

# Designing the Youth Programme



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## Introduction

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

## Youth Programme designing

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

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

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

## Who designs the Youth Programme?

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

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

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



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

## Principles guiding the design of the Youth Programme

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

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

## Dissemination of and engagement in the Youth Programme

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

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

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

### Key principles<sup>3</sup>

#### All Youth Programmes should...

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

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<sup>1</sup> The Essential Characteristics of Scouting, WOSM 2019

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

<sup>3</sup> World Scout Youth Programme Policy, WOSM, 2018



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

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

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

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

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

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



## Methodology to renew the Youth Programme

### Macpro and RAP as inspirational documents

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

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

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

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

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

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

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

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



## Characteristics of the GPS

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

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

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

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

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

## A combination of methodology, stakeholders and social context

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



Fig. 1



### - Stakeholders

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

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

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

### - Social context

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

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

### - Methodologies

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

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



## GPS Phases

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

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

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

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

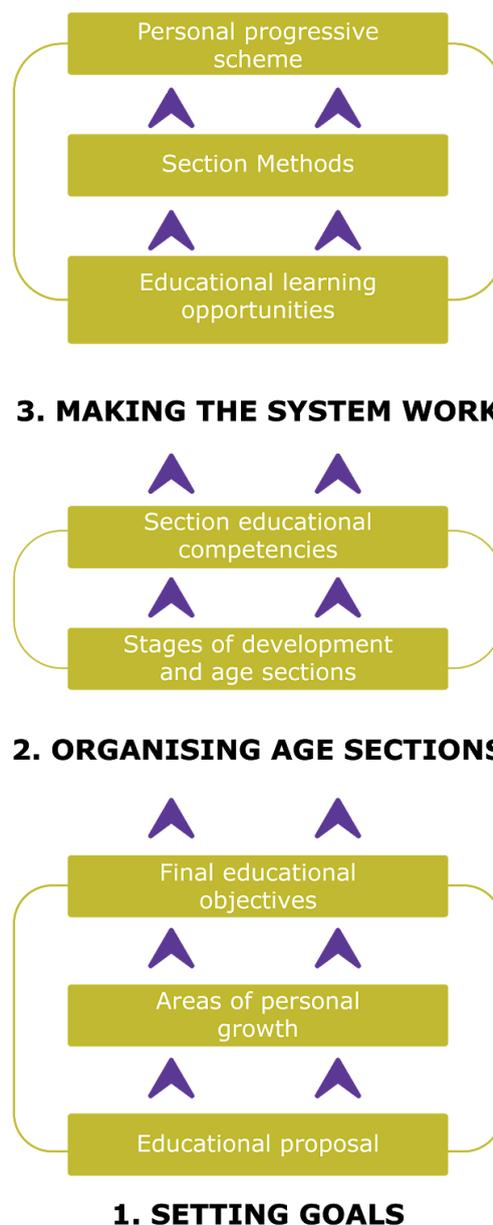


Fig. 2



### Setting goals

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

### Organising age sections

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

### Making the system work

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

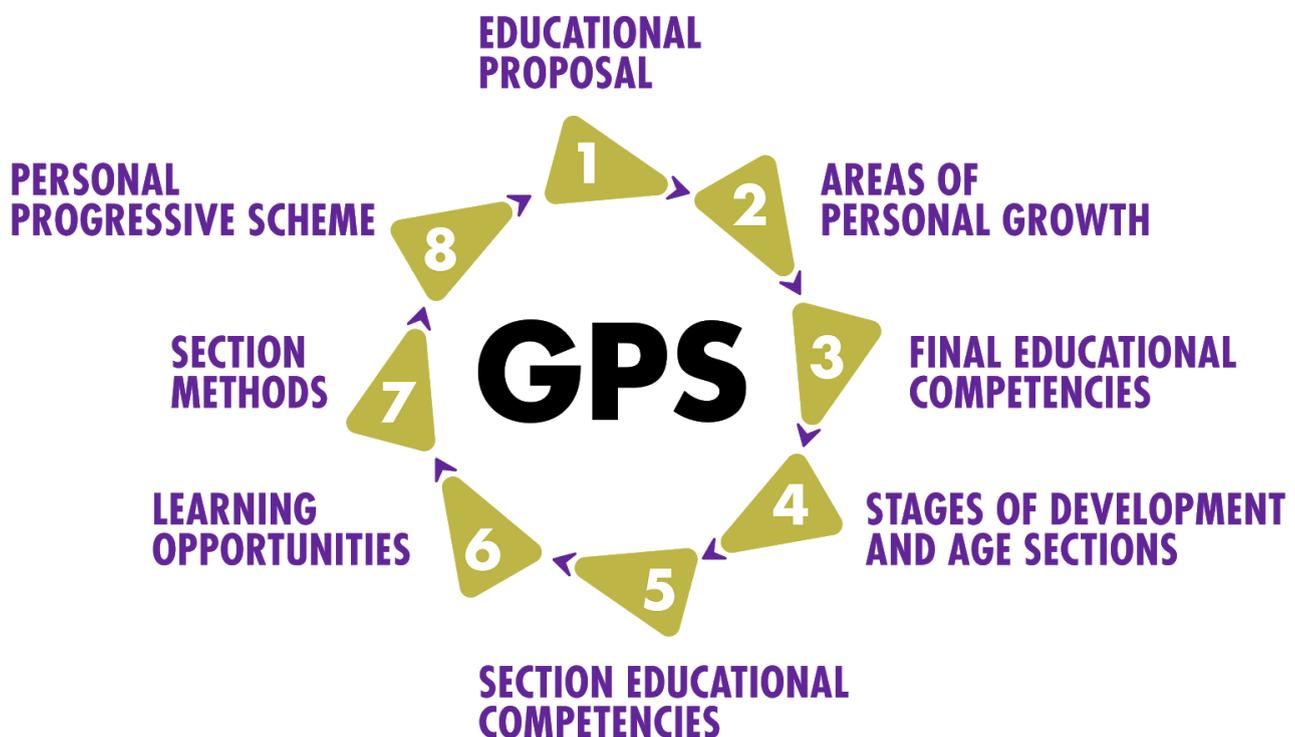


Fig. 3



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

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

## About the GPS

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

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

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

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



## GPS delivery platform

### 1. Concept documents

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

### 2. Toolbox

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

### 3. Best practices

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

### 4. Communities of practice

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

## Link to WOSM Services

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

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

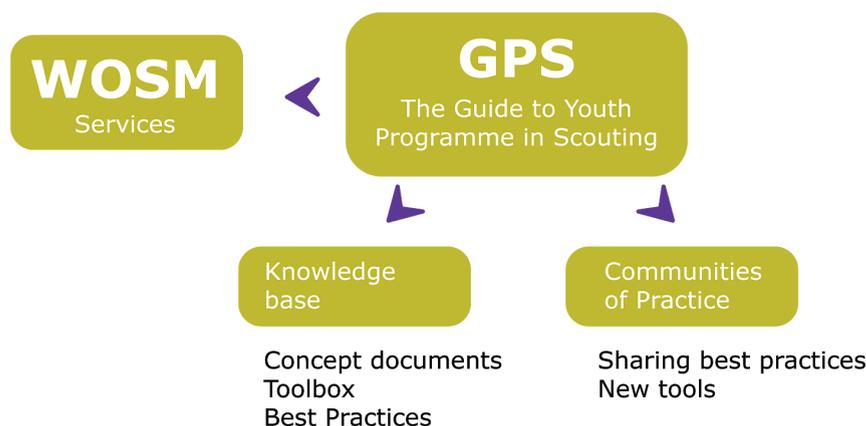


Fig. 4



## **EP 01. Eight Steps for Developing an Educational Proposal**

### **Introduction**

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

### **Objective**

This tool is intended to

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

This tool is intended for

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

### **Concept**

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

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

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



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

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

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

**2. Appoint a team.**

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

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

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



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

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

### **4. Research, conduct analysis, and provide input.**

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

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

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

### **5. Have consultations on the research results.**

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

### **6. Draft the proposal.**

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

### **7. Share the content of the Educational Proposal.**

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

### **8. Get the Educational Proposal content approved.**

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



## **EP 02. Checklist Tool**

### **Introduction**

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

### **Objective**

This tool is intended to

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

This tool is intended for

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

### **How to use the tool**

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



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

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



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



**D. ENQUIRY INSTANCES**

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

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



**E. THE ACTORS**

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

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



**F. THE INPUTS**

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

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



**G. THE PRODUCT**

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

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



## EP 03. Traffic Light Tool

### Introduction

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

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

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

### Objectives

This tool is intended to

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

This tool is intended for

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

### How to use this tool

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

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

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<sup>1</sup> World Scout Youth Programme Policy, WOSM, 2018



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

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

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

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



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

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



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



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



## **EP 04. Roadmap Design Tool**

### **Introduction**

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

### **Objective**

This tool is intended to

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

This tool is intended for

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

### **How to use the tool**

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

### **Steps in the development of a roadmap**

#### **Step1. Reasoning**

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

#### **Step 2. Define the stages**

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

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

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



## ROADMAP MODEL DEVELOPMENT OF THE EDUCATIONAL PROPOSAL

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

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

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



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

**Stage 3. Consultations on inputs**



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

**Stage 4. Drafting the content of the Educational Proposal**



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

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



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

**STAGE 6 – Educational Proposal final draft approval**



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



## EP 05. Educational Proposal Validity Analysis Tool

### Introduction

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

### Objective

This tool is intended to

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

This tool is intended for

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

### How to use the tool

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



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



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



## EP 06. The Story of Eva and Vladimir

### Introduction

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

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

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

### Objectives

This tool is intended to

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

This tool is intended for

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

### How to use the tool

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



### **Excerpt from *The Green Island***

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

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

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

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

#### **An Educational Proposal**

**Wednesday, 9 September, 17.00 hours**

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

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

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



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

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

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

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

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

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

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

"Yes please", Vladimir replied.

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

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

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

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

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

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

Vladimir was visibly surprised.

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

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



"Yes, of course. A shared purpose."

"And what's that, Vladimir?"

"Pardon?"

Jan Kessel set his cup down on the table.

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

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

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

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

"Well, yes!"

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

Vladimir started to grasp what the professor was getting at.

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

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

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

"That is indeed our goal."

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

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

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



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

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

"Rome wasn't built in a day."

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

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

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

"I see", said Vladimir.

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

"What's that?"

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

"I beg your pardon?"

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

"Yes, of course it is."

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

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

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

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

"That's a very modern concept!"

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



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

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

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

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

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

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

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

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

Vladimir nodded:

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

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

"That's rather ambitious!"

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

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



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

Vladimir took out a notebook and pen.

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

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

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

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

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

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

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

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



“In other words, it’s learning to learn!”

“Right!”

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

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

“Yes please. Meanwhile, I’ll sort my notes.”

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

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

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

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

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

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

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



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

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

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

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

"Hi Vladimir. Late again as usual!"

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

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

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

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

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

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



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

**Sunday, 13 September, 16.00 hours**

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

"It has the merit of simplicity!"

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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



**Monday 14 September, 08.00 hours**

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

*Dear Professor,*

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

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

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

*I look forward to hearing from you.*

*Yours faithfully,*

*Eva Barkieta*

## **Our Educational Proposal**

### **1. Who Are We?**

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

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

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

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



## **2. The Difficulties Young People Face**

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

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

## **3. Opportunities for Development**

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

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



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

#### **4. What We Want to Do**

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

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



## **EP 07. Tool to Analyse Findings and Define Priorities**

### **Introduction**

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

### **Objective**

This tool is intended to

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

This tool is intended for

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

### **How to use the tool**

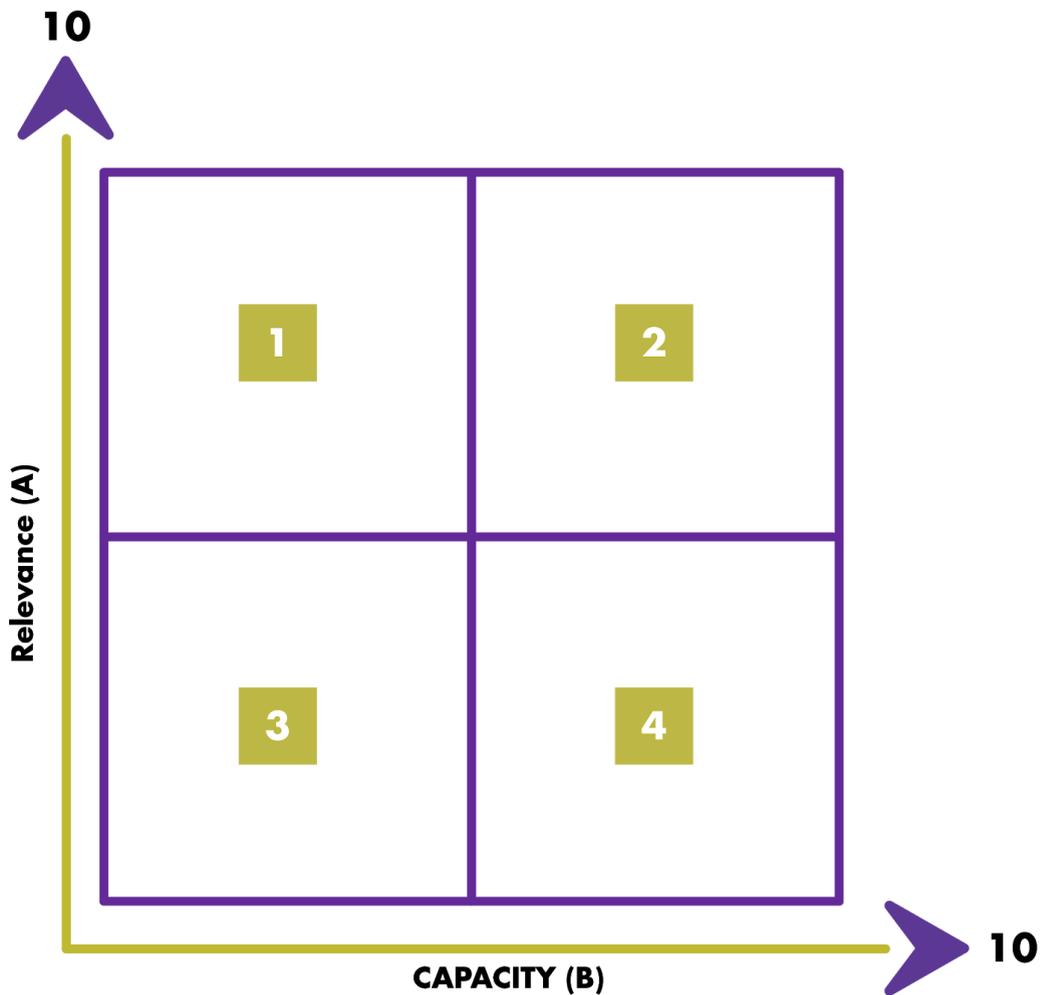
1. In a plenary session, have each research group present 3-5 findings obtained in the investigation stage. Each finding is presented in a short sentence, accompanied by the data that supports the information, reflecting percentages, absolute numbers, etc., which will serve the weighting process.
2.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



**Findings record table Figure. 1**

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

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





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



## EP 08. Country Challenges and Institutional Commitments

### Introduction

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

### Objective

This tool is intended to

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

This tool is intended for

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

### How to use the tool

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



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

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

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

**Table 1: Definition of institutional commitments**

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

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



## **EP 09. Defining the Departure Profile**

### **Introduction**

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

### **Objectives**

This tool aims to

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

This tool is intended for

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

### **How to use this tool**

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

#### **A. Departure profile concept**

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

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



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

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

## **B. Criteria on which the departure profile is built**

The departure profile is inspired by:

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

### **Task 1**

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

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

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

### **Task 2**

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

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

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

### **Task 3**

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

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



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

### **Introduction**

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

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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



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

### **Questions about the text in general**

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



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

### **Introduction**

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

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

- Young people's needs and aspirations in a particular social and cultural context.
- The social, cultural, economic, and political demands that you have identified in the definition of your Educational Proposal.
- Your capacity as an NSO to give answers to both the needs and aspirations of young people and to the demands of society, from the relevance<sup>1</sup> of your NSO's Educational Proposal.

### **Concept**

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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

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



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

### Steps to Define Educational Priorities

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

To carry out this task we suggest taking into account:

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

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

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



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

### Example of Educational Priorities

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

When formulating educational priorities, consider the following:

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

## PHYSICAL DEVELOPMENT

### Definition

Becoming responsible for the growth and functioning of your body.

### Educational priorities

#### a. Identifying needs

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

#### b. Maintenance (being fit and healthy)

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



### **c. Efficiency**

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

## **INTELLECTUAL DEVELOPMENT**

### **Definition**

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

### **Educational priorities**

#### **a. Searching information**

- Curiosity
- Exploration
- Research
- Observation

#### **b. Processing information**

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

#### **c. Problem-solving**

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

## **CHARACTER DEVELOPMENT**

### **Definition**

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

### **Educational priorities**

#### **a. Identity**

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



**b. Autonomy**

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

**c. Commitment**

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

**EMOTIONAL DEVELOPMENT**

**Definition**

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

**Educational priorities**

**a. Self-discovery and awareness**

- Recognising and accepting your emotions.
- Discovering yourself.

**b. Self-expression**

- Expressing your feelings using various creative methods of expression.

**c. Responsibility and self-control**

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

**SOCIAL DEVELOPMENT**

**Definition**

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



## **Educational priorities**

### **a. Relationship and communication**

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

### **b. Cooperation and leadership**

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

### **c. Solidarity and service**

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

## **SPIRITUAL DEVELOPMENT<sup>2</sup>**

### **Definition**

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

### **Educational priorities**

#### **a. Welcome others**

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

#### **b. Wonder at the natural world**

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

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<sup>2</sup> According with the Guidelines for Spiritual Development in the Youth Programme, WOSM, 2020

**c. Work to create a more tolerant and caring society**

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

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

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

**e. Worship for a spiritual response**

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



## **FC 01. Tool to Help Draft the Final Educational Competencies**

### **Introduction**

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

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

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

### **Objective**

This tool is intended to

- prepare you for writing the final educational competencies.

This tool is intended for

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

### **How to use this tool**

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



## **Guidelines to Writing Educational Competencies**

### **1. Reflect on the steps taken**

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

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

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

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

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

### **3. Choosing a development area and an educational priority**

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

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

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



#### 4. Elements of a competency

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

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

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

#### 5. Examples of verbs

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



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

## **Additional Recommendations**

### **Get an expert's support**

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

### **Analyse other NSOs' final educational competencies**

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



## **AS 01. Tool to Evaluate the Unit System<sup>1</sup> of Your NSO**

### **Introduction**

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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

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



**Team 1**

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

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

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

**Team 2**

**How are the links between units?**

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

**Team 3**

**What is the age distribution within each unit?**

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

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

**Team 4**

**What is the membership rotation within each unit?**

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

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



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

### **Introduction**

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

### **Objectives**

This tool is intended to

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

This tool is suggested for

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

### **How to use this tool**

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



**Questions for discussion in each of the four groups**

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

Use the following table to record your findings

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

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



**C. CONDITIONS**

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

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

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

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

**D. STATISTICAL INFORMATION**

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

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

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



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

### **Introduction**

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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



## Annex

### *Instructions to guide the working groups*

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

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

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

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



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

### **Introduction**

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

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

### **Objective**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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



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

### a) Stages of development

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

### b) Relationship with the formal educational system

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

### c) Social groups

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

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

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

### d) Flexibility

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

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

### e) Duration of each unit

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



## **SC 01. A tool for Writing Section Educational Competencies**

### **Introduction**

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

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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



## How to Write an Age Section's Educational Competencies

### 1. Reviewing Previous Work

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

### 2. Writing the Section's Educational Competencies

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

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

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

- a. Choose a growth area, for example:

#### **Physical development**

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

#### **Nature and free time.**

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

#### **Practice sports and recreational activities in nature.**

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

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

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

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



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

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

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

### **Elements of Educational Competencies**

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

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



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

**Some verbs we can use as reference to write competencies**

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



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

### **Introduction**

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

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

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

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

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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



### How to use this tool

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

### Questionnaire on the Reference Activities in our NSO

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



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

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



## **ANNEX**

### **Reference Activities**

#### **Introduction**

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

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

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

We call them reference activities.

#### **Concept**

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

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

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

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

#### **Prerequisites for reference activities**

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



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

### **Some common problems with reference activities**

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

### **Conclusion**

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

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



## LO.02 Tool for Developing Educational Activities and Learning Opportunities

### Introduction

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

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

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

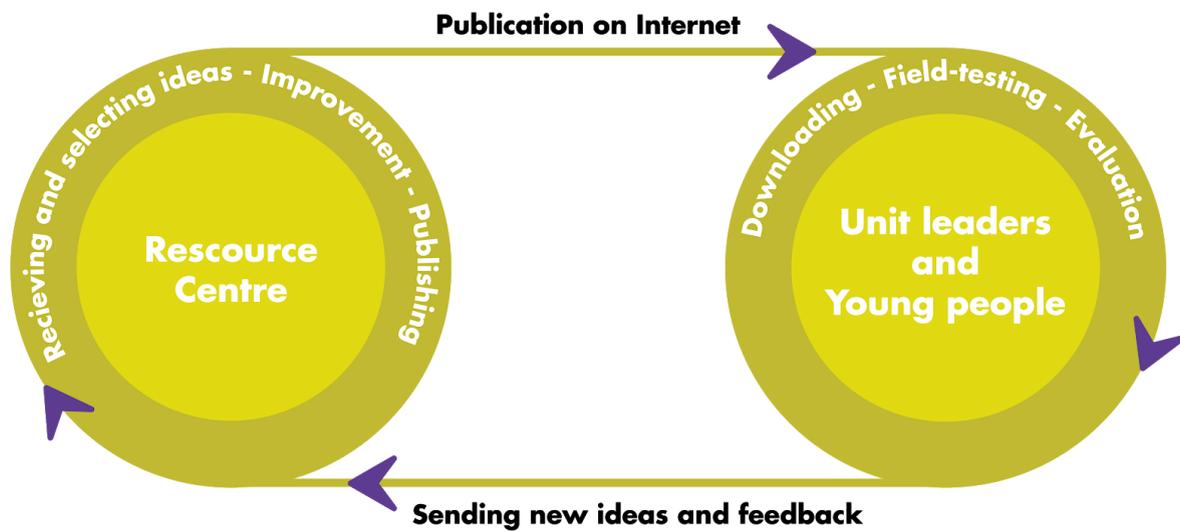


Fig.1



## Objectives

This tool is intended to

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

This tool is intended for

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

## How to use this tool

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

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

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

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

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

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



### Characteristics of a good educational activity:

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

### WHY: Mission of Scouting

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

<b>Example of Educational Competencies</b>
See step 3 for Final Educational Competencies, and step 4 for Section Educational Competency examples

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

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



## HOW: The Scout Method

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

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

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



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



## WHAT: Learning Opportunities

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

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

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

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



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

Fig.2



## **SM 01. Age Section's Symbolic Framework Analysis Tool**

### **Introduction**

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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



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

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



## **PPS 01. Thinking About Personal Progression**

### **Introduction**

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

### **Objectives**

This tool is intended to

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

This tool is intended for

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

### **How to use this tool**

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

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

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



### **1. Scheme of current progression**

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

### **2. A progression scheme by age sections**

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

### **3. Stages of personal progression**

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



#### **4. Support materials**

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

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

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

#### **5. Proficiency and special badges**

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

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

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

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

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



## **PPS 02. From Age Sections Competencies to Personal Progressive Schemes**

### **Model Analysis**

#### **Introduction**

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

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

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

#### **Objectives**

This tool is intended to

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

This tool is intended for

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

#### **How to use this tool**

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



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

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

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



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

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

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



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

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

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