting's internal education systems and does not yet draw on external standards or a comprehensive set of qualitative evidence. Still, the data supports ongoing learning and reflection.

Unless noted otherwise, quantitative findings use internal World Scouting data reported by NSOs/NSAs through established systems, tools, and regular practice. These offer a global view of Scouting Education and capacity. Data sources are listed in the References and Data Sources section.

Data completeness and detail vary by country due to reporting cycles, organisational structures, and local context. Information is verified, but findings are a guide, not a full or exact picture. The full and unique profile of each Member Organization's educational model may be completed in future phases of the study, through direct consultation to deepen understanding of each one.

Internal datasets are used for analysis but are not external evaluations. They support learning and improvement and should be used alongside qualitative insights and context to draw further conclusions.

2.4 Target Audience

This report supports Scouting stakeholders inside and outside the Movement. All internal levels can use it for reflection, improvement, and decision-making, especially teams shaping educational design. External partners, researchers, and educational networks may also find it useful for dialogue on non-formal education and youth development.

2.5 Definitions

A detailed list of definitions used in this document or established as part of the World Scouting body of definitions is available in Annexe A at the end of this document.

"I discovered my advocacy for supporting children in conflict with the law. The values of empathy, responsibility, and service inspired me to turn concern into action."

Renad Adel Alhuzali
– Saudi Arabia

3. The Scouting Education *Landscape*

This section explores the varied environments and contextual systems in which Scouting Education takes place, focusing on how these factors shape young people's experiences. It examines the connections among context, institutions, people, and practice. It clarifies how Scouting Education components are organised into practice and experience, and ensures they are always grounded in the Movement's core principles.

3.1 Scouting Education

Scouting offers a semi-structured learning environment in which young people participate in meaningful educational experiences.[4] Member Organizations enable these experiences through their National Youth Programme and the culture of Scouting. Learning happens in local Scout Groups, within communities, and in international settings, reflecting the Movement's global reach.[5] Educational experiences are facilitated by adult volunteers or professionals and supported by governance, management structures, and operational systems of NSOs/NSAs.

The Youth Programme encompasses all learning opportunities for young people (what). It is designed to fulfil Scouting's purpose (why) and is delivered through the use of the Scout Method (how). Although the core intent and principles remain consistent globally, each Youth Programme exhibits distinct characteristics due to local and national contexts, organisational frameworks, and policies.[6]

For the sake of this report, Scouting Education is defined as:

[...] the intentional process that enables personal development, facilitated by the Scouting environment, in which young people shape and live meaningful learning experiences.

In this report, this process is viewed through the lenses of context, institutions, people, and practice, showing how young people, supported by adults, are empowered to shape and experience meaningful learning through the interaction of these elements.

[4] World Organization of the Scout Movement. (2019). *The Essential Characteristics of Scouting.* World Scout Bureau.
[5] World Organization of the Scout Movement. (2019). *The Essential Characteristics of Scouting.* World Scout Bureau.
[6] World Organization of the Scout Movement. (2019). *The Essential Characteristics of Scouting.* World Scout Bureau.

Where Scouting Education is Present — Country and Global Context

This dimension examines the national conditions under which Member Organizations function. It also examines external factors that influence programme delivery, accessibility, and relevance. It highlights the enablers and constraints shaped by global trends, education systems, youth policies, and community engagement frameworks.

Who Provides Scouting Education — Member Organizations

This dimension explores the features of NSOs/NSAs, including governance, organisational models, systems, and practices. It considers how these elements shape programme design, resource management, and partnerships that support young people's learning and development.

Who Takes Part in Scouting Education — Young People and Adults

This dimension looks at the young people who take part in Scouting, their diversity, and how they engage. It also considers the role of adults as educators, mentors, and supporters. It focuses on how adult profiles and their relationships with youth help deliver Scouting's educational mission, and, lastly, how these actors interact to design the educational experience together.

How Scouting Education Is Delivered — Educational Offering and Learning Experiences

This dimension examines how Scouting Education is offered in practice by NSOs/NSAs. It also looks at other opportunities offered by World Scouting globally. It analyses how learning occurs through group life, projects, outdoor activities, international Scouting, and community engagement. NSOs/NSAs ensure programme quality through adult support, resources, and adherence to Scouting's educational principles.

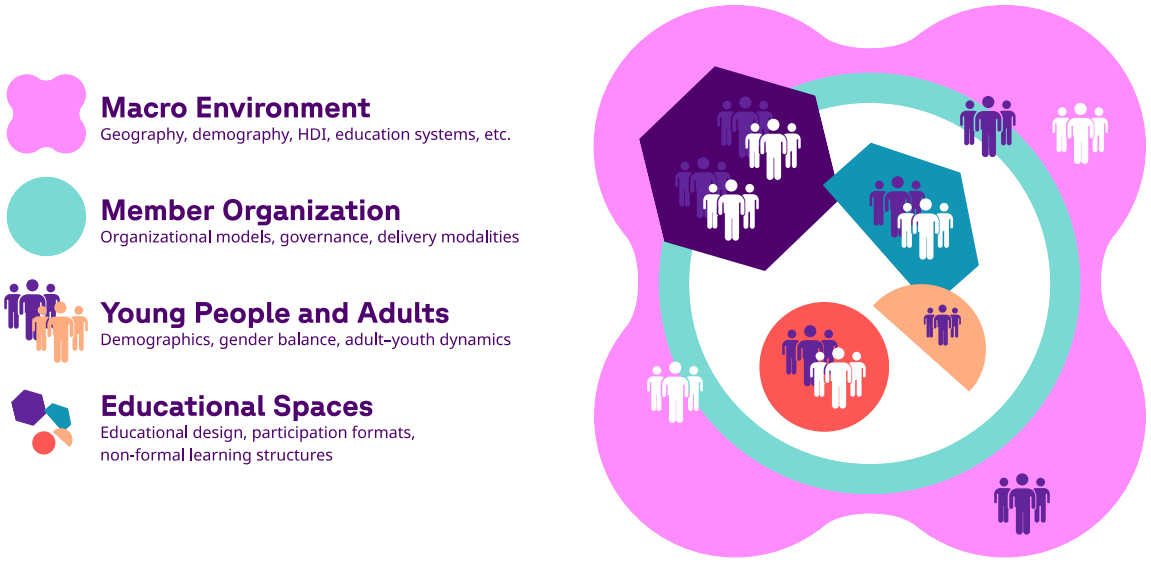


Figure 1 | Macro Environment of Scouting Education

"My journey with Scouting began as a simple opportunity to volunteer, but it soon became a defining experience that shaped my leadership, values, and commitment to serving others. As a member of the Student Scouts at Umm Al-Qura University in Makkah, Saudi Arabia, I had the privilege of supporting volunteer efforts that serve pilgrims visiting the Holy Mosque during the Hajj and Umrah seasons. Being part of this service allowed me to witness people from diverse cultures and backgrounds coming together in one place, which strengthened my empathy, teamwork, and sense of global citizenship.

Scouting also inspired me to take initiative and contribute to community development. I had the opportunity to lead the environmental initiative "Nubqiha Naqiya," which helped the Saudi Scouts team achieve sixth place at the Arab Youth Scout Award. As a university student and project manager for the initiative, this experience showed me how Scouting empowers young people to create meaningful and positive change. For me, Scouting Education is a lifelong journey that builds character, develops leadership, and inspires service to society."

Jumbert Pabon
– Philippines

3.2
Where Scouting Is Present - The Context

Scouting Education takes place in a wide range of national environments, shaped by demographic, social, economic, and political factors. These contexts influence how programmes are accessed and delivered, their relevance, and how young people and adults participate.

A range of contextual factors – including population age, urbanisation, the capacity of education systems, income inequality, and youth policy – shape how Scouting Education takes root in different settings. In countries with young, growing populations, Scouting often addresses gaps in access to life skills education, or serves as a mechanism that supports the completion of formal education, strengthens employability traits, and offers learning experiences that support young people's development. Where populations are ageing, or education systems are well established, Scouting tends to complement formal learning by providing opportunities for experience, volunteering, and civic engagement. In contexts affected by unrest or conflict, Scouting plays a vital role in strengthening civic engagement, supporting democratic values, and offering emotional and humanitarian support.

These different conditions create both opportunities and challenges for NSOs/NSAs. They also influence young people's access to quality education and their involvement in civic life.



3.2.1. Key Contextual Factors Shaping Scouting Education

Scouting's presence across a wide spectrum of national environments is shaped by structural factors that influence how education systems operate and how NSOs/NSAs design their programmes. Demographics, economic resources, geography, and governance all play a role in how educational opportunities are accessed, organised, and adapted to local needs. The structure and effectiveness of Youth Programmes depend on how these factors come together in each country where the Movement operates:

Demography and Population Distribution

- Population density ranges from those of microstates (e.g., Monaco ≈ 38,000) to those of large countries (e.g., India ≈ 1.4 billion).
- Population density ranges from fewer than 5 people/km^2 (Namibia, Mongolia) to over 20,000 people/km^2 (Macau).

Age structures differ significantly across regions. For example, Africa has a median age of approximately 19 years, making it the youngest continent by median age. In contrast, Europe's median age is about 43 years, and East Asia, including Japan, also exhibits high median ages, reflecting ageing populations.

Geography and Settlement Patterns

- Countries with Scouting include vast territorial states (e.g., Russia, Canada, Brazil) and small islands or city-states.
- Rural–urban balances vary widely, with some countries predominantly rural and others highly urbanised, which in turn influences access and delivery modalities.

Economic Conditions

- Purchasing Power Parity (PPP)[7] values range from under US$5 billion in countries such as Liberia and Malawi to more than US$25 trillion in the United States, highlighting significant disparities in economic capacity across contexts.
- Gross Domestic Product (GDP) per capita spans from below US$2,000 in low-income economies to above US$150,000 in high-income economies.
- Economic differences affect the availability of infrastructure, the cost of participation, and the ability to mobilise resources.

Human Development and Social Indicators

- Human Development Index (HDI)[8] values range from below 0.5 (low) in fragile states to above 0.9 (very high) in advanced economies (Figure 2).
- The education system's capacity and quality vary accordingly. Systems range from limited provision in some places to highly developed national systems elsewhere.
- Gini[9] coefficients, expressed on a 0–100 scale, range from about 25 (low inequality) to above 60 (high inequality). These figures reflect significant differences in access to services and opportunities.

[7] Gross Domestic Product (Purchasing Power Parity), used to compare spending on education across countries by adjusting for different costs of living.
[8] A UN-published measure ranking countries by overall well-being, combining indicators for a healthy life (life expectancy), a decent standard of living (income), and good education, measured by average years of schooling and expected years of schooling.
[9] The Gini coefficient measures the inequality among the values of a frequency distribution, such as income levels. A Gini coefficient of 0 reflects perfect equality, where all income or wealth values are the same. In contrast, a Gini coefficient of 1 (or 100%) reflects maximal inequality among values, where a single individual has all the income while all others have none.

Linguistic and Cultural Diversity

- Contexts range from largely monolingual countries to multilingual nations. Examples include India (21 official languages) and Papua New Guinea (800+ languages).
- Cultural and linguistic diversity shapes how educational materials are developed and shared.

Governance and Civic Environment

- Scouting operates across diverse political systems. These include democratic, constitutional, monarchic, transitional, and fragile states.
- Differences in regulatory environments influence how organisations operate and engage with the youth sector.

Human Development Index (HDI) by Country 2026

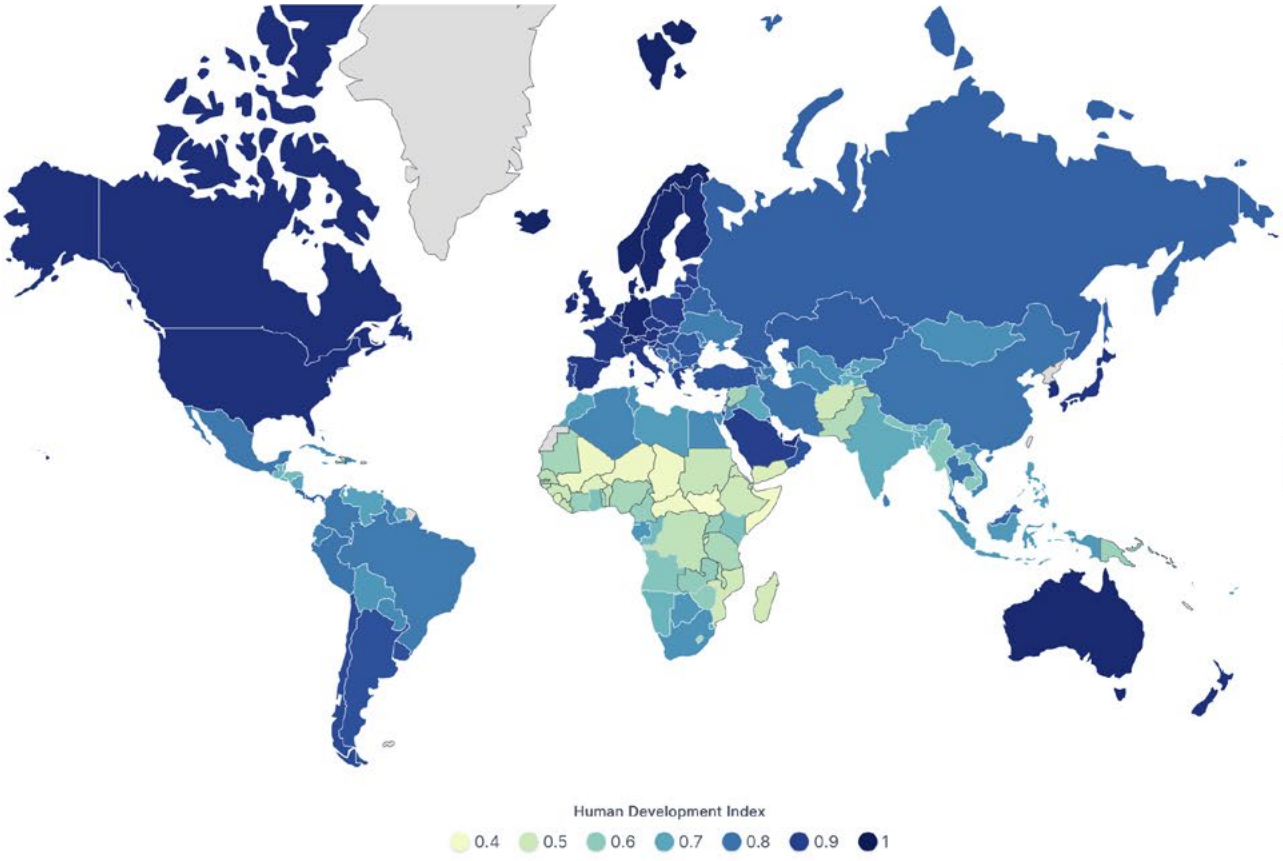


Figure 2 | Human Development Index 2026

3.2.2. Regional Patterns

This report uses WOMS's official regional classification, grouping countries into five regions: Africa, Arab, Asia-Pacific, European, and Interamerica (Table 1). These regions reflect the Movement's organisational, governance, and coordination structures (see Annex B for the countries belonging to each region). The same framework is used throughout the report to support comparison.

Table 1 | Contextual Regional Patterns

Africa Region	The Africa region has very young populations and low median ages, with limited completion of formal education at secondary and higher levels. These trends often go hand in hand with large rural populations. In this context, non-formal education is important for expanding access, supporting equity, and complementing formal systems that face capacity and resource constraints.
Arab Region	The Arab region includes a range of socio-economic and political contexts. It has a moderate youth population and generally good access to education but faces ongoing challenges with gender equality and youth employment. Non-formal education supports civic development, youth engagement, and social cohesion, working alongside state-led systems in different national settings.
Asia-Pacific Region	The Asia-Pacific region encompasses a wide range of demographic and educational profiles, shaped by large populations, rapid urbanisation, and growing digitalisation. Non-formal education bridges formal systems and the changing needs for skills, citizenship, and inclusion across these diverse contexts.
European Region	Europe is characterised by ageing populations and high human development. It has strong formal and non-formal education systems. Here, non-formal education mainly supports participation, innovation, inclusion, and lifelong learning within established education systems.
Interamerica Region	The Interamerica region has wide access to education but also significant inequality, with education quality varying across countries. Non-formal education helps promote equality, civic participation, and social inclusion, complementing formal systems and addressing gaps.

Table 2 | Global Demographic and Educational Context Across World Scouting Regions[10]

Values represent regional aggregates derived from UN and UNESCO datasets.
Ranges reflect variation among countries within each region.

Dimension	Africa	Arab	Asia-Pacific	European	Interamerica
Median Age[11]	19	25–26	30–31	42–44	30–32
HDI Range[12]	Low–Medium	Medium–High	Medium–Very High	High–Very High	Medium–Very High
Population by Region[13]	~1.57 billion	~460 million	~4.7 billion	~744 million	~1.03 billion
Estimated Youth Share of Population[14] **(0–24)**	55–65%	45–55%	35–45%	25–30%	35–40%
Older Population (65+) Share[15]	3–4%	5–7%	10–14%	20–23%	9–12%
Literacy Rate	60–75%	80–90%	75–99%	98–100%	90–99%
Urbanisation[16]	43–45%	65–70%	52–60%	74–76%	80–82%
Secondary Education Completion[17]	40–60%	70–90%	60–95%	95–100%	70–90%
Higher Education Access[18]	10–15%	20–40%	30–70%	60–85%	40–65%
Primary Role of Non-Formal Education	Access & Equity	Civic Formation	Skills Bridge	Innovation & Participation	Equality & Citizenship

Sources: *United Nations Department of Economic and Social Affairs (UN DESA)*, World Population Prospects 2024 Revision; *United Nations Development Programme (UNDP)*, Human Development Report 2025; *UNESCO Institute for Statistics (UIS)*, Global Education Indicators; *World Bank*, World Development Indicators *(2024–2025)*.

Educational opportunities and demographic structures differ greatly across regions (Table 2). Scouting is present within this full spectrum, from expanding education systems in Africa and Asia to mature systems in Europe. Non-formal education often bridges equity, civic participation, and lifelong learning. However, it can face challenges such as limited assessment frameworks, varying recognition by formal institutions, and varying resource constraints across national contexts. These issues can affect both the reach and value of Scouting's educational role, highlighting the need for ongoing adaptation and closer integration with broader education systems (Table 3).

[10] Figures represent indicative regional ranges based on UN population data, UNESCO education indicators, and World Bank development metrics. Values are approximations intended to illustrate broad contextual differences rather than precise country-level measurements.
[11] UN DESA – *World Population Prospects 2024.*
[12] Human Development Report Office, 2025.
[13] UN DESA – *World Population Prospects 2024.*
[14] UN DESA – *World Population Prospects 2024.*
[15] UN DESA – *World Population Prospects 2024.*
[16] World Bank – *World Development Indicators.*
[17] UNESCO UIS – *Global Education Monitoring data.*
[18] UNESCO UIS – *Global Education Monitoring data.*

Table 3 | Scouting Education Contributing to the Educational Context[19]

Context Condition	Scouting's Contribution
Young Populations	Youth leadership pipelines, access to learning
High Inequality	Inclusion and community support
Mature Education Systems	Experiential complement to formal education
Conflict Contexts	Peace education, civic resilience, and social cohesion
Digitalised Societies	Values, human-based learning, skills development, and innovation

Across Africa, young people make up a significant majority of the population, with a median age of around 19 and nearly two-thirds under 18.[20] Despite this youthful demographic, access to secondary education remains a challenge. Completion rates are below 60% overall, and more than 32 million adolescents are out of school, with some sub-Saharan countries reporting national completion rates as low as 10–20%.[21] In this context, Scouting contributes by expanding educational opportunities and supports the development of skills that enhance employability.

By comparison, Europe has a median age of about 44 years, and most countries report secondary education completion rates above 90%, reflecting well-established education systems.[22,23] In these settings, Scouting often complements formal education by offering experiential learning and opportunities for civic engagement. In other regions, particularly those affected by conflict where out-of-school rates can exceed 30%, such as parts of the Middle East and North Africa, Scouting responds to local needs by providing civic and emotional support where formal education is less accessible.[24]

3.2.3. Emerging Contextual Factors for Further Analysis

Looking ahead, several additional contextual factors are emerging that merit closer attention. While these factors are becoming increasingly significant for youth education, they are not yet systematically tracked across countries or within NSOs/NSAs.

Areas for future analysis include the following:

- A globally decreasing civil space driven by increased government restrictions and restrictive laws that affect civil society.
- Digital access and technological infrastructure influencing how young people engage with learning, communication, and participation in youth programmes.
- Recognition of non-formal learning, including national frameworks that acknowledge competencies developed through youth organisations and volunteering.
- Youth labour market transitions, particularly the relationship between non-formal education and employability, entrepreneurship, and skills development.
- Migration and mobility, including the impact of displacement and migration flows on youth participation and programme delivery.
- Climate and environmental pressures that increasingly shape youth priorities, community resilience, and education for sustainable development.

[19] United Nations Department of Economic and Social Affairs, Population Division (2024). World Population Prospects 2024: Summary of Results.
[20] UNDP (United Nations Development Programme). 2025. Human Development Report 2025: A matter of choice: People and possibilities in the age of AI. New York.
[21] UNESCO Institute for Statistics (UIS), Global Education Indicators, World Bank, World Development Indicators.
[22] World Bank, World Development Indicators.
[23] UNESCO Institute for Statistics (UIS), Global Education Indicators.
[24] UNESCO Institute for Statistics (UIS), Global Education Indicators.

These complex factors will shape the future role and delivery of Scouting Education. To deepen understanding, a further phase of analysis could examine these dimensions more closely, drawing on both quantitative indicators and qualitative perspectives from NSOs/NSAs and young people themselves.

As part of a future assessment of the state of Scouting Education, for example, by the conclusion of the current Strategy for Scouting, it would be valuable to begin monitoring a focused set of contextual indicators. While global education organisations increasingly track these, they are not yet systematically connected to non-formal youth education or Scouting.

3.2.4. Contexts and Scouting Education

- Scouting operates in a wide range of national contexts, with significant differences in demographics, education system capacity, socio-economic conditions, and civic environments. These variations directly shape how Scouting Education is implemented, influencing access to educational opportunities, the potential for programme growth, and connections with formal education systems.
- Regional patterns in demographics and education influence the role of Scouting Education. In areas with large youth populations and limited resources, Scouting helps expand access and promote equity. In more developed education systems, it complements formal education through experiential learning, participation, and civic engagement.
- The national context shapes both the opportunities and the challenges in delivering education. In countries with large rural populations and limited infrastructure, such as many in sub-Saharan Africa, reaching remote areas and adapting delivery methods are essential for participation. In urban areas with strong infrastructure, participation rates are often higher, and programmes need to be more varied. The national context influences participation, delivery methods, inclusion practices, and the support required from civic organisations. Educational approaches should adapt to each context, rather than follow a single model.
- Tracking contextual indicators supports understanding and adaptation. Linking these indicators to non-formal education, which global education organisations increasingly monitor but have not yet systematically connected to non-formal youth education or Scouting, would provide deeper insight into how the environment for Scouting Education is evolving.

"My journey with Scouting began as a simple opportunity to volunteer, but it soon became a defining experience that shaped my leadership, values, and commitment to serving others. For me, Scouting Education is a lifelong journey that builds character, develops leadership, and inspires service to society."

Renad Adel Alhuzali
– Saudi Arabia

3.3 Who Provides Scouting Education – *Member Organizations*

NSOs and NSAs are responsible for delivering Scouting education. They adapt the shared educational principles into programmes relevant to their national contexts.

Member Organizations operate within the legal, cultural, and educational frameworks of their countries. Their size, maturity, and structural arrangements differ significantly, shaping how educational programmes are coordinated, governed, and sustained across countries and territories. Understanding these institutional characteristics helps clarify how Scouting Education is organised across countries and territories.



3.3.1. What Member Organizations Are

NSOs and NSAs are the primary institutional providers of Scouting Education.[25] Other structures between and beyond them were created to maintain the Movement's[26] unity. Each Member Organization serves as the national member of World Scouting and operates in accordance with World Scouting policies, standards, and constitutional arrangements[27]:

- National coordination of the Youth Programme.
- Governance and statutory oversight.
- Quality assurance and policy implementation.
- Representation within World Scouting structures.
- Support for local Scout Groups and adult leaders.

Through these functions, Member Organizations provide the institutional foundation that enables Scouting Education to be delivered consistently across local contexts. Depending on the country's regulations, they operate and are recognised as independent civil society organisations, with varying levels of reliance on ministries of education, youth, or sports, among others.

[25] World Organization of the Scout Movement, World Scout Youth Programme Policy (Kuala Lumpur: World Scout Bureau, 2023), p26.
[26] World Organization of the Scout Movement, The Essential Characteristics of Scouting (Kuala Lumpur: World Scout Bureau, 2019), p27.
[27] World Organization of the Scout Movement (WOSM). (2021). Constitution of the World Organization of the Scout Movement. Article VII.

3.3.2. Organisational Structures of Member Organizations

World Scouting's global policies, frameworks and standards guide and support Member Organizations. These organisations provide governance, coordination, and educational structures that support the Youth Programme. Adults and Volunteers in Scout Groups then organise and design learning opportunities with and for young people (Figure 3).

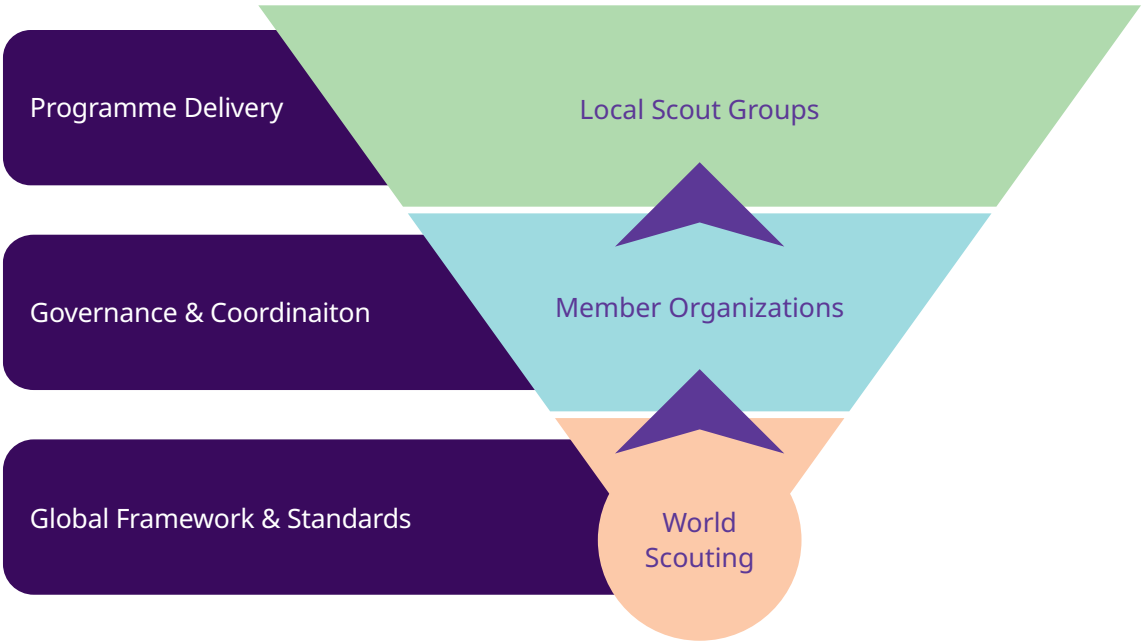


Figure 3 | Organisational Structure and Role of Member Organizations

In most countries, there is a single NSO. In some contexts, and for historical reasons, federated structures bring together multiple associations based on factors such as gender, faith affiliation, or educational philosophy. The legal status of local Scout Groups also varies. In some contexts, groups function as independent legal entities, while in others, they operate as organisational units within the Member Organization. Member Organizations can be broadly described by two operational models stated in the School-Based Scouting Report 2026 (Table 4).

Table 4 | Typification of Member Organizations

Typification	Core Characteristics	Common Regions	Operational Characteristics	Key Advantages	Structural Challenges
A. Single Organization National Model	Single NSO managing all Scouting nationally; centralised governance; standardised programme frameworks.	• Asia-Pacific • Africa • Arab • Interamerica	National coordination relying on local implementation capacity.	• Clear national identity and coherence. • Standardised educational frameworks and policies. • Easier alignment with World Scouting standards.	Possible dependence on central capacity. Risk of uneven local implementation. Limited flexibility in highly diverse cultural or linguistic contexts.
B. Federated Pluralist Model	Multiple NSAs under a coordinating federation; linguistic, faith, or pedagogical diversity.	• Europe • Francophone Africa	Requires coordination mechanisms and shared or aligned quality standards.	• Allows contextual, cultural, or faith-based expression. • Strong local ownership. • Resilience through plural structures.	• Complex governance and coordination. • Risk of inconsistent educational quality. • Slower decision-making and policy harmonisation.

3.3.3. Global Distribution and Institutional Diversity

The 176 Member Organizations are distributed across all regions of World Scouting, reflecting the global reach of the Movement and the diverse institutional contexts in which Scouting operates. The distribution of Member Organizations differs by region (Figure 4), influenced by historical development, demographic factors, and institutional maturity.

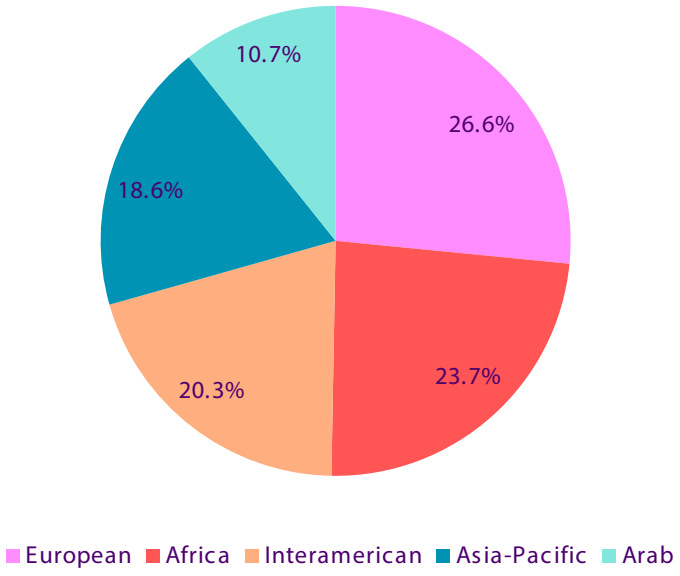


Figure 4 | Total Share of Member Organizations by Region

Member Organizations are relatively evenly distributed across the five Regions. The European region has the largest share, at 26.6% of the total, followed by Africa at 23.7%, Interamerica at 20.3%, Asia-Pacific at 18.6%, and the Arab region at 10.7%.

The regional distribution of organisational models reflects these institutional variations. Single-nation structures are common across many regions, while federated arrangements are particularly prevalent in Europe and parts of Africa, where multiple NSAs cooperate within national Scouting frameworks.

In some countries, Member Organizations are created for specific linguistic, faith-based, thematic, or cultural interests or for cultural minorities. Examples include Germany, Ivory Coast, and France; they have diverse NSAs that cater to the specific characteristics of their beneficiaries. These arrangements are typically integrated within existing organisational structures rather than treated as separate institutional categories. Such divisions can also go unregistered through their structures and systems.

Governance structure identifies the single-organisation model and the Federated Model, which describe how authority, membership, and representation are organised. In parallel, educational linkage describes how Scouting Education connects with schools, ministries, communities, and public institutions.



3.3.4. Governance Capacity and Institutional Development

Governance capacity refers to a Member Organization's ability to provide effective direction, oversight, and accountability through appropriate governance structures, policies, leadership, and organisational systems. In the context of Scouting Education, this capacity helps create the conditions for consistent, sustainable, high-quality educational delivery across the organisation. World Scouting does not have a specific maturity model, but it uses a set of criteria to assess the capacity of Member Organizations through GSAT. Governance capacity is shaped by a range of factors, including organisational history, legal status, leadership, policy frameworks, and the capacity to sustain educational delivery over time.

Governance structures help ensure that Scouting Education applies its standards by establishing policies, standards, and support mechanisms that guide the implementation of programmes across Scout Groups.

At the global level, the key guiding frameworks used for this report include the following:

- Constitution of the World Organization of the Scout Movement.
- The Essential Characteristics of Scouting.
- The Scout Method.
- World Scouting Youth Programme, Youth Engagement, Adults in Scouting, and Safe from Harm Policies.
- The Global Support Assessment Tool (GSAT).

Evidence from analysing GSAT reporting and global survey data since 2013 indicates variation in the degree of formalisation of governance systems across Member Organizations.

One dimension shaping institutional development across the Movement is the historical moment when Member Organizations were established (Table 5).

Table 5 | Member Organizations Creation Over Time

Founding Wave	Period	Approx. Share	Main Characteristics
Pioneering	1907–1945	≈ 69%	Early global expansion in Europe and the Americas.
Post-War and Decolonisation	1945–1970	≈ 17%	Growth in newly independent states; youth-service reforms.
Modern Renewal	1971–2000	≈ 8%	Democratisation, legal harmonisation, conflict recovery.
21st Century Expansion	2000–present	≈ 5%	Re-activations in emerging or reorganised states, and expansion to new ones from the Global South.

These historical trajectories may influence governance complexity and the mechanisms used to coordinate Scouting Education nationally. This results in NSOs/NSAs operating with varying levels of governance capacity and strengths in coordinating educational delivery, supporting adult leaders, engaging with partners, and ensuring consistency across local Scout Groups. Variations in governance maturity can be highly specific, reflecting distinct national contexts, organisational histories, and structural models.

3.3.5. Membership Structure and Institutional Configurations

Member Organizations operate within diverse institutional and cultural contexts. These contexts include relationships with national education systems, faith traditions, and organisational membership structures. The institutional arrangements through which Scouting operates vary significantly across countries. Sometimes, these arrangements influence the way Scouting Education is delivered.

Membership Structure and Gender Configuration

Membership structures vary along two main dimensions: organisational structure and gender configuration. In 1999, the World Scout Conference approved a “Policy on Girls and Boys, Women and Men Within the Scout Movement”, in which it reaffirmed the Movement’s commitment.

- to the fulfilment of its educational purpose, i.e., to contribute to the education of young people, females and males, as equals and based on the needs and aspirations of each individual;
- to the principles of equal opportunities and equal partnership between females and males, both within Scouting and in society as a whole; and
- to reach, in societies where mixed-gender relationships are the norm, a situation where gender equality is a reality in youth programmes, adult resources, management, and all other aspects of the Movement at all its levels.

Scouting Education aims to provide learning opportunities for all. As of 2025, 36.1% of the youth membership are girls or young women. This educational offer varies according to factors such as social and cultural norms and organisational tradition.

In many countries, Scouting operates through coeducational spaces, where boys and girls participate in the same programme activities and structure. In other contexts, gender-parallel arrangements keep boys and girls learning in separate environments, even if with occasional shared activities (such as Scout camps).

Coeducational systems typically support unified programme development and leadership training, while gender-parallel systems allow distinct traditions and pedagogical approaches.

In a very simplified manner, the two systems have the following main features:

Coeducational

- Integrated youth programme development in which boys and girls share the same learning spaces.
- Unified adult leader training systems.
- Strong safeguarding and gender inclusion frameworks required.

Gender-parallel

- Separate Scouts and Guide organisations or programme sections for boys and girls.
- Distinct programme traditions and pedagogies.
- Parallel leadership within Scouting Education systems.

This differentiated educational approach is also found at the organisational level, with some Member Organizations being mixed and others having boys and girls formally registered in different organisations (World Scouting (WOSM) and World Association of Girl Guides and Girl Scouts (WAGGGS)), potentially benefiting from each organisation's expertise and programmes.

In some countries, Scouting and Guiding operate through Scout and Guide National Organisations (SAGNOs). In these arrangements, National Scout and Guide movements coordinate representation within the global systems of WOSM and WAGGGS.

A SAGNO is a national arrangement in which Scout and Guide organisations coordinate their international representation and membership within WOSM and WAGGGS.

These models describe the different arrangements NSOs/NSAs have entered into across the Movement's historical and institutional phases. These models do not imply differences in educational quality, programme delivery, or alignment with the fundamentals of Scouting. All models apply the principles of Scouting Education within their respective national context.

Approximately 45% of Member Organizations operate fully coeducational systems, in which boys and girls participate in the same programme structure.

Faith Orientation

Scouting is a global, non-denominational educational movement. It recognises the spiritual dimension as part of the Scout educational approach. That dimension can be explored through individual journeys each Scout is invited to pursue, and/or through collective practices when several members of the Scout community share the same faith. As a result, Member Organizations operate within a range of faith-related arrangements that reflect their cultural, historical, and social environments.

Across the Movement, approximately 76% of Member Organizations identify as secular or pluralist, while around 22% are affiliated with specific faith traditions, including Muslim, Jewish, Catholic, and other Christian traditions (Figure 5). A small proportion (around 2%) report mixed, multi-faith, or unspecified denomination.

Faith orientation is primarily reflected in organisational identity, partnerships, and governance arrangements. However, institutional faith orientation can influence how certain dimensions of the educational experience, such as values education, spiritual reflection, or community engagement, are expressed within national contexts. Faith-linked organisations are particularly present in parts of the European and the Arab regions, while secular or pluralist structures dominate in the Interamerica and Asia-Pacific regions.



Figure 5 | Member Organizations by Denomination

3.3.6.
Educational Delivery Models

Member Organizations also differ in how they deliver Scouting Education (Figures 6–8). Two complementary dimensions help explain these differences. While national models vary considerably, two broad delivery modes[28] stand out:

- **School-based Scouting:** Schools or the school system plays a critical organising role in shaping the learning experiences, including recruitment, leader sourcing and approval, scheduling, recognition, and/or programme design and delivery.
- **Community-based Scouting:** Community volunteers and institutions are the primary platform for creating Scouting learning environments, even if schools sometimes host meetings.

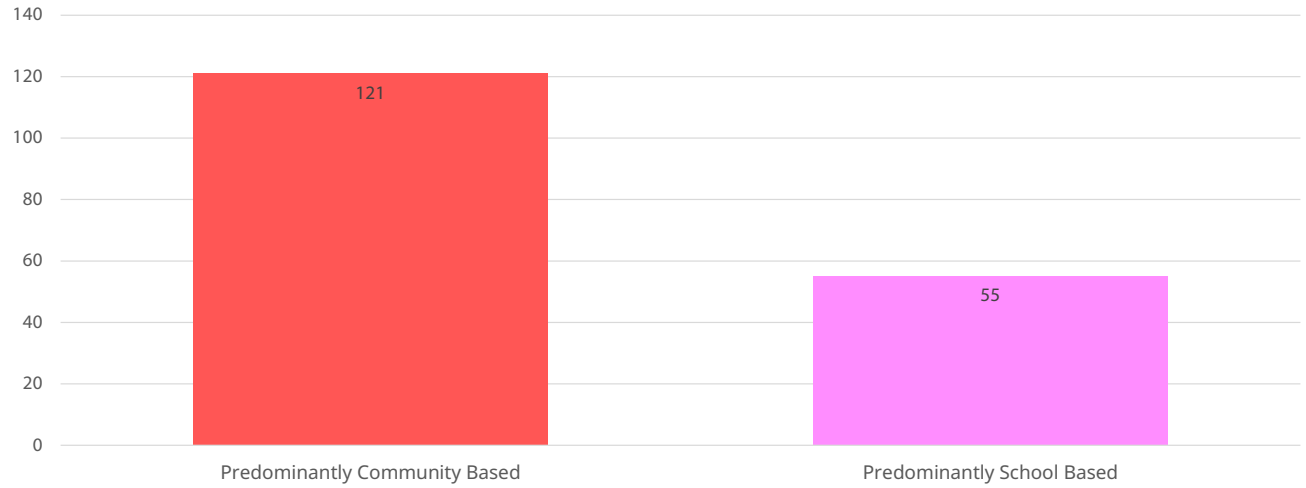


Figure 6 | NSOs/NSAs and Predominant Scouting Model[29]

While school-based models often involve educators from the formal education system, volunteer support remains central in many contexts; similarly, community-based Scouting may include professional support staff without altering its civic character.

[28] School-based Scouting: concept and key figures, 2026.
[29] School-based Scouting: concept and key figures, 2026.

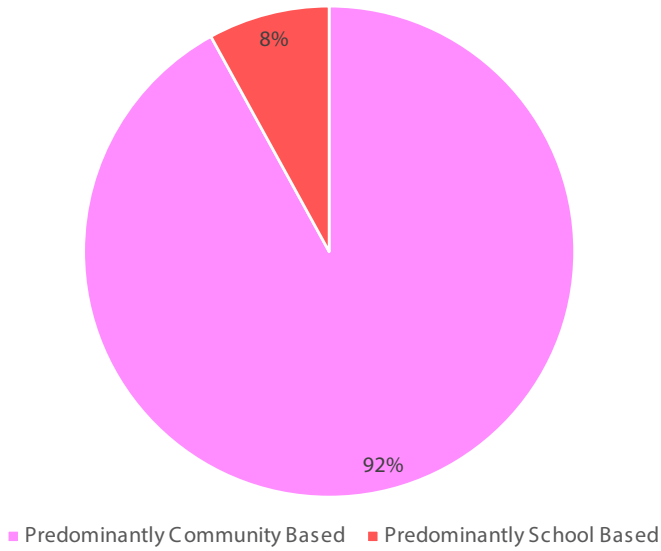


Figure 7 | Youth Membership Across Two Main Scouting Delivery Models[30]

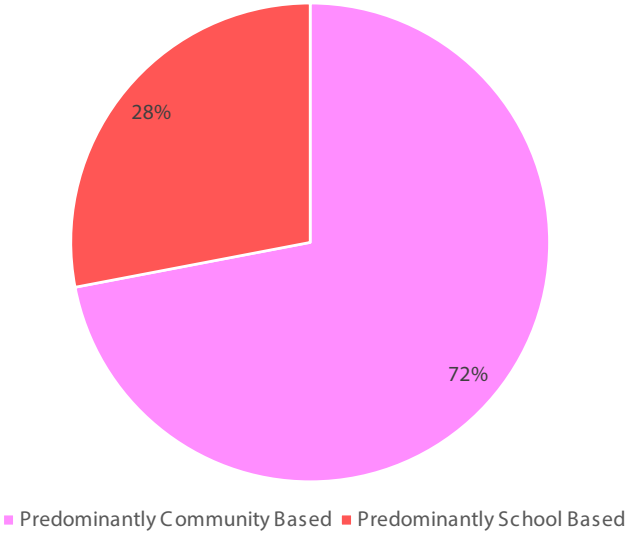


Figure 8 | Adult Volunteers and Scouting Delivery Models[31]

Typically, a Member Organization identifies itself by one of the two delivery modalities (Table 6). However, in many countries, the two are not mutually exclusive, and the NSO/NSA recognises Scout Groups in different modalities when needed. Factors such as community context, territory, or sponsor institutions enable a hybrid delivery model.

[30] School-based Scouting: concept and key figures, 2026.
[31] School-based Scouting: concept and key figures, 2026.

Table 6 | Member Organizations by Delivery Model

Delivery Model	Strong In		Advantages	Challenges
School-based Scouting under ministry or government oversight	• Arab region • Asia-Pacific • Africa	Strong institutional linkage; programme alignment with national education policies	• Broad reach through schools • Access to infrastructure and professional educators • Easier integration into national education agendas	• Reduced organisational autonomy • Constraints on programme adaptation and governance • Dependence on political and policy stability
Community-based, volunteer-driven, independent of formal education systems	• Interamerica • Africa • Europe	High local ownership; dependent on volunteer availability and resources	• Strong community embeddedness • High flexibility and adaptability • Reinforces civic engagement and volunteering	• Variable capacity and sustainability • Challenges in scaling and quality assurance • Heavy reliance on volunteer recruitment and retention

Community-based Scouting can operate alongside school-based modalities, offering a flexible approach that combines broad reach with strong community ownership. Its delivery can adapt to different national and local contexts and create space for experimentation and innovation, particularly when supported by aligned policies and shared support systems. However, when multiple partners or structures are involved, clear roles, coordination mechanisms, and accountability are important to avoid ambiguity and ensure consistent, effective delivery of the Youth Programme.

Amid this diversity, Member Organizations manage cross-cutting operational challenges, including coordinating across multiple authorities in federated systems, ensuring consistency in safeguarding and quality assurance, scaling adult training, aligning educational requirements, and managing the administrative demands of complex partnership arrangements. Recognising these distinctions clarifies why organisational structures, and educational delivery models should be analysed as complementary dimensions.



3.3.7. Institutional Conditions Shaping Educational Delivery

- The institutional conditions under which NSOs/NSAs operate shape how Scouting Education is organised, coordinated, and sustained at the national level. Organisational models, governance capacity, and partnership arrangements influence the coherence of educational programmes, the consistency of implementation, and the forms of support available to local Scout Groups.
- Member Organizations operate within complex and multi-layered environments shaped by national context, culture, faith traditions, and geography. The way these factors interact establishes the conditions within which young people and adult leaders engage in Scouting and within which educational programmes are designed and delivered.
- Variations in organisational structures create different coordination requirements and governance arrangements, influencing how educational standards, safeguarding frameworks, and adult support systems are applied across national territories, particularly in contexts characterised by linguistic, cultural, or geographic diversity.
- Governance capacity further shapes educational delivery. Differences in institutional maturity, the formalisation of decision-making processes, accountability mechanisms, and policy implementation affect how effectively Member Organizations support local educational practice, engage partners, and maintain common educational frameworks.
- Long-established organisations often manage greater structural complexity, while newer organisations frequently focus on consolidating foundational governance systems.
- Links with public institutions, schools, and civil society also influence delivery conditions. These relationships affect access to facilities, regulatory recognition, and alignment with national education systems, shaping whether Scouting Education is delivered primarily through community-based, school-linked, or mixed modalities.
- Despite this typification, a complete understanding of each Member Organization requires combining quantitative data with qualitative insight into its specific context and realities.

“For years, I asked myself what makes Scouting different from other NGOs and youth organisations. The answer revealed itself in the quiet moments of my life.

Although I paused active Scouting when university began, its impact never faded. The Scout spirit shaped the way I think, lead, and serve others. It helped me adapt to a new country, lead youth organisations and meaningful initiatives, and today it guides me as Head of Research and Development at Spaceak. Different stages, different organisations – but one constant thread: Scouting values. Life is a moving train, always moving forward.

Scouting is the station you return to when you need purpose, direction, and the courage to keep going.”

Renad Adel Alhuzali
– Saudi Arabia

3.4
Who takes part in Scouting Education[32] – *Young People and Adults*

Young people are at the centre of Scouting Education, actively shaping their own learning and development. Participation patterns vary by age, gender, geography, and socio-economic context, reflecting national demographics and the reach of Member Organizations (Figure 9).

Adults are the main enablers of Scouting Education, supporting learning processes as educators, mentors, trainers, and organisational supporters. The quality, safety, and relevance of learning experiences depend directly on their availability, preparation, and support.

This section examines who participates in Scouting Education, how participation is structured across age groups, and how youth–adult collaboration shapes modes of educational delivery across contexts.

***Scouting* has an estimated *60 million members* across 176 countries**



Figure 9 | World Scouting Estimated Membership

3.4.1.
Participation Framework

Scouting Education engages young people through age-appropriate programmes delivered within local Scout Groups, supported primarily by adult volunteers. Together, young people and adults constitute the human foundation of Scouting's educational system.

Adult participation includes roles in Youth Programme delivery and development, adult training and mentoring, safeguarding, governance, and organisational support. While most adult leaders serve voluntarily, many organisations also engage professionals in various roles within their structure.

[32] World Scouting Census, 2023.

3.4.2. Participation Framework

Scouting engages approximately 60 million participants across 176 countries and territories. Participation is predominantly youth-based, with young people representing approximately 91.8% of registered membership, while adults account for around 8.2% (Figure 10). This corresponds to a global average of approximately 10–11 youth members per adult leader, with substantial variation across regions and organisational models.

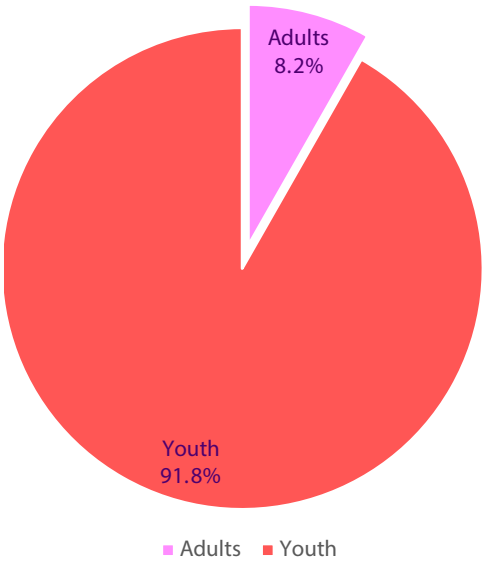


Figure 10 | Total Scout Youth/Adult Distribution

Gender Distribution

The gender distribution among youth members is approximately 63% male, 36% female, and less than 1% other or unspecified, with similar proportions among adult leaders (Figure 11). Several NSOs/NSAs have expanded reporting to include "other" as a gender category, though it is not consistently used across entities. Gender participation also varies by organisational and cultural context. Coeducation is common, but gender-parallel arrangements continue to shape participation in some school-linked or culturally specific settings.

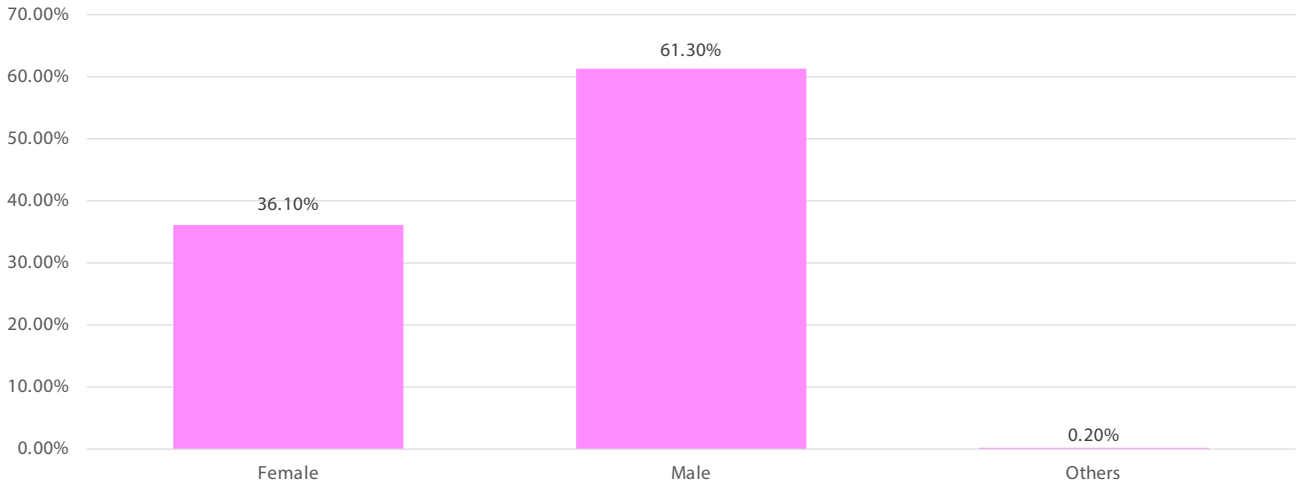


Figure 11 | Participation by Gender (Youth)

Since 2014, Scouting has seen stronger growth among young people than among adult volunteers. Adult membership has grown slowly, reflecting the impact of COVID-19 and ongoing challenges in recruiting and retaining volunteers. Youth membership has grown across genders, with female youth membership (figure 12) increasing by 23% and male youth membership by 12%.[33]

[33] Growth Global Trends, World Scouting 2024.



Figure 12 | Girls and Women in Scouting by 2025

Age Sections

Scouting's Youth Programme is organised into age sections (Table 7, Figures 13 &14). These align learning experiences with stages of character, physical, social, emotional, spiritual, and cognitive development. Programmes typically cover ages 5 to 26, but each NSO/NSA determines specific age ranges and section names according to national contexts.

Table 7 | Illustrative Overview of Common Age Sections in Scouting

Development Stage	Typical Age Range*	Common Section Names (Illustrative)	Educational Focus
Early Childhood	~5–7	Beavers, Cubs (younger section)	Play-based learning, belonging, basic values
Childhood	~8–11	Cubs, Wolf Cubs	Teamwork, curiosity, basic skills, community awareness
Early Adolescence	~12–15	Scouts	Personal responsibility, outdoor skills, peer leadership
Late Adolescence	~16–18	Venturers, Explorers, Seniors	Leadership development, service, decision-making
Young Adulthood	~18–26	Rovers, Scout Network	Citizenship, service, leadership, life transitions

*Age ranges and section names vary by country and are defined nationally.

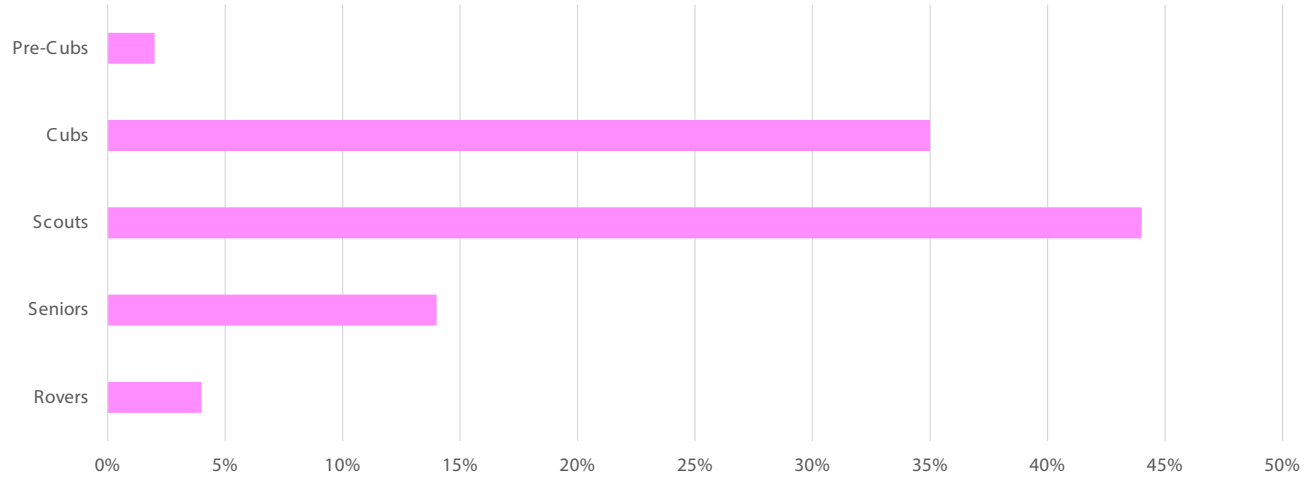


Figure 13 | Total Youth by Age Section

Age sections ensure that Scouting's non-formal education remains engaging and relevant for personal development with age-appropriate activities and experiences.

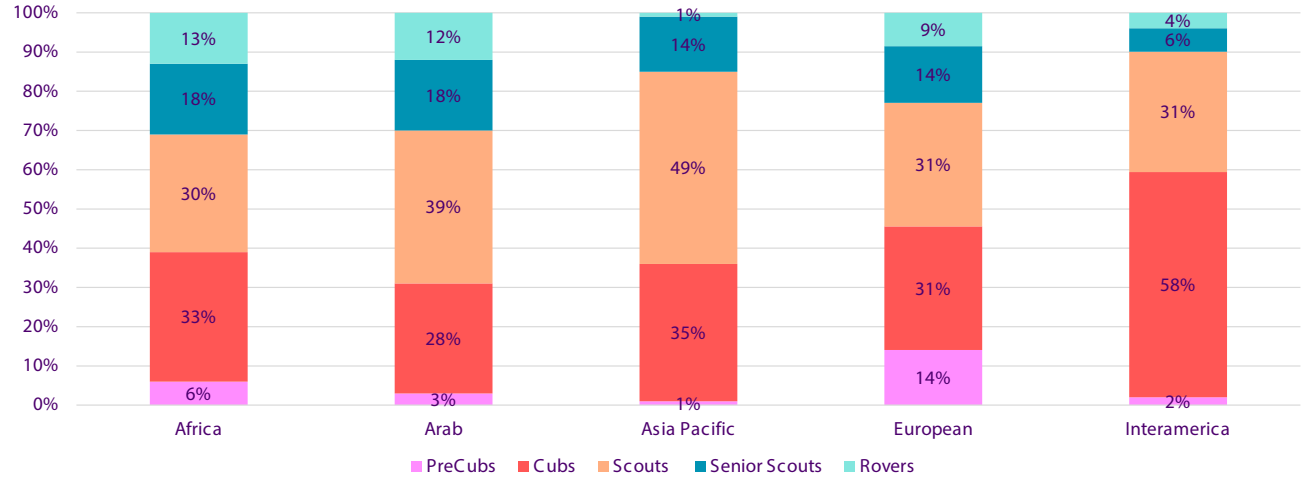


Figure 14 | Age Categories Across Regions

Participation across age sections is not uniform globally. It may reflect differences in the educational offerings of Member Organizations, national and local contexts, young people's interests and access to Scouting, organisational and governance models, relationships with governments and education systems, and the models through which Scouting is delivered.

Adult Engagement

The number of adults serving the Movement has steadily increased in recent years, contributing to membership growth (Figure 15).

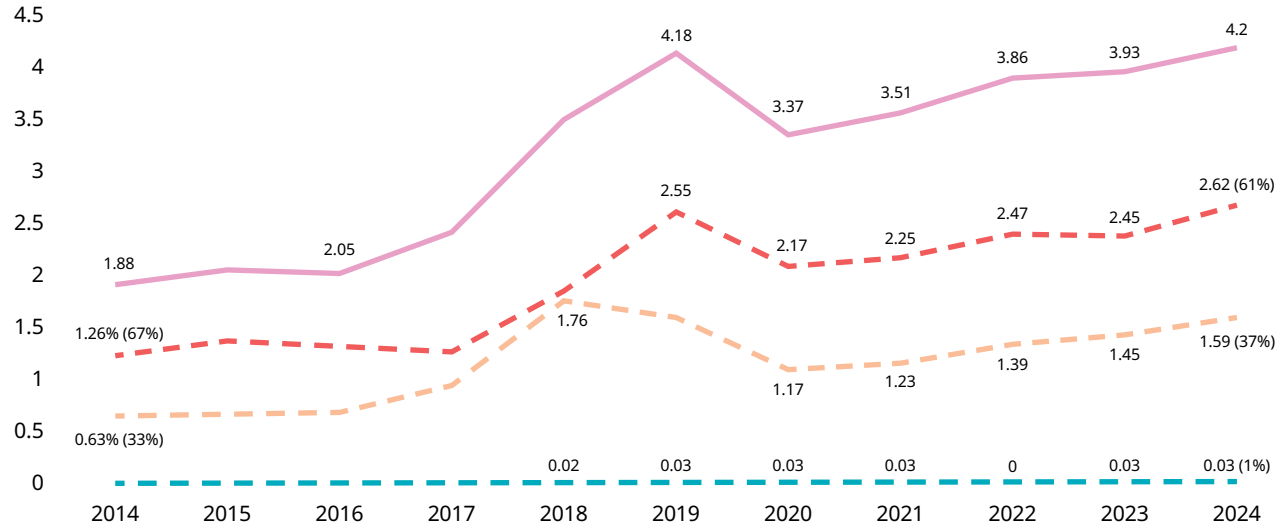


Figure 15 | Adult Volunteers Trend Over Time (Millions)

The growth among adults has been at approximately the same rate as that among young people (Figure 16). Notably, the proportion of women serving the Movement increased over 10 years.

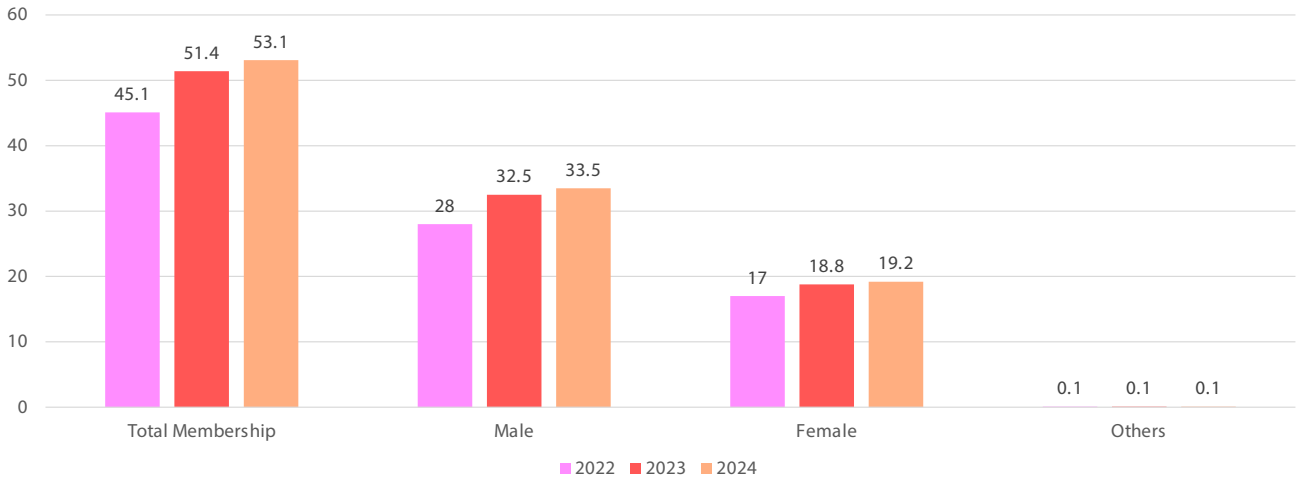


Figure 16 | Gender Breakdown (Millions)[34]

The adult profile distinguishes between volunteer and professional staff Adult Leaders, both of whom support programme delivery, development, capacity building, and governance (Figure 17). The availability of sufficient and adequately supported adults is an important condition for the reach and continuity of Scouting Education. The Global Survey 2025 indicates that 75% of NSOs/NSAs have insufficient or highly insufficient volunteers to maintain and grow their programmes, while 84% plan to increase volunteering flexibility. This points to a challenge that extends beyond volunteer management: the capacity to attract, retain, and support adults directly affects how many young people Scouting can reach and its ability to provide quality learning experiences.

[34] Note that not all NSOs report their membership within the three provided categories: Male, Female, and Others.

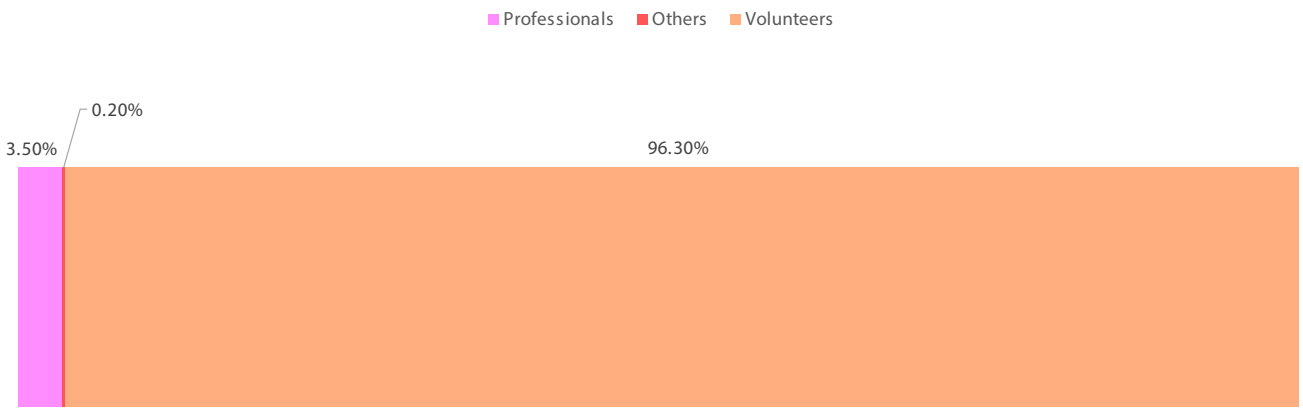


Figure 17 | Distribution of Adults by Engagement Role

At the same time, the ways adults contribute to Scouting are becoming more diverse (Figures 17–19). Flexible volunteering broadens participation beyond a single, long-term leadership role to include project-, task-, digital-, micro-, one-off, and context-based contributions. This creates opportunities for different adults to contribute specific competencies, expertise, or time based on the programme's needs. It also points to more distributed approaches to supporting Scouting Education, where programme delivery does not necessarily depend on a single adult holding a large, long-term role.

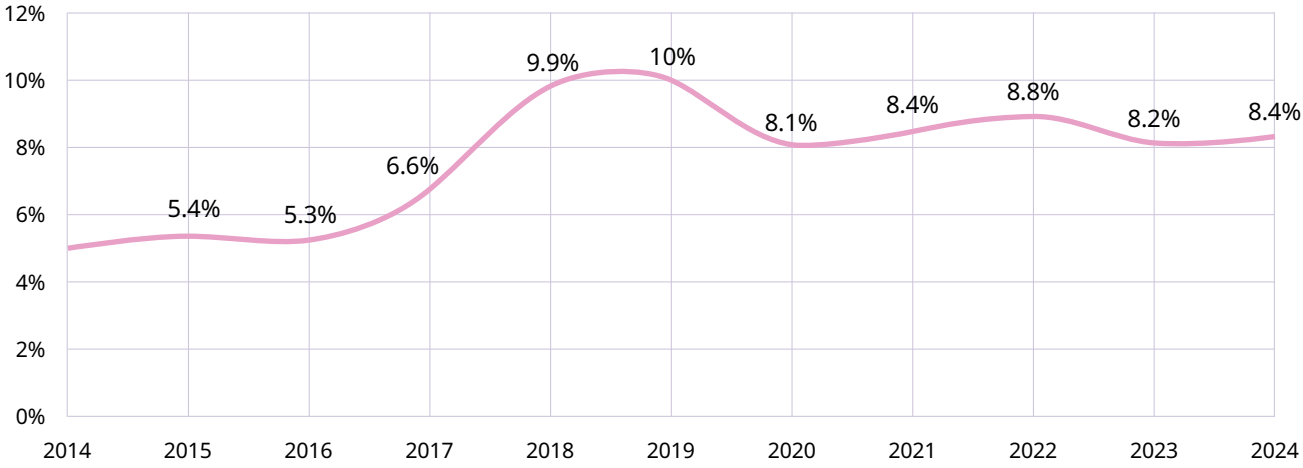


Figure 18 | Adults' Share of Membership in the Last 10 Years

Over the years, the number of adults and professionals supporting the Scout Movement in different roles and capacities has continued to grow. Volunteers and professionals contribute in different contexts, depending on each organisation's structure and operating model. Yet behind these structures lies an enormous and often invisible contribution: the time, commitment, and sustained engagement of volunteers. This collective investment of time is fundamental to keeping the Movement active and enabling Scouting to reach and support young people worldwide.

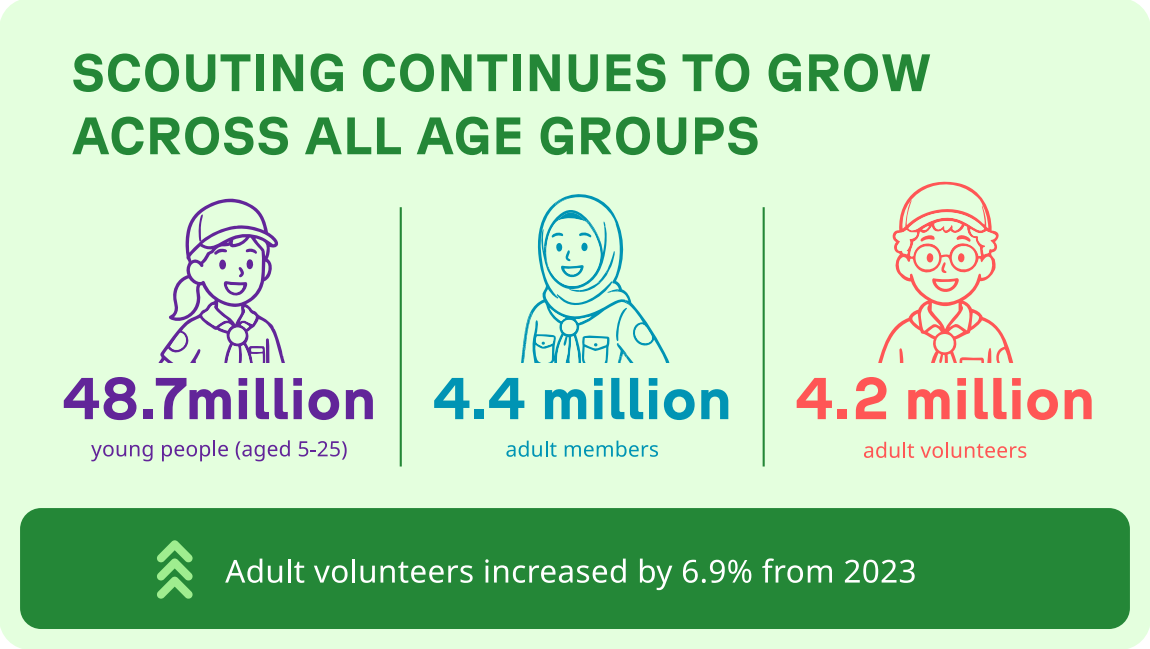


Figure 19 | World Scouting Membership and Growth

Community-Based and School-Based Platforms

Community-based and school-based organisational platforms also shape how young people and adults access and engage in Scouting. In school-based contexts, young people mostly join Scouting through their school, integrating participation as the institution has set up the Scouting component, sometimes as part of the regular curriculum and other times as an extracurricular activity. Adults involved in programme delivery include teachers, school personnel, or other adults recruited or designated through the education system.

In community-based contexts, young people access Scouting through local Scout Groups. Adults typically engage through volunteering within these local structures. The sustainability and reach of the educational experience depend more strongly on the capacity to attract, prepare, and retain sufficient adult volunteers.

Understanding Beneficiaries Beyond Membership[35]

In addition to registered members, Scouting activities can also benefit individuals who participate in educational initiatives, community projects, and humanitarian actions organised by Scout Groups and Member Organizations. These individuals are referred to as beneficiaries (Figure 20). They may participate in those opportunities without being registered members of the Movement (Annex A: Definitions).

- **Educational Beneficiaries:** non-Scouts who benefit from educational activities of a project (in-person or online).
- **Social Beneficiaries:** individuals living in difficult circumstances who benefit from a project put together by Scouts.
- **Humanitarian Beneficiaries:** individuals who benefit from humanitarian actions.

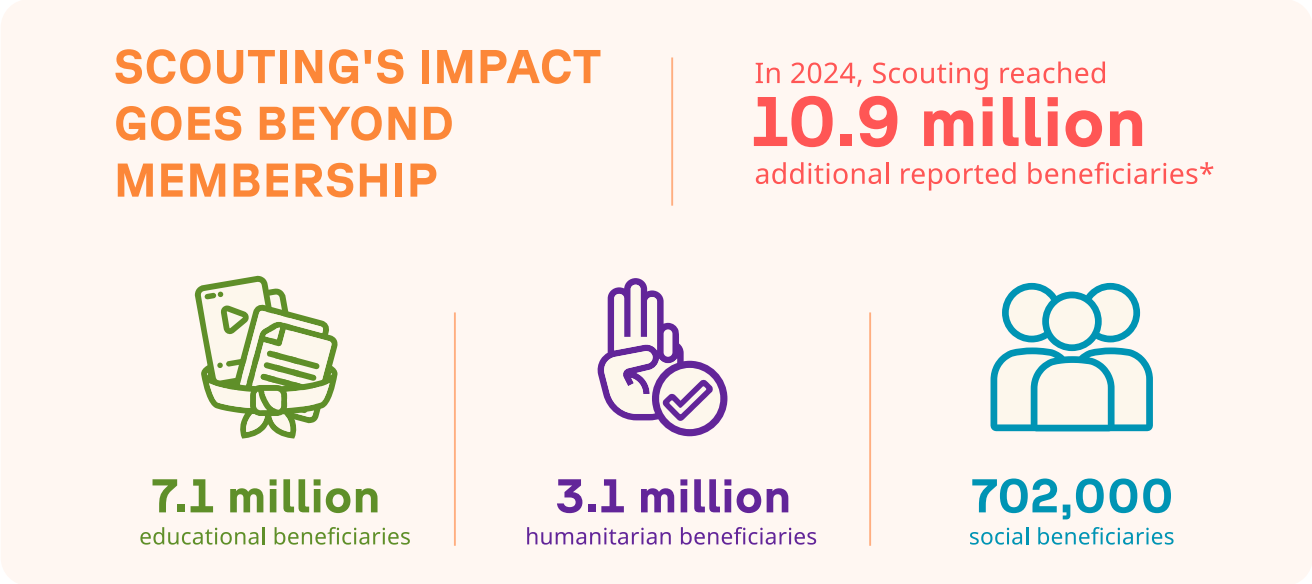


Figure 20 | Scouting Education Beneficiaries

Beneficiary figures are reported at the project level by National Scout Organizations and partners. Individuals may be counted under more than one category where activities overlap.

3.4.3. Participation Patterns Across Regions

Participation patterns vary across regions (Figure 21). Youth membership is most concentrated in regions with younger population profiles, while adult educator density is higher in regions with longer-established volunteer systems. Youth–adult ratios, therefore, differ significantly across regions, influencing local delivery capacity.

[35] School-Based Scouting: concept and key figures, 2026.

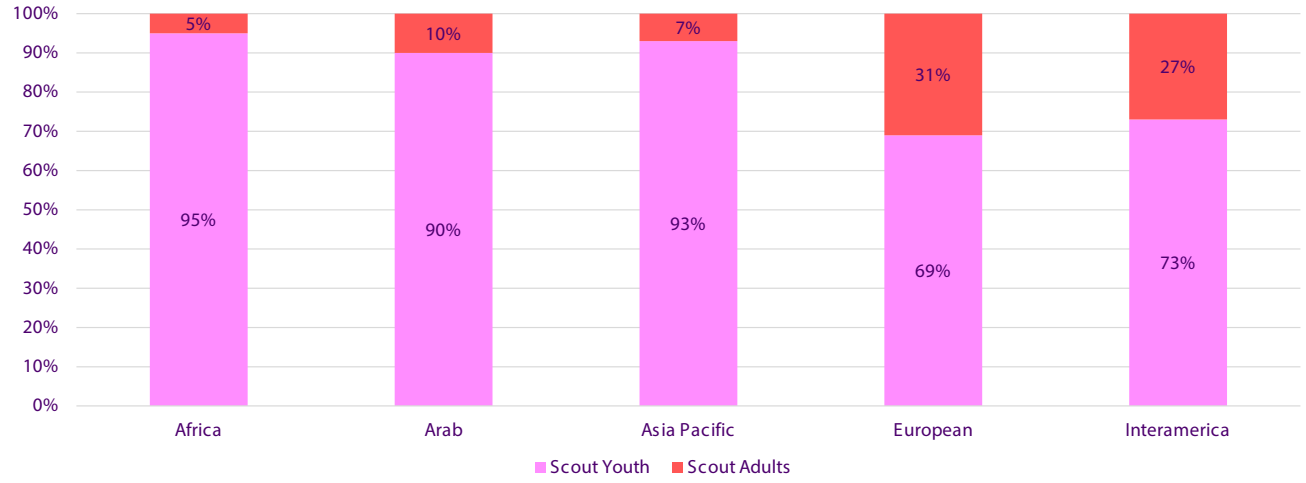
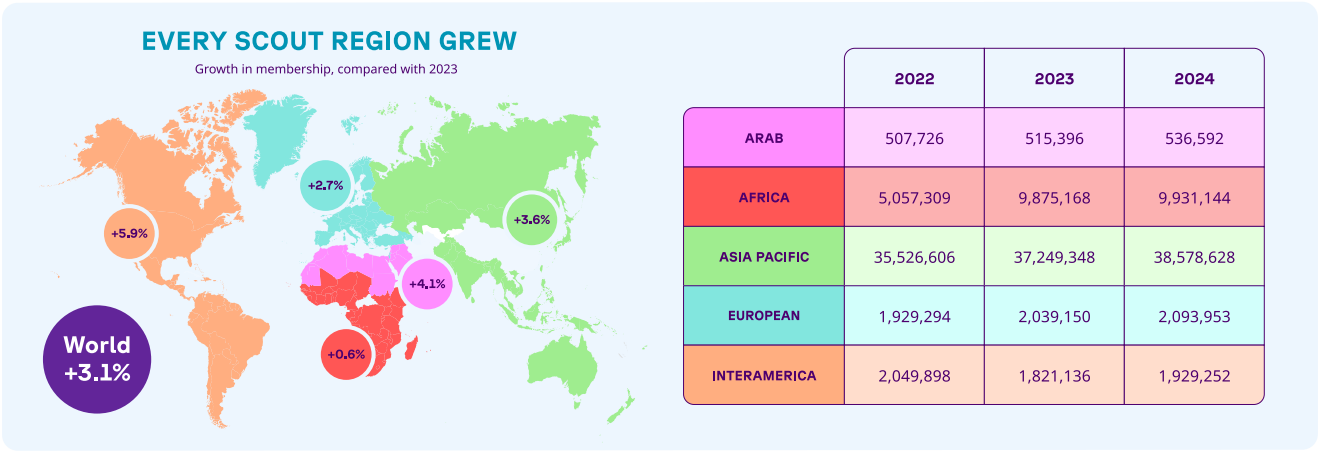


Figure 21 | Ratios: Scout Youth and Adults by Region

Youth–adult ratios differ significantly by region, reflecting variations in demographics and adult availability. Africa shows the highest ratios, typically 18–20 youth members per adult, while Asia-Pacific[MM3.1] averages 13–15. The Arab region is more balanced at around 9–11, whereas the European (2–4) and Interamerica (1–3) regions have the lowest ratios, indicating higher adult educator density.



	2022	2023	2024
ARAB	507,726	515,396	536,592
AFRICA	5,057,309	9,875,168	9,931,144
ASIA PACIFIC	35,526,606	37,249,348	38,578,628
EUROPEAN	1,929,294	2,039,150	2,093,953
INTERAMERICA	2,049,898	1,821,136	1,929,252

Figure 22 | Comparative Growth of Membership

All Scout regions saw growth, with global membership rising by 3.1% compared to 2023. The Interamerica region had the highest increase at 5.9%, followed by Asia-Pacific at 4.8%, the Arab region at 4.1%, and Europe at 2.7%. Africa also grew by 0.6%. Asia-Pacific remained the largest region, growing from about 37.2 million to 38.6 million members (Figure 22.

Continued membership growth across all Scout regions shows that Scouting is reaching more young people. This increases the need for well-supported adult volunteers to sustain quality learning experiences. Differences in regional growth suggest that volunteer recruitment, development, and retention may face different pressures in each context. Sustainable growth depends on youth participation and volunteer engagement moving forward together, so that volunteer capacity, skills, and support structures grow alongside youth membership.

3.4.4.
Youth Participation as a Structural Dimension of Scouting Education

Youth Participation as a Structural Feature of the Youth Programme

Youth participation is a core dimension of the Youth Programme, shaping how education is designed, delivered, and continuously renewed. The Youth Programme functions as a dynamic educational framework in which young people are not only beneficiaries but active co-designers of their learning experience.

Learning opportunities are co-created with young people, placing them at the centre. Programmes and activities reflect their aspirations, interests, and the evolving realities of their societies. Adults engage through dialogue and cooperation, ensuring that educational encounters are shaped collaboratively rather than imposed. This intergenerational exchange enriches the educational process and reinforces Scouting's identity as a Movement of and for young people, supported by adults.



Youth–Adult Partnership: Educational Principles in Practice

The partnership between adults and young people is rooted in Scouting's foundational principles and educational method. Adults do not control the learning process; they facilitate it. Their role is to create safe, enabling environments where young people can develop.

This includes providing the following:

- Educational support – strengthening competencies and learning pathways.
- Emotional support – building trust, confidence, and encouragement.
- Informational support – providing knowledge to inform sound decision-making.
- Developmental support – offering constructive feedback that fosters growth.

Young people are consistently empowered to make decisions. Leadership within the Youth Programme is youth-led and supported by adults. Young people are offered safe environments in which they can test ideas, take calculated risks, learn from mistakes, and progressively assume responsibility. This safe-to-fail culture is fundamental to progressive self-education and long-term leadership development.

Young People as Volunteers

Young people can also contribute through volunteering as part of their educational journey in Scouting. Youth volunteering can provide opportunities to put learning into practice, take increasing responsibility, exercise leadership and decision-making, and progressively move from participating in learning experiences towards helping to create them for others. It still requires appropriate adult support and should not replace young people's participation in the Youth Programme as beneficiaries. Tasks and responsibilities should remain safe, appropriate and educationally meaningful.

Democratic Practice Embedded in the Scout Method

Decision-making in Scouting is not theoretical; it is practised systematically from the local level (through the Scout Method) up to the Movement's governance. Scouting Education uses participation as a means of leadership practice, emulating the diverse situations individuals face in society, fostering constructive relations through democracy and self-leadership.[36] The spaces and opportunities for youth participation are diverse:

- **Small Teams (Team System):** Small teams emulate democratic life at a micro level. Within patrols and small groups, young people negotiate roles, share responsibilities, and practice collective decision-making.
- **Collaborative and Intergenerational Learning:** Learning is social and intergenerational. Young people and adults engage in mutual learning processes that strengthen respect, shared responsibility, and collective ownership.
- **Shared Problem-Solving:** Young people actively address community challenges and Movement priorities. They contribute to programme design, planning teams, and community engagement initiatives.
- **Youth Councils and Forum:** At local, national, regional, and global levels, youth councils and networks provide structured mechanisms for young people to identify priorities, address challenges, and propose solutions for both the Movement and society.
- **Democratic Governance Processes:** Youth participation extends into institutional spaces, including general assemblies, national decision-making bodies, strategic planning processes, and international forums.
- **Peer-to-Peer Leadership and Communities of Practice:** Scouting fosters peer leadership. Young people lead projects, mentor peers, and participate in communities of practice that reinforce innovation, ownership, and collective learning.

3.4.5. Youth and Factors Affecting Inequality

In many countries with medium–high or high inequality, large youth populations and expanding Scout movements place additional pressure on volunteers and safeguarding systems (Table 8). In these contexts, Scouting plays a vital role in broadening opportunities for youth development.

Table 8 | Inequality Contexts and Share of Global Youth Scout Membership

Inequality Context (Gini Tier)	Typical Gini Range	Youth Share of National Population (Typical)	Share of Global Youth Scout Membership (%)	System Interpretation
High Inequality	> 45	40–65%	40–50%	Very large youth populations and large Scout movements; high system pressure on adults, governance, and safeguarding.
Medium–High Inequality	35–45	30–50%	25–30%	Strong Scouting presence: many of the Movement's largest NSOs operate in this tier.
Medium Inequality	30–35	25–40%	10–15%	Stable participation within diversified youth systems.
Low Inequality	< 30	20–30%	Up to 10%	Smaller youth cohorts; Scouting forms one part of broader youth ecosystems.

[36] Essential Characteristics of Scouting, World Scouting, 2019.

A large proportion of the world's Scout youth are in countries characterised by medium–high or high levels of inequality. These contexts typically have larger youth populations and expanding Scout movements, as well as greater operational pressure on volunteer capacity, governance systems, and safeguarding mechanisms. In these environments, Scouting often helps expand access to youth development opportunities.

Globally, most Scout youth are in countries with low or medium HDI scores. These groups often carry the greatest delivery responsibilities, sometimes with limited institutional capacity (Table 9).

In contrast, very high-HDI contexts account for a smaller share of global Scout youth and operate under conditions of greater governance density, greater availability of adult leadership, and greater maturity of the education system. The roles Scouting Education plays across regions range from expanding access and equity to complementing established education ecosystems.

Table 9 | Human Development and Scouting Education

Human Development Context (HDI Tier)	Typical HDI Range	Youth Share of National Population (Typical)	Share of Global Youth Scout Membership (%)	System Interpretation
Low Human Development	< 0.55	50–65%	30–40%	Very large youth cohorts: Scouting plays a significant access, inclusion, and equity role under high system pressure.
Medium Human Development	0.55–0.70	40–55%	30–35%	Large national Scout movements operating alongside expanding but uneven education systems.
High Human Development	0.70–0.80	25–40%	15–20%	Stable participation within mixed formal and non-formal education ecosystems.
Very High Human Development	> 0.80	20–30%	Up to 10%	Smaller youth cohorts; Scouting complements mature education and youth participation systems.

Direct Youth Engagement in Programme Design and Governance

Youth engagement in Scouting extends beyond participation in activities to include meaningful involvement in programme design, decision-making, and leadership across multiple levels of the Movement. Within Scout Groups, young people contribute to planning activities, making group decisions, managing projects, and assuming leadership responsibilities. These experiences reflect Scouting's educational philosophy, where young people progressively develop autonomy, responsibility, and leadership through practical engagement. should remain safe, appropriate and educationally meaningful.

3.4.7.
Emerging Trends Affecting Youth and Volunteering

Because Scouting Education involves youth and adult volunteers, it is important to remember that these two groups are exposed to a rapidly changing social environment shaped by evolving realities across sectors. Global trends affecting young people, such as mental health pressures, changing education systems, digital transformation, and socio-economic inequalities, interact with broader transformations in volunteering, including time scarcity, new motivations for engagement, and growing expectations for measurable social impact.

Looking ahead, these trends and their potential implications for the main players in Scouting Education should be observed (Tables 10 & 11).

Trends Affecting Youth

Table 10 | Human Development and Scouting Education[37]

Trend	Implication for Scouting Education (Non-formal Education)
Mental health challenges are increasing globally, with a rising prevalence of anxiety, depression, loneliness, and stress linked to factors such as education, employment, and uncertainty. Persistent barriers to seeking help include stigma, lack of trust, and concerns about burdening others. The mental health of young people is shaped by multiple social determinants, including education, employment, family dynamics, poverty, technology, and broader societal influences.	Scouting Education must progressively strengthen the integration of well-being literacy, emotional regulation, peer support, and self-awareness. It must continue efforts to create safe spaces and strengthen the sense of belonging, and upscale measures in equipping adult leaders with resources for mental health first aid. The Movement offers holistic youth development ecosystems, integrating protection, prevention, and resilience-building prior to the onset of crises.
Education system pressure and structural barriers persist, with academic stress, bullying (including cyberbullying), and youth feeling unheard in education decision-making. Limited formal participation mechanisms in governance are evident (~1 in 3 countries have formal youth bodies).[38] Against this backdrop, alternatives are needed to support and empower youth.	Scouting positions itself as the essential complementary educational space that actively strengthens youth-led programme co-creation, modelling democratic participation (e.g., through the Patrol System and Youth Forums), forges valuable connections with formal education, and consistently reinforces youth agency and leadership confidence.
Employment insecurity and transition anxiety are significant concerns. Job insecurity, risk of being not in education, employment, or training (NEET), economic precarity, and anxiety regarding career transitions are strongly correlated with poorer mental health outcomes.	By continuously enhancing competency-based learning, Scouting develops transferable skills such as leadership, teamwork, and problem-solving, and incorporates entrepreneurship and life skills. Scouting should position itself as a key enabler for young people to face smooth transitions from school to work and from youth member to adult, thereby reinforcing Scouting as a comprehensive ecosystem of resilience and employability.
Pressures arising from the digital environment and online identity are significant. Online validation as a norm, cyberbullying, digital Gender Based Violence, social comparison, and digital overstimulation increasingly affect youth well-being. Technology serves to amplify both inclusion and potential harm.	Scouting should increasingly integrate digital literacy education, addressing issues of identity and online self-worth; utilise technology to support self-worth, agency and critical thinking rather than competition; and emphasise face-to-face interaction and outdoor education as protective factors in an increasingly digital era.
Inequality, poverty, and exclusion remain significant challenges. Mental health disparities are associated with poverty, food insecurity, conflict, marginalisation, and discrimination. Furthermore, youth participation initiatives often risk tokenism and the exclusion of marginalised groups.	Scouting should continue strengthening equitable access by reducing structural barriers such as cost, geography, and lack of diversity and disability inclusion. By also strengthening safeguarding measures, Scouting ensures youth voices are meaningfully included rather than consulted symbolically, and as a result, inclusion becomes an intrinsic component.

Trends Affecting Volunteers

Table 11 | Emerging Trends Affecting Volunteers

Trend	Implication for Scouting Education (Non-formal Education)
With economic pressures, time scarcity, and changing demographics, volunteering is shaped by labour market pressures and socio-economic conditions.[40] Participation patterns vary by age, education, and employment status.[41,42]	Scouting must adapt to more flexible volunteer engagement models, including co-leadership, modular roles and short-term contributions. Administrative simplification and efficient training systems are essential to reduce volunteer burden. Blended learning methodologies for programme delivery can increase accessibility. Recognising and valuing volunteer time strengthens retention and sustainability.

[37] World Youth Report on Youth Mental Health and Well-being. United Nations Department of Economic and Social Affairs (UN DESA).
[38] Global Education Monitoring Report 2026: Lead with youth; Youth report. UNESCO; United Nations.
[39] Global Education Monitoring Report 2026: Lead with youth; Youth report. UNESCO; United Nations.
[40] United Nations Volunteers. (2025). 2026 *State of the World's Volunteerism Report: Volunteerism and its measurements.* UNV Knowledge Portal, Ch 3-4.
[41] Barford, A., Karkee, V., & O'Higgins, N. (2026). *Informal volunteering: Trends and characteristics.* International Labour Organization; United Nations Volunteers.
[42] AmeriCorps. (2024). Volunteering and civic life in America.

Fostering youth skills, employability, and purpose-driven engagement, volunteering contributes to workforce readiness, skills and civic engagement.[43,44]	Scouting should clearly articulate the competencies developed through its methodology, including leadership, teamwork, and problem-solving. Service learning and project-based approaches should be expanded. Alignment with national education and employability frameworks enhances educational credibility.
Volunteer management and organisational capacity retention and programme quality depend on strong volunteer systems.[45]	Strategic investment in recruitment processes, onboarding, mentoring and recognition systems is essential. Volunteer management directly impacts the quality and continuity of the Youth Programme. Additionally, it contributes to individual mental well-being, resilience.[46]
Policy environment and institutional recognition create enabling environments and national volunteer strategies that influence sustainability.[47]	Scouting should strengthen positioning within national youth and education frameworks. Strategic partnerships with ministries enhance legitimacy, funding opportunities and long-term sustainability.

3.4.8. Findings on Participation in Scouting Education

- Participation in Scouting Education is shaped by a combination of demographic realities, volunteer capacity, and organisational systems that support programme delivery at the local level. Young people represent most participants globally, while adult leaders, primarily volunteers, provide the educational support, supervision, and continuity required for learning experiences within Scout Groups.
- Several structural factors influence participation patterns across regions. The availability and retention of adult volunteers, access to training and safeguarding systems, and Member Organizations' capacity to collect and report participation data consistently all shape how Scouting Education is delivered and sustained.
- The capacity of adult volunteers remains the primary structural determinant of participation. Variations in youth–adult ratios across regions reflect differences in volunteer availability, training systems, and organisational maturity, directly influencing programme intensity and supervision. In regions with youth-dense populations, particularly in Africa and parts of the Asia-Pacific, higher youth–adult ratios place greater pressure on local delivery capacity. In contrast, regions with older demographic profiles often maintain lower ratios and more stable adult educator networks.
- Volunteer-based delivery represents both a strength and a challenge. While volunteer support enables strong community engagement and broad participation, it also creates vulnerabilities related to recruitment, retention, workload, and uneven access to training and safeguarding support. The combination of these factors opens or limits access to Scouting Education, shapes how organisations maintain it, and determines how young people and adults experience it.

[43] United Nations Volunteers. (2025). *2026 State of the World's Volunteerism Report: Volunteerism and its measurements.* UNV Knowledge Portal, Ch 4.
[44] AmeriCorps. (2024). Volunteering and civic life in America.
[45] United Nations Volunteers. (2025). *2026 State of the World's Volunteerism Report: Volunteerism and its measurements.* UNV Knowledge Portal, Ch 2.
[46] Lawton, R. N., et al. (2021). Does volunteering make us happier, or are happier people more likely to volunteer? Journal of Happiness Studies, 22(2), 599–624. doi.org [1].
[47] United Nations Volunteers. (2025). 2026 State of the World's Volunteerism Report: Volunteerism and its measurements. UNV Knowledge Portal, Ch 7.

"Scouting has been part of my life for almost two decades. It has given me friendships, unforgettable experiences, challenges and opportunities that have shaped the way I see the world and my place in it. More than teaching me practical skills, Scouting has taught me the importance of community and the belief that each of us can make a difference.

What started as a journey of personal growth as a young person gradually became a commitment to creating opportunities for others to grow and discover their own place in the world.

And through it all, one thing has remained constant: Scouting's transformative power to educate, empower and bring people together. It has not only shaped my personal journey; it has given me a sense of purpose and the conviction that non-formal education can transform lives.

I grew up with Scouting, but I also grew through it - and continue to grow because of it."

Inês Rodrigues
- Portugal

3.5
How Scouting Education is Delivered
– *Youth Programme and Learning Experiences*

Scouting Education is delivered through a non-formal education system grounded in shared educational principles and implemented through diverse learning experiences. Delivery arrangements vary across countries, but learning is consistently experiential, youth-centred, and linked to community life. Education takes place primarily within local Scout Groups across countries and territories, which function as learning communities where young people participate in and co-create activities, projects, and personal and group challenges.

Through these experiences, young people engage in progressive learning processes that support their personal development and contribute to their participation in society. While organisational and policy environments differ, the educational intent of Scouting remains consistent across contexts.

3.5.1.
What Guides it – Educational Foundations

The delivery of Scouting Education is guided by foundational policies and reference documents that shape the organisation, design, and facilitation of learning environments. Together, these frameworks define Scouting's purpose, the educational approach, and the standards expected of NSOs/NSAs.

Core reference documents that frame Scout Education include the following:

- The Constitution of the World Organization of the Scout Movement, which governs the operation of World Scouting.
- The Essential Characteristics of Scouting defines the Movement's identity and purpose.
- The Scout Method outlines an educational approach based on experiential and peer-based learning.
- Global Policies define frameworks for Youth Programme, Youth Engagement, Adults in Scouting, and Safe from Harm.
- The Global Support Assessment Tool (GSAT) sets standards for governance, youth leadership, safeguarding, and educational quality.[48]

These are complemented by strategic frameworks, such as the Strategy for Scouting and the Roadmap of Education in Scouting, that support coherence among values, structure, and educational practice.

It is worth highlighting the Scout Method (Figure 23) as a unique feature of how Scouting educates, as a system of progressive self-education based on the interaction of complementary educational elements, applied in a balanced manner to support the holistic development of young people. These elements are not merely conceptual; they are expected to be present in the regular activities of any local Scout Group; adult leaders are responsible for ensuring this happens.



Figure 23 | The Scout Method

[48] World Organization of the Scout Movement, GSAT Assessment Guidelines, Version 3.0 (Kuala Lumpur: World Scout Bureau, 2023), p5.

3.5.2.
Educational Delivery Models

Scouting Education is delivered globally through three main models: community-based, school-based, and hybrid. These models reflect national education systems, civic environments, and partnership frameworks, and may coexist within the same NSO/NSA, as described in the School-Based Scouting report.

School-based and community-based platforms also create different conditions for programme delivery. Where Scouting is closely integrated into schools, learning experiences may be influenced by school calendars, timetables, available facilities, education policies and institutional requirements. Schools can provide regular access to young people and established educational infrastructure. At the same time, the degree of flexibility available for applying the Youth Programme and Scout Method may depend on how Scouting is positioned within the education system (Table 12).

Table 12 | Scouting Education Delivery Models

Predominant Modality	Approx. Global Share	Regional Patterns
Community Based	≈ 69% NSO	Predominant in Europe and Interamerica, and present in parts of Africa and the Arab Region.
School Based	≈ 31% NSO	Predominant in the Asia-Pacific Region, and present in Africa and the Arab Region.

Community-based delivery remains the most common modality globally (Figure 24). It is particularly prevalent in contexts where strong civic networks and volunteer systems support local programme implementation. It may provide greater flexibility in when, where, and how learning experiences are organised, allowing local groups to respond to the interests of young people and their communities.

Hybrid arrangements combine elements of both approaches and often emerge in contexts where organisational models are evolving or where both civic and institutional partnerships coexist.

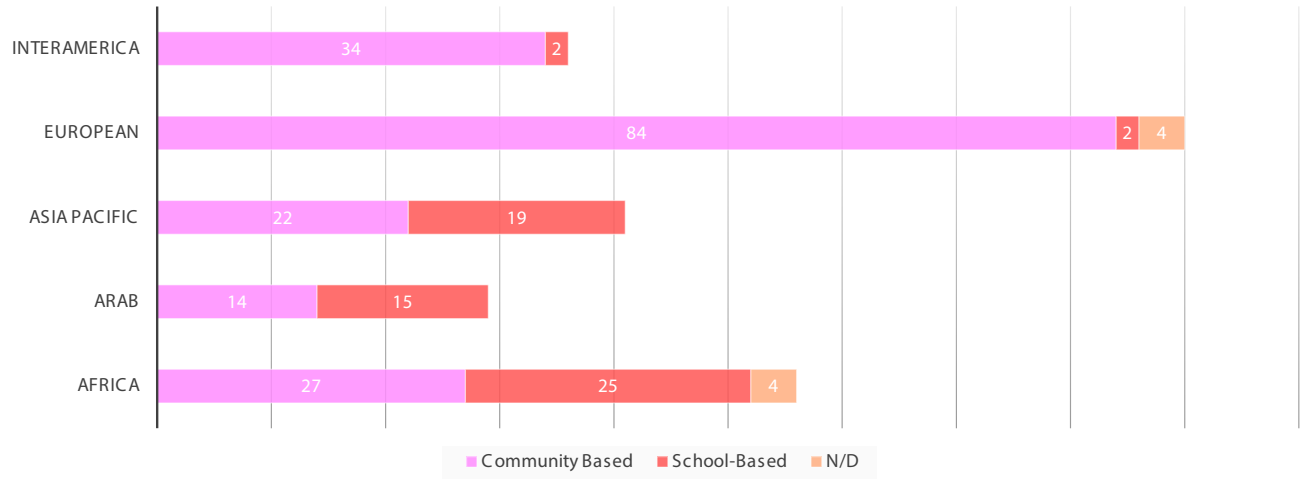


Figure 24 | Predominant Model of Programme Delivery, by Region (NSA)

While each country typically demonstrates a dominant model, many NSOs/NSAs operate multiple delivery arrangements simultaneously, reflecting the flexibility of Scouting Education and its ability to adapt to different national environments.

At the same time, programme continuity can depend heavily on the availability of adult volunteers, appropriate spaces, resources, and local partnerships. The organisational platform therefore forms part of the environment in which the Youth Programme and Scout Method are translated into concrete learning experiences.

3.5.3. How It Happens – Delivery Channels and Learning Experiences

Scouting Education is delivered through multiple, often overlapping channels, anchored in experiential, peer-based learning. These channels support learning by doing and represent the primary ways in which Scouting Education is delivered in practice.

- Group life, where learning occurs within small groups through shared responsibility and peer interaction.
- Structured Youth Programme activities, delivered within Scout Groups using age-appropriate activities and progression, and the Scout Method.
- Projects and community service, connecting learning with real community needs.
- Events and camps offer immersive environments that foster teamwork, outdoor learning, and intercultural exchange.
- Digital platforms support online, blended, and resource-based learning experiences.

These channels allow Scouting Education to operate across community-based and school-based settings and find support through digital settings.

3.5.4. Who Delivers It – NSOs/NSAs

NSOs/NSAs are responsible for translating shared Scouting educational principles into programmes adapted to national contexts. They oversee the design and implementation of the Youth Programme, support and develop capacity in adult leaders, establish safeguarding frameworks, and engage with institutional and community partners to facilitate the delivery of education.

To organise Scouting Education in the country, NSOs/NSAs are expected to establish their policies, frameworks, and systems based on the World Scouting Policies for Youth Programme, Youth Engagement, Adults in Scouting, and Safe from Harm (safety, safeguarding, and well-being).[49] Each Member Organization develops its own policies and frameworks that interpret the global guidance and incorporate its governance, structural, and cultural elements to provide a tailored educational model relevant to the needs of its youth and national realities (Figure 25).

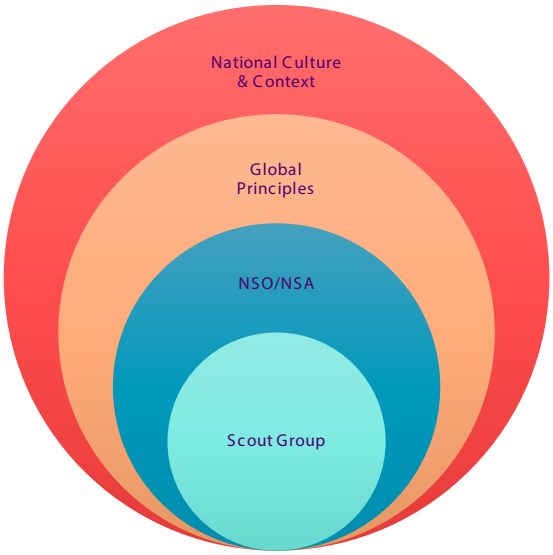


Figure 25 | Scouting Education in the National Context

Systems for programme and adult development should be in place, and opportunities and mechanisms to enable youth leadership in programme design and governance should improve the quality of education, with adults expected to understand and apply the principles of intergenerational collaboration and open spaces for youth participation in decision-making.

[49] At the time of publication of this report, Youth Programme, Youth Engagement, Adults in Scouting, and World Safe from Harm policies are under review, with an updated version to be approved by Nov 2027.

Provisions, processes, and reporting mechanisms should be in place to ensure the safety, safeguarding, and well-being of children, young people, and adults in learning and functional environments. Youth and adults directly contribute to maintaining safe spaces, with adults accountable in all circumstances.

The setup of national policies and frameworks depends on the organisation's structure. In federated models, this can involve a single or multiple interconnected resources for each of their NSAs. When the organisation operates through school-based models, Scouting policies integrate with and align with the existing regulations of the country's governing body.

GSAT enables continuous monitoring and improvement through a set of interconnected criteria. Several of these are directly related to setting the minimum standard for good-quality Scouting Education.

For this report, the results of GSAT assessments conducted in recent years for 75 NSOs were analysed (Table 13). A total of 20 indicators were selected to assess performance across the 4 main educational dimensions. The global results indicate that NSOs perform strongly in Youth Programme structure and adult systems, particularly in Youth Programme delivery frameworks, capacity-building systems, and educational Programme design.

Table 13 | GSAT Global Percentage for Educational Indicators Aggregated

	Youth Programme	Youth Leadership	Adults in Scouting	Safe from Harm	Overall
Global	73.3%	36.7%	73.3%	66.7%	63.3%

The same analysis reveals challenges in youth participation, with feedback mechanisms still underdeveloped (particularly in some regions) and limited space for young people to find their place in governance structures and institutional life (Table 14).

Table 14 | GSAT Overall Findings per Policy Area

Youth Programme

- Strong structured frameworks and clearly defined age sections with progressive schemes.
- Solid monitoring and evaluation systems, especially in mature NSOs/NSAs.
- Need to strengthen inclusivity, adaptability, and evidence-based improvement.

Youth Leadership

- Weakest area: low youth representation in governance and decision-making systems.
- Youth engagement present in training but not translated into practice.
- Limited youth feedback mechanisms and gaps between policy and implementation.

Adults in Scouting

- Strong adult development systems and comprehensive training curricula.
- Clear policies supporting the full adult lifecycle across most NSOs/NSAs.
- Need to ensure implementation in practice and alignment with Youth Leadership and Safe From Harm.

Safe From Harm

- Strong policy presence and integration into Adult Capacity Development.
- Gaps in consistent adult training and operational implementation.
- Priority: strengthen capacity and ensure safeguarding is embedded at all levels.

The Role of Adults in Delivering Scouting Education

Adults play a central role in translating Scouting's educational purpose into meaningful learning experiences for young people. The World Adults in Scouting Policy describes the Youth Programme as a partnership between young people and adults, shaped by young people's interests, needs, and abilities. Within this partnership, adults create safe, inclusive, and supportive environments where young people can learn through experience, exercise leadership, and progressively take responsibility for their own development.

Their contribution extends beyond facilitating activities: adults help design and adapt the Youth Programme to different age groups and local realities, apply the Scout Method effectively, and ensure the quality and continuity of educational delivery. This requires adults with the appropriate attitudes and competencies, supported through relevant training, continuous learning, regular appraisal, and ongoing guidance.



Flexible Volunteering and Educational Delivery[50]

Flexible volunteering also challenges the assumption that programme delivery must depend primarily on adults occupying the same type of long-term leadership role. Adults and young leaders may contribute in different ways, depending on their competencies, availability, and responsibilities, including through specific activities, projects, specialist expertise, digital contributions, or defined tasks. This creates opportunities for a broader educational team to support programme delivery while maintaining clarity around responsibility, continuity, safeguarding, and the quality of the learning experience.

More flexible volunteering models also affect how adults are prepared and supported for their roles. If adults contribute through different responsibilities and levels of engagement, their learning needs may also differ. Modular, accessible, competency-based, and role-relevant learning can enable adults to develop the competencies they need when they need them, rather than assuming every volunteer requires an identical learning pathway. This flexibility needs to be balanced with the essential educational and safeguarding requirements needed to provide safe, high-quality Scouting experiences.

[50] Flexible Volunteering Guide, World Scouting, 2026.

Scouting Education on the Ground – What Member Organizations tell Us

World Scouting conducts annual surveys with Member Organizations to better understand how the Scout Movement is doing in several aspects, including education.

The 2025 and 2026 surveys show that Scouting Education has strong foundations, but its implementation is uneven. The results indicate that NSOs/NSAs continue to align with the guiding principles set globally (including world policies), while reviewing their practices and integrating relevant changes; however, they also reveal gaps in implementation, capacity (namely in adult support), participation, and data-based evidence.

When asked to "indicate which of the following policies are implemented in your NSO/NSA and whether they are aligned with the relevant WOSM policies", answers were as follows:

Policy	Implemented and aligned with WOSM Policies
Safe From Harm	81%
Youth Programme	74%
Adults in Scouting	66%
Youth Involvement	57%

The prioritisation of efforts should therefore move from strong policy to strong practice and results by exploring ways to modernise education, strengthening the volunteer population, upscaling meaningful youth decision-making, broadening safeguarding and action, and ensuring that diversity and inclusion commitments are supported by resources and evidence.

Youth Programme and Scouting Education

According to the surveys, there's ongoing renewal and modernisation. Based on the responses of NSOs/NSAs, 75% plan to innovate in areas such as improving educational delivery, 70% plan to incorporate new technologies, and 35% plan to conduct incremental programme updates or systemic programme reviews. It is worth noting that more than 56% of respondents intend to introduce competency-based learning in their educational approaches.

The Global Initiatives are educational offers aimed at addressing global challenges and can enrich national Youth Programmes. At least 80% of Member Organizations have integrated, or plan to integrate, Global Initiatives in their programmes, varying with each organisation. This is also seen as a way to introduce innovation in existing practices.

The most common competencies deliberately addressed in the Youth Programmes of the NSOs/NSAs include Continuous learning (53%), Citizenship and global awareness (33%), Creativity (32%), and Problem-solving (30%). Other common competencies include Critical thinking, Collaboration, Environmental literacy, and Communication.

The Youth Programme dimension shows strong foundations. NSOs/NSAs support continued innovation, prioritising how to offer more relevant content, improve the delivery of Scouting Education, and advance technology, competency-based learning, and the integration of global initiatives.

Adults in Scouting – Volunteers

Adult leaders are essential to Scouting, but many NSOs/NSAs highlight challenges in recruiting, retaining, and engaging volunteers to keep up with demand. Among respondents in the 2025 survey, 75% of NSOs and NSAs reported having an insufficient number of adult volunteers to support their Scouting programmes.

To overcome that challenge, many NSOs and NSAs are actively strengthening their Adult in Scouting systems and programmes. A significant 84% plan to update their volunteer policies to offer greater flexibility and expand opportunities for adult involvement, while 79% are already implementing initiatives to recruit and retain volunteers from more diverse backgrounds and with a broader range of skills and competencies.

These initiatives include creating pathways and support for young people to begin volunteering (62%), offering more flexible training formats such as online or modular options (55%), providing practical tools like Scout activity kits (48%), and building mentoring or peer-support networks to help new volunteers thrive (40%). Some organisations (30%) are also customising materials to better suit volunteers from specific backgrounds and within local contexts.

These efforts reveal the critical need to recruit, retain, and engage more adult volunteers across the Scout Movement, while ensuring stronger systems, policies, and programmes are in place to support the delivery of Scouting to more young people around the world.

Adult motivation to support the Movement is strongly driven by a sense of purpose. Volunteers are mostly interested in contributing to young people's development and their knowledge, while also seeking to develop their personal skills, participate in a value-based community, and experience a sense of belonging. These should become elements to highlight when inviting adults to engage in the Movement.

Reaching Out to Underserved Groups

Among survey respondents, 12% of NSOs and NSAs report that more than 30% of their members come from underserved socio-demographic groups. The results also show that NSOs and NSAs are working hard to bring the benefits of Scouting to these groups, even if progress and approaches vary widely.

NSOs/NSAs show consistent involvement in running activities targeted at underserved socio-demographic groups. A majority of respondents implement these activities regularly, with 23% doing so "almost all the time" and 16% "all the time". The largest proportion of NSOs/NSAs engage in these initiatives "occasionally" (46%), while only a small minority report incorporating them "rarely" (9%) or "never" (7%).

To engage underserved populations, NSOs/NSAs rely on a diverse mix of field activities and structural support. Organising inclusive Scout camps or activities is the most prevalent method (61%), followed closely by community outreach initiatives such as communication campaigns (58%). They also leverage strategic partnerships (47%), deliver specialised leader training (40%), and provide direct financial support or resources to remove economic barriers to entry (40%). Only 3% of organisations report taking none of these actions.

Together, these findings highlight a growing commitment to equity in Scouting. With better tools, stronger partnerships, and more consistent data, NSOs and NSAs can further amplify their reach and ensure Scouting is accessible to every community.

3.5.5.
What Complements Scouting Education Globally – Initiatives, Grants, and International Youth Events

In addition to national programme delivery, Scouting Education is complemented by a global and regional layer of initiatives, grant-supported programmes, and international events that provide shared learning pathways, thematic focus, and opportunities for cross-regional engagement. NSOs/NSAs have autonomy in selecting which ones to incorporate into their national agenda.

Education Through Global Initiatives

Global initiatives are one of the many resources to anchor Education for Sustainable Development in Scouting Education, organised into four thematic areas responding to global youth needs and emerging societal challenges (Figure 26):

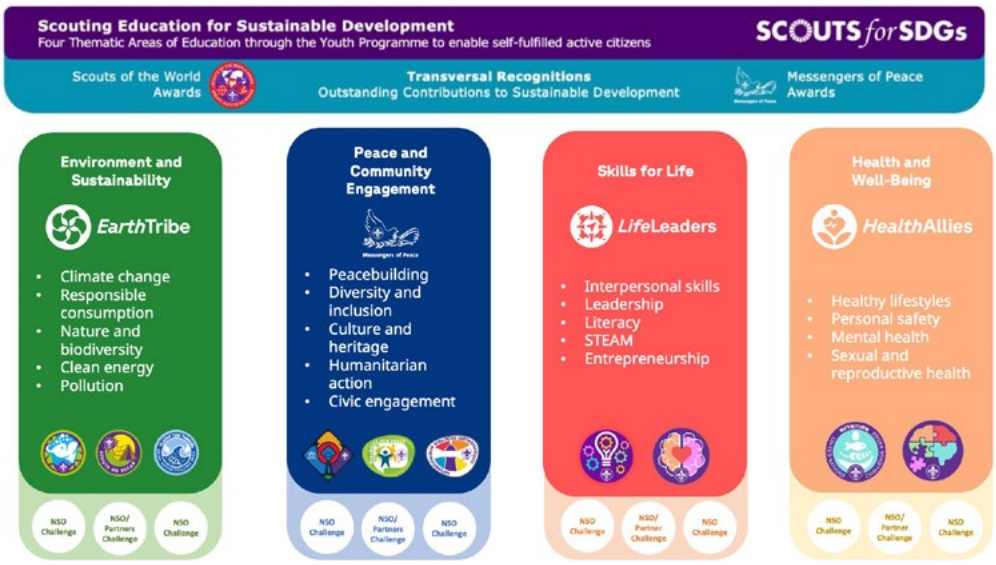


Figure 26 | Thematic Areas of Education, WOSM Initiatives, Topics, and Educational Challenges

Participation in these initiatives varies across regions, reflecting differences in organisational capacity, delivery models, partnerships, and national priorities. Engagement is fostered through initiatives such as projects, events, digital platforms, and community-based activities.

Scouts for SDGs – Global Baseline (2021–2025)

- 175 countries included
- 146 NSOs/NSAs engaged in at least one SDG-aligned initiative
- 23 global initiatives tracked
- 632 total initiative engagements reported

Strongest engagement in peacebuilding, environmental sustainability (including climate and renewable energy action), and sustainability

Adoption of initiatives varies according to the needs, interests, and capacity of NSOs/NSAs. Table 15 shows the regional distribution.

Table 15 | Scouts for SDGs Initiatives and Challenges Declared by Region[51]

Initiative/Challenge (Year)[52]	Africa	Arab	Asia-Pacific	European	Interamerica
Messengers of Peace (2011)					
Dialogue for Peace (2015)					
Interreligious Dialogue (2020)					
HeForShe (2018)					
Patrimonito (2016)					
Health Allies (2024)					
Mind Builders (2024)					
Nutrition (2024)					
Earth Tribe (2020)					
Champions for Nature (2020)					
Tide Turners Plastic (2020)					
Scouts Go Solar (2013)					
Life Leaders (2024)					
Impact Innovators (2024)					
EQ in Action (2024)					
Transversal Initiatives					
YUNGA[53] Badges (2013)[54]					
Scouts of the World Award[55] (2011)					
Scale	25+ Countries	19 to 24	1 to 9	0	

Grant-Supported Educational Initiatives

Since 2011, grant-supported initiatives complement national delivery by enabling the implementation, scaling, or piloting of educational approaches aligned with Scouting's global priorities. Grants support a broad range of themes, including skills development, education for sustainable development, peace and dialogue, inclusion, and community-based service learning. The most accessed grant mechanisms include the following:

- Messengers of Peace (MoP) Fund
- Global Youth Mobilization (GYM)
- Scouts for SDGs–linked project funding
- Emergency or humanitarian grants (limited and episodic)

[51] This table includes all initiative columns present in the global Scouts for SDGs baseline dataset (updated December 2025). Presence levels are based on the number of entities reporting implementation.
[52] Indicates the year the initiative, programme or campaign was adopted or launched in World Scouting in all cases.
[53] The Youth and United Nations Global Alliance (YUNGA) was created in 2009 to educate youth on environmental matters. YUNGA works on several thematic areas including agriculture, biodiversity, climate change, energy, forests, food security, hunger, nutrition, oceans, water, and the Millennium Development Goals.
[54] YUNGA challenge badges were created in 2009 and adopted by WOSM and WAGGGS, as an endorsed educational framework for Scouts and Guides globally around 2013. The formal integration of YUNGA badges into Scouts for SDGs has been effective since 2024.
[55] Supports all thematic areas covered by each of the Initiatives.

Grant-supported initiatives are implemented across all regions, with stronger concentration in Africa and Asia-Pacific, and support multi-region and global learning initiatives (Table 16). Analysis of grant-supported initiatives shows broad coverage of educational priorities within Scouting. These include the following:

- Skills for life and innovation (e.g., leadership, design thinking, entrepreneurship).
- Education for sustainable development (climate action, environmental stewardship, renewable energy).
- Peace, dialogue, and social cohesion (intercultural and interreligious dialogue, conflict resolution).
- Inclusion and equity-focused education, particularly for vulnerable children and young people.
- Community engagement and service learning that reinforce experiential, action-based approaches to learning.

This breadth of themes indicates that grants are frequently used to pilot, scale, or reinforce educational approaches aligned with the Scout Method and global priorities such as the SDGs, peacebuilding, and sustainability.

Table 16 | People Reached Through Targeted Grants.

Category	Consolidated Figures (Indicative)[56]	Considerations
Young People Reached	≈ 20–25 million	Includes direct participation in funded projects (e.g., Ticket to Life, Tide Turners Plastic, Impact Innovators, Dialogue for Peace), plus large-scale mobilisation through Scouts for SDGs and Messengers of Peace. Figures may include both registered Scouts and non-Scout participants in community education activities.
Adults Engaged / Trained	≈ 30,000–50,000	Includes adult leaders trained through capacity development, dialogue, innovation, environmental education, and programme implementation grants. Training intensity and duration vary significantly by initiative.
Member Organizations Supported	100–165 NSOs	Reflects NSOs/NSAs directly receiving grants, capacity-building support, or integrating global educational initiatives into national programmes (e.g., Scouts for SDGs, Messengers of Peace).

Global Events[57] as Educational Opportunities

Scouting Education is also experienced through global or regional youth events, including large-scale international gatherings and digitally enabled platforms (Table 17). World Scout Jamborees provide time-bound, immersive learning environments that focus on intercultural understanding, youth leadership, and global citizenship. Digital events, such as JOTA–JOTI, enable annual, large-scale participation through online and radio-based activities, thereby expanding access to global Scouting Education.

Table 17 | World Youth Events as Modalities of Scouting Education

Dimension	World Scout Jamborees	World Scout Moot	JOTA-JOTI
Modality	Physical, in-person	Physical, in-person	Digital/online
Frequency	Every 4 years	Every 4 years	Annual

[56] World Scouting Grant Management System.
[57] Global Events Historical Statistics until 2025.

Participation Scale	Tens of thousands Last one: • Held 1–12 August 2023 in Saemangeum, South Korea. • ~43,000 participants from 158 countries attended.	Thousands Last one: • Held 25 July – 3 August 2025 in Portugal. • ~7,500 Scouts and volunteers from 117–118 countries participated.	Millions Last one: • Held 17–19 October 2025 as the latest global digital and radio event. • More than 650,000 groups and individuals from 188 countries registered to take part.
Educational Role	Immersive, time-bound experiential learning that strengthens intercultural understanding, global citizenship, leadership development, and application of the Scout Method in a global setting.	Advanced experiential learning for young adults, emphasising personal leadership, service, cultural immersion, and active citizenship, often linked to thematic routes or projects.	Large-scale inclusive learning that promotes communication skills, digital citizenship, intercultural dialogue, and connection to a global Scouting community.
Participation Characteristics	Selective participation organised through national contingent; residential, intensive, and collective learning experience.	Targeted participation of young adults; semi-structured learning combining self-directed exploration, service, and peer-to-peer learning.	Open and flexible participation by individuals or groups; short-duration, modular activities adaptable to local contexts.
Equity Potential	Delegation-based participation with quotas and selection processes.	Contingent-based participation with age-specific criteria and selection mechanisms.	Broad, low-threshold participation across countries and communities.
Dependency	Significant infrastructure, logistics, international coordination, and national governance capacity.	Host-country infrastructure, route and programme design, international coordination, and adult support.	Digital platforms, connectivity, and adult facilitation at local level.

World Scout events, including World Scout Jamborees, World Scout Moots, and JOTA-JOTI, play a distinctive educational role within Scouting. They complement the continuous learning young people experience through local Scout programmes by providing time-bound, large-scale or digitally connected opportunities that are difficult to create locally. While participation is periodic and influenced by factors such as affordability, travel, connectivity, accessibility, and organisational capacity, these events contribute to global citizenship, intercultural learning, and a sense of belonging to the worldwide Scout Movement.



In 2025, regional events complemented the global events calendar by providing culturally grounded learning experiences responsive to different age groups and regional contexts. JamCam 2025 in Cali, Colombia, brought together more than 2,000 Scouts for seven days of intercultural exchange, community service, and learning by doing. The 33rd Asia-Pacific Regional Scout Jamboree in Botolan, the Philippines, in 2025 welcomed more than 23,000 participants for a week of leadership development, outdoor skills and regional fellowship. The 3rd Arab Para-Jamboree similarly expanded opportunities for inclusive participation by tailoring the event to regional needs and realities.

Looking ahead, the 26th World Scout Jamboree will take place in Gdańsk, Poland, from 30 July to 8 August 2027 and is expected to bring together more than 40,000 participants. Its educational programme will emphasise global stewardship, environmental sustainability, and intercultural dialogue. Together, world and regional events extend Scouting's non-formal educational offer and strengthen young people's connection to the worldwide Movement.

3.5.6. Organisational Conditions Enabling Educational Delivery

The delivery of Scouting Education depends not only on programmes and learning experiences but also on the organisational conditions that enable them to function effectively across contexts. To support NSOs/NSAs in the continuous improvement of their organisational setting, World Scouting has several services in place.

Services to Member Organizations

NSOs/NSAs strengthen their educational capacity through World Scouting services, which provide technical assistance, policy guidance, training resources, mentoring, and access to specialised expertise.

Since the establishment of the World Scouting Services model in 2018, an estimated 1397 services (as of July 2026) have been delivered to NSOs/NSAs worldwide with the support of more than 300 volunteer consultants (Figure 27). A significant proportion of these services focus on educational areas central to Scouting's programme delivery, including Youth Programme, Youth Leadership and Youth Involvement, Scouts for SDGs, Adults in Scouting, and Safe from Harm. These services are delivered through a global network of specialised consultants and subject-matter experts who support Member Organizations in strengthening programme quality, leadership development, Safe from Harm (safety, safeguarding, and well-being) systems, and the implementation of educational initiatives across diverse national contexts.

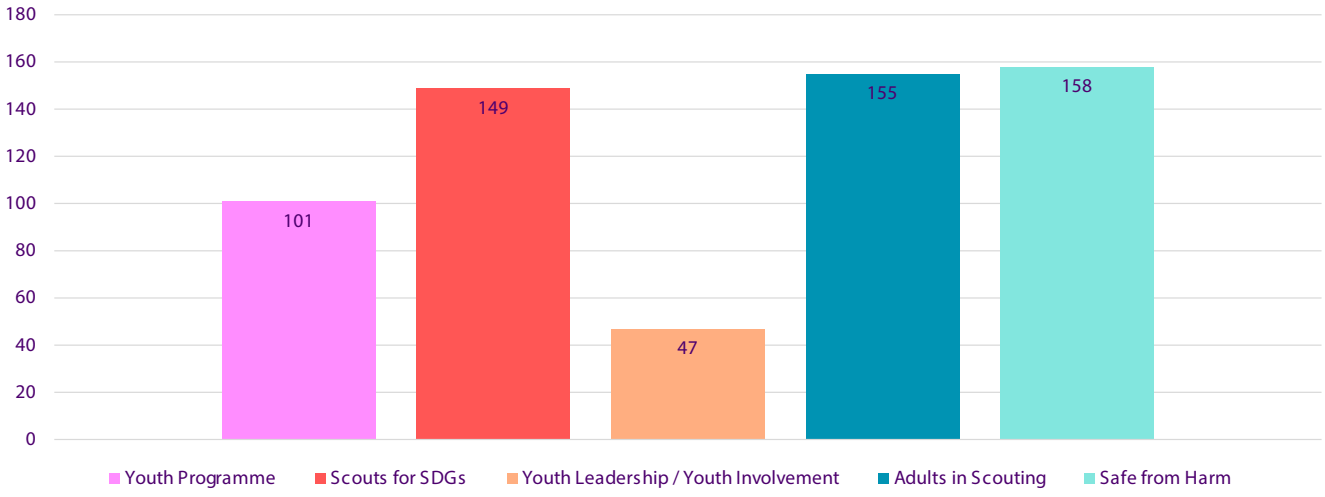


Figure 27 | Thematic Areas of Education, WOSM Initiatives, Topics, and Educational Challenges

These services are complemented by digital platforms that support learning, coordination, recognition, and knowledge sharing, as well as funding mechanisms that enable youth-led initiatives, community projects, and innovation in educational delivery.

Safeguarding and Well-Being

Safe spaces are fundamental to delivering quality Scouting Education, as they create the conditions in which children and young people can learn, grow, participate, and exercise their leadership across different settings supported by adults. Safeguarding has consistently emerged as one of the highest priorities across all regions. While safeguarding systems vary in maturity, there is broad recognition that meaningful learning can only take place in environments where children, young people, and adults feel safe, respected, included, and supported.

Safeguarding is therefore increasingly understood not as a standalone policy area, but as a fundamental enabler of quality Scouting and educational impact. NSOs/NSAs are expected to establish and continuously strengthen Safe from Harm (safety, safeguarding, and well-being) policies; reporting and response mechanisms; safer recruitment and adult training processes; and organisational cultures that promote prevention, accountability, and well-being. In addition, safeguarding principles and awareness need to be integrated into the educational agenda to support children and young people's capacity development and individual contribution to maintaining safe spaces among them.

Across regions, NSOs/NSAs identified the need for continued capacity building, practical implementation support, and stronger integration of safeguarding into governance, programme delivery, and volunteer management, reflecting its central role in ensuring that Scouting remains a safe and trusted educational movement for all.

The nature of the challenge varies with organisational capacity and context. Regions with more mature governance systems generally have well-established safeguarding frameworks but continue to focus on harmonising standards, strengthening implementation, and ensuring consistent practice across all NSOs/NSAs. In regions with developing organisational capacity, safeguarding efforts focus more on building foundational policies, strengthening adult training, and embedding safeguarding within programme delivery.

Safeguarding arrangements also vary by delivery model: community-based settings rely primarily on organisational policies, adult leader training, and monitoring systems. In contrast, school-based contexts often draw on child protection frameworks within formal education systems.

Across all regions, safeguarding continues to evolve as a key part of organisational development and culture. Its effectiveness depends not only on robust policies and procedures, but also on capable adult leadership, effective institutional systems, and a culture of continuous learning and improvement that enables safe, inclusive, and supportive educational environments for everyone involved in Scouting Education.

Organisational Conditions

GSAT data indicates relative strengths in the organisational systems that enable Scouting Education, particularly Youth Programme frameworks and adult development systems. At the same time, the findings point to areas for improvement in translating these frameworks into consistent implementation and adapting them to local realities.

Quality and Impact Measurement

Monitoring, evaluation, and impact measurement are also essential organisational conditions for ensuring the quality and improvement of Scouting Education. It enables NSOs/NSAs to assess whether the Movement's educational purpose is being achieved and to understand the experiences and outcomes of young people and volunteers. GSAT and Social Impact services help NSOs/NSAs to collect evidence on programme implementation, participation, learning, safeguarding practices, and organisational structure. The capacity to produce impact studies is still developing within World Scouting. Individual NSOs/NSAs complement this with greater capacity to conduct deeper impact studies, thereby demonstrating the distinct and lasting effects of Scouting Education on young people's development.

3.5.7.
Scout Education and External Factors

Beyond all the educational policies, processes, systems, and practices that may exist in an NSO/NSA, external factors and trends that impact the learning experiences of young people and adult volunteers need to be recognised and reflected on.

Global Megatrends Impacting Scout Education

1. Climate Impact and Resources Stress	*Potential Implications for Scouting Education*
There is a growing awareness of humanity's impact on resources and climate, but the global effort to reduce carbon emissions, lower global temperatures, and reduce extreme weather events needs significant improvement.	Increasing focus on environmental awareness, behavioural change, and community-based projects. Value of reusing and recycling. "Do-it-yourself" mindset revamped, from agriculture to crafts. Return of manual training. Communities and individuals need to be better prepared to react to extreme events (resilience).

2. Demographic Shifts and Social Changes	*Potential Implications for Scouting Education*
People live longer in average. In some parts of the world 4 or 5 generations can coexist (at home, at work, in social spaces). Also, social support systems may be needed for the older generations. In some continents (namely Africa) there is a growing youth population that claims for its "place at the table" (jobs, services...).	Practices and contents related to intergenerational collaboration, social inclusion, community resilience, entrepreneurship, leadership and agency. Focus on social skills like empathy, active listening, cooperation. Adult volunteers can be recruited from a wider but more diverse group.

3. Technology Everywhere, Anytime	*Potential Implications for Scouting Education*
Digitalisation will continue to invade a wide range of human activities; this translates into technical and economic changes and many social changes. Also, the rapid rise of AI started a revolution whose implications are difficult to assess in full.	Use of technology in educational activities (as a pedagogical tool). Programmes that can be more adaptable to the learner (or group of learners). Training of volunteers more adaptable to personal availabilities. But also, Scouting as a provider of "first-hand" and direct experiences (with people, with nature). A recalibration of mental and relational health. Scouting as an antidote to exclusion.

4. Economy, Inequality, and Labour Shift	*Potential Implications for Scouting Education*
The economy continues to be an engine of development. But the current models are being questioned, and new ones seem to emerge new activities and products, having sustainability as background; more dynamic labour market; more frequent reskilling; no more "jobs for life"; forms of organisation that are less hierarchical; increase in the importance of personal initiative; potential social inequalities	Bigger focus on develops personal resilience, creativity, and 21st century skills. Activities and programmes that enhance autonomy, sense of responsibility and spirit of initiative ("create your own job"). External recognition of skills acquired through Scouting (work in teams, leadership, communication, develop projects). Difficulty in attracting adult volunteers (who are more focused on adapting to professional challenges) – new models to be tested.

5. Rapid Urbanisation	*Potential Implications for Scouting Education*
By 2050, two-thirds of the world population may live in cities. But these cities may not be able to respond to this influx in offering, jobs, housing, services, etc. This agglomeration may cause social inequalities and tensions, besides pollution, which will affect the well-being of individuals and communities. Moreover, this concentration will mean that more people will be exposed to potential hazards happening to urban spaces.	Adaptation of Scouting practices to an urban environment (when nature has always been the preferred setting). Potential increase of focus on solidarity initiatives and community development projects. Reach out to "new publics" in underprivileged communities. Social and environmental activism and citizenship can become more central in the educational practices. Preparedness to respond to disasters in several circumstances will increase its importance.

6. Interconnected Politics and New Forms of Governance	*Potential Implications for Scouting Education*
Global and regional geopolitics will have increased impact on people's lives: from wars and conflicts to cybersecurity and information warfare; from change of demographics and migration to the rise of nationalism and populism. Even the effects of climate change can affect peace and stability in many parts of the world. Also, technology will facilitate bigger participation in public life.	Reinforce Scouting as a values-based education space. Need to focus on peace, dialogue, and coexistence, from a mindset perspective to the acquisition of practical skills. Importance of intercultural and international learning experiences. Development of critical thinking and positive and informed participation in public life (from local to global). The importance of the adult volunteer as role-model in this domain

Education System Trends and Implications for Non-Formal Education

Education systems worldwide are evolving in response to technological advancements, labour market transformations, demographic shifts, and growing attention to equity and lifelong learning.[58] These developments directly influence non-formal education, which often responds more flexibly to emerging learning needs and gaps.

1. Digitalisation and Hybrid Learning	*Implication for Non-Formal Education*
Digital technologies and blended learning models are increasingly integrated across education systems to expand access, flexibility, and continuity of learning.[59,60]	Non-formal education increasingly incorporates digital platforms and hybrid delivery models to complement in-person learning and extend reach beyond traditional settings.[61]

2. Skills-Based and Lifelong Learning	*Implication for Non-Formal Education*
Education policies place greater emphasis on skills development across the life course, reflecting changing labour market demands and social transition.[62,63]	Non-formal education places greater focus on transversal, civic, and employability-related skills that complement formal education pathways and support youth and adult transition.[64]

3. Recognition and Integration of Learning Pathways	*Implication for Non-Formal Education*
There is increasing policy attention to recognising learning outcomes acquired outside formal education, including through validation frameworks and alternative credentialing mechanisms.[65]	Non-formal education adopts badges, certificates, and other recognition tools while engaging with national lifelong learning and qualification frameworks.[66]

4. Inclusion, Equity, and Access	*Implication for Non-Formal Education*
Persistent inequalities in access, participation, and educational outcomes remain a central concern across education systems, particularly for disadvantaged and marginalised populations.[67]	Non-formal education complements and provides alternatives to formal education, helping expand learning opportunities for people who may have limited access to formal systems, including out-of-school children and youth, adult learners, women and girls, and populations in disadvantaged or underserved communities.[68]

[58] UNESCO. (2023). *Global education monitoring report 2023: Technology in education – A tool on whose terms?* UNESCO.
[59] UNESCO. (2023). *Global education monitoring report 2023: Technology in education – A tool on whose terms?* UNESCO.
[60] World Bank. (2024, October 30). *Ensuring learning continuity during crises: Applying lessons from the COVID-19 pandemic to shape resilience and adaptability.* World Bank.
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[63] Angel-Urdinola, D. (2024, May 7). *Changing skills and workforce development at a time of rapid global transformation.* World Bank.
[64] International Labour Organization. (2023). *The ILO strategy on skills and lifelong learning 2030.* International Labour Organization.
[65] UNESCO. (2023). *Global education monitoring report 2023: Technology in education – A tool on whose terms?* UNESCO.
[66] UNESCO. (2023). *Global education monitoring report 2023: Technology in education – A tool on whose terms?* UNESCO.
[67] UNESCO Institute for Statistics (UIS). (n.d.). *Glossary: Non-formal education.* UIS Data Browser.
[68] UNESCO Institute for Statistics (UIS). (n.d.). *Glossary: Non-formal education.* UIS Data Browser.

5. Community-Based Learning and Multi-Sector Collaboration	*Implication for Non-Formal Education*
Education policies and programmes increasingly recognise the value of experiential learning linked to community engagement, civic participation, and real-world problem solving, supported by partnerships between schools, communities, civil society, and other stakeholders.[69,70,71]	Non-formal education continues to emphasise experiential and project-based learning delivered through collaboration with civil society organisations, public institutions, and private-sector actors[72]

3.5.8. Implications for Delivering Scouting Education

- The institutional conditions under which NSOs/NSAs operate shape how Scouting Education is organised, coordinated, and sustained at the national level.
- Organisational models, governance capacity, and partnership arrangements influence the coherence of educational programmes, the consistency of implementation, and the forms of support available to local Scout Groups. The delivery of Scouting Education is shaped not only by programmes and learning experiences, but also by the organisational conditions that enable them to function effectively across contexts.
- Governance, capacity, and support systems condition delivery at scale. Variations in governance maturity, organisational structures, and access to support services influence how consistently Scouting Education can be coordinated, monitored, and sustained across local Scout Groups.
- Service models and grants function as enabling mechanisms. Technical services, digital platforms, training pathways, and grant mechanisms primarily support the implementation, scaling, and adaptation of educational delivery, rather than replacing national programme ownership.
- Safeguarding and well-being are foundational to educational provision. The availability and maturity of safeguarding systems directly affect where and how educational activities can be delivered, shaping participation conditions, adult leadership requirements, and programme continuity across delivery modalities.
- Organisational conditions vary by context and model. Community-based, school-based, and hybrid delivery environments rely on different institutional arrangements, partnerships, and resources, resulting in varied organisational demands and capacity requirements.
- Organisational conditions form the enabling environment within which Scouting Education is delivered, framing the opportunities and constraints that shape educational continuity, safety, and accessibility across national contexts.
- Global and educational trends also influence how Scouting Education is understood and put into practice. Changes like digitalisation, a focus on skills and lifelong learning, recognition of non-formal learning, and greater attention to equity and civic participation all shape how Scouting's educational principles are applied. These trends affect organisational models, volunteer involvement, participation patterns, and the delivery of learning opportunities.

[69] International Labour Organization. (2023). *The ILO strategy on skills and lifelong learning 2030.* International Labour Organization.
[70] World Bank. (2024, October 30). *Ensuring learning continuity during crises: Applying lessons from the COVID-19 pandemic to shape resilience and adaptability.* World Bank.
[71] OECD. (2023). *Engaging young citizens: Civic education practices in the classroom and beyond.* OECD Education Policy Perspectives, No. 65. OECD Publishing. https://doi.org/10.1787/2166378c-en
[72] OECD. (2023). *Engaging young citizens: Civic education practices in the classroom and beyond.* OECD Education Policy Perspectives, No. 65. OECD Publishing. https://doi.org/10.1787/2166378c-en

"Scouting not only shaped my journey; it gave meaning to my life. From an early age, it taught me to serve, lead, and never remain indifferent to human suffering. It also nurtured in me a deep love for the environment and a lifelong commitment to its protection. In 2022, being recognised as a World Scouting Messengers of Peace Hero and receiving the Africa Scout Award were unforgettable milestones. Today, these values guide my work as a Humanitarian Project Officer, serving vulnerable communities and striving every day to build a more compassionate and sustainable world."

Koffi Clavaire Arnold KOUAKOU
– Côte d'Ivoire

4. Reflections on *Findings*

The analysis of context, organisational structures, participation systems, and educational delivery, along with demographic factors, institutional arrangements, and programme implementation, may lead to several reflections.

4.1. Ten Reflections on Scouting Education

4.1.1. Context Shapes the Role of Scouting Education

Scouting takes place within a wide range of national contexts. Factors such as demographic trends, the capacity of the country's education system, inequality, and the broader civil society environment shape how Scouting supports young people's development.

In countries with large populations, Scouting often expands access to learning and builds life skills. In countries with more established education systems, Scouting tends to complement formal education by offering experiential learning, volunteering, and opportunities for civic participation.

These different qualities highlight that Scouting Education does not have a uniform setup across all countries. Instead, the way each Youth Programme is designed and delivered may need to adapt to national realities (and needs), grounded in the Movement's shared values and principles.

4.1.2. Scouting Educates in Low Human Development and Inequality Contexts

Global data show that much of the world's Scout youth are concentrated in medium–high and high-inequality contexts. This concentration not only reinforces Scouting's importance as a catalyst for personal and community development, but also places significant demands on volunteer capacity, governance systems, and safeguarding frameworks.

In contrast, lower-inequality contexts account for a smaller share of global Scout youth and operate at a smaller scale, with higher institutional density and stability.

4.1.3. Institutional Capacity Influences Educational Delivery

NSOs/NSAs are central to shaping how Scouting's general educational principles are translated into national Youth Programmes relevant within their own countries.

Institutional structures vary widely across the Movement, including single-nation organisations, federated organisations, school-based systems, and community-based models. Several factors can influence institutional capacity, such as NSO/NSA maturity, country organisational culture, and resource availability. These variations affect how programmes are coordinated and developed, how safeguarding is implemented, and how adult volunteer management systems operate.

As a result, governance and management capacity and systems significantly influence the reach, quality, and long-term sustainability of Scouting Education.

4.1.4. Adult Volunteer Support is a Structural Enabler

Adult volunteers serve as educators, mentors, and facilitators of learning experiences. They also have roles in structures that support educational content development, with many Member Organizations relying entirely on volunteer-run structures for content development and delivery.

However, the availability and density of adult leaders vary by region. Youth−adult ratios range from approximately 2−4 youth members per adult in some regions to nearly 20 youth members per adult in others, directly influencing programme scale, supervision, and the capacity to deliver consistent learning experiences.

As volunteering patterns change, volunteer retention will depend on the capacity of Member Organizations to adapt their volunteer management systems to contributions that may vary in scope, availability, depth, or nature, and to improve the overall experience for those who deliver the mission.

4.1.5. Scouting Delivery Articulates with National Educational Ecosystems

Scouting Education is delivered through multiple models, including community-based, school-based, and hybrid arrangements. These modalities reflect national policy systems, civic infrastructure, and associative systems in each country. Regardless of the model in place, educational experiences are expected to remain grounded in the fundamentals of Scouting, setting and designing experiential learning.

School-based Scouting may require particular attention to relationships with education authorities, preparing and supporting adults involved through schools, and effectively implementing the Youth Programme and Scout Method. Community-based Scouting needs to focus on volunteer recruitment and retention, local leadership capacity, community partnerships, and access to sustainable resources and spaces. Where both platforms coexist, NSOs/NSAs have an opportunity to examine how each can complement the other.

4.1.6. Scouting is Locally Rooted but Globally Connected

Scouting Education is mostly delivered at the local level by more than 1 million Scout Groups that provide the right learning environment. This is where, week after week, young people experience fun, adventurous, and meaningful activities that help them develop character traits.

On top of that, young people can benefit from belonging to a worldwide "family" and from exploring global issues that also impact their communities. World Scouting offers global initiatives, grant-supported projects, and international events that complement national programmes, providing additional learning spaces that Scout Group leaders can link to support young people's personal development and offer new opportunities for collaboration and networking.

4.1.7. Established Policy Systems Coexist with Gaps in Implementation

An analysis of several selected GSAT criteria relevant to Youth Programme, Youth Engagement, Adults in Scouting, and Safe from Harm, from 75 Member Organizations from 2017 to 2025, provides a sense of patterns and maturity in the implementation of these 4 main areas.

Comparing institutional indicators shows that Youth Programme, Adults in Scouting, and Safe from Harm are relatively strong in most regions. These dimensions indicate that policy systems are well established in the Movement, although their implementation remains a challenge.

In contrast, youth leadership and youth participation in governance tend to score lower in several regions, highlighting how Youth Engagement structures are implemented. Scouting Education supports youth empowerment through programme participation, but the integration of youth in decision-making models and structures continues to evolve.

4.1.8. Diverse Trends Call for Adaptation and Innovation in Scouting Education

Scouting's long life of almost 120 years is also explained by its adaptability: to geographies, social changes, political ruptures and evolutions, and economic shifts. A closer look at recent and contemporary trends (global and in education or volunteering) surfacing at an increasingly fast pace reveals the need for Scouting to keep adapting and innovating to ensure it continues to have a positive impact on young people's lives.

Innovation in Scouting Education means intentionally improving and adapting the educational approaches, structures, and learning experiences through a mindset of curiosity, critical reflection, and experimentation. We need to continually renew why we educate, what experiences we offer, and how we deliver, organise, and evaluate them.

4.1.9. Safe Spaces Are a Prerequisite for Youth Development

Scouting has a responsibility to provide safe, inclusive, and supportive environments for children, young people, and adults. Scouting's educational purpose can only be achieved when people are protected from harm and treated with dignity.

World Scouting has recognised the need for child and youth protection since the very beginning, but it was formalised in 2002 when the World Scout Conference adopted the Keeping Scouts Safe from Harm position paper. Since 2021, compliance mechanisms have been established. Although good progress was observed, there is still work to be done in NSOs/NSAs for organisations to strengthen their safeguarding and well-being frameworks, ensuring that in each of the 1 million local Scout Groups around the world, all children, young people, and adults find spaces in which they can flourish in a friendly, welcoming, and stimulating way.

4.1.10. Strengthening Evidence and Demonstrating Impact Is Needed

Evidence from NSO/NSA GSAT assessments shows that many Member Organizations have strong internal systems for programme delivery and governance in place; it also highlights the need for stronger evidence frameworks to manage and monitor educational outcomes and other influences shaping education in a country. Structured information about contexts and the internal life of Member Organizations, will help shape the educational offer more effectively.

People within Scouting know the strong impact of Scouting not only on young people, but also on volunteers, communities, and societies. But most of the time, undisputed evidence is missing, so we can demonstrate this impact to others outside the Movement.

Governments, partners, and donors ask for outcomes. And within the Movement itself, NSOs/NSAs are being asked to make decisions about programmes and priorities with very little data to guide them.

Expanding the data collection and analytical capacity will support evidence-informed reflection and strategic decision-making in Scouting Education.



4.2. What May Influence the Quality of Scouting Education and the Learning Experiences

The findings suggest that the organisational platform through which Scouting is delivered is a contextual factor that may influence the quality and consistency of Scouting Education. None of the delivery modalities inherently provides a stronger educational experience; rather, each creates different enabling conditions and potential constraints.

School-based Scouting may benefit from regular access to young people, institutional infrastructure, and links with formal education systems, but it may also be more exposed to institutional requirements and priorities. Community-based Scouting can benefit from greater local ownership, flexibility, and connection with communities, but it is more sensitive to volunteer availability, community trust, resources, and the strength of local civil society. What matters educationally, therefore, is not simply the platform itself, but whether the conditions surrounding it enable the Youth Programme and Scout Method to be implemented consistently and to a high standard.

These factors are interconnected. They interact in unique ways to shape the conditions under which the national models function across diverse national and regional environments.

Factors Influencing Scouting Education

National Context
Demographic factors, educational systems, and socio-economic conditions play a significant role in how Scouting Education fits into youth ecosystems. Levels of inequality and human development shape programme scale, institutional pressures, and Scouting's role in expanding youth development opportunities.

Institutional Maturity and Governance Systems
The strength of governance structures, programme management systems, and policy implementation shapes the consistency and sustainability of Scouting Education.

Support and Resource Mechanisms
Technical assistance, partnerships, funding instruments, and digital infrastructure help NSOs/NSAs sustain and strengthen educational delivery.

Intentional and Responsive Programmes
Learning experiences at the local level need to respond to social contexts and meet young people's interests (thus being shaped by them), and can be inspired by national, regional, or global programs and events.

Adult Volunteer Capacity and Culture
The availability, preparation, and retention of adult volunteers directly influence the continuity, safety, and depth of educational experiences.

Delivery Modalities Models
Community-based, school-based, and hybrid delivery models reflect the diversity of the national education ecosystem and the country's interinstitutional arrangements.

Safeguarding and Well-Being Systems
Safeguarding policies, capacity building, and governance oversight provide essential foundations for safe and supportive learning environments and anchor Scouting Education within contextual legal safeguarding frameworks.

Youth Engagement and Leadership
Young people who actively participate in decision-making, programme co-creation, and leadership roles develop a stronger sense of ownership and relevance within the Scout Movement and in themselves.

A Scouting Culture
Learning experiences in Scouting are expected to occur in a very specific environment and using a particular method. Practices, symbols, and rituals shape the identity of these learning spaces and must be considered when the need to innovate arises.

Partnerships and Systems Integration
Collaboration with schools, governments, civil society, local communities, and international partners strengthens the effectiveness and relevance of Scouting Education by expanding learning opportunities, connecting Scouting with national priorities and community needs, and enabling young people to apply their learning through real-world action (Figure 28). They also enhance the recognition, sustainability, and collective impact of Scouting within the broader youth development ecosystem.

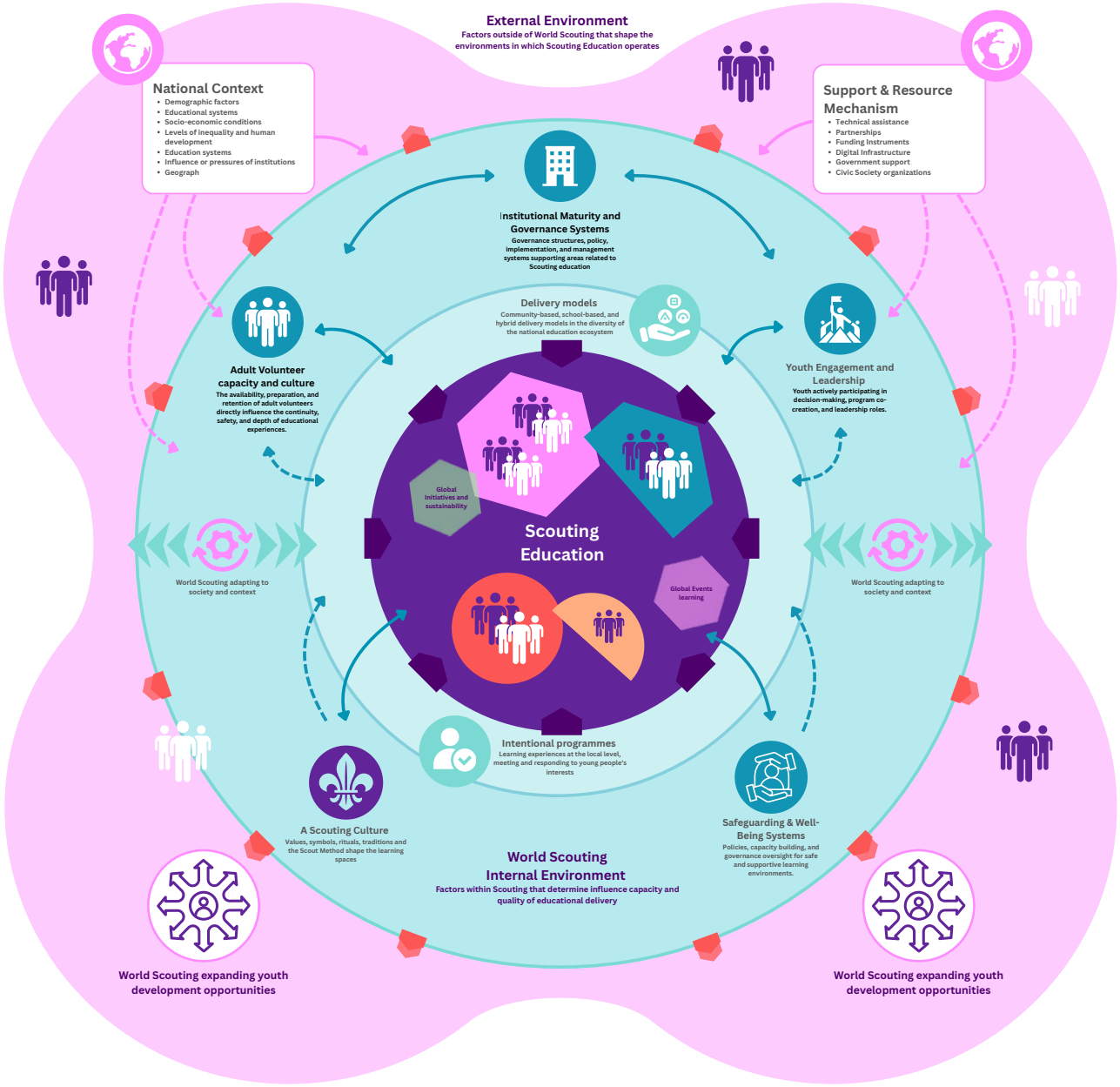


Figure 28 | Factors Influencing Scouting Education

5. Looking *Ahead*



Trails for a Relevant and Meaningful Scouting Education

The trends surveyed in this report – global megatrends, education system trends, and emerging trends affecting youth and volunteering (Sections 3.4.6 and 3.5.7) – describe a rapidly shifting environment in which Scouting Education must operate. Together, they point to a set of forward-looking trails that World Scouting may wish to explore to remain relevant and effective as an educational movement that is locally rooted and globally connected.

Ten such trails are proposed, followed by an assessment of how they relate to the current Strategy for Scouting, and a discussion of what they imply in practical terms for the operations, structures, and systems of NSOs/NSAs.

5.1.
Ten Trails to Explore

Well-being and resilience as core educational outcomes. The convergence of rising youth mental-health pressures, digital overstimulation, and climate-related anxiety points towards a trail to formalising well-being as an explicit educational outcome rather than an incidental benefit of the Scouting experience. This entails building emotional literacy, safe spaces, and adult-leader mental-health-first-aid competence directly into the Youth Programme, rather than leaving them to arise incidentally.

Nature-connection and environmental stewardship in an urbanising world. With two-thirds of humanity projected to live in cities by 2050, even as climate stress intensifies, Scouting has a role in reasserting outdoor, hands-on, nature-based learning as a deliberate counterweight to urban life, including new models to bring meaningful outdoor experiences to Scout Groups that no longer have easy access to them.

Digital fluency without losing the campfire. Technology's near-universal reach and its double-edged nature of empowerment and harm call for Scouting to position itself as both a provider of digital citizenship education and a guardian of first-hand, face-to-face experience. Technology should be used as a pedagogical tool, while direct human and natural encounters remain Scouting's distinguishing value.

Recognition and credentialing of non-formal learning. As education systems increasingly validate learning acquired outside formal schooling, there is a need to strengthen Scouting's badges, certificates, and competency frameworks so that they connect legibly to national qualification and employability frameworks, making visible and portable what young people learn in Scouting.

Flexible and modular volunteering models. Time scarcity, changing labour markets, and new volunteer motivations point towards re-engineering the adult volunteer experience: co-leadership, modular and short-term roles, simplified administration, and hybrid delivery will ensure volunteering fits a life rather than requiring a life built around volunteering.

Youth voice, governance, and real participation. With formal youth-participation mechanisms still rare globally and tokenism a persistent risk, there is a need to deepen genuine youth governance within Scouting by strengthening the Patrol System, Youth Forums, and co-created programming as lived models of youth participation, rather than symbolic consultation.

Inclusion, equity, and reaching new publics. Persistent barriers of cost, geography, disability, and marginalisation, compounded by both urban and rural inequality, suggest a trail focused on active outreach to underserved communities and on embedding inclusion structurally through safeguarding, accessibility, and diverse leadership, rather than treating it as an add-on.

Scouting as a values-based space for peace and citizenship. Rising geopolitical volatility, polarisation, and information warfare point to a trail in which Scouting deliberately strengthens its role as a space for intercultural learning, dialogue, and informed civic participation, developing critical thinking and peacebuilding skills as a direct educational response to a fracturing public sphere.

Intergenerational and diverse adult engagement. Longer lifespans, multigenerational coexistence, and youth-heavy demographics in some regions suggest a trail in rethinking who can be an adult volunteer, recruiting from a wider and more age- and background-diverse pool, and designing intergenerational collaboration deliberately into the educational method.

Strategic partnerships and institutional positioning. As enabling policy environments and institutional recognition increasingly determine the sustainability of volunteering and non-formal education, there is a trail in Scouting positioning itself more assertively within national education, youth, and employment frameworks, building partnerships that convert educational credibility into legitimacy, funding, and long-term institutional standing.

5.2. The Trails and the Strategy for Scouting

These ten trails were tested against the Strategy for Scouting, unanimously approved at the 43rd World Scout Conference (Cairo, 2024), which is built around three impact statements – *A Peaceful and Inclusive World, A Sustainable World, and A World Shaped by Youth* – and seven strategic priorities, four addressing the Movement's educational offer (*Innovate Education, Strengthen Diversity and Inclusion, Guarantee Safeguarding and Well-being, and Value Volunteering*), and three addressing the organisation itself (*A Fit for Purpose Organisation, An Adaptable Organisation, and An Influential Organisation*).

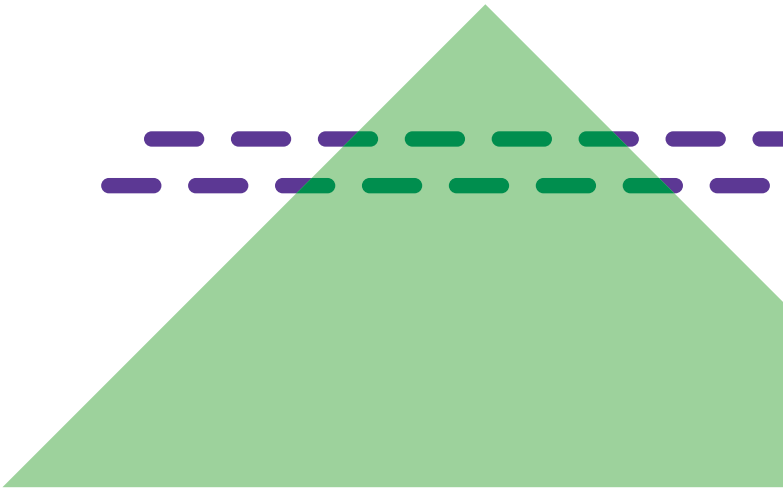
Six of the ten trails – *Well-being and resilience, Digital fluency, Flexible volunteering, Inclusion and reaching new publics, Values-based citizenship, and Strategic partnerships* – align closely with existing strategic priorities. Their contribution lies less in charting new strategic territory than in supplying the operational detail (specific mechanisms, delivery models, and pedagogical choices) that the current strategy sets as ambition without fully specifying as practice.

Three trails expose more substantial gaps between the strategy's stated ambitions and what it currently operationalises. *Environmental stewardship in an urbanising world* is anchored in the A Sustainable World impact statement, but no strategic priority translates it into a specific educational method for increasingly urban Scouting populations. *Recognition and credentialing of learning* is addressed for volunteers under Value Volunteering, but no equivalent commitment exists for young people's own learning pathways. *Value volunteering only partially* addresses intergenerational and diverse adult engagement by calling for a more diverse volunteer base, without treating intergenerational collaboration as a deliberate educational design principle, even though it is one of the clearest demographic megatrends identified.

Youth voice and governance sits in between: it is strongly anchored rhetorically in A World Shaped by Youth and in the organisational commitment to youth leadership, yet this commitment merits testing against structural practice rather than being assumed automatically.

5.3. The Trails and the Roadmap for Scouting Education

The trails were also tested against the Roadmap for Education in Scouting (2023), the outcome of the 4th World Scout Education Congress, which sets out ten transformative directions for Scouting Education. This comparison produces a considerably tighter fit than the comparison with the Strategy for Scouting, since the Roadmap already translates the strategy specifically into educational terms.



Direct alignment (7 trails)

#	Proposed Trail	Corresponding Roadmap Direction	Assessment
1	Well-being and resilience	Mainstreaming individual and collective mental health and well-being	Direct alignment — Both prioritise mental health, well-being and resilience.
2	Digital fluency without losing the campfire	A human-centred approach to adopting new technology	Direct alignment — Both emphasise digital literacy while preserving opportunities to disconnect.
3	Recognition and credentialing of non-formal learning	External recognition for skills and competencies	Direct alignment — Both focus on formal recognition of skills acquired through non-formal education.
4	Flexible and modular volunteering models	New modes of flexible volunteering	Direct alignment — Both recognise the need for more flexible volunteering opportunities.
5	Youth voice, governance, and real participation	From traditional youth engagement to youth leadership	Direct alignment — Both emphasise meaningful youth leadership and decision-making.
6	Inclusion, equity, and reaching new publics	Inclusive experiences for every young person	Direct alignment — Both prioritise inclusive and accessible Scouting experiences.
7	Scouting as a values-based space for peace and citizenship	Quality's values-driven citizenship education	Direct alignment — Both emphasise values-based education and active citizenship.

Partial alignment (2 trails)

#	Proposed Trail	Corresponding Roadmap Direction	Assessment and Distinct Contribution
8	Nature-connection and environmental stewardship in an urbanising world	Transformative behavioural change for sustainability	Partial alignment — The Roadmap focuses primarily on sustainability through behaviour change and advocacy. The trail adds a distinct emphasis on providing nature-based learning experiences to an increasingly urban membership.
9	Strategic partnerships and institutional positioning	Strong collaborations for lifelong learning	Partial alignment — The Roadmap frames partnerships around access to lifelong learning and certification. The trail extends this to partnerships as a strategy for organisational legitimacy, institutional positioning and funding.

One trail remains unmatched across both the Strategy for Scouting and the Roadmap. Intergenerational and diverse adult engagement appeared only as one of the underlying themes discussed at the Education Congress and did not emerge as a standalone transformative direction. Having now been tested against both the strategic and educational reference documents without finding a home in either, this trail stands out among the ten as the clearest candidate for genuinely new territory.

Finally, one Roadmap direction has no corresponding trail: Embracing change and innovation, which calls for a flexible, data-driven approach to keep the Youth Programme responsive over time. This functions less as a standalone trail than as a meta-capacity that several of the ten trails depend on. It connects most directly to the monitoring-and-evaluation domain identified in the implications for Member Organizations on how to be more intentional in capturing data and processing it for analysis and evidence.

5.4.
Implications for Member Organizations

Translating these trails into practice at national level requires attention to eight operational domains within NSOs/NSAs.

Youth Programme design and review cycles. A Youth Programme that is reviewed on a regular cycle against actual youth development needs, supported by mechanisms such as programme review committees, pilot badges, and modular activity banks, can absorb new content, such as well-being literacy, digital citizenship, environmental stewardship, and civic participation, without waiting for a full programme overhaul. Recognition Badges and award structures also need periodic alignment with national qualification frameworks so that what a young person learns in Scouting remains legible outside it.

For NSOs/NSAs, understanding the organisational platforms through which Scouting is delivered can help identify the conditions that enable or constrain quality Scouting Education. Member Organizations may need to understand how school-based, community-based, or hybrid arrangements operate within their national context and how these arrangements affect programme implementation, participation, adult leadership, partnerships, and sustainability.

Governance structures that give youth real decision-making power. This means seats with genuine voting authority on national boards and committees, youth-led budget lines, and Patrol System and Youth Forum structures that feed directly into national programme decisions, rather than functioning as consultation without consequence. NSOs/NSAs would benefit from auditing whether their own youth-participation structures carry real authority.

Adult volunteer lifecycle management. Recruitment, onboarding, training, mentoring, recognition, and offboarding need to function as a designed system. Co-leadership models, shorter-term or project-based roles, simplified administrative onboarding, and hybrid training delivery all reduce the barrier to entry for time-scarce adults. At the same time, formal recognition and transferable-skills certification directly affect retention.

Safeguarding and well-being as embedded systems. This requires functioning safeguarding implementation plans. Reporting and response processes; trained focal points at every level; mental health first aid training built into adult leader qualification; and regular safeguarding assessments in place, rather than a policy document that exists without operational follow-through.

Digital and data infrastructure. Membership systems, training records, safeguarding case tracking, and communication tools need to be digitally coherent enough to support hybrid programme delivery and evidence-based decision-making. A Member Organization's own system should model the digital citizenship it seeks to teach.

Partnership and external positioning structures. Formal relationships with ministries of education and youth, employers, and civil society organisations require a dedicated function, rather than relying on the goodwill of individual leaders, along with agreements and data that endure leadership turnover and can be presented to funders and policymakers.

Financial sustainability and resourcing model. Registration fee structures, diversified funding, and cost transparency determine whether inclusion commitments are realised in practice or remain aspirational, since a low-cost or subsidised entry point is what removes the economic barriers identified in the trends above.

Monitoring, evaluation, and impact data. Census data disaggregated by inclusion criteria, retention and dropout tracking, and programme outcome measurement allow an NSO/NSA to know whether these domains are functioning as intended, and to demonstrate impact to external stakeholders.

Across all eight domains, the common thread is that relevance is not produced by updating programme content alone. It requires governance structures, volunteer systems, and data infrastructure that are flexible enough to continue absorbing new content as youth realities shift.

6. Conclusion

This section looks at how Scouting Education adapts to different country contexts and brings together young people and adults through a range of learning experiences. These insights highlight that the Movement's flexibility and adaptability are essential. They help Scouting remain relevant in diverse realities and support education, youth development, and stronger communities.

Scouting is one of the world's largest non-formal education movements. It reaches millions of young people in more than 176 countries and territories. These learning experiences are shaped by shared principles, the Scout Method, community engagement, and a sense of international kinship. While there is great diversity in how Scouting is organised and delivered, there is strong coherence across the Movement. This consistency, together with local adaptability, is a core strength of World Scouting.

Scouting operates in a world that is becoming more complex. Changes in population, inequality, technology, the environment, conflict, migration, and volunteering are all shaping young people's needs and the ways adults can support them. These trends highlight the importance of non-formal education as a complement to formal systems, especially where flexibility, participation, and value-based learning are needed.

Scouting offers a unique contribution to education. It goes beyond knowledge and helps young people develop lifelong skills, character, leadership, service, resilience, care for the environment, and global citizenship. These qualities are developed through hands-on learning and a sense of ownership. The information shared here highlights that these strengths remain highly relevant to the challenges discussed in international conversations about the future of education.

Looking toward the post-2030 agenda, World Scouting can reflect further.

First, how can World Scouting continue to support NSOs and NSAs as strong educational partners? The aim is to help them deliver high-quality, safe, and inclusive learning experiences at scale, while staying responsive and relevant to local needs.

Second, how can Scouting continue to demonstrate its educational contribution through evidence that reflects the complexity of non-formal learning without reducing it to narrow standard indicators? World Scouting's allies and other supportive sectors are clearly demanding stronger educational impact measurement, especially as governments, partners, and communities look for more robust evidence of outcomes and tangible contributions.

Third, how can the Movement keep innovating while staying true to the educational traditions that have kept Scouting relevant for over a century? New technologies, digital and hybrid learning, new ways of volunteering, and changing expectations among young people all call for ongoing adaptation that remains grounded in Scouting's educational principles.

Finally, there is an invitation to keep reflecting on World Scouting's role in the wider global education and human development landscape. As international discussions highlight the importance of life skills, social and emotional learning, climate education, peacebuilding, youth participation, and community resilience, Scouting offers young people practical experiences through the world's largest youth educational movement. Working together with governments, education systems, civil society, and international organisations is essential to help Scouting complement formal education and expand opportunities where access is limited.

The findings of this report support ongoing reflection on how the Movement reviews and adapts, builds capacity, shapes policy, and guides future educational strategies. As 2030 approaches, the challenge is not only to reach more young people, but also to ensure that the experiences offered are high-quality and meaningful, supported by strong organisations, prepared adult leaders, and resilient educational systems.

The trends highlighted in this report—including global megatrends, changes in education systems, and new developments affecting youth and volunteering—point to ten areas for World Scouting to explore. These will help the Movement stay relevant as a locally rooted and globally connected educational movement.

- Well-being and resilience,
- Nature-connection in an urbanising world,
- Digital fluency without losing the campfire,
- Recognition and credentialing of non-formal learning,
- Flexible and modular volunteering,
- Youth voice and governance,
- Inclusion and reaching new publics,
- Values-based citizenship,
- Intergenerational adult engagement, and
- Strategic institutional partnerships.

Achieving progress in these areas is a collective responsibility, and NSOs/NSAs play a key role by paying attention to eight operational domains:

- Youth Programme design and review cycles that can absorb new content without a full overhaul;
- Governance structures that give youth genuine decision-making power rather than symbolic consultation.
- Adult volunteer lifecycle management, from recruitment through recognition.
- Safeguarding and well-being embedded as functioning systems rather than policy on a shelf.
- Digital and data infrastructure coherent enough to support hybrid delivery and evidence-based decisions.
- Dedicated partnership and external positioning structures.
- A financial and resourcing model that makes inclusion commitments real, not aspirational.
- Monitoring, evaluation, and impact data to know whether all the above is working.

Across all eight domains, the common thread is that adaptable structures produce relevance, not updating programme content in isolation.

For World Scouting, the responsibility is to ensure that NSOs/NSAs receive support and guidance to create the right conditions for Scouting to continue transforming individual lives in the +1 million communities where it is implemented.

7. Annexes

A. Definitions

This section defines key terms used throughout the report, focusing on their educational meaning within World Scouting.

Term	Definition
Adult Leaders[73]	Adults who support, facilitate, and enable the educational experience of young people in Scouting. This includes volunteers and professionals serving in programme delivery, leadership, training, governance, and support roles, guided by the principles of adult support in non-formal education.
Beneficiaries	Individuals and communities who benefit directly or indirectly from Scouting's educational, social, and humanitarian actions. This includes young people and adults participating in Scouting activities, as well as non-member individuals and groups reached through partnerships, community service, humanitarian response, and inclusive initiatives, particularly those living in vulnerable or challenging circumstances.
Civic Engagement	The participation of young people and adults in actions that contribute to community well-being, social cohesion, and the public good. In the context of Scouting Education, this includes service learning, community development, humanitarian response, disaster preparedness and relief, peacebuilding, and participation in civic or democratic processes as part of young people's educational experience.
Community-Based Scouting	Where community volunteers and institutions are the primary platform for creating Scouting learning environments, even if schools sometimes host meetings.
Educational Beneficiaries	Community members or members of the public who benefited from educational activities of a project, such as participation in Scouting activities, events, or learning experiences (in-person or online).
Educational Impact	The outcomes and effects of Scouting Education on young people, communities, and society, including learning outcomes, personal development, social contribution, and longer-term behavioural or civic change. Educational impact goes beyond participation and activity outputs to consider relevance and results.
Educational Modality	The primary organisational arrangement through which Scouting Education is delivered. In this report, modalities refer to community-based, school-based, or hybrid delivery models shaped by national education systems, policies, and civic contexts.
Global Initiatives	Globally coordinated educational frameworks and programmes led by the World Organization of the Scout Movement that provide thematic learning pathways, tools, and resources aligned with global priorities. These initiatives are implemented by National Scout Organizations through locally adapted activities and projects.
Global Support Assessment Tool (GSAT)	The World Organization of the Scout Movement's global standard and capacity-strengthening tool, supporting Member Organizations to assess their organisational capacity against international best practices in good governance and quality Scouting. It helps identify strengths and areas for improvement and supports continuous organisational development.
Humanitarian Beneficiaries	Individuals benefiting from humanitarian actions, including refugees, migrants, internally displaced persons due to natural disasters or conflict, and those affected by famine or hunger.
Member Organizations[74]	National Scout Organizations and National Scout Associations that are members of the World Organization of the Scout Movement. They are responsible for delivering Scouting's educational mission at national and local levels in line with agreed policies and standards.
Non-Formal Education	An organised, intentional form of education that takes place outside formal schooling systems. In Scouting, non-formal education is voluntary, learner-centred, experiential, and community-based, supporting holistic development alongside or beyond formal education.[75]
Reporting Entity	Any National Scout Organization, National Scout Association, or formally recognised member body included in the World Scouting census dataset. An entity represents a distinct reporting unit for membership, governance, and educational data, regardless of whether it operates independently or as part of a federated national structure.
Safe From Harm	The strategies, systems, practices and procedures needed to identify and prevent harm, respond appropriately to concerns, and promote safe, inclusive and empowering Scouting experiences.

[73] World Organization of the Scout Movement, *World Adults in Scouting Policy* (Kuala Lumpur: World Scout Bureau, 2023), p9.
[74] World Organization of the Scout Movement. (2024). Constitution of the World Organization of the Scout Movement. World Scout Bureau.
[75] UNESCO Institute for Statistics. (n.d.). *Glossary: Non-formal education.* UIS Data Browser. UIS definition of non-formal education.

School-Based Scouting	A mode of Scouting delivery in which the educational programme is implemented primarily within formal education institutions and aligned with school timetables and governance structures. While operating within the institutional setting of the formal education system, Scouting retains its non-formal educational method and pedagogy. In contexts where Scouting is predominantly school based, adult leaders are often professionals within the formal education system, such as teachers or school staff
Scout Method	The integrated system of educational elements used in Scouting to support the holistic development of young people. It includes learning by doing, team systems, adult support, personal progression, a symbolic framework, nature, and commitment to shared values, applied within a non-formal education context.[76]
Social Beneficiaries	Individuals living in difficult circumstances who benefited from a project, including those affected by chronic health conditions, living with disabilities, living in poverty, minorities, orphans, street-connected children, or people in detention centres.
Youth (in Scouting)	Young people who voluntarily participate in Scouting programmes, typically aged 5 to 26, and who are at the centre of the educational process. Youth in Scouting are active learners, decision-makers, and leaders of their own development through age-appropriate programmes and experiences

[76] World Organization of the Scout Movement. (2019). The Scout Method. World Scout Bureau.

B. Countries and Territories

This annexe provides an overview of all countries and territories where Scouting is present, drawing on the latest World Scouting Census. Organised by World Scouting Region, it reflects the Movement's global reach and the variety of educational environments in which young people participate.

Africa Region

1. Angola
2. Benin
3. Botswana
4. Burkina Faso
5. Burundi
6. Cabo Verde
7. Cameroon
8. Chad
9. Comoros
10. Congo
11. Congo, DRC
12. Côte d'Ivoire
13. Eswatini
14. Ethiopia
15. Gabon
16. Gambia
17. Ghana
18. Guinea
19. Guinea-Bissau
20. Kenya
21. Lesotho
22. Liberia
23. Madagascar
24. Malawi
25. Mali
26. Mauritius
27. Mozambique
28. Namibia
29. Niger
30. Nigeria
31. Rwanda
32. Sao Tome and Principe
33. Senegal
34. Seychelles
35. Sierra Leone
36. South Africa
37. South Sudan
38. Togo
39. Uganda
40. United Republic of Tanzania
41. Zambia
42. Zimbabwe

Arab Region

43. Algeria
44. Bahrain
45. Egypt
46. Iraq
47. Jordan
48. Kuwait
49. Lebanon
50. Libya
51. Mauritania
52. Morocco
53. Oman
54. Qatar
55. Saudi Arabia
56. State of Palestine
57. Sudan
58. Syrian Arab Republic
59. Tunisia
60. United Arab Emirates
61. Yemen

Asia-Pacific Region

62. Afghanistan
63. Australia
64. Bangladesh
65. Bhutan
66. Brunei Darussalam
67. Cambodia
68. Fiji
69. Hong Kong
70. India
71. Indonesia
72. Japan
73. Kazakhstan
74. Kiribati
75. Macao
76. Malaysia
77. Maldives
78. Mongolia
79. Myanmar
80. Nepal
81. New Zealand
82. Pakistan
83. Papua New Guinea
84. Philippines
85. Republic of Korea
86. Russia
87. Scouts of China
88. Singapore
89. Solomon Islands
90. Sri Lanka
91. Tajikistan
92. Thailand
93. Timor-Leste
94. Vietnam

Europe Region

95. Albania
96. Armenia
97. Austria
98. Azerbaijan
99. Belarus
100. Belgium
101. Bosnia and Herzegovina
102. Bulgaria
103. Croatia
104. Cyprus
105. Czechia
106. Denmark
107. Estonia
108. Finland
109. France
110. Georgia
111. Germany
112. Greece
113. Hungary
114. Iceland
115. Ireland
116. Israel
117. Italy
118. Latvia
119. Liechtenstein
120. Lithuania
121. Luxembourg
122. Malta
123. Monaco
124. Montenegro
125. Netherlands
126. North Macedonia
127. Norway
128. Poland
129. Portugal
130. Republic of Moldova
131. Romania
132. San Marino
133. Serbia
134. Slovakia
135. Slovenia
136. Spain
137. Sweden
138. Switzerland
139. Turkey
140. Ukraine
141. United Kingdom

Interamerica Region

142. Antigua and Barbuda
143. Argentina
144. Aruba
145. Bahamas
146. Barbados
147. Belize
148. Bolivarian Republic of Venezuela
149. Brazil
150. Canada
151. Chile
152. Colombia
153. Costa Rica
154. Curacao
155. Dominica
156. Dominican Republic
157. Ecuador
158. El Salvador
159. Grenada
160. Guatemala
161. Guyana
162. Haiti
163. Honduras
164. Jamaica
165. Mexico
166. Nicaragua
167. Panama
168. Paraguay
169. Peru
170. Plurinational State of Bolivia
171. Saint Lucia
172. Saint Vincent and the Grenadines
173. Suriname
174. Trinidad and Tobago
175. United States of America
176. Uruguay

C. Regional Executive Briefs

This annexe provides an overview of all countries and territories where Scouting is present, drawing on the latest World Scouting Census. Organised by World Scouting Region, it reflects the Movement's global reach and the variety of educational environments in which young people participate.

Africa Region

Context

The region is home to youth-dense populations, with some of the lowest median ages in the world. Most communities are in rural, suburban, or semi-rural areas, while urban centres continue to expand rapidly. Across many countries, formal education systems face challenges related to access, completion, and equity.

Scouting Presence

Several NSOs, including those in Kenya, Tanzania, and Nigeria, have large youth memberships. Scouting has a strong community presence and extends beyond registered membership through educational, social, and humanitarian initiatives. High youth-to-adult ratios (19:1 compared with the global average of 11:1) demonstrate the region's strong reliance on adult volunteers.

Educational Delivery

In terms of number of NSOs, community-based Scouting hosted through schools is predominant, with a presence of school-based Scouting in countries with large membership. Learning experiences place particular emphasis on life skills, employability, citizenship, and inclusion. Global initiatives are widely implemented, often taking the form of projects, service activities, and community engagement.

Structural Factors Affecting Delivery

Limited adult capacity affects the intensity and continuity of programme delivery across many NSOs. Safeguarding systems and adult training structures vary in maturity, while uneven access to infrastructure and safe outdoor learning environments influences the quality and reach of educational experiences.

WOSM Services and Grants Profile

Services most frequently requested

- Strengthening safeguarding frameworks
- Scaling adult leader training
- Enhancing programme delivery capacity
- Aligning governance and quality standards

Grant use

- Community-based service projects
- Youth-led peace and development initiatives
- Local SDG-aligned action
- Often combined with service support within the same NSOs

Engagement in Global Learning Experiences

Participation in World Scout Jamborees primarily occurs through national contingents, while hosting opportunities remain limited due to infrastructure and resource considerations. Participation in digital global initiatives such as JOTA-JOTI is strong, although levels of engagement vary according to local volunteer capacity and digital connectivity.

Membership and Participation Profile

The Africa Region has one of the largest Scout youth populations globally. Tanzania, Kenya, and Nigeria together account for approximately 8.5 million members, representing more than 80% of the region's total membership. Membership is therefore concentrated in a small number of NSOs, while many others operate at smaller scales.

Regional Summary

The Africa Region combines one of the world's youngest populations with one of the largest Scout memberships, concentrated in a small number of NSOs. Scouting is delivered primarily through community-based approaches, complemented by school-based programmes in some countries, and emphasises life skills, citizenship, inclusion, and community engagement. While the Movement demonstrates strong participation and social impact, adult capacity, safeguarding maturity, and unequal access to infrastructure shape educational quality and consistency. These priorities are reflected in regional demand for WOSM services focused on adult leader development, safeguarding, governance, and programme quality, alongside grants that support youth-led community service and local SDG action.

Arab Region

Context
The Arab Region presents a diverse range of contexts, including high-income countries, middle-income settings, and areas affected by conflict. While access to formal education is generally high across the region, young people continue to face persistent challenges related to youth unemployment and gender disparities. State institutions play a significant role in shaping youth and education policy, influencing how opportunities and support are provided to young people. In several countries, significant migration and refugee populations impact volunteer mobility and patterns of participation within Scouting.

Scouting Presence
Several NSOs in the region, such as those in Palestine, Egypt, and Algeria, have established medium-to-large memberships. Scouting is well established across the region and is often supported through close partnerships with ministries of education or youth, reflecting its strong institutional presence.

Educational Delivery
School-linked Scouting is the predominant delivery model across the Arab Region, with only five NSOs operating without any form of school link. The relationship between Scouting and education systems varies across the region. In some countries, including Bahrain, Iraq, Kuwait, Oman, Qatar, and Saudi Arabia, Scouting is closely integrated with formal education programmes. On the other hand, in Jordan, Oman, the United Arab Emirates, and Yemen, schools primarily provide infrastructure and support for community-based Scout Groups, with teachers and students playing an active role. In Algeria, Egypt, Mauritania, Palestine, and Sudan, community-based Scouting remains the primary model, with schools as important partners and hosts.

Structural Factors Affecting Delivery
Gender-parallel structures remain common in several countries, influencing organisational arrangements and programme delivery. Reporting, governance, and coordination practices vary across the region, reflecting different ministerial and institutional frameworks. These structural differences affect programme consistency, safeguarding implementation and organisational capacity across NSOs.

WOSM Services and Grants Profile
Service requests and grant support focus on strengthening programme quality, safeguarding, institutional development, and youth engagement.

Services most frequently requested
- Youth Programme
- Adults in Scouting
- Safe from Harm
- GSAT

Grants accessed
- Messengers of Peace
- Scouts for SDGs
- Select national youth engagement grants

Engagement in Global Learning Experiences
Participation in global events is generally coordinated through national authorities, ensuring alignment with national priorities and institutional structures. Digital engagement, including JOTA-JOTI, demonstrates broad participation across the region, although facilitation and reporting capacity vary. Overall, NSOs actively contribute to global Scouting initiatives and international collaboration.

Membership and Participation Profile
The region maintains a medium-to-large youth membership base, reflecting the broad reach of Scouting across diverse national contexts. The average youth-to-adult ratio is approximately 9:1, indicating comparatively strong levels of adult support within the Movement. Adult leadership is predominantly volunteer based, with many NSOs benefiting from volunteers drawn from the education sector.

Regional Summary
The Arab Region is characterised by strong institutional partnerships and delivery models closely linked to education systems. These arrangements support broad participation while creating diverse governance and operational approaches across NSOs. Regional priorities include strengthening adult training, harmonising safeguarding practices, improving programme consistency across institutional settings, and preserving the voluntary, youth-led and non-formal character of Scouting.

Asia-Pacific Region

Context
The Asia-Pacific region is home to the world's largest and most diverse population base, creating a dynamic environment for Scouting and education. Rapid urbanisation and the increasing influence of digital technologies are reshaping learning environments, presenting both opportunities and challenges for young people and educators. Education systems across the region vary widely, ranging from highly developed frameworks to contexts where access remains a significant challenge.

Scouting Presence
The Asia-Pacific region is home to several of the world's largest NSOs, including those in Indonesia, India, the Philippines, Bangladesh, and Thailand. Scouting has a significant presence across the region and is one of the most established Scout regions globally, with extensive reach and strong engagement in national and international Scouting initiatives.

Educational Delivery
Scouting in the Asia-Pacific region is delivered predominantly through school-based settings, complemented by community-based and hybrid approaches. Programmes emphasise youth leadership, skills development, active citizenship, sustainability and innovation, with digital tools increasingly supporting educational delivery.

Structural Factors Affecting Delivery
High youth-to-adult ratios present ongoing challenges for programme delivery, often affecting the depth and quality of learning experiences. Safeguarding and inclusion frameworks vary across the region's large and diverse NSOs, influencing the consistency of safe and accessible learning environments. Professional support structures remain limited relative to the scale of operations, highlighting the need for continued investment in organisational capacity and volunteer support.

WOSM Services and Grants Profile

Services most frequently requested
- Scouts for SDGs
- Safe From Harm
- Global Support Assessment Tool
- Adults in Scouting

Grants accessed
- Messengers of Peace and Scouts for SDGs projects;
- Diversity and inclusion projects
- Educational innovation and digital transformation
- Community resilience and humanitarian action

Engagement in Global Learning Experiences
Young people from the region participate actively in world events and digital platforms, demonstrating strong engagement with global Scouting opportunities. Participation in initiatives such as JOTA-JOTI is among the highest globally, reflecting the region's commitment to international connection and digital learning.

Membership and Participation Profile
The Asia-Pacific region has one of the largest youth membership bases in the world. The average youth-to-adult ratio is 13.7, significantly higher than the global average, reflecting the Movement's predominantly youth composition. Adult leadership is primarily volunteer based across the region.

Regional Summary
The Asia-Pacific region combines one of the world's largest Scout memberships with a strong and well-established Movement operating across diverse educational contexts. Predominantly school-based delivery, high levels of international engagement and extensive volunteer leadership are key strengths. Continued investment in adult support, safeguarding and organisational capacity will help sustain quality educational experiences at scale.

European Region

Context
The European region is composed mainly of countries with high Human Development Index scores, providing a strong foundation for both formal and non-formal education. Demographic trends across the region reflect ageing population profiles, which influence both the context for Scouting and the broader educational landscape. Well-established systems for both formal and non-formal education are a defining feature, supporting a culture of lifelong learning and participation.

Scouting Presence
Scouting is well established across the region, with membership distributed across 47 NSOs and 83 NSAs. Organisational structures reflect the region's linguistic, cultural, and historical diversity, allowing Scouting to adapt to different national contexts. Many organisations also maintain strong partnerships with WAGGGS and through SAGNO arrangements.

Educational Delivery
Educational delivery is primarily community based and volunteer led, supported by strong local group structures. The region is extensively engaged in global initiatives, contributing actively to international peace education, dialogue, and environmental education. Scouting remains accessible and relevant to young people in diverse settings.

Structural Factors Affecting Delivery
The region benefits from the highest density of adult volunteers and educators, supported by well-developed adult training systems. However, many NSOs/NSAs are experiencing challenges in recruiting and retaining adult volunteers as patterns of volunteering evolve. Governance frameworks are generally well established, while safeguarding systems show varying levels of maturity across organisations. Expanding access to Scouting and reaching more young people remains a strategic priority across the region.

WOSM Services and Grants Profile
Services most frequently requested
- Growth Service
- GSAT follow-up services
- Adults in Scouting
- Youth Programme innovation support

Grants accessed
- Targeted Messengers of Peace and SDG projects
- Innovation and inclusion-focused funding
- Peace Education
- Environmental Sustainability
- Membership Development

Engagement in Global and Digital Learning Experiences
The European region plays a leading role in global Scouting through active participation, hosting international events, and contributing to the development of educational resources, policies, and international collaboration.

Membership and Participation Profile
Membership is substantial across the region, although organisational size varies considerably. While six organisations have more than 100,000 members, many operate at medium or small scale, with some having fewer than 1,000 members. Participation demonstrates a broadly balanced representation of young people and adults, supported by strong volunteer networks complemented by professional staff. Gender balance is generally well achieved, and many organisations actively involve young people in governance, reporting, and evaluation processes.

Regional Summary
The European region is characterised by mature education systems, well-established governance structures, and strong volunteer-based Scouting supported by high adult capacity. Although NSOs/NSAs vary considerably in size and organisational context, Scouting is widely recognised and delivered through stable community-based structures that increasingly incorporate innovation and digital learning. Regional priorities focus on sustaining volunteer capacity, strengthening safeguarding, expanding access to more young people, and supporting continuous programme development, while maintaining a leading role in international Scouting and educational collaboration.

Interamerica Region

Context

The Interamerica region combines broad access to education with significant socio-economic inequality, creating diverse opportunities and challenges for young people. The quality of education varies both across and within countries, influencing learning outcomes and youth development. Strong traditions of civic engagement and community participation continue to shape the ways young people contribute to society.

Scouting Presence

Scouting has a strong presence across the region, with particularly large memberships in the United States, Brazil, Argentina, Chile, and Mexico. Moderate youth-to-adult ratios support balanced leadership and programme delivery across NSOs. Scouting is widely recognised for its contribution to community life through youth engagement and service.

Educational Delivery

Scouting brings learning experiences to young people through community-based approaches. Across the Movement, programmes highlight citizenship, leadership, social inclusion, and service, supporting the development of skills and values. National Scout Organizations also take part in global learning opportunities, strengthening shared experiences for young people and adult leaders.

Structural Factors Affecting Delivery

Programme delivery is largely volunteer led, with relatively limited professional staffing. Governance capacity varies across NSOs, influencing organisational effectiveness and the consistency of programme implementation and the effectiveness and sustainability of programme delivery. Several countries demonstrate relatively strong data reporting practices, supporting evidence-based decision-making and continuous improvement.

WOSM Services and Grants Profile

Services most frequently requested

- Youth Programme
- Adults in Scouting
- GSAT

Grants accessed

- Messengers of Peace
- Scouts for SDGs
- Multi-sectoral community project funding

Engagement in Global Learning Experiences

The region actively participates in international Scouting events and demonstrates strong engagement in global digital initiatives, including JOTA-JOTI and other online learning platforms.

Membership and Participation Profile

The region maintains a large Scout membership, although its overall market share remains relatively low (approximately 0.43%), indicating significant potential for future growth. Progress towards gender balance varies across NSOs, with continued efforts to strengthen inclusion and equal participation.

Regional Summary

The Interamerica region combines strong traditions of civic engagement with community-based Scouting that reaches large numbers of young people across diverse national contexts. Educational programmes prioritise leadership, citizenship, inclusion, and community service, while delivery is supported primarily through volunteer-led structures. Although governance capacity and organisational maturity vary across NSOs, the region demonstrates strong participation in global initiatives and continues to invest in programme quality, organisational development, and inclusion through targeted WOSM services and grants. Despite its large membership, relatively low market penetration highlights continued opportunities for growth.

D. Grants Supporting Scouting Education

This annexe provides a consolidated overview of global and regional grant-supported initiatives that support Scouting Education. The summary includes funding partners, timeframes, geographic scope, educational focus areas, and reported participation. Data is sourced from internal project reports and evaluations submitted through World Scouting mechanisms. Coverage, indicators, and reporting completeness differ across initiatives and time periods. Beneficiary figures may reflect overlapping participation, combined youth and adult reach, and both funded and non-funded activities supported by shared educational frameworks.

Funding Source / Partner	Grant Period	Initiative	Regions / Countries Covered	Educational Focus	Key Reach and Results (Cumulative)
UNEP	2023–2024	Tide Turners Plastic Challenge	Africa	Environmental education and advocacy	• 13,845 young people reached • 150,000+ community members engaged • 20 youth-led advocacy campaigns
UNICEF	2023–2024	EarthTribe / Champions for Nature	Africa, Europe, Asia-Pacific, Interamerica	Climate education, environmental action	• 390 adults and youth trained • 7,600+ taking environmental action • 81,000+ reached through awareness activities
Alwaleed Philanthropies	2018–2023	Scouts for SDGs	Global	Education for sustainable development, youth civic engagement	• 164 NSOs integrating Scouts for SDGs • ~5–8 million beneficiaries of funded projects • 112+ funded projects
SOLAFRICA	2024–2026	Scouts Go Solar	Africa (focus)	Renewable energy education, sustainability skills	• International training delivered • Regional projects focused on clean energy education
Temasek	2025	Dialogue for Peace	Southeast Asia	Dialogue, peace education, intercultural learning	• 60 youth trained regionally • 120+ national trainees • 120–150 community projects planned
KAICIID	2024–2025	Intercultural and Interreligious Dialogue	Africa, Europe, Americas	Dialogue skills, spiritual development, youth leadership	• ~2,000 Scouts reached • 250 adult leaders trained • 70% of participants reported increased intercultural understanding
Accenture	2024–2026	LifeLeaders	Multi-region	Leadership and literacies, including interpersonal, social entrepreneurship	• TBC
Alwaleed Philanthropies	2024–2026	HealthAllies	Multi-region	Mental health, body awareness, reproductive health	• TBC
GYM (Big Six Youth Networks)	2025–2026	Scouts for SDGs (Thematic Grants)	Multi-region	SDGs, inclusion, skills for life, 4 thematic areas	• ~81,000 beneficiaries • 12 NSO-led projects • Focus on environment, inclusion, well-being
Messengers of Peace	Multi-year	Messengers of Peace	Global	Peace education, community service, leadership	• ~4–5 million direct beneficiaries from funded projects • 104 NSOs supported • Millions reached through non-funded actions

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G. Data Sources

Data sources and reference materials used throughout the report. It distinguishes between internal data (such as NSO Census, GSAT results, Diversity & Inclusion reports, and educational service data) and external materials (such as academic studies, global education reports, and youth development references).

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Internal Data Sources

This report draws on unpublished internal data from World Scouting. Collected through standard reporting and internal systems, these data support analysis, quality improvement, and strategic planning across the Movement.

Several key internal data sources underpin the analysis presented here:

- **Global Support Assessment Tool (GSAT)** provides aggregated assessment data on governance, educational practice, safeguarding, and organisational capacity of NSOs.
- **World Scouting Membership Census** provides annual membership data reported by NSOs, including youth and adult participation, gender distribution, and organisational reach.
- **World Scouting Services Data** -reflects aggregated records of NSO requests for capacity strengthening support across service areas such as Youth Programme, Adults in Scouting, governance, safeguarding, and organisational development
- **Global Surveys and Reviews** include the Youth Programme Review, Adults in Scouting Global Survey, and other thematic surveys coordinated by World Scouting.
- **World Events Historical Attendance 1920–2023**, including JOTA JOTI Participation Dashboards 2021, 2024, 2025.
- **Scouts for SDGs Baseline 2022** and internal dataset until 2025 set up a mapping of the uptake of World Initiatives by Member Organizations.
- **Ticket to Life Evaluation Report 2025**: an evaluation of the Ticket to Life initiative across five Scout Regions, examining good practices, implementation challenges, and lessons learned.
- **School-Based Scouting Report 2026** examines implications for programme quality, adult leadership, inclusion, retention, partnerships and Scouting's non-formal educational identity.

As these datasets are not publicly available, they do not appear as full references in the bibliography. Instead, they are cited in-text as internal sources with year references to support transparency while upholding data governance and confidentiality commitments.

World Scouting membership - facts and figures

Our global Movement continues to grow and make a lasting impact

RECORD MEMBERSHIP

World Scouting reached its highest official membership ever

Estimated membership

60.4 million

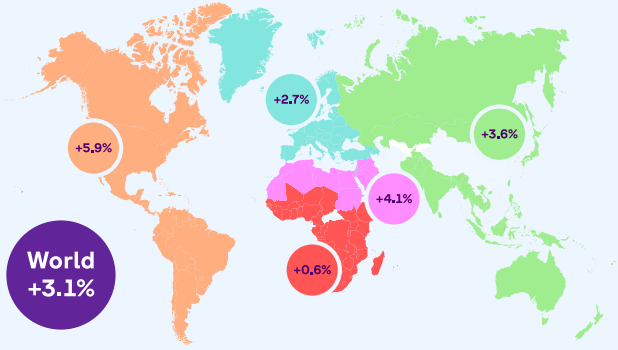
3.1% growth from 2023

1.63 million more members than in 2023

53.1million official members in 2024

EVERY SCOUT REGION GREW

Growth in membership, compared with 2023



	2022	2023	2024
ARAB	507,726	515,396	536,592
AFRICA	5,057,309	9,875,168	9,931,144
ASIA PACIFIC	35,526,606	37,249,348	38,578,628
EUROPE	1,929,294	2,039,150	2,093,953
INTERAMERICA	2,049,898	1,821,136	1,929,252

A RECORD NUMBER OF GIRLS AND WOMEN IN SCOUTING

19.2 million girls and women

36.2% of all members

SCOUTING CONTINUES TO GROW ACROSS ALL AGE GROUPS

48.7million young people (aged 5-25)

4.4 million adult members

4.2 million adult volunteers

Adult volunteers increased by 6.9% from 2023

SCOUTING'S IMPACT GOES BEYOND MEMBERSHIP

In 2024, Scouting reached **10.9 million** additional reported beneficiaries*

7.1 million educational beneficiaries

3.1 million humanitarian beneficiaries

702,000 social beneficiaries

- The Official Census counts registered members reported by National Scout Organizations to World Scouting.
- Reported beneficiaries are people who have taken part in Scouting activities or been reached through initiatives, but are not members.

*Figures may not add up due to rounding | Source: World Scouting Official Membership Census 2024

Credits and Acknowledgements

Lead authors

João Armando Gonçalves
Chief Education, Research and Development

Cynthia Marquez Pugelj
Director, Education and Innovation

Contributors

Marko Pankovski
Senior Manager, Data & Research

Emmah Mbugua
Senior Manager, Membership Development and Capacity Building

Elena Ceban
Senior Manager, Quality Assurance, Systems and Support

Pauline Grangette
Senior Manager, Safeguarding and Child Protection

Carla Simoes
Director, Education & Impact

Jacob Murray
Director, World Events

Mihaela Ciobanu
Director, Grant Management and Quality Assurance

Pratik Satyal
Junior Manager, Grant Management and Quality Assurance

Isabel Dufresne Lienert
Consultant, Education, Research and Development

Regional Contributions

Goran Gjorgjiev
Regional Director

Karim Mishriki
Manager - Education & Impact

Mahmoud El Shenawy
Senior Manager, Members Support

Syd Castillo
Director, Education & Impact

Maria Alejandra Inofuentes
Manager, Strategic Coordination

World Scouting
October 2026

World Scout Bureau
Global Support Centre
Kuala Lumpur

Suite 3, Level 17
Menara Sentral Vista
150 Jalan Sultan Abdul Samad
Brickfields
50470 Kuala Lumpur,
MALAYSIA

worldbureau@scout.org
Scout.org

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Artificial intelligence (AI) tools were used to support selected aspects of data compilation, processing, and analysis for this report, including the synthesis of information, identification of patterns and trends, and exploration of regional and global relationships across different dimensions of Scouting Education. AI-assisted outputs were subject to human review and interpretation and were considered alongside the original data and relevant contextual information. AI was used as a complementary analytical tool and did not replace human judgement. The final findings, conclusions, and recommendations remain the responsibility of the report team and World Scouting.