



LifeLeaders

Implementation Manual



**WORLD[®]
SCOUTING**



In partnership



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This document is primarily for National Scout Organizations (NSOs), National Scout Associations (NSAs), and educational institutions in general.



LifeLeaders

Implementation Manual

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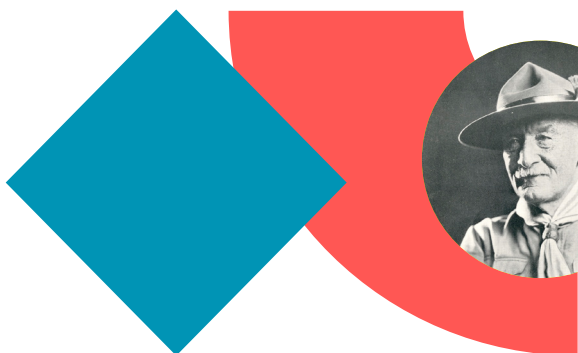
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Background

The World Scouting's Educational Initiatives organise and align its Initiatives and Challenges with the Education for Sustainable Development of UNESCO, including key competencies¹ for sustainable development and The Essential Characteristics of Scouting² as a systemic framework within non-formal education in Scouting.

To establish a vision for the future of education in Scouting, World Scouting identified different areas of work focusing on developing learning opportunities for young people within the Youth Programme aimed at addressing youth involvement in community issues, as well as their personal growth. The four main areas of education identified are: Environment and Sustainability, Peace and Community Engagement, Life Skills, and Health and Well-being. These areas reflect the main challenges and trends that young people are facing today and in the near future in their societies, as stated in the UN World Youth Reports³.



"My belief is that we were put into this world of wonders and beauty with a special ability to appreciate them, in some cases to have the fun of taking a hand in developing them, and also in being able to help other people instead of overreaching them and, through it all, to enjoy life - that is, to be happy."

Robert Baden-Powell



World Scouting's Educational Initiatives

The World Scouting's Educational Initiatives are a portfolio of initiatives addressing four thematic areas of education focusing on global issues and trends affecting young people and diverse communities. Each educational initiative contains challenges for young people that inspire them to participate in their local communities and become active citizens. The thematic areas of education are as follows:



Environment and Sustainability



Peace and Community Engagement



Health and Wellbeing



Skills for Life

¹ The eight key competencies are: multilingual competence, personal, social and learning competence, citizenship competence, entrepreneurship competence, cultural awareness and expression competence, digital competence, mathematical competence and competence in science, technology and engineering, literacy competence.

² The essential characteristics of Scouting: <https://learn.scout.org/resource/essential-characteristics-scouting>

³ UN World Youth Reports - <https://social.desa.un.org/issues/youth/united-nations-world-youth-report-wyr>

There is one World Scouting's Educational initiative for each thematic area of education. Each initiative offers a set of defined paths and learning objectives relevant to its theme. These learning objectives are the basis for integrating the initiatives and their challenges into your NSOs' Youth Programme. Each educational initiative's learning objectives align with the principles of **Education for Sustainable Development (ESD)**, the **World Scout Youth Programme Policy**, and the **Essential Characteristics of Scouting**.

The Scouts for SDGs Initiatives complement Scouting's Youth Programme, which offer a breadth of topics, encompassing a holistic approach to young people's personal development. It gives opportunities to dive deeper into specific topics of concern for diverse communities through its initiatives and challenges.

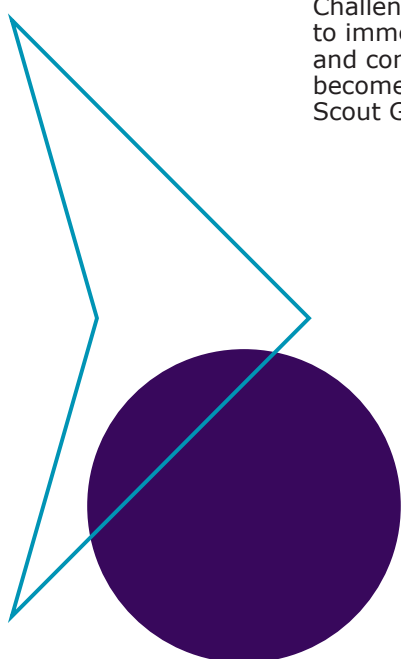
World Scouting's Educational Challenges can be global, regional, or national and:

- Offer an opportunity to deepen a young person's knowledge of a specific topic (e.g., nature and biodiversity under the environment initiative).
- Carry a call to action for young people to apply their newly acquired knowledge in contributing to the development of their local community.
- Provide a network of young people (both Scouts and non-Scouts) who exchange ideas and inspire others to action.
- Facilitate partnerships for social impact.
- Scale up efforts and projects started at a grassroots level. Contribute to the achievement of one or many of the SDGs.

Each challenge aligns with specific SDGs, and in turn, contributes to the achievement of one (or more) goals. Challenges are often developed and implemented in collaboration with external partners who provide their expert knowledge on the challenge topic.

World Scouting's Educational Initiatives and Challenges are open to both **Scouts and non-Scouts**, who can find information about our initiatives and develop an interest in supporting environmental efforts. Individuals or institutions can contact the country's NSO, which defines how to support non-Scouts interested in experiencing or using the challenges and how to involve them in the NSO's activities.

Challenges provide a non-formal learning opportunity for Scouts and non-Scouts to immerse themselves in, explore the SDGs in action, and collaborate with Scouts and community members. That said, the progressive learning of young people becomes more tangible and observable only when they are fully engaged with a Scout Group or another institution of a similar nature.



SCOUTS  *for* **SDGs**



About the *LifeLeaders* Initiative

Since its inception, Scouting has played a crucial role in helping millions of young people develop and strengthen skills essential for their own lives and the well-being of others. Today, the world strongly recognises the importance of equipping with the competencies necessary for success and resilience to thrive in an environment of uncertainties.

This is why World Scouting has developed the Life Skills Initiative, known as LifeLeaders, that aims to strengthen interpersonal skills and fostering leadership of young people, to address economic, social, environmental and development issues.

The challenges within this initiative specifically aim to promote:

- an entrepreneurial and innovative mindset
- an understanding of the digital and financial worlds
- the use of science and technology to solve problems
- empathy, resilience, and socio-emotional intelligence

The initiative applies and strengthens leadership and interpersonal skills transversely, emphasising the importance of self-awareness and empowerment in order to contribute to the community. It supports, and is supported by, the Scout Method. The LifeLeaders initiative particularly encourages actions facilitated through community involvement, learning by doing, personal progression, team system, adult support and guided by The Scout Promise and Law.

This initiative supports the development of competencies in young people as they strive to achieve their full physical, intellectual, emotional, social, and spiritual potential as individuals, as responsible citizens, and as members of their local, national, and international communities. As such, the challenges proposed complement the Youth Programme of each National Scout Organization and can be effectively adapted locally.

Each of the challenges within the initiative is suitable for individuals or small groups to use as an area of focus. The LifeLeaders initiative is focused around four key areas:

- **Understanding our world** through leadership and interpersonal skills
- **Navigating our world** through leadership and literacy
- **Innovating our world** through leadership and entrepreneurship
- **Transforming our world** through leadership and STEAM

The aim of the *LifeLeaders* initiative

Through this initiative, young people are empowered to learn and act on economic and social development in their community, and acquire competencies to innovate and lead through interpersonal skills, entrepreneurship, literacy and STEAM as they become the leaders with a specific expertise to build a more resilient, equitable, and sustainable world.

The importance of having a *LifeLeaders* initiative

In World Scouting we firmly believe that young people are the present and the future of this world. If they are given the right opportunities and competencies, any young person can explore different dimensions of leadership and choose their area of expertise. Young people use their leadership expertise to thrive in their personal and professional lives while empowering their communities. As the world-largest non-formal education movement, World Scouting has the responsibility to contribute to young people's education to become global citizens who can lead change in their communities.

The Challenges invite and guide young people on an educational journey based on the 3 Principles of Scouting (Duty to self, Duty to Others and Duty to God) to set goals and develop the necessary competencies in a specific topic to lead positive changes in their communities. In fact, young people will be stimulated to:

- Take responsibility for their own development
- Commit themselves to empowering others
- Reflect and understand why they are acting to create a better world

Who is the *LifeLeaders* initiative for?

The LifeLeaders Initiative forms local and global communities of young people and adults (ages seven and above) willing to commit to being the leaders their communities need. This Initiative is for NSOs who wish to strengthen their Youth Programme by offering Leadership for Interpersonal Skills, Literacy, Entrepreneurship, and STEAM. When adopting LifeLeaders, NSOs can adapt the educational offer to their national context with World Scouting's support.





Learning Process

The Scouts for SDGs mobilisation is a global mobilisation effort to inspire and enable young people through Scouting's educational programme and local projects to become global citizens taking action for the Sustainable Development Goals (SDGs) worldwide. It aims to inspire, enable, and deliver on a commitment to develop active global citizens and sustainable communities.

This is why young people in Scouting are actively committed to changing society by working towards achieving the SDGs.

To do this, they commit themselves, develop and strengthen their competencies, and put them at the service of their community, contributing to the development of the people around them.

The learning process of the LifeLeaders initiative enables young people to explore and define their educational journey in three stages, which are related to the three principles of Scouting, as described below:

Set your Vision...	Be Empowered...	Empower Others...
<p>...being aware of your own abilities, knowledge, values, interests, as well as the needs of your community.</p> <p>Understand your role and the impact of your actions, and how the skills acquired in Scouting can make you a role model and key actor for your communities.</p> <p>Create your vision and set your goals to become an active leader of your life and your community</p>	<p>...by acquiring competencies for your life.</p> <p>Understand that the competencies you can acquire through this initiative are enablers for your life, for you to thrive and support your community.</p> <p>Understand the impact of your actions for you, your community and the environment.</p>	<p>...by engaging the community in co-designing solutions for key community issues.</p> <p>Lead a community service project where you can apply the competencies developed.</p> <p>You will also understand that you can be an inspiration for others, helping them to develop skills that are transversal and relevant to build a resilient community.</p>

Through age-appropriate challenges young people develop competencies through self-empowerment and ownership, and proceed to empower others to become protagonists of the growth of people in their communities.

The learning process is the same for each challenge. The learning focuses first on becoming aware of their own abilities, knowledge, values, interests, and needs of their community. Then, young people are invited to strengthen and develop competencies that allow them to lead local service projects in their community.

Supporting the learning process and serving as the foundation for all our activities, is the Scout Method. It should dictate how we engage with the challenges, how we learn from them, and establish a framework for integrating the initiative with the Youth Programme in every National Scout Organization.

LifeLeaders

Theory of Change

Understanding Our World

Understanding and being empathetic with the diversity of people within our world



Navigating Our World

Observation, comprehension and application of knowledge, tools and techniques



SET YOUR VISION - BE EMPOWERED - EMPOWER OTHERS

Innovating Our World

Driving evolution through entrepreneurship for a more sustainable world



Transforming Our World

Shaping the future through science, technology, engineering, arts and mathematics





Learning Paths - Competencies

The learning paths consist of a series of learning objectives designed to facilitate the learning process. These are not meant to be fixed but intended to complement each other as participants engage with specific challenges of this initiative.

World Reader

Understanding our world and the interactions of others

This learning path supports young people to identify, understand, and acquire interpersonal skills to respond to the needs of their community. Through this path, young people are developing and refining their skills in communication, empathy, and emotional intelligence.

Understand

our world and the people within it

Young people identify, understand, and acquire competencies to respond to the needs of their community, as they develop their communication, empathy, and emotional connections.

Global Navigator

Navigating and comprehending in a fast-paced 21st century context

To keep pace with a rapidly changing world, young people must observe, comprehend and apply certain techniques across all disciplines of their lives. This learning path supports the development of comprehension, decision-making techniques and understanding of systems such as digital and financial literacy, to increase the effectiveness and minimise negative impacts on people and their communities. It has as main focus the 10 new literacies skills in education.

Navigate

the world through observation, comprehension and application of tools and techniques

Young people develop competencies to be able to take decisions and act in understanding systems within the world and the effects on people and their communities.

Resilient Innovators

Innovating and critical thinking to address community challenges of today and tomorrow

Creative, critical, and strategic thinking are skills that enable change and flexibility. Social, cultural and economic challenges in our communities might be unique to our setting. This learning path supports the development of questioning techniques, problem solving, innovation and “thinking outside the box” to enable young people to be creative in their path to sustainable communities and a sustainable future.

Innovate

for a more sustainable world

Young people are equipped with skills to develop sustainable enterprises, addressing social, cultural and economic challenges whilst developing strategies to question, to problem solve, and to innovate in their communities.

Future Builder

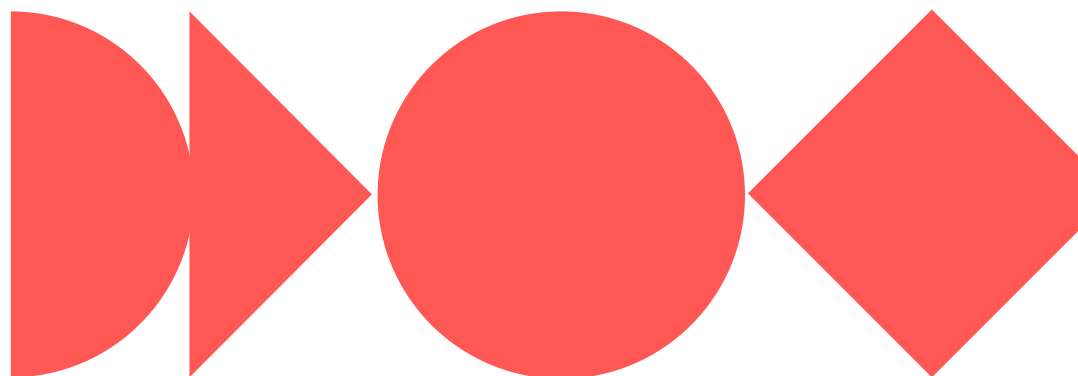
Transforming our world through imagination, arts and sciences

Science, Technology, Engineering, Arts and Mathematics, collectively known as STEAM, form the baseline for creativity, problem solving and solution creation in a sustainable world. Through this path, young people address challenges of the community and create meaningful solutions using one or more STEAM elements.

Transform

the future through science, technology, engineering, arts and mathematics

Young people develop a range of skills and knowledge using one or more of the areas of Science, Technology, Engineering, Arts and Mathematics to address challenges of the community and create meaningful solutions.





Driving Progress towards the Sustainable Development Goals

LifeLeaders members are developing a broader set of competencies for sustainable development and contributing to the 17 SDGs, while becoming true leaders of positive impact in their communities.

Equipping youth with leadership skills, emotional intelligence, entrepreneurship, and problem-solving abilities can profoundly shape our future world in several ways.

Young people who possess strong problem-solving skills are more likely to think creatively and innovatively. This fosters the development of new solutions to pressing global issues, driving progress in areas such as technology, sustainability, healthcare, and social justice. Leadership and emotional intelligence skills enable youth to collaborate effectively with diverse groups of people. By teaching teamwork, empathy, and communication, young people can build bridges across cultural, social, and geographical divides, building powerful understanding and cooperation on a global scale.

Equipped with critical literacy skills and design thinking, youth can analyse social issues, challenge systemic injustices, and advocate for equity and inclusion.

Overall, by investing in the development of these skills among youth, we can cultivate a generation of empowered, innovative, and socially conscious leaders who are poised to shape a future world that is more sustainable, equitable, and prosperous for all.





Sustainable Development Goals

As part of World Scouting's Educational Initiatives, the LifeLeaders initiative contributes to promoting certain SDGs that would be reflected locally. Young people will mainly be developing competencies for sustainable development, as shown below.

AREA	RELATED SDGS
Interpersonal Skills: <i>Understanding our World</i> Young people identify, understand and acquire interpersonal skills to thrive in their relationship with themselves and with others, developing exceptional communication, empathy and emotional connections.	    
Literacy: <i>Navigating our World</i> Young people make informed decisions rooted in understanding critical systems within the world and how to apply them in their life and within their community.	   
Entrepreneurship: <i>Innovating our World</i> Young people develop an understanding of sustainable enterprises, addressing social, cultural and economic challenges whilst developing strategies to question, to problem solve and to innovate.	   
STEAM: <i>Transforming our World</i> Young people use one or more of the areas of Science, Technology, Engineering, Arts and Mathematics to create meaningful solutions that help them address any challenge.	   

SUSTAINABLE DEVELOPMENT GOALS



Learning Objectives

The proposed learning objectives are intended to be used as guidance to better understand the scope of the *LifeLeaders* initiative, and can be adapted to the local context as needed. The below objectives are primarily intended to guide the work of those who develop challenges under this initiative.

World Reader (Interpersonal Skills)

Understanding our World

Young people identify, understand and acquire competencies to thrive in their relationship with themselves and with others, developing exceptional communication, empathy and emotional connections.

Ages	7 - 10	11 - 15	15 +
Behavioural	UNDERSTANDING		
	I am able to communicate with others and adjust to their needs.	I understand appropriate and ethical behaviour.	I demonstrate ethical behaviours and principles.
	I am able to perceive other people's emotions and respond to them.	I am able to provide and receive constructive feedback.	I am able to perceive other people's emotions and respond to them.
		I am able to provide empathetic support towards others.	I support empathetic behaviour in others.
	DECISION MAKING		
	I participate in decision-making processes in my local group.	I am able to participate in and influence decision-making in my community.	I am empowered and empower others.
			I influence decision-making processes and work with decision-makers.
	PLANNING		
	I understand the need for empathetic planning of activities and projects.	I plan projects and activities with an empathetic lens.	I plan, implement & evaluate community-based projects with an empathetic lens.

Ages	7 - 10	11 - 15	15 +
Cognitive	LEADERSHIP		
	I understand how to lead my friends in activities.	I know how to lead and be led.	<p>I can lead and be led.</p> <p>I know that by empowering others I can create change.</p> <p>I understand my purpose.</p>
	DECISIONS		
	I know how decisions affect me and those around me.	I understand the role of decision-making and my role in the process.	<p>I understand the meaning of resilience.</p> <p>I understand and evaluate the role of culture.</p> <p>I understand the relevance of inequality in decision-making.</p>
	COLLABORATION		
	I understand how emotional states impacts mine and others' communication.	I am aware of the needs of those I work with and how to ensure full participation.	<p>I understand the needs of myself and others and how they can be addressed.</p> <p>I understand the application of ethical principles.</p>
Socio-emotional	COMMUNICATION		
	<p>I reflect on my own needs in communication and interpersonal interactions.</p> <p>I understand how my communication may be interpreted by others.</p> <p>I feel empathy for others.</p>	<p>I apply emotional intelligence in groups and in my leadership.</p> <p>I help others understand personal demands.</p>	<p>I apply emotional intelligence in all contexts.</p> <p>I reflect on personal demands and communicate assertively.</p> <p>I recognise problematic consequences.</p>
	EMPOWERMENT		
	<p>I use my voice to help those in need.</p> <p>I am aware of what I think is fair and unfair in my community.</p>	<p>I feel empathy towards others in my community.</p> <p>I see who needs to be empowered.</p> <p>I am aware of inequalities in my community.</p>	<p>I help others feel creative and challenging in responding to problems.</p> <p>I recognise the importance of my own skills and learning needs to help me develop.</p> <p>I empathise with other people to understand what they need to be empowered.</p>

Global Navigator (Literacy)

Navigating our World

Young people make informed decisions rooted in understanding critical systems within the world, and how to apply them in their life and within their community.

Ages	7 - 10	10 - 15	15 +
Behavioural	<p>I speak up/advocate for myself.</p> <p>I learn to look at things with an open mind.</p> <p>I learn skills that I can apply in different parts of my life and my community.</p>	<p>I speak up/advocate for others.</p> <p>I use and promote the right to learn.</p> <p>I apply knowledge and skills from different parts of my life in new contexts and experiences.</p>	<p>I advocate for myself and others.</p> <p>I adapt my approach to communicate effectively in different settings and groups.</p> <p>I apply acquired knowledge.</p> <p>I am proactive in taking action and inspire others to be active in learning.</p> <p>I help others learn about sustainable development, behavioural change.</p>
Cognitive	<p>I know my right to learn and how to use it.</p> <p>I know how to learn new skills.</p>	<p>I create awareness of the right to learn to my community.</p> <p>I understand how to teach skills I know to others.</p> <p>I understand what decisions impact my life and my community.</p>	<p>I know the importance of life-long learning in creating a more equitable, sustainable and peaceful world.</p> <p>I know the importance of learning as my right, a public good and a way of guaranteeing others' rights.</p> <p>I know how I can support others to teach skills and competencies.</p> <p>I know what is evidence-based decision-making.</p> <p>I know how decisions are made in my local and national communities.</p>
Socio-emotional	<p>I can see what I need to learn to benefit my community.</p>	<p>I can see the needs in my community.</p> <p>I use my voice to spread awareness.</p>	<p>I can connect with my community to help us identify what we need to learn.</p> <p>I feel empowered to use my voice.</p>

Resilient Innovator (Entrepreneurship)

Innovating our world

Young people develop an understanding of sustainable enterprises, addressing social, cultural and economic challenges whilst developing strategies to question, to problem solve and to innovate.

Ages	7 - 10	10 - 15	15 +
Cognitive	CHANGE		
	I understand what change means.	I know how I can create change.	I can help others to create change.
	I know when change is needed.	I know what is involved in making a change.	I can manage the change process.
		I know what some barriers to change can look like.	I know how strategy can create change.
			I can identify and remove barriers to change.
	SOLUTIONS		
	I see different ways to find solutions.	I am able to choose between different solutions.	I can find solutions taking into consideration the needs of the others.
		I am able to understand the consequences of the solutions I propose.	I understand the benefits of conflict management strategies and how to focus on finding solutions.
	PLANNING		
	I understand how I can make and follow a plan.	I am able to verify and evaluate a plan.	I know the principles of sustainable planning.
		I understand why planning and evaluation is important for our sustainable future.	I know how to develop a strategic plan.
	MONEY/FINANCE		
	I understand how to handle the money I have.	I understand reasonable economic standards and what isn't included in them.	I know how businesses operate for profit and their social and environmental responsibilities.
		I understand how to balance financial income and expenses.	I know that the financial decisions I and other people make influence my life and broader society.
			I understand the relationship between employment and economic growth.

Ages	7 - 10	10 - 15	15 +
Socio-emotional	CHOICE		
	I am empowered to make choices.	<p>I understand the impacts my choices have.</p> <p>I make choices that will have a positive impact on my life and my surrounding community.</p>	<p>I feel responsible for the environmental and social impact of my choices.</p> <p>I have a vision for an equitable and sustainable future, and encourage communities to make better decisions.</p> <p>I analyse based on competencies and contexts and contextualise needs.</p>
	CHANGE		
	I am empowered to create change.	<p>I understand the implications the change I propose have.</p> <p>I propose changes that will have a positive impact on my surrounding communities.</p>	<p>I understand the implications of the changes I propose and their environmental and social impact.</p> <p>I can lead communities to change in alignment with a vision for an equitable and sustainable future.</p>
Behavioural	PLANNING	PLANNING / ACTIONS	ACTION / PLANNING
	I am able to identify problems and have ideas that can solve them.	I plan my actions and solutions in a way that is sustainable for the future.	I am able to innovate and develop sustainable action projects that respond to my community's needs, using system and design thinking
	ACTION		
	I am empowered to try leading.	<p>I am able to transform my ideas into action together with others, using our strengths.</p> <p>I can lead others into action.</p>	<p>I co-create an inclusive, safe, resilient, and sustainable community.</p> <p>I use learning opportunities to build on my own strengths and weaknesses.</p> <p>I can recognise when I should adjust my leadership to influence or support others.</p>
	REVIEW	REVIEW / EVALUATE	EVALUATE
	I am able to reflect on what worked well and what did not.	<p>I am able to evaluate the results of my actions.</p> <p>I am able to evaluate the results of my leadership.</p>	<p>I generate, plan, implement and evaluate opportunities, solutions, and projects for sustainability and risk reduction.</p> <p>I am able to evaluate the results of my leadership, taking into accounts the feedback I receive form the others.</p>

Future Builder (STEAM)

Transforming our World

Young people use one or more of the areas of Science, Technology, Engineering, Arts and Mathematics to create meaningful solutions that help them address any challenge.

	7 - 10	10 - 15	15 +
Behavioural	<p>I have the courage to voice and try out my ideas for change.</p> <p>I explore learned concepts from STEAM in my community.</p> <p>I develop a scientific mindset through exploring STEAM with others.</p>	<p>I experiment to learn and encourage others to try.</p> <p>I use STEAM learnings to inspire my community actions.</p> <p>I plan for, monitor, and evaluate risks.</p>	<p>I engage with new visions and apply sustainable-driven innovation.</p> <p>I use STEAM learnings to innovate sustainable solutions with others.</p> <p>I help others to develop scientific mindsets and understanding the role and risk of STEAM in our lives.</p>
Cognitive	<p>I understand how technology changes lives.</p> <p>I have a basic understanding of sustainability and the need for solutions.</p> <p>I am aware of risk.</p>	<p>I understand the role of STEAM in finding solutions.</p> <p>I understand how my everyday choices can be more sustainable.</p> <p>I understand my role in spreading solutions and understanding.</p>	<p>I understand the new opportunities that innovation and technology can bring.</p> <p>I understand what makes things sustainable (resources, energy, etc.)</p> <p>I understand the environmental risks, their distribution in time, space and demographics and what can be done to reduce them.</p> <p>I understand how STEAM can be applied to understand and solve problems in my community.</p>
Socio-emotional	<p>I can appreciate other people's ideas and learnings through STEAM.</p> <p>I develop inquiry thinking through my interactions with others.</p> <p>I help others to learn that which I know and can teach.</p>	<p>I see my own motivations in learning and see the empowerment it gives me.</p> <p>I see the need for change and understand different opportunities to reach that change.</p> <p>I understand which knowledge is needed to manage different needs and how to reach that knowledge.</p>	<p>I am able to motivate and empower others to demand and use learning opportunities.</p> <p>I help others see the need for change to make a difference in their communities.</p> <p>I help others see the knowledge they need to develop, to make a change.</p>

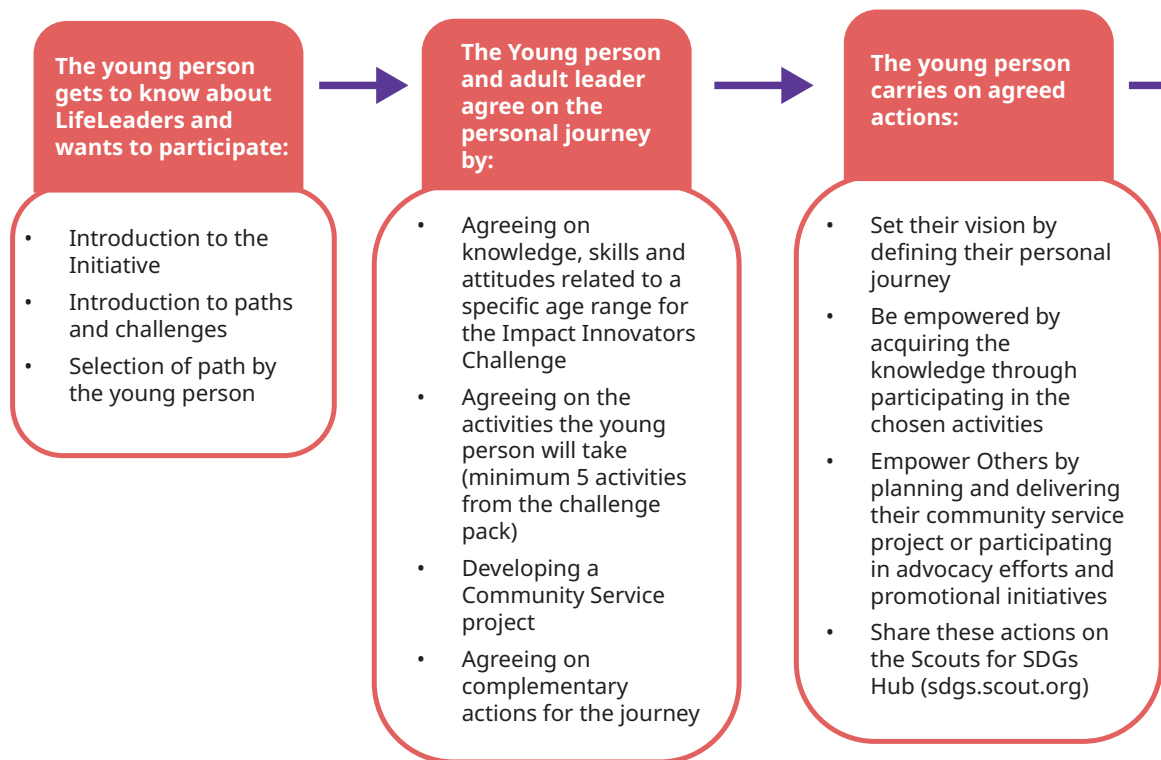


Initiative Journey

The *LifeLeaders* initiative is a learning journey that welcomes young people and adults, both Scouts and non-Scouts. NSOs are encouraged to be prepared to provide all necessary support to inspire and drive action.

While young people become members of the initiative by exploring a challenge, adults become members by supporting young people in their journey. This process shows how a young person becomes a Life Leader and how adults support young people in the process.

LifeLeaders provides capacity development for adults to understand the objectives and educational process of *LifeLeaders* for its implementation in local communities. Institutions will define the best way to designate a team to carry out action plans and promote the *LifeLeaders* initiative.



For more information about the the *LifeLeaders* initiative and how to implement it, please refer to the [SDGs Hub](#).



The young person is now a member of the global LifeLeaders Community and can continue the journey by completing other challenges to contribute even more towards the SDGs.

Young people and adults can agree on many other possible combinations suitable to each individual interests based on other Life Skills initiatives already developed within the NSO.



Our network of partners

Our network of partners have contributed to the development of the *LifeLeaders* initiative, and collaborated by integrating their educational activities into the initiative's challenges, aligning their efforts with the Scouts for SDGs mobilisation:



Accenture:

Accenture and World Scouting are partnering to enhance digital learning and educational opportunities for Scouts globally. The collaboration includes ScoutPass, the Scouts for SDGs initiative, the Impact Innovators Challenge and JOTA-JOTI.



World's Largest Lesson:

Developing the Impact Innovators challenge, its educational objectives, and activities to align with WORLD SCOUTING's LifeLeaders initiative. With a particular emphasis on innovation and design thinking, the Impact Innovators challenge aims to empower young people to better tackle community issues.





Monitoring and Evaluation System

The *LifeLeaders* initiative and its challenges include key objectives and key performance indicators (KPIs) at the global, regional and national level to provide a mechanism to measure, monitor and evaluate their success, as well as measure the collective contribution towards Scouts for SDGs targets.

In general, the monitoring and evaluation process of *LifeLeaders* and its challenges measures:

- The awareness among NSOs of Scouting's SDGs agenda
- The awareness and development of key educational competencies for sustainable development
- The behavioural change in young people in relation to the educational objectives for each SDG at the grassroots level with report and validation form adult leaders.
- The community service and local actions contributing towards Scouts for SDGs or institutional targets
- The number of NSOs and institutions involved in the *LifeLeaders* initiative and its challenges captured using the NSO Data Portal
- The relevance of partnerships contributing to the challenges that make up the *LifeLeaders* initiative
- The impact on society by documenting the experiences and behavioural change on volunteers and the changes reflected in the community after service projects are complete and benefits perceived by community members.

A set of general indicators for *LifeLeaders* and its challenges has been developed to measure this implementation and impact.

The NSO Data Portal and the Scouts for SDGs Hub are the places where NSO teams can report, monitor and evaluate the progress, reach and impact of their contribution to the Scouts for SDGs mobilisation and the level of progress of the *LifeLeaders* initiative and its challenges.

A series of digital tools are now available to facilitate the reporting, data collection, measurement of progress, two-way exchange of practices and recognition of teams, connecting NSOs, regional and global teams and institutions for all initiatives and challenges.



Symbolic Framework

The Journey of Growth through Leadership: Empowering Young Leaders for the Future in a Changing World

A Spirit of Leadership, Exploration and Innovation

The *LifeLeaders* is a community where young people support each other to thrive and be equipped with the skills, mindset, and confidence to navigate their lives with purpose and resilience. It is about creating a world where every young person shares and empowers each other to lead with integrity, innovate with courage, and transform their communities for the better.

Throughout history, the human spirit has been marked by an innate drive to explore, innovate, and adapt. Young people need to navigate an increasingly complex and unpredictable world. *LifeLeaders* provides a call to adventure, inviting them to embark on a journey of self-discovery and societal contribution.

Through this journey, they do not merely learn skills—they develop new skills and pass them on to young people to become leaders, innovators, and changemakers.

As young people embark on this journey, they shape their identities and define their futures while empowering others to join them in becoming changemakers in their communities. This journey ignites the spirit of leadership and service, ensuring that the next generation is equipped with the confidence and determination to tackle the challenges of tomorrow.

Leaders who understand, navigate, transform, and innovate our world inspire others to lead and thrive in their lives and thrive in the future.



Symbols in LifeLeaders Initiative

The Role of Symbols in LifeLeaders Learning Journey

Symbols as Anchors of Identity and Meaning have long played an essential role in education and human development. They remind us of values, goals, and shared experiences, reinforcing identity and inspiring action. Within the Life Skills Initiative, symbols are central to shaping young people's perception of their journey and anchoring their experiences in a broader context.

Belonging to a Community of Changemaking Leaders is a collective experience that reinforces the idea that growth is not an individual pursuit but a shared journey. While young people take part in the LifeLeaders community, they also make a bridge with other efforts towards a sustainable world through their networks and world Scouting at large.



The Symbolism - LifeLeaders

The Compass, the Cog, and the Arrowhead

Understanding, exploring and navigating the world around us and the communities we interact with.

The Life Leaders Initiative is represented by three powerful symbols: the Compass, the Cog, and the Arrowhead—each embodying key aspects of leadership, innovation, community engagement, and lifelong learning. Together, these elements inspire young people to develop their skills, navigate challenges, and support others on their journey toward positive change.



The Compass

Understanding & Navigating Communities

Symbolizes direction, purpose, and self-awareness. Just as a compass helps explorers find their way, it represents young people's journey of self-discovery, emotional intelligence, and adaptability. It reminds them to develop strong interpersonal skills, communicate effectively, and build inclusive communities where everyone feels valued. At the same time, the compass signifies informed decision-making and literacy, ensuring that young leaders continuously learn, analyze their environment, and make responsible choices that benefit both themselves and society.

For example, the compass has historically represented guidance and direction. It symbolizes youth-led leadership and personal growth, reminding young people that they are not just following a path but actively defining it.



The Cog

Innovating & Transforming Realities

Represents action, collaboration, and the mechanics of progress. It highlights the power of teamwork and innovation, showing that, like interconnected cogs, young people can create positive change when they work together. Through social entrepreneurship, creative problem-solving, and a growth mindset, they can design impactful solutions that address real-world challenges. The cog also symbolizes scientific knowledge, underscoring the importance of technology and sustainable innovation in shaping the future. Just as a machine's cogs drive movement, young leaders, through knowledge and innovation, drive progress for their communities and the world.



The Arrowhead

Leadership and Forward Momentum

Symbolizes vision, resilience, and the drive to move forward. It represents Empowered Leadership for Positive Change, encouraging young people to lead with confidence, inspire others, and take initiative in their personal and collective growth. The arrowhead's sharp point reminds leaders to stay focused on their goals, navigate obstacles with determination, and remain adaptable in an ever-changing world. It also embodies Resilience and Lifelong Learning, as true leaders embrace continuous learning, adapt to challenges, and use every experience—successes and failures alike—as an opportunity to grow and empower others.

The Cog ensures collaboration and innovation, and the Arrowhead drives leadership and action.

In LifeLeaders Community, the Compass provides direction and awareness



LifeLeaders



For more information about the brand of the LifeLeaders initiative and how to use it, please refer to the [brand center](#).

These symbols encapsulate the journey of young people as they navigate their world, develop essential skills, and create meaningful change—empowering themselves and others to build a better, more sustainable future.



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