



Section Educational Competencies

Introduction

To introduce the concept of educational competencies in the development of your NSO's Youth Programme, you need to take another step forward in making explicit the educational intentionality in each of the age sections and, at the same time, use a concept of education that keeps a close relationship with the Scout Method.

Concept

What is a section educational competency?

The section educational competencies are defined, according to each area of personal growth, and a set of knowledge, skills, attitudes and values are proposed for each of the age groups in which your NSO's Youth Programme is divided.

The section educational competencies define the personal development that may be expected from a young person after a certain time, once they have completed the Youth Programme in a specific age section.

They follow the same educational trails as the final educational competencies, in order to ensure a smooth progression from one section to another. Section educational competencies may also be considered to be intermediate competencies which lead step by step, from one age range to another, to the achievement of the final educational competencies.

Purpose of the section educational competencies:

- To express Scouting's goal of helping young people to fulfil their full potential in realistic and measurable terms, adapted to the needs of young people in each age range.
- To ensure coherence between the educational competencies for each section and the final educational competencies, in accordance with the goals expressed in the Educational Proposal. It is important to have consistency with the final competencies.
- To encourage young people to make personal progress in all areas of growth, and to provide them with a basis on which to set their own personal competency goals and evaluate their progress.
- To provide a clear framework for adult leaders to use in their educational role.
- To encourage dialogue and an open, trusting relationship between young people and adults.
- To provide a framework to assess the impact of the Youth Programme offered to young people and identify any improvements needed.



Educational competencies as a combination of learning outcomes

These educational competencies define the learning (knowledge, skills, attitudes and values) that enables people to successfully perform critical tasks and functions in a defined setting to resolve challenges.

Learning can be classified into:

- Knowledge
- Skills
- Attitudes and values

The concept of an educational competency

We said in step 3 that by educational competency we do not mean the rivalry between two people to achieve an end. This would deny the social and co-operative dimension of education in Scouting.

In the context of Scouting, we understand the concept of competency in a wider sense, in which the knowledge acquired is at the service of the development of the individual in all their dimensions, and not just in terms of employment or a productive system. Outside the work setting, we approach it from a humanist and broader perspective that considers the integrality of the person.

From the perspective of your NSO's Educational Proposal, the competencies are at the service of education for life.

Educational competencies, life competencies

"The young people of today are facing enormous challenges: violence, environmental degradation, disease, discrimination, poverty. Beyond basic arithmetic, literacy, and education, the ability of a child to function in this world, with time becomes more complex, requires a wide variety of cognitive, social and work-related competencies.

The expression "preparation for life," refers to a broad set of psychosocial and interpersonal skills that can help to make informed decisions, to communicate effectively and to function in their environment. By incorporating life skills into our education systems, we are giving children the necessary tools to face the challenges and confidently breakthrough in the world." ¹

The age section's educational competencies are at the service of the full development of a person in all its dimensions, not only inside Scouting but outside also.

The final competencies and the age section competencies are set for all growth areas, to cover the development of all aspects of the personality in a balanced way.

¹<https://www.unicef.org/education/skills-development>



The age section's educational competencies are achieved through all the learning opportunities that a young person experiences, both inside and outside of Scouting, because this knowledge will be useful not only for a stage in a person's life, and not only through Scouting.

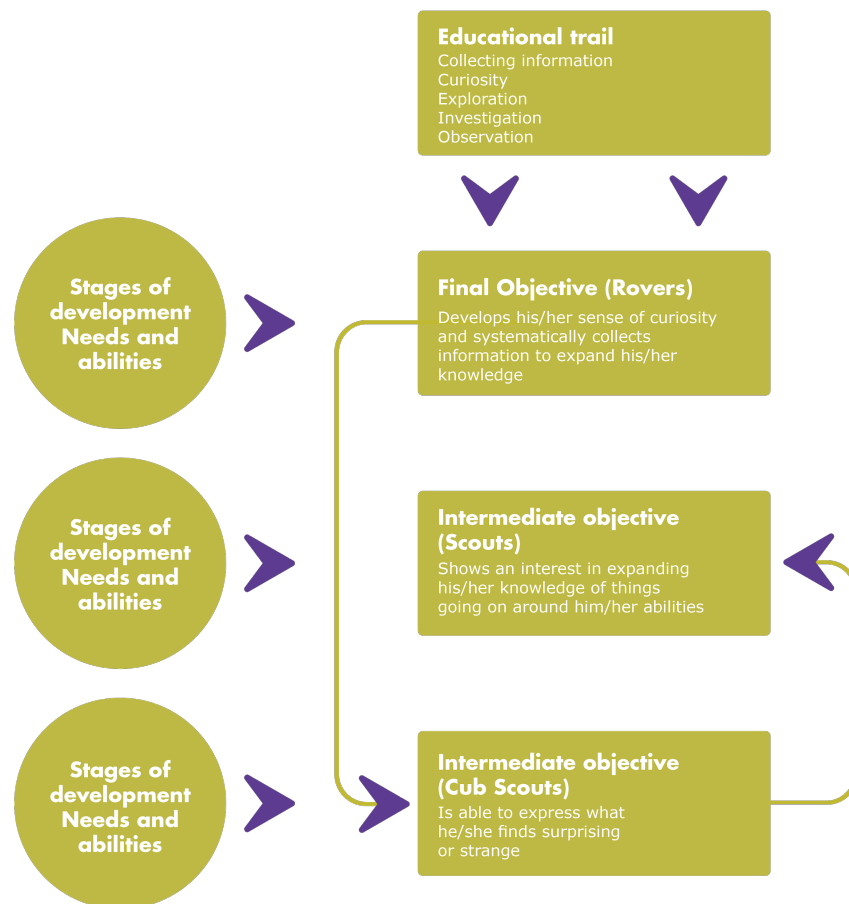
The values proposed in your NSO's Educational Proposal and transmitted through the Promise and Law, should be clearly defined as a set of educational competencies within your Youth Programme.

However, far from being a matrix used to form a model of the "ideal" person, the set of competencies is a proposal that offers young people the opportunity to be at the centre of their own educational process.

This central idea of the young person as protagonist of their educational process, must be taken into account when designing the systems of personal progression, which shall be based on the educational competencies of the age section.

Defining Section Educational Competencies

Section educational competencies should be both challenging and achievable to be attractive to young people in the various age sections. For each age section and for each educational trail, it is necessary to define several competencies leading to the final educational competencies.





For young people, developing competencies is a process which happens over time. It is necessary to define the competency for the youngest age section first, aligned to the stage of development, before those of the other age sections. This allows a clear view of the sequence of the competencies and their progressive nature. They are steppingstones to the final educational competencies, as you can see in the example in Annex 4 “Final and Section Competencies grid”.

As well as the chronological sequence, the section educational competencies will also address each of the areas of personal growth, taking care that all your priorities are considered from the earliest stage. Of course, some may be achievable before the last age section, so you may have a competency statement for a personal growth priority for an earlier age section and also for the final age section.

Another factor in the matrix of educational competencies is their interdependent and cohesive nature, reflecting the nature of young people themselves. Your NSO will need to ensure that those elements are considered.

It is important to determine in advance how many educational competencies you will have. This will depend on the number of priorities for each area of growth. You will need at least two per age section, but remember these will impact directly on your progressive scheme.

Scouting’s educational competencies are expressed in terms of achieving the educational goal. The aim is to place the individual young person at the centre, as the educational process will be experienced by them uniquely. Even if the competencies they set out to achieve and the educational opportunities they undertake are the same, each individual enters the learning cycle from their own starting point, baseline level of knowledge, ability, and understanding, defining their learning path according to their interests, especially in the older age sections.

The distance travelled (i.e., the new learning gained) is expanded on in step 8 as part of Personal Progression.



Annex 4

Final and Section Competencies Grid

The **Final Educational Competencies** (step 3) are agreed according to the **Areas of Personal Growth** (step 5). The capacities of your young people are aligned with their **Stages of Development** (step 4), and this knowledge will guide you in developing the appropriate Section **Educational Competencies** (step 6) for each of the age sections.

We recognise that each individual is unique, but for the purpose of this exercise an age has been set, and a generalisation of capacities has been applied.

Examples in this Annex of Final Educational Competencies were set in Western Europe to be achieved by young people by the age of 21.

- Examples for the Section Educational Competencies were set to be achieved by young people by the ages of 9, 13, and 16 years.

Developing Section Educational Competencies

When developing Section Competencies, start with each Final Competency and then look to where the young people in your youngest age section will start on their journey, their first step to achieving this Final Competency. This follows through all your age sections, as the competencies build on each other. It is important to take each one in turn, but also to keep an eye on the bigger picture.

You developed your Final Competencies using the definition of each Area of Growth and the educational trails which emphasised the priorities within each. These trails took into account the needs and aspirations of young people in your particular social and cultural context, and broke down the definition to provide clear paths to follow. These will assist you again in the development of Section Competencies.

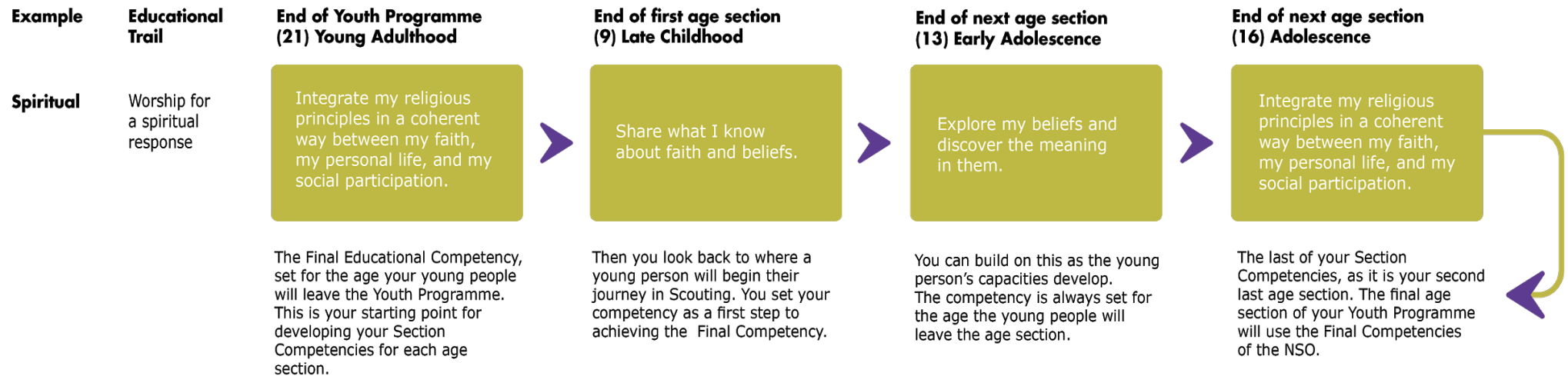
Sometimes you will set Final Competencies that can realistically be achieved by young people in a younger age section. In this case just note it as the Section Competency for that age section and the ones that follow. In the grid you can see one example from each of the trails detailed in Stages of Development (step 2). In reality, you will have a number of Final Competencies to adequately address each of these trails, and each of those will have Section Competencies.

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An example of a Final and Section Competencies Grid

Area of Growth	Definition	Educational Trails	Final Competencies	Late Childhood	Early Adolescence	Adolescence	Young Adulthood (Final Competencies)
Social	<i>Acquiring the concept of interdependence with others and developing capacity to cooperate and lead.</i>	<i>Relationship and Communication</i>	Develop the skills and attitudes needed to build and maintain meaningful and appropriate relationships and friendships.	Welcome and include others as part of the things I do.	Show what it is to be a friend and recognise the value of friendship.	Accept the changing nature of my relationships, and recognise that my life will be enriched as a result.	Develop the skills and attitudes needed to build and maintain meaningful and appropriate relationships and friendships.
		<i>Cooperation and Leadership</i>	Master the ability to cooperate with others and take on responsibility.	Develop my cooperation skills by listening, sharing my things, actively taking part in team activities, and encouraging others.	Develop the ability to work with others, follow instructions, and learn about personal responsibility.	Develop the ability to cooperate with others and take on responsibility.	Master the ability to cooperate with others and take on responsibility.
		<i>Solidarity and Service</i>	Recognise my roles within society, and make a positive contribution to society.	Understand that it is important that I am considerate and help others.	Participate in my community and help those around me when needed.	Develop and demonstrate a sense of civic responsibility and define and explore my opinions on social equality and inclusion.	Recognise my roles within society, and make a positive contribution to society.



Area of Growth	Definition	Educational Trails	Final Competencies	Late Childhood	Early Adolescence	Adolescence	Young Adulthood (Final Competencies)
Physical	<i>Becoming responsible for the growth and functioning of one's own body</i>	<i>Identifying Needs</i>	Identify when my body is working well and when it isn't and have the good judgment to get help when I need it.	Know what makes my body work well.	Understand how my body are continuously changing. Understand the implications of these changes on my life.	Be comfortable with how my body functions, and recognise when it doesn't function well.	Identify when my body is working well and when it isn't and have the good judgment to get help when I need it.
		<i>Maintenance</i>	Demonstrate that I play an active, ongoing role in maintaining my own dietary health.	Understand what food is good for me	Demonstrate that I know the benefits of good nutrition and a balanced diet.	Demonstrate that I play an active ongoing role in maintaining my own dietary health.	Demonstrate that I play an active, ongoing role in maintaining my own dietary health.
		<i>Efficiency</i>	Protect and maintain my health and fitness through my choice of a healthy, balanced, and active lifestyle.	Pursue activity to include exercise routinely in my life.	Explore and understand the benefits of a healthy and active lifestyle.	Participate in regular fitness routines as part of a healthy balanced and active lifestyle.	Protect and maintain my health and fitness through my choice of a healthy, balanced, and active lifestyle.



Competencies and *Safe from Harm*

Each area of personal growth has a *Safe from Harm* component that has to be taken into account when defining the final and section educational competencies for your NSO's Youth Programme.

The *Safe from Harm* World Policy defines a set of actions and procedures to ensure the emotional and physical safety of children and young people thanks to the creation of a safe environment. The Youth Programme is an integral part of this policy. It states as follows: "The principles of Scouting support the holistic development of young individuals towards self-confident and reflective personalities."

These examples may be adjusted for each area of personal growth:

- Physical – Knows and respects the safety rules defined.
- Intellectual – Has easy and transparent access to essential information (emergency numbers, how to report, what an adult or another child can and cannot do, the Scout Law) on creating a safe environment.
- Emotional – Has no fear related to their physical needs, to their loved ones and their relationships with others, to secrets around them.
- Character – Knows the behavioural rules of the group and lives the Scout Promise and Law.
- Social – Knows and acts to prevent any types of harm (emotional, physical, verbal) and stands up for themselves and others (is proactive towards *Safe from Harm* values and rules).
- Spiritual – Acknowledges their right and freedom of themselves (and that of others) to express their spirituality or not, and to respect the choice of others in this dimension.



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.



Verb What do they do?	Object With what do they do it? Through what do they do it?	Condition 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

Verbs related to knowing		Verbs related to know-how		Verbs related to knowing how to be	
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