

Quality in Youth Programme Design Toolbox



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Quality is a crucial issue for any advanced and developed organisation, concerning its products, its resources, its structure and its processes.

Also for Scouting quality is a crucial issue, more so because it is an educational movement aiming 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.

With such an important and relevant commitment, Scouting must aim to have excellence in every aspect of its mission, pursuit and daily work.

These tools have been compiled by the members of the Youth Programme Development Unit, under the coordination of Carla Simoes (Portugal).

Feed-back and comments have been received from the members of the European Youth Programme Network, the European Scout Committee and the executives of the World Scout Bureau – European Regional Office.

Table of Contents

Introduction	3
<hr/>	
Tools	
Tool 1 – Youth Programme Designing - Diagnostic	4
<hr/>	
Tool 2 – Youth Programme Design – Why?	5
<hr/>	
Tool 3 – Youth Programme Design – What?	6
<hr/>	
Tool 4 – Youth Programme Design – How?	7
<hr/>	
Tool 5 – Youth Programme Designing – Taking Action	9
<hr/>	
Youth Programme Glossary	10
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Introduction

Youth Programme is the core business of Scouting, its soul and main purpose, its most essential and unique characteristic. Quality in Youth Programme should be one of the most deep and permanent concerns of a Scout Association, as it is the only guarantee of adequacy in the fulfilling of the mission, of relevance in answering the needs of young people, of maintaining a sound membership.

Remember that in Scouting Youth Programme covers the totality of the experience proposed to young people:

- 🌐 **WHY** we do it, i.e. the educational objectives, in accordance with the purpose and fundamental principles of the Movement;
- 🌐 **WHAT** young people do in the Movement, i.e. the activities;
- 🌐 **HOW** it is done, i.e. the method.

In Youth Programme, quality can be assessed at four distinct moments:

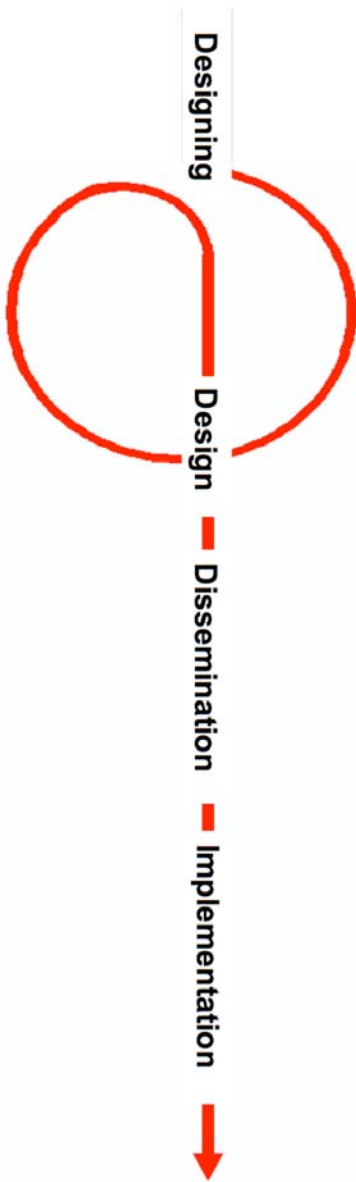
- 🌐 **In designing**, i.e. in the process of creation, evaluation, revision and restructuring of a Youth Programme;
- 🌐 **In design**, i.e. in the Youth Programme conception, architecture and contents;
- 🌐 **In dissemination**, i.e. in the process of diffusion and spreading of the Youth Programme, from the national level that coordinates its creation or renewal to the local level that applies it; in fact, dissemination is a joint task of Youth Programme and Adults in Scouting;
- 🌐 **In implementation**, i.e. at the local level where Scouting is directly applied to young people.

Many associations already have assessment tools for quality in implementation, which is definitely the most specific aspect of Youth Programme quality assessment, as it is narrowly correlated with the national Youth Programme design.

In this context, it was thought that the regional level should have an assessment tool for quality in designing and design as its priority, as these the priority tasks attributed to the associations at national level concerning Youth Programme. Such a tool is crucial to analyse and evaluate Youth Programme, leading – if it proves necessary – to a renewal process.

Regardless of the apparent linking of a renewal process along the four steps, one can never forget that the beginning is always a loop involving the designing and design quality assessment, the results of which will prompt the renewal decision. Only after a previous assessment of the quality in designing and design steps has been made, can a renewal process begin, which implies you must always go back to the designing step in order to plan all the process, including the design, dissemination and implementation steps.

An important issue of quality assessment, concerning the designing and the design of the Youth Programme, is that it should be done regularly on a medium-term basis. It requires an objective, neutral, and critical approach, which should have outcomes.



1. Quality Tool for Youth Programme Designing - Diagnostic

Indicators	Situation	Future actions	Responsible	Suggested Resources
Has the youth programme been reviewed in the last 5 years?				The World Youth Programme Policy - WOSM
Was there youth involvement in designing the programme?				Youth Involvement Reference Guide "Youth involvement, Youth Empowerment" Handouts Toolbox - Tool 019
Have the needs and aspiration of young people been surveyed?				RAP User's Guide – Step 1 RAP Handouts Toolbox - Tool 001
Is there any way of evaluation the measure of success and efficiency of the youth programme?				
Is there any evaluation process or tool for measureing YP implementation quality?				

2. Quality Tool for Youth Programme Design – Why?

Indicators on Why	Situation	Steps to improve the Programme	Responsible	Suggested Resources
Does the association have an updated mission statement?				Understanding the Mission Statement Achieving the Mission of Scouting
Does the association have an educational proposal, consisting of the purpose, principles and Scout method?				RAP User's Guide – Step 1 RAP Handouts Toolbox - Tool 001
Does your programme assume an educational complementary role in interaction with other educational agents?				RAP User's Guide RAP Handouts Toolbox - Tool 001
Does your programme stress the educational role of the leaders?				RAP User's Guide – The Adults we need RAP Handouts Toolbox - Tool 001
Does the association have well defined educational objectives for each section?				RAP User's Guide – Steps 3 and Step 5 RAP Handouts Toolbox - Tool 003 and 006
Does the programme encourage interaction with the community?				
Are the areas of personal growth addressed with a similar importance?				RAP User's Guide – Step 2 RAP Handouts Toolbox - Tool 002
Is the programme inclusive to people of all cultures, social backgrounds and with special needs?				
Does your programme provide opportunities that can be accessed by boys and girls depending on their needs and preferences?				Doing Gender in Scouting Gender Toolbox
Does your programme define an upper age limit?				RAP User's Guide – Step 4 RAP Handouts Toolbox - Tool 004 and 005
Are the age section limits flexible taking into consideration young peoples' development?				RAP User's Guide – Step 4 RAP Handouts Toolbox - Tool 004 and 005
Is your programme focused on adolescents?				RAP User's Guide – Step 4 RAP Handouts Toolbox - Tool 004 and 005

3. Quality Tool for Youth Programme Design – What?

Indicators on What	Situation	Steps to improve the Programme	Responsible	Suggested Resources
Does the programme cover different kinds of activities?				RAP User's Guide – Step 6 RAP Handouts Toolbox - Tool 007
Do activities cover all areas of personal growth?				RAP User's Guide – Step 2 RAP Handouts Toolbox - Tool 002 and 007
Do activities promote community involvement and partnerships?				RAP User's Guide – Step 6 RAP Handouts Toolbox - Tool 007
Does the programme develop skills for life?				
Are the activities relevant, rewarding, useful, challenging and attractive for young people?				RAP User's Guide – Step 6 RAP Handouts Toolbox - Tool 007
Does the programme accommodate evaluation methods to be applied after each activity?				
Does the programme cover fixed and variable activities?				RAP User's Guide – Step 6 RAP Handouts Toolbox – Tool 007
Do activities offer opportunities to develop knowledge, skills and attitudes?				RAP User's Guide – Step 6 RAP Handouts Toolbox - Tool 007
Are activities in accordance with the age section characteristics?				RAP User's Guide – Steps 2 and Step 6 RAP Handouts Toolbox - Tool 005 and 007
Does the programme offer activities for people with special needs?				
Is it possible for the leader to see the connection between the educational objectives and activities?				RAP User's Guide – Step 6 RAP Handouts Toolbox - Tool 007
Is there youth involvement in choosing, preparing, organising and evaluating activities?				

4. Quality Tool for Youth Programme Design – How?

Indicators on How (1)	Situation	Steps to improve the Programme	Responsible	Suggested Resources
Do you use all the Scout method elements in each one of the sections?				RAP User's Guide – Step 7 RAP Handouts Toolbox - Tool 008 and 010
Is there a defined progressive scheme for all age ranges?				RAP User's Guide – Step 8 RAP Handouts Toolbox -Tool 009
Is there adequate coordination (link, progression...) between subsequent age ranges' progressive scheme?				RAP User's Guide – Step 8 RAP Handouts Toolbox -Tool 009
Is there recognition of the end of the educational process (each age or final)?				RAP User's Guide – Step 8 RAP Handouts Toolbox - Tool 009
Is there youth involvement in the choices concerning the progressive scheme?				RAP User's Guide – Step 8 RAP Handouts Toolbox - Tool 009
Is the personal progression related to the educational objectives?				RAP User's Guide – Step 5 and Step 8 RAP Handouts Toolbox -Tool 006 and 009
Does your programme have a value system based on the promise & law?				RAP User's Guide – Step 7 RAP Handouts Toolbox - Tool 013 and 014
Are young people organised in small groups (six, patrols, teams)?				RAP User's Guide – Step 7 RAP Handouts Toolbox - Tool 012 and 015
Does the patrol have 6 to 8 members?				RAP User's Guide – Step 7 RAP Handouts Toolbox - Tool 012 and 015
Is the programme based on the use of the patrol system?				RAP User's Guide – Step 7 RAP Handouts Toolbox- Tool 012 and 015
Do young people have personal roles (responsibilities) within their patrol?				RAP User's Guide – Step 7 RAP Handouts Toolbox - Tool 012 and 015
Are units managed by councils? With strong youth involvement in the decision-making process?				Youth Involvement Reference Guide "Youth involvement, Youth Empowerment" Handouts Toolbox - Tool 016 and 018
Are patrols responsible for their own material/finances/activities?				RAP User's Guide – Step 7 "Youth involvement, Youth Empowerment" Handouts Toolbox - Tool 012

Scouting – An Educational System

Indicators on How (2)	Situation	Steps to improve the Programme	Responsible	Suggested Resources
Is there a symbolic framework designed for each section?				Scouting: an educational system RAP User's Guide – Step 7 RAP Handouts Toolbox - Tool 011
Is the symbolic framework used in the progressive scheme and other programme elements?				RAP User's Guide – Step 7 RAP Handouts Toolbox - TB 009 and 011
Do young people have the opportunity to choose their own activities/projects?				Youth Involvement Reference Guide "Youth involvement, Youth Empowerment" Handouts Toolbox - Tool 018
Is the programme based on practical activities (learning by doing) rather than theoretical ones?				RAP User's Guide – Step 6 RAP Handouts Toolbox - Tool 007
Is there recognition of nature as the preferred environment for scout activities?				RAP User's Guide – Step 7 Scouting and the Environment
Are there a significant number of outdoor activities in the Youth programme?				RAP User's Guide – Step 7 Scouting and the Environment
Is adult participation a subsidiary to youth involvement?				Youth Involvement Reference Guide "Youth involvement, Youth Empowerment" Handouts Toolbox
Does the programme facilitate peer education? – young people educating young people.				RAP User's Guide – Step 7 "Youth involvement, Youth Empowerment" Handouts Toolbox - Tool 020
Is the progressive scheme based on the individual, taking into consideration everyone's own strengths?				RAP User's Guide – Step 7 RAP Handouts Toolbox - Tool 009
Is the use of the uniform relevant to the educational purpose?				

5. Quality Tool for Youth Programme Designing – Taking Action

Indicators	Situation	Steps to improve the process	Responsible	Suggested Resources
The renewing process is planned from its beginning taking into consideration the design, dissemination and implementation of the new programme?				RAP User's Guide The Green Island
Is there a defined time schedule for all the steps of the process?				RAP User's Guide The Green Island
Is there a specific team responsible for the renewing of the programme?				RAP User's Guide The Green Island
Is there any involvement of external experts?				RAP User's Guide The Green Island
Is there youth involvement in designing the programme?				Youth Involvement Reference Guide "Youth involvement, Youth Empowerment" Handouts Toolbox
Is it planned to have a survey on the needs and aspiration of young people?				RAP User's Guide - Step 1 RAP Handouts Toolbox - Tool 001
Is there a defined evaluation scheme for all steps of the renewing process?				RAP User's Guide

Youth Programme Glossary

Activities	An activity is a flow of experiences which offer a young person the possibility to acquire knowledge, skills and attitudes corresponding to one or more educational objectives.
Age section	A group with a defined lower and upper age limit according with the personal development stages.
Areas of personal Growth	Scouting takes all the dimensions of the human personality into account and, therefore, identifies several areas of growth: <ul style="list-style-type: none"> 🌐 Physical development - Becoming responsible for the growth and functioning of one's own body. 🌐 Intellectual development - Developing one's ability to think, innovate and use information in an original way to adapt to new situations. 🌐 Affective development - Recognising one's own feelings and learning to express them in order to attain and maintain an inner state of freedom, balance and emotional maturity. 🌐 Social development - Acquiring the concept of interdependence with others and developing one's ability to cooperate and lead. 🌐 Spiritual development - Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the spiritual reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others. 🌐 Character development - Recognising one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims and identify the necessary steps to achieve them.
Councils	Set of structured meetings of young people representing their patrols, and adult leaders that manage the unit's daily life and projects, where youth involvement in decision-making and participation is developed
Design (YP)	The Youth Programme conception, architecture and contents.
Designing (YP)	The process of creation, evaluation, revision and restructuring of a Youth Programme.
Dissemination (YP)	The process of diffusion and spreading of the Youth Programme, from the national level that coordinates its creation or renewal to the local level that applies it; in fact, dissemination is a joint task of Youth Programme and Adults in Scouting
Educational Proposal	A written text that enables you to explain to a given community how a Scout association meets the educational needs of young people, in accordance with the purpose, principles and method of the Movement.
Final Educational Objectives	They clearly define, for each area of personal growth, the results which a young person can be expected to have attained by the time he or she leaves the Movement, having completed the programme of the senior age section.
Fixed activities	Those that need to be carried out regularly to create the right atmosphere for the Scout Method and to give the young people typical "Scout" experiences. They strengthen the Method by ensuring youth participation, collective decision-making and the tangible presence of the values.

Implementation (YP)	The direct application of Scouting to young people at local level.
Learning by doing	Learning through play, which is attractive to young people, facilitates their integration into the group, helps them to discover their abilities and encourages an interest in exploring, adventure and discovery.
Mission Statement	Based upon the fundamentals of Scouting as stated in WOSM's Constitution, a mission statement is intended to translate these timeless and abstract concepts in a pro-active way which enables the Movement to situate its particular role and function in today's world so as to better meet the needs and aspirations of young people.
Patrol system	Small interacting groups of young people (preferably 6 to 8) within the same age section, in which personal roles and responsibilities are well defined. It involves also all the institutions that organise relationships, communication, decision-making and evaluation processes within the group composed of young people and adult leaders.
Peer education	Young people of the same age group educating each other.
Progressive scheme	The progressive scheme is the main tool used to support one of the elements of the Scout Method – personal progression. It is focused on each individual, considering each person's strengths and based on a set of educational objectives
Promise & Law	The Scout Law is an invitation to develop oneself and to live according to fundamental values: uprightness and loyalty ("to be trustworthy", "to be loyal"); respect for, and solidarity towards, others ("to be a friend to all", to life and nature ("to protect plants and animals"); a positive attitude to life's ups and downs ("to smile under all difficulties"); respect for work and to strive to do one's best ("respect the work of others", "to do nothing by half"); a sense of one's own dignity ("to be clean in thought, word and deed"). It is a reference for one's life. The Promise thus becomes the free and voluntary response of the individual to live according to the Scout Law.
Scout method elements (7)	The Scout Method is an essential part of the Scout educational system. It may be defined as a system of progressive self-education, which is complementary to the family and the school, and is based on the interaction of several elements. The key elements of the Scout Method are: progressive system of objectives and activities, stimulating adult presence, learning by doing, adherence to the Promise and Law, symbolic framework, Patrol System and life in nature.
Scout Unit	Young people in a local group in a particular age section. There are three main institutions in the Scout unit: <ul style="list-style-type: none"> 📍 The Team (Patrol) 📍 The Unit Council 📍 The Unit Assembly
Section Educational Objectives	Section objectives define, for each area of personal growth, the results which a young person can be expected to have attained by the time he or she completes the programme of a specific age section.
Skills for life	Personal talents and expertises acquired in Scouting that enables young people to strengthen personal autonomy, citizenship awareness and action in life.
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 the young people in a way that abstract explanations could never do.

Variable activities	They can take many different forms and refer to very diverse subjects. They ensure that the programme responds to the young people's interests and concerns and project them onto diversity of the world. Contribute to achieving one or more clearly specified educational objectives.
Youth Programme	The totality of the experience proposed to young people: <ul style="list-style-type: none"> 🌐 What - what the young person does in the Movement, i.e. the activities; 🌐 How - the way in which it is done, i.e. the method; 🌐 Why - the educational objectives, in accordance with the purpose and fundamental principles of the Movement.

References: RAP User's Guide and Strategy Resources "Tool Box Programme Handouts"

List of suggested resources:

[Understanding the Mission Statement – WOSM](#)

[Achieving the Mission of Scouting - WOSM](#)

[The World Youth Programme Policy – WOSM](#)

[RAP User's Guide \(Renewed Approach to Programme\) - WOSM](#)

[The Green Island - WOSM](#)

[Strategy Resources "Tool Box Programme Handouts" or "The RAP Toolbox" - WOSM](#)

[Strategy resources "Youth Involvement Reference Guide" – WOSM](#)

[Toolbox Programme Handouts "Youth involvement, Youth Empowerment" – WOSM](#)

[Doing gender in Scouting - WOSM](#)

[Gender Toolbox – WOSM](#)

[Scouting: an educational system – WOSM](#)

[Scouting and the Environment – WOSM](#)



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