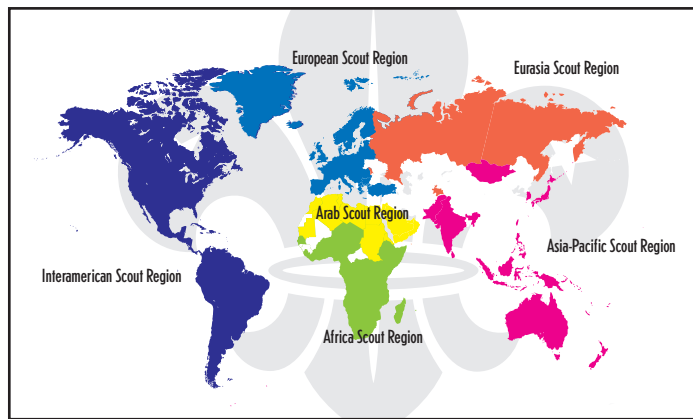




RoCoReKi

Rover Commissioners' Resource Kit





Rover Commissioners' Resource Kit

First Edition, 2006

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“The greatest achievement of the human spirit is to live up to one’s opportunities and make the most of one’s resources.”

Luc de Clapiers, Marquis de Vauvenargues (1715–1747)
French moralist and essayist.

Foreword

Writing a brief and relevant general introduction to RoCoReKi that covers each aspect of the last age section is not an easy task. Scouting across Europe is based on many different traditions, cultures, and social and economic realities. Yet, from a European perspective, there are a number of messages that appear to be common to all. These messages form the basis of our not-so-brief foreword!

Rovering is important

Our good friend, John May, is an experienced and well-respected Scout leader. He told us once that the first and most important question to ask when proposing a new initiative or change is “Why bother?”

We have taken his advice and now start by asking you: Why bother creating, managing, and supporting a Rover age section? Why bother devoting an equal (if not larger) amount of financial, material, and time resources to a section that generally accounts for a mere 5% of our membership? Wasn't Scouting initially intended for boys aged 11–15? Why bother trying to extend it to an age where we still find it difficult to agree whether we deal with youths or adults?

While it may be true that Baden-Powell originally envisaged Scouting as a Movement for boys between the ages of 11 and 18, it is probably worthwhile remembering the realities of his time. In 1900, 90% of the population left school after the eighth grade and the industrial revolution had only just begun to replace an economy built on agriculture. Young people were expected to reach maturity (at least in social and economic terms) by the age of 18, and often a lot earlier.

In 1914, *The Headquarters Gazette* published a proposal by B-P outlining a course called Scouting for Scoutmasters. In it, he lists the following main topics to be considered when dealing with the education of boys.

1. Character training
2. Self-improvement for making a career
3. Physical health and development

4. Service for others as a basis of religion
5. Boy training methods and national importance
6. Citizenship.

In 2006, nearly one hundred years later, we know that the transition to adulthood takes significantly longer. Depending on which societies we belong to, we tend to consider a fully developed adult as a person aged 22–25.

The role of Scouting hasn't changed since 1914 – it has always been to support young people in their journey to becoming responsible citizens. But times have changed, and, if we want to have a real impact on the development of young people, then we need to be there during their transition to adult life.

One of John Wayne's last public appearances was at a dinner. He was riddled with cancer and knew he was close to death. At this dinner, Wayne recited the Scout Law. Then he said something unusual. He said the 12 points of the Scout Law were “nice words”. “Trouble is,” he continued, “we learn them so young we sometimes don't get all the understanding that goes with them”. This is exactly why Rovering is so important: it's a crucial time for young people to gain a deeper understanding and awareness of the values that are proposed to them, of the options life offers them, and of the meaning of true personal happiness.

Rovering is about achieving skills for life

“Rover Scouting is a preparation for life, and also a pursuit for life.”
(Baden-Powell, 1928)

One hundred years ago, the three Rs – reading, 'riting (writing), and 'rithmetic (arithmetic) – served everyone well. With this particular set of skills, people could provide for their families and be active citizens. Now, however, businesses want employees who can solve problems, communicate effectively, and engage in ongoing decision-making based on critical thinking skills and an understanding of complex systems. Formal education certificates and technical skills are not enough. The effectiveness of the most educated workers is diminished if they lack the softer, interpersonal skills required to work effectively with others. Employers polled ranked interpersonal skills – values, the ability to work without supervision, working well with others – as the most important skills looked for in new hires.

If we still believe that Rovering (and Scouting) is about enabling young people, giving them the necessary skills to be active and happy citizens, we have to provide them with tools that are relevant to the challenges they face today and will face tomorrow. The traditional Rover (and Scout) skills and activities are still important as a way of achieving growth and shaping identities, but, on their own, they are simply not enough.

Learning, literacy, and interpersonal skills are the currency required to be a contributing citizen today. If we are to support young people to become active and responsible citizens, we need to offer them the opportunity to develop life skills, and this cannot be done at any better time than during the last age section in Scouting.

Rovering has an end

Scouting is a non-formal education movement for (of) young people and our mission is very clear. We set goals and objectives for our young people to achieve; goals and objectives that identify the progress they are making. In setting these goals and objectives, we need to be very clear about when we expect them to be realised.

Part of our educational offer, Rovering has to have an end, a moment in time when Rovers have achieved the educational objectives set by Scouting; when they are prepared to enter adult life armed with the knowledge, skills and attitudes that Scouting has developed in them. As long as we live, we learn. Each of us undergoes a continuous informal educational process. This doesn't mean, however, that Scouting has to provide a structured educational framework for the entire duration of each young person's life. That would be impossible. Our mission is to work with them until they reach adulthood.

This moment should be clearly marked. Rovers should be aware and involved, conscious about the choices that they will make that will affect the rest of their lives. They shouldn't just drift away from Scouting when the programme loses its appeal. They shouldn't just hang around a Scout Group eventually becoming a leader, just because they don't understand what else Scouting expects from them. This crossing of the finish line should be a time of joy and celebration, a moment of success for Scouting, and above all, a moment of success for the Rover.

Rovering is person-centered

Rovers have their own dreams and ambitions; they face their own challenges and fears; they develop their own plans and personalities. As in no other age section, the trace of personal identity is much more obvious in Rovering, and it is very important to consider this when we think about our educational role. If we want to support these young people until they reach adulthood, then we have to take a very personal approach. We need to see each person as an individual with different needs and required levels of support. This is a demanding task for adult leaders working with Rovers but it's definitely the best (the only?) way it will work.

Rovering is about service and community

The Cub Scout promises to do a good turn for somebody every day. This develops into the Scout's undertaking to help other people at all times and this, logically, leads to Service in Rovering – an attitude that seeks ways of helping other people and accepts training to make sure that the service is worth giving and therefore worth receiving.

Service should be seen as an educational opportunity, a way to encourage Rovers to willingly work for the benefit of others and of the world. Its aim is to instill an attitude of doing good, of improving things, of being prepared to take the initiative. Rovers should learn to observe and interpret what happens around them and to have the confidence to take the initiative to propose solutions and to take action.

The development of this "service attitude" can be achieved both by opportunities inside and outside Scouting. B-P said that: "When you have established yourself; when you have learned to serve in the Movement, then and only then go out and offer service to the community according to your talents."

While the order he proposed is important, there should be some overlapping between the stages. For example, both service in Scouting and service in the community can be undertaken simultaneously as many have proven. The components of service are straightforward but need to be accepted and understood. Developing service in the community broadens Rovers' views about the world in which they are living and, at the same time, allows them to live the second important dimension in Rovering: the community and the role they have to play in it. (The first dimension is that of the individual.)



"The mission of Scouting is to contribute to the education of young people..."

Rovering is from... Rovers

A final thought we would like to leave you with: Rovers are young adults; they are not blank sheets of paper. They each have their own experiences, knowledge, ideas, beliefs, and needs. Rovers should own their Rover programmes. We should never be afraid to have them as partners when developing a Rover programme. They should contribute to the programme's development and be at the centre of the action.

Working with Rovers is one of the most challenging tasks in Scouting. From our experience is it undoubtedly one of the most rewarding.

Radu Stinghe
Director, Youth Programme
WSB – European Office

João Armando G.
Chairman of the Youth
Programme Network
European Scout Region

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Part 1: Knowledge



Part 2: Tools and resources



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Glossary

Introduction

For as long as you have been involved in Rovering, you have understood its aims and its objectives; what it, as a programme within Scouting, is designed to accomplish; and what it has to offer to young people.

Doris Lessing, one of Britain's great post-war writers, believed that learning is when you suddenly understand something you have understood all your life but in a new way. The *Rover Commissioners' Resource Kit* or *RoCoReKi*, as it is more commonly known, is designed as a resource to help you understand the essence of Rovering, and more, but in a new way. We hope that you will find this a useful resource.

Who is RoCoReKi for?

RoCoReKi is primarily intended for Rover Commissioners and other leaders involved at national level in designing/reviewing the programme for the last age section. Whether you have years of experience, or are very new to the job, you should find interesting and helpful information in this resource kit.

Associations in different countries use different names for their last age section. To achieve commonality, *RoCoReKi* refers to the last age section as the Rover section, and to its members as Rovers. In the European Region, Rovers are generally aged between 16 and 22. National Scout Associations should define the last age sections to meet the needs of young people in their society using the European definition as guidance.

How to use RoCoReKi

RoCoReKi is divided into three sections:



- 1. Knowledge:** This text explores the issues you will face as you embark on introducing a new Rover programme to your Association or reviewing an existing one.
- 2. Tools and resources:** Drawn from inside and outside Scouting, these tools and resources will help you to achieve your objectives. They can be used as they are or they can be adapted to suit your needs.



Vaeltaja in Finland,
Popotniki in Slovenia,
Pionniers in Belgium,
Rovers in Malta



3. **Interesting practices:** These accounts of what our associations are doing around Europe will give you an insight into what is proven to work well and perhaps give you some ideas of how to approach your own programme development.

RoCoReKi is not a book to be read from cover to cover. It is a reference toolkit that you can dip in to and out of as often as you like. It is designed to stimulate discussion about the need for and value of high-quality youth programme provision for young people of Rover age. The three sections work together. As you read through *Part 1: Knowledge*, you will see links in the margin to relevant tools and resources that will help. These are designated by a  symbol. Similarly, we link to interesting practices to illustrate a particular thought or idea. These are designated by a  symbol.

An interactive CD provides hyperlinks to additional programme ideas, useful websites and electronic resources.

We have also provided an index of frequently asked questions that you may find helpful as well as a glossary of common terms used throughout the kit.

Two other documents complement this text:

1. The *Renewed Approach to Programme* (RAP) should be used when developing a programme for any age section. The *RAP Tools* are intended for people interested in creating or reviewing a youth programme. RAP is also presented as a story in *The Green Island*: an interesting way of becoming familiar with the RAP process.
2. *The World Programme Policy*, adopted by 32nd World Scout Conference in Paris in 1990.

As *RoCoReKi* is a living document intended for further development, your feedback is welcome. Email your comments to eurobureau@euro.scouts.org, making sure to put 'RoCoReKi Feedback' in the subject line.

Before you start, why not check how healthy your Rover programme is, just to see where you are!



Tool 1:
RAP Tools



Tool 2:
The Green Island



Tool 3:
The World Programme Policy

HOW HEALTHY IS YOUR ROVER PROGRAMME?

When did you last do a health check on your Rover Programme? Use this nine-question test to evaluate your current situation. Please circle the answer closest to the reality in your Association, and then add up the points at the end to discover the verdict.

1. **Through participation in our Rover programme...**
 - a ...young people can do what they want to
 - b ...young people learn how to be leaders
 - c ...young people grow up to become responsible adults
 - d ...young people would probably learn a lot, but we don't have many young people actually participating
2. **The number of members our Association has in the Rover section...**
 - a ...is bigger than the number of members we have in the earlier age sections
 - b ...is as big as in the earlier age sections
 - c ...is slightly smaller than in the earlier age sections
 - d ...is much smaller than in the earlier age sections
3. **Our Rover programme is...**
 - a ...well used in all of our Rover groups
 - b ...well used in most of our Rover groups
 - c ...well used in many of our Rover groups
 - d ...not well used in our Rover groups
4. **Rovers in our Association...**
 - a ...participate in decision-making on all levels
 - b ...are systematically heard in the decision-making process
 - c ...sometimes take part in the decision-making process
 - d ...rarely take part in the decision-making process
5. **Our section educational objectives for the Rover age section...**
 - a ...are well-worded and used throughout our Association in training for local Rover leaders and as a basis for all national Rover events, etc
 - b ...are used for purposes of the National Rover Programme Committee
 - c ...are not well-worded, but we do have some idea of what they are
 - d ...sorry? Our what?
6. **In our Association...**
 - a ...we check with our Rover groups and Rovers on a regular basis to verify that our Rover programme meets their needs and that our Rover groups are able to implement it well
 - b ...we try to check with our Rover groups and Rovers when some particular part of the programme is highlighted or when we are asked to check that it meets their needs and also to see if Rover groups are able to implement our Rover programme well
 - c ...we get occasional messages from our Rover groups and Rovers on how well our Rover programme meets their needs and how well our Rover groups are able to implement the programme
 - d ...we don't really think we need to check with Rover groups or Rovers whether our Rover programme meets their needs or if our Rover groups are implementing it well
7. **Adult support...**
 - a ...reaches all of our Rovers
 - b ...reaches most of our Rovers
 - c ...is occasionally offered to our Rovers
 - d ...is rarely offered to our Rovers

8. The adults who support our Rovers...

- a ...have almost all participated in the training for Rover leaders we provide
- b ...have often participated in our training for Rover leaders
- c ...have usually participated in some training we offer our adult leaders
- d ...have rarely participated in training we offer adult leaders

9. In our Association...

- a ...the image of Rovering is attractive to Rovers as well as to non-members of Rover age
- b ...the image of Rovering is attractive to Rovers
- c ...the image of Rovering isn't attractive to Rovers
- d ...we don't really have a Rover image

Count your points here:

	a	b	c	d
Q1	3	2	5	0
Q2*	5	4	3	1
Q3	5	4	3	1
Q4	5	5	3	1
Q5	5	3	1	0
Q6	5	4	2	0
Q7	5	4	2	1
Q8	5	4	2	1
Q9	5	4	2	1

* If you don't have any members in the Rover section - 0 points

The verdict!

Less than 30 points: it looks like your Association might need to work on its Rover programme – renewing the programme would be a good idea. Rovering is important, and supporting Rovers to grow up to be active citizens, ready for the challenges of life, is a worthy cause, which deserves the time and resources of your Association. It can be tackled separately or as part of an overall review of programme. We are sure you can do it – and here you have *RoCoReKi* to help you!

31–41 points: your Rover programme is working rather well! All Rover programmes have their strengths and weaknesses, and now you will have the difficult task of working on those items that could do with some improvement. We hope you'll find this work relevant and fulfilling and find *RoCoReKi* helpful in the process!

42–45 points: congratulations! You have an excellent Rover programme! You must be constantly renewing your programme and supporting your adult leaders to keep up with the rapid changes in your society! Please participate in Youth Programme Events on a European level to help others create equally excellent Rover programmes.

Even if you scored top points, there still might be some room for improvement in order to achieve excellence. While most things in *RoCoReKi* will be familiar to you, our Interesting Practices might give you some new ideas.

What is Rovering and why do we need it?

Rovering is the programme your Association provides for the members of the last age section. The design of your Rover programme (or its review) should be done in the context of your Association's youth programme (in line with the programmes for the other sections) and other educational aims and guidelines (for example, your Association's Educational Proposal). In order to review an existing programme or to create a new one it is important to stop and to consider all that this can encompass. To do this you need to examine what you are doing and why you are doing it. The last age section is a hugely important developmental stage in a young person's life. Rovering should offer young people the opportunity to explore, challenge, grow and develop; to deal with issues like intimacy, relationships, identity, and cognition; to find their own strengths and weaknesses; to form their own opinions, attitudes and values; and to do all of this in a safe and supportive environment.

The last age section is where we can do the most to help fulfil the mission of Scouting, and to equip Rovers with the skills they will need in adult life. To this end you need to be sure that what you are doing is relevant to Rovers today, and that it is in line with the *World Programme Policy* and the founder's vision of what Rovering should be.

It is true that associations who have made the choice to invest in a last age section are more dynamic, suffer less membership decline and have a better image with the public. But still the reality is that Rovering is of minor interest for many associations. They choose to see it as a drain on their limited resources, rather than a vital opportunity to deliver on their Aim. It is often the job of the Rover Commissioner to ensure that everyone, at all levels within the association, appreciates the importance of offering an attractive, developmental programme to all its members. Members have a right to expect this, and the association has an obligation to deliver.

Luckily, there is a growing recognition of the importance and the need to make Rovering an integral part of the youth programme, not just in Europe, but also around the world. If Scouting is to be successful, and Rovers are to be empowered to become active citizens the development, which takes place during their time in the last age section, can have the greatest impact. The new momentum around Rovering is a result of associations, conditioned as they are by the societies in which they operate, facing up to new realities. Perhaps one or more of these new realities are present in your Association.



Tool 4:
The history of Rovering



Tool 5:
Rovering to Success

- **Associations adopting change.** Many associations have used or are using tools to review some, or all, of their youth programme provision. In some cases this has led them to conclude that the ever-changing, more demanding society in which they operate needs young people who will leave Scouting better equipped than ever before to live their lives.
- **The impact of youth involvement.** As youth involvement continues to provide opportunities for our members' voices to be heard, there has been a call for more relevant and attractive youth programme opportunities for young people at the top end. Rovers themselves have identified the need for appropriate Scouting provision, centred on personal development, service, and the opportunity to enjoy Scouting without necessarily being diverted into leadership roles.
- **The need for membership growth.** With membership growth as a priority, associations may see Rovering as part of the solution. If Rovering does not exist in your Association at present, developing a Rover programme has the potential to attract new members. Whilst it is helpful to acknowledge that the development of Rovering can have an impact on the growth of Scouting, this should not be the sole reason for developing a new section or reviewing the existing programme.

The challenges we face

Rovering is the last, but very important phase of the Scouting Way that leads to an adult world – the section where we can really make an impact on society. Young people face considerable challenges in finding their place in society, in choosing a profession, in developing a value system, in building and maintaining personal relationships, and in forming lasting partnerships. When they fail to overcome these challenges, society suffers from negative effects, such as crime, drug abuse and violence.

To be successful, Rovering must provide young people with the right tools – tools that will be of use to them in society and make a difference to their lives. Scouting, in general, encourages the development of some of these tools – character, creativity, and sensitivity – through the activities that young people do. Building on this, Rovering can equip young people with other, more practical tools, which are closely connected with real life and its problems, with individual communities, and with the world. These tools should be easily recognisable as being relevant to each Rover's life, either now or in the future.

This does not mean that young people should be kept apart from society or that they are not already able to make a positive contribution to it.

Their opinions and actions must be taken into account, because their perspectives and input can help renew society. As they approach adulthood, young people's actions become less anxious. They are more secure in their own beliefs, skills and knowledge and are eager to positively contribute to society.

Rovering is good for Scouting, good for society, and good for the young people who choose to participate. However, despite such enthusiasm, it is true that Rovering is still only enjoyed by a minority, and that others do not see its development as a priority for Scouting.

Two key challenges need to be faced before considering the creation or review of the Rover section:

1. Convincing adults in Scouting, at all levels and in all roles, of the importance of Rovering.
2. Convincing young people that Rovering is needed, that it is relevant, and that it is attractive.

The need for change

There are approximately 240,000 young people over the age of 15 participating in Scouting across Europe. Some of these Rovers are also leaders in their associations serving with other sections.

Many associations believe that the solution to membership growth lies in creating or developing younger age sections. Whilst this may be true for some, evidence suggests that in general terms the impact is negligible. If Scouting is to have a real impact, it must be able to engage with young people of Rover age.

Success is not just measured in numbers. Numbers are important in showing that Scouting is attractive and has something to offer everybody, but we should not lose sight of how essential a quality programme is. We often spend too much time looking at the number of young people who join when we should be paying attention to how many leave the Rover section with the necessary motivation and skills to play a constructive role in society. This is a more accurate measure of our success.

Growth should not just be an aspiration for one age section; it must be relevant to all age sections. Retention in the younger age sections is very important. Adults who know the benefits of Rovering should actively encourage their members to make the successful transition from one section to another.



Tool 6:
Youth Involvement/Youth
Empowerment Toolbox



Interesting practice 1:
Rovers as leaders



cub leaders, scout leaders,
rover leaders,
regional commissioners,
national commissioners,
council members



Tool 7:
Convincing adults and
young people



Interesting practice 1:
Rovers as leaders

Growing the older age sections can require a lot of resources; resources that some might argue could be put to better use with younger age sections, where there is significant demand for support. This demand, however, is much more likely to come from parents. You need to ensure that the quality of the programme available for Rovers, and the image that the Rover section has, are good enough to create demand from young people themselves.

A number of associations have abandoned the field of adolescence and youth, either consciously or unconsciously. Of the 25 million Scouts around the world only 500,000, or 2 per cent, consider themselves to be Rovers.

As you seek to create or redevelop your Rover section, you need to consider what it is that you need to do to ensure that the Scouting that takes place is of value to your members and to the communities in which they live. You need to determine if your Association has consciously or unconsciously abandoned the Rover age section.

Consider the following questions:

- Does your National Programme Commissioner recognise the need for an active and vibrant Rover section?
- Do those leaders working with younger age sections see their members as future Rovers?
- Do your adult members understand the aim of your Association and the role played by each of the sections?
- Do your leaders believe that young adults should become adult resources; helping younger age sections rather than enjoying the youth programme themselves?
- Does your Association involve young adults in the decision-making processes at all levels?
- Does your current Rover programme offer members an attractive, developmental programme that satisfies their needs? Bear in mind that needs may differ significantly between younger and older members.
- Do the members of the previous age sections see the Rover programme as an exciting and attractive one?

In looking to the future, the *status quo* is not an option. The need for change in how Scouting in the last age section is viewed is not just an issue for those adults or young people actively involved in the section. It is important that all adults in Scouting recognise the need for Rovering and that the younger age sections are exposed to what Rovering can offer them. The process of persuading others that Rovering – and Scouting – in the last age section is important can be a significant challenge in itself.



Interesting practice 2:
Rovers are important, too

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Glossary

Section 1.

The core elements: the backbone of your programme

In this section the core elements are uncovered. We will focus on values, service and choices for life, which eventually lead to active citizenship – the aim of Scouting at large.

Values

What sets Scouting apart from other youth associations are its core values, which are based on the Promise and Law. This section focuses on the values we share in Scouting, especially as expressed for the last age section.

Values common to Scouting

When Baden-Powell returned to England from South Africa at the beginning of the 20th century, he was concerned about the decline of moral standards, particularly among young people, and the danger that this represented for the future of society. Scouting was born from his desire to improve society; a goal he believed could only be achieved by improving the individuals in that society.

The Scouting educational process is achieved through a system of progressive self-education: the Scout Method. Two of the fundamental components of the Method, perhaps its cornerstone, are the Promise and Law – a voluntary personal commitment (the Scout Promise) to do one's best to adhere to an ethical code of behaviour (the Scout Law). The Promise and Law represent the values upon which Baden-Powell considered that a healthy society should be based. These values constitute the essential ethical framework within which Scouting functions, and without which the Movement would no longer be Scouting. Consequently, one of the essential characteristics of Scouting is that, since its inception, it has been based on a value system or an interrelated set of ethical rules.



Tool 8:
Values common to Scouting

Defining and expressing values

As the word itself indicates, a value is something fundamental, worthwhile, and durable. Our values are those things that are important to us, things in which we believe and consider essential and which therefore condition our behaviour and our lives.

For Rovers, Scouting's values are expressed in the Promise and Law. For the Movement as a whole, the values are expressed in its principles – the fundamental laws and beliefs that represent an ideal, a vision of a society, and a code of conduct for all its members. These principles are not abstract concepts; they permeate all aspects of Scouting and guide the lifestyles of its members.

The exact function of the principles, or values, within Scouting is important. At Movement level, the Principles represent Scouting's vision of society, the ideals that Scouting represents, and the image that it projects.

For those joining the Movement, the Principles represent those elements that each person must be open to accept and must be willing to do his or her best to follow. In the case of Rovers this initial acceptance does not and certainly should not imply in any way an understanding of the full significance of these values; this can only be acquired through membership of the Movement over a period of time. Principles cannot be totally accepted without full understanding, an understanding that comes with experience. By contrast, a rejection by a person of these principles disqualifies him or her from membership of the Movement.

Once Rovers express their acceptance of these principles by making the Promise, the Scouting educational process enables them to gradually understand these values, to adhere to them and to own them, so that they permeate their behaviour throughout their lives. It is essential that your programme enables this to happen.

Rover programme values

Our mission should be to deliver values through the Scout Method. This can be realised only if the Scout Method is clearly understood and implemented, and if its specific role and function in the spectrum of educational provision for Rovers is recognised.

Rovers need many things in order to grow emotionally and spiritually. A programme designed for the last age section should allow a young person to develop personal adherence to a set of values, namely those related to peace and human understanding. It should challenge their view of their place in the world, and their responsibilities towards themselves, towards



The principles of Scouting:

- Duty to God
- Duty to others
- Duty to self



"Self-education, that is what a boy learns for himself, is what is going to stick by him and guide him later on in life, far more than anything that is imposed upon him through instruction by a teacher."

Robert Baden-Powell,
Scouting for Boys



Interesting practice 3:
Values common to Scouting

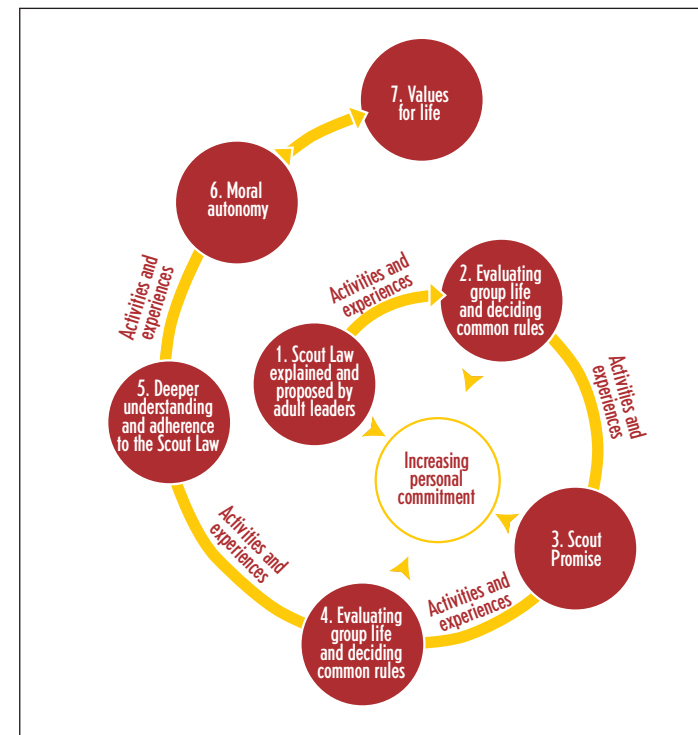


Figure 1. How values for life develop

others, and towards the world in which we live. Increasing personal commitment (which should be one of the basic elements of the work with the last age section) also increases understanding of the Scout Promise and Law and its application, not just in Scouting but in life (see Fig. 1). The moral autonomy of a young person leads to setting values for life.

Those values, which Scouting proposes as a basis for life, can be understood only through the practical experience of a code of living applied to daily life. This code of living, based on Scouting's Principles, is the Scout Law. In the last age section, the Scout Law provides a concrete and practical way for Rovers to set their own values, to understand them, and to make them present in their own lives.

Service

Service is another powerful educational tool in the Rover programme – a real possibility to build a better future. However, Service should be recognised as an educational tool, not a way of getting the maximum amount of work out of Rovers.



Tool 9:
Relevance of the Scout Law and Promise to current educational needs



Tool 10:
Scouting: its characteristics, principles and mission



Interesting practice 4:
Education in values



Interesting practice 5:
Values and objectives in the Rover programme



The way to happiness is through service to others. Helping others is not only good education but also a real challenge in life.

The aim of Scouting is to prepare our members to be good citizens in society. Rovering plays its part by developing new knowledge, skills, and attitudes in Rovers so that they can play an active role in the world. In fact, Rovering is the last step in preparing for integration into society. Rovers trek, journey, and discover. They leave their families and their homes to discover other realities and to assume active responsibilities in order to serve and to be good citizens. This leads to the rediscovery of a common likeness: everyman is my brother.

According to Baden-Powell, these two objectives – helping the individual to enter the process of self-education and encouraging the individual to serve society – are part of the same process.

Some people accuse Scouting of not being involved enough in society, of leaving young people in the woods, on the edge of society. But the elements of nature, community, and service are the hinges of the Scouting educational process; they are the key to the programme at this age and are strongly stressed also in the younger age sections.

This is not only a part of the Rover programme, but a real challenge for Rovers in life. Service – the voluntary work – but also a new lifestyle attentive to other people's needs, could help Rovers to discover a deeper meaning to their lives. The Service experience must be progressive for Rovers, an exploration both inside and outside themselves.

Rovers want to progress in their lives, improving their attitudes, their skills, and their ways of co-operating with other people, beginning by doing small actions for others every day.

Service must produce a real change in society, offering solidarity, and making social and political overturns, as well as changes in personal behaviour. The most important skill for Rovers doing Service is to maintain a balance between self-education and serving people: a good result for self-preparation to discover and maintain their places in society.

Choices for life

Being able to make independent decisions is part of growing up and becoming an adult. For Rovers this ability is enhanced through their Scouting experience. Their life choices should reflect their commitment to the Scout Promise.

Through its educational systems, Scouting should help develop in its members the ability to make personal choices and to live with the consequences. It is particularly hard for young people today to choose. They often consider multiple experiences and revocable choices more valuable and interesting than decisions that can affect their whole lives. Constant temptation can make choosing and taking a stand very difficult. People living ever-changing lives can lose their centre of gravity; they are often unable to make real choices and risk never maturing.

Learning to choose

We can only learn how to choose by choosing, just as we can only learn to paint by painting, to sing by singing, to pray by praying or to love by loving. Even when choosing is simple and the question is well defined, it is necessary to get used to – and develop a taste for – taking a stand and avoiding stagnation. To be fulfilled, it is important to want to tackle life's issues, to develop personal opinions, and to dare to publicly support and defend our positions and our choices.

While the ability to make choices and the determination to defend them should go hand in hand with a respect for other people's observations and ideas, accepting other people's opinions passively and without discussion is not true respect. The Scout Method offers opportunities appropriate to different ages to make choices and to evaluate actions. Personal progress, Service, and outdoor activities provide opportunities to develop the ability to choose.

Critical conscience grows with age through the activities that are offered to young people. By becoming familiar with different environments, serving others, experiencing leadership roles and actively engaging as citizens, Rovers will develop their vision of the world. The choices they make will be informed, have conviction, and will be based on first-hand experiences, which will have a positive impact on the world around them.

Responsible choices

The ability to make responsible choices should be present throughout the Scouting experience, but it is of particular importance during the last years. It is then, at age 20–21, that young people make decisions that will affect their adult lives. This is when they begin to choose their careers, to define their role in society and to enter new relationships. A good educational system should prepare them for life, enabling them to assume responsibility and to be confident in the choices they make.

Rovering helps young people to develop their ability to make responsible choices. It encourages in them the following basic attitudes:



Interesting practice 6: Service



"The success of the Scout Method depends on the possibility of making each of us masters of our own lives, willing to do our best to try to leave this world better than we have found it."

Manuale della Branca Rover e Scolte – "Una strada verso la felicità", Ed. Nuova Fiordaliso, Roma, 2003; author Federica Zanoni Fasciolo



"It is our choices, Harry, that show what we truly are, far more than our abilities."

JK Rowling, Harry Potter and the Chamber of Secrets the movie

- Authenticity (the courage to express our ideas and act according to our conscience).
- Autonomy and self-control (the ability to navigate independently through life and to make important choices; to live well with others as well as alone; to accept difficult situations and to openly face challenges; to not get discouraged in front of defeats and to not brag about our successes).
- Life balance (consistency and determination).
- Responsibility (to be prepared to help others and carry their loads when they can't do it alone).
- Sensibility and attention to others (to seek friendship and brotherhood).
- Respect and love for all creatures.
- Intelligent choices (to understand the consequences of the choices we make and how they might affect ourselves and others).
- Selflessness and love for our work.
- Hope (to be serene and optimistic, seeking opportunities for commitment and activities while being aware of personal limitations).

Rovers with this level of maturity will make choices that positively affect their careers, their relationships, and their lifestyles.

Active citizenship

The values we develop, the service we embrace, and the choices we make bring us closer to active citizenship. Sometimes it is important to distinguish between *citizenship* and *active citizenship*. Each of us is a citizen of a country with the responsibilities and rights that this involves. Citizenship Studies can be found in the formal school curriculum in many countries across Europe. In most instances, its purpose is to encourage pupils to develop sound principles of freedom, equality, justice, and peace. As a school subject, citizenship takes the shape of knowledge relating to our rights, our responsibilities, and our position within society; it also takes account of our heritage, our history, and our traditions.

What is Active Citizenship?

In Scouting, particularly in Rovering, we have the opportunity to extend citizenship to active citizenship by enabling Rovers to be informed, involved, and engaged. The emphasis is on participation, on playing an active role in society. As citizens we should know where we are and where we have come from. As active citizens, we step beyond just knowing and

actually participate. By engaging with the environment, with society, and with those with whom we interact, we make the world a better place.

In non-formal education, particularly in Scouting, we have the opportunity to transform the theory into practical reality, by extending the themes and issues of active citizenship into projects and other actions.

In the UK, the Department for Education and Skills (DfES) and the Qualifications and Curriculum Authority (QCA) have collaborated to produce a list of topics that schools should cover to develop a sound basis for students' overall participation in local, national or global communities. These include:

- Identity
- Rights and responsibilities
- Crime
- Voluntary action
- Government and politics

In formal education settings, citizenship can be taught as a stand-alone subject or incorporated into traditional subjects like history, geography, art and science as well as design, media, and information and communication technology (ICT).

Active citizenship is concerned with getting Rovers to care about their surroundings and their communities, to believe in their ability to make a difference, and to assume responsibilities that will lead to action.

Being an active European citizen

Some see active citizenship as a new, politically motivated concept, probably because *Active European Citizenship* has become a formal topic of conversation for institutions at different political levels. Add this to the reality that young people are turned off by official political channels and it is likely that even if citizenship were only an issue of political consequence, young people would choose to not engage with it.

The good news, however, is that active citizenship has been a part of the Scout Method from the beginning and is often referenced in Scout promises. We have a unique opportunity to work with Rovers in developing actions and responses to the themes raised when exploring related issues.

Most of our associations have a built-in system for educating our members to participate in society. Organisational and administrative skills acquired at local, district, and national level, and through Service, provide a firm



Tool 13:
Non-formal education



<http://www.dfes.gov.uk/>



Interesting practice 8:
Volunteering



Interesting practice 9:
Rescue teams



Tool 28:
A personal timeline



Tool 11:
Democs



Tool 12:
Citizenship websites



<http://www.citizen.org.uk/teaching.html>



"Duty is the most sublime word in our language. Do your duty in all things. You cannot do more. You should never wish to do less."
Robert E Lee

foundation for active participation in later life. An engaging programme offers Rovers a unique opportunity to experience first-hand how their contribution can really change the world.

The Council of Europe, in its Training Kit *Youth, Citizenship and Europe* identifies four dimensions of European Citizenship.

“In the relationship between the individual and society we can distinguish four dimensions, which correlate with the four subsystems which one may recognise in a society, and which are essential for its existence: the political/legal dimension, the social dimension, the cultural dimension and the economic dimension.

The Political Dimension

The political dimension of citizenship refers to political rights and responsibilities vis à vis the political system. The development of this dimension should come through knowledge of the political system and the promotion of democratic attitudes and participatory skills.

The political dimension of citizenship can be promoted through awareness raising and education on, for example: concepts of democracy, political structures and decision-making processes on a national and international / European level, voting systems, political parties, lobby groups, political participation and other forms of participation (e.g. demonstration, writing letters to the press), the history and basis of civil society, democratic values, human rights in Europe, consciousness of current political issues including European integration and international politics, international relations, international organisations and legislation, the role of the media, the judicial system, economics.

The Social Dimension

The social dimension of citizenship refers to the behaviour between individuals in a society and requires some measure of loyalty and solidarity. Social skills and the knowledge of social relations in society are necessary for the development of this dimension.

The social dimension of citizenship can be promoted by, for example: combating social isolation and social exclusion, safeguarding human rights, bringing together different groups in society (e.g. national minorities and ethnic groups), raising awareness of social issues (e.g. the situation of social and ethnic groups), working for equality of the sexes, working on the social

consequences of the information society, compensating for differences in social security, welfare, literacy and health.

The Cultural Dimension

The cultural dimension of citizenship refers to the consciousness of a common cultural heritage.

This cultural dimension should be developed through the knowledge of cultural heritage, and of history and basic skills (language competence, reading and writing).

The cultural dimension of citizenship can be fostered by, for example: promotion of intercultural experiences, preservation of the environment, working against racism and discrimination, knowledge of national, European and global cultural heritage and history, discussion of the role of information technology and the mass media.

The Economic Dimension

The economic dimension of citizenship refers to the relationship between an individual and the labour- and consumer- market. It implies the right to work and to a minimum subsistence level. Economic skills (for job-related and other economic activities) and vocational training play a key role in the fulfilment of this economic dimension.

The development of this economic dimension of citizenship can be achieved by, for example: improving vocational qualifications, integrating minority groups into the economic process (e.g. through positive discrimination), engaging with the challenges of globalisation using innovative methods and strategies, facing the challenges of European and global economic co-operation, studying the different European working situations and the aspects of employment / unemployment and their relationship to the social aspects of the global economy, becoming aware of the social consequences of changes in the world economy, protecting consumer rights.

Following this approach, citizenship could be compared to a chair. The four legs of the citizenship chair would be the economic, social, cultural and political dimensions. The integral development of citizenship would come through the balanced implementation of its four dimensions.”



Download the Training Kit from:
<http://www.training-youth.net/INTEGRATION/TY/Publications/tkits/tkit7/index.html>



“I do not want my house to be walled in or my windows blocked. I want the cultures of all lands to be blown about the house as freely as possible. But also I refuse to be blown off my feet by any.”

Mahatma Gandhi

In Section 1 we have:

- ✓ Identified values common to Scouting and looked at how to define and express these values, focusing on the Rover programme.
- ✓ Discussed the merits of Service and its role as an educational tool within Roving.
- ✓ Explored the choices we have in life, learning how to choose and how to make responsible choices.
- ✓ Examined what is meant by active citizenship, particularly in a European context.

Section 2.

Setting the scene: identifying your needs and goals

Whether you want to develop a new programme or to renew an existing one, it helps to take a step back. This section considers who the Rover programme is for; how we find out what Rovers need; and the objectives we set to fulfil these needs.

Rovers as an age section

Most Scout Associations (and general Scouting resources) define Rovers as being young people in their last stage of *transition to adulthood*. Even though the concept of this transition as a life stage is fairly recent in developed countries and in some regions is a new idea even today, all cultures recognise and mark the transition from childhood to adulthood.

By doing so, we generally agree that the Rover age section is more or less superimposed on the developmental stage of adolescence. Some see Rovers fitting in towards the last period of adolescence, others towards the beginning.

Adolescence in Scouting

There is a great variety of age-related definitions of Roving in Europe, generally depending on the culture, history or traditions of an association. Some associations consider young people aged 15–18 as Rovers whereas others have Rover clans organised by young people aged 19–21. In this section we propose to split what seems to be the average Rover age span into two shorter sections:

1. Middle adolescence (covering the developmental aspects of young people aged 14–17). It is generally agreed that early adolescence covers more or less the puberty stage (age 11–14).
2. Late adolescence (covering the developmental aspects of young people aged 17–21).



Interesting practice 10:
The importance of planning



Tool 14:
The age issue



Interesting practice 11:
Stages of development



Tool 15:
Adolescence in Scouting



Interesting practice 12:
Age sections in the
European Scout Region

This is a very broad categorisation and certain characteristics can easily shift from one age range to another according to socio-cultural environment in a given society/community, traditions, beliefs, etc.

The following criteria should be adhered to in considering your age sections:

- It respects the personal development stages of the child.
- It takes existing social groupings into account.
- It respects the necessity to base Scouting on peer group experience.
- It maintains a good balance between the various sections.
- It is flexible.

How to identify the needs of young people and the adults who support them

The easiest way to find out what people need is to ask them, and to be prepared to listen to their answers. There are many different tools and choices available to find out how your Rover programme works, what kind of changes you need to make, or what the product you are trying to create should be like.

Gathering background information before deciding to make changes is important. For instance, while gathering information on what Rovers and the adults who support Rovers need, you will already be promoting the change to come, since the Rovers, the Rover leaders and others you might have contacted in the process will know that a change is coming.

Different ways of asking

There are different ways of gathering opinions, the best of which give you impartial and objective views rather than what people think you want to hear.

If you have the time and resources, you might gather information using the rules of science. The different ways of gathering information, described below, are adapted from methods in social sciences. Take care to ask your questions in a way that Rovers and adults in your Association can answer and feel good about their ability to answer; you want them to participate next time somebody needs help in finding material!

Choose your questions well

The first thing you need to do is to decide what you need to know. If, for instance, you want to know why some local groups have a large number of

members in the Rover age section whereas others do not (and you want a more precise answer than “they put an effort into supporting the last age section”), you will need to be more precise than if you just want to know how many activities the Rover age section has on a national level.

Also, when you ask someone something, you give them a message that you are interested in their answer. For instance, if you ask leaders at local group level what they think is the essence of Rovering, you give them two messages: what they think about the essence of Rovering is important to you, and actually thinking about the essence of Rovering is important, too.

Be careful when you pose a question; you do not want to make people look silly. Remember also that what you do not ask also sends a message: asking a question about activities in every age section except for, say, Cub Scouts, might suggest that you do not consider Cub Scouts to be important.

When you ask somebody a question you are also choosing the kind of answer you want to get. If you ask the chairperson of your Association you'll get a different answer than if you ask a leader active at local level; if you ask a Rover you'll get a different answer than if you ask a person who has already left the Movement.

Youth participation is an important value throughout the Movement. Its importance should be particularly emphasised where the last age section is concerned. Members of the Rover age section target group should participate in most if not all parts of your programme review. They will probably have a lot of innovative ideas and be able to offer useful insight into the young world of today.

Listening objectively is not easy

Having very strong opinions about how things should be is an advantage in Scout leadership providing these opinions are based on solid knowledge and experience. If you want to get an objective opinion of Rovering, you need to listen not only to Rovers and Rover leaders, but also to others who may not be very interested in Rovering, or not know much about Scouting at large. And, you need to be careful. The temptation to only hear what you want to hear (or to only remember the things you wanted to hear) is a great one. Most of us tend to want to please the person we are talking with, so if we do not have a strong opinion about something we might play along and tell them things they want to hear. If we usually enjoy heated debates about just anything, the person we are talking to might start playing the devil's advocate, just because taking the opposing position adds to the debate.



Q9: Do you think that the activities practised meet the needs of young people over 15?

No: 15.6% Yes: 84.4%

Source: Worldwide survey on young people over 15 in Scouting. Provisional results, 14 May 2001. World Scout Bureau



Tool 16:
Different ways of gathering opinions and thoughts

If you genuinely want to find out the majority's opinion on what is best for your Association, there are benefits in using investigative tools. These tools make it easier to handle the amount of information you get.

Rover section educational objectives

Educational objectives are written statements inspired by the Association's aims (set in the Educational Proposal), to be achieved by each young person at his/her own pace, which constitute a basis on which progress can be evaluated. Educational objectives for Rovers should be in line with those of the other age sections. Educational objectives usually take two forms:

1. **Final educational objectives** describe the final achievements in each of the personal development areas which Scouts might be expected to have accomplished upon leaving the Movement (i.e. at the end of the last age section).
2. **Section educational objectives** describe the achievements, in each of the personal development areas, which Scouts might be expected to have accomplished on completing an age section; they are an intermediary step towards the achievement of the final objectives.

For Rovers, section educational objectives are usually considered to be the same as the final educational objectives for the Youth Programme as a whole (although some of these may have been achieved at an earlier stage).

Setting achievable section educational objectives is important, because this is the way you ensure that you deliver a programme that is vibrant and relevant to your Rovers, to your Association, and to your society.

As one of the primary aims of Rovering is the personal development of young adults, the primary objective of a programme for this age section is to provide opportunities for this development. Opportunities that expose Rovers to new and different activities allow them to challenge themselves while experiencing a variety of situations. This exposure and experience is what helps them to develop.

Do not forget that the programme has to be interesting and enjoyable for all the members, ensuring consistent objectives and a variety of elements that contribute to their personal development. Remember, too, that a Rover programme is far more than simply the activities Rovers take part in. Any good programme involves the Why (objectives), the How (method) and the What (activities).

We set Rover section educational objectives for the following reasons:

- To describe the educational aim of the Youth Programme offered by your Association to young people in Rovers, the last age section.
- To develop the framework within which each young person, with the help and counsel of the adult leader, will define, informally, his or her own personal learning objectives as he or she moves through the Rover section.
- To provide a basis for evaluation of personal progress of Rovers within the last age section in each personal development area.
- To build a foundation for the design of high-quality activities that can stimulate Scouting experiences leading to the acquisition of knowledge, skills and attitudes.
- To constitute a factor on which the effectiveness of the Youth Programme can be measured.

Do not forget...

In each of the personal development areas (physical, intellectual, emotional, social, and spiritual...), you will need to formulate educational objectives for the section that describe:

1. Knowledge to be acquired or deepened... (Learning to know).
3. Skills to be learned or improved... (Learning to do).
4. Attitudes to be developed or reinforced... (Learning to be).

Taken together, the educational objectives set in the last age section will reflect a good balance between these three different types of objectives and personal development areas.



Interesting practice 5:
Values and objectives in
programme for Rovers



Interesting practice 13:
Educational objectives (Ireland)



Interesting practice 14:
Educational objectives (Spain)



Tool 17:
Educational objectives



Tool 18:
Section educational objectives



Tool 19:
More on programme development

In Section 2 we have:

- ✓ Discussed Rovers as an age section, focusing on the transition to adulthood and the issue of adolescence in Scouting.
- ✓ Established various methods to identify the needs of young people and the adults who support them.
- ✓ Explored the merits of educational objectives and the reasons they are necessary for each of the personal development areas.

Section 3.

The next step: building your programme

Whether you are reviewing an existing programme or creating a new one, it is important to identify your needs and goals as set out in Section 2.

You are now ready to take the next step. This section explains the basic principles of programme design. Remember though, that your programme should be situated within your own environment.

A Rover programme is far more than simply the activities the Rovers take part in. It is a comprehensive set of opportunities and experiences that Scouting provides to young people in order to enhance and foster their personal development; the final purpose being to help them become better citizens in their communities and in the world in which we all live.

Designing the programme

The design of your Rover programme (or its review) should be done in the context of your Association's youth programme (in line with the programmes for the other sections) and other educational aims and guidelines (for example, your Association's Educational Proposal). The methodology used can be diverse but RAP is now commonly adopted by most of WOSM national associations.

The Scout Method is our very particular educational approach; it has to be present in any programme we want to design. It is important to understand that it is not enough to have a set of good activities or initiatives to be used by Rovers or even to have a list of goals to be achieved by them. But if it is quite clear for us what we want to achieve and we are familiar with our Scout Method, we can consider the most effective ways to reach Rovers. In business language it would be the 'customer approach'; in Scouting it is to put the Rover back in focus.



"Youth Programme is the totality of what young people do in Scouting (the activities), how it is done (the Scout method) and the reason why it is done (the purpose)."

Youth programme:
World programme policy,
WOSM, 1990



Tool 1:
RAP Tools



"The term Rover scout stands for a true man and good citizen. The Law for Rovers is the same as for Scouts, in wording and principle, but has to be viewed from a new standpoint – that is, from that of a man. In both cases the principle underlying the Scout Law knocks out Self and shoves in Good-will and Helpfulness to others. Don't take this as instruction in piety, but as a direction to Manliness."

Robert Baden-Powell,
Rovering to Success

Designing a good programme for Rovers is crucial if we want to retain young people and to complete the educational process proposed by Scouting. Thus the quality of our youth programme can only be evaluated when older adolescents enter society as adults and play their role as active citizens. If we do not succeed in helping Rovers to reach this point, we are failing in our purpose.

Since Scouting's role is to equip adolescents with the necessary skills to contribute to the development of society, society judges Scouting on its ability to provide this service. The main challenge, at a time of huge change, is to find the best way of meeting the needs and expectations of Rovers whilst maintaining the fundamental principles and methods of Scouting.

While there is certainly no magical formula for success some key-elements can be identified if we think about what makes a good programme, especially when we consider *what to do* and *how to do it*.

What to do?

Taking into consideration what Rovers are like, their needs, and the impact we would like Scouting to have on society, the content of a Rover programme should:

- Include opportunities for dealing with issues which are important to Rovers: health, relationships, responsible sexuality, lifestyles, personal safety, life-choices, etc.
- Provide experiences that enable Rovers to enjoy the outdoor life and to become aware of environmental issues, as well as their impact locally and globally.
- Encourage Rovers to discover other cultures and religions as well as their own.
- Allow Rovers to adhere to a personal set of values, especially those related to peace and human understanding.
- Provide opportunities for Rovers to discover and respond to the needs of communities, developing partnerships when possible at local and at a broader level.
- Emphasise mobility as a way of discovering other lifestyles and of establishing new relationships.

Ensure that Rovers develop concrete skills related to the roles they will play in society: self-expression, time management, communication, leadership, co-operation, etc.

- Enable Rovers to work on long-term projects, developing positive attitudes towards sharing responsibilities and co-management.
- Foster in Rovers an increased awareness of and a desire to act on global issues.

How to do it?

We have then to find the best way of matching the ideas and opportunities that we are willing to provide in Scouting to the real people (the Rovers who attend the unit meetings or activities every week). This will facilitate the effective implementation of the programme and its delivery at unit level.

Taking into consideration Rovers' expectations, interests, and ways of interacting, the form and dynamics of a Rover programme should:

- Involve the participants. They have to feel that they are a part of it, not just using it. The programme is theirs and they have to build their own activities and projects. Scouting in general has to ensure the full participation of Rovers in decision-making (through the proper use of the Scout Method), and this is even more important when working with young adults.
- Meet their needs in all dimensions. The programme must be balanced and should provide experiences that affect each dimension of the individual.
- Be challenging and fun. Participants have to feel challenged by the programme (physically as well as intellectually, emotionally, etc.) and enjoy it. Even when dealing with the most serious issues, there are always attractive ways of presenting challenges and questions.
- Contain a personal appeal and approach. Treat each person as an individual; he/she must feel important and see that he/she plays an irreplaceable role in the group's life and its projects.
- Provide progression (individual and group). At the end of each experience (activity, project...), participants must have something more in their luggage: some new knowledge, a new skill, another point of view, a new friend. They have to feel that it is worth living the experiences that Scouting can provide.
- Go into things in depth. Young adults are not satisfied unless they can go deeply into things. Even if sometimes it seems that a light approach is enough, we cannot retain their full attention and involvement if we do not provide the opportunity of diving in deep. Besides, the only way for them to achieve something in Rovering is through a truly educational experience.

- Be relevant. The programme has to be connected to Rovers' daily lives (now or in the future). We believe that the educational process of Scouting helps Rovers enter the adult world and live there happily. It is also necessary for Rovers to see that what they experience in Rovering can be really useful in their own daily lives (in a more short-term approach) and that it is connected to their community or to the world in general.

The Rover programme (and the activities to support it) must be adjusted in each association according to the local conditions and current times. However, these adjustments must adhere to the key concept of self-education and must not neglect the core of Rovering or the application of the Scout Method.

Methods

The Scout Method applied to Rovers

Scouting uses a specific method to help each young person to develop, reaching his/her full potential. There are a number of different approaches to education and Scouting has its own approach, its particular method: the Scout Method.

The Scout Method (the *How?* in our educational process) is composed of some basic elements that should be present in every Scout programme, although adapted to each age range. It is useful, therefore, to look at examples of how these basic elements can be applied easily when working with Rovers.

- **Promise and Law** – A charter proposing a lifestyle to which the Rover chooses to commit which is based on the universal values of Scouting: individual responsibility (including individual life choices); respect for human dignity; nature; life in general; solidarity; peace; social commitment...
- **Team system** – The Team is a place of discovery, a place to share personal experiences and to provide mutual support. Many activities can be run at this level. The Team Leaders' Council can act as the governing body of a Rover Community with the Rover Assembly, led by an elected Chairman, the decision-making body where democracy can be fostered. Adults play an advisory and facilitating role.

The Team System is more than a structure; it is another educational opportunity provided by Scouting. It allows insights into group dynamics, leadership, and participation.

- **Symbolic framework** – The concept of the 'road', the 'route', the 'journey' is often used to illustrate Rovering. Rovering is a journey towards adulthood. The experiences lived in Rovering allow each person to collect tools – knowledge, skills, attitudes – that will equip them for the challenges they might face in the future. The symbolism highlights mobility and those new things that we discover when moving from one place to another; it matches with the natural desire of young people to travel and to discover new realities and perspectives.
- **Nature** – Providing the perfect setting for a considerable number of Rover activities, nature gives us the opportunity to consider respect for and protection of the environment; to develop physical skills or an adventurous spirit; and to enjoy the experience of spiritual dimension.
- **Learning by doing** – To help Rovers to play an active and relevant role in society, our activities must be integrated into social reality. Opportunities must be provided to allow them to experience adult roles, to develop useful expertise and to learn relevant tools. Great importance is placed on travelling, social exploration and community service.
- **Progression** – The progressive scheme values the acquisition of skills and knowledge, which will facilitate direct access to adult roles and the acceptance of responsibility in society. It is a way of measuring the stage of personal development (towards the agreed educational objectives) and of assessing the tools each one has acquired to help them deal with the challenges they will face
- **Role of adults** – As in any educational process, the presence of an adult is important. Adults in Rovering are often facilitators or advisors. They help Rovers to live worthwhile experiences that contribute to their full development, walking with them rather than pushing or pulling. With their guidance, Rovers are expected to play a key role in organising, planning and evaluating activities.

The project approach in the Rover section

Some associations use the project approach (Project Method) as a powerful educational tool, since it enhances the development of skills and attitudes useful for Rovers. As it can now be used in more depth, this approach is even more useful in the Rover section than in the younger age sections.

The fact that Rovers are in their late adolescence or even young adults allows for ambitious and fulfilling projects, using many of the basic elements of the Scout Method. As an educational tool, the Project



Interesting practice 15:
WONDERforum



Interesting practice 16:
The Rover Crew



Interesting practice 17:
The Scout Network



Interesting practice 18:
Building a community within
Scouting



Interesting practice 19:
Symbolic framework (Portugal)



Interesting practice 20:
Symbolic framework (Iceland)



Interesting practice 21:
Developing a symbolic
framework



Tool 20:
The adults that Rovers need



Tool 21:
Training and support

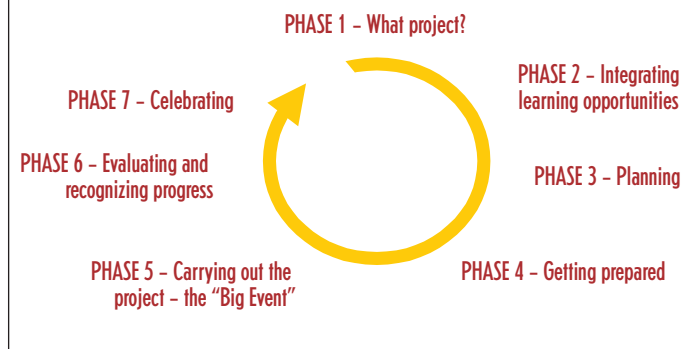


Interesting practice 22:
Rover leader profile and
job description



Interesting practice 23:
Using the Project Method

THE 7 PHASES OF A SCOUT PROJECT



Approach is powerful, supporting the organisation of the Unit's activities, the promotion of youth involvement, and the development of social and organisational skills, including co-operation.

The inclusion of the Project Approach in Rovering has several advantages. Dealing with Rovers facing the challenges of the adult world – in which we want to develop responsibility, autonomy, teamwork, dialogue and openness – the Project Approach can have special educational impact and relevance.

If we understand Service (one of the core elements of Rovering) as a way of making this world a better place through action – namely in the local community – the design and implementation of local-impact projects can have concrete results and raise the profile of Scouting.

General project methods are being used more and more in different sectors of society, either on a small or large scale, in business, in education, and in the economy. People used to working in such a framework will be familiar with integrating (or leading) a team to carry out a project, for example, in their professional lives. Together with the Scout Method, the Project Approach can be the most effective tool in your programme to help develop your Rovers.

Youth involvement and empowerment

To deliver successfully on the mission of Scouting we must enable Rovers to become responsible citizens. Youth involvement refers specifically to young people's involvement in the process of identifying needs, exploring solutions, making decisions, and planning action within their communities to support civil society. The concept of youth empowerment should be

understood by Rover leaders, and recognised as a potential resource in every Rover. This means we have a process that ensures our Rovers have a voice in the decisions that affect their lives.

When Rovers have the tools to be self-motivated and are encouraged to take part in shaping their programmes and in helping others, they know that what they think and what they do matters. When they understand their role, and have the confidence to follow through on it, when they are not afraid to fail, or feel intimidated, they will have ownership of their programme. They will experience a sense of belonging, which in itself encourages growth and development. They will also have a sense of security and confirmation that their contribution is valued. This should be the way things are in all of the sections of your Association, but perhaps it is not. You must recognise this and be prepared to give Rovers the tools they need to participate fully as Rovers. They have the right to be the authors of their own destiny.

Youth involvement and empowerment in decision-making is essential for the development of moral autonomy. It can be of benefit in other ways, too, leading to improved academic achievement by increasing the substantive knowledge and practical skills that come from *real life* problem solving. It is also true that regardless of their individual circumstances, meaningful participation helps young people overcome risks and obstacles in their lives, thus increasing their resilience.

Many young people in society today, particularly young women or those who are members of an ethnic or cultural minority, have never experienced this potential power. On the contrary, they may have been told that they are less important than adults, without any right to make decisions, subject to control from parents, vulnerable to punishments and abuses, limited in their legal rights, and so on. Therefore a positive effort is needed to help them to discover that they have the power to participate, to make a difference and even to lead. The diagram below shows the three levels of empowerment, which can be observed in any human group.



Tool 25:
Imagine



"We know that young people experience their participation as meaningful when they report feeling a sense of belonging and ownership in the programme. When they are participating in meaningful ways they feel that their contributions are valued, and by participating, they 'make a difference'."

Nan Henderson, Prevention specialist, Community Network for Youth Development.



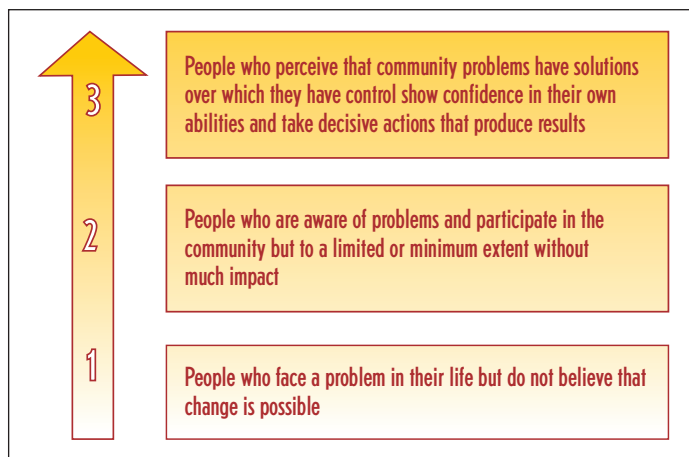
Tool 22:
The Project Method or Project Approach



Tool 23:
Let's do a Scout project



Tool 24:
What makes a project European?



Levels of empowerment

The task of adults in Rovering is to help young people to progress from level 1 to level 3.

Some traditional barriers to active youth involvement in Scouting include:

- Organisations whose structures and policies only pay lip service to youth involvement.
- Leaders who see their role as one of protecting or teaching Rovers.
- Leaders who do not trust the ability of Rovers.
- Leaders who do not fully understand the Scout Method.
- Rovers who lack the skills and the support necessary to be actively involved.
- Lack of time due to pressures of school or work.
- Gender issues – some societies don't encourage females to play an active role.

Understanding what barriers might be prevalent in your Association is the first step to improving your level of active youth involvement. Adult leaders should not feel that they are involved in a power struggle with Rovers; it is their role to support youth involvement. We need our adults to be mentors and facilitators who provide the necessary motivation and support to enable Rovers to be self-reliant, supportive, responsible, and committed members of our society.



"Young People are a positive force in development, peace & democracy."

UN World Youth Report 2005



"Once you are accustomed, from early practice, to take responsibility, it makes a man of you. It strengthens your character and it fits you for the higher steps in your profession. Then it strengthens your influence for good with others."

Robert Baden-Powell

If we use the Scout Method as a whole, involving all of the elements, then we will succeed, and we will have active youth involvement.

Personal progression

The Progressive Scheme is first and foremost a reference framework designed to orient and assess each young person's progress. Yet it should not be followed slavishly. The scope of Scout activities is unlimited and the first priority is to satisfy Rovers' interests and aspirations. It would be a serious mistake to restrict them to a limited and repetitive catalogue governed by the need to gain a certain number of badges. Young people join the Movement to experience exciting adventures, not to gain mini diplomas!

It is no longer appropriate to develop a Progressive Scheme in the form of a series of tests to assess whether the Rover is capable of doing something specific, for example, being able to use a map and compass, put up a tent, etc. In fact, this creates confusion between the activity and the educational objective, and the scope of activities is likely to be restricted to the contents of the progress booklet. It is better for the Progressive Scheme to propose a whole range of educational objectives, written in terms of knowledge, skills, and attitudes to be acquired. In this way, the adult leader and the Rovers are free to invent all sorts of activities. At the same time, however, they have sufficient, specific reference points to be able to assess how each Rover has progressed as a result of what he or she has experienced.

The aim of the personal Progressive Scheme

The personal Progressive Scheme has to enable each young person to go through three essential stages with the support of adult leaders:

1. Understanding the educational objectives.
2. Personalising educational objectives and assessing progress towards them.
3. Having a Rover's progress acknowledged.

Personal progression focuses specifically on helping each Rover to be consciously and actively involved in his or her own development.

The Progressive Scheme is the main tool used to support this element of the Scout Method. It is based on a set of educational objectives prepared by the National Association for the age section, established according to the knowledge, skills, and attitudes that a young person could reasonably be expected to have gained in the various areas of development by the end of that age section.



Tool 26:
Scouting: an educational system



Interesting practice 24:
Personal development



Interesting practice 25:
The Green Trail



Tool 27:
How to develop a personal progressive scheme



Tool 28:
A personal timeline



Tool 29:
A personal development plan

Presented in an attractive and stimulating way, it provides a tool for each young person, with the help of the adult leader, to:

- Work out a set of personal development objectives.
- Establish how, in concrete terms, the Rover intends to reach those objectives.
- Carry out his or her intentions at his or her own pace.
- Evaluate, recognise and celebrate the progress made.

Stages of progression

The fact that Scouting simply asks each young person to do his or her best is central to personal progression. There are no competitive tests, no ranking according to who did better or worse. The only competition is with yourself. Not only does this help to reduce the fear of comparison and of failure, it is also a factor that stimulates the development of deeper and more authentic relationships in the group – as there isn't an undercurrent of tension created by competition.

A close-knit group has a tremendous influence on stimulating progress in terms of attitudes, such as tolerance, solidarity, responsibility, and commitment towards the group, and it provides emotional support. In addition, in general terms, the closer knit the group, the more they can achieve together; and the more they can achieve together, the more opportunities there are for each person to progress.

The number of subsequent stages will generally depend on the age range of the age section and each lasts usually no more than one year. Each stage proposes a number of general educational objectives covering knowledge, skills, and attitudes in all of the areas of development and, generally, a number of activity ideas based on the educational proposal of the age section which offer ways in which the Rover can progress towards the objectives. The Rover then personalises each of the objectives, with help from the adult leader.

Proficiency in areas of personal interest

In addition to the stages of progression, the Progressive Scheme offers a variety of opportunities to pursue personal interests. Usually, it offers a number of options within a range of categories related to the educational objectives – manual skills, organisational skills, artistic expression, community service, accountancy, etc. Rovers are encouraged to choose options in each of the categories during their time in the Rover section so as to help them to widen their horizons, to discover new interests and talents, and to develop new skills.

Evaluating progress

Personal progression is evaluated in terms of progress towards the Rovers' personal educational objectives, based on the framework of general objectives for the Rover section in each of the areas of development. It is evaluated by:

- Each Rover themselves – in terms of the changes perceived since he or she set his or her personal objectives and the amount of effort made, i.e. doing one's best.
- The feedback from the other Rovers and from the adult leader in terms of observable changes in the young person in everyday life and in the observable amount of effort that the young person has made.

Progress needs to be recognised. The Rover needs to know that he or she really has made progress and to feel a sense of achievement. They also need to feel that others have noticed and acknowledged it. That sense of achievement helps to build up motivation again to forge ahead.

What are the implications for programme development?

The Progressive Scheme needs to:

- Be conceived with the application of the Scout Method in mind.
- Be simple and clearly related to recognisable milestones marking personal progress.
- Be attractive to Rovers.
- Serve to motivate Rovers to make progress in their personal development.
- Be easy for Rovers to understand and to use with the help of the adult leader.
- Make full use of the symbolic framework for the Rover section.
- Be adapted to the age of the Rovers in the Rover section concerned.
- Offer choice to Rovers.
- Be sufficiently flexible, while covering all the areas of development, so that the Rovers can build their own personal objectives, based on their interests, capacities and socio-cultural context.

Some associations have fixed several activities in their Rover programme, such as an initiation rite (*Welcome*) and a rite to celebrate the end of the Rover programme (*Departure*).



Interesting practice 26:
Badges and awards



Interesting practice 27:
Awards for the future



Interesting practice 28:
Partenza

Welcome and Departure can be used as tools of personal progression. Both can become powerful moments of choice for the Rover participating in them; the Welcome being a point where he/she decides to be a member of a Rover team, possibly making a Rover Promise or creating a charter with her/his team members; Departure becoming the point in life where the Rover, prepared by Scouting, steps into the adult role in the Movement or chooses to play an active role elsewhere.

OPEN PDF

Skills for life

The main aim of the Rover programme is to enhance skills for life, helping Rovers to face the challenges of the adult world. Skills in diverse areas of life are needed in our contemporary competitive society, where the ability to endorse and uphold our mental well-being is as important as a healthy self-esteem. These skills and other skills for life can be acquired and developed through a carefully planned Rover programme.

Many of the skills needed in life are such that information and knowledge alone are not sufficient. Skills, such as problem solving, critical thinking, empathy and coping with stress, need to be rehearsed in situations with other people. Rovers can practice these skills in a safe environment, such as their Rover or Scouting community, in order to both feel confident about their skills and to have the courage to implement them in, for example, real-life conflict situations.

While there are different definitions of skills for life, essentially all definitions derive from some perception of what an empowered, happy person needs to lead a fruitful life in affirmative interaction with other persons and society. Skills for life include such skills as personal development and management skills, social relationship skills and competencies, interpersonal and intrapersonal skills, and thinking skills. While all of these skills are important, when renewing or creating a Rover Programme you should define which skills the Rovers in your Association will need most help to master, and then design your Rover programme to enhance these skills.

Activities

Activities are the *What?* part of the programme. Good activities are often the most important motivation for Rovers to stay in the Movement. Creating a programme that is realised in good activities is a challenge. Examples of activities that have proven successful in different associations can be found in the Interesting Practices section.

A good educational activity has four characteristics:

1. **It is challenging.** The activity should present some difficulties, stimulate creativity and inventiveness, and encourage Rovers to do their best. The challenge should, nevertheless, remain within the limits of their capabilities and level of maturity.
2. **It is attractive.** The activity should arouse the Rovers' interest and desire to participate – it needs to appeal to them. Rovers' interests vary according to their stages of development as well as their socio-cultural background, so it is necessary to offer a wide range of possibilities suitable for different situations.
4. **It is rewarding.** Participating in an activity should give Rovers the feeling of having derived some benefit for themselves: pleasure from taking part in something exciting, pride in doing something for the first time, or joy in having their contributions recognised by the group.
5. **It is useful.** The activity should provide experiences that enable Rovers to discover and to learn new things. An activity, which is merely spontaneous, involves action for its own sake, or is repetitive, is not always educational. The main characteristic of an educational activity is that it enables a Rover to progress.

Different activities can achieve the same goals. Rover programmes do not necessarily need to describe the activities in great detail, since Rovers are mature enough and smart enough to create activities to suit themselves. However, if your Association does not have a strong tradition of Rover activities, you might consider either describing examples or thoroughly promoting Rover activities that are consistent with the Rover programme.

The material supporting the implementation of your Rover programme should promote a balance in the variety of activities, so that individual teams would be able to vary activities to meet both the expectations and needs of the Rovers, and the aim of the Movement.

Important types of activities for all the sections, but especially for the Rover section, are outdoor activities and activities with an international dimension. National activities for Rovers are useful to meet many needs of both your Rovers and your Association as a whole. Rovers could learn to become active citizens through activity within your Association, then go on to broaden their horizons through experiences within the Movement internationally and in society. European events, such as RoverWay, and larger Rover events, such as the Moots and Jamborees, along with smaller international events and happenings, such as group twinning projects realised through **RoverNet**, are wonderful opportunities for exchange and intercultural learning within the movement.



Tool 30:
Skills for life



Tool 31:
Skills charter



Interesting practice 29:
Explorer Belt Ireland



Interesting practice 30:
Activities for Rovers



Interesting practice 31:
Transversals and expeditions



Interesting practice 32:
Sharing ideas



Interesting practice 33:
RoverWay lessons learned



Interesting practice 34:
Evaluation of Rover teamwork



Tool 24:
What makes a project European?



Tool 32:
Guidelines for the Rover section



Sports clubs are the most popular leisure-time pursuit for young Europeans, at about 28 per cent, followed by religious groups at 8 per cent. Of the 50 per cent that are members, 7 per cent declare themselves members of youth organisations, and somewhere in that is Scouting.



Young people not belonging to groups:



The Council of Europe provides this definition of youth mobility:

"An increase in the mobility of young people, both individually and collectively, is an essential means by which to encourage personal enrichment and individual autonomy, as well as promote peace and understanding between peoples, combat xenophobia and racism, and create awareness of a European cultural identity."

Breaking down the barriers – the European dimension

Statistics show that only 50 per cent of young people in the Rover age range are members of any kind of group or association. This provides a real opportunity for growth. Rovering could be extremely attractive to young people who want to enjoy the outdoors, to grow and develop into promising young adults, to learn about different cultures, and to experience life at its best. It can provide a unique holistic experience that crosses the intercultural divide.

In looking at the situation in southern Europe, countries have even higher rates of young people proclaiming to not be members of any type of organisation. With statistics like these, there are real opportunities for Scouting, and Rovering in particular, to fill the gap.

Mobility

Young people are more mobile than ever before. Mobility has traditionally referred to travelling, meeting new people, making new friends and growing in an understanding and appreciation of other cultures. It can also take on the dimensions of self-awareness, self-acceptance, independence, and responsibility. Travelling in groups teaches us about group dynamics, about sharing, about working together to achieve a common goal, about helping each other. We discover new things; we celebrate new experiences; we give thanks; and we do it together.

The areas included in the Council of Europe's definition of youth mobility are all areas that are compatible with Scouting's values, and they refer to the wish to create awareness of European cultural identity.

Accepting youth mobility

Whilst youth mobility presents many excellent opportunities to enhance the Rover programme, when creating or reviewing a programme it is important to consider the other side of mobility.

Encouraging young people to travel in order to further themselves or their careers can take them away from the routine of Scouting. If young people choose to use their time in this way, we should accept it and find ways of working with an increasingly mobile older age section. Appropriate use of technology can help with this.

Encouraging mobility

In a Scouting context, mobility can play a strong part in the life of the Rover section and efforts should be made to explain its value and to stimulate participation in projects that promote discovery and learning through mobility.

The Council of Europe's definition of youth mobility goes on to detail what a mobility project is:

The term 'mobility project' describes any stay in another European country, the objectives of which are educational, and which promotes international understanding via intercultural learning for a duration of between one week and three months, or longer if so agreed between parties, such as voluntary service. Mobility projects are collective projects, notably in the field of youth exchanges organised in one or several host countries for the purposes of voluntary activities, such as training, cultural, linguistic, artistic or sporting activities, or with a view to carrying out socio-cultural projects, environmental and developmental aid programmes.

Like the definition for youth mobility, this also fits well with our values and methods.

RoverNet: the European Rover Programme Framework

Until now, the programme *Europe for You!* has been the main framework for supporting associations, with RoverWay the main event dedicated to the Rover age section.

Any framework produced at Regional level must be able to build on existing national initiatives whilst adding an international (in this case, European) dimension to them and this is how the European Scout Region has implemented resolution no.10/2004 of the European Scout Conference. Basically, considering the need to retain members within the adolescent (over-15) age range and the unique international dimension of Scouting, which is an advantage over other non-governmental organisations, the Conference encouraged the European Scout Committee to present a new framework for the last age section which would offer Rovers a unique opportunity for inter-cultural learning, the motivation to take on service projects, and the skills required for European citizenship.

The proposed programme framework for 16–22-year-olds, would supplement the programme being run by the NSOs, and answer the requirements of the conference with its three sides/goals:



Tool 33:

European framework for Rovers

1. Service
2. Intercultural Learning
3. European Citizenship.

We need to provide Rovers with clear and concise guidelines/criteria for each of these three goals. This framework is project-based, and operates through a website which will contain the information on projects, best practices, European voluntary service, and community.

RoverNet, a new place for Rovers

In the summer of 2006, a new website www.rovernet.eu was launched. As the place on the Internet for Rovers all over Europe, the website hosts a number of opportunities for Rovers aged 16–25 years.

RoverNews

What is happening in Europe for Rovers. Latest news posted weekly at the website.

RoverEurope

Map of Europe with information about Rovers, programmes and lots more.

RoverSteps

A project-based framework where groups can join a project or submit a project themselves. The project has to be either international or intercultural, fulfil two of the three dimensions (Intercultural learning, European Citizenship and Service) and done by at least two groups. When the project is done, both groups send in a report and receive a badge and the opportunity of winning an award!

RoverOpportunity

Work as a volunteer within the *European Scout Voluntary Programme* or *European Voluntary Programme*. For individuals who wants to explore new things, this provides young people with a residential experience of at least four weeks as a volunteer staff member at a participating site in another European country. There are also other voluntary opportunities available to individuals and small groups.

RoverLinks

Links to websites and other interesting materials for Rovers and leaders.

RoverDownload

Logos, wallpaper, banners for you to use.

RoverCommunity

A web-based community where Rovers meet Rovers from all over Europe.

RoverCalendar

Open calendar for Rovers with dates to remember and basic information.

Discovering Europe is about crossing borders, both physical and mental, observing different ways of doing things, and learning more about different peoples, cultures, religions and countries. **RoverNet** will help make this happen.

In Section 3 we have:

- ✓ Explored the fundamental principles of programme design – what to do and how to do it.
- ✓ Applied the Scout Method to the Rover section and looked at how to use the Project Approach in designing your programme.
- ✓ Discussed the merits of the personal Progression System and how it can help to measure the progress made by each Rover.
- ✓ Highlighted the importance of Roving in providing skills for life.
- ✓ Explained what makes an activity a good activity.
- ✓ Recognised mobility as a key element in exploring the European dimension.
- ✓ Introduced **RoverNet**: the new European Rover Programme Framework.



Tool 33:
European framework for Rovers

Section 4.

Making it happen: implementing your programme



Tool 34:
From vision to reality: how to
implement change



Interesting practice 35:
Promoting your programme

This section focuses on how to implement a new or renewed programme and gives tips on how to promote it. Rovering is important – everyone needs to know that you have a wonderful new programme. They cannot use it unless they know about it.

Promoting and publicising your programme

It is important that your programme be endorsed at a regional level so that local leaders are encouraged to implement it. They need to be confident that they will have the necessary tools and support to make it happen.

The more people who know about your new programme, the faster word will spread. You should make a list of all the channels you have available to get the information out there. How does a Rover or a Rover leader at local level in your Association usually get information from your National Scout Organisation: Scout magazines, newsletters, national and regional meetings and events, a website?

Use events that directly involve young people. Tap into their creativity by using an Internet activity bank for them to lodge their support and ideas. Offer training for leaders so that they can learn by doing. You might consider forming pilot groups, using existing networks, or running seminars in the region. Maybe your leaders could put on a travelling road show and visit other groups in the region and follow this up at regional meetings.

Remember, too, that if you are updating or reprinting existing material within your Association, take the opportunity to include details of your new programme or of a change to your existing programme. Think for a moment how you will promote your new programme – six months or one year after the launch it should not be new anymore, so be careful not to call it 'the new programme' forever.

Include Rovers

Members from the last age section are old enough to make decisions on what their programme should be like, so they are also old enough to decide how Rovering should be promoted. They have a lot of innovative ideas, so use them!

Making your programme attractive

Start by establishing the kind of image Rovering has in your Association and work from there. Then decide what you want Rovering to look like, taste like and be like. Think big! You have put a lot of work into building your programme so make sure that it looks attractive. It must appeal to both Rovers and Rover leaders alike. This may mean tailoring your message in different ways.

For Rovers:

- Rovering is great fun!
- Rovering is international!
- Rovering is about choice!
- Rovering is ...

For adult leaders:

- Rovering is our way of supporting the development of young people!
- Rovering is making a difference!
- Rovers are the leaders of the future!

Making the most of opportunities

If your Rover programme is aligned with external youth programmes, such as the European Youth Card Association or the Duke of Edinburgh's Award, use this to get support. If it helps Rovers to achieve awards valued outside of Scouting, so much the better. Such awards often attract national media attention and can help promote Rovering to the general public.

Launching your programme

Be strategic about when you launch your new programme or the change to your existing one. Plan it so that it coincides with a training programme for Rover leaders. Remember, you will need to convince the national trainers that it is a good programme so that they will fully endorse it to the district trainers who in turn will need to believe in it to encourage local leaders to use it.



Interesting practice 36:
Image of Rovering



European Youth Card
Association on www.euro26.org
and the Duke of Edinburgh's
Award on www.intaward.org



Tool 35:
The International Award



Tool 36:
The Scouts of the World Award



Interesting practice 37:
Managing change

At-once, parallel, or pilot programmes?

If you have an existing programme, you might want to have an official start date for the new or renewed programme. At this time, you would stop supporting the old programme altogether – stop issuing badges or remove material from your website.

Another option is to run parallel programmes for a while by supporting both the old and the new programme for a specific period of time, say three months. It is important to set a time limit though; otherwise you run the danger that those resistant to change ignore the new programme and continue as usual.

If there is a lot of scepticism in your Association, you may have something to prove. It might be worth considering the use of pilot groups to demonstrate the merits of your new programme or to show the effectiveness of a change to the existing programme. Perhaps start it in one district and then, after a set period, feed back the results to your Association. This has the added advantage of allowing you to tweak certain elements that may not be as good as you originally thought or to expand on certain sections.

How to ensure that things happen as expected and how to monitor progress

You will need to randomly check that everything is going according to plan. Use the “help” approach – check in with leaders to make sure they have access to the resources provided. Solicit their feedback at regular meetings. You might appoint a Godfather/mother to spearhead 5/10 groups, to monitor their progress and report back. Questionnaires and statistics are useful to determine how things are progressing. Asking Units to assess themselves could be worthwhile. Perhaps tie this self-assessment tool (Unit) with a quality tool (Unit award).

The structured support that must be provided by regional/national level

You will need to provide a programme with a list of activities leading to the aims. Ready-to-use activity sheets and continuous training will help embed the programme. Follow this with programme training weekends and be mindful of feedback. Listen to what is being said and learn from it.

In Section 4 we have:

- ✓ Suggested ways in which you might promote and publicise your new programme or the change to your existing programme.
- ✓ Discussed the importance of making your new programme attractive to both Rovers and Rover leaders alike.
- ✓ Referenced national and international awards that could provide opportunities to promote Rovering.
- ✓ Highlighted the merits of at-once, parallel or pilot programme launches.

Part 2: Tools and resources



Introduction



Part 1: Knowledge



Part 2: Tools and resources

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Part 3: Interesting practices

Index of frequently asked questions

Glossary

Tool 1: Renewed Approach to Programme (RAP) Tools

Based on the fundamental elements of Scouting (purpose, principles, and method), RAP aims to adapt youth programme to the needs and aspirations of each generation.



It offers a fruitful debate on Scouting's fundamentals and educational process at all levels of the Association. It can inspire adult leaders, renewing their motivation and eagerness for change. Offering a well-planned, coherent and attractive youth programme for all age sections, RAP's practical and informative material will help local leaders implement the youth programme. This common conceptual framework encourages more fruitful networking and partnerships with Scout Associations in other countries as well as improved coordination among national teams (especially youth programme and adult resources teams and closer partnership with parents, educational specialists and other organisations.

In a nutshell, RAP offers better Scouting for more young people!

The RAP Toolbox describes the World Programme Policy and introduces the Renewed Approach to Programme in a very simple and comprehensive way through 11 short and precise handouts. The whole book comprises 84 pages.

The main characteristics of RAP are the following:

1. It takes into account all the dimensions of a human being through six areas of personal growth: physical development, intellectual development (or creativity), emotional development, social development, spiritual development and character development.
2. It helps define final educational objectives to be achieved at the end of the Scout Programme in each area of personal growth.
3. It gives guidelines to establish the various age-sections according to the stages of development from childhood to adulthood.
4. It helps define intermediate educational objectives for each age section in each area of personal growth, leading in a consistent and progressive way to the achievement of the final objectives through the various age-ranges from childhood to adulthood.



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5. It gives guidelines to identify and develop activities in order to respond to the interests and aspirations of young people, with the final aim to facilitate the achievement of personal and collective educational objectives.
6. It helps to develop the section methods as an adaptation of the general Scouting's method to the various age-ranges. It presents the various elements of the Scout method as a system where each element interacts with the others. The Scout unit in each age-range functions as a small "republic of children or young people" with its communities (the teams), its Parliament (the Unit Assembly), its Government (the Team Leaders' Council of Unit Council) and its fundamental law (the Scout Law). The main characteristic of the Scout method is youth involvement in decision-making: selection of the activities, evaluation of the group life in light of the Scout Law and adoption of common rules, recognition of personal progression, etc.
7. Finally it helps to develop a scheme of personal progression based on educational objectives. The grid of educational objectives is aimed at supporting the adult leaders in helping each young person to set up their personal objectives and achieve them through activities.

RAP can be useful to programme developers, unit leaders, and trainers. It helps us to recover the original dynamism of Scouting and its attractiveness to young people.

www.scout.org/europe

Tool 2: The Green Island

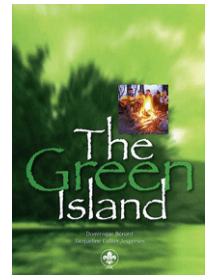
The Green Island is a story about a national programme team which shows how RAP – the Renewed Approach to Programme – can be used in concrete situations.

"We are going to tell the story of Vladimir and Ewa. [...] We have in fact put together several true situations, in order to bring the characters of our story to life. These characters really do actually exist.

We have met them in their hundreds in all those parts of Europe where Scouting is re-emerging and developing. They – both men and women – are in their 20s and 30s, or perhaps older, and have an ardent interest in the education of young people. They realise that education is the way to pass on the values by which they live to young people, as well as to renew and improve society by enabling young people to fulfil their full potential and gain awareness of themselves. They have chosen Scouting as their tool. They do not speak empty words, but act with patience and perseverance in their day-to-day lives.

We want to recount their story and their discoveries, in the hope that you can learn something from them for your own activities."

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Tool 3: The World Programme Policy

The World Programme Policy responds to the request contained in Resolution 3/88 of the 31st World Scout Conference, (Melbourne, 1988) which stated:

Programme Development

The Conference, recognising the crucial importance of a relevant youth programme for the continued growth of Scouting throughout the world

- *Urges national Scout organisations to strengthen their programme development functions and to take advantage of available materials on programme development,*
- *Calls on the World Committee to establish guidelines for the programme development function in national Scout organisations and to continue efforts to help them develop and improve their youth programmes, to reflect the needs and aspirations of young people today, the needs of society and the fundamentals of Scouting.*

http://www.scout.org/wsrc/ll/docs/programmepolicy_e.pdf

Tool 4: The history of Roving

Scouting for young boys started in 1907, offering a new way of life based on respecting the Law and Promise and following the Scout principles. Soon those boys became young people and the need to introduce a new age section in the organisation became apparent. After some pilot examples where older Scouts were offered activities appropriate to their age and abilities, Senior Scouts became a new official age section in 1917 and, in 1918, members of this last age section were officially known as Rover Scouts.

Robert Baden-Powell (B-P) introduced and presented the general aims of Roving in his book *Roving to Success*, published in 1922. Subtitled *A Guide for Young Manhood*, it addressed older Scouts in the Rover Branch of Scouting.

Baden-Powell wanted to ensure that young people developed into happy, healthy and useful citizens. The main aim of the programme was to provide service to society in general and to Scouting in particular as Rovers should be good and inspiring examples to younger members.

ROVERS are a Brotherhood of Open Air and Service. They are Hikers on the Open Road and Campers of the Woods, able to shift for themselves, but equally able and ready to be of some service to others. They are in point of fact a senior branch of the Boy Scout Movement – young men of over seventeen years of age.

The four main aims of the Scout training in Woodcraft are to develop these points:

- *Character and Intelligence.*
- *Handcraft and Skill.*
- *Health and Strength.*
- *Service for others and Citizenship.*

These are the requirements for a happy and active life. Many young men just drift passively along and never reach happiness. With Rover Scouting they would not let slip their golden opportunities.



<http://www.scouting-milestones.btinternet.co.uk/rovers.htm>

The Rover brotherhood is not only a brotherhood but a jolly brotherhood with its camp comradeship, its uniform, and its "dens" or meeting-places all the world over.

Since it is a Brotherhood of wanderers, you can, as a member of it, extend your travels to foreign countries and there make your friendships with Brother Rovers of other nationalities.

This side of our Movement is not only interesting and educative but must make a real step in ensuring the future peace of the world through mutual good will.

Rovering to Success, Chapter 7

B-P considered Rovers as young people ready to step into life, to take the challenge and to be capable for the responsibilities of “profession or trade; as a future father of children; as a citizen and leader of other men”. Nevertheless he wanted all of them to reach happiness, not only the easy and joyful happiness, but the deep and true happiness of a man who has explored and worked hard for his inner self, for others and for the world around him and who has always tried to offer his best.

HOW TO BE HAPPY THOUGH RICH OR POOR

A canoe trip is like a voyage of life. An old 'un ought to hand on piloting hints. The only true Success is Happiness. Two steps to Happiness are: Taking life as a game and giving out Love. Happiness is not mere pleasure, not the outcome of wealth. It is the result of active work rather than passive enjoyment of pleasure. Your success depends on your own individual effort in the voyage of life, and the avoidance of certain dangerous Rocks. Self-education, in continuation of what you have learned at school, is necessary. Go forward with confidence.

Paddle your own canoe!

Happiness is yours if only you paddle your canoe aright.

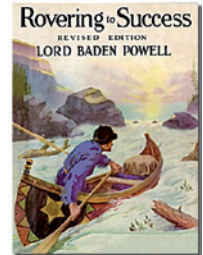
Robert Baden-Powell

www.pinetreeweb.com

Tool 5: Rovering to Success

One of B-P's more popular books was *Rovering to Success*, published in the 1920s. It was addressed to older Scouts in the Rover Branch of Scouting.

“The whole thing—the early voyage through the easy-running stream, and then coming out on to the broad lake, the arising of difficulties, the succession of waves and rocks only avoided by careful piloting, the triumph of overcoming the dangers, the successful sliding into a sheltered landing-place, the happy camp-fire and the sleep of tired men at night—is just what a man goes through in life; but too often he gets swamped among the difficulties or temptations on the rough waters, mainly because he has not been warned what to expect and how to deal with them.”



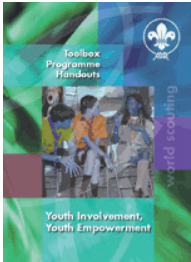
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<http://www.scoutscan.com/rovering/>

<http://www.thedump.scoutscan.com/rtis.pdf>

Copies are available from the World Scout Bureau, Asia-Pacific Regional Office. Send your orders to wsb@worldnet.scout.org

Tool 6: Youth Involvement/ Youth Empowerment Toolbox



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Youth involvement in decision-making is priority number one in the World Strategy for Scouting adopted by the 36th World Scout Conference in Thessaloniki, Greece and confirmed by the 37th World Scout Conference held in Tunisia in 2005.

The issue of youth involvement is sometimes rather controversial in our Movement. In Scouting, youth involvement should not be the result of a struggle of power between adults and young people. On the contrary, it should be based on an alliance between the generations. Scouting needs to foster youth involvement in order to improve the quality of its programme and make it more attractive and useful to more young people.

The *Youth Involvement/Youth Empowerment Toolbox* gives Scout leaders the necessary guidelines and tools to implement this strategic priority. Like all the books in the series *Toolbox Handouts*, it comprises a number of very simple and concrete handouts covering the following topics:

- *What is Youth Involvement?*
- *Why involve young people in decision-making?*
- *Barriers to young people's participation*
- *Principles of good practice for youth participation*
- *How can adults foster youth involvement?*
- *The Team System, a tool for youth participation*
- *Interpersonal relationships within the group*
- *How to prepare a council meeting?*
- *How to run a council meeting?*
- *Peer education and youth participation*
- *Youth participation and moral autonomy*
- *The programme cycle*
- *Youth involvement at institutional level*
- *Youth involvement within the community*

http://worldnet.scout.org/resource_centre/YIToolbox

Tool 7: Convincing adults and young people

Convincing adults

It is not that some adults in Scouting want to see Rovering fail, it is just that they simply do not see the need for it. This mindset needs to be challenged. They need to be convinced that it has an important role to play.

Today's society needs people who are prepared to actively participate in its administration; people who appreciate the responsibility that comes with being part of a community; people who know the value of having access to the outdoors; people who respond to the needs of others; people who have what it takes to meet the challenges offered by daily living.

What some adults in Scouting do not understand is that a successful Rover programme can greatly contribute to the development of such a person. Rovering can teach young people what they need to know about participation, responsibility, community action, administration – in short, it prepares them to live an adult life to the best of their abilities.

In today's society young people are often thought to have too much choice. Very often adults in Scouting dismiss the last age section as fruitless: they do not see it as being attractive to young people of Rover age as they choose to spend their leisure time pursuing other interests. However, the lives of young people are changing; many are struggling with the pressures of study and work. Many are searching for ways to make sense of their ever-changing worlds. They are looking for structure, stability, and room to grow. They can find this, and more, in Rovering.

Convincing young people

Young people are discerning consumers; they know what they like and what they don't like. This is true of their involvement in Scouting. In essence, Rovers vote with their feet: if they like it, they stay, if they don't like it they leave. It is their choice and we need to recognise the power of that choice.

First, we need to tailor our message to the older age sections. Whilst it is true that as part of our mission, we want to see young people develop physically, intellectually, socially, and spiritually, it is unlikely that these are the reasons young people choose to join or to remain in Scouting.

Younger age sections are often pushed into Scouting because their parents recognise the value of what the Movement offers. As children grow, many other interests and demands are made of them. As they become more independent they decide whether they enjoy Scouting and want to remain. Based on their own image of what Scouting can offer them, they choose to participate or not.

Young people in Scouting are looking for opportunities to meet with friends, to have fun, and to enjoy the outdoors. They are not necessarily joining to make the world a better place, giving all their free time to Scouting. It is a delicate balance that we need to recognise. We need to:

- Recognise that they, the young people, are the customer, and not their parents.
- Ensure that our image can compete with the image presented by the competition.
- Present them with the unique selling points of Scouting.
- Involve those that are currently committed in extending the reach of Scouting.

The purpose of Scouting is to help each young person to reach his or her full potential and to become an active and happy citizen, thus contributing to a better world. Our vocation is, therefore, to assist young people on their way from childhood to adulthood. We have to provide a programme for young people until they reach adulthood and not to stop before this point.

It is important to recognise that young people joining Scouting in the Rover age range are full members of the Movement. Obviously it is not necessary to become a member as a Cub Scout or Patrol Scout in order to become a real Scout; however, traditionally in most associations the recruitment of adolescents is close to non-existent.

Since Rovering is where Scouting has a real chance of making an impact on the lives of young people, it should be an objective to encourage young people to join at exactly that age.

Tool 8: Values common to Scouting

Activities that help in developing values

The Scouting Programme is designed to keep Scouts busy and involved in all sorts of activities. Scouts learn by doing, and learning values is as action-oriented as other parts of Scouting. There are three types of activities designed to help bring the values of Scouting through:

- Reflection
- Problem solving
- Meaningful community service to people

Reflection – By talking about or reflecting on their experiences, Scouts learn to think for themselves, and practice group skills. They make judgments, work together, and develop understanding and trust. With guidance, they can seek and find the meaning or purpose behind activities, make sense out of experience and reinforce positive values.

Problem solving – Through stories involving ethical dilemmas Scouts learn successful ways to resolve real problems. With experience, Scouts learn how to apply this method to real problems, in Scouting and in their own lives

Community service – By planning and carrying out meaningful service projects, Scouts are able to connect with the real needs of their community. It is important the Service projects have distinct aims so that participants understand what it is they are trying to achieve.

<http://www.pinetreeweb.com/valthru.htm>

For more information on young people's perceptions of the Scout Promise, see Part II Chapter IV of *The educational impact of scouting: three case studies on adolescence* available at

http://www.scout.org/wsrc/ll/docs/edimpact_e.pdf

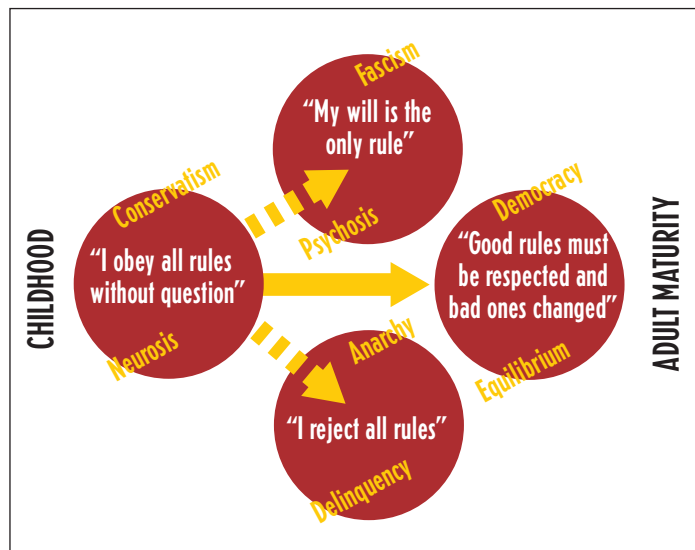
For more on young people helping others, community service and contact with their community see Part II, Chapter VI of the same report.

Tool 9: Relevance of the Scout Law and Promise to current educational needs



Promise and Law game

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The evolution from a child's conception to an adult conception of laws and rules, and possible deviations

The Law and Promise are essential elements of the Scout Method. However, they are often misunderstood both inside and outside the Movement. This handout, *Relevance of the Scout Law and Promise to current educational needs*, shows why the Scout Law and Promise are today among the most useful educational tools.

http://www.scout.org/wsrc/toolbox/TB013_ScoLaw.pdf

Tool 10: Scouting: its characteristics, principles and mission

The Essential Characteristics of Scouting, World Scout Bureau, September 1998.

http://www.scout.org/wsrc/II/docs/EssChar_E.pdf

Within the framework of the work on the Strategy for Scouting, the World Scout Committee, through its Strategy Task Force, prepared this paper on "The Essential Characteristics of Scouting". On the basis of WOSM's Constitution, the paper provides a compact but comprehensive overview of the key elements which characterise our Movement and its mission.

The Fundamental Principles of Scouting, World Scout Bureau 1992.

A 16-page booklet describing the basic elements upon which the unity of Scouting rests: its purpose, principles and method. Available in English, French and German. An audio-visual presentation is also available from the World Scout Bureau. It includes 50 slides, a cassette and a script.

World Scout Bureau, P.O. Box 241, 5, rue du Pré-Jérôme, CH-1211 Geneva 4, Switzerland

Achieving the Mission of Scouting, World Scout Bureau 2000.

Understanding the mission statement and using it within each Scout association is an important step. However, the next step towards achieving Scouting's mission in today's world requires examining the key challenges that face our Movement, considering the issues that underlie each of the challenges and taking action.

The document provides an outline of a 2-day workshop to help key leaders at all levels of a Scout association to start (or review) the process of making sure that Scouting really achieves its mission in today's society throughout the world.

<http://www.scout.org/strat/misssen.shtml>



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Tool 11: Democs



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Democs (deliberative meeting of citizens) is part card game, part policy-making tool that enables small groups of people to engage with complex public policy issues.

It helps people find out about a topic, express their views, seek common ground with the other participants, and state their preferred policy position from a given choice of four. They can also add their own policy positions.

Democs:

- Enables players to identify and absorb the basic information they need to discuss an issue that may be complex and that they may not have discussed before.
- May simply allow the group to explore an issue, or enable people to seek common ground on what policies should be adopted on the issue.
- Is ideally used by groups of six, but anything between five and nine will work
- May be facilitated by an outsider or the group can be self-facilitating

<http://www.neweconomics.org/gen/democs.aspx>

Tool 12: Citizenship websites

SpeakOut!

The Institute for Citizenship is an independent charitable trust. It aims to promote informed, active citizenship and greater participation in democracy and society through a combination of community projects, research, education and discussion and debate.

<http://www.citizen.org.uk/index.html>

myEurope

myEurope is a web-based project which aims to help teachers raise their pupils' awareness of what it means to be a young citizen in Europe. By involving a network of more than 4500 schools, the diversity of Europe is brought into the classroom via the Internet, because the path to living together in Europe starts at school!

<http://myeurope.eun.org/ww/en/pub/myeurope/home.htm>

Active Citizenship Network

The Active Citizenship Network officially began in December of 2001 as the European and international branch of the Italian citizen movement, *Cittadinanzattiva*. Its mission is to promote and support the construction of a European citizenship as an "active citizenship" meaning the exercise of powers and responsibilities of citizens in policy making. This recognises the prior role of national and local citizens' organisations and their strengthening as participants in policy making. It also requires an enrichment of the concept of subsidiarity in the European Union to include the relationship between institutions and citizens, in order that institutions favour the free initiative of citizens, both as individuals and as organisations, in carrying out activities directed to the common interest.

<http://www.activecitizenship.net/>

RoverNet

The official website for Rovers in Europe offers opportunities for projects leading to active European citizenship.

<http://www.rovernet.eu>

Internet partner finding databases

Many databases have been set up to help you find partners for international projects. Here you can find information about people, groups, or organisations looking for a partner for projects. Often you can also add your own partner finding request. Below you will find some of the most used databases.

Daphne II programme: project database

Daphne II is the European Union programme to combat violence against children, young people and women. In this database you can search for projects in a very simple way. Contact details are included for each project. This is a useful resource for those working in the fight against violence against children, young people and women, and is an essential reference for organisations preparing projects for funding.

http://europa.eu.int/comm/justice_home/funding/daphne/funding_daphne_en.htm

eLearning: Partner Search Forum

Use Partner Search to help establish contacts between organisations in different countries interested in collaborating in the development of e-learning projects.

<http://www.elearningeuropa.info/>

EQUAL programme and European Social Fund Contacts

This database contains information on all of the projects financed through the EQUAL programme within the European Union and in some candidate countries. The information is meant for those involved with EQUAL, for networking and for transnational activities, specific observers (political, researchers, etc.), and the public who take an interest in employment issues, social integration, combating discrimination and inequality, innovation, etc. Different search forms (simple or advanced) are available in the 11 languages.

<https://equal.cec.eu.int/equal/jsp/index.jsp?lang=en>

YONET – Youth Opportunities Network

You are setting up an international seminar or training course and you need partners or information. Consult the YONET database or add your project. The main aim of this website is to be useful for youth co-operation. Here you can also find other useful tools that you might need for an international project.

<http://www.yonet.org>

Youth programme: “Contact-exchange” of Webforum Jugend

The *Kontaktbörse* is a database for youth groups looking for partners abroad. The *Kontaktbörse* is open to all those who want to set up joint projects with youth groups abroad. You can search through *Kontaktbörse* by indicating the country and/or type of activity in order to receive detailed information on relevant youth groups. The types of activities refer to those being carried out in the framework of the Youth programme. However, projects presented do not have to be directly related to those programmes. You can enter your group/organisation into the database making it available to other website visitors. Click on Service and then *Kontaktbörse*.

http://www.jugendfuereuropa.de/service/kontaktboerse/kontakt_suche_e.php

Youth programme: Connect Youth

Connect Youth International promotes exchanges of young people between the United Kingdom and other countries. They offer an on-line partner request database, which lists groups and organisations from across Europe who wish to set up exchanges with one another. Here you can look for your perfect partner group by searching on the basis of age group, country, theme and group description. Once you identify the group(s) you may get in touch with them directly.

<http://www2.britishcouncil.org/home/learning/connectyouth/connectyouth-find-a-partner.htm>

Youth programme: Database for youth exchange partner groups

This website has been designed to support groups of young people in finding partners with the specific purpose of organising intercultural youth exchanges within the framework of the European Union YOUTH programme.

<http://www.youthforeurope.org/>

Youth programme: Euro-Mediterranean Youth Platform partner search

The Euromed Platform offers its own partner search tool where you can search on interest, country (EU Member States and Mediterranean countries) and type of organisation.

<http://www.euromedp.org/en/partners.asp>

Youth programme: Eurotools Organisations

This part of the website provides information on the subject or area in which the organisations work, their country and town, the actions in which they participate, their contact details, and website.

<http://www.eurotool.net/orgs/index.htm>

Youth programme: EVS database of accepted host placements

The SOS database includes descriptions for approved EVS host placements in the Programme Countries of the YOUTH Programme. Each placement is presented with a short description of the region, the project and the volunteer tasks. You can search the database by theme or country.

http://europa.eu.int/comm/youth/program/sos/vh_db_en.html

Tool 13: Non-formal education

Education is a lifelong process that enables the continuous development of a person's capabilities both as an individual and as a member of society.

Education can take three different forms:

1. *Formal education* (for example, schools) is the hierarchically structured, chronologically graded, educational system running from primary through to tertiary institutions.
2. *Informal education* is the process whereby each individual acquires attitudes, values, skills and knowledge from daily experience, such as from family, friends, peer groups, the media and other influences and factors in the person's environment.
3. *Non-formal education* (for example, youth movements, clubs) consists of organised educational activities outside the established formal system intended to provide an identifiable learning clientele with identifiable learning objectives.

Each of these three types of education plays a specific role, which complements the other two, and all are necessary to produce the desired results. In broad terms, knowledge and job skills are generally acquired through *formal education*; a number of skills, both personal and social, are acquired through *informal education*; and the acquisition of life skills and the development of attitudes based on an integrated value system is made possible through *non-formal education*.

Non-formal education

Non-formal educational organisations, such as youth movements, have a number of characteristics that give them the unique ability to make a contribution to the lifelong education of an individual.

Such organisations are usually people-centred, placing a strong emphasis on the commitment and responsibility of each individual in pursuing his or her personal growth process. They are characterised by volunteerism, experiential learning, progressive programmes, peer groups, youth-adult relationship, leadership development, development of a value system – all things that distinguish them from other organisations and reinforce the individual's motivation to take an active part in the learning process:

Youth organisations are important providers of non-formal education. Through their engagement in youth activities, young people acquire very valuable soft skills (such as interpersonal skills, people management skills, teamwork, self-confidence, discipline, responsibility, leadership skills, planning, project management, organising, co-ordination and practical problem solving skills) that cannot easily be acquired through formal education. Youth organisations are accessible to those whose educational needs are not met by formal institutions. Moreover, youth activities can take place in international contexts that provide the opportunity for intercultural learning.

Non-formal education in Scouting

The **purpose of Scouting** is to help young people to develop their full physical, intellectual, emotional, social and spiritual capacities as individuals and as members of society, and thus contribute to the development of a better world.

Scouting's approach to education is person-centred – it seeks to help each young person to develop his/her whole self; it is community-centred – through its ambition to help each young person to become an active participant in his/her society; and it is spiritually oriented – encouraging personal discovery of values that give meaning to life and putting these values into practice. This is non-formal education at its best.

More information about non-formal education:

Several organisations are promoting non-formal education as part of the education of young people. Read more about non-formal education in the document *The Education of Young People: a Statement at the dawn of the 21st century* and on these websites:

UNESCO:

http://portal.unesco.org/education/en/ev.php-URL_ID=30233&URL_DO=DO_TOPIC&URL_SECTION=201.html

European Union:

http://europa.eu.int/youth/studying/non-formal_learning/index_eu_en.html

European Youth Forum:

http://www.youthforum.org/en/our_work/citizenship2.html

Council of Europe:

http://www.coe.int/T/E/Cultural_Co-operation/Youth/

Tool 14: The age issue

adult *n.* 1. One who has attained maturity or legal age. 2.A fully grown, mature organism.
adj. Fully developed and mature.

The American Heritage® Stedman's Medical Dictionary

Main Entry: adult

Function: **noun** 1 : one that has arrived at full development or maturity especially in size, strength, or intellectual capacity
2 : a human male or female after a specific age (as 18 or 21)

Merriam-Webster's Medical Dictionary (2002)

The age at which someone becomes an adult can vary from country to country. Yet can we really consider someone an adult at 16 or 17 or even 18? When do we consider ourselves to have 'grown up'? Is it when we get to vote? When we learn to drive? When we graduate from school or college? When we get our first pay cheque? When we pay our first tax bill? When we get our first flat? Do we wake up one morning and realise that we have finally earned the right to call ourselves an adult?

Adulthood arrives at different times for different people. Some, at 16, could be playing an active role in society, earning their keep, and contributing to their community. Others, at 26 might still be dependant. There is no hard and fast rule. However, for the purposes of Rovering we need to draw a line. We cannot continue to provide a programme for a last age section that never grows up. It is inappropriate to continue to provide an educational programme for fully developed adults who have found their own place in their community and are already playing an active role in society. We need, therefore, to set an age limit for Rovers.

While at the end of the Scouting educational process young adults do not know everything nor do they have all the skills needed to get on in life, they recognise the continuous need to develop as they grow older. This natural process, however, has nothing to do with Scouting or Rovering anymore, so it should not be difficult to set an age limit for Rovers.

For more discussion on this see

<http://www.ayrshire1st6th.btinternet.co.uk/pri/ages.pdf>

Tool 15: Adolescence in Scouting

Defining adolescence has not been an easy task for any psychologist, sociologist or educator. For over a century now there have been endless discussions about what adolescence really is and the results vary between 'Developmental transition between childhood and adulthood entailing major physical, cognitive, and psychosocial changes' to 'when children start bringing up their parents' or 'hormones with legs'.

The World Health Organization (WHO) gives a three-part definition of adolescence:

1. Progression from appearance of secondary sex characteristics (puberty) to sexual and reproductive maturity.
2. Development of adult mental processes and adult identity.
3. Transition from total socioeconomic dependence to relative independence.

Many statistics report on the age group 10 to 19, while others cover 15 to 24, but neither range is intended to mark a universal beginning and ending, either socially or biologically.

Puberty marks the biological beginning of adolescence, but markers of its completion are various and ill defined. The only universal definition of adolescence appears to be that, although no longer considered a child, the young person is not yet considered a full-grown adult.

Terminology

To add to the confusion, several terms are currently in use by various youth-related professions and social groupings. For example, in English, terms like 'adolescent', 'teenager', 'youth', and 'young person' are often used interchangeably.

- **Adolescence** tends to be used by psychiatrists/psychologists dealing with notions of personal, private and psychological identity ('adolescent behaviour', 'adolescent identity', etc.).

- **Teenager** is more up-beat and thus employed in the entertainment or fashion industry in relation to what is considered age-specific forms of consumption. It is linked to words like 'fashion' and 'magazines'.
- **Youth** is largely employed where the discussion is centred on the behaviour of young people in the public sphere. We find it commonly linked by politicians or sociologists to words like 'crime', 'policy' and 'culture'.
- **Young person/young adult** tends to be used as a way of denoting status (for example, Young Person's Railcard).

A gender-biased terminology

In a male-centred society 'youth' has acquired a predominately masculine connotation. Terms like 'youth crime' or 'marginalised youth' summon up images of groups of young males on street corners behaving in some unacceptable way.

Teenage, by contrast, has a more 'feminine' set of associations. We discuss 'teenage pregnancy' never youth pregnancy. Also, when topics such as 'teenage magazines', 'teen pop' or 'teen fashion' arise we can be fairly certain the emphasis will be on products directed at both a specific age group and young women in particular.

A negative perception

With few exceptions 'youth' is almost exclusively used to signify discussion of a social problem or behaviour being portrayed in a negative light. Adolescent loss, teenage love and youth crime, for example, are generally assumed to be shallower, less serious and more fleeting than adult equivalents. Youth culture, likewise, is seen as lacking the depth or longevity of the alternatives. Attaching 'teenage' or 'teen' to anything is virtually synonymous with triviality. Even when affixed to something as important as pregnancy or motherhood, irresponsibility and a lack of maturity are implied.

Middle adolescence

Many studies and researches have been dedicated to early and middle adolescence, as it represents one of the most important formative stages in human life, built around the big shift brought about by puberty. As a time where most of the unhealthy social behaviours (such as drug or alcohol consumption) tend to develop, early and middle adolescents have been studied by specialists representing all social groupings, from psychiatrists to professional educators.

Taking into account the purpose of Scouting as well as the needs of leaders working with young people in their middle adolescence, Table 1 shows their main personality traits, focusing on those aspects of greater interest to Scout leaders.

We cannot stress enough the fact that these are general trends for middle adolescents and there are serious variables such as socio-economic realities, personal history, culture, etc., that have a significant impact on our personality development and behaviour.

Late adolescence

As defined above, late adolescence covers roughly the development stage between the ages of 17–18 and 21–22. Contrary to early and middle adolescence, the resources and studies related to this age section are significantly scarcer. In many cultures the age of 18 signifies legally the border of adulthood and anyone passing it is considered fully responsible (i.e. fully developed for taking his/her role in society).

Little has been done to understand the mechanisms at work during this still troublesome period, partly because the development of a young person is considerably more personalised and extensively dependant on external factors and personal history.

Table 1. Personality traits of adolescents

Middle Adolescence	Late Adolescence
<ul style="list-style-type: none"> ● Begin to hypothesise, make plans, form an objective point of view, see things from another's point of view. ● Reflective thinking should be encouraged. Metacognition (thinking about thinking) begins. ● Autonomy and attachment very important, parents beginning to lose some control. ● Friends becoming more important than family. ● Depression and suicide, eating disorders, interrelationship difficulties. ● Develop a concept of their own uniqueness. Uncertainty regarding their own identity. 	<ul style="list-style-type: none"> ● Physical growth completed. ● Sexual intimacy playing a huge part in life. ● Relationships founded on intimacy and complementarity. ● Building a respect for the concept of spirituality. ● Career path choices. ● Financial responsibilities. ● Independent living. ● Abstract thinking maturing. ● Legal responsibility.

Tool 16: Different ways of gathering opinions and thoughts

Carrying out a survey is one way of gathering a lot of information from many different people. Surveys are usually carried out with the help of questionnaires that are either self-administered (so that the informant fills them in) or interviewer-administered (where an interviewer asks the questions and writes down the answers). Both have their advantages and disadvantages.

Advantages of self-administered questionnaires:

- Offers comparable results (everybody has the same set of questions, asked in the same format).
- Can usually be filled out when a person has time to do it (as opposed to when an interviewer has time to ask the questions).
- Allows respondents to take their time over more difficult questions.

Disadvantages of self-administered questionnaires:

- Answering rates might be low, especially when questions are difficult or the respondent is not passionate about the subject.
- Usually there is no opportunity for the respondent to ask clarifying questions if the questionnaire is poorly worded.
- There is usually no possibility for the surveyor to ask clarifying questions about uncertain or unusual answers.

Advantages of interviewer-administered questionnaires:

- Clarifying questions are possible.
- Response rates are usually high – the interviewer might be able to inspire co-operation.
- Using interviewers shows the interviewee that her/his opinions are important; after all, the interviewer is using her/his time to ask the questions.

Disadvantages of interviewer-administered questionnaires:

- Findings might not be strictly comparable. If there are several interviewers, each might unwittingly influence the answers in some way and the answers may differ a lot because of this; for instance, one interviewer might prompt the interviewees if they seem not to know how to answer a question, whereas another interviewer might patiently wait until the interviewees answer “I do not know”.
- Interviews take time.

If you have the time and want to solve some of these problems you might consider a two-step process. First, send a written questionnaire to those you have targeted; then collect their answers by 'phone. Self-administered questionnaires can be handed out during events, with time allocated for answering; this usually helps increase the answer rates considerably and allows respondents to ask questions if they are unsure about something.

Questionnaires

Questionnaires usually have two kinds of questions: ones where the respondent chooses from a selection of given answers (closed questions) and ones where respondents give their answers in their own words (open questions). Both can work well. Answers to carefully worded closed questions yield easily comparable material (where you might, for instance, compare local groups in the countryside to local groups in big cities and their self-reported eagerness to support the spiritual development of persons in their late teens). Open questions, on the other hand, might give you valuable answers you didn't expect and these might, in turn, give you totally new ideas. Answers to open questions, however, are usually at most classifiable and therefore it is not easy to make comparisons based on them.

Most of the problems concerning questionnaires stem from imperfect wording. It is a good idea to test your questionnaires on people who have not been involved in creating them. You will then be able to fix any problems before sending them out to your sample group.

If you want to use the findings from an Internet poll, you will need to include some information about the sample group – for instance age, region and size of local group.

Workshops

Workshops are useful for developing answers you might not get by asking straightforward questions. Using a group of people who come together for a short period of time, for instance a weekend or even just a couple of hours to work together, can be useful when you are trying to find out how something should be developed or to test something you already have developed. You can have open workshops where anyone interested is welcome to sign up and participate, or you might steal some time at another event where the people present participate because of their position in the Association. This could be a good way of gathering information from those who might not be fans of Rovering.

Workshops must be planned carefully in order to be really successful.

Focus groups

A focus group is a group of last age section experts gathered, for instance, to do a large-scale evaluation of what improvement is needed in the field of Rovering in order to make it work. The members of the focus group are chosen because of their special skills or knowledge. A focus group would meet regularly over the course of several months to produce material for the rest of the Association. See www.evaluationtools.org

Seize the opportunity

Make use of existing meetings and events where Rovers and/or leaders meet up. Use them to hold workshops on Rovering and what it should be like. Also consider checking what material other youth organisations (governmental or non-governmental) in your country have gathered on youth; it might be of interest to you.

Tool 17: Educational objectives

Step 3 of the *Renewed Approach to Programme* explains how to identify and express the educational objectives that should be achieved at the end of Scouting's educational process, for example, at the end of the oldest age section.

http://www.scout.org/wsrc/toolbox/TB003_FinObj.pdf

Your final educational objectives define in a concrete and measurable way, the skills, knowledge and attitudes you aim to help your members develop by the end of their time in Scouting. They express the goals of your Association, clearly defined for each area of personal growth. The final educational objectives of your Association will usually be the sectional educational objectives for the last age section, sometimes with slight variations.

A set of general educational objectives, concerning the development of the young person in each area of development of the human personality, within the context of the Youth Programme is proposed for each age section. Each one will build towards your final objectives. Each Scout strives to progress towards these educational objectives in their own way. The adult leader needs to consider everything in the Unit – the way in which the Unit is run, the decision-making processes, the kinds of relationships to be promoted as well as the activities young people are taking part in – from the perspective of how all these aspects can contribute to, as opposed to detract from, the educational objectives sought.

A good educational objective is written in clear, easy-to-understand language and is:

- Specific – dealing with only one topic and is expressed in clear, precise terms.
- Observable – expressed in terms of observable behaviour.
- Attainable – corresponding to the capabilities of the young people concerned.
- Realistic – achievable under the existing conditions (for example, time, resources).

Tool 18: Section educational objectives

Step 5 the *Renewed Approach to Programme* is designed to help develop educational objectives for all the age sections of a Scout Association according to a coherent progression.

http://www.scout.org/wsrc/toolbox/TB006_SecObj.pdf

Section educational objectives are written primarily for use by adult leaders and youth members in the age section concerned.

Personal educational objectives are section educational objectives accepted by a member of that section, based on his or her specific characteristics, needs and aspirations, following dialogue with an adult leader. The Scout thus makes a personal commitment to work towards achieving these objectives within a particular timeframe.

Remember that Scouting considers all aspects of the human personality – physical, intellectual, emotional, social, spiritual – which together constitute a 'whole person', and encourages young people to take responsibility for the development of their own potential in each of these five personal development areas.

Including all of the areas of personal development should ensure that the educational objectives (section or final ones) cover the growth and development of the whole human personality in a balanced way. It is important to integrate the acquisition of knowledge, skills and attitudes related to each of these dimensions in a balanced manner.

How to define section educational objectives?

You will need to define a sequence of section educational objectives, each representing progress towards achieving the final educational objective. If you define them well, the section educational objectives will guide the smooth progression of members through the Youth Programme offered in each age section, towards the achievement of the final educational objectives.

Since section educational objectives must suit the characteristics of the young people within a particular age range, they will need to reflect their

varying stage(s) of development. This will help ensure that the section educational objectives are challenging and also achievable (in other words, neither too difficult nor too easy) for the young people concerned. This is a key motivational factor!

Clearly chosen section educational objectives are closely linked to other steps in the process of programme development and will therefore be affected by any changes in these other aspects of the Youth Programme, and vice-versa.

They are directly related to the age sections that your National Scout Association has decided to establish, based on an analysis of the stages of development of young people in your society. They are also closely related to the final educational objectives of your Youth Programme since they constitute progressive intermediary steps towards the achievement of these final objectives. Since section educational objectives must cover all of the personal development areas that your Association has agreed should be the basis for the Youth Programme, there is another link here.

Section educational objectives are a necessary prerequisite for your Association to be able to complete the development of a Youth Programme for each age section, including:

- The application of the Scout Method to suit each age section.
- The selection of activities suited for members in each age section.
- The development of a Progressive Scheme which will enable the members and adult leaders in each age section to understand the section educational objectives, and to motivate and recognise their progress towards achieving them.

There are several steps that should be taken when setting section educational objectives. These include:

1. Reviewing the final educational objectives.
2. Keeping in mind the age sections and stages of development.
3. Evaluating existing section educational objectives.
4. Setting new section educational objectives.
5. Testing the new section educational objectives.
6. Getting approval of the new section educational objectives.
7. Disseminating the new objectives throughout the Association.

Tool 19: More on programme development

A guide to programme development – final educational objectives, World Scout Bureau 1999.

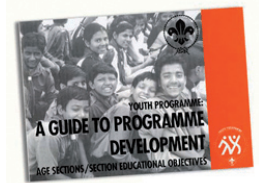
This booklet focuses on the factors to take into account in deciding on age sections and the educational objectives for each of these.

World Scout Bureau, 1999.

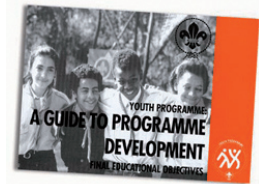
Youth programme: A guide to programme development, World Scout Bureau 1999

This booklet explores final educational objectives in depth: what their characteristics are, how they should be set, how they fit with other steps in the process, etc.

World Scout Bureau, 1999.



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Tool 20: The adults that Rovers need



Mission of Scouting

"To contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive world in society."

As in the previous age sections, in the Rover section the adult leader is the "Guardian of the Mission". This means that the adults in the Rover section are answerable for the mission of Scouting. They are responsible for ensuring that the Rover section is functioning according to the fundamentals of Scouting (principles, aim and method) and for implementing the Mission of Scouting.

While Rovering may be the final stage in the Scouting educational process, Rovers are still growing and developing their full potential. The presence of an adult as a facilitator to help Rovers live their experiences and to learn from them is very important. Adults in Rovering witness and promote the Scout values: they should not hesitate to challenge the Rovers and express their disagreement when some individuals, teams or the group at large seem to forget the principles and values of Scouting.

The adult leader in the Rover section has a specific role to play and therefore has a specific profile. In previous age sections, the Scout Method leads progressively to more and more youth involvement in decision-making, but the Rover section is aimed at youth leadership. Rovers themselves, with the help of adult advisors, should take on all positions of responsibility. Therefore both the profile and the role of the adult leader in the Rover section are very specific and very different from the junior sections.

Obviously, the role of a Rover leader is quite different from that of a Cub Scout leader or a Scout leader. The autonomy of young adults aged 17, 18 or 20, their specific needs, and their characteristics, require a very special kind of leadership. More than in any other section, the Rover leader must walk with Rovers and not walk in front them, pulling them or walk behind them, pushing them. Rovers must know that the leader is there to help, to perhaps point out something that they are forgetting or neglecting. The Rover leader is not the engine of a Rover section, but rather a companion who walks alongside each Rover on his or her way to adulthood, helping him or her to get there in the best condition possible.

Rover leaders must possess a set of qualities that enables them to stimulate and manage creativity, so that the Rovers develop their own educational programme. Rovers must accept them as a friend and as someone who helps get the work done.

Profile

It is clear that the role of the Rover leader is demanding. Helping young adults to become aware of their potential and to find their way in life is very important and requires a special type of person: someone who has experienced life, who has solved for themselves the problems and questions of adolescence; someone who has experienced success and failure without losing their ambition and their optimism; someone with a solid experience of human relationships.

Psychologically balanced and mature

Young adults are crossing a difficult part of their life. They may face particularly difficult circumstances such as depression, substance abuse, and risky behaviors. They need adults who are psychologically balanced and mature enough to face these kinds of problems without panicking or reacting aggressively.

Well established in the adult community

No one adult can have all the knowledge and skills that young people need for implementing their personal plan or their team/community projects. In order to play their role successfully, adults in Rovering need to have good networks within the adult community so that they can find the necessary advice, resources, and expertise to help young people prepare successful activities.

Able to communicate with young people

Many young people experience difficult relationships with adults, within their families, at school/university or at work. The adults that Rovers need should be able to establish positive relationships based on trust. It's not a popularity contest: adults should be prepared to disagree with Rovers when necessary. They should not pretend they know it all. They should be sincere with Rovers, admitting their weaknesses, their lack of skills or knowledge but be prepared to work with them to find new ways of solving problems together.

Keen to learn more and develop their skills

Adults should be involved in a life-long process of learning. They should keep abreast of changes in society and the problems that affect young adults. They should be keen to learn more about the needs and characteristics of young people, about ways to develop their educational skills and their capacity to implement the Scout Method. They should be keen to exchange views and experiences with other adults involved in similar roles in order to capitalise on and develop their expertise and the overall capacity of the Scout Movement to help young adults find their way in life.



Interesting practice 22:
Rover leader profile and
job description

Tool 21: Training and support

OPEN INTRO



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Training for adult leaders on all levels should emphasise the importance of Rovering and thus create a pro-Rover attitude. Rover section-specific training gives adults tools to enhance Rovering on local level everywhere in your Association.

We recommend that everybody in charge of training and support in associations use the complete Adults in Scouting framework, fully described in the *Adult Resources Handbook* section 500; here only some basic notions are highlighted.

There are at least five ways to train adult leaders:

1. Self training – happens automatically, but can be enhanced through choices.
2. Personal support – helps to reinforce and personalise the training given.
3. Informal training – exchanging ideas and experiences with others in a similar position.
4. Training courses – offer wonderful opportunities for learning with others.
5. Training projects/assignments – practical projects with precisely defined objectives.

Adults in Scouting (AiS)

The Adults in Scouting framework offers a model of the life cycle of an adult in the Movement, going in detail into the following themes: selection and recruitment, contracting, appointment, operation with training and in-service support, appraisal and evaluation, and decisions for the future, including reassignment, renewal and retirement.

http://worldnet.scout.org/resource_centre/wsarhandbook

Tool 22: The Project Method or Project Approach

First, what is a project?

In general terms, a project is something that one intends to achieve by a given time in the future. It involves setting a clearly defined goal to reach, working out what needs to be done – when and how – and then doing it! A project is not one activity but a combination of many different activities – each of which needs to be planned, organised and carried out in order to reach the goal.

Reaching the goal of a project is certainly something to celebrate – but before that, taking time to think about the whole adventure, what you learned along the way, what you would do differently next time, and so on, can give the celebration more meaning.

What then is a Scout project?

A Scout project is an educational approach that involves a collective enterprise, something that a team or unit decides to undertake together, for example, an expedition, a play or musical show, the renovation or construction of a building.

Whatever the project is, it must be:

- Something the group would like to do.
- Challenging, offering young people opportunities to take them beyond their skills – as a group and individually.
- Relevant, providing positive learning experiences.
- Useful, so at the end, something has been achieved by the group.

It must have a clearly defined goal.

The project cannot be undefined. From the very beginning it has to be clear what the project wants to achieve. Some useful questions should be answered:

- Why are we doing this particular project?
- What will we have gained/ learned/ understood at the end of it?
- How will we know that we succeeded?

The project must be achieved in a set time. It is important to define clearly, from the beginning, when the project ends; it cannot go on forever.

Using the Scout Method

The way in which the project is planned, organised, and carried out, should make full use of the Scout Method. Everyone should participate in each of the phases, working in small groups and using the council system. Participants must respect the Scout values. The project could develop its own symbolic framework and it should enhance the personal development of the participants.

Providing a variety of learning opportunities

The project should enable each person to acquire knowledge and skills and to develop attitudes in different areas. The experiences lived within the framework of the project should provide concrete opportunities for Rovers to progress in some areas of development such as:

- Personality – allowing Rovers to choose autonomously and responsibly and to live with the consequences of the choices made.
- Creativity – enabling Rovers to think outside the box, to be creative in how they approach given situations, and perhaps to make whatever it is they need themselves.
- Solidarity – respecting others and learning to live in community and in democracy.
- Health – Rovers should be responsible for their health and be able to live in harmony with themselves.
- Sense of life – recognising God's presence in the experiences lived.

Taking into account varying interests, talents, capacities and needs

Each Rover is different but each one should have the opportunity to make his/her contribution to the collective effort, to offer ideas and to assume responsibility for certain tasks, putting their personal skills at the service of others.

The project cannot be imposed upon young people. It should be based on a clearly defined goal that they have selected, one they want to achieve. They will discover a lot about themselves through personal and group effort; each will have a part to play that becomes indispensable to the group as a whole. Recognising the importance of the part they play will ensure personal commitment and thus assure the success of the project.

What is different about a Rover project?

From an educational point of view, Rover projects use the same basic approach as the Scout Project referred to above. The difference lies in the Rover age. Because Rovers are older, their projects can be more ambitious, have a broader scope, and last longer. Rover projects can be long-term and quite complex; projects where Rovers have the opportunity to develop organisational skills, to share responsibilities, and to learn how to work together.

International projects are also very attractive to Rovers: they get to travel, to discover new places, to meet new people, and to experience new cultures and different ways of thinking.

Community-based projects are a real way of living one of the strongest dimensions of Rovering: Service. Besides the direct impact they can have on society, community-based projects offer Rovers the opportunity to experience adult roles; to be involved with their society; to start to *make a difference*.

Phases of a project

The Project Method or Approach involves a clear process bringing the project from the initial ideas expressed to a celebration of achievements. WOSM has developed a particular model that uses seven different phases, each one building on that which went before.

1. What project?

Step 1: Time to dream – discussing in teams what the Rovers would like to do.

Step 2: Sharing ideas – sharing the team's ideas or discussing them as a group.

Step 3: Decoding the ideas – reflecting as a group on what is really important to Rovers in the ideas expressed.

Step 4: Building consensus – creating a project by incorporating what was considered important in the ideas and linking them to an agreed project goal (for example, an expedition to X in order to do Y).

2. Integrating learning opportunities

This phase should be carried out with the help of the adult leadership team.

Step 1: Assessing the level of difficulty – considering and modifying aspects that are too difficult, not feasible, or too expensive.

Step 2: Building a project outline – taking a preliminary look at what learning opportunities could be integrated to enrich the outline of the project.

Step 3: Working out the learning opportunities – examining the project outline in terms of the learning opportunities.

Step 4: Making full use of the Scout Method.

Step 5: Making full use of group dynamics.

3. Planning

Step 1: Sharing the project with the team leaders' council.

Step 2: Working out the logistics – listing everything that needs to be done and by when.

Step 3: Estimating a budget – how much the project is going to cost.

Step 4: Working out the structure of roles and task forces.

4. Getting prepared

Step 1: Sharing Phase 3 with the Unit – presenting the developed project to the entire Unit.

Step 2: Matching personal educational objectives to the tasks – guiding each young person towards the roles and tasks which correspond to their personal interests and present challenges for personal progression.

Step 3: Learning to do the job – helping Rovers to gain the knowledge and skills needed to successfully do their part.

Step 4: Particular tasks for the adult leaders – monitoring progress and dealing with aspects beyond the Rovers' capacities.

5. Carrying out the project – “The big event”

Step 1: Carrying out the project – doing what it is you've planned to do.

6. Evaluating and recognising progress

Step 1: Evaluating the project and each person's progress – examining as a group what went well and what didn't go well: the highlights and the low points; and examining what the Rovers gained from the project and to what extent they managed to make personal progress.

Step 2: Recognising progress – formally recognising the progress made by each Rover.

7. Celebration

Step 1: Reflecting on spiritual values – organising a time for spiritual reflection based on the Rovers' experiences.

Step 2: Organising the festivities – organising a celebration (for example, a parents' evening) with refreshments and an exhibition of photos or a slide show, to share what has been achieved.

Tool 23: Let's do a Scout project



OPEN PDF

Let's do a Scout project is intended for Scout leaders. It explains, step-by-step, how you can use the Project Approach to provide a rich and exciting learning environment for young people.

You may find the Project Approach useful if, for example, you are having difficulty in motivating Rovers to progress, or are finding it hard to apply the Scout Method in practice or are unsure of how to accommodate different needs, abilities and interests in the Unit.

As an educational tool, the Project Approach is equally effective in industrialised countries and in the developing world. The nature and scope of Scout projects will vary according to the needs and interests of the Rovers you are working with and the level of resources you have available.

Whatever the nature of the project, it is unique. This booklet cannot offer solutions to every problem that you may encounter, but hopefully you will find some of the answers in it.

http://www.scout.org/wsrc/ll/docs/scoutproject_e.pdf

Tool 24: What makes a project European?

Understanding what makes a project European involves understanding what a project is and what is meant by 'European'. By defining criteria based on these two definitions, we are able to develop a set of relevant questions designed to reveal if a proposed initiative is really a European project!

Defining Europe

Defining Europe (as a cultural space rather than geographically) is probably one of the most controversial matters today. In 1987, M Mourik (Netherlands), Ambassador for International Cultural Cooperation, asked what characterises European culture and then went on to answer it himself:

Europe is formed by the community of nations which are largely characterised by the inherited civilisation whose most important sources are: the Judaeo-Christian religion, the Greek-Hellenistic ideas in the fields of government, philosophy, arts and science, and finally, the Roman views concerning law.

Jan Pieterse disagreed maintaining that:

By defining the origins of Euro culture in this manner, it overlooks regional cultures and sub-cultures. The elitist definition denies popular culture and in defining in terms of the past, it totally ignores Europe's contemporary multicultural realities. Europe's many cultural strands – regional, fringe and ethnic – have no room. The working classes and ethnic groups are thereby left vulnerable to class and race conflict. [...]

There are some 16 million people of non-European origin in the EU. They have brought with them a rich base of cultural traditions. How much of it will be included under 'cultural diversity' as understood by Maastricht? Or will other cultures be distanced and stereotyped as 'other'? According to the principle of unity in diversity, diverse cultures should exist side by side and indeed should interact. But minority cultures within Europe have never been warmly welcomed and remain marginalised. A Fortress Europe has been built to keep out the non-European hordes

knocking at the gates – with tight immigration laws, tough police checks and a systematic media campaign to demonise asylum seekers as drug-runners, terrorists or Islamic fundamentalists. A chain of far-right parties and ‘national fronts’ is now part of the European political landscape, ready to spew out racism and patriotism on demand.

Fictions of Europe, Race & Class, vol. 32 (1991)

There have been countless attempts to define the European cultural space and, obviously, countless alternatives to each of them. If there is no general agreement at present and it is unlikely that there will be one in the near future, how can we identify the European dimension of a project?

To start with, Europe has to consider itself both **unified** and **multi-faceted**. Those who want to think from a European standpoint should no longer only see things from a national point of view. There is an implied obligation to approach matters from a broader perspective, or at least lean in this direction, and above all to refuse to submit to dogmatic and narrow thinking.

The establishment of co-operation, leading to better communication, highlights the importance of cultural enrichment based on diversity and exchanges of experience. Initially, this could mean identifying our shared cultural heritage, and then fostering and strengthening among all Europeans the idea that they share common values.

With regard to youth work, this translates into three generally accepted objectives for the European dimension:

1. To enable young people to see Europe as an integral part of their historical, social, cultural and political environment.
2. To develop an awareness of the dangers associated with exclusion, including racism and xenophobia, through educational measures for and involving young people.
3. To encourage autonomy, creativity, and a spirit of enterprise among young people, particularly in the social, civic, cultural, and environmental contexts.

European programmes for youth

All existing European programmes aim to make young people aware of their shared cultural heritage and their common responsibilities as Europeans. In other words, to offer them the knowledge, skills, and attitudes they will need to deal with the major challenges of European society and to prepare them for greater mobility and daily life in a border-free Europe.

In the context of the **European Youth Programme**, one of the most important frameworks for European youth projects, this amounts to:

- Facilitating the integration of young people into society at large and encouraging their spirit of initiative.
- Helping young people acquire knowledge, skills, and competencies, and recognising the value of such experience.
- Allowing young people to give free expression to their sense of solidarity in Europe and the wider world, as well as supporting the fight against racism and xenophobia.
- Promoting a better understanding of the diversity of our common European culture and shared heritage as well as of our common basic values.
- Helping to eliminate all forms of discrimination and promoting equality at all levels of society.
- Introducing a European element into projects which will have a positive impact on youth work at local level.

Turning to the **Youth Initiative Project**, it means that:

1. Youth projects can focus on subjects that concern those involved; participants can directly benefit their peers, and influence their immediate environment. The programme encourages them, either via the particular subject matter, or through forming part of a network, to see their projects in a European context.
2. The European dimension is particularly important in the case of locally or regionally based youth initiatives.
3. Projects must be transferable or adaptable to young people living in similar environments in other participating countries.

In the case of the **European Youth Foundation**, it means:

1. Encouraging active citizenship among young people in Europe,

promoting youth participation in the building of Europe, and the development of youth work as an important element of civil society.

2. Encouraging youth co-operation in Europe and stimulating mutual aid in the developing countries for cultural, educational, and social purposes.
3. Providing support to develop activities promoting peace, intercultural learning, and mutual aid in a spirit of respect for human rights and fundamental freedoms.

How far is it possible to measure the European added value in a European project? Is it the result simply of adding partners or does it entail the development of a joint project? The answer is not simple. Account has to be taken of the young people's characteristics, such as their social and cultural origins, the partner countries, and the topics covered. It is not simply a question of European participation automatically classifying a project as European.

Criteria for assessing European projects

The European dimension of projects can be assessed according to nine key criteria:

1. European citizenship: what has been done to foster young people's sense of their European citizenship?

In what concerns our European projects, it is obvious that any action aimed to create a European consciousness, identity, or citizenship clearly adds a serious value to the initiative.

"Italians only eat pasta; all Swedish girls look gorgeous and Germans only listen to folk music. These stereotypes do not specify whole nations but still paint pictures people can identify with. The European picture does not exist yet – neither on a culinary, nor on an aesthetic or musical basis.

To get on with the European idea, a European Identity is inevitable (...) and only with a common identity will people be willing to stand up for each other and only with such an identity will the European Institutions be fully legitimised.

The first step into that direction is the creation of a European Consciousness, the idea to make people think of Europe as much as they think of their respective nationality."

Birte Müller-Heidelberg: *Can a European consciousness be created?*

2. Partnerships: does the project have the potential to establish partnerships in various European countries?

"In a world increasingly perceived as a global village, but which, paradoxically, is witnessing the disintegration of more and more communities; in a world suffering from hunger, poverty, illiteracy, exploitation, social injustice and unemployment, encountering rising intolerance and racism, threatened by individualism and the desire for profit at any price, seeking greater democracy and the respect of human rights, at a time when the health, the environment and peace are threatened in numerous regions; in a world where totalitarianism and barriers between people are disappearing, and where modern means of communication offer undreamt-of possibilities to establish contacts and form links among people; more than ever before, we need men and women capable of acting in partnership for a world "without border", in the name of justice, solidarity and peace.

We firmly believe that Scouting, faithful to its fundamental principles and with its proven specific educational method, can significantly contribute to the development of the kind of citizens which the world needs. In Scouting, education for partnership starts in the patrol, when a young person learns to discover other people, to respect their differences and to act with them. This discovery gradually extends to the world around him or her, to the local, national and international community. Through concrete and appropriate activities adapted to their capabilities, young people prepare to become responsible citizens.

Partnership between Scout Associations, whether from the North, South, East or West; and between Scout Associations and other local, national or international governmental or non-governmental organisations, reinforces this educational action."

The Marrakesh Charter

3. Transferability: is the project's approach applicable to similar contexts in other countries?

4. European theme: does the project's European theme reflect topics of current European interest?

Such topics could include migration; the protection of fundamental values and respect for human rights; the fight against racism and xenophobia; Europe's institutions and youth policy; mobility; voluntary service; enlargement; and community development.

5. Intercultural learning: what has been done to provide space for mutual understanding and co-operation?

Intercultural learning could be defined as a process that moves human beings (minds, hearts and bodies) to a deeper awareness of their own culture (norms, behaviours, relationships, and visions) through a qualitative immersion in another culture. In all European countries cultural pluralism and diversity has become an every-day reality. And although official (im)migration, asylum, minority rights, and anti-discrimination policies set a positive or negative political framework for acceptance of diversity, in many countries it is civil society organisations and artists that are engaged in promoting respect for cultural diversity and who are strengthening intercultural relationships through different activities.

To ensure harmonious interaction between people and groups with plural, varied, and dynamic cultural and religious identities, respect for the diversity of cultures, tolerance, dialogue, and cooperation are ever more becoming basic social skills needed by every European citizen. Intercultural learning, intercultural dialogue and intercultural competence can be understood to be the preconditions for individuals to cope with the new challenges of having to build societies that must be based on respecting and valuing people in their diversity.

6. Problems of common concern: does the project concern a problem shared by most European countries?

“The ten priorities of the World Programme of Action, clearly reflecting the global agenda established by various international instruments, include the following:

- *Education*
- *Employment*
- *Hunger and poverty*
- *Health*
- *Environment*
- *Drug abuse*
- *Juvenile delinquency*
- *Leisure-time activities*
- *Girls and young women*
- *Participation*

The global agenda has continued to evolve since the adoption of the World Programme of Action, and additional youth policy themes have emerged. The United Nations Millennium Summit, the General Assembly special sessions on HIV/AIDS and Children, the Second World Assembly on Ageing, and several follow-up conferences to the world summits have been held since the original priorities were established, and these new developments have led to an expansion of the normative basis of global youth policy, reflected in the following five additional priorities (adopted by the United Nations Commission for Social Development in 2003):

- *Globalisation*
- *Information and communication technologies (ICT)*
- *HIV/AIDS*
- *Conflict prevention*
- *Intergenerational relations*

Priorities such as those listed above raise questions about the relevance of articulating youth issues on a global level. How well do these priorities apply to the youth of the world, who comprise many different subgroups rather than a single demographic entity? This question makes an analysis of life transitions and the life course extremely relevant.”

**United Nations World Youth Report 2003:
*The global situation of young people***

7. Mobility: does the project encourage youth mobility?

“Mobility is becoming increasingly widespread. The added value it brings is now widely recognised. Whether it is defined as being between countries or between rural and urban areas, whether it concerns millions of European students or young people undergoing training, whether it concerns young people with disabilities or from minority groups or disadvantaged backgrounds, mobility opens up access to the world and enriches our experiences.

Obstacles remain because of a lack of information at all levels, psychological barriers (stereotypes), certain practices (visas), the lack of equivalence in qualifications and recognition of experience, and a lack of language skills. Mobility therefore remains restricted to a minority of young people.

It has to make this transition from the exception to the general rule: mobility must become an integral part of learning from a very early age. Programmes must therefore be accessible to all young people regardless of their socio-economic or geographical origin.”

Mobility – the main asset of European integration in European Commission White Paper: a new impetus for European youth

8. **Links with other European activities or programmes: do links exist or could they be established with other European activities or programmes?**
9. **Involvement of young Europeans: is there active participation by young people in different European countries?**

Youth Involvement was the strategic priority most discussed at the World Scout Conference in Thessaloniki. It was also identified by the majority of delegates as the most important. However the debate mainly focused on those who wanted to put the emphasis on the institutional aspects of youth involvement and those who wanted to focus on the educational aspects of youth involvement. If we want to progress successively during the 2002–05 triennium, we need to broaden our vision and identify relevant objectives. The mission of Scouting indeed is to make young people able to contribute to the development of the society and not only to contribute to the development of Scouting. Therefore, we should take into account three main aspects of youth involvement: the educational aspects, the institutional aspects and the societal aspects.

Tool 25: Imagine

Vision plays an important role in making positive change. In order to make a change, we need to be able to create a vision of where we would like to be.

Why vision matters

Lack of vision is often a missing link in social change. There are a number of methods that enable communities and organisations to create a vision for their future that is shared, vivid and actionable.

All change incurs **Resistance**. This can only be overcome by a combination of:

- **Dissatisfaction** with where we are now.
- **Vision** of where we want to go.
- **First steps** that take us from here to there

So basically, to make positive change, you need $D + V + F$ to outweigh R .

V , the vision of where we all want to be together, is often the missing part of the equation.

Imagine

Six years ago, **nef** (the new economics foundation) a London-based think tank, produced a book called *Participation Works! 21 methods of community participation for the 21st century* showing how to turn the rhetoric around participation into reality. One of these 21 methods is called *Imagine* – an adaptation to UK circumstances of an American approach called *Appreciative Inquiry*. *Imagine* uses questions that focus people's attention on success and encourages them to tell stories from their own experience of what works. By seeing what works and exploring why, it is possible to imagine and construct further success, ensuring that a vision of the future is created with a firm basis in reality.

Telling stories about when things have worked, and exploring the learning from this experience is a change from the problem-focused approach many of us are used to. *Imagine* is highly participative. People within the organisation or community develop and choose the appreciative questions,

hold the conversations, and use the stories to develop their preferred future. This means that the process is 'done by' rather than 'done to'. When participants know that their input has been valued, the process is much more enjoyable.

Imagine is good for linking people who do not normally meet. By using an appreciative approach to questioning, conversations encourage people to seek out and to understand the common ground as opposed to encouraging them to defend territories. This helps the transfer of knowledge and simultaneously builds relationships.

http://www.neweconomics.org/gen/participation_imagine.aspx

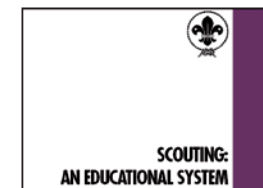
Tool 26: Scouting: an educational system

Scouting an educational system, WSB 1998.

Designed to help everyone interested in gaining a greater understanding of how Scouting works as an educational system, this booklet is intended for use by those responsible for ensuring that the Scouting offered to young people is the rich and multi-faceted learning experience that it is meant to be. It has been written as a tool for the Youth Programme and Adult Resources teams at national level, but it is hoped that it can be of use for all those at other levels who do their best to provide support to Scout leaders.

Chapters:

- Introduction. What is Scouting?
- What does Scouting seek to achieve?
- What is Scouting's approach to education?
- What is the Scout Method?
- The Scout Law and Promise.
- Learning by doing.
- The Team System (or Patrol System).
- A Symbolic framework.
- Nature.
- Personal progression.
- Adult support.
- Conclusion.



OPEN PDF

Tool 27: How to develop a personal progressive scheme

The personal progressive scheme has to be clear, easy for everybody to understand, particularly young people, and easy to implement. It is based on two complementary elements: progress stages and proficiency badges.

1. Progress stages

The first task is to define the successive stages that young people will need to go through in order to reach the educational objectives within each age section.

Let us take the example of the Scheme proposed in the *International Handbook for the Leaders of the Scout Section*, published by the Inter-American Scout Office.

- a. Achievement of personal objectives
At the end of a program cycle, when conclusions are drawn about the evaluation of the young people's progress and certain objectives are considered to have been reached, that achievement is recognised by affixing a seal, corresponding to an area of growth.
- b. Four stages
There are four progress stages. Each stage corresponds to a group of objectives. The names of each have a symbolic significance. A different badge corresponds to each stage. The badges are given by the Unit Council, at the suggestion of the adult leader in charge of monitoring the young person.
 1. The *track* stage – This badge may be given when a boy or girl begins working on the personal objectives.
 2. The *trail* stage – This is given when a boy or girl has achieved around half of the personal objectives for his/her age group.
 3. The *course* stage – This is given when a girl or boy has achieved more or less all of the personal objectives for his/her age group.
 4. The *traverse* stage – This stage begins when a girl or boy has successfully achieved approximately half of the personal objectives for the next age group.

2. Proficiency badges

The second element is what has traditionally been known as proficiency badges. Baden-Powell placed a great deal of importance on the badge system. It encourages young people to explore their own interests and personal strengths and exposes them to a variety of opportunities that may influence their choice of career.

The two elements of the personal progressive scheme should be planned so that they reinforce each other: reaching an educational objective can motivate a young person to specialise in certain fields; gaining a proficiency badge can help a young person to work towards an educational objective.

Recognition

As stated previously, the decision about when to award a progress badge or a proficiency badge should be taken during the evaluation phase, which is part of the section method. Both the peer group and the adult leaders should be involved.

The leaders should encourage the group to recognise the progress made by each person and play the role of mediators to ensure that the group evaluates in a sensible and objective way.

The best way of assessing and acknowledging personal progression is by observing how each young person behaves within and outside the group, how he or she shows interest in doing different things and how he or she takes on responsibilities. The most important thing is not attaining a standard objective measured through a test, but evaluating the effort made by each young person and the progress he or she has made in relation to him or herself.

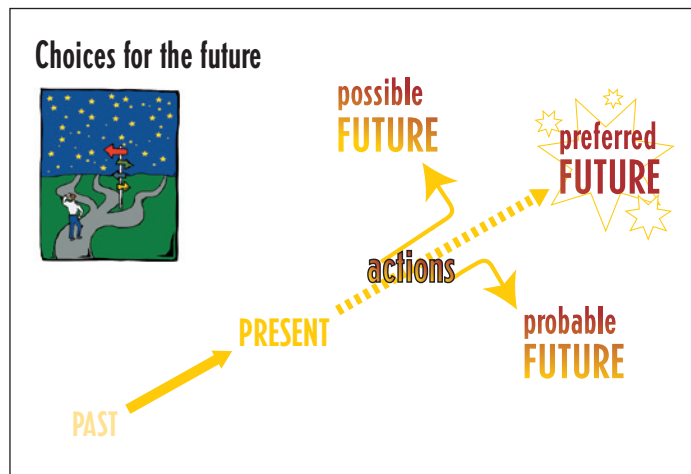
http://www.scout.org/wsrc/ll/docs/RAP_Toolbox_e.pdf

Tool 28: A personal timeline

It is quite usual for young people to live only in the present, without realising that their past experiences have shaped that present, and that they have some control over their future.

In order to bring about change and make the future a better place for themselves and their community, young people need to have a vision of what they want to become and plan the actions necessary to achieve this. It is not always possible to shape the future exactly as you wish: sometimes there are circumstances you have no control over, but there is little chance you will have reached your preferred future unless you take the steps necessary to make it a reality.

Rovers need to be proactive about their future, and not reactive. They need someone to work with them to decide where they want to take their lives and to examine the steps necessary to make this a reality. For Rovers, assessing their strengths and weaknesses, deciding what they need to achieve, and setting short- and long-term goals can really help. At the same time it's important to be aware that we don't always have complete control and so our *possible* future might be a better reality to aim for.



We all have three possible futures:

1. The probable will most likely happen to us as circumstances collide to shape our future.
2. The possible we can determine for ourselves and go about achieving.
3. The preferred may answer all our dreams, and we can work towards it, but we should not be disappointed – it is not always possible to make it a reality.

Final objectives as part of the personal plan

The educational objectives for the Rover section are the final objectives for the members of your Association. Each Rover should be helped to define personal challenges corresponding to each of your final objectives. The challenges need to be really personal. They should be identified and formulated by each Rover with the support of a tutor or mentor. Their role is to help the Rover to identify the challenges, identify relevant activities to meet them, and to monitor their progression. Each Rover must choose a mentor for his or her personal progression (this role can be played by the Rover leader).

The following are examples of what personal challenges might be taken from some educational objectives.

Physical development	
<i>Educational objectives</i>	<i>Personal challenges</i>
Accepts his own share of responsibility for the harmonious development of his body.	<i>"I should practice a sport."</i>
Achieves a balance distribution of time between his different obligations, practicing appropriate forms of leisure activity.	<i>"I should learn how to manage my time in a more appropriate way."</i>

Character development

Educational objectives

Recognises his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.

Founds his life's plan on the values contained in the Scout Law and Promise.

Personal challenges

"I should find the way to evaluate my strengths and my weaknesses and identify my objectives of personal development."

"I should develop my personal life plan and present it to my friends and my parents."

Emotional development

Educational objectives

Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.

Knows, respects and accepts his sexuality and that of others as an expression of love.

Personal challenges

"I should try to recognise and control my emotional reactions."

"I should learn more about women-men relations, sexuality and love."

A Rover Diary

The following table may be included in a Rover Diary, which could be incorporated into the Rover Record Book, so that all Rovers may discuss and share their personal plans with their crews.

Goals	Time Start	Time Finish	Justification	Knowledge and Expertise Required	Assisting Factors	Resisting Factors	Other Info

These goals can be placed on a single timeline (one that does not have alternative endings), in order for Rovers to see their goals in the continuum in which the guidelines suggest.

From: Guidelines for Rover leaders

Tool 29: A personal development plan

What is the question?

We need to ask Rovers the all-important question: What do you want to do with your life?

Why do we need to ask it?

"Why worry about individual training? ... Because it is the only way by which you can educate. You can instruct any number of boys, a thousand at a time if you have a loud voice and attractive methods of disciplinary means. But that is not training - it is not education."

(Baden-Powell, Aids to Scoutmastership)

"The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities."

(WOSM Constitution)

"We are helping Young People to grow:

- *By promoting their development...*
- *By contributing to the development of a personal system of moral and spiritual values through participation in a progressive programme of self-education, in partnership with their peers."*

A Charter for Guiding and Scouting in Europe

"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."

(Baden-Powell, Roving to Success)

How do we deliver it?

The personal development plan (and Progressive Scheme) is a tool to help Rovers to be aware of their development and to think about their future. It charts a way of personal progression and has two main parts:

1. A long-term view which is quite general
2. A short-term set of tasks in several areas (technical, physical, moral, social, intellectual, professional, spiritual) related to the Rover's day-to-day life involving family, friends, school, hobbies and so on.

The process itself is quite simple, with the Rover leader acting as a facilitator/mentor.



“By Rovering I don't mean aimless wandering, I mean finding your way by pleasant paths with a definite object in view, and having an idea of the difficulties and dangers you are likely to meet by the way.”

(Robert Baden-Powell – *Rovering to Success*)

There are numerous examples of resources we can use to help Rovers develop their plan. These are just two:

1. The “smile game”

This exercise involves an individual analysis of some important areas of your life. Try to answer honestly and use your answers to determine your future.

For example, think about how you feel about yourself. Do you feel happy, or sad, or just okay? Use one of the smiley faces to show how you feel:



Then, to complete the sentence, write down something you would like to achieve in the future, something concrete you could do to personally improve in that area. Feel free to add other areas that we have not identified.

“Concerning...

... myself, I feel _____ and I would like to _____

... my family, I feel _____ and I would like to _____

... my friends, I feel _____ and I would like to _____

... my work / my schooling, I feel _____ and I would like to _____

... my relationship with God, I feel _____ and I would like to _____

... the other Rovers, I feel _____ and I would like to _____

... the place I live, I feel _____ and I would like to _____

... _____, I feel _____ and I would like to _____

2. As I see myself

Project yourself forward in time and write down how you would like to see yourself three months from now. Let your imagination run riot – see yourself as you would like to be and then use to this plan how you will get there.

As I see myself:

three months from now _____

in a year _____

in three years

Tool 30: Skills for life

The main aim of the Rover programme is to ensure that Rovers are ready to take an active, constructive role in society. To do this, they need to acquire a set of skills that will be of use to them as they progress through their lives. Your programme should:

- Define the areas in which your Rovers need to develop skills.
- Name the skills you want to target in this area.
- Set a series of objectives associated with the acquisition of these skills.
- Identify those methods that can be used to impart these skills.

For example, the area of management and thinking skills can be defined as involving the ability to use intellectual resources in analysing and solving problems. Rovers should be keen to develop intellectually, be willing to learn from every opportunity and to know how to use the knowledge they have acquired. For example, being critical, without being cynical; being flexible without succumbing to pressure; leading without imposing.

UNICEF has published a list of life skills generally considered important. It is important to notice that although many of these skills for life are acquired through family life or formal education, Rovering can support young people to become more confident in themselves and become more aware of their abilities.

Though the list suggests these categories are distinct from each other, many skills are used simultaneously in practice. For example, decision-making often involves critical thinking (“what are my options?”) and values clarification (“what is important to me?”).

Skill	Objectives	Methods to develop
Goal setting, planning and organising skills	<p>Uses appropriate strategies to identify and meet needs and goals.</p> <p>Considers various ideas and suggests modifications.</p> <p>Finds common ground among divergent interests.</p> <p>Generates a variety of options.</p> <p>Evaluates quality of ideas and potential results.</p> <p>Works toward appropriate closure.</p> <p>Reviews group process and analyses effectiveness.</p> <p>Organises resources and time efficiently.</p>	Project Method
Problem-solving skills	<p>Identifies needed resources necessary to solve problems.</p> <p>Works effectively within constraints of resources.</p> <p>Demonstrates information gathering skills</p> <p>Evaluates future consequences of present actions for self and others</p> <p>Determines alternative solutions to problems</p> <p>Analyses the influence of values and attitudes of self and others on motivation</p>	Project Method, community action, volunteering.

UNICEF's list of life skills:

Communication and Interpersonal Skills

Interpersonal communication skills

- Verbal/nonverbal communication.
- Active listening.
- Expressing feelings; giving feedback (without blaming) and receiving feedback.

Negotiation/refusal skills

- Negotiation and conflict management.
- Assertiveness skills.
- Refusal skills.

Empathy

- Ability to listen and understand another's needs and circumstances and express that understanding.

Cooperation and teamwork

- Expressing respect for others' contributions and different styles.
- Assessing one's own abilities and contributing to the group.

Advocacy skills

- Influencing skills and persuasion.
- Networking and motivation skills.

Decision-making and critical thinking skills

Decision making / problem solving skills

- Information gathering skills.
- Evaluating future consequences of present actions for self and others.
- Determining alternative solutions to problems.
- Analysis skills regarding the influence of values and attitudes of self and others on motivation.

Critical thinking skills

- Analysing peer and media influences.
- Analysing attitudes, values, social norms and beliefs and factors affecting these.
- Identifying relevant information and information sources.

Coping and self-management skills

Skills for increasing internal focus of control

- Self esteem/confidence building skills.
- Self awareness skills including awareness of rights, influences, values, attitudes, rights, strengths and weaknesses.
- Goal setting skills.
- Self evaluation / Self assessment / Self-monitoring skills.

Skills for managing feelings

- Anger management.
- Dealing with grief and anxiety.
- Coping skills for dealing with loss, abuse, trauma.

Skills for managing stress

- Time management.
- Positive thinking.
- Relaxation techniques.

For more information visit

<http://www.unicef.org/lifeskills/>

Tool 31: Skills charter

The following skills charter was developed at the 3rd Forum on Youth Programme and Adult Resources, held in Slovenia in 2003.

Skill	Type of skill	How can it be developed?
Communication skills	Skill Knowledge Attitude	Communication skills can be developed individually or be worked on as a member of a team/group. Intercultural communication is important too (international events or work with a local Scout group). Presentations.
Decision-making skills	Skill Knowledge Attitude	Projects; team work; theoretical knowledge understanding; values.
Emotional intelligence	Attitude	Games; role plays; reflections; evaluation.
Commitment	Attitude	Solidarity actions; Projects; each person has a role; community development.
Being able to take responsibility	Attitude	Through progression, through small-group work with division of roles; project type activities.
To work through a decision-making process	Attitude	Through making decisions and seeing the consequences; having experience of various methods of decision-making (democratic, etc)
Family values (rights with relationships)	Knowledge Attitude	Peer discussions, experience, education project work, activities

Skill	Type of skill	How can it be developed?
People skills	Skill Knowledge Attitude	Through progression, peer discussion, project work, activities.
Spiritual dimension	Knowledge Attitude	Through progression, activities, education project work.
Personal development (team work, prepare for jobs, communication skills, etc)	Skill Knowledge	Through progression, activities, education project work.
Citizenship	Skill Attitude Knowledge	Through progression, activities, education project work.
Personal independence	Skill Attitude	Project; progression
Relationship	Attitude	Small group; Adult leader support
Assertiveness	Attitude Skill	Activity
Communication technology	Skill Knowledge	Activity
Self-esteem	Attitude	Learn to take responsibility and how to succeed in it. Give progressive and adapted responsibilities on activity progression in small groups to be aware of their development and to realise they are actors of this.
Responsibility	Attitude	To involve them in building up the rules of the group's life. Project approach.
Learn to know their skills and to implement them in their life	Knowledge Attitude	Activities; project work

Tool 32: Guidelines for the Rover Section

While *RoCoReKi* is designed to help those working at national level to understand the essence of Rovering, and the importance of providing a strong Rover programme (thus enhancing the process of creating or renewing it), *Guidelines for the Rover Section*, developed by the World Scout Bureau and the Adolescents & Young Adults Task Team of the Educational Methods Committee of the World Scout Committee, take this further. They offer a more detailed programme framework to National Scout Organisations who want to ensure their Rover programme is always relevant, challenging and attractive to young people, responding to their needs and expectations in the context of the society in which they live, while remaining faithful to the fundamentals of Scouting.

The 32nd World Scout Conference adopted the principle of a *World Programme Policy*, based on the idea that the youth programme is not something to be defined once and for all; rather it should be adapted to the needs and aspirations of the young people of each generation and in each country.

Guidelines for the Rover Section is designed for Programme Developers and leaders of National Scout Organisations who are interested in creating or improving their Rover programme; and was developed in the framework of the *Renewed Approach to Programme* (RAP).

These guidelines are divided into 10 chapters:

1. **Importance and relevance of the Rover section**
2. **Characteristics of young people from 18 to 22 years old**
3. **Symbolic framework**
4. **Educational objectives and personal progression**
5. **Activities in the Rover section**
Introducing the *Scouts of the World Award*.

6. Youth leadership in the team system

The access to *youth leadership* means that Rovers themselves take all positions of leadership, the adult leaders having a role of adviser. This is a necessary principle if we want to train Rovers to be active and responsible citizens.

7. Law and Promise

After each major activity, one should take time to note and discuss the important points and events that have affected group life. This is the first condition to become a *learning team*.

8. Adult support

Rovers themselves, with the help of adult advisors, should take all positions of responsibility. Therefore the profile and the role of the adult leader in the community are very specific and different from the junior sections.

9. Training handouts

Includes at least one training handout for each chapter as well other important information, like the programme cycle.

10. Good practices

For more information about these guidelines please visit the WOSM website: www.scout.org, or contact the Education, Research & Development Department of the World Scout Bureau.

Tool 33: European framework for Rovers

Adolescents: a priority

Adolescents are one of the key priorities within the World Strategy and they have a central role in the European Scout Region's Strategic Plan. Events such as the European Scout Symposium on Strategy and Growth (Italy 2003), the 3rd European Scout Forum on Youth Programme and Adult Resources (Slovenia 2003) or, more recently, the European Scout Conference (Iceland, 2004) have clearly shown that the majority of European associations are confronted with a serious decline in membership in adolescent age sections. As a consequence, many of them have intensified their efforts on reviewing their programme and the overall organisation of Senior Scout and Rover sections.

Until now, the programme *Europe for You!* has been the main framework for supporting associations, with RoverWay the main event dedicated to the Rover age section.

A total evaluation of *Europe for You!* was undertaken in 2002/03. This evaluation has led to major changes, in the presentation of information on *Where To Stay In Europe* and the *European Scout Voluntary Programme*. A totally new approach was developed for *EuroSteps* – changes which require further support in promotion and implementation.

Developing a new programme framework for the last age section

In addition to the measures taken by the Region, work is being undertaken at world level to introduce *Scouts of the World* to enhance Rover programmes. And, each association has its own policies, strategies, plans, and projects dealing with international and intercultural education.

Any framework produced at regional level must be able to build on existing national initiatives whilst adding an international (in this case, European) dimension to them and this is how the European Scout Region proposes to implement resolution no.10/2004 of the European Scout Conference.



European Scout Conference – Iceland, 2004

Resolution No. 10/2004: Education for European Citizenship

The Conference, considering

- *the need to retain members within the adolescent (over 15) age range*
- *the unique international dimension of Scouting as an advantage over other non-governmental organizations*

encourages the European Scout Committee to elaborate on existing material, and to present a new programme framework for the last age section. This should offer young people from all European countries a unique opportunity for inter-cultural learning, the motivation to take on service projects and the skills required for European citizenship.

What is it all about?

The proposed programme framework for 16–22-year-olds, would supplement the programme being run by the NSOs, and answer the requirements of the conference with its three sides/goals:

- 1 Service.
- 2 Intercultural Learning .
- 3 European Citizenship.

We need to provide Rovers with clear and concise guidelines/criteria for each of these three goals.

An overall view of the framework so far:

This proposed framework will be project-based, and will operate through a website which will contain the following information:

Projects

- How to put together a project.
- A database of sample projects.
- Groups will be able to propose a project and to register it online.
- Groups can also register their willingness to become involved in a project.
- Reports on the implementation of projects.
- Evaluation of the above.

Best practices

- A database of Units in the various associations.
- Service opportunities.
- Where to stay in Europe.
- A map of Europe showing where Rover units are based.
- Information on Rovers in each country in Europe.

European Voluntary Service

- Opportunities for individuals.
- Opportunities for groups.
- Places to volunteer.

Community

- A chat forum.
- A discussion board.
- Photos from different events.
- Event promotion.
- Links.

<http://www.rovernet.eu>

Tool 34: From vision to reality: how to implement change

This section explores the three stages in the process of managing change

1. Preparation.
2. Implementation.
3. Evaluation.

It can be useful for associations seeking to establish:

- A new general policy/strategy/plan.
- A new youth programme or revised parts of it.
- New projects.

1. Preparation

Establishing a working group/team/taskforce to work on the new element

- Establish a clear mandate for the working group. They will be working together to develop a project on the implementation of change, with clear objectives, deadlines, budget, etc.
- Select a small number of experienced leaders who have the necessary knowledge and skills, and who are motivated. Their position in your Association and the level at which they work are not important. It is preferable to select people from a cross-section of your Association (including local) to benefit from different perspectives, experiences, etc.
- If necessary, external experts may be invited to provide input on an *ad hoc* basis.

Identifying obstacles and difficulties

You should be prepared to recognise and deal with the obstacles which any change or new element will inevitably trigger.

Gathering and analysing data

Gather and analyse relevant statistics, market research surveys, social research reports, etc.

1. Internal analysis:

Examine the culture of your Association, its resources, structure, style of management, membership, trends, etc.

Identify which **internal barriers** are most likely to interfere with the process of implementation, such as fear of change, lack of time or co-operation.

2. External analysis:

- Examine the politico-socioeconomic environment, i.e. the political situation of your country, social and economic problems, etc.

3. Categorising the obstacles/difficulties:

- Analyse the obstacles and group them into categories. (It can be useful to conduct this exercise in a workshop setting with a wider group of people as part of a participatory process.)

<i>Category 1:</i> Objectively insurmountable obstacles, for example, legal regulations.	<i>Category 2:</i> Obstacles that are surmountable, but which would require additional resources, for example, extra funding, more human resources, time, training, etc.
<i>Category 3:</i> Obstacles related to the culture of the association, traditions, processes, interpersonal relationships, etc., for example, a complex hierarchy.	<i>Category 4:</i> Obstacles related to individual perceptions, for example, perceptions concerning their own abilities.

- Examine how the obstacles could be overcome. Different approaches may be needed for the various categories.

4. Thinking ahead (scenarios):

- Analyse how your proposed change might be different if internal and/or external circumstances change. List possible scenarios and examine how each would affect the intended changes, for example: if X factor changed, how would this affect the envisaged change?

Identifying the target group (customers) and key people

In order to implement the plan it is important that the right people have the correct information. Within the target group, establish a core group of people who will be responsible for implementation. Try to select people who are respected in their own groups and who are likely to accept the plan, such as charismatic local leaders or trainers and key outside people. In addition, include some of the people who were involved in developing the plan.

Be aware that the key people may provide both obstacles and opportunities. When sending out advance information about the project, do not offend anyone by excluding them from the mailing list. It is often better if 80 per cent of people accept 80 per cent of new ideas than if 50 per cent of people accept 100 per cent of new ideas.

Overcoming resistance

Some ways of overcoming resistance from local level to the implementation of new plans and ideas:

- Show why change is needed – people need to know why they're doing what they're doing; they need to know that you are not making change just for the sake of it.
- Show the benefits of change – compare old and new.
- Show what needs to be changed and how it can be changed in an exciting way.
- Relate the changes to Scouting's principles and values.
- Show that the change proposed is a way for everyone to reach a common goal, by working with the plan/strategy in an agreed time frame.
- Agree on a method of feedback.
- Include as many people as possible in the process.
- Encourage the active support of those who accept the idea both inside and outside your Association.
- If the proposed change is radical, it is important to advance in small steps.

Defining the tools/working methods needed for the implementation process

Some of the following tools will be useful in preparing the implementation of any kind of plan/strategy/project. The different categories of tools should not be considered in isolation: they should be considered as a whole so that each tool used supports the others.

- Information and communication tools (brochures, leaflets, websites etc).
- Training tools (courses, handbooks, leaders' meetings).
- Marketing tools (a logo, exhibitions, merchandise).
- Management tools (financial support and benefits, advisors and experts).

Establishing the timeframe

It is important to:

- Bear timing in mind.
- Plan the implementation of the project step-by-step.
- Consider all the possibilities and possible results before starting the process.
- Be aware that trying to implement radical change too quickly will result in considerable resistance.

There is invariably a time difference between when your plan is ready and when it is implemented. It is important to realise that some changes will have taken place in that time which may affect the plan. The plan will therefore need to be adapted as necessary.

Establishing the budget and resources required

It is important to remember to:

- Keep a balance between goals and resources.
- Keep a constant check on resources (they are always more limited than you think!).
- Consider all your options to make sure that resources are used as efficiently as possible.
- Ensure that the resources to be invested (material, time, financial, human, logistic resources, etc.) are in reasonable proportion

to the importance of the outcome (for example, it would not be reasonable to spend 80 per cent of available resources on an aspect that is peripheral or low in potential impact).

- Make use of everyone who can help and check all channels of potential resources.

2. Implementation

Different models of implementation

1. Big bang: complete change occurs at a specific time. People are advised of the implementation date and everyone works towards implementing the change on that date.

Advantages: It is time effective; it is clear what everyone should be doing; and everyone changes at the same time.

Disadvantages: It can create resistance which may lead to confrontation; people may not be comfortable with an immediate change; and it may be more difficult to support.

2. Parallel programme: the new system is introduced and supported, but people are still allowed to continue with the old one for a certain period of time. The period of time needs to be determined and communicated. At the end of the specified period, everyone transfers to the new system.

Advantages: The change is gradual and so it does not encounter as much resistance; people feel more in control when they have a choice and when they have time to adapt; and it allows time for feedback from units so that you can sort out problems with the new system before it becomes the only system in use.

Disadvantages: Two systems running in parallel can be confusing; change is slower; it may cause growth in different directions; and it can encourage a split in your Association.

3. Pilot projects: some groups or units implement the new plan/strategy for a period of time as an experiment. Effectiveness can therefore be assessed before it is implemented on a broader scale.

Advantages: The plan/strategy can be improved before it is implemented throughout your Association; it is much easier to organise; it requires fewer resources initially; it is easy to document the development of the project; and the results can be used to present the plan/strategy to others.

Disadvantages: The method is limited in application; it takes time; a small-scale success may not be replicable on a larger scale; the pilot project needs to be followed up with either the big bang or the parallel programme method for widespread change to occur.

3. Evaluation and support

Evaluating the process

Local groups need to carry out an evaluation process so that they can see for themselves how the objectives are being reached. For evaluation and feedback, make use of seminars, personal contacts and informal situations, and questionnaires and surveys. Act on the findings: if the evaluation reveals that modifications need to be made to the plan/strategy, then it is important to take action. Explain what modifications have been made and why. The main target group must be leaders at local level because they are the people responsible for the educational work with your Association's membership.

Providing on-going support

The success of the plan/strategy will depend to a large extent on the support provided throughout the process. Communication and interaction between all of the groups involved are very important. Evaluating feedback on a regular basis will help to identify areas where greater support is needed.

Also think of external validation

Public recognition of the good Scouting has to offer in, say, the national press or on TV, supports your young leaders. External appreciation gives them the strength and motivation to continue doing the hard work. If it is possible, work with the Department of Education in your country to have your non-formal education system approved: what you are doing is valuable and deserves to be recognised.

References

- Scenarios Workshop
- *Future Vision, Ideas, Insights, and Strategies*. Bethesda, MD: **The World Future Society**, 1996
- More on European Youth Card Association on www.euro26.org and the Duke of Edinburgh's Award on www.intaward.org

Tool 35: The International Award



The International Award is an exciting self-development programme available to all young people worldwide equipping them with life skills to make a difference to themselves, their communities and the world. To date, almost six million young people from over one hundred countries have been motivated to undertake a variety of voluntary and challenging activities

The Award is flexible and can be done by anyone aged 14–25 in their own time. Mental or physical ability or social circumstances should never be a barrier. Participants choose their activities according to their interests and resources. People over 25 can get involved by becoming Award Leaders, the backbone of the Award Programme and the key to its success.

There are three levels of the Award with each successive level demanding increased commitment:

- **BRONZE** The minimum period of participation to gain this Award is 6 months for those over 14 years of age.
- **SILVER** The minimum period of participation to gain this Award is 12 months for those over 15 years of age.
- **GOLD** The minimum period of participation to gain this Award is 18 months for those over 16 years of age.

It is not compulsory to start at the Bronze level. Young people over 15 can join directly at the Silver level or over 16-year-olds, directly at Gold.

The sections of the Award

To gain an Award, all four sections (plus an additional requirement of a Residential Project at Gold level only) must be tackled for the specified minimum period of time.

1. Service

To encourage a sense of responsibility to the community through community service projects, conservation work, voluntary service in hospitals or community homes, or more specialised training such as lifesaving, first aid or rescue services. The emphasis of this section is the regular giving of a service.

2. Adventurous journey

This is designed to cultivate a spirit of adventure and discovery; an understanding of the environment, and the importance of working together in a team with a common purpose. Whether the adventurous journey takes place by foot, bicycle, boat or horseback, proper training and preparation, self-sufficiency, self-reliance and the exploration of new surroundings are the key elements. It could be fulfilled overseas, perhaps on an organised exchange with an Award group from another country.

3. Skills

There are over 200 hobby and vocational skills from which you can choose, such as photography, cacti growing, magazine production, and metal work: each is designed to encourage the development of personal interests and to learn practical skills.

4. Physical recreation

Participants are required to take part in some form of organised physical recreation and to show individual progress. Most team and individual sports are included, such as football, athletics, archery, swimming and canoeing. The list is endless, depending on what appeals to you.

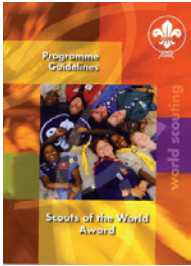
5. Residential project (for Gold level only)

The residential project is intended to broaden your experience through living and working with others (who are not your everyday companions) over a period of five consecutive days.

More information is available at

<http://www.intaward.org/>

Tool 36: The Scouts of the World Award



OPEN PDF

The *Scouts of the World Award* is a special award showing that a young person is aware of world issues and, through a voluntary service, has acquired the necessary experience and skills to become a citizen of the world. The Award aims to turn globalisation into a vigorous tide of positive change. It was launched in order to encourage a stronger involvement of Rovers in the development of society by making them more aware of the current world issues.

Concerning global citizenship-preparation for young adults, the Award emphasises three core themes demanding understanding, skills and knowledge for life on a small planet – *peace, environment and development* – and is open to everyone between the ages of 15 and 26, regardless of ability, race, faith or location. It provides a great opportunity for NSOs to increase membership at local and national level, given the possibility of inviting non-scouts (in the age range covered by the Rover section 18–22) to participate in the Rover programme, and to encourage them, upon completion of the *Scouts of the World Award*, to become part of the Rover section. Successful participants are also invited to join the *Scouts of the World Network*.

The Award has two components:

- *The Scouts of the World Discovery* – an adventure lasting several days, proposed by a Scouts of the World Base with a focus on environment, development or peace.
- *The Scouts of the World Voluntary Service* – a period of voluntary service contributing to solving a problem related to the Millennium Development Goals. The period of voluntary service should correspond to at least two weeks of full-time work. Voluntary service can take two forms: (1) assisting a project already developed by an organisation (Scout Association, youth centre, NGO); (2) developing a specific project with a team of friends.

The *Scouts of the World Award* can help NSOs to develop partnerships with other NSOs willing to help each other in implementing the Award by sharing human resources and knowledge (trainers, documents, etc).

When an NSO adopts the *Scouts of the World Award*, it needs to send an official letter to the World Scout Bureau and confirm its intention. The letter should indicate who is in charge of the Award within the NSO (name, email, address, telephone number). The NSO will then be added to the list of NSOs who have adopted the Scouts of the World Award, a list that is regularly updated on the website in order to facilitate the development of partnerships. In reply to this letter the NSO will receive all the necessary material and support.

Guidelines of the Scouts of the World Award can be downloaded from:

<http://www.scoutsoftheworld.net>



Millennium Development Goals

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

Part 3: Interesting practices



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Part 2: Tools and resources



Part 3: Interesting practices

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Glossary

Interesting practice No. 1 from AGESCI, Italy



Rovers as leaders

Should Rovers be leaders in other sections while they are still active as Rovers? That's a question that practically everyone in Scouting has an opinion on; a question that has fuelled many interesting debates over the years. This is what an AGESCI leader has to say.

The main reason why our Rovers and Scolte are not leaders in the younger age sections is that an educator is something you ARE from within and not something that you can just do or pretend to be. You become an educator by having free choice, 'free' in the ethical sense of the word, free to become fully realised individuals.

Massimilano Kolbe's choice was 'free', because when he chose to give his life for another he realised himself completely. Using the same criterion we can evaluate the degree of freedom that there is even in the smallest of choices: the choice to smoke, to drink alcohol, to drive a car very fast against the flow of traffic in a one-way street, to steal, or worse...or better, to choose to love another person, to do one job instead of another or, as, in the case of Scout leaders, to educate.

As a leader, I am an educator: there is no technique that can cope with all that happens – whether positive or negative – through me, through my way of relating to others, through the way I pay testimony to what I believe. When educating, I cannot fake it. I cannot tell my Scouts things that I don't believe, because they would know I didn't believe them and that would be worse than not saying anything.

Based on these two premises: free choice and being an educator, it is easy to understand easily why our Association has chosen to:

- To invest in Rovers and Scolte
- Not to give educational responsibilities to Rovers and Scolte (besides civic or service responsibility) until they are willing and ready to do it. They have to show their readiness by choosing a role that maybe they can take on when they are 21 years old; surely not earlier (however, there are exceptions!).

In our Regolamento Metodologico and our Manuale di Branca, we insist that our Rovers and Scolte understand what being 'free' means. We talk about the conditioning that comes from society; about the false liberalism and relativism; about the importance of having a plan in life, based on secure foundations. These foundations can include the Promessa and the Leggi (The Scout Promise and Law); Christ's teachings; and the healthy moral values that a Rover can develop in the Clan years, when reflecting on their experiences.

If, at the age of 20 or 21, a Rover feels ready to live his life according to the values that were offered to him in Scouting; if he chooses these values as his own; and if he wants to take them in his backpack, no matter where the streets lead him, then he asks the Clan to recognise that it is his moment to finish the educational process. It is time to Partire (to go). The educational path of Rovers in AGESCI finishes with a ceremony named Partenza in which the Rover physically leaves the rest of the Clan and makes his own way, a route specific to him and different to the ones others may take. This is the most symbolical moment in Rovering in AGESCI

If, on the contrary, a young person of 20 or 21 years feels that the values he has lived in Scouting are not the ones on which he wants to base his own life, he goes out of the Clan, without ceremony, finishing his educational process in the Association. It is not easy as it takes courage for him to admit to the others that he doesn't want or feel some of those things that Scouting offers.

The choice to enter the leader community and therefore to be an educator and to apply the teachings of Scouting as a way of serving God and the country and helping others is separate from the path of the Rover or the Scolte. You can become a Scout leader without having previously been a Scout. While this can be difficult, the leader community that you are part of will help you to understand the Scout 'language'. Rovers can enter this community without having been through the partenza, having decided to become an educator later in life. Or they may do the partenza but decide that the educational path is not the best route for them. Some might decide to help out in some other capacity, without being a leader. I had an outstanding Rover who due to personal goals (starting his own company, getting married, starting a family) and due to the fact that he did not feel he was an educator decided not to enter the leader community, but said that we can count on him. He is a metalworker and next year he will help us build a stage in our Reparto site.

We are always short of leaders. In AGESCI, each Unit has to be led by a man and a woman to ensure equality, so each Unit needs at least six people (three men and three women): two for the Branco; two for the Reparto and two for Noviziato Clan. Leaders have to be approved according to the Formazione Capi rules. If we were to include Rovers or Scolte, we would have more people, but not necessarily more 'men and women'. We would have other problems. We would risk burning out our Rovers and Scolte by asking them to take on more responsibility that they can handle before they are ready. That's why they help the leaders and by doing that learn that the what (the activities) always come from a why (the objectives) via the how (the Scout Method and style). In this way, free from bigger responsibilities, Rovers and Scolte can learn how to give themselves to others and how to make them happy. They can learn that helping someone to realise himself is one of the best ways to achieve your own realisation.

Interesting practice No. 2 from the Guides and Scouts of Finland



Rovers are important, too

Why should one age section be more important than another? Don't Rovers deserve the same amount of care and attention as Cubs do?

In my Association the Rover age section has traditionally been a difficult one. From the beginning of Rovering and Ranging, there has never been a really successful Rover programme, and the number of Rovers has never been anywhere near the numbers of members we have had in the previous age sections. Partly the problem seems to be that we take good care of our younger members – they are small and need help – where as we think our Rovers can take care of themselves. Also, the ideal Finn would earlier have been a lone ranger, taking care of himself and thus being independent and free. Now this image has finally started to change. In the old days, a good Rover was a Rover who was independent and did not need help. However, the world around us is changing, and now team work, support and (shockingly enough) hugging people who are not members of your immediate family are becoming rather frequent in Finland.

My own local group has always had Rovers, and most of the time they have done interesting projects by themselves. The support given to them has differed very much. (I remember myself as a Rover, thinking we could do anything and everything, not understanding why our Rover leader tried to support us – we didn't need her.) Ever since I can remember, young people in my local group of the Rover age have been Cub Scout leaders or other leaders, and have done a good job at that.

Food for thought

Now, school and society have become much more competitive and our young people cannot be full-time Scouts as I once was, mostly because they desperately need to do well in school in a totally different way than my generation needed. This leads to the need for Rovers, also in my local group, to have a programme where they could do things for themselves, find their place in a group of peers and do service in ways other than leading younger scouts.

So, I've started asking my local group if we really need Cub Scouts. Don't get me wrong – I love Cubs. I've been a Cub Scout leader for years and years; some of the most powerful experiences I have from Scouting are through seeing things like the Cubs have seen them and really feeling I have made a difference.

But I do not see how one age section – Cubs – should be more important than another – Rovers.

The next step

A WOSM PowerPoint presentation from the European Scout Symposium 2003 shows (amongst other things) a comparison between how age sections are divided in different European National Scout Associations, and how it seems some of those who have two age sections in the adolescence and post-adolescence age range, have more members in this age range than those who don't.

Just splitting the last age section doesn't make the difference, though. But it gets me thinking. At least I don't think we should go on supporting a situation where we have far more Cubs than Rovers.



European Scout
Symposium WOSM
presentation

OPEN PPT

OPEN PDF

Interesting practice No. 3 from the first European Rover Commissioners' Forum, France 2004

Values common to Scouting

The following values found within the Scout Method were identified at the first European Rover Commissioners' Forum, held in France in 2004.

Promise and Law:

- Honesty, trust, service, loyalty, responsibility, principle, honour, tolerance, truth, to help others, commitment, optimism, consciousness

Team system:

- Democracy, tolerance, friendship, help others, team player, tolerance, friendly, decision-making, independency, friendship, responsibility, service to others, fraternity, social, motivation, commitment, solidarity, trustable, loyalty, constructive

Symbolic framework:

- Motivation, spirituality inside work, open-minded, creativity, constructive, hope, commitment

Nature:

- Responsibility, tolerance, courage, respect for environment, active, service, citizenship, to be conscious, respect, autonomy, spirituality

Learning by doing:

- Self-education, to be active, gaining new experiences, project planning skills, open-minded, team player, active, creative, responsible, self-discipline, international spirit, service to others, transition from adolescent to adults, skilful, to be prepared, brave, motivation, autonomy, solidarity, citizenship

Progression:

- Being open to new experiences, international spirit (to help us in progress), independence, self-education, responsible, have principles, citizenship, tolerance, self-discipline, dedication, to be persistent, open-minded

Adult:

- Self-confident (autonomy) or independence, citizenship, respect (generations), politically minded, responsibility, motivation, conscience

Interesting practice No. 4 from ASDE, Spain

Education in values

Helping our Rovers in the continued development of their individual value systems, so as to benefit their lives and contribute positively to society, is one of the key objectives of the Scout Movement. ASDE examines how this is reflected throughout their programme.

Education in values is a key concept in the development of an educational environment that underlies everything we do. Education in values inside Scouting should be progressive, assisting the individual development of Scouts. From the moment they enter the Scout Movement, we should foster the relationship between the individuals and their environment. They should understand the basic rules of coexistence and feel confident in expressing their ideas and feelings. The spirit of collaboration that results will allow them to explore their values and their role in society and to live their lives according to the Scout Laws. Programme activities in ASDE have two facets: the tangible framework around which they are built, and the intangible benefits that result. Each activity develops new values and attitudes within the individual.

The Scout Law and Promise form the basis of shared values within the Scout Movement. These values reflect our duty to ourselves, to others, and to God. They also promote values such as fraternity, service, courtesy, simplicity, responsibility, self-education, tolerance, solidarity, etc. It is very important to understand the relevance of the Scout Law and Promise when we talk about education in Scouting. They are the fundamental basis of Scouting life; tools in which we can find an inexhaustible source of values; it is what makes Scouting different from other youth organisations.

Education in Scouting is deliberate, designed to promote the personal development of the individual. Each scout activity involves particular values that need to be developed and explained. Before we embark on an activity we need to understand the values involved. Our Scouts must believe in the values expressed by the Movement and act accordingly. Principles cannot be adopted unless the underlying values are fully understood. Education in Scouting teaches us to consider these values, to help Scouts discover the roles these values play in their daily lives, and to develop a strong foundation from which they can make responsible choices.



Values need constant nourishing. Throughout history, the values of individuals, groups and nations have overcome slavery, poverty, social injustice, ecological imbalance, etc. Sometimes one value can come before another: each person and each community prioritises their values. This priority is not fixed. In order to live responsible lives, we need to constantly reflect on our value system, to be critical in examining why we feel they are important.

Education in values is something we can live, something we can experience, something we can talk about. Both Scouts and leaders need to pay attention to their own individual values and to those of the group. We need to consider how our attitudes reflect our values. The way in which leaders live their lives should provide a good example for Scouts.

Interesting practice No. 5 from Slovensky Skauting, Slovakia

Values and objectives in the Rover programme

Slovensky Skauting recognises five main programme areas as important and valuable for the development of young people. For each of these programme areas they have set a number of themes that combine different educational objectives which should be achieved by every individual by the end of the Scouting educational progress.



1. Personal development MIND

Wisdom

- Appreciate education
- Use more than one source of information in your work
- Take an interest in current affairs

Information

- Improve your memory by trying to remember as much as possible
- Weigh up the information you have available before making a decision

Creativity

- Design original solutions
- Use creative techniques

Self-realisation

- Critically evaluate your accomplishments, possibilities, and interests
- Try to be financially independent

2. Personal development BODY

Healthy lifestyle

- Live healthily and avoid injuries
- Be able to administer first aid
- Eat well and sleep properly

Sport

- Be able to survive in nature
- Be able to plan and operate a camp (including camp construction)
- Be able to organise help in time of major calamities or disasters, such as fires or floods

Physical growth

- Know your physical abilities and accept them
- Know how your body works and how it changes
- Know what helps and what harms your body
- Be able to say No! to harmful substances

Cleanliness

- Take care of your appearance and personal hygiene.

3. Personal development HEART

Feelings

- Know and accept your feelings
- Express and control your feelings

Internal freedom and stability

- Be able to give and receive constructive criticism
- Be able to revise your position if necessary

Love, friendship and peace

- Be able to connect to people who do not belong to your familiar environment
- Try to build your personal happiness

4. Personal development SPIRIT

Personal identity

- Know your limits
- Be assertive, build your self-esteem yet be self critical
- Keep your name and reputation in good standing

Sense of humour

- Be able to prepare funny activities for others
- Approach life with a positive sense of humour

Independence

- Be able to make independent decisions and accept their results
- Do not only take, also give

Initiative and self-confidence

- Be able to make decisions quickly and grasp opportunities
- Take initiative and be self-confident without being aggressive
- Be steady and accountable
- Establish your goals and reach them in spite of barriers

Live in harmony and values

- Live in harmony with Scout principles and values

5. Personal development: CITIZENSHIP

Tolerance

- Live with respect to others
- Respect the equality of rights of men and women
- Understand other cultures and respect their diversity
- Support co-operation, peace, and friendship between nations

Communication

- Be able to co-operate, to work in a team
- Be able to prepare and lead your group

Service

- Help others even if it is difficult
- Help others without expecting any reward

Nationality and citizenship

- Be not only an inhabitant but also a citizen – don't just live somewhere, get involved
- Discover the world and understand your European and Slovak heritage
- Support democracy and plurality
- Think about the advantages and the limitations of democracy

Conservation of nature

- Take part actively in nature conservation
- Be able to explain the importance of sustainable development in the world

Interesting practice No. 6 from AGESCI, Italy



Service

Service shouldn't just be part of the Rover programme; it should also offer Rovers a new lifestyle and help them to define their personal values. It can be a very powerful educational tool. In this interesting practice AGESCI explains how it is incorporated in its Rover programme.

The community decides new objectives, considering the age of Rovers and real situations they might face, always thinking and acting in a positive way.

The first step in the educational project (*in Italy it's the "Noviziato" time*) is the group experience, where Service should be temporary and not particularly stressful. It is a time for becoming familiar with the group.

During the second step in the educational project (*at the beginning of the Clan life*) Service should be tailored to the individual; again a temporary experience that allows the Rover to get to know him/herself and to become aware of other people's problems.

At the final step in the educational project (*the oldest years of Clan life*) Service is individual and long-term. The aim is to develop responsibility in the Rovers; for them to be able to share unfortunate situations, and to assume Service as a way of life.

Service is a practical experience ("*learning by doing*"), a voluntary work, not just an abstract idea of being able to listen and observe before judging. The group community must prepare, support and check each experience. Group leaders have an important role to play in this, checking for lack of enthusiasm or for times where Rovers might do things without understanding why they are doing what they are doing. They should also be there to offer Rovers support and to share their problems.

Preparation is important. Rovers must learn from experience to know society and be able to operate with competence, justifying their actions. In this sense, it is important to compare the Movement with other organisations who prepare Service in a very competent way working in

different areas. Sometimes, the Service that Rovers want to offer is not really needed: quite often Rovers approach Service without thinking about the reality of the situation, without checking if it is what people need.

Service is an essential part of Scout activities. It should be re-assessed almost every year and extended to new areas. There are also some traditional areas still valid and in need of Service, though sometimes forgotten. There are areas where we can help people but we think our help isn't needed. In some areas, Service as a group is the only possibility, in other areas individual Service is the best. There is a broad range of opportunities for everybody.

Interesting practice No. 7 from AGESCI, Italy



Values and choices for life

Here we explore how AGESCI approaches four specific choices that form basic values in Scouting.

What are these specific choices?

The Scout's basic values and choices are clearly included in the Scout's Promise. They are:

- Service (“*aiutare gli altri in ogni circostanza*” “to help others under any circumstances”)
- Faith (“*compiere il proprio dovere verso Dio*” “to fulfil one's duty as a Christian”)
- Civic commitment (“*compiere il proprio dovere verso il Paese*” “to fulfil one's duty as a citizen”)
- All of this should be done according to the Scout laws (“*osservare la Legge scout*” “to observe the Scout Laws”)

Service involves helping, listening to, and supporting others, waiting patiently and humbly. It is about dealing and communicating with people near us as well as strangers with whom we feel close to simply because they are men and women, too. Service means establishing relationships, viewing humanity as an end rather than a means. It is about structuring our lives around friendship, availability, and hospitality, rather than power dynamics.

Faith implies being open in front of the mystery of life and the Absolute. It calls for a humble attitude in front of God's greatness, but also for us to trust our own forces. It means to acknowledge that we need more than ourselves; to hope and believe that our fate is not death, but life. Faith is to try to see others as brothers and sisters, with understanding and friendship, and being prepared to make sacrifices for them.

Civic commitment requires the will to be active citizens (“*buoni cittadini*” “good citizens”, as B-P used to say). Active citizens are interested in the common good and are ready to intervene by supporting critical choices

that affect and define our society. They try to apply their fundamental values when making practical and administrative decisions. These are citizens who seek the truth, acting with a critical, non-biased attitude. People who are able – when necessary – to take on direct responsibility for civic initiatives. They are not afraid to take part in decision-making and are aware that civic action calls for personal commitment as well as the ability to work with others.

The “Scout style” displayed when making these choices is not just an exterior and formal style. On the contrary, it is the expression of those attitudes and behaviours that are at the basis of our choices. “*Semel scout semper scout (scout una volta, scout per sempre)*” “Once a Scout, always a Scout”, the founding fathers used to say. This means that the values of responsibility, trust, loyalty, openness, friendship, courtesy, hard work, purity, joy in difficulties and all other values listed in the Scout Law find a practical application at all ages.

Interesting practice No. 8 from Scouting Ireland



Volunteer support service

Scouting Ireland, like many other Associations, could provide better Scouting for more young people if they had more Adult leaders. Using the International Year of the Volunteer, Scouting Ireland made a concerted effort to attract more adults into the Association.

It is difficult for people today to volunteer to give the time we often ask from our leaders; indeed our society is no longer one which encourages volunteerism at any level, and all our community groups are suffering as a result. 2001 was the *International Year of the Volunteer* and we decided to use this to our advantage, to attempt to attract more adults into our Association. Traditional methods just were not working and it was time for a change in strategy.

We sought the views of leaders and Unit managers during a series of meetings which took place in various parts of the country during the early summer months. Everyone agreed that the major difficulty facing Units is a shortage of adult assistance. We set out to turn this around by offering better support to existing leaders and simultaneously encouraging others to become involved. Once involved in Scouting for just a little while, experience has shown that most adults become hooked and are happy to become more involved.

Once we had established the specific area we needed to address (leader support and recruitment), we held a number of meetings where different ideas and suggestions were put forward. We decided to produce a brochure that would not instantly appear to have anything to do with the Scout Association (as some people already have negative preconceptions) but instead invited people to contribute to the positive development of the young people in their own area by sharing just a small amount of their time, skills or knowledge. The brochure makes it easier for people to identify areas where they may be able to help. It asks for as little as two hours each month from them, allowing those with very little spare time to still play an important part if they wish.

The front of the brochure shows the *International Year of the Volunteer* logo – we didn't include the date as it is something we wanted to be able

to use after 2001. It also includes some attractive photographs of young people enjoying the outdoors, obviously having fun along with a summary of the areas of growth the Scout programme contributes to. It shows what our Association offers to leaders in the line of training, personal development and fun, together with a list of ways in which volunteers could help their local Scout Unit, focusing on their talents, professional experience, knowledge and skills. When asked to volunteer, some people have difficulty in seeing how they could contribute. The brochure includes a checklist of knowledge and skills that volunteers can tick, along with the amount of time they might have to contribute, which might be as little as one hour, twice a year. To make it even more relevant to local groups, the brochure had a place for each Unit to add their contact details.

This project was supported by the Irish government's *International Year of the Volunteer* Fund and was distributed to our 350 Units around the country. Feedback has been very encouraging. Those who distributed them in their communities and followed up on it were very happy with the results of the project.

OPEN PDF

Interesting practice No. 9 from Bandalag Íslenskra Skáta, Iceland



The rescue teams

The purpose of Scouting is to educate young people to become adults who can make a change for the better within our society. Often, however, the Rover programme doesn't have strong connections to the real world and it is difficult for Rovers to find places to do Service. In Iceland, the Icelandic Scout Association is closely linked with the traditional rescue service, thus educating Rovers to become active citizens in their society.

From the early days, Icelandic boy and girl scouts have been asked to come to the aid of people involved in an avalanche, or to search for missing persons in the mountains. A special assisting troop, or Rescue Team, was established in Reykjavík in 1932, the members of which were adults with field and mountain experience. This community service is extremely valuable and much appreciated. Now there are 100 Rescue Teams all around the country, with about 4,000 members. They locate and rescue people from wrecked airplanes and stranded ships, searching for missing persons, training and keeping rescue dogs, organising blood donor groups, organising and giving first-aid service at all kinds of outdoor gatherings, giving courses in first-aid and in how to prepare for hiking and camping in our rugged and mountainous country. The Rescue Teams are an important link in the organisation of Icelandic Civil Defense and general security in Iceland since there is no national military.

Are there no Rovers in Iceland?

At the age 17 or 18 you will end your Scout programme. Then you can choose to join the Rescue Teams or to become a leader, or both. The Rescue Teams build on B-P's idea of helping society so in a way it is a Rover programme. To join a Rescue Team you must be 17 or older and able to go through two years of extensive training. The National Association of Rescue Teams is a member of BIS, so we have a strong connection.

Interesting practice No. 10 from the YWCA/ YMCA Scout and Guide Association of Sweden



The importance of planning

Hindsight is 20/20 vision. We can learn some valuable lessons by reflecting on what went well and what didn't go so well. The YWCA/ YMCA Scout and Guide Association of Sweden learned that a little planning does indeed go a long way!

Our Association had a Rover Scout binder which contained our programme. The Rover Scout Committee of the Association was given the task of reviewing certain parts of the binder and updating it. It turned out to be a lot more involved than we had originally thought. What was needed was not so much a review as a complete rewrite.

Keeping most of the structure and the programme ideas, we began the task of refurbishing the programme. We still had the four pillars of the Scout Programme:

1. Outdoor life with environmental care.
2. A Christian outlook.
3. A personal social responsibility.
4. An international responsibility.

We decided to do away with the binder and to make it into a book. We didn't fully understand what was involved from the start. The Rover Scout Committee also had other work to do and so couldn't dedicate itself totally to this project. Up until the last six months, we still had a very vague idea of how much work we had left to do. All too often we came across an interesting practice from another Association that we could have used, had we had the material earlier.

Although it took four years, the end result was worth it. It forced us to re-examine what Rover Scouting is about; what our priorities should be.

We are now in the process of implementing the revised programme. Our Rover Scout training is now based on the programme. We don't have

Rover Scout leaders. The Crews themselves are responsible for their programmes. Our Regional Committees help the Rover Crews in their regions and may run Rover Scout training. We are using these Committees to disseminate the information.

Lessons learned

If we were to do this again, we would:

1. Start by assessing the need.
2. Figure out what it is we want to achieve.
3. Identify those issues that need to be addressed.
4. Form a special task group whose sole aim is to review the programme. This group should report to the National Committee and be guided by them.
5. Develop a clearly defined project schedule allowing time for revision, consultation, creating the framework, producing the text, etc. There should be a specific time allowed for collecting information and then another for acting on the information collected.

Interesting practice No. 11 from the Guides and Scouts of Finland

Stages of development

The Guides and Scouts of Finland (GSF) started recreating its Scout Programme in 2005, working through a modified version of RAP, the Renewed Approach to Programme. This is how some of the background work for RAP Step 4 looked like, before the age sections were decided.

Before deciding on how the age sections of the GSF would look, it was decided that the Scout programme in Finland would not be aimed at children younger than 7 – the age at which children start school in Finland. During the process it became more apparent that protecting childhood and youth (as opposed to the tendency of our society to shorten childhood to a minimum, and extending youth to a maximum where 30-year-olds would still be considered youth) turned out to be important.

The essence of the work, however, was turned into seven theses:

1. Everyone has a right to support for his/her own age.
2. Everyone has the right to belong to a group of peers.
3. Adult support is a means of education.
4. The age sections are based on the needs and specific features (i.e. group size, adult support, symbolic framework) of children and youth at different stages of development.
5. It should be possible to implement the age sections in different local groups.
6. Education in the local group should be realised through the age section programmes.
7. It is valuable that all age sections work in a local group; one section is not more important than another.

The background material on stages of development of children and youth in Finland in 2006, intended for development of the age sections and presented to actors on different levels in GSF looked like this:

7 ➔ CHILD

- Clearly a child
- Fantasy world
- Concrete thinking
- Dependent on adults
- Adapts and adheres to rules

10–11 ➔ LATE CHILDHOOD

- Still a child, going towards adolescence
- Strict perceptions of what is fair
- Circle of friends outside the family

13–15 ➔ ADOLESCENT

- Clearly an adolescent
- Is able to care for him/herself
- Starts to rebel
- Short-term interests
- Expanding life circle
- Self-centred in social life

17–18 ➔ YOUNG ADULT

- Adult, but not ADULT (at 18 Finns become of age)
- Prolonged youth
- Studies
- Idealism
- Serenity
- Long-term responsibilities
- Independent actor

25–28 ➔ ADULT

- Clearly an adult
- Independent life
- Realism
- Limited time resources
- New challenges

For more information visit <http://www.partio.fi/>

Interesting practice No. 12 from the European Scout Region

Age sections in associations within the ESR

There is a great variety of age-related definitions of Rovering in Europe, generally depending on the culture, history or traditions of an association. Some associations consider young people aged 15–18 as Rovers whereas others have Rover clans organised by young people aged 19–21. The following table lists the age ranges for the various sections in countries in the European Scout Region as at March 2006.



Pre-cubs	Cubs	Scouts	Senior Scouts	Rovers	Country
-	6 - 10	10 - 14	14 - 17	17 - 25	Albania
-	7 - 10	10 - 13	13 - 16	16 - 20	Austria
6 - 8	8 - 12	12 - 16	16 - 18	-	Belgium Les Scouts
6 - 7	8 - 10	11 - 13	14 - 16	17+	Belgium VVKSM
5 - 8	8 - 12	12 - 15	15 - 18	-	Belgium SGP
5 - 7	8 - 10	10 - 13	14 - 15	16 - 17	Belgium FOS
-	7 - 10	11 - 15	16 - 19	20+	Bosnia & Herzegovina
-	7 - 10	11 - 14	15 - 18	19 - 23	Bulgaria
-	7 - 11	12 - 15	16 - 20	21 -	Croatia
-	7 - 10	11 - 14	15 - 17	-	Cyprus
-	6 - 10	11 - 15	15 +	-	Czech Republic
6 - 8	8 - 10	10 - 12	12 - 16	16 - 23	Denmark DDS
5 - 7	7 - 10	10 - 16	-	16+	Denmark DBS
5 - 7	7 - 10	10 - 14	14 - 17	17+	Denmark KFUM
-	6 - 10	11 - 14	15 - 17	18 - 26	Estonia
-	7 - 10	11 - 14	14 - 18	-	Finland
-	8 - 12	11 - 15	14 - 18	17 - 21	France SMF
-	8 - 12	12 - 16	-	16 - 19	France EEUdF
-	8 - 12	11 - 15	15 - 17	17 - 21	France SGdF
6 - 8	8 - 11	11 - 15	-	15 - 19	France EEdF
-	8 - 11	11 - 15	15 - 17	18+	France EEIF
-	7 - 10	10 - 13	13 - 16	16 - 20	Germany DPSG
-	7 - 10	11 - 15	-	16+	Germany VCP

Pre-cubs	Cubs	Scouts	Senior Scouts	Rovers	Country
-	7 – 11	11 – 15	-	16 – 25	Germany BDP
-	7 – 11	11 – 15	15 – 18	-	Greece
-	6 – 11	11 – 16	-	16 – 21	Hungary
-	9 – 10	11 – 14	15 – 18	-	Iceland
6 – 8	8 – 11	11 – 15	15 – 21	-	Ireland
-	9 – 11	12 – 14	15 – 18	-	Israel
-	8 – 11	12 – 16	-	16 – 21	Italy AGESCI
-	7 – 11	12 – 15	-	16 – 19	Italy CNGEI
-	7 – 11	12 – 16	-	16+	Latvia
-	7 – 12	12 – 15	15 – 18	18+	Liechtenstein
-	6 – 10	10 – 14	14 – 18	18 – 25	Lithuania
6 – 8	8 – 11	11 – 14	14 – 17	17 – 23	Luxembourg LGS
6 – 8	8 – 11	11 – 15	15 – 18	18 – 26	Luxembourg FNEL
-	7 – 11	11 – 15	15 – 20	-	Macedonia
-	7 – 10	10 – 15	15 – 18	18 – 21	Malta
-	8 – 11	11 – 15	14 – 18	-	Monaco
5 – 8	7 – 11	10 – 15	14 – 18	17 – 23	Netherlands
5 – 7	7 – 10	10 – 16	-	16+	Norway – NSF
-	6 – 10	10 – 13	13 – 16	16 – 25	Poland
-	6 – 10	10 – 14	14 – 18	18 – 22	Portugal CNE
-	6 – 10	11 – 14	14 – 16	17 – 21	Portugal AEP
-	8 – 10	11 – 14	15 – 18	19 – 25	Romania
-	9 – 11	12 – 16	17 – 22	-	San Marino
-	7 – 10	11 – 14	15 – 20	-	Serbia & Montenegro
-	6 – 11	11 – 15	-	15 – 26	Slovakia
-7	7 – 11	11 – 15	-	16 – 21	Slovenia
6 – 8	9 – 11	12 – 14	15 – 17	18 – 21	Spain ASDE
6 – 8	8 – 11	12 – 14	15 – 17	17+	Spain MSC
6 – 8	8 – 11	11 – 14	14 – 17	17 – 19	Spain MEGSJC
6 – 9	9 – 12	12 – 15	15 – 17	-	Spain – EC
6 – 7	8 – 9	10 – 11	12 – 14	15 – 18	Sweden SSF
5 – 7	8 – 9	10 – 11	12 – 15	16 – 25	Sweden KFUM
7 – 9	10 – 11	12 – 14	-	15 – 20	Sweden FA
-	7 – 9	10 – 12	13 – 15	16+	Sweden SMU
7	8 – 9	10 – 11	12 – 15	16+	Sweden NSF
-	8 – 11	11 – 15	15 – 18	18+	Switzerland
-	7 – 11	12 – 15	16 – 18	19 – 24	Turkey
6 – 8	8 – 10	11 – 14	14 – 18	18 – 25	United Kingdom

Interesting practice No. 13 from Scouting Ireland



Educational objectives

In 2004 Scouting Ireland began using RAP to develop its new programme, a process it envisages taking three years. Having developed its Educational Proposal and studied the areas of personal growth, the following final educational objectives were proposed for those who will finish Scouting at the age of 21.

Scouting Ireland is built on a shared respect for the uniqueness of young people. We believe in the abilities of young people and their wish to discover and harness their own potential. We help them achieve this by providing them with the support and encouragement they need.

Character development

Accepting myself and recognising my own potential for growth and what it is I can become. Developing myself in a manner consistent with a set of values and with mutual respect and understanding for others

- Demonstrate that I have the confidence to live by the Promise and Law.
- Demonstrate my awareness and understanding of the true value of all things.
- Demonstrate the ability to believe in myself.
- Accept my abilities and be content with them while striving to be the best that I can be.
- Demonstrate my ability to take a stand and be strong in the face of adversity.
- Be able to identify injustice, inequality or conflict and explore ways of resolving it, and where appropriate play my part in its resolution.
- Treat others with respect.
- Demonstrate that I have the courage to live out my dreams and aspirations.
- Live the Scouting spirit.

Physical development

Understanding my body and my physical capabilities, while developing skills through appropriate physical challenges.

- Demonstrate that I play an ongoing and active role in maintaining my own dietary health.
- Protect and maintain my health through my choice of a healthy balanced lifestyle. Be responsible for my physical development.
- Take responsibility for personal hygiene and the impact it has on others.
- Be able to identify when my body is working well and when it isn't and have the good judgment to get help when I need it.
- Understand that society is richer because of physical difference.
- Before I make important lifestyle choices I will inform myself of all the risks/benefits involved.
- Recognise and understand the impact of my choices on myself and on others.

Emotional development

Having the confidence and security to be aware of and to express my emotions, and to understand and accept them. Learning how to deal with situations and people I meet everyday while having respect for other people's emotions and being aware of the impact of my actions.

- Be able to recognise, interpret and accept my emotions, their changing nature, and the effects they have on all aspects of my life.
- Know how others can support me in understanding my emotions.
- Be tolerant of the emotional needs of others.
- Strive to express my emotions constructively.
- Demonstrate the confidence and ability to deal with life's challenges.
- Stand up for my personal beliefs and values.
- Develop my potential and recognise the possibilities for my future.

Intellectual development

Having the ability to create ideas, leading to a plan of action and carrying it through to its conclusion using common sense. Being able to plan and analyse and take on board the consequences of my actions. Having the ability to understand how a team works, and my role within it. Having the ability to evaluate a situation and follow instructions as appropriate.

- Demonstrate an ability to assess situations, identify resources, make an informed choice, form my own opinions, and recognise the best possible solution to a given situation.
- Be responsible for my own learning.
- Be able to incorporate the learning styles of others into all aspects of my life.
- Apply my capacity for imagination and ideas, and my ability to be innovative and creative.
- Demonstrate an ability to make decisions, execute and review a project and accept responsibility for the outcomes.
- Understand how teams work and strive to get the best from all members in a given situation.

Social development

Having a sense of belonging in a group, through friendship and interaction. Developing an understanding of social issues in my communities, and recognising my responsibility to appreciate cultural diversities. Having fun.

- Show that I value the people and relationships in my daily life.
- Develop the skills and attitudes needed to build and maintain meaningful and appropriate relationships and friendships.
- Demonstrate that I use my communication skills effectively.
- Respect the social integration of other cultures.
- Recognise my roles within society, and make a positive contribution to society.
- Understand and demonstrate how I use the Law and Promise in my everyday life.

Spiritual development

Having an understanding and acceptance of myself and my value as a unique human being, and an equal acceptance of the value of others. Having respect for myself and others and the world in which we live. Having a sense of responsibility for my environment and my place in it. Developing a personal awareness of a higher being and an expression and exploration of a faith.

- Be able to express, uphold and where appropriate re-evaluate my spiritual beliefs/faith upon reflection.
- Understand and demonstrate a respect and appreciation for my environment (natural, human, built), the role I play in it, the contribution I make to it, and the impact my actions have on it.
- Explore and develop my spiritual being, and my relationship with God, through my interaction and connection with others, nature, and the environment in which I exist.
- Recognise my spirituality as an essential part of my life.

Interesting practice No. 14 from ASDE, Spain

Educational objectives

Here is an example of educational objectives for Rovers used in ASDE, Spain. If your Association is renewing or defining its educational objectives, keep in mind that it is important to set achievable objectives which will offer Rovers opportunities to learn and experience new things and to face various situations which will contribute to their development.



Educational objectives to be achieved at the end of the last age section (Rovers)

As a result of the learning opportunities offered by Scouting in the last age section, at the end of their experience in the Rover Clan, Rovers should be able:

1. To enrich the knowledge, skills and attitudes acquired in the previous age sections (personal development, critical attitude, etc.) to act freely and with creativity in all aspects of life according to their personal characteristics and the Scout commitment they have made.
2. To accept each other, being aware of their own possibilities and limitations, improving personal and group self-esteem, as well as emotional relations, personal endeavor and their ability to make choices.
3. To take care of their bodies, being aware of the benefit of direct contact with nature and physical activity, good hygiene and eating habits, as well as being aware of the danger of excesses and unhealthy practices.
4. To observe and be critical, using multiple sources of information, rejecting social stereotypes and fashion imposed by a consumer-driven society.
5. To experience life in harmony with nature, feeling at ease in the outdoors. Rovers should respect and appreciate nature and be active in working to conserve it. By studying the impact of scientific and technological advances and analysing the consequences, Rovers should be aware of how these advances can improve the quality of life as well as the potential negative impact they might have on the environment.

6. To become emotionally rich through familial and social relations, displaying an attitude of openness, respect and helpfulness, surpassing cultural, social or personal prejudices and discriminations, broadening their cultural horizons in a spirit of worldwide brotherhood.
7. To recognise different religious groups and beliefs that influence history and culture. Rovers should recognise the impact of these religious messages, and be aware of how they identify with them by valuing and engaging in a dialogue with different ethical and moral systems.
8. To reflect upon and accept personal choices in daily life that have a positive impact on their personal development, including both the moral standards derived from personal principles and ethical attitudes, and coexistence in a pluralistic society (respect for people and things, solidarity, justice, peace, freedom...) as the values expressed in the Scout Spirit (Promise, Law, Motto, etc.).
9. To analyse the deep questions of humanity and to look for coherent answers by remaining open to different beliefs, by acquiring skills to access the inner-self, and by using daily experiences and the framework of nature to discover the importance of each person.
10. To be interested in the world that surrounds them and to critically commit to its improvement. Rovers should understand social problems through the analysis and knowledge acquired from various sources (for example, the Declaration of Human Rights, the Constitution, etc.) as well as from their own experiences in relation to the environments in which they live.
11. To adopt an attitude of life-long learning, to become better people by each day and to use their personal knowledge, skills and values for the service of the others.
12. To personally value Scouting's contribution to their personal development, and to understand the educational role of the Movement and its benefits to society.

Interesting practice No. 15 WONDERforum

World Online Network for Developing Educational Resources

As the world heads further along the technology road, we are seeing a huge change in the ways in which we communicate. Emails are replacing hand-written letters; instant messaging allows us to have real-time conversations online; webcams and satellite links facilitate multi-regional conferences with people from different countries participating without ever leaving their homes or offices. Scouting, too, has entered this global techno world.

The WONDERforum on Rovering was held 5–16 November 2001. This virtual forum – the *World Online Network for Development of Educational Resources* – attracted 51 participants, representing 21 countries in 5 Regions. Participants as far apart as Africa and Europe gathered online to share their views on Rovering. The breadth of experience involved added to the quality of the discussion: participants worked on a local, district, national and regional/world level.

The background documentation was prepared by João Armando Gonçalves, National Commissioner for the Rover Section, CNE Portugal, supported by Jacqueline Collier, Deputy Director, Youth Programme, World Scout Bureau.

Exchanges between participants were intense and interesting covering three main issues:

1. Where are the Rovers (age ranges and situation)?
2. What is Rovering? What makes a good Rover programme?
3. What makes a good Rover leader?

Virtual forums are a relatively inexpensive way of gathering people together to discuss certain issues. There are no travel expenses or logistic nightmares involved. Participants can be as active as they like – some might only stay online for an hour or two, others might drop in and out of the discussion when it suits. Everyone has a chance to comment. The wave of the future? Perhaps.

Interesting practice No. 16 from The Scout Association of Malta



The Rover Crew

Organising Rover sections is a challenge. Rovers today are mobile; their lives change rapidly; they move away to college and to work and yet they want to remain part of their Association. How is this possible? The traditional local-based group is no longer enough. The Scout Association of Malta has adapted to meet the needs of its young people through the development of Rover Crews.

Membership over the Rover Crew is open to anyone over the age of 18. They can be:

- A former Venture Scout
- An instructor with the Association
- A member from another group
- An ex-member of the Movement
- A member from another organisation
- A member of the community

New members coming from the Venture Unit will be asked to start working towards full membership in the Crew – investiture as a Rover.

Those members new to the Scout Movement will have to work towards full understanding of the Law and Promise so that they can be invested in the Association.

Rover Crew members are involved in the day-to-day running of the Crew. They are eligible to vote in an election to form the Crew's Executive Committee, and even run for one of the offices. Members are expected to abide by every decision the Executive Committee makes. They are expected to show **commitment**, to **progress** in the training programme, and show **loyalty** towards the Crew. These are considered to be the three main criteria, which make a good Rover Scout.

The Rover Crew meets once a fortnight and is run democratically. There can be two types of Crews: one, which forms an integral part of a Scout Group and another, which is run at a District level, with its members coming from all the Scout Groups within that District.

Although it is expected that both Crews run on identical guidelines, some differences may exist. A Rover Crew within a Scout Group will report directly to the Group Scout Leader and will operate mainly within the Group. It can fund its own activities or it can rely on the Group's funds and facilities to operate. On the other hand, a District Rover Crew will report directly to the District Commissioner and will operate within that particular District. Its members will meet at a centralised meeting place, which they may select. They will have to fund themselves.

Investiture

Before being invested as a Rover Scout, there will be an introductory period where new members, known as *Squires*, will be given the opportunity to find out about Rovers and the Rover Crew. An investiture ceremony formalises membership after a period of six months.

The Rover Crew Coordinator

The Crew Coordinator monitors the running of the Crew. Working in partnership with the Executive Committee and members, the Crew Coordinator provides a solid background for the Crew to operate within the parameters of the Association and the Scout Movement. The Crew Coordinator must be at least 20 years old and have followed the Wood Badge leadership course up to Level 4. Coordinators should be young in spirit, open-minded, and accessible.

At group level, the Crew Coordinator is appointed by the Crew to coordinate with others sections at the Scouter's meeting and perhaps to represent the group during a District Meeting.

At district level, the Crew Coordinator is appointed by the District Committee and is a full member of the District Scouter's Meeting.

The Rover Crew Executive Committee

The Rover Crew Executive is the core of the Crew. Its role is to administer the everyday running of the Crew. Its term of office, not exceeding two years, is set by the members of the Crew but can be changed if desired. The Executive Committee may be confirmed in part or as a whole or changed in full by a new election. All members are encouraged to run for an office within the Crew Executive Committee, perhaps moving from one position to

another in subsequent terms. The Executive Committee is made up of three main offices: the Chairperson, the Secretary, and the Treasurer. Larger Crews may also have a Public Relations Officer (PRO), a Quartermaster and a Training Officer.

- **The Chairperson** is the head of the Executive Committee and holds the highest office. Responsible for the day-to-day running of the Crew, the Chairperson represents the Crew to the Crew Coordinator.
- **The Secretary's** role includes keeping all the records of the meetings and activities, handling all the correspondence to the outside world, and coordinating with I.H.Q for national information.
- **The Treasurer** monitors the funds and controls the income and expenditure of the Crew. It is not the Treasurer's sole duty to raise funds for the Crew.
- **The PRO** promotes the activities of the Crew to the community.
- **The Quartermaster** is responsible for overseeing the upkeep and maintenance of the quarters and equipment of the Rover Crew.
- **The Training Officer** follows and records the achievements of those members undertaking the Award scheme.

Interesting practice No. 17 from the Scout Association UK

The Scout Network

The Scout Association in the UK is looking at new models for the future of its Movement, and recognises the flexibility, ideas and opportunities that are available. Some of the changes will, if implemented properly, improve the experience of Scouting for young people and adults alike. One of the proposed changes is the introduction of a Scout Network.



Membership

- All full members of the Movement between the ages of 18 and 25 will be members of the Scout Network. A young person should be encouraged to move to the Scout Network when appropriate for them, for instance, with friends of a similar age, or when moving to University/College. A young person may join the Network any time after they reach 17½ years of age.
- The Scout Network will be run by the members for the members. Networks are encouraged to organise their structure in a way that best suits their local situation.
- Associate Members of the Movement between the ages of 18 and 25 will not be members of the Scout Network, but will be registered by the County/Area Scout Network Administrator in order to receive information on the activities available.
- Members may belong to more than one Scout Network. Each local Network will appoint a coordinator who will be the point of contact with the County/Area.

Types of networks

- The County/Area may have a Scout Network itself, but in addition it may have local Networks attached to Districts (i.e. a Scout Network supported by a District).
- A Scout Network without links to a particular District would also be possible, as would Scout Networks linked to other schemes, such as Activity Centres, adventurous activity interest groups or even short-term Networks, such as an International Project/Expedition.

- In very exceptional situations, a Group with a large number of members between 18 and 25 may support its own Network at the discretion of the District Commissioner and the County/Area Commissioner.
- University/College clubs may be a part of the Scout Network provision, as will the Scout Fellowship for 18–25-year-olds.

The County/Area role in coordinating the Scout Network

- The County/Area has operational responsibility for The Scout Network.
- The County/Area is responsible for ensuring that every young person in the County/Area has the opportunity to take advantage of the Scout Network.
- The County/Area Commissioner is responsible for the creation, placement and closure of Networks within the County/Area. This will be done in Consultation with District Commissioners and the County/Area Scout Network Committee. The approach to the structure should be flexible, taking into consideration local geography, numbers, location of potential members and needs of Districts.
- The County/Area Scout Council will discharge the role of the Group Council for the Scout requirements of the Charities Commission.
- The County/Area will arrange a central database to be held of all Network members (and 17+ year-old Explorer Scouts) to allow effective communication with all in the Section.

The Scout Network Conference

- The County/Area Scout Network Conference will be convened at least once each year, and will involve all full members of the Section in the County/Area. The County/Area Scout Network Commissioner and Leaders are *ex officio* members of the Conference.
- The Conference will approve the constitution of and elect the Scout Network Committee in the County/Area.

The Scout Network Committee

- The County/Area Scout Network Committee meets as necessary, and will involve Network coordinators and other members elected by the Conference.
- The County/Area Scout Network Commissioner is an *ex-officio* member of the Committee.
- The Committee organises the programme for the Scout Network Section.

Interesting practice No. 18 from AGESCI, Italy

Building a community within Scouting

Rovers consider Scouting to be attractive for lots of reasons, one of which is the friendship and camaraderie that develops through the group life they share and the time they spend together. AGESCI has an interesting practice that allows Rovers to share some 'real time' together, too.



Community week

During Scouting events, like jamborees, moots, or annual camps, large numbers of Rovers and Rover leaders live together for extended periods of time. This time is spent sharing experiences and taking part in activities. They get to know each other as Scouts.

Community week is different. Groups of people live together for a week but instead of Scouting activities, they each go about their daily life, doing everyday stuff.

- They go to work.
- They go to school.
- They do their homework together.
- They share their housework.
- They plan community time to talk and to learn from each other.

In going about their everyday lives, they get to know each other as people. By building a community, they build trust and confidence in each other.

Interesting practice No. 19 from CNE, Portugal



Symbolic framework

Many associations use a symbolic framework to illustrate their programme. It is a way of attaching meaning to the programme, giving it life. Using symbolism, the programme becomes something more than just a programme – it is the means by which Rovers fulfil the aims and objectives of Scouting and develop into the type of adult that our society needs. CNE Portugal uses the life of St Paul and his journey to illustrate its programme.

The main purpose for each Portuguese Rover is to become a **New Self**, someone with a new mentality, someone able to transform this world into a better place: a New World. Each day the world needs more people who care about the environment and about other people. It needs people capable of loving and sharing; people who understand the true meaning of words like fraternity, solidarity, co-operation, freedom, justice, peace, and responsibility. It needs people who prefer 'to be' instead of 'to have'.

That's the main option a young person has when they go to the Clan: do they really want to join this project of becoming a 'new person'? If they do, they become a true Rover.

St. Paul – The Patron of the Rovers

St Paul is the model of faith for the Rovers. Despite all the difficulties and temptations that he faced, St Paul remained faithful to the principles in which he believed. He was a pioneer in preaching God's message throughout the world and not only to the chosen people. At one time in his life he was confronted by two paths: one asking him to serve Rome and to pursue the Christians; another offering him a path free of obstacles and displeasure, giving him the opportunity to discover himself.

St Paul's strong-mindedness came from his faith in the Creator, but also in himself, in his own ability to accomplish his mission on earth. With humility and firmness, he defended his ideals and took the path of the free man who is capable of giving his life for others.

Symbolic Framework of the Rovers

● The Path

The path reminds us of the ritual that marks the passage from adolescence into adulthood. Rovers are challenged to choose a path of discovery and action which lead them to taking an active role in society. The path represents the opening, the variety of views and the capacity to accept change and living life accordingly.

● The Community

During the journey Rovers must walk side by side with others. The road helps them to develop their capacity to welcome others, to help them march forward, to share the joys and the sorrows they experience along with the plans and hopes that form the basis of their journey.

● The Service

Communities cannot be turned inwards. The dynamic of the journey is to receive and to give in exchange. This discovery is only possible with Service.

These three dimensions are expressed through a number of signs with a deep symbolic nature:

1. **The bifurcated stick** is a symbol of the constant necessity of choosing or renewing options. It's the expression of the crossroad St Paul faced, where Rovers commit themselves to the road ahead.
2. **The backpack** – containing only that which is necessary for the journey – symbolises the determination to go forward. Inside the backpack we can find:
 - **The tent:** a sign of mobility and readiness to keep on walking, but also necessary for the temporary stops along the way. In the Bible the tent is the sign of God's presence among His people.
 - **The bread:** food for the body, shared with the community.
 - **The Holy Bible:** food for the spirit announcing the good news of Christ.
3. **The fire** or the 'New Self' represents the victory of life over death, the transition from the darkness to the light. The fire illuminates the pilgrim's path throughout the journey allowing him to overcome the darkness.
4. **The departure** represents the importance of the journey as opposed to the destination; the act of walking is more important than arriving. When Rovers leave the Clan, they haven't arrived at the end of their journey but instead are starting a new one.

Interesting practice No. 20 from Bandalag Íslenskra Skáta, Iceland



Common symbolic framework for all the age sections

People in Iceland have a habit of heaping stones into piles as they travel along a path. Incorporating this symbolism into their programme, each age section travels a different path collecting stones along the way. The four directions connect: having a symbolic framework common to all the age sections eases the transition between age sections.

The Icelandic age levels range from Cubs 9–10, Scouts 11–14, and Ventures 15–18. Activities in each of the age sections are divided into four areas: skills, people, nature and society. The symbolic framework consists of a path, going East (for Cubs), South (for young Scouts, 11–12 years), West (for older Scouts, 13–14 years) and North (for Venturers). They collect stones (projects) and when they have 16 stones they complete a *vörðu*, a badge. To complete one direction 48 stones or three *vörður* are needed.

Venturers

Venturers have to finish 19 stones, or projects, to receive *vörðu*. The Venturer section *vörður* are the Venturer Award, the Golden Award and the Presidential badge. Each of the three awards involves a guidance stone worth three points (it could be a long hiking route or a moot), and different social skills. In addition, the Venturer award involves participating in a seminar on how to be a Venturer; the Golden Award includes an outdoor course (sleeping in a snow house and living in the mountains); and the Presidential Award includes a first aid course (16 hours).

The highest proficiency recognition is the Presidential Badge, which is given once a year to senior girl and boy scouts aged 17–20 by the President of Iceland, patron of our Association. The first Presidential Badges were handed out in 1966 and every year since then 20–30 scouts and guides receive the badge. Nearly 1200 scouts have received this award since its inception. Receiving the Presidential Badge is recognition of the projects they have been working on for at least two or three years.

Currently the Icelandic Scouts are renewing their programme using the guidelines from RAP.

Interesting practice No. 21 from Scouting Slovakia



Developing a symbolic framework

Scouting Slovakia is a small organisation with over 7000 scouts, and a Rover age section from 15 to 19. The National Programme Board, together with Rover leaders and Rovers from different parts of the country has developed a national Rover programme called Rover Passport. In developing the symbolic framework for the programme, the team faced many interesting questions. The answers they came up with are detailed below.

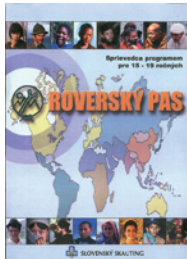
How to make the Rover programme simple and flexible

Rover projects have to be open and flexible. As well as answering the different needs and tastes of the Rovers, they have to be long enough to keep them focused, dedicate their efforts and deliver results but short enough to keep them interested. At the same time, the programme has to have some rules and structure. Each Rover has to participate in four Rover projects, each of which lasts at least six months. The project has to develop all six areas of personal growth. It has to get an entry and exit visa from the Rover patrol guide (an adult, who guides the Rovers on their way). Each Rover has also to lead or be in charge of at least one of the four projects.

How to combine all the interests of Rovers and include them in one symbolic framework

Generally, the main interests and passions of Rovers include: travelling; experiencing other cultures; reflecting on their own culture; excitement and adventure; nature and life in the outdoors; understanding our planet; social and political systems; developing their own spiritual principles; and making friends with people from all over the world. The symbolic framework has to answer these passions, and it has to be broad enough to appeal to different Rovers with different tastes and with different backgrounds. So we chose 'civilisations' as the theme of our framework. The Rovers have to include one of the world's civilisations in their projects. They can do any project they like, but their activities must explore the elements of a civilisation. A simple project can get a new original flavour when done in the style of a different culture. With civilisations, a small reservation behind the city where the Rovers are repairing a tourist path

can become the Amazonian rainforest where they cook Amazonian food, learn about the old plant remedies and dance the samba at the carnival celebration. Preserving a castle ruin can become the founding of a Roman city, where the parliament makes the laws that govern the community, where theatre is staged every night and where ancient knight rituals take place. An expedition to Ukraine can be a quest to find the roots of the Orthodox population, visiting wooden churches, reading about communism, experiencing difficult social conditions, learning to survive in rough nature.



How to help Rovers decide what to focus on when creating the symbolic framework for their projects

There are many different civilisations with various elements the Rovers can explore and use in their programme. A large part of the Rover Passport brochure – a brochure we developed to describe how to create a project, how to run a Rover patrol and how to set personal development goals in the project – is dedicated to civilisations. A world map shows nine different civilisations of the world: Western, Orthodox, Amazonian (Mexico, Caribic Islands, South America), and Black (sub-Saharan Africa and Madagascar); the Kingdom of Buddha (Sri Lanka, Southeast Asia, Tibet, Mongolia, Bhutan), The prophet Mohammed (Indonesia, Bangladesh, Pakistan, Afghanistan, Middle Asia, Middle East, Turkey, Albania, Bosnia and Herzegovina, Northern Africa, the Arabic peninsula); The Rising Sun (Japan); The River Ganga (India and Nepal); and Kingdom of the Middle (China and Taiwan, Korea, Vietnam and Singapore). Each has a short description of its roots and the lives of its people; quotes from famous people from that particular civilisation; a list of countries that belong to it; and also its characteristics and spiritual heritage, each of which can be explored and included in their symbolic framework. For example, if they choose the Black civilisation of sub-Saharan Africa and Madagascar, Rovers can explore traditional African tribes, life in nature, race tolerance, and Aids, as well as the spiritual heritages of animism, Coptic Christianity and Islam.

Rovers need examples of how to involve the chosen civilisation in their project, so the brochure offers different activities they can do: photo displays, talking to people who have travelled there, corresponding with Scouts from the region, cooking typical food, playing games and activities connected with that civilisation, etc. It also includes playing cards with different project ideas based on the six growth areas. The Rovers can play a simple card game which will help them decide what kind of project they want to do.

Civilisations offer countless possibilities of how to add colour and excitement to Rover projects.

Interesting practice No. 22 from a European seminar focusing on issues relating to the last age section

The profile of a Rover leader

At a European seminar focusing on issues relating to the age range 16–22, an international working group tried to identify the ideal profile of a Rover leader. If we were to advertise for good Rover leaders, the advertisement might read something like this:

A leader of young people

Are you friendly, responsible, caring and enthusiastic? Are you supportive, democratic, and a good communicator? Do you listen well? Do you lead by example? Are you organised, creative, innovative and loyal? Do you plan ahead? Are you open-minded, helpful, resourceful and adaptable? Do you get involved? Are you in touch with young people over the age of 16? Do you have time to work with them to inspire and motivate them?

Do you want to make a difference in the lives of young people? If so, why not consider becoming a Rover Adviser?

This voluntary position involves advising Rovers, being there to answer their questions, to promote the Scouting spirit and to be supportive. You will provide them with opportunities to grow and

develop. You will understand their needs and represent their interests at local and national level.

Using the Scout Method you will meet the objectives of Scouting and Roving and be responsible for the safety of the group.

An adult yourself, you will have time to commit to Scouting. You will need to be flexible and available, to be present on activities, have the time to find new projects, identify fund-raising opportunities, be familiar with the Rover programme and stay informed about national/international events. Most importantly, you will be able to lead by example.

While experience with another Scouting section is preferable, on-the-job and structured training is available.

For more details contact your local Rover group.

Interesting practice No. 23 from CNE, Portugal



Using the Project Method

CNE Portugal aligns its Rover programme to a journey that encompasses the many Rover activities. They use the Project Method to organise their journeys so that both teams and individuals get the most from their experiences.

Each journey should involve adventure, fraternity, service, open-air life, and self-education. It should also have elements of group work, friendship, creativity, self-direction, individual and community progress and responsibility, and work both inside and outside the Scouting environment.

Journeys are not subject to a rigid plan; they are living entities that are constantly modified and improved upon evaluation. They take account of change and different group dynamics. The evaluation of each Journey must be taken as a starting point to define the next Journey's objectives. Resistance to change is overcome in a democratic way. Each Journey should allow creative education rather than the simple transmission and reception of values. Ideas should be received, verified, used and transformed into new positive ideas.

The Journey, having Jesus Christ as the centre and based on the B-P educational method, helps Rovers to discover and live their personal vocations. Each Journey should promote:

- Education by action.
- Educational interaction between Clan members.
- Co-management and sharing of responsibilities.
- Social progression.
- The harmonious progression of the Clan.
- A community way of life in (and with) Jesus Christ.
- The development of the individual vocation.

All of this should be adapted to the Rovers' abilities and needs without forgetting that they are social beings and must be prepared for group life.

Choosing a theme for the Journey

Choosing a theme for the Journey is very important as it's through this that Rovers become aware of the difficulties they may encounter and so prepare themselves for the responsibilities of life, facing it in a conscientious and grown-up way. It doesn't matter if they don't complete some of the projects along the way; even if they don't finish them, they will learn from the experience. They don't need to become experts – they are on a voyage of discovery, preparing themselves for life with open and awakened minds.

Each activity or group of activities can be based on one of the chosen themes or a combination thereof. Each Journey should have a balance of activities, giving Rovers lots of choice. The theme must be chosen at the Clan Council, perhaps at the same time as the evaluation of a previous journey, and by majority choice.

Duration

The duration of the Journey depends on many factors. It should be long enough to accomplish what has been planned, allowing enough time for the aims and objectives of the Journey to be met. Once the schedules have been agreed, they should be adhered to so that the evaluation is relevant.

Space

The Journeys can take place in the local community, wherever the Clan is living. It can include as wide an area as necessary bearing in mind the historical complexity of the area, its economic background and political situation.

Resources

The Journey will require a number of resources: human, financial and material. These resources must be funded by the Clan with the objective of stimulating an active economy – one that produces rather than consumes. Some activities may require outside experience. In order for members of the Clan to progress in specific areas (technology perhaps), it may be necessary to invite people from another Unit or from outside the Movement to address the Clan.

The Clan should also finance its own projects, either directly or indirectly. Fund-raising activities should be tailored to the amount of money required. Be careful though that fund raising doesn't become a permanent activity. Sometimes it can become so consuming that other important activities are neglected. It can also create a mentality whereby everything we do has a price, thus defeating the principle of Service. We should be careful, too, not to sell ourselves as cheap labour, thus damaging professional workers.

Material resources are usually bought with the money raised through fund raising. We should aim to decrease our dependence on materials over time and, where possible, build what we need ourselves.

Steps of the Journey

The presented scheme isn't intended to be taken as something unchangeable. Each Unit, taking as example its own concrete reality, will put it into practice. In the community the Rovers should talk, decide, work and evaluate.

Phase 1

1. **Idealise:** Individuals, teams, or Scout leaders present their ideas for the Journey.
2. **Discuss:** The proposals are discussed at a meeting, with straightforward, frank and realistic discussion about the requirements of each suggestion and the possibilities of achievement.
3. **Choose:** The project is chosen in a democratic way respecting the opinions of others.

Phase 2

4. **Organise:** The Clan or teams organise all the preparations for the Journey, assigning responsibilities and chores.

Phase 3

5. **Realise:** The Journey begins – activities and projects take place.

Phase 4

6. **Evaluate:** The Journey is evaluated by individuals and the community taking into account the Scout Law and Promise and the Word of God, personal knowledge, constructive criticism, and limitations.
7. **Celebrate:** After describing the positive and negative points of the Journey and reflecting about them, we must end with a party. The great friend Jesus Christ as the centre of the party shouldn't miss it.

Interesting practice No. 24 from CNE, Portugal

Personal development

Activities for Rovers are designed to help them to develop in many ways. They need to be aware that they are making progress and to be willing to make an effort to do better each day. To help Rovers on their path to improvement, CNE proposes two main work-related tools: a personal life project and a progressive scheme.



The personal life project

Rovers are invited to think about their lives and to set themselves some tasks in certain areas: technical, physical, moral, social, intellectual, vocational or spiritual. They are to do their best to accomplish these tasks, which get progressively more demanding.

Rovers should develop a set of technical competencies that help them to become active citizens. Physical qualities include keeping in good shape and living a healthy and productive life. Their behaviour must reflect the Scout spirit and clearly observe the principles of Scouting as well as the Scout Law and Promise. Social qualities include a sense of others; being able to recognise and accept differences between people and in so doing, becoming a co-operative element of the community. As Rovers develop, they learn to think rationally and become aware of their responsibilities and the role they play in society. Having a defined sense of self will help Rovers to choose a course of study or a particular profession that suits them. In a world in constant change, Rovers should be prepared to adapt, knowing how to make the right choices at the right moment. Faith and spirituality also play an important part in Rover life.

Personal life projects are guided by the Clan, or Group leader, and by the Rovers themselves. Revisions to the project must be initiated by the Rover and can take place at the end of a Journey or at some moment along the way. The progress made during this project is most important as it starts a new phase in the Rover's life. As young adults for whom the Scout Movement helps to define truth and clarity, Rovers are embarking on the rest of their lives – lives with broad horizons and unlimited possibility. Personal life projects will help them look at life and interpret it in a new way, with a new perspective. It will help them to live useful lives.

The progressive scheme

The progressive scheme is a three-stage series of tasks, divided into ten areas, that also includes a certain number of proficiency badges recognising expertise in certain areas.

The community life project

As they advance through the last age section, Rovers are guided by values and principles that help them to gradually grow and develop. With small steps, much is achieved. This is the Rover Spirit. Inside this spirit, the Clan Chart is the defining document that outlines the activities of the Rover section. This group of simple rules guides the Rovers' life, the life of the Team and of the Clan as each Journey is made. These rules must agree with the values of the Rovers Spirit. The Clan Chart is a deliberate chart of attitudes and actions that can be elaborate in general terms yet precise and rich in content. It is revised annually at the Clan Council. At the end of each Journey, during the evaluation, there must be a time for a little reflection on possible revisions to the Clan Chart.

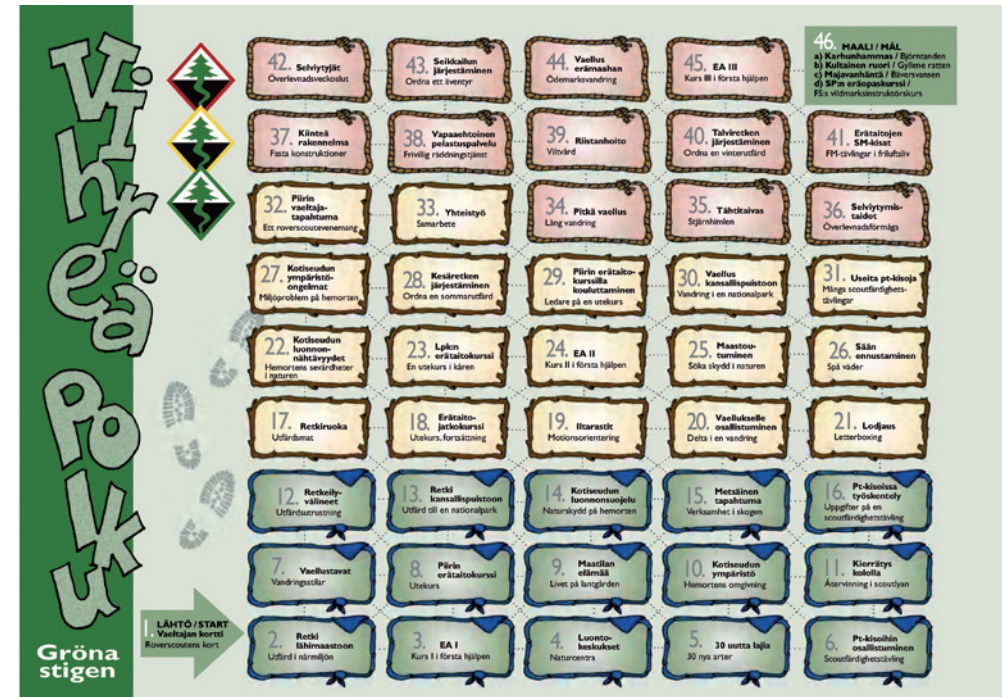
In effect, the Clan Chart is a community life project that is an integral part of Rovering. Rovers need to be able to adapt to changing needs and evolving possibilities. They should be able to live in a community, actively engaging in society, ready to meet challenges head on. Remember, at Rover age, young people have a secret ambition to perform great deeds.

Interesting practice No. 25 from The Guides and Scouts of Finland

The Green Trail: Personal Progression in Finland

Coming into the new Millennium, the Rover/Ranger Programme of the Guides and Scouts of Finland lacked tools for personal progression. The Rover Programme Committee created *The Green Trail* to answer this need.

When *The Green Trail* was created, the Guides and Scouts of Finland (GSF) had a three-year theme focusing on nature, called *Matkalla metsään – Scouting drar till skogs* "Scouting sets out for the woods". Since the whole Rover programme seemed difficult to grasp for local groups, especially groups with weak or non-existent traditions in the Rover age section, *The Green Trail* was designed as a practical, easy-to-use tool for local groups and local Rover leaders.



The Green Trail is, in essence, a new way of presenting the existing activities and projects for nature and outdoors, described in the Rover binder (*Vaeltajakansio/Rovermappen*) already in use in the local groups. In the Green Trail these nature projects and activities are set in an order of difficulty, so that the individual Rover or Rover group using *The Green Trail* progresses from easier to more difficult projects choosing their trail through the grid.

Using the grid is easy: Rovers and Rover groups are advised to go from one box to another from the start (Box 1) to the finish (Box 46), always choosing one of the boxes closest to the last one, so that they choose their own trail through it. Each box contains one project or activity, and there are three levels of difficulty (shown on *The Green Trail* grid in blue, yellow and red). Each box on the grid has references to further information on the reverse.

The Green Trail has been a huge success (some people think it is the Rover programme of GSF – we need to remember to tell them it isn't!). There's been much talk of creating other Trails, too, like the Service Trail or the Community Trail. At the moment we are renewing the Scout programme, though, so we've decided to wait until we see what the new programme will look like.

Interesting practice No. 26 from the Scout Association of Malta

Badges and awards

Badges and awards have a role to play in recognising personal progression in Roving. The Scout Association of Malta has two main stages for Rover Scouts to progress their abilities during their time with the Rover Crew: the Rambler Award and the Rover Award.



Before setting out to achieve an award, the Rover Scout should sit with the Crew Executive and the Crew Coordinator and together they should discuss what level of standard the Rover Scout intends to reach for each module. He/she is expected to give their utmost to obtain a high level of satisfaction in achieving these modules.

To begin the progression, Rover Scouts are asked to fill in a proposal form about the particular projects they intend to carry out. They are also asked to carry out an informal debriefing with the Crew Coordinator/Rover Commissioner. The projects may be assigned individually or in groups according to the requirements of the Award. On completion of the project Rover Scouts are asked to prepare a presentation to demonstrate their work.

The leader and Commissioner together will decide whether a Rover Scout has reached the agreed standards to achieve the Award.

The Rambler Award

The Rambler Award is based on the fundamental points of Rover Scouting:

- Adventurous and challenging activities.
- Participation in camps.
- Participation in the community development service.
- Pioneering skills.
- Hiking skills.
- First aid and safety.
- Planning and evaluation skills.



It is recommended that the Award take between 18 and 24 months to achieve. Requirements include compiling an informal debriefing with the Crew Coordinator and the Rover Commissioner about the type of project the Rover Scout will be carrying out.

Challenging activities and camps

Challenging activities give Rover Scouts the chance to experience the outdoors, urban landscapes and countryside.

Typical examples:

- Participate in an international Scouting gathering locally or abroad.
- Camp on at least five separate occasions totalling not less than five nights on at least three different camp sites, showing on all occasions a high standard of camp craft. Rovers must keep a log of these camps and submit these to the Crew Coordinator.
- Follow a Camping Standard course.

Community involvement and service

The aim of community involvement and service is to develop new knowledge, skills, and attitudes in order to be able to play an active role in society. The elements of nature, community, and service are the hinges of the Scout educational process and are very strongly emphasised.

Typical examples:

- Carry out service to the community or the Association for a period of six months. The Rover's participation should be such that it will leave a sustainable impression.
- Give a minimum of three months' service to any of the following: St John's Ambulance Brigade; Malta Red Cross Society; Royal Life Saving Society; an environment programme; the local Council; other voluntary organisations. The Service must be approved by the Crew Coordinator or the Rover Commissioner.

Planning and evaluation skills

Opportunities for Rovers to make responsible choices should be present throughout the Scouting experience thus developing their ability to make decisions that may affect their adult lives. If Rovers are taught how to plan, how to undertake and then evaluate their tasks, they will be able to assume further responsibilities in their own personal lives.

Typical examples:

- Plan and carry out a camp or an expedition for the Scouts or Venturers. The Rover's role should be of a coordinating one. On presenting this module, they should be able to justify how they came to all their decisions and explain what the end results of these decisions were.
- With a small team, plan and take part in an overseas expedition, and reach a sufficiently high standard.

The Rover Award

This Award is centred round the aims of the Scout Movement which are physical, mental, social, and spiritual. Rovers must examine the objectives of the Award and decide on the activities to fulfil them. When examining these objectives, Rovers must remember that each part has a link with a particular aim of the Movement. These objectives also give flexibility in activities to suit diverse interests and abilities.

It is recommended that the Award be achieved in 18 to 24 months.

Service / environment / social development / community

The elements of Service, environment, social development, and community are very important elements in Roving. These are not only a part of the programme, but also present a real challenge for Rovers to help them to discover a deeper meaning to their lives.

Typical examples:

- In collaboration with the local Council, plan and undertake a conservation project in the locality. The project may involve members from the Rover's own group or from another group.
- Act as a quartermaster, store keeper or bandmaster within the group for a period of one year.
- Plan and undertake a fund-raising activity for the group or Association in collaboration with other members. The nature of this activity must leave a suitable impression on the group or the Association.

Mental development

The aim of Scouting is to prepare the individual to become a good citizen in society: from this perspective, Roving means developing new knowledge, skills, and attitudes to allow Rovers play an active role in the society. This requirement will help Rovers to discover and to engage themselves in new challenges.



- Food for thought.
- Appreciate education.
- Use creativity.
- Try to be financially independent.
- Design original solutions.

Typical examples:

- Study the history of a European country. Reflect on how this could help to create awareness of European cultural identity. Rovers should present their work to the members of the Crew and carry out a discussion about the issues they discovered.
- Learn how to compose music, and present this composition to an audience.
- Carry out a script and direct a production on a local TV or Radio Station.
- Explore the arts such as music, drama or literature which promotes local or European culture. Get involved and reach a satisfactory standard in the production of the activity.

Interesting practice No. 27 from the Scout Association UK

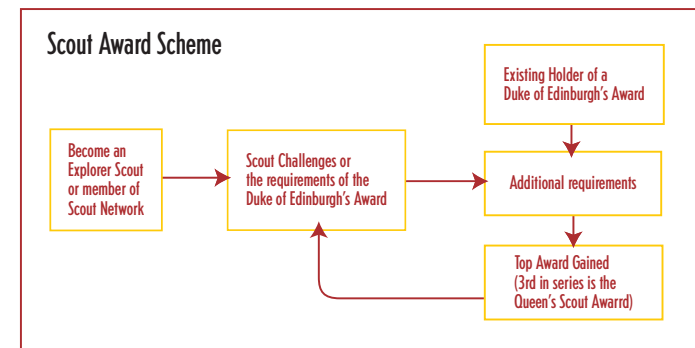
Awards for the future

This material was presented in support of the Awards Session of the 14/25 National Workshop (Manchester) 2001



Explorer Scout and the Scout Network Badge Scheme

Shown below is a diagram outlining the route to the Queen's Scout Award whether you wish to register with the Duke of Edinburgh's scheme or just pursue a route to gain the awards through Scouting.



In addition to the above there are also the following awards:

Activity Badges

There will be some Activity Badges that Explorer Scouts will be able to obtain. They will be mainly in the specialist areas of water, sea and land activities. There will also be a number of Activity Badges that will be open to ALL Sections and you enter at a level appropriate to your own ability. All members of the Explorer Scout and Scout Network Sections will be encouraged to obtain qualification through National Governing Bodies. All of these awards will, additionally, support the main badge scheme for the Sections.

Explorer Belt

There is a revised Explorer Belt scheme. It has been revised to make it attractive to more young people and to complement the new Programme.

Participation

The number of years that an Explorer Scout or member of the Scout Network have been a Member of the Movement and participated in the programme will be included as part of the Certificate of Achievement. The Certificate of Achievement will recognise the highlights of a young person's participation in the Programme, Awards and Badges, and their thoughts for future participation. The Certificate of Achievement is designed to be a part of a young person's National Record of Achievement or portfolio that can be used to support applications for jobs and further education. This makes their achievements through Scouting transferable.

The Duke of Edinburgh's Award

The Duke of Edinburgh's Award was developed by Prince Philip from the ideas and philosophy of Kurt Hahn (his headmaster at Gordonstoun) and launched as a scheme for boys in 1956 under the leadership of Lord Hunt. A girl's scheme was launched two years later. In 1969, it was relaunched as an integrated single scheme for all young people aged 14-21 (later extended to 25). In the 1980s, the programme was simplified into four sections which are retained today:

- **Service** – to encourage service to others.
- **Expeditions/Exploration** – to encourage a spirit of adventure and discovery.
- **Skills** – to encourage the discovery and development of personal; interests and social and practical skills.
- **Physical Recreation** – to encourage participation in physical recreation and improvement of performance.

The Residential Project is a requirement at Gold level only. This requirement is kept to broaden experience through involvement with others in a residential setting. Participants can choose from the lists of activities, or develop their own programme to meet the principles of that section and their own personal interests, aspirations and goals. Young people are encouraged to explore and pursue different initiatives which may be new to them, or to develop existing interests and skills. They should take into consideration local availability and cost.

Activities in the four Sections are intended to complement each other and so provide a balanced programme reflecting different aspects of young people's development. There are minimum periods of time for which the chosen activities have to be sustained. Young people are encouraged to set themselves personal challenges according to their abilities and talents.

The age range for the Duke of Edinburgh's Award is from the 14th to the 25th birthdays. It is permitted for young people who would be just too young to enter, but who are part of a larger group over this age, to make a start with their friends.

Entry to the Duke of Edinburgh's Award is marked by the purchase of a Record Book. Activities followed prior to entry may be counted if they were undertaken during the preceding three months or with an Access Organisation. Badges and Bronze and Silver Certificates should be presented locally by an appropriate person as soon as is practicable after participants have completed their Awards. Those who achieve the Gold Award are invited to a reception held at one of the Royal Palaces. For young people who find the Duke of Edinburgh's Award unsuited to their own range of capabilities, there are a number of other regional and nationally recognised Awards, which may be more appropriate.

The Gateway Award is suited to young people with more severe special needs and aims to advance the personal development of each participant by promoting personal choice and independence. More information concerning the Duke of Edinburgh's Award can be found on factsheets available from the Scout Information Centre or on the Internet at www.scoutbase.org.uk or www.theaward.org.



Tool 35:
The International Award



Tool 36:
The Scouts of the World Award

Interesting practice No. 28 from AGESCI, Italy



The Partenza

In some countries, like Italy, young men and women share their personal choices with their peers and leaders during the “Partenza” (departure) ceremony. At this point the Scout educational period is over and adult life begins. Young people can choose to remain to serve as Scout leaders or they can thank the Movement for what it has taught them and leave to serve elsewhere. They may then become volunteers in a mission, or serve with the Red Cross or become political leaders... The “Partenza” is the last step in their personal growth, which is about to turn into their life project.

What type of life?

It may seem restrictive to list a limited number of areas where Scout values can be applied, yet two main areas are our professional and personal lives.

Professional life: Obviously the Scout Method does not favour any particular profession (although it does discourage some, such as those that involve selling your body or betraying your conscience). Yet there should be a common thread in the career choices made by Rovers. Being trustworthy people, they will be reliable and punctual at work. They will have a positive but critical attitude and will dare to oppose unjust orders. They will act responsibly towards supervisors and co-workers alike and above all towards their profession. The work environment itself will offer opportunities to apply their commitment to serve their country and their co-workers. In addition, these young adults will be able to see the big picture and to understand how their work can improve other people's lives, besides their own. The same is true for those who study.

Personal life: Our personal lives are made up of stable relationships and occasional encounters. The commitment to serve should apply to both. The people we meet by chance, whether co-workers, strangers or outcasts should be able to feel that hospitality and courtesy (once called chivalry) are offered selflessly and not for personal gain.

Some of us may have a calling: we will need to understand what avenue we should follow and direct our life along it with determination. If this avenue leads us towards a religious choice, we shouldn't be afraid to follow it. On

the other hand, if it leads us to sharing our life with another person, we should take on the responsibility of marriage and family. We need to have courage, to be faithful, to have respect, to share, to be open, and also to have imagination, curiosity, passion and love.

Those who have made the “Promise” should choose a lifestyle aligned with the Scout Law. Love and respect for nature, respect for our bodies, loyalty, and trust are only a few of the Scout values. They form the basis of a simple – yet not neglected – lifestyle that welcomes other people and their needs. It is important to mention that Scouts' choices may not be conventional choices. Scouts are by nature explorers, capable of securing good vantage points to better observe the world. They should be ready to make use of new information to improve or even change their view of the world.

To do this, Scouts must be unconventional; they must be able to make choices.

Interesting practice No. 29 from Scouting Ireland



The Explorer Belt

The Explorer Belt is an intercultural expedition for young people in the last age section, which covers each of the areas of personal growth: physical, mental, spiritual, social, emotional and character. It has been organised on a national level in Ireland since 1979.

Scouting Ireland (formerly Scouting Ireland CSI and Scouting Ireland SAI) has been running Explorer Belt Expeditions since 1979. We have always run them as national expeditions, attracting Venturers and Venture Scouts from all over Ireland.

Participants (in teams of two) must walk for 10 days, covering 200 km, on a limited budget, while carrying out a number of projects designed to give them an in-depth experience of another culture. This is a wonderful exercise in the development of personal skills for young people:

- **Communication:** overcoming the language barrier; motivating themselves to communicate with people they meet; understanding cultural differences; understanding each other.
- **Teamwork:** spending every waking and sleeping moment together; planning and organising their route, budget, and log books; working together; completing the projects assigned to them; co-operating to overcoming the mental, emotional, and physical difficulties they encounter.
- **Physical challenge:** walking the distance; carrying everything they need on their back; sleeping out of doors every night; adjusting to the rigors of a different climate.
- **Personal achievement:** the confidence gained from having completed what, at times, seemed like an impossible task; not only completing the projects set for them, but striving to do everything in the spirit of Scouting; pushing themselves every day in order to complete the mileage; experiencing more in 10 days than they ever have done before; knowing that now they have done this, nothing will ever seem impossible again.

- **Preparing and participating:** before the Expedition the teams must manage their own training and fundraising, while preparing both mentally and physically for the challenge. They know only the name of the country they will be going to. Discovering what part of that country they are in will be their first challenge when they are dropped at the beginning of their personal expedition. They will be provided with a limited budget, a map of the country, details of the challenges they must undertake along the way, some documentation showing who they are and what the expedition is about, and the address of Base Camp that they must reach 10 days later.

Their time on the road will be the most challenging, most fun, most draining, and most rewarding times of their lives to date. The people they encounter and the memories they make will stay with them always. Each team will return to base-camp after 10 days on the road, full of energy and enthusiasm and eager to share their experiences with each other and with their assessors. The Expedition Staff have the difficult task of assessing if indeed the participants did their best at all times on the Expedition, which will determine whether or not they receive the Explorer Belt. The Expedition is rounded off in a highly emotional and nerve-racking, but exhilarating presentation where Explorer Belts are awarded to successful participants.

In 2000 an exercise in broadening the public's perception of Scouting saw the Expedition opened up to:

- A team of transition-year students: 800 schools in Ireland operate a system whereby their students are offered a programme based on recreational and life skills for one year in between their two exam programmes. Scouting Ireland (CSI) held a competition where teachers from all of these schools, furnished with the necessary information, were required to nominate students whom they felt would be capable of completing the challenges presented by the Explorer Belt. One of the main criteria was that the team being proposed with have no prior Scout knowledge. A team of girls from the south of Ireland was chosen and, having received the necessary training, went on to have a 'once in a lifetime' experience: both received their Explorer Belts.
- A team of journalists, one from Ireland's national broadcaster, transmitted a daily live link on the No. 1 morning radio show. The other, from Ireland's leading daily newspaper, provided articles before, during and after the expedition. While older than the usual profile of participants, they also had no Scouting experience, which meant they faced some different challenges, and they also received their Explorer Belts.



There are a number of approaches that can be taken when considering an Explorer Belt expedition. For further information on the Irish Explorer Belt Expedition see www.explorerbelt.com or www.scouts.ie.

Information from Scout Association UK is available on www.scoutbase.co.org

Reflection on the Explorer Belt

So many roads all lead to the same place

As our plane chased the sun on our way to Boston there wasn't an explorer belter or a single person on the belt crew that sat easy. Everyone had something that they were apprehensive about, something that they wanted to know the answer to and something they were excited about. Combined our internal chatter could have deafened a small crowd of Metallica fans!

Would we complete what we had set out to complete? Would we be welcomed by a nation on our expedition? Would the planning be time well spent or a useless exercise? But the one question that every one of us asked ourselves was "Will I have an experience like no other over the next 3 weeks?" And I don't think it would be presumptuous of me to say that any one of the 70 people involved in the Explorer Belt 2005 had anything other than an experience of a lifetime.

Ten days spent delving into a culture in a completely new way is far too short, any sociologist could tell you that. I wish it had been ten weeks because there was so much to learn. But that is what the explorer belt is all about taking a journey through a land foreign to us, meeting and greeting local people, speaking to them about subjects that we may not be immersed in at home and trying to understand their way of thinking, and of course the 125 mile stroll!

On the road you have to be three things: prepared, eager to engage with people and a sponge. Speaking to numerous people everyday about a host of different topics isn't easy and people have so much valuable information to give that it pays to be a good listener.

I remember on day two on the road speaking to a very knowledgeable family who literally went through project after project that we had to complete and told us all that they knew about the topic.

They had so much to tell us about so many of our topics but between scribbling down dictations and with a thousand thoughts connecting

dots in my mind I don't think I took in nearly as much as they had to impart to us. I suppose that's the beauty in there being two of us.

A journey seemed to be such a simple concept until I actually embarked on one. It was something that I loosely considered as getting from one place to another until I took one. The journey always seemed like it was a means to an end until I experienced one.

There was an endless number of routes we could have taken on the road and doors we could have knocked on looking for somewhere to pitch camp and so many thousands of people that we could have encountered on the road that makes the particular journey we made so much more fascinating.

It almost seemed like our ten days on the road was spent following a detailed and prescribed plan. What I mean to say is I didn't think it possible for us to bump into, meet or stay with such helpful, friendly and interesting people so (almost) effortlessly!

It is now six months on, nearly to the day, since Joey – my partner – and I received our coveted Explorer Belts and it is really becoming a reality that it was not nor ever will be just a three-week holiday. Why? Because when I'm sitting in a lecturer in college listening to Moore McDowell drone on about central bank intervention in fiscal policy I remember the fireworks display we saw with Gale Waters and her family on the 4th of July or when bored on a bus and I suddenly start to smile its most likely because I've remembered something like myself and Joey sloshing around in pools of water, everything on our backs soaked to the core. Yes, Day 8's torrential rain made for a humorous day!

The 10 days on the road, walking, meeting people I will never forget, more than 3000+ miles combined, a total of 360 projects, as many as 250 kind families who put us belters up for a night, 100's of blisters, 48 of the coolest people I have ever met, more than 20 unforgettable people who put everything together, suspected tick bites, poison ivy and bear scares, polar bear swims, "baby sharks", a song to the tune of Stand By Me, and an incredible journey.

They are just a handful of the thoughts that cross my mind at the most random and sometimes inappropriate of moments that remind me of a journey that I will never forget. Probably my first real journey in life at the principal age of 21 but hopefully not the last.

Twenty-four unique routes, 3000 miles walked, thousands of roads travelled, an unimaginable number of experiences had but still the thing that amazes me the most about the whole expedition is that so many roads all lead to the same place. To an outside observer those roads led to Goshen, CT but to everyone involved they led to an indescribable amount more than just a place on a map...

Stephen Synnott
Explorer Belter USA 2005

Interesting practice No. 30 from JUNÁK Association of Scouts and Guides of the Czech Republic

Activities for Rovers

This weekend event, tied into a national holiday, creates an opportunity for Rovers from all over the Czech Republic to meet. It is an ideal opportunity to work on values and attitudes, to encourage creativity, and to improve their dancing skills!



St Nicholas Day Seminar

This seminar is a national gathering of Rovers in Prague on the closest weekend to St Nicholas's Day. It consists of four separate events.

1. Competition for Rover Creativity (the Kiss of the Muse) on the final evening has five categories, all of which are connected to a specific theme: photography, literature, fine art, movies, music.
2. Seminars are held on Saturday morning and afternoon with several lectures by experts (often famous experts) on different topics. These seminars attract about 600 Rovers each year.
3. The Ball is held on the Saturday evening with all sorts of dancing from Latin American to lessons in country dancing and includes a tombola.
4. Film projection on Saturday morning shows films connected with the seminar topics, usually documentaries. It also screens the best films from the Kiss of the Muse competition.

www.skauting.cz/seminar

www.skauting.cz/polibek

Interesting practice No. 31 from The Scout Association of Croatia



Transversals and expeditions

Since B-P first ventured into the wilderness, Scouting has modeled itself around nature. While the Transversals modeled itself on the Explorer Belt, it is designed for more than two people to take part. It's a group activity that proves to the young person and to the whole group that they have the necessary skills, knowledge, and attitudes to live a life in nature.

Background

The idea first came from the Explorer Belt, but instead of traveling abroad, Rovers would meet in Croatia. The transversals and expeditions can...

- Have a specific theme.
- Emphasise a few different areas of personal progression (but has to take into account all of them).
- Lead Rovers to nature ('nature of town', 'nature of village', 'nature of woods', 'nature of sea'...).
- Join Rovers from different backgrounds, places, and countries with a common goal of teamwork.

The Programme Commissioner and the National Rover Programme Team coordinate and support the organisation of the transversals and expeditions, especially with regard to the security, programme objectives and personal progression. They also define the requirements to achieve each of three badges in the personal progressive scheme for Rovers:

1. Challenge – transversal 1

Provisional tasks proposed by the Programme Team; done in familiar surroundings (2-3 days).

2. Challenge – transversal 2

Provisional tasks proposed by the Programme Team; done in unfamiliar surroundings (2-3 days).

3. Challenge – expedition (project)

Totally designed by the patrol (1 week).

The first two steps (**transversal 1 and 2**) prepare the Rover patrol to use the Project Method in Scouting and to support them in the activities needed to choose, plan and prepare, organise, live, recognise and celebrate their own expedition.

Open to groups of Rovers with 5 to 15 members, the transversals can be completed any time during the year, though it's mostly spring until autumn. The group itself decides when it is ready for the chosen activities and all the preparation is done. They use the knowledge they have gained and test it through living in nature. They play an active role within the group and take their share of the responsibility thus taking a new step in the personal progression.

The whole experience offers Rovers the opportunity to:

- Meet the challenge offered by the expedition.
- Experience new things, places and people.
- Move towards visible and concrete goals.
- Be able to face the difficulties with confidence.
- Move forward in life.

Interesting practice No. 32 from AGESCI, Italy



Sharing ideas

Each year, AGESCI runs a weekend of activities from Saturday morning to Sunday afternoon. The Holy Spirit Route is based on the concept of the Holy Spirit, where a large group of people converge from different areas, share their thoughts, and then take back what they have learned to use in their local groups.

The Holy Spirit route

Starting from different places, small groups walk together throughout Saturday to a point about one hour from the final destination. From the air, it would look like groups of people in a wide circle converging on the centre.

They set up sub-camps in the area and organise activities in the evening to share their experiences or to reflect on the topics related to the theme of the weekend: ecumenical dialogue or intercultural experience, perhaps.

On Sunday morning, everyone continues their journey to the centre of the circle where each sub-group presents its ideas to the main group. They leave for home on Sunday afternoon with renewed strength and new ideas.

Interesting practice No. 33 from RoverWay 2003



Lessons learned from planning an international educational event

RoverWay2003 was a unique model of a European educational event for young people aged 16 to 22. The process itself required a long-term commitment from all those involved. Like any other major event, many valuable lessons were learned from the experience. These are shared with you now.

RoverWay 2003 was designed to promote intercultural and social learning, active European citizenship, and youth mobility and youth involvement. It also:

- Challenged European Associations to 'get in motion'.
- Explored the relevance and applicability of the Project and Scout/Guide Methods.
- Defined the European perspective in planning and implementation.

Educational development

By virtue of its multicultural dimension, an international event can enhance new approaches and be a source of new ideas. If associations are open to different ways of thinking, they will find new ideas that can be incorporated into their programmes and contribute to their educational proposals and practices.

Key points to be considered when organising this type of event:

- Ensure leaders and staff are involved in the preparation phase using meetings, regular contact (newsletters, email...) for at least one year before the event.
- As an event like this can/should be an opportunity for the personal development of leaders and staff; training must be provided.
- Job-oriented training should take into account different non-traditional Scouting topics, such as team building, project management, time management, leadership, etc.
- Set clear and demanding standards: people like to be challenged and want to be involved in quality projects.

- Emphasise the importance of training in intercultural awareness in order to avoid constraints or misunderstandings.

Organisational development

From the beginning, RoverWay2003 was seen as an opportunity:

- To introduce new processes.
- To experiment with new approaches.
- To renew mindsets and deploy new ways of work.

It was clear that it could be a powerful opportunity to try new things and to promote some changes within the associations on a mid- to long-term basis.

Key points to be considered when organising this type of event:

- It is crucial to have a team of qualified and committed professionals.
- Leave the technical issues, like infrastructure and transportation, to the experts.
- Be professional in your dealings – use contracts, monitor progress, supervise and audit.
- Don't be afraid of having new people working in key roles on the project, learning as they go: their enthusiasm will compensate for their lack of experience. Although previous experience can be relevant, 'learning by doing' is also important.
- Modern technology has greatly improved methods of mass communication. It can facilitate a huge amount of work. Whether you are managing registrations, sorting logistics, using control systems to monitor progress, or communicating with participants you will be able to do so much more if you take advantage of this technology.
- The Project Approach is a very effective way of involving people and running an international event. It can be used at different levels and at varying degrees of complexity.
- To maximise the impact such an event has on the wider association, enlist the help of people from a number of different areas or countries. This will ensure diversity.
- Hold the event in a site belonging to your Association. You have already made the investment in the site and exposing others to the site and what it offers will benefit your Association in the long term.

- Intermediate management structures are important for the dissemination of information about the event. They can also support local projects by learning from the organisation of the event and bringing back new ideas and new approaches to work being done at a local level.

External impacts

An international event joining hundreds or thousands of people has a certain visibility that cannot be forgotten. This is another opportunity to work on topics like partnerships, image and relationships in the society.

Key points to be considered when organising this type of event:

- Local projects run in conjunction with the event can provide powerful opportunities to raise the profile of Scouting/Guiding and increase citizenship awareness.
- Be aware of the possible effects your event could have on the environment. Act responsibly to ensure that solutions are adequate: the reputation of your Association is at stake.

Interesting practice No. 34 from ASDE, Spain



Evaluation of Rover teamwork

ASDE has developed this checklist to evaluate teamwork with a Rover section. Like everything else in this kit, it can be adapted to suit the needs of your section.

		YES	NO	Difficulties
Trimester objectives	Have our objectives for the last trimester been achieved?			
Section activities	Did regular meetings of the Clan leaders take place?			
	Did we develop Scout values through the activities organised?			
	Did we take into account the educational objectives and their content when developing programmes and activities?			
	Did we develop internally as well as externally?			
	Did we have at least one outing per month?			
	Did all members of the Clan have responsibility according to their personal progression stage?			
	Was the level of participation of each Rover satisfactory?			
	Did we organise activities in relation to the Scout Law?			
	Did we organise any singing activity?			
Did we have any contact with members of the previous age section?				

		YES	NO	Difficulties
Personal progression	Did the Rovers achieve the progression steps according to the stage they're in?			
	Were the activities organised relevant to the progression stage of the Rover age section?			
	Was there a meeting between Rovers and leaders?			
Materials for progression	Were any materials changed or revised?			
	Are there set dates for achieving the personal progression steps?			
	Is the Rover handbook still valid in terms of personal progression?			
Activities with the family	Was there contact with the parents?			
	Were parents informed about the outings and the activities where their participation was needed?			
The Rover Council	Did we have to take time from our private lives to be part of Scouting activities?			
	Did we consider the Rovers an equal partner?			
	Did we achieve an equal level of participation and responsibility for all members of the section?			
	Were we equally accessible for all members of the Rover section?			

Interesting practice No. 35 from The Temperance Guide and Scout Association, Sweden



Promoting your programme

Sometimes, despite all our best efforts, new programmes or changes to existing programmes just don't take off. There are many ways to promote a new programme. The Temperance Guide and Scout Association in Sweden found one that works!

The last age section in The Temperance Guide and Scout Association of Sweden is quite small and needed to be strengthened. Their new Rover programme had not been widely adopted. To find out the reasons behind this, and to help promote the programme, they hired a full-time, paid 'consultant'.

This consultant had a number of goals:

- To see who had actually adopted the programme.
- To meet with each Rover group and with each Rover leader.
- To inspire Rover teams to use the new programme.
- To start new Rover teams.
- To initiate co-operation between TGSAS Rover teams and other Associations.
- To make the last age section a strong branch of the Association.

When the visits had been completed, the consultant discovered that not very many sections were using the programme, mostly because they didn't fully understand it. Her job was to demystify it, to make it easy to understand and also to provide a point of contact that leaders could go to if they needed help.

While the usage statistics are still being evaluated, some major lessons were learned:

1. Leaders are extremely important to the adoption of a new programme.
2. Everyone needs to take time for reflection.
3. National teams need to check in regularly with local level, to walk with them as they journey along their path.
4. The programme works better when it is promoted through training. Now, each Rover is trained in the programme once they have been in the group for at least six months.

The one-year period is over. The promotion has resulted in increased Rover thinking on the National Board. Plans being made for the last age section have improved with the increased input.

Interesting practice No. 36 from DPSG, Germany



The image of Rovering

With so many other attractions competing for the attention of young people, Rovering has to sell itself. Young people today have so many options as to how they spend what leisure time they have. Convincing them that Scouting is the way forward will take a certain amount of innovation and initiative. DPSG decided that they learn from many of the large successful corporations who have successfully branded themselves.

The image of Rovering

Our Association decided that having the right image was important in attracting young people to the last age section. We wanted something fashionable; something that Rovers could identify with. We needed a 'corporate brand'. As the smallest of the age sections, our Rovers are a community in themselves and needed their own identity.

We designed a logo that captured the flavour of Rovering. We started to use the logo in our publications and it caught on. From this we developed a series of merchandise that clearly brands our last age section: shirts, cups, hats, pins, publications, badges. We recognised also that just having good content wasn't enough: our Rover magazine and other publications had to be attractive, too.

We have adapted a very holistic approach to our material: everything is interlinked. Our publications reflect our programme, our website links to our magazine, and everything is branded with the logo. Our Rovers own the look and our logo is available to download from our website so that groups can use it. The result is that Rovering is considered the place to be.

www.roverpara.de

Interesting practice No. 37 from The Scout Association UK



Managing change

The Scout Association in the UK is facing a lot of changes over the next three years. To meet this challenge, it has produced a document describing how this change can be managed and the work distributed. Advocating the use of a Change Champion (Area/County Commissioner) to keep an overall view of the change being managed, and a Change Agent to manage the project in detail, Managing Change provides a change model that balances two approaches: managing change with the people involved and doing so in a systematic manner.

There are five steps in the Scout Association's change management process:

1. Commitment to change.
2. Where do you want to be.
3. Where are you now.
4. How do you get there.
5. Implement the change.

It focuses on people and on systems and lists some important dos and don'ts.

Do...

- Remember change is a process not an end in itself.
- Prioritise rather than try to do everything at once.
- Involve people from all levels at every stage.
- Publish early success to build momentum and support.
- Expect it to take longer than you anticipate.

Don't...

- Underestimate the cost of change – build in costing for communication, training, and materials.
- Expect to be able to control all factors. Plan your response to factors you can't change.
- Deliver spin or hype. Deal in facts.

Contents

-  **Introduction**
-  **Part 1: Knowledge**
-  **Part 2: Tools and resources**
-  **Part 3: Interesting practices**
-  **Index of frequently asked questions**
-  **Glossary**

Frequently Asked Questions

Q. How do I start renewing or creating a Rover Programme?

- A. RoCoReKi explains how to renew an existing programme or to create a new one. We suggested you start with *Part 1: Knowledge* and work your way from there. We have supplied links to other resources that may help, such as RAP (Renewed Approach to Programme). See *Tool 1*.
-

Q. Why do we need a programme for Rovers? Surely they are big enough to look after themselves?

- A. Both the *Introduction* and *Tool 7: Convincing adults and young people* should answer this for you. In a nutshell, if you don't have an interesting programme, your Rovers will leave.
-

Q. How do we increase our membership? Lots of other groups are competing for youth members. How do we make Rovering attractive?

- A. This is the \$64,000 question! See *Introduction: The need for change* for some ideas. Also, check out *Interesting practice No. 36: The Image of Rovering* to see what they've done in Germany.
-

Q. B-P talks about 'asking the boy'? How do I find out what my Rovers want?

- A. Rovers today are a different lot to those in B-P's time but the basic premise remains the same: if you want to know what Rovers want, ask them. See *Part 1 Knowledge, Section 3 Building Your Programme, Youth Involvement* for some ideas of how to structure this. Also *Tool 16: Different ways of gathering opinions and thoughts* might be useful.

Q. What are Rovers like? What's going on in their heads?

- A. Again, you have to ask the questions. See *Part 1: Knowledge; Section 2: Setting the scene.*
-

Q. What makes a good Rover leader? If I were to advertise for Rover leaders, what would I ask for?

- A. The list is endless – enthusiasm, commitment, and integrity for starters. See *Part 1: Knowledge; Section 2: "How to identify the needs of young people and of the adults who support them"*. Also *Tool 20: The Adults that Rovers need* and *Interesting practice No. 21: Rover leader profile and job description.*
-

Q. How do I, as Rover Commissioner, support Rover leaders?

- A. Be available, be ready to listen and to give direction when needed. See *Tool 21: Training and support.*
-

Q. How can we get more adult leaders involved?

- A. Scouting Ireland had an excellent recruitment drive a couple of years ago. Check out *Interesting practice No. 8: Volunteering.* You could get some ideas from what they did.
-

Q. Although my Association has a last age section, there is little support for Roving. How do I promote it within my Association?

- A. It's important that you have buy-in from the top down. Make sure that regional and national leaders support your programme. The Temperance Guide and Scout Association in Sweden took a novel approach to promoting their programme. See *Interesting practice No. 35: Promoting your programme* for some ideas.
-

Q. How do I identify the needs of Rovers and those supporting them?

- A. For some interesting ideas on how to collect information – to find out what Rovers need, see *Tool 16: Different ways of gathering opinions and thoughts.* For more information on the training and support for adults, check out *Tool 20: The adults that Rovers need.*
-

Q. How do I add an international dimension to our Roving?

- A. It's not just about international travel – there's a lot more to the European dimension than that. *Section 3* has some interesting information about breaking down the barriers: the European dimension while *Tool 24: What makes a project European?* and *Tool 33: European Framework for Rovers* have plenty of ideas, too.
-

Q. What exactly do Rovers do? What sort of activities should I be thinking about?

- A. Given the age range within the last age section, it's important that your activities meet everyone's needs – it can be dangerous to aim for a middle ground as the younger Rovers may not fully understand what's going on while the older Rovers may get bored. See *Part 1, Section 3* and also check out what other associations are doing in our *Interesting practices 25–32.*
-

Q. What impact does Roving have? Why do I bother?

- A. It can be easy to get disheartened and to wonder why we bother with a last age section at all. If you're struggling with this, read the section in the *Introduction* on the challenges we face.
-

Q. My Association would like to base our Rover programme on the Mission of Scouting? Where do I start?

- A. Every Rover programme should be based on the Mission of Scouting. *Tool 1: RAP* is full of excellent ideas. *Tool 2: The Green Island* has pretty much the same information but in narrative format. *Tool 10: Scouting: its characteristics, principles, and mission* will help tie it all together.
-

Q. I know that personal progression is very important in Roving. How do I build it into our Rover programme?

- A. It might help to see how other associations have managed. See *Interesting practices 24 and 25* for ideas from Portugal and Finland. *Tool 27: How to develop a personal progression system* has some good information and *Part 1: Section 3* also has a section on personal progression.
-

Q. I often wonder what Rover programmes in other associations look like? Where can I get this information?

- A. *Interesting practice No. 12: Age sections in the European Scout Region* will give you an idea of how other associations have broken their programme across age sections. If you're still curious, log onto www.rovernet.eu and post a question on the bulletin board.
-

Q. I am familiar with the traditional ways of organising a Rover section. Are there any others?

- A. The Scout Association of Malta has a different take on it. Read more about their Rover Crews in *Interesting practice No. 16*.
-

Q. I'm struggling with my Rover programme. Who can help me? Where can I go to find information and guidance?

- A. By attending international events like **RoverNet**, you can build up an informal network of Commissioners who can help you out. There are a number of resources like RAP (see *Tool 1*) that will help as this Kit will, too. You might try the European Youth Programme volunteers and staff at the European Scout Organisation and there's www.rovernet.eu. Join the online forum and meet others who will help.
-

Q. How do I distribute information efficiently? I have lots of it but it never seems to reach the right people.

- A. And there's little point in having lots to share if you can't get it out there. See *Part 1: Section 4* for some ideas on dissemination. Word of mouth (or viral marketing, as it's known in the business world) is very important.
-

Q. Could/should a Rover be a leader at the same time? When do Rovers get time to be Rovers?

- A. You will probably find as many proponents as opponents to this. See what AGESCI has to say about this in *Interesting practice No. 1: Rovers as Leaders*.
-

Q. How do we choose what to include, and more importantly, what to exclude from our Rover programme?

- A. First of all you have to find out what your Rovers want and need and then find a way to give it to them. There's little point in developing a fancy Rover programme if it's of little interest to your Rovers. RAP (*Tool 1*) has some good ideas on this.
-

Q. How should we support Rover projects?

- A. Using the Project Approach will help. See how Portugal has done this in *Interesting practice No. 23* or read more about the approach in *Tool 22: The Project Method or Project Approach*.
-

Q. How do I use symbolic framework?

- A. Portugal, Iceland and Slovakia are among those who successfully use symbolic frameworks – read more about what they've done in *Interesting practices No. 19, 20 and 21*.
-

Q. Are there any good ideas for activities around spirituality?

- A. We haven't included any in RoCoReKi but you might try WAGGGS kit on spirituality, called Exploring Spirituality (introduction + 10 modules)

<http://waggs.org/en/resources/documents/16>

<http://waggs.org/en/resources/documents/17>

<http://waggs.org/en/resources/documents/22>

Q. What is going on in the European Scout Region?

- A. *Tool 32: The European Framework for Rovers* has news on what's happening in the ESR. Keep an eye on www.rovernet.eu – the new Rover website – for further developments. See *Tool 33*.
-

Q. How can we promote youth involvement (facts and figures about other countries)

- A. Start by looking at what other NSOs are doing.
<http://scout.kaleis.com/index.php?idsousrubrique=110>
-

Q. How do I contact other Rover Commissioners?

- A. Keep an eye on the RoverNet website: www.rovernet.eu
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Part 1: Knowledge



Part 2: Tools and resources



Part 3: Interesting practices



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Glossary

Glossary

- Active citizenship** As citizens we should know where we are and where we have come from. As active citizens, we step beyond just knowing and actually participate.
- Adolescence** The period of transition from childhood to adulthood, describing both the development to sexual maturity and to psychological and relative economic independence. The World Health Organization uses the 10–19-year age range to define adolescence, with further divisions for early adolescence: 10–14 years, and late adolescence: 15–19 years.
- Adult** Someone who is actively engaged with society, taking a responsible role in their community.
- AGESCI** One of the Italian Scout Associations: *Associazione Guide e Scout Cattolici Italiani*.
- Aim of Scouting** See *Mission of Scouting*.
- Aims and objectives** An aim is a broad general statement outlining, for instance, what the Association expects to be achieved at the end of the educational process. An objective is a more specific statement of the desired state to be achieved by each Rover in a specific area of development at the end of the educational process.
- AiS** Adults in Scouting.
- ASDE** One of the Spanish Scout Associations: *la Federación de Asociaciones de Scouts de España*.
- BIS** The Icelandic Guide and Scout Association: *Bandalag Íslenskra Skata*.
- Clan Council** Rover Units in Portugal are called Clans, each governed by a Clan Council.

CNE

One of the Portuguese Scout Associations: *Corpo Nacional de Escutas*.

Democs

Deliberate Meetings of Citizens – part card-game, part policy-making tool developed by **nef** (the new economics foundation) to engage people with society.

Educational objectives

An educational objective is a result expected at the end of an educational process and expressed in terms of new abilities to be acquired. It may concern knowledge (to know), attitudes (to be), or skills (to do) and constitute a basis on which progress can be evaluated.

Educational proposal

An educational proposal enables you to explain to a given community what the “educational identity” of your Scout Association is and how it meets the educational needs of young people, in accordance with the mission, purpose, principles and method of the Movement.

The educational proposal of a National Scout Association is what it offers the young people in the society in which it operates. It can serve also as “beacon” to the regular work of adult leaders in the Units.

European citizenship

In the relationship between the individual and society we can distinguish four dimensions, which correlate with the four subsystems recognisable in a society, and which are essential for its existence: the political/legal dimension, the social dimension, the cultural dimension, and the economic dimension.

Following the logic of this model, the existence of a mature European society would imply a parallel European Citizenship with an economic, a social, a political and a cultural dimension.

However, Europe has not reached that stage yet. Do we talk about a common European society? Certainly not in the same way as we do about a Portuguese or Polish society. Apart from the growing diversity and complexity of social realities across the whole continent, the absence of developed economic, cultural, social and political systems at the European level still makes it very difficult to talk about a European society or European citizenship.

European citizenship (cont'd)

European citizenship today is something in between a tangible reality and a distant ideal – an ideal that could be reached by the full and balanced development of all dimensions of citizenship at European level. Such an understanding of European citizenship would be based on the values of democracy, human rights and social justice.

European Scout Committee

The European Scout Committee is a body of the European Scout Region elected every three years by the European Scout Conference, comprising 6 representatives from 6 different National Scout organisations. Its main functions are:

- To exercise such functions as are provided for in Constitution of the European Scout Region.
- To act as an advisory body to the World Committee.
- To act as an advisory body for member organisations requiring advice and assistance.

Fundamental principles

The word “fundamentals” is used in Scouting to refer to the basic elements upon which the unity of the Movement rests, i.e. its purpose, principles, and method. Thus, while Scouting takes many different forms adapted to the needs of each society, the fundamentals are the common denominators that bind the Movement throughout the world. These fundamentals are stated in Chapter 1 of the Constitution of the World Organization of the Scout Movement and characterise all member organisations of WOSM.

The fundamental principles of Scouting are:

- Duty to self
 - Each one's duty to develop his/her own autonomy and take responsibility for him/herself.
- Duty to others
 - Each one's duty to respect others and the world, knowing that he/she has to live in permanent interaction with them and contribute to their well being.

Fundamental principles (cont'd)

- Duty to God
 - Each one's duty to search for a bigger meaning to life and to live, each day, by the values that are included in it.

Interesting practice

An account of an initiative, project, activity or method that has worked for an association – something we can all learn from.

Investiture

A ceremony that marks the Rover's entry into a group. Also called Commitment or Rover Promise.

Last age section

The last age section is where we can do the most to help fulfil the mission of Scouting, and to equip Rovers with the skills they will need in adult life. It marks the end of their Scouting careers as young people.

Marrakech Charter

At the International symposium on "Scouting: Youth without Borders, Partnership and Solidarity", Marrakech, Morocco, in 1995, 440 participants representing 118 Scout Associations from 94 countries defined and adopted the Marrakech Charter – a reference framework for partnerships between associations aimed at promoting greater North–South and East–West solidarity.

The World Scout Conference in Oslo adopted the Marrakech Charter in 1996.

Members

Youth members of a Scout Association.

Mission of Scouting

The purpose of the Scout Movement is "*to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities*".

Mobility

Mobility has traditionally referred to travelling, meeting new people, making new friends and growing in an understanding and appreciation of other cultures. It can also take on the dimensions of self-awareness, self-acceptance, independence, and responsibility.

Moot

In Anglo-Saxon England a *moot* was a meeting or meeting place (a **moot mound** or later a **moot hall**), typically invoked to decide local issues.

The **World Scout Moot** is a gathering of Rover Scouts, (aged 18–26, although there was no upper age limit for the earlier Moots) from all over the world. Moots are held every four years and are organised by WOSM.

Movement

The Scout Movement is defined as "*a voluntary non-political educational movement for young people, open to all without distinction of origin, race, or creed, in accordance with the purpose, principles and method conceived by the Founder*". The word **Movement** means a series of organised activities working towards an objective. A movement thus implies both an objective to be achieved and some type of organisation to ensure this achievement.

National Scout Organisation / National Scout Association

A National Scout Organisation (NSO) is a member of the World Organization of the Scout Movement (WOSM). Authority to confer such membership is vested in the World Conference.

Only one National Scout Organisation from any one country can be recognised for membership in the WOSM. A National Scout Organisation may consist of more than one Scout Association participating in a Federation based on the common Scout purpose. It is the responsibility of each Federation to ensure that all its constituent associations meet the requirements of the Constitution of WOSM.

nef

nef (the new economics foundation) is a London-based think-tank that has developed tools for participation like Democs and Imagine. See www.neweconomics.org

Objectives

See *Aims and objectives*.

Partenza In some countries, like Italy, young men and women share their personal choices with their peers and leaders during the “Partenza” (departure) ceremony. At this point the Scout educational period is over and adult life begins. Young people can choose to remain to serve as Scout leaders or they can thank the Movement for what it has taught them and leave to serve elsewhere. They may then become volunteers in a mission, or serve with the Red Cross, become political leaders, or simply choose to play a responsible role in their local community... The “Partenza” is the last step in their personal growth, which is about to turn into their life project.

Personal progression Personal progression is a way by which Scouts move through the different age sections, checking their progress along the way.

Programme review A periodic review of a Scout programme where each element is checked for relevance. The World Programme Policy suggests that the review takes place every five years.

Progressive scheme The progressive scheme is the main tool used to support this element of the Scout Method. It is based on a set of educational objectives prepared by the National Association for the age section, established according to the knowledge, skills, and attitudes that a young person could reasonably be expected to have gained in the various areas of development by the end of that age section.

Project approach/method In general terms, a project is something intended to be achieved by a given time in the future. It involves setting a clearly defined goal to be reached, working out what needs to be done – when and how – and then...doing it! A project is not one activity, but many different activities – each of which needs to be planned, organised and carried out in order to reach the overall goal.

A project approach, or project life cycle, describes the approach that will be taken to carry out a project. The life cycle segments a project into phases – logical units of work that fit together, and whose results make sense to review as a Unit.

RAP The Renewed Approach to Programme. See *Tool 1*.

Rescue Team A special assisting troop, or Rescue Team, was established in Reykjavík in 1932, the members of which were adults with field and mountain experience. Now there are 100 Rescue Teams all around the country, with about 4,000 members. They locate and rescue people from wrecked airplanes and stranded ships, searching for missing persons, training and keeping rescue dogs, organising blood donor groups, organising and giving first-aid service at all kinds of outdoor gatherings, giving courses in first-aid and in how to prepare for hiking and camping in our rugged and mountainous country. At the age of 17 or 18 on leaving the Scout Movement, Rovers in Iceland can choose to join the Rescue Teams or to become a leader, or both. To join a Rescue Team you must be 17 or older and able to undertake two years of extensive training.

Rover A member of the last age section in Scouting.

Rover age section Another name for the last age section in Scouting

Rover Commissioner The national, elected (sometimes appointed) leader responsible for the development and/or implementation of the educational programme for the last age section in Scouting.

Rover Crew In Malta, Rover patrols are known as Rover Crews.

Rover leader An adult leader of the last age section in Scouting.

Rover programme A non-formal educational programme for the last age section in Scouting.

Rover Unit A local Rover structure, comprising one or more Rover patrols, crews, etc.

RoverNet In the summer of 2006, a new website www.rovernet.eu was launched. As the place on the Internet for Rovers all over Europe, the website hosts a number of opportunities for Rovers aged 16–25 years.

RoverWay The main event for Rovers in Europe held every three years in a different European country.

Scout group The community of Scouts in a geographically delimited area, which contains one or preferably more sections. Under the umbrella of the Group exist subgroups divided according to age, each with their own terminology and leadership structures (e.g. Beaver Colonies, Cub Packs, Scout Troops, Rover Units).

Scout Method A method can be defined as the means used or the steps followed in attaining the objectives. Whenever it is part of a Movement having a set of principles, as is the case with Scouting, the method must be based upon those principles.

The Scout method is defined as “*a system of progressive self-education through:*

- *A promise and law.*
- *Learning by doing.*
- *Membership of small groups (for example the patrol), involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character, and the acquisition of competence, self-reliance, dependability and capacities both to cooperate and to lead.*
- *Progressive and stimulating programmes of varied activities based on the interests of the participants, including games, useful skills, and services to the community, taking place largely in an outdoor setting in contact with nature.*

Scouting Ireland The Irish Scout Association, also known as SI.

Service The voluntary work that Rovers do as part of the Scouting educational process.

SI See *Scouting Ireland*.

Symbolic framework A symbolic framework refers to all those elements with a meaning (symbols), e.g. the name of a section (Cub Scout, Scout, Rover), and identification marks, such as the uniform, badges, songs, stories and ceremonies. All these elements help to form a setting, an atmosphere, which bears the values and proposal of the Movement, and makes them more accessible to young people in a way that abstract explanations could never do.

World Programme Policy The 32nd World Scout Conference (Paris, 1990) adopted the principle of a World Programme Policy, 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.

WOSM World Organization of the Scout Movement is an international, non-governmental organisation composed of its recognised National Scout Organisations (NSOs).

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. This is achieved by:

- involving them throughout their formative years in a non-formal educational process
- using a specific method that makes each individual the principal agent of his or her development as a self-reliant, supportive, responsible and committed person
- assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.



The background is a collage of outdoor activity photos. At the top, a group of people is on a rope bridge over a river. Below that, a group of hikers with backpacks is on a dirt trail. In the foreground, a young man with a wide smile is the central focus. To his right, a woman is sitting on a log, and another woman is sitting on the ground. The overall scene is bright and sunny, suggesting a summer outdoor setting.

RoCoReKi is intended for Rover Commissioners and other leaders involved at national level in designing/reviewing the programme for the last age section. Whether you have years of experience, or are very new to the job, you should find interesting and helpful information in this resource kit.