

SUPPORTING THE ADULTS WE NEED

1. Introduction

If Scouting is to retain motivated and competent adults, they must be supported. Too often, once they have undergone initial training, they are left to "sink or swim". A support system is necessary in order to help the person to carry out the job effectively. Support helps the person to overcome specific

Background

The European Forum on Youth Programme and Adult Resources is held every two years. It aims to help national Scout associations to develop their youth programme and improve the management of their adult resources. The 2nd European Forum was held in Malaga, Spain (19-26 May 2001), using the Renewed Approach to Programme (RAP) and the Adults in Scouting model as a framework. The event brought together 112 participants from 35 Scout associations in 23 countries.

Members of national programme and adult resources teams were able to share experiences, identify good practice and develop a common basis for their work. The forum enabled participants to discover the tools and materials developed by the European Scout Office, the Inter-american Scout Region, the World Scout Bureau and national Scout associations. It also enabled them to provide input to the European Scout Plan 1999-2007. ●



problems, ensures that the unit or group runs smoothly, ensures useful contact between adult leaders, contributes to personal development, and so on.

While associations agree that support is needed, many find this aspect of the Adults in Scouting model difficult to

implement. This issue of Euro.Scout.Doc presents the results of three groups working on international team tasks (ITTs) on this topic during the 2nd European Forum on Youth Programme and Adult Resources. ●

Euro.Scout.Doc is published by the European Scout Office (ESO). Its aim is to provide members of national Scout associations with an update on key developments in the five areas of the European Scout Plan 1999-2007, as well as results of seminars and events:

- *Developing and promoting our Movement - purple;*
- *Better Scouting for more young people (Youth Programme) - orange;*
- *The adults we need (Adult Resources) - red;*
- *Regional communication network (Internal Communication) - blue;*
- *Support to the development of national Scout associations (Support and Finance) - green.*

Each issue will focus on one of these areas, as indicated in its sub-title, using input from the European Scout Committee, European working groups and national associations. It will be distributed via EuroPak and made available on the regional web site: www.scout.org/europe. We hope that you will find Euro.Scout.Doc interesting, informative and attractive, and that it will inspire you not only to contribute your own ideas and experiences, but also to try out some of the new ideas you will find here.

Please address all comments and suggestions to: eurobureau@euro.scout.org

2. Results of the ITTS on support

Working on international team tasks (ITT), each group examined the topic of support from a different angle. Support ITT A examined the aims and outcomes of support, and the types and sources of support needed for Scout leaders. Support ITT B examined the question of effective support delivery to Scout leaders at local level, and Support ITT C considered the support needed by group leaders.

SUPPORT ITT A: AIMS, TYPES AND SOURCES OF SUPPORT

Introduction

The ultimate aim of support is to provide a high quality programme and thus contribute to the development of the young person. Support is required by, and should be offered to, three levels: the association and its structures, the leader and the young person. All support will be aimed at one of these targets, if not more. This ITT concentrated on support to the individual leader, although support may also be aimed at a team or group of leaders, or at other volunteers and professionals at any level in the association.

Definition of support for leaders

Support is the ongoing provision of the skills, knowledge, information, resources and help that a leader requires to carry out his/her job.

Aims and outcomes of support

This part of the ITT report examines the objectives of support, and the expected outcomes from providing quality support. In other words, it examines why we need to support the leader.

Aims of support

The aims of support are the reasons that underlie its provision.

As discussed above, the aims will be aimed at one or more targets.

Even though the young person is at the end of the chain of command, he/she is also the most important. The whole idea of Scouting is aimed at the young person - and without the young person, there would be no Scouting. Hence, most of the aims of support should be directed towards the young person.

The leader is important, but what makes him/her important is that he/she helps the young person to develop. It is therefore a necessary, secondary, priority to make sure that the leader acquires the skills needed and remains motivated to carry out his/her job as a leader. Therefore, some aims of support should be directed towards the leader.

The association exists to support the overall Mission of Scouting. The association is the framework that provides support and ensures the quality of Scouting. Sometimes, the aims of support can actually be directed towards the association.

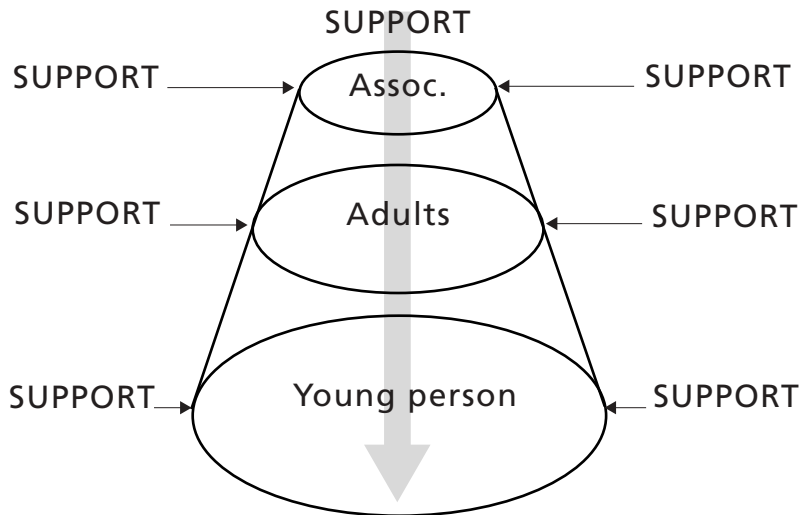
Examples of aims of support

The following are examples of aims of support:

- To provide on-the-job training for leaders working in Scout associations;
- To make support available to leaders when they require it and in a way appropriate to their needs;
- To provide help and support so that the leaders implement the youth programme;
- To enable leaders to keep up-to-date on current thinking and changes;
- To motivate leaders to carry out their role to a high standard;
- To ensure that leaders have the resources that they require to carry out their role;
- To help meet the needs of young people.

Expected outcomes from providing quality support

Like the aims, the expected outcomes can be divided into outcomes that are beneficial to the association, the leader and the young person. As many aims have several objectives, they also have several outcomes. Some of these outcomes can be directed towards different targets even though they originate from the same aim.



Outcomes for the association

The following are examples of outcomes that are beneficial to the association:

- The association is able to retain skilled leaders;
- More leaders are recruited;
- More young people join.

Outcomes for the leader

The following are examples of outcomes that are beneficial for leaders:

- Leaders gain confidence in their own abilities;
- Leaders are more motivated;
- Leaders feel part of the organisation to which they belong;
- Leaders acquire skills and knowledge that they need for their job and that they can use in other areas of their lives;
- The leaders' role becomes easier to fulfil.

Outcomes for the young person

The following are examples of outcomes that are beneficial to the young person:

- The young person's development is enhanced through a better programme;
- The young person stays longer in Scouting, thus assuring greater personal development;
- The young person's needs are fulfilled better.

Types of support

Scout associations have a responsibility to provide the support that adults require in order to carry out their work in the association. Support should be provided so that the leader becomes confident in his/her ability to deliver the programme. The duration and level of support need to be tailored to individual needs.

The diagram shows a proposed model of support with the individual at the centre. There are three areas of support: technical, personal and social.

Technical support is hard support i.e. the practical skills, resources, information, etc., that adults require on an ongoing basis to perform their role in Scouting.

TECHNICAL	PERSONAL	SOCIAL
Skills Information Resources <ul style="list-style-type: none"> • Equipment • Money • Printed material • IT • Personnel Knowledge Programme implementation	Recognition Shoulder to cry on Listening ear Thank you Moral Understanding Motivation	Contacts Networks Adult activities

ing basis to perform their role in Scouting.

Personal support is soft support, i.e. the interpersonal support that an adult requires in order to fulfil his/her role in Scouting. Personal support is provided through the personal relationships that the adult develops with other people. It is the moral support, a listening ear and understanding that all individuals require.

Social support is the support that comes from the relationships and contacts that the adult develops within the association. It includes the knowledge and information required to access further support if needed. Social support may also include specific activities and social programmes for the adult leaders. These can contribute not only to their development as leaders but also to their personal and social development. Social support is a mixture of

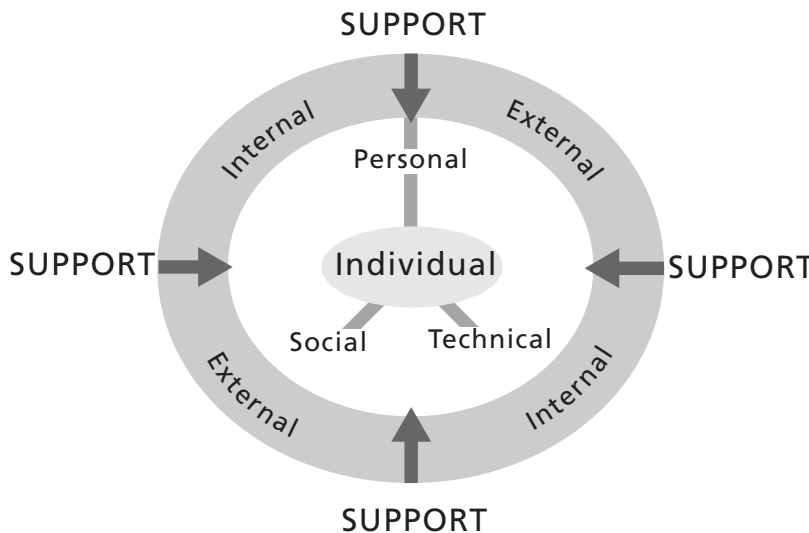
hard and soft support as it includes both practical and interpersonal support.

Sources of support

The individual adult has a responsibility for his/her own development and should therefore be proactive in seeking help and support when needed. Support can be provided from both internal and external sources.

Sources of internal support

- Programme teams at national, regional and local level (according to the association's structure);
- Training teams at national, regional and local level (according to the association's structure);
- The association's adult resources team;
- Other leaders working in the local group or elsewhere in the association.



Sources of external support

- Contacts in other associations;
- People with specific expertise from outside Scouting, such as training organisations, community groups, authorities, etc.;
- Personal contacts.

Support providers

Support will originate from several different sources as discussed above. Several different people will, therefore, function as support providers for any one leader. It is thus difficult to describe the skills of "the" support provider.

The mentor

The mentor provides a special kind of support. The association can decide to offer a network of mentors as support for leaders, or to include the role of mentor as part of a broader function fulfilled by people within the association - for example, the group or district leader.

This function has two main aims. One is to provide support to the new leader. The other is to provide "first aid" in a crisis situation. Mentors need a variety of skills including, but not limited to, the following:

- Counsellor
- Mediator
- Facilitator
- Resource provider
- Scouting experience

As with all adults in Scouting, mentors themselves should receive support from the association, including the necessary training.

Mutual agreement on support

While support should be available on an ongoing basis, it is also important to implement the mutual agreement and review part of the Adults in Scouting model. This is an opportunity for everyone involved to identify the support necessary for individual leaders and their teams.

Associations should develop mechanisms for implementing mutual agreement and review that are appropriate to the association and its structure.

Responsibility for support at national level

As support originates from several different sources within the organisation, it needs to be coordinated at national level. In national associations that do not have an adult resources committee, there should be a high level of cooperation between programme teams and adult resource/training teams to ensure the coordinated delivery of support.

Summary

The management of support is a vital process for the improvement of the quality and quantity of both leaders and young people in an association. Providing good quality support to adults in Scouting offers a number of benefits. The most important of these are the significant benefits for the young people who join. All support should therefore be designed with the view that the young people are at the centre of everything that we do.

Support can be provided from a variety of both formal and informal sources and the association needs to coordinate it. It should be remembered that support can be provided to both individual leaders and their teams.

SUPPORT ITT B: EFFECTIVE SUPPORT DELIVERY TO SCOUT LEADERS

Introduction

Adults involved in the Movement are expected to feel comfortable with their task, to be efficient and to implement successfully the activities for which they are responsible. This means that they need to be listened to, encouraged and sup-

ported. In all teams, the members meet frequently to organise and evaluate programme activities. However, leaders need other contacts so as to carry out their job happily and effectively. Such regular contacts can strengthen their motivation, alter their approach to problems and help them overcome their difficulties. National organisations should develop a structured approach to the provision of this support.

Overview

This report is meant to help national organisations to improve support at local level and also help local groups to use that support.

First, we need to distinguish between support and training: support is complementary to training. In the case of some national organisations, some form of support is necessary before leaders can start their training, but it is not essentially part of the training itself.

To help further, we need to answer the following questions:

- Who provides support ?
- What kind of support is offered ?
- What forms of support can be expected ?

And especially for those providing the support:

- How should the support be presented ?

We also need to address other key questions, such as:

- How can we encourage local groups to seek support?
- How can we use the people providing the support as effectively as possible ?
- How can we make sure that support and training are complementary ?

Support providers

Who provides support? National organisations provide support at local level through a combination of volunteers and profes-

sionals working in the field or at the national offices. In most countries, these people work at different levels or in different districts.

Everyone involved in providing support should have a clear job description and a mutual agreement, i.e. between themselves and the people they are working for, so that each party knows what is expected.

This work is carried out by volunteers and professionals. They need to work together and oversee each other's work in a constructive way. Professionals and volunteers are equally important. They must all be ready to help our customers at local level whenever their help is needed.

Volunteers

Volunteers provide support at every level of a national organisation. They work together with the professionals and leaders and their groups. Each person has his/her own skills, experience and capabilities and tries to focus on the subject that he/she is good at.

There are no "volunteer-specific" tasks. Tasks will depend on the country, number of groups, etc. Each group has to decide on the volunteers' mission and how to use their services. The volunteers need to be aware of the needs of the people they are working for. They should be open-minded and willing to help our customers and undergo training to improve their skills.

As volunteers offer services in their spare time, they are not always available to listen to people. It is therefore important to establish appropriate means of communication and pre-determined appointments.

Professionals working in the field

Field professionals are paid by their national organisation or by their government. They work at all levels and carry out a number of tasks.

It is the responsibility of the professionals and their organisations to inform the customers about their functions and how to reach them. Their functions and tasks are not different from those carried out by their volunteer colleagues: they work together.

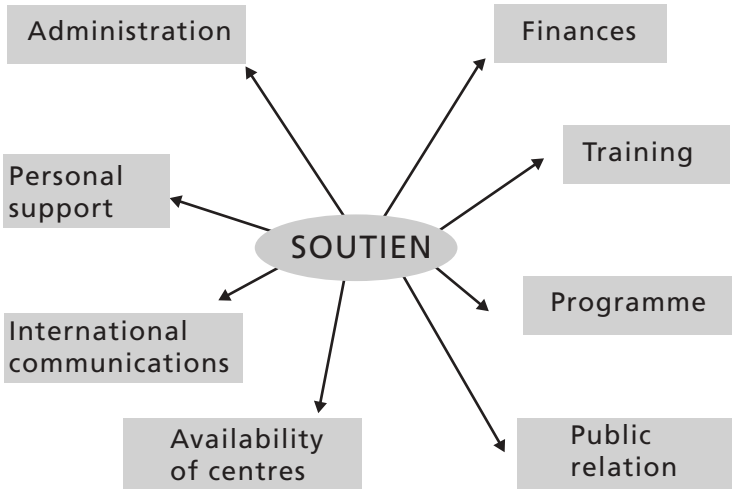
A difference between the volunteer and the professional concerns working time. Mostly, the professional has a task that needs to be carried out on a continuous basis in order to ensure the existence of the national organisation. Sometimes the professional works on a particular task that is limited in time. This could be: to implement a new system, to carry out field research, or to be on standby in case of need. As these professional support providers work in the field, they

Professionals should have a broad range of contacts with people from other levels to help with coordination and advice. Sharing information and taking courses to improve their skills is a very important part of the job so as to operate as specialists who can help the whole national organisation.

In addition to the kind of professionals at the national office mentioned above, there may also be people employed to perform administrative functions, such as answering the phone, writing letters, processing application forms, sending out communications, etc.

Areas of support

In which areas should support be available? Support should be available wherever it is necessary, at any level in a national



are closer to people at local level than the professionals at the national office.

Professionals at the national office

These professionals are also paid by the national organisation or by the government. They may be involved in programme development, specialist training, developing or maintaining relationships with non-governmental organisations, or making international contacts. In most cases, they are involved at strategic points in our national organisations.

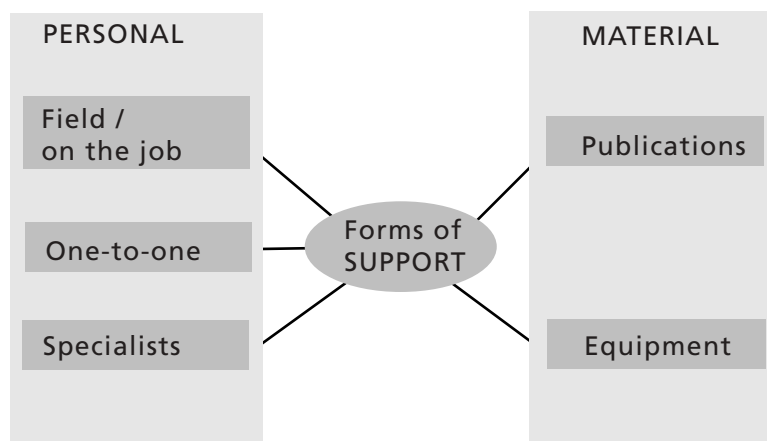
organisation. Each leader will have different needs and so support should be provided in a flexible way, directed specifically at the needs of the particular leader or group. As it is likely that demand for support will outstrip the available resources, the national organisation must develop a strategy to provide support so that priorities can be set. This strategy may take the form of an agreed policy or set of operational guidelines.

Areas in which support might be needed

- Administration - Annual membership registration, insurance, vesting of properties;
- Finances - Finding funding for local groups, managing government grants, helping to identify sponsors, organising local bookkeeping;
- Training - Following up on formal training, providing informal training;
- Programme - Making programme manuals and ideas available to local groups - for example, through databases, dossiers or reports;
- Public relations - Helping with contacts with the media and other organisations; providing templates or professional assistance for posters, etc.;
- Availability of centres - Ensuring facilities for programme implementation, training, etc.;
- Personal support - Strengthening the ties between different levels by providing personal, friendly contact with leaders at local level; mediating in situations of interpersonal conflict;
- International communications - Providing information about international centres and events; providing help in arranging home hospitality when needed; sharing information between countries; helping local groups to contact local groups in other countries.

Forms of support

What form of support is to be expected? There are various ways for national organisations to provide support to their local groups. The form of support depends on what support is needed at any given moment and how that support can be most effective. In each case the national organisation and the local group should jointly decide how the support is presented. Sometimes the support



can involve a mixture of forms. It is up to the national organisation to ensure that these different forms of support do not clash and to ensure that the results of the support are kept in focus.

The forms of support are divided into two categories, personal support and material support. These two categories are then further divided into subcategories.

Field support

Field support is helpful for local groups that need support with programme activities, or that need support in carrying out their own training schemes, etc. With field support, a support provider goes to the local group to help it with a particular problem or activity. Thus, the support provider brings the tools and information to the problem and not the other way around. The support provider then helps the local group to find and analyse the problem and points out ways for it to develop its own solutions.

This form of support can also help with evaluation or re-evaluation exercises. Often, an external, impartial presence is needed and can help to provide suggestions concerning areas for improvement.

One-to-one support

Whenever an individual leader is having problems that cannot be resolved within the local group, the leader should be able

to receive support from a higher level. This form of support needs to be more individualised so as to adapt to the needs of the leader in each case. This form of support can be provided over the phone, by mail or by other means of person-to-person contact.

This form of support can also be used to provide follow-up to each leader's training to ensure that the training received is beneficial to the local group. The support provider may contact the leader at his/her own initiative and check on progress. The support provider can also help a local leader to evaluate or re-evaluate his/her work so as to help the person to become a better leader.

Specialists

National organisations may have specially trained support providers to assist in specific areas of Scouting. When problems arise on matters regarding a particular area, the specialists would be called upon to help solve the problem.

There may also be situations in which the support of external specialists may be needed. In such cases, each national organisation needs to have contacts with other organisations so that local groups can seek their support when needed. When external support is needed, the local groups should be able to seek support directly from such specialists without using the

national organisation as an intermediary.

Publications

Substantial support is provided through documents, manuals and books. National Scout organisations must make their support publications available to all local groups. The local groups must also be informed of what is available, and how they can access and use the publications. National organisations should make sure that these publications are always up to date, with regular revisions and constant additions of material. The following is a list of publications that should be available to local groups:

- Scout magazines - with regular release dates, news, information on events and educational sections. These magazines could also help people outside the movement to obtain information on the essence of Scouting, how/where to join, etc.;
- Databases - containing reference material on programme activities or training schemes. These databases can be made available in libraries or on the Internet;
- Documents - on various subjects that apply to Scouting, such as laws and regulations as well as any written work on the Scout Movement as a whole;
- Tools - detailed explanations of methods to solve particular problems.

Equipment

Local groups should have access to equipment that they are unable to acquire for whatever reason. National organisations should therefore make such equipment available for loan or hire, and ensure that local groups know when, where and how to access this equipment. The equipment must meet the requirements of the youth programme and be checked and maintained regularly. If the national organisation does not

have a stock of equipment, it should help local groups to find what they need, either from other local groups or other bodies.

Approach

Why is it important to have a certain approach? The approach the support person should take will depend on local circumstances, but a number of principles will usually apply. Local leaders can be reluctant to ask for support for a variety of reasons, e.g. personal pride, local tradition, lack of training or information, or simply because they may not realise that they are in difficulty and need support.

Awareness

It is important for local groups to know who is providing support and the nature of the support provided. It would be useful for support providers' job descriptions to be made available to the people working at local level so that they know whom to contact and how.

Quality

For support to be effective, it must be provided promptly and in a way that is helpful to the local leaders. The support providers should bear in mind that the objective is to help the local leaders to do their job. They should therefore ensure that the local leaders are involved in the process and can continue to work when the support provider is not there. When support is given, there should be an agreement as to the purpose and scope of the support activity, and the support provider should review the success of the support activity with the local leaders.

Profile

Support providers will have their own areas of expertise. They will need to understand the Scout Method and practices,

but they will not be able to provide support in all circumstances. They should maintain a list of contacts so they can provide access to additional experience if local groups require it.

Support providers will be expected to be enthusiastic, proactive and constructive. However, they should take care not to be too forceful, otherwise the leaders are likely to become too dependent on the support. Objectivity, tolerance, patience and diplomacy are required to allow support to be acceptable and effective. Support providers need to be honest, flexible and helpful in their approach, but they need to set down clear ground rules so that the leaders know what to expect. They should create an atmosphere of mutual trust and respect in which the leader feels that he/she is being helped but does not feel a loss of autonomy. Support providers should therefore provide support in an open, approachable and friendly manner. An informal, sensitive and tactful approach is usually best.



Summary

Generally, national organisations already provide considerable support. However, a systematic approach is required (as outlined in this document) for such support to be provided in a consistent and effective manner. Each national organisation should consider the ideas presented in this paper and develop a process that meets their local needs.

SUPPORT ITT C: GROUP LEADERS - RECRUITMENT, TRAINING AND SUPPORT

This report focuses on group leaders (GLs) because they are the most important managers in our associations.

Objectives

- To develop tools to recruit (and retain) good GLs;
- To establish a job description for GLs;
- To determine the skills and knowledge required by GLs;
- To define training for GLs and how to deliver this training in the best way;
- To define the support for GLs from national and regional levels and what form the support should take.



GROUP LEADER'S JOB DESCRIPTION

Managing adults

1. To develop a constructive atmosphere within the group;
2. To appraise and recognise unit leaders and their work;
3. To be a good model for Scouts and leaders;
4. To lead and work with unit leaders;
5. To solve conflicts between unit leaders;
6. To help new unit leaders (if necessary) and help one's own successor (if necessary);
7. To ensure contact with parents;

Scouting specifics

8. To ensure that the Scout Method is used appropriately and to ensure the quality of activities in units;
9. To take responsibility for safety;

Managing the group (taken as an organisation)

10. To take responsibility for membership growth: the number of people in the group, the development of units, etc.;
11. To ensure a vision of the future, long term planning (2 - 5 years);
12. To ensure a two-way transmission of information (top-down and bottom-up);
13. To ensure public relations: with local media, local community, church, region, national association, etc.;
14. To coordinate group activities;
15. To recruit, train and organise teamwork with the unit leaders;
16. To find a successor for him/herself (i.e. the next group leader) and plan a smooth transition;
17. Legal responsibility;

Managing material resources

18. To look after equipment, tents, buildings, etc.;
19. To raise funds;
20. To deal with the group's administrative matters;
21. To check the accounts.

Categories of subjects to include in the training

All the skills, knowledge and qualities listed in the GL's job description belong to one of the following categories:

A. Managing adult resources: communicating, leading people, solving conflicts, developing interpersonal relationships, etc.;

B. Managing the group: long-term vision, public relations, activities, membership, co-operation with local authorities, etc.;

C. Managing material resources: administration, accounts, buildings, equipment, etc.;

D. Scouting specifics: national association, Scouting principles, training system, youth programme, etc.;

E. Personal development: to be able to work under pressure, know how to work with children, resign at the right time, be a good model for children and leaders, etc.



SKILLS, QUALITIES AND KNOWLEDGE NEEDED BY GLS		
Skills	Job description	Category of training
• Lead a team of adults	1, 2, 4	A
• Delegate tasks and trust people		A
• Communicate with people	1, 2, 4, 7	A
• Solve conflicts	5	A
• "Daily training" of unit leaders		B
• Help unit leaders grow as individuals and as unit leaders		A
• Manage the group: planning, organising, and making decisions...	10, 11, 12	B
• Check the accounts	21	C
• Work under pressure		E
• Step back at the right time and keep away to let the successor take over		E
Personal qualities		
• Good sense of humour		?
• Sense of responsibility		E
• Tolerance		E
• Charisma		?
• Interest in non-formal education		E
Knowledge		
• The Scout Method and Scouting's Principles (Scout Law, etc.)		D
• The association's training system, including the more general AIS system	15, 16	D
• The educational proposal and the youth programme		D
• Accounting	21, 19	C
• Association's administration	20, 17	D
• Experience in working with children or knowledge of how to work with children.		D

Training delivery for GLs

Usually, GLs have been unit leaders. They are therefore already familiar with Scouting's Principles, Method etc. The training should be modular so that GLs can choose what they need from the training programme.

- Distinction between formal training (courses), and non-formal training (learning from colleagues, on-the-job training, personal study, etc.);
- Collaboration with other youth organisations for courses;
- Organisation of training: week-long courses, weekend courses, evening courses, distance learning (e-learning);
- Role of mentor, tutor, advisor, consultant;
- Training delivery needs to be adapted by each association according to the local context.



Support for GLs and forms of support

General ideas

- Evaluation tools (for oneself, for the unit leaders and for the functioning of the group);
- Equipment (books, PC, access to Internet);
- Web site (national and regional levels aimed at GLs);
- Video support;
- Regional support teams of specialists;
- Peer group meetings (GLs in contact with other GLs);
- Relations, providing contacts, setting up a network for GLs with relevant partners;
- Written guidelines;
- Modular training courses;
- Best practices tool kit;
- Support team in the group for a specific time;
- Information support;
- Information about matters beyond the association (other associations, cultural activities, etc.);
- Facilitator;
- GL suitcase/bag with helpful tools (books, formulas, calendars, addresses, best practices, guidelines, CD-Rom, etc.);
- Support office;
- Information templates (letters to parents or Scouts for special occasions);
- Easily understandable information (concise);
- Electronic registration forms on the Internet;
- Newsletter from national level to GLs with input from GLs;
- Programme support (ideas from other associations);
- Problem support: a help desk;
- A "box" to put questions to, for example, the president of the association;
- Money;
- Mutual agreements with all unit leaders;
- Calendar with deadlines and reminders;
- Informal training sessions;
- Moral support;
- Someone who cares about me as a GL;
- Formal training;
- Public recognition for the good work done by GLs;



Regional support teams of specialists

- Child protection;
- Accounting;
- Legal insurance;
- Safety rules;





- Drugs, alcohol, smoking, etc.;
- Projects.

Information support

- Administrative information: registration, membership list, fund raising, request for assistance to national association (maintenance of training centre, national office), support offers from the state/national associations/regional level to the groups;
- International, national or regional activities, other activities, youth organisations, request for assistance to other organisations, etc.;
- Educational information: training (dates, description, etc.), fact sheets;
- Information about partners and other youth organisations;
- Public relations: how to promote Scouting in the area.

Recruitment of GLs

- Refer to global AIS system;
- Refer to workshop about how to implement AIS: it is a good idea to start with the review step, and then recruitment, etc.



Points specific to GLs:

- GLs must be acceptable to the unit leaders AND to the regional/district level of the association;
- GL recruitment may be conducted in at least two ways (based on our experience): by the unit leaders (sometimes with agreement from regional level) or by the regional level (with agreement from unit leaders). Recruitment by unit leaders seems to be the most common;
- If the GL is to be elected by the unit leaders, unit leaders must receive the necessary information and tools for effective recruitment (GL's job description, etc). They must be familiar with the AIS model.

Fact sheets

These documents are available from the Region's web site www.scout.org/europe/malaga2001/.



3. Evaluation

The participants' positive evaluation revealed that this event met the needs expressed by national Scout associations. There is a strong demand for follow-up in the form of sub-regional events, workshops and a similar large event in the future, preferably in 2003. The participants and organisers would like to express their heartfelt thanks to the Spanish Scouts for their exceptional welcome, hospitality and logistic support throughout the event. The results of the forum have been uploaded to the European Scout Region's web site.

The 2nd European Forum on Youth Programme and Adult Resources proved that it is very useful to gather a large number of participants in the fields of youth programme and adult resources management to work together. This helped the national programme teams to understand aspects of adult training and programme dissemination. At the same time, the national adult resources teams gained a better understanding of the need to adapt training to the current youth programme and the need to constantly update the content of the training.



4. Follow-up

As a result of this positive experience, the European Scout Region is organising a number of events in which youth programme and adult resources management will be combined.

The European Scout Region has developed sub-regional events that will provide opportunities for associations to benefit from more "tailor-made" support, and to build networks and projects with associations in the same part of Europe.



The European Scout Region will continue to run a major event for a large number of participants, during which members of national teams can gain a wide overview of youth programme development and adult resources management or choose a more specific topic to work on in depth. The 3rd European Forum on Youth Programme and Adult Resources is scheduled for Spring 2003.