



21ST CENTURY LEADERSHIP IN SCOUTING



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SCOUTING DEVELOPMENT



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This document is primarily for National Scout Organizations (NSOs) and National Scout Associations (NSAs).

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**21ST CENTURY
LEADERSHIP IN SCOUTING**



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Introduction

This document summarises WOSM's understanding of leadership and its development in young people through the Youth Programme¹ in Scouting and suggests some further areas of focus and development for National Scout Organizations (NSOs) looking to develop their Youth Programme. In focusing on the development of leadership capacities through the Youth Programme, it does not consider adult leadership training or organisational leadership.

The document covers the following questions:

- Why is leadership development in young people relevant for Scouting?
- What is the meaning of leadership, as developed in the Youth Programme?
- How is leadership developed in the Youth Programme?
- How can leadership development in the Youth Programme be improved?

The document lays down the fundamental framework for how to understand leadership development in Scouting. It touches on developing the Youth Programme to offer opportunities for young people to develop leadership competencies. It does not give detailed guidance on the development of a National Youth Programme, nor recommendations on specific activities for common adoption. While the fundamentals of leadership in Scouting (based on the Mission of Scouting and the Scout Method²) are shared globally, the specific skills, behaviours, and attitudes of leadership, as well as the methods for developing these, will depend on social and cultural context and hence vary across different societies.

As per the responsibilities laid out in the World Scout Youth Programme Policy, NSOs are charged with offering a Youth Programme that fully caters to the needs and wants of young people today and in the future. The WOSM leadership model offers guidance on what fundamental leadership capacities young people should develop through Scouting to be active and responsible citizens in society and fulfil the mission of Scouting.³ The details of how to most efficiently realise this in practice are left to the individual NSOs.

Why leadership development in young people is relevant for Scouting

WHY - LEADERSHIP DEVELOPMENT IN SCOUTING EMPOWERS INDIVIDUALS TO PLAY AN ACTIVE ROLE IN SOCIETY

Scouting's purpose is to contribute to the education of young people, supporting them to become self-fulfilled individuals and active citizens.

- Scouting is an educational movement that contributes to the education of young people through a system of continuous progressive self-education based on a value system, which empowers individuals to achieve their full potential and become autonomous, supportive, responsible, committed, and culturally sensitive people.
- Scouting's commitment to "Creating a Better World" (community involvement) is an indirect outcome of contributing to the education of youth. Thus, society benefits from the Scout Movement in two different ways. One is the education of young people; the other is their empowerment as responsible and committed citizens.

¹ To know more about the review, design, and implementation of Youth Programme in Scouting, visit Guide to Youth Programme in Scouting online resource (gps.scout.org)

² You can find information about the Scout Method and other related Fundamentals of Scouting in the WOSM services platform (services.scout.org) under the Youth Programme area.

³ The model is essential for Scouting in achieving the Sustainable Development Goals (SDGs).

Leadership is an important means for enabling active citizenship and a relevant part of the Youth Programme to address the purpose of Scouting.

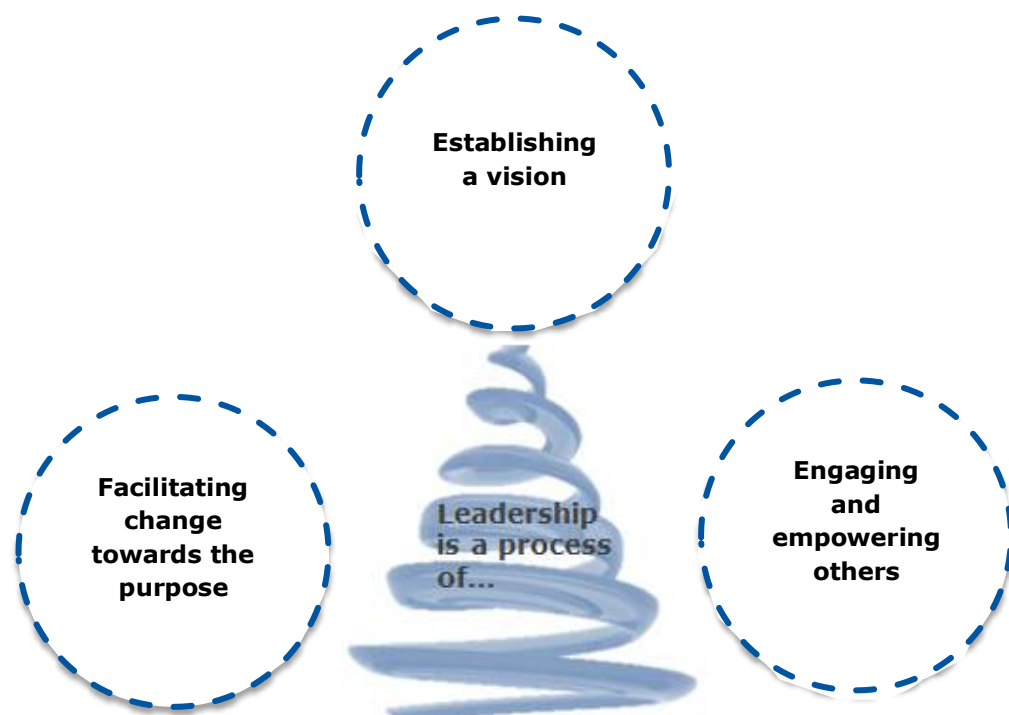
- To play a constructive role in society according to shared Scout values implies that individuals use their ability to envision how society should be and, as responsible citizens, contribute to making it a reality through their individual and collective action.
- Here, to help build a better world (be it the group, community, country, or globally), leadership is needed – the capacity to realise opportunities for positive change and to create common commitment and action towards a shared goal through the action of responsible individuals.

What leadership means, as developed in the Youth Programme

WHAT – IN SCOUTING, LEADERSHIP IS UNDERSTOOD AS THE COLLABORATIVE PROCESS OF ESTABLISHING A VISION, ENGAGING AND EMPOWERING OTHERS, AND FACILITATING CHANGE TOWARDS A SHARED PURPOSE

In Scouting, we understand leadership to be a collaborative process. This process has three main aspects:

- **Establishing a vision.** The deliberate betterment of society – in line with the purpose of Scouting – is dependent on a view of what the desired future looks like in contrast to the present. This does not mean that the vision has to be fully formed before taking action, or that it is developed by one individual only (before engaging others). Rather the implication is that leadership requires setting a direction and enabling its pursuit through deliberate action.
- **Engaging and empowering others.** Communicating and refining the vision with others and creating joint commitment to fulfilling it. Leadership is consequently defined as involving more than one person; the people involved could play several different roles during the process.
- **Facilitating change towards the purpose.** The purpose of Scouting assumes a realised betterment of society through concrete change. Hence, leadership requires action.



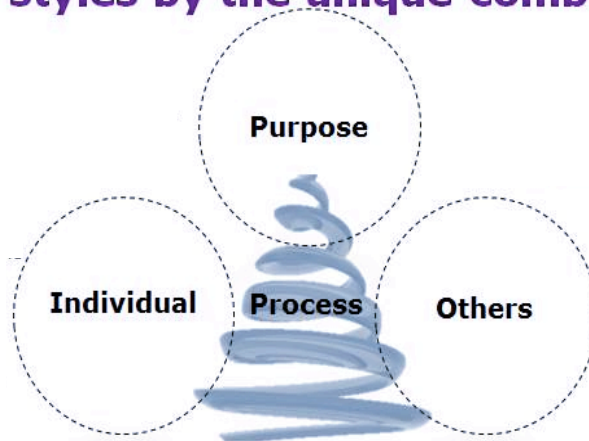
*The leadership process emerges through the interplay of three fundamental elements whose interactions determine the nature of **the leadership process**:*

- **Purpose.** In the leadership process, the purpose, i.e., the objective to be achieved, is set by establishing the vision
- **Individual.** At a given moment in time, an individual can take on a leadership role by exerting influence on the surrounding group. It is important to note that the individual here acts as leader momentarily at most, before the role passes on when other group members exert their influence in turn. This implies that people holding formally assigned leadership positions are not the only ones facilitating the process.
- **Others.** By definition, the leadership process involves more than one person. This does not mean that these "others" are passive followers, subjected to the views and direction of any individual "leader". Rather, interplay constantly exists between any single individual and the others, with actors taking turns to influence the dynamic of the group. Given that a common vision exists, these influences will all work to collectively move the group towards the shared purpose.

Leadership in Scouting is distinguished – vs other leadership approaches – through a unique combination of the following characteristics:

- **Values-based purpose.** Scouting is based on the vision of creating a better world through its inclusive values. These values are both embedded in and expressed through the Scout Promise and Law, and guide the actions of Scouts in their undertakings
- **Empowerment of individuals.** Scouting empowers young people as autonomous and responsible individuals, with well-developed personal meaning and self-understanding. This also includes executive functions, such as conscientiousness, self-confidence, persistence, resilience, and self-discipline, among others.
- **Collaboration with others.** People with leadership roles and the other participants collaborate towards a shared purpose. All take an active role, and the leadership roles fluctuate between people depending on the situation.
- **Process of learning by doing.** Scouts take action to facilitate change towards the purpose, but the process is simultaneously an opportunity for the learning and development of others.

Leadership in Scouting is distinguished from others styles by the unique combination of:



Implications – Breaking assumptions on leadership

- **Leadership is not only about adults.** Leadership in the Youth Programme is not a discussion about adult educators, but about how to support young people to develop leadership skills to be able to create change, in line with the Mission of Scouting.
- **Leadership is for everyone.** Scouting develops a basic level of leadership capacity in all Scouts to enable them to create change and be active citizens in their societies. Scouts can choose the level of responsibility and extent of formal leadership positions they want to take in every situation, but all Scouts develop basic readiness for leadership (in the spirit of 'Be prepared').
- **Leadership is not only about innate skills.** Like many other human characteristics, leadership traits are both innate and acquired. Leadership can be practised in very different ways, which means that different people can learn, improve, and develop leadership skills that match their preferences.
- **Leadership is not only exercised by the formal leader.** To reach an effective leadership process, both participants and leader(s) need to take an active, empowered role and collaborate towards the shared purpose.
- **Leadership is not limited to giving orders.** Whereas some situations (of emergency) require fast decisions and the capacity to command, most leadership situations entail the leader(s) pointing out an objective for change and engaging others to work together to realise the envisioned purpose.
- **Leadership is more than just efficient management.** To be able to design, facilitate, and implement a process is important for effective leadership. But leadership is more than the capacity to deal with processes and organise people; it requires the visualisation of a vision for change and the active involvement of others to realise it.
- **Leadership is more than just communicating a vision.** The ability to formulate and communicate a vision is important for effective leadership. But leadership is more than envisioning how the future could be; it requires skills for engaging people and facilitating the process to realise the vision.
- **Leadership is not only about action.** It is also about reflection to provide meaning to the endeavour. That means critically revisiting actions (reflection-in-action) and trying to understand their why and what for, allowing for self-development and identification of personal values and purposes.

How leadership is developed in the Youth Programme

The Youth Programme develops leadership hands-on through practice and experience rather than as an intellectual exercise. The term “learning by doing” indicates an element of trial and error but carried out properly it is much more than that.

Scouting builds leadership capacity by developing relevant knowledge, skills, and attitudes in young people across all the elements of the leadership process. Leadership consists of several elements, and so does the learning process. Scouting builds leadership capacity by developing knowledge, skills, and attitudes⁴ in young people across the four elements of leadership – purpose, individual, others, and process. The result can be visualised in a matrix, outlining the various components of leadership that Scouts acquire by taking an active part in the Youth Programme. The table presents a non-exhaustive overview, with detailed components dependent on local context:

	Knowledge	Skills	Attitudes
Purpose	<ol style="list-style-type: none"> Scouting’s purpose The concrete task at hand in any Scouting activity 	<u>Envisioning skills</u> <ul style="list-style-type: none"> Create Share/communicate Creativity 	<ul style="list-style-type: none"> Sense of ownership Courage Visionary Endurance
Individual	<u>Self-awareness</u> <ul style="list-style-type: none"> Values Strengths Personal meaning 	<u>Self-management skills</u> <ul style="list-style-type: none"> Self-reflection Resilience Energy management 	<ul style="list-style-type: none"> Self-confidence Internal motivation Integrity Assertiveness
Others	<u>Knowledge of others</u> <ul style="list-style-type: none"> Strengths Motivation Dreams Personality 	<u>People skills</u> <ul style="list-style-type: none"> Empathy Ability to create trust Conflict management Listening Communication Feedback 	<ul style="list-style-type: none"> Humility Openness Fairness Service
Process	<ul style="list-style-type: none"> Tools, policies, routines Context Budget 	<u>Management skills</u> <ul style="list-style-type: none"> Delegation Problem-solving Evaluation Prioritisation/time management 	<ul style="list-style-type: none"> Drive Responsibility Determination Dedication Solution-focused

⁴ Educationalists worldwide are swinging between the use of knowledge, skills, and attitudes on one hand and competencies on the other. In this document, we use both terms to support both sides.

All 12 areas are important aspects of leadership in Scouting. Without one or several, the Scout's leadership capacity is limited. What follows is an example of the consequences of when certain skills are missing, though the example can also be applied to knowledge or attitudes.

Missing skill	Consequence
Envisioning skills	Without vision, leadership lacks a clear direction, and the work can easily turn into a "social club" without an explicit purpose.
Self-management skills	A leader who is unable to manage themselves easily, for example, burns out or becomes dependent on other people's opinions
People skills	Without the ability to engage, motivate, and empower others, a leader may become a lonely figure without followers.
Management skills	Without delegation, organisation, and systematic follow-up, the leadership process may waste resources and fail to reach certain objectives.

In society at large, explicit leadership development programmes often reach people who are already interested in leadership. Scouting stands out because it reaches and encourages all its members to develop leadership knowledge, skills, and attitudes, through the correct application of the Scout Method.

Regardless of whether an individual wants to take on formal leadership positions or not, they will have learned the necessary basic skills and attitudes to do so, as well as readiness to exercise leadership if required by the situation. This readiness ('Be prepared') is part of being an active citizen.



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In Scouting, the leadership capacity of young people is built through learning experiences based on the Scout Method:

- The Youth Programme provides Scouts with a broad spectrum of learning experiences, based on which they can reflect, conclude, and generalise to other parts of their lives. Therefore, in Scouting, the young person's "educator" is primarily themselves. Each young member is considered a unique individual who has the potential to develop in all dimensions and to take responsibility for their own development – what we call "self-education".
- The Scout Method – as a system composed of eight elements forming an integrated whole – makes that self-educative action progressive through elements such as experiencing life, assuming responsibility, developing self-confidence, taking part in group life, trusting others, and particularly providing "capacities both to cooperate and to lead".
- The processes by which different aspects of leadership (knowledge, skills, and attitudes) are learned and developed vary, but all are instilled through the Scout Method. While many of the skills are learned through instruction, exploration, trial-and-error, etc., the attitudes (values) are developed from active role models, immersion in the symbolic framework, and personal reflection. All eight Scout Method elements play a role in developing leadership skills:
 - **Scout Promise and Law.** The fundamentals for any leadership purpose are provided by the code of living that the Scout Law represents. The commitment to the Scout Law through the Scout Promise builds the young person's integrity. For example, when organising an action for community service, Scouts envision the outcome and the required participant behaviours based on their shared values.
 - **Learning by doing.** The movement's practical approach to education enables the acquisition of skills and meaning through life experiences. When a Scout is in charge of organising an activity, they are not taught leadership: they experience it through action, by assuming a collective responsibility and involving others towards the shared goal.
 - **Team system.** Working and living in small teams generates a collaborative approach, engagement, and shared leadership. In small groups, the interchangeable roles of leaders and participants stand out, the former empowered by the latter, the latter as involved as the former.
 - **Symbolic framework.** The sense of belonging to a collective and the remainder of the shared values are intensified through common symbols and narratives. Wearing the uniform or the scarf in public actions helps Scouts remember their shared values.
 - **Personal progression.** The increasing capacity to take responsibility and to be the key player of one's development is the result of personal progression. The same child who was hesitant about what to do the first week in the Scout group could later to be the one promoting an event and making it happen
 - **Nature.** In this scenario, everything is possible. The individual is empowered and the group multiplies the self-confidence and trust of its members. The decisions that Venture Scouts have to take when crossing a mountain are important for reaching the destination safely, but they also make all the participants the main actors, each an empowered character in the activity.
 - **Adult support.** Playing the older brother/sister role, Adults in Scouting help to grow a sense of self-security, confidence, and trust in young people. Unlike environments where adults play the role of either overprotection or

undervaluation, in Scouting adults give support and encouragement to the experimentation and assumption of responsibilities of the Scouts. In doing so, they also act as role models.

- **Community involvement.** It is important to direct the leadership process towards goals that make a positive difference for more people, towards active citizenship. This includes engaging diverse groups in the leadership process and working with others. The Scouts set goals and work together across differences for the benefit of their communities.

Scouting is particularly effective at developing leadership capacity in young people because it combines empowerment with the opportunity to practise and gain leadership experience in a safe learning environment.

- Leadership development is found in many institutions and levels of society. What makes leadership development work particularly well in Scouting, though, is the combination of its double role:
 - It empowers young people to “paddle their own canoe”, with confidence, self-security, life skills and capabilities, teamwork, values for positive change and community involvement
 - It provides young people with a safe training ground of trial and error to take responsibility and decisions, build projects, practise how to design and facilitate processes, and learn from the experiences of how to create a better world both from individual and collaborative action
- Scouting education creates an awareness of the importance of taking responsibility for action, collaboratively involving other people in the process, and bearing in mind the potential consequences of the action, at all levels of life.

How Leadership development in the Youth Programme can be improved

Development of leadership knowledge, skills, and attitudes should be intensified through the continuous renewal of the Youth Programme, with a focus on leadership capacities required in modern society.

- The 32nd World Scout Conference (1990) adopted the principle of a World Scout Programme Policy (updated in 2014), based on the idea that the Youth Programme is not something to be defined once and for all, but that it should be adapted to the needs and aspirations of the young people of each generation and in each country.
- The world of young people has a dynamism of its own, focusing on diverse and constantly changing interests. The World Scout Programme Policy states that each NSO is responsible for developing its own educational objectives, methods, and concrete learning opportunities for young people, and also should regularly revise this Programme, to adapt it to the evolving world of young people and of society as a whole.
- The Youth Programme should offer learning opportunities for developing all aspects of leadership – establishing a vision, engaging and empowering others, and facilitating change towards the purpose. The detailed knowledge, skills, and attitudes required for successful leadership in modern society vary depending on societal characteristics and also change over time. To remain relevant, NSOs must continually renew the leadership development elements of their Youth Programmes. This may be done through continuous monitoring of social trends and needs of young people, and the consequent renewal of the Youth Programme.

ANNEX – How to implement the development of Leadership in the Youth Programme

Introduction

Added to the document endorsed by the 40th World Scout Conference in 2014, this annex provides additional guidance on the link between the 21st Century Leadership in Scouting model and the Youth Programme.

The Youth Programme provides young people with learning opportunities and experiences to grow, develop, and make positive contributions to their communities. Through the Youth Programme, young people can develop leadership competencies through active participation, self-directed learning, and collaborative team activities. Understanding how these leadership competencies can be incorporated into the Youth Programme is important for understanding how this helps achieve our purpose for developing active, global citizens and creating the best possible outcomes for young people.

Leadership competencies

In this context, by competencies we mean the ability to apply a combination of knowledge, skills, attitudes and values⁵ to effectively meet the needs of a situation, challenge, or task.

The knowledge, skills, and attitudes matrix (p. 7) of Leadership in Scouting is a non-exhaustive list of competency elements that can be used as a framework for building leadership capacity through the Youth Programme. In this annex, the competencies are organised according to the definition of the leadership process: establishing a vision, engaging, and empowering others, and facilitating change towards the purpose. In all three of these tasks, Scouts must develop competencies covering all four of the areas identified in the document: purpose, individual, others, and process. Each competency is likely to cover knowledge, skills, attitudes, and values from more than one of these areas.

The following descriptions of competencies are intended to provide examples of how leadership can be translated into competencies. These descriptions, therefore, do not cover all the knowledge areas, skills, and attitudes in the matrix. It is also necessary to recognise that each individual will meet any given situation, challenge, or task with a different set of knowledge, skills, attitudes, and values, and the composition of the competency may therefore vary from individual to individual.

The individual elements of leadership competencies – the knowledge, skills, attitudes, and values – can be learned in many ways, but the combination of these in leadership competencies can only be learned by by taking part in and actively contributing to the leadership process: establishing the vision, engaging and empowering others, and facilitating change.

The Youth Programme must ensure that Scouts have opportunities to go through the leadership process. This entails creating opportunities for them, working in their teams, to establish a vision and to perform the work necessary to effect the change they have envisioned. This can take many forms. For instance, the team choosing between several set options, for example getting a badge, or the team deciding, planning, and carrying out every aspect of their next camp or community project. Common for all these is an age-appropriate level of autonomy for the team.

⁵ The definition of competency in Scouting is aligned with the GPS - The Guide to Youth Programme in Scouting (gps.scout.org)

1. Establishing the Vision

1.1 I understand, reflect on, and discuss the values expressed in my Promise and the Scout Law, and actively seek to apply them to my daily life.

The Scout knows, can understand and explain the values expressed in their Promise and Scout Law, and actively seeks to apply them in everyday life. Scout can influence others through shared values towards achieving Scouting's purpose and vision.

1.2 I can acknowledge and understand the diverse values of others and actively seek to include others through shared values in a variety of situations.

The Scout can demonstrate the ability to recognise, acknowledge, and actively seek to understand the values of others, even if their values are different from one's own. Acknowledging the different values of others, the Scout can influence others by working together through shared values creating a two-way dialogue.

1.3 I can work with others to set goals for our team and work towards achieving them.

The Scout can demonstrate the ability to collaborate with others to understand the needs of their community and establish visions or goals for creating a better world that they can work together towards achieving. The Scout demonstrates the courage to engage constructively in the collaboration and in challenging situations with, for example, conflicts of interest, a need for compromise, uncertain knowledge, or contradictions. The Scout has a sense of ownership for their work and the endurance to achieve their goals or vision.

1.4 I can envision a better world, for myself and those around me and can share the vision with others.

The Scout can demonstrate the ability to self-reflect on the Scout Promise and Law and their beliefs and values, and visualise a better world engaging others in an attitude of service to achieve their vision.



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2. Facilitating change towards the purpose

2.1 I have a sense of personal identity and can take action with others on issues important to me and other people while having the courage to live out my dreams and aspirations.

The Scout can demonstrate and explain what is personally meaningful and important to them, i.e., their ambitions and aspirations in life.

2.2 I can recognise my strengths and apply them in a given situation, overcoming obstacles and setbacks to realise goals.

The Scout can identify and apply their strengths and recognise the strengths of others in a variety of different contexts. They can use this knowledge to motivate themselves and others to overcome obstacles and setbacks, enabling them to build resilience.

2.3 I can draw insights from different situations and apply creative and innovative solutions to them.

The Scout can visualise complex situations and actively seek to find creative and innovative solutions using a variety of means in different situations and for different problems and challenges.

2.4 I can effectively delegate responsibilities to others to achieve tasks or goals.

The Scout can demonstrate that they can effectively delegate tasks to others in different situations.

2.5 I can effectively evaluate outcomes and outputs from different situations.

The Scout can demonstrate actively evaluating various situations, tasks, or responsibilities concerning the process itself, as well as the outcomes for both themselves and for others and the output.

2.6 I can manage my own time, priorities, and resources to achieve individual or group goals.

The Scout can manage time and prioritise tasks to achieve goals and results.

3. Engaging and empowering others

3.1 I can identify aspects of my character and the characters of others, actively seeking to improve myself, and respecting different character traits when engaging and empowering others.

The Scout can demonstrate that they are aware of relevant aspects of their character and the characters of others. They can demonstrate that they actively seek to improve themselves, respecting the characters of others and demonstrating the ability to motivate and facilitate others in their self-improvement.

3.2 I can empathise with others to fully respect their emotions and learn through doing so and building trust.

The Scout can demonstrate they actively put themselves in someone else's shoes and build trust with others to fully respect and understand their emotions and situations. By empathising with others, the Scout can demonstrate the ability to actively listen to their peers while understanding and learning from what they have to say.

3.3 I actively value the diversity of others and understand how diversity enriches the world around me.

The Scout can demonstrate the ability to create an inclusive environment that embraces and appreciates the diversity of others. It should become part of the Scout's genuine thinking to make sure (for example) that people from different segments of the local community are involved in any project they are implementing.

3.4 I can confidently resolve a conflict between other people

The Scout can demonstrate ways to manage conflict in a team or in various situations. By embracing the dialogue principles⁶ in all aspects of managing the Troop, the Scouts will learn how to manage conflict easily.

3.5 I can effectively communicate with others using a variety of different methods and styles including giving and receiving constructive feedback.

The Scout can give open, honest, and constructive feedback to others and is open to and actively seeks to receive feedback from others. They can communicate with others using a variety of different communication methods and can adapt communication for different styles of learning and communicating.

Scenarios for implementation

Leadership competencies are developed through the effective implementation of the Scout Method. As a system, the elements of the Scout Method are interdependent, all working together to achieve Scouting's purpose. Through the application of the learning opportunities, effectively using the Scout Method in the Youth Programme gives young people the tools to develop leadership competencies.

For each of the elements of the Scout Method, the following text provides three things beginning with a short description of each element of the Scout Method.⁷ Then, in the form of a bulleted list, it offers some high-level perspectives of how building leadership competencies could be achieved through that element. Finally, there is a narrative text exemplifying how this could be implemented in a concrete learning experience as part of the Youth Programme.

In this way, this section is intended to inspire national Youth Programme teams to come up with additional ways of implementing leadership opportunities in the Youth Programme.

⁶ The Dialogue for Peace educational materials within Scouting explain conflict management and the 10 principles of dialogue (see services.scout.org under the Better World Framework area)

⁷ You can find information about the Scout Method and other related Fundamentals of Scouting on the WOSM services platform (services.scout.org) under the Youth Programme area.

Scout Promise and Law

A personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and a Scout wants to be. The Promise and Law are central to the Scout Method.

Here's what this might look like as a learning opportunity in the Youth Programme:

- Scouts reflect on the Scout Promise and Law at the beginning of a project to develop a vision for the project they want to undertake.
- Scouts facilitate discussions with Scouts and adults on the importance of the Scout Promise and Law and how upholding values creates a positive learning environment for them to collaborate, grow, and lead.
- Scouts use the Scout Promise and Law to uphold behavioural expectations from peers through the shared values model, enabling them to develop leadership skills and ensure that they are living by the Scout Promise and Law.
- Scouts demonstrate a commitment to achieving the project to help others and make the world a little better.

Narrative

"Elise and her team of fellow Venturers like to go canoeing on their local waterway. Elise saw that the waterway in their local community was full of plastic from the nearby town. Elise and her team decided to plan an activity to remove the plastic from the waterway and set some goals to help keep the waterway a clean and safe environment for the local community. They cleaned the waterway and made a schedule to help maintain it and educate others to keep it clean, too. The team reviewed their waterway project, reflecting on the Scout Law and upholding their values to care for the environment and help others."

Learning by doing

The use of practical actions (real-life experiences) and reflection(s) to facilitate ongoing learning and development.

Here's what this might look like as a learning opportunity in the Youth Programme:

- Scouts are actively involved in the decision-making process for choosing their activities and learning opportunities.
- Scouts have the opportunity to plan, develop, and evaluate their activities.
- Scouts learn through trial and error and collaborate to visualise problems and achieve their goals, not always with the expected outcomes, but having learned valuable skills and knowledge along the way.

Narrative

"Tan and his local Rover Crew were planning their programme for the year and decided they wanted to do an international expedition. Tan was tasked by the Rover Crew to help organise the logistics of the expedition. He managed to find some local information about where they would be visiting and the transport logistics for them to get around. Tan reported back to the crew with this new information and his recommendations, which the crew then looked at to ensure it fitted with the overall plans and goals for the expedition. The plans were finalised for the expedition and Tan, along with his fellow Rovers, departed for the expedition. In reviewing the expedition, Tan and his fellow Rovers reflected on their experiences and goals, to see if there was something they would do differently next time and what newfound skills they had developed."

Team system

The use of small teams as a way to participate in collaborative learning, with the aim of developing effective teamwork, interpersonal skills, and leadership as well as building a sense of responsibility and belonging.

Here's what this might look like as a learning opportunity in the Youth Programme:

- Scouts have different roles in the team based on their character allowing them to practise leadership.
- Responsibilities within the team are delegated both jointly and between the members.
- Scouts motivate and coach each other to be part of the activity and team.
- Scouts experience that their team has the autonomy to decide its course of action towards achieving their goals.
- For some activities Scouts may form project teams to carry out tasks creating a greater variety of leadership learning opportunities for more young people.

Narrative

"Every week in Troels' Scout Group one of the Patrol Leaders (PLs) is responsible for leading the Patrol Council, gathering all the necessary information about the projects that are being developed. During the Council, Troels has to coordinate everyone's intervention, managing time, planning the next steps, and ensuring they follow up tasks and timelines. When two of the other PLs get into a heated discussion, Troels has to step in and manage the situation, providing an alternative solution to overcome the problem. At the end of the Patrol Council, Troels was quite happy with the outcome of the meeting and, although he was a little bit anxious at the beginning, he discovers that he has learned new things about himself."

Symbolic framework

A unifying structure of themes and symbols to facilitate learning and the development of a unique identity as a Scout.

Here's what this might look like as a learning opportunity in the Youth Programme:

- Scouts doing a programme from the Better World Framework experience belonging to a global movement and a sense of community with Scouts from all over the world. This motivates them to perform well and gives them a sense of pride, not only in their achievement but also in the achievements of all other Scouts.
- Scouts experience different learning opportunities and themes that stimulate their capacity for imagination, inventiveness, and creative leadership.
- Scouts are supported in taking ownership for developing leadership competencies through the symbolic framework of their section.⁸

Narrative

"Carla and her Venturer Team are planning their next team weekend. The national Venturer theme of the year is to "go beyond barriers". To choose the programme for the weekend, each team member prepares a theme link to "go beyond barriers" and their programme idea. They present their proposals to their peers. They vote for one team member's proposal for the weekend: working with an NGO helping street kids. Before the weekend, they share with the NGO the

⁸ The age section's symbolic framework is a **reference environment** in which section life takes place, reinforcing a life in common and giving coherence to everything that is done (gps.scout.org)

barriers, expectations, and fears of all stakeholders. Having tried to put themselves in the situation of the street kids, understanding their needs and hopes, they go out for the weekend with the street kids. It is a success for all three parties. At the end of the weekend, they do an evaluation taking into account their barriers and expectations. The team then reports their weekend on the national Venturer page, and they are very proud when it is praised there.”

Personal progression

A progressive learning journey focused on motivating and challenging an individual to continually develop, through a wide variety of learning opportunities.

Here’s what this might look like as a learning opportunity in the Youth Programme:

- Scouts have the opportunity to self-evaluate themselves and their progress and to make choices regarding their personal progression path towards self-improvement.
- Scouts may coach, mentor, and assess their peers through their own personal progressive scheme. This allows them to develop collaborative leadership responsibilities through peer-to-peer assessments and mentor less experienced Scouts through their personal progressive scheme.

Narrative

“Ranui had just joined Cubs and wants to complete the Messengers of Peace programme with her local Cub section. She is very nervous and hesitant at first when completing the programme, but has support from her team leader who guides her through the programme to achieve the award. A year later Ranui becomes a team leader in her local Cub section and has some new Cubs join her team. The new Cubs express their interest in completing the Messengers of Peace programme and Ranui helps coach and guide the new Cubs to achieving the award by their own strengths. This allows Ranui to practise giving the new Cubs constructive feedback on their project, enabling her to develop in the role of team leader.”

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Nature

Learning opportunities in the outdoors encourage a better understanding of and a relationship with the wider environment.

Here's what this might look like as a learning opportunity in the Youth Programme:

- Scouts take advantage of the many learning opportunities that being in nature and the environment have to offer for self-reflection.
- Scouts choose activities that take them outdoors and develop leadership competencies through the planning, progress, and evaluation of each activity or project.
- Scouts are regularly confronted with new situations in nature and learn how to be resourceful; situations that require a quick assessment of the situation and decision making.

Narrative

"Daiana and her Venturer Team are amazed by the unique nature and landscape of Patagonia and after two years of preparation and fundraising, they are finally on the second day of their discovery trail. Although they are fully prepared for the demanding outdoors of the region, an unexpected storm leaves them vulnerable, and they need to find a nearby shelter. Putting into practice what they have learned about safety, the Venturers prepare themselves to walk through a difficult path in extreme weather for the rest of the day. By giving each other the necessary support and incentive for moving on and keeping a positive attitude, the Venturers overcome all difficulties and finally reach the shelter, feeling proud of their resilience and team spirit."

Adult support

Adults facilitate and support young people to create learning opportunities and, through a culture of partnership, to turn these opportunities into meaningful experiences.

Here's what this might look like as a learning opportunity in the Youth Programme:

- Scouts are all supported in trying new experiences and ideas based on their dreams and aspirations. Their experiences and failures are accepted as learning opportunities when they have done their best.
- Scouts experience that the Adults in Scouting create an environment where everybody's views and contributions are valued equally, and where all are encouraged to influence shared decision-making processes.
- Scouts experience adults who actively engage them and support them in building connections and in co-creating learning opportunities for leadership.
- Scouts experience adults role modelling the values expressed in the Scout Promise and Law and empowering the Scouts to act as active citizens.

Narrative

"Meiki recently became a team leader in her local Cub section and joined her fellow Cubs for a day hike. She is excited to be away with her friends. However, as it is her first time to lead a hike, she is not so confident to begin with. Nuru, one of Meiki's Cub Leaders, sees that she looks nervous about the hike and decides to speak with her. Nuru encourages and assures her that she will enjoy the experience and, with the help of her fellow Cubs successfully complete the hike. During the lunch break on the hike, Nuru checks in with Meiki to make sure she is alright and enjoying herself. Meiki is having a fantastic time and thanks her Cub Leader Nuru for the encouragement as she feels more confident by the experience."

Community involvement

Active exploration and commitment to communities and the wider world, fostering greater appreciation and understanding between people.

Here's what this might look like as a learning opportunity in the Youth Programme:

- Scouts engage with the community and take action based on its needs, through activities and projects important to them and the community.
- Scouts learn about the SDGs and create a project to actively contribute towards one of the goals.
- Scouts experience and learn about topical issues and then actively contribute to improving life in their communities.

Narrative

“Mohamed with his Rover Team are thinking about their new year of Scouting. This year, they want to achieve a Scouts of the World Award project. As they want their project to also be an international experience, their first step is to find another Rover team abroad that wants to complete a project with them. After they find the Rover team, the two teams consider which project can create the greatest benefit for their communities. For that, the Rover team abroad goes to a community meeting where people share their local concerns. The Rovers there propose to take one problem and work on it with Mohamed's team. After writing about the project, fundraising for it, and involving the community, Mohamed and his team finally arrive. For an entire month, they work together in creating a square for the village. At the end of the month, the two Rovers teams evaluate the project with the community and assess the impact.”





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