

EMPOWERING YOUNG ADULTS GUIDELINES FOR THE ROVER SCOUT SECTION



SCOUTS[®]
Creating a Better World

Youth Programme

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"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."

BADEN-POWELL

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“MY BELIEF IS THAT WE WERE PUT
IN 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



Foreword

We would like to acknowledge the significant contribution made by the many people involved in the production of these guidelines.

First we would like to thank the members of the Adolescents & Young Adults Task Team: Mary Nugent, Johanna Virkkula and Daniel Wood. Their commitment to the development of the guidelines have undoubtedly made this production possible.

It was a privilege collaborating with colleagues and friends in the different regions of the World, with special mention to: Hany Abdul Monem (Arab Region), Syd Castillo (Asia-Pacific Region), Radu Stinghe (European Region), Alberto del Brutto and Ana Elisa Piubello (Interamerican Region). We have welcomed their flexibility in working with us to produce what we hope is interesting and effective learning material.

We also wish to acknowledge the important contributions made to these guidelines by the participants of the following events: 12th World Scout Moot, 2004; Rover Scout Transversal Team Meeting, 2005; World Scout Seminar on Partnership (Marrakech+10), 2005; 4th Meeting of the Senior Section Task Team, Interamerican Region, 2005; International gathering for “Scouting & senses of belonging”, Arab Region, 2005; International seminar on Youth Programme Development – Rover Scout section, Asia-Pacific Region, 2006; 5th European Forum on Youth Programme and Adult Resources, 2007; Seminar on the Scouts of the World Award, Asia-Pacific Region, 2007; “Rover experience” at World Scout Centre, World Scout Jamboree, 2007; RoverNet 3.0, European Region, 2007; Workshop on Rover Scout Programme & Scouts of the World Award, World Scout Conference, 2008; World Scout Challenge on Rovering, Jamboree on the Internet, 2008.

Our colleagues and volunteers Rod Abson, Jose Eduardo C. Delgado, Maeliosa De Butlear, Jonathan How, Srinath T.V., Ursu Valentina and Saâd Zian deserve thanks for their contributions and for diligently commenting on drafts and revisions.

Finally, we would very much like to thank Dominique Bénard for his supportive contribution to this project; his ideas, enthusiasm and excellent work made possible to start these guidelines.

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Scouts of Haiti provide community service following cyclone destruction

Haiti has been severely affected by a wave of cyclones over several months, causing considerable human losses and property damage.

For more than one month, the Scouts of Haiti have played an active role in helping the victims of this natural disaster, just like they did in 2004 after the disaster of cyclone Jeanne.

These actions, which service the local community, are currently integrated into week-

long Scout camps for Rover Scouts and leaders, and are located across three sites that have been particularly affected by the catastrophe: Gonaïves, Cabaret and Chansolme. On the whole, more than 1,800 people from all over the country, have been involved in this project.

The Scouts of Haiti work in partnership with the office of civil protection, the town halls, the department of education, the firemen from Martinique, Kiro and the pastoral university and a variety of other NGOs. They have also received support from the local French Embassy (materials for building), from the World Food Program (food for the participants) and from UNICEF (drinking water).

The Scouts and Guides of France are actively involved in the coordination of these activities thanks to their on-site volunteer, and they have launched a fundraising campaign to buy a new truck to transport aid supplies.

“TWENTY YEARS FROM NOW YOU WILL BE MORE DISAPPOINTED BY THE THINGS YOU DIDN’T DO THAN BY THE ONES YOU DID DO. SO THROW OFF THE BOWLINES. SAIL AWAY FROM THE SAFE HARBOR. CATCH THE TRADE WINDS IN YOUR SAILS. EXPLORE. DREAM. DISCOVER.”

MARK TWAIN



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Introduction: the Rover Scout Programme

How are we to measure the impact of Scouting on society? Surely one measure could be how many young adults leave the Scout Movement as adults with the desire and the ability to play an active role in the development of society.

What is the role of the National Scout Organizations (NSOs) in this work? Surely it is to support local groups and local leaders by providing a relevant Rover Scout Programme as well as meaningful training for the adult leaders.

What is the role of the World Organization of the Scout Movement (WOSM) in this work? Surely it is to support NSOs by providing guidelines, information, networking, etc. for programme developers and national training teams. This will hopefully contribute to NSOs building up or improving their own Rover Scout Programmes which are suitable for young adults.

This is a document with guidelines and ideas for programme developers on how to develop and implement the Rover Scout Programme within the Rover Scout section.

What is the Rover Scout Programme?

The Rover Scout Programme focuses on the last section of Scouting: The Rover Scout section.

As any Youth Programme in Scouting¹ the Rover Scout Programme is the totality of: the reason **why** it is done (the purpose and aims), **how** it is done (through the Scout Method) and **what** young adults do in the Rover Scout section (the activities).

The Youth Programme in Scouting covers the complete span of a young person's experience in the Scout Movement. It starts when the youngest members join the Scout Movement, typically somewhere between the ages of six and eight, and ends when the oldest members leave, usually between the ages of eighteen and twenty-five. It is a progressive process of education and personal development through largely recreational means.

Why: The Rover Scout Programme is based on the principles of Scouting and contributes to achieve the purpose of Scouting:

*"...to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities."*²

How: The Rover Scout Programme also has one fundamental dimension which determines how it is carried out: the Scout Method. The fact that Scouting's method is referred to as the Scout Method (capital "M") is because it is composed of several different educational tools. These are: a law and promise, learning by doing, a team system, a symbolic framework, personal progression, nature and adult support. Taken individually, many of these educational tools are used in other forms of education - working in teams on projects, for example. In Scouting, however, these different tools are referred to as elements of the Scout Method – as each one is only one part of the whole. The fact that all of these elements form a whole and are used as a system is what makes Scouting unique.³

What: The Rover Scout Programme encompasses all activities that young adults in Rover Scouting take part in: camping and outdoor activities, community service and development projects, games, ceremonies, the Scouts of the World Award, etc. All of these must have one thing in common: they must be attractive, challenging and relevant to young adults.

These Rover Scout Guidelines are divided in three main sections: "WHY", "HOW" and "WHAT". (See Figure 1 below)

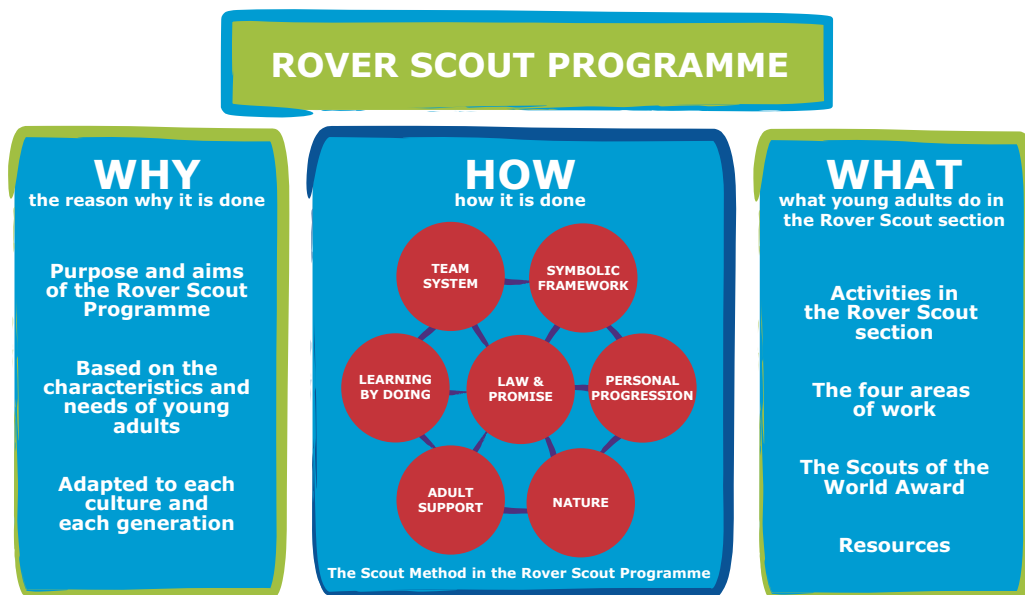


Figure 1. The Scout Method in the Rover Scout Programme

In the chapters of these guidelines the different elements of the "Why" (purpose and aims), the "How" (Scout Method) and the "What" (activities) are adapted to the Rover Scout Programme, as follows:

Section 1 - "WHY"

Chapter 1 - Purpose and aims of the Rover Scout section

Providing young adults with opportunities to undertake their personal development through the six areas of growth. Helping the transition from adolescence to adulthood.

Chapter 2 - Who are the Rover Scouts: Characteristics and needs of young adults

The Rover Scout Programme must be based on the characteristics and needs of young adults and the fundamental elements of Scouting. Each NSO must find the most suitable method to take in consideration the characteristics of their own young people when building the Rover Scout Programme.



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Section 2 - "HOW"

Chapter 3 - Law and Promise

A conscious commitment to the way the Rover Scout chooses to live his/her life, according to a value system proposed by the Scout Law, and a Promise to do his/her best to achieve that.

Chapter 4 – Learning by doing

Learning by doing reflects Scouting's active approach to education. This includes the many different experiences young adults have as members of the Rover Scout Community: learning from the roles they play, the responsibilities they have as well as the activities they choose and realise.

Chapter 5 - Team system

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. Adults take on the role of advisors and facilitators.

Chapter 6 - Symbolic framework

The concept of the 'road', the 'route', the 'journey' is often used to illustrate Rover Scouting. Rover Scouting is a journey towards adulthood. The symbolic framework highlights mobility and the new things that we discover when moving from one place to another; it matches with the natural desire of young adults to travel, to discover new realities and perspectives and meet new people.

Chapter 7 - Nature

Nature provides the perfect setting for a considerable number of Rover Scout activities: it challenges our abilities, gives us the opportunity to consider respect for and protection of the environment; it enables Rover Scouts to develop physical skills or an adventurous spirit and to enjoy the experience of the spiritual dimension.

Chapter 8 - Educational objectives and personal 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 acknowledging the "tools" each one has acquired to help them to deal with the challenges they will face.

Chapter 9 - Adult support

Adult support and the relationship between Rover Scouts Scouts and their leaders is an important part of Scouting. Adults in the Rover Scout section are facilitators or advisors. They help Rover Scouts to live meaningful experiences that contribute to their full development, walking with them rather than pushing or pulling.

Section 3 - "WHAT"

Chapter 10 - Activities in the Rover Scout section

Activities provide fun, adventure and challenges for young adults, leading to the development of skills for life. The activities in the Rover Scout section put special focus on active travelling and multicultural experiences, adventures in the wilderness, community service, and social and economic integration.

REFERENCES

- 1 As defined by the "World Programme Policy" adopted by the 32nd World Scout Conference, Paris, 1990
- 2 Constitution and By-Laws of the World Organization of the Scout Movement
- 3 "Scouting: An Educational System" 1998, World Scout Bureau. - Page 13



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A Scout Christmas story

December 25 - Every year the Incas Scout Group from Cochabamba, Bolivia celebrate Christmas in a very special way: they serve breakfast and give toys to the children in the marginal zones of the community and organise Scout games for them to play. This year, more than 700 children from the community of Bello Horizonte were able to enjoy these special gifts!

Bello Horizonte is a migrant community, near Cochabamba, composed of more children than adults, whose inhabitants make ends meet by working in informal jobs. For weeks, the

Scout Leaders will plan, coordinate with group members, parents and friends in order to buy the necessary material for the event, where the most important thing is to give without expecting anything in return.

This year they received financial support from close friends of the Scout group enabling them to prepare the 700 breakfasts and toys. These contributions were essential in order to make the activity a success. Several Scouts from Argentina, who were in Cochabamba awaiting the start of the 1st Panamerican Scout Moot, also participated, which provided the Bolivian Scouts with more people to help them manage and successfully carry out their activities. This also allowed them to share Scout songs and games from different countries with the children.

“PADDLE YOUR OWN CANOE. YOU ARE STARTING OUT ON AN ADVENTUROUS VOYAGE FROM THE STREAM OF CHILDHOOD, ALONG THE RIVER OF ADOLESCENCE, OUT ACROSS THE OCEAN OF MANHOOD TO THE PORT YOU WANT TO REACH.

YOU WILL MEET WITH DIFFICULTIES AND DANGERS, SHOALS AND STORMS ON THE WAY. BUT WITHOUT ADVENTURE LIFE WOULD BE DEADLY DULL. WITH CAREFUL PILOTING, ABOVE-BOARD SAILING, AND CHEERY PERSISTENCE, THERE IS NO REASON WHY YOUR VOYAGE SHOULD NOT BE A COMPLETE SUCCESS, NO MATTER HOW SMALL THE STREAMS IN WHICH YOU MAKE YOUR START.”

“ROVERING TO SUCCESS”
BADEN-POWELL



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Section 1 - “WHY”

The 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).

Why: The Rover Scout Programme is based on the principles of Scouting and contributes to achieve the purpose of Scouting:

“...to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities.”¹

This Section is divided in 2 chapters:

- **Chapter 1 - Purpose and aims of the Rover Scout section.** Providing young adults with opportunities to undertake their personal development through the six areas of growth. Helping the transition from adolescence to adulthood.
- **Chapter 2 - Who are the Rover Scouts: Characteristics and needs of young adults.** The Rover Scout Programme must be based on the characteristics and needs of young adults and the fundamental elements of Scouting. Each NSO must find the most suitable way to respond to the needs and characteristics of their own young people when building the Rover Scout Programme.

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Peace building and reconciliation in the Great lakes Region

Gilbert was a young Rover Scout leader when over one million Rwandan refugees streamed into Goma in 1996 from the genocide and terror of Rwanda and Burundi, from the long, arduous, barefoot walk from home villages which had been ethnically cleansed, and harassed by bands of soldiers and officials. The place allocated to the refugee camps was an unforgiving place, on the slopes of an almost dormant volcano. Within days, it turned to a death-trap, with insufficient water, food, shelter and simply not enough space.

Hundreds of foreign aid workers also flooded into Goma scrambling in vain to distribute assistance, and to make sense of this place. Many of these aid workers themselves fell ill, victims to the unwelcoming environment. Many just couldn't cope with the stress.

Gilbert, team leader in the provincial Goma Scout Rover crew, assembled 15 volunteers. Armed with loudhailers borrowed from IOM (International Organisation for Migration) they criss-crossed the mountain slopes which had become a sprawling city and invited all Scouts to come together. 1,300 Scouts and former Scouts joined the call, and within days they had buried 26,000 bodies: victims of the long walk, starvation and cholera.

They buried bodies, distributed food and clothing and formed the backbone of the relief efforts managed by many international NGOs in the camps. And their work was paralleled by other Scouts throughout the region affected by this horrible tragedy. Without the Scouts, these NGOs would have found it much more difficult to operate, and surely many more lives would have been lost.

But when this was all over, he didn't sit still, he wondered what could be done to prevent any future re-occurrence. There were also Scouts, to their shame, among the perpetrators of the violence and the ethnic cleansing. When neighbour turned against neighbour, Scouts too joined the call to hate. Gilbert and his colleagues in the Scout associations of the region, seeing the result in Goma and elsewhere, vowed that they would do their best to prevent it from happening again.

But what to do? This region had been an ethnic tinder box, with flames of hatred fanned by fanatics, profiteers and mindless criminals. How could any organisation cross the lines and make a difference?

In response, Scouts from the region's associations secretly camped together. When once again war flared and the "Mai Mai" (jungle gangs that press kids into the conflict) came to a village to encourage boys and young men to join up, one lad came to his Scout leader to say goodbye, he was off to fight in the war. His Scout leader, recently trained in one of Gilbert's courses, talked carefully, and the boy changed his mind, staying behind while his friends left. Three months later, he thanked his Scout leader, as all his friends had since died. One life saved, an example of many more untold stories.

With their own resources, and with a limited support from the WOSM Regional Office and a Belgian NGO Broederlojk Delen, and a grant from the Queen Silvia Fund (one of the special funds of the World Scout Foundation) Gilbert and his team have kept the programme alive since its inception in 1996. So far 48,638 Scouts and 1,194 leaders have been touched by the programme.

Gilbert and his colleagues have seen Scouting make the difference. They have seen Scouts do amazing things – in the height of the crisis local Scouts shone among all the thousands of aid workers. In the shadow of the crisis, Scouts formed bridges and helped to rebuild their communities.

Gilbert's team is committed to continue, so their plans are not modest.

(Story taken from the "Scouts of the World Award Best Practices" www.scoutsoftheworld.net)

“THE AIM OF DEVELOPMENT IS THE COMPLETE FULFILMENT OF MAN, IN ALL THE RICHNESS OF HIS OR HER PERSONALITY, THE COMPLEXITY OF HIS OR HER FORMS OF EXPRESSION AND HIS OR HER VARIOUS COMMITMENTS - AS INDIVIDUAL, MEMBER OF A FAMILY AND OF A COMMUNITY, CITIZEN AND PRODUCER, INVENTOR OF TECHNIQUES AND CREATIVE DREAMER.”

“LEARNING: THE TREASURE WITHIN”, REPORT TO UNESCO OF THE INTERNATIONAL COMMISSION ON EDUCATION FOR THE TWENTY-FIRST CENTURY, 1996.



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Chapter 1 - Purpose and aims of the Rover Scout section

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Key concepts

- The Rover Scout section helps young adults develop their own path in life and actively plan their future to achieve their social and economic integration.
- Rover Scouting is the learning environment that Scouting offers to those who follow the last part of the “path” leading to the adult life. It is the final stage of Scouting’s “educational offer”.
- The purpose of the Rover Scout section is to help the transition from adolescence to adulthood and support young adults, young women and men, in the final phase of their integration in adult society.
- The aims of the Rover Scout section are to provide young adults with opportunities to undertake their personal development through the six areas of growth, which Scouting recognizes: physical, intellectual, emotional, social, spiritual and character development.

1. Introduction

There are a number of challenges facing programme developers and NSOs around the world in relation to the purpose and aims of the Rover Scout section. Some of these include:

- Some people in the NSO do not see why an educational proposal is needed for this age range.
- Sometimes the Rover Scout section is seen as only recreational, not having an educational approach and having no upper age limit. When there is no upper age limit it is hard to clearly define the educational component of Rover Scouting and it can become a recreational activity.
- Due to the lack of leaders in the younger age sections, there is a tendency to use young adults to play this role in the younger age sections rather than providing the young adults with an appropriate programme to meet their own particular needs.

In response to these challenges amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- the answer to the question “why the Rover Scout Programme?”;
- the purpose and aims of the Rover Scout section; and
- how the Rover Scout Programme relates to the mission of Scouting.

In developing the Rover Scout Programme, NSOs should:

- establish an upper age limit for offering an educational programme that covers young adulthood;
- set a number of aims for the Rover Scout section according to the social, cultural and economic situation in their own country; and
- build a programme that provides a learning environment for this age-range.



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2. Rover Scouting: the final stage - why Rover Scouting is important

"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."

"Rovering to Success", Baden-Powell

"LIFE IS WHAT HAPPENS TO YOU WHILE YOU'RE BUSY MAKING OTHER PLANS."

JOHN LENNON

This sentence, being written so many years ago, still can help us to understand what Rover Scouting is about if we are able to understand the symbolism behind it.

The main goal in Scouting is to support and stimulate each young person to develop his/her potential, enabling him/her to be an active and happy citizen when being an adult and, with that, contribute to creating a better world. Our vocation is, therefore, to assist young adults in their "way" from the child state into adulthood.

What Scouting does is to "accompany each Scout, for a time, along that person's path of development and help each person to develop the inner resources he or she will need to continue to develop without Scouting's help."²

There are a number of challenges that young adults must face in different areas if they are to successfully enter adult life. Finding their place in society, choosing a profession, developing a value system, developing personal relationships and building lasting partnerships are some of the challenges. An age section in Scouting which is ready to welcome and support young adults can play a huge role in this important phase of a young person's development. This is why having a Rover Scout section is important - because it can provide an environment in which each young person can undertake personal searches and life decisions with the support of his/her peers and other more experienced persons.

Rover Scouting is the learning environment that Scouting offers to those who follow the last part of the "path" leading to the adult life. It's the final stage of Scouting's "educational offer".

All that is said above clearly explains also why there should be an upper age limit in the Rover Scout section: Scouting's role is to support young people's personal development until they reach adulthood. So the programme we offer shouldn't end before reaching that state, because it would be "incomplete".

At the same time we have to consider that it also seems inappropriate to continue to provide an educational programme to "fully-developed" people that already have found their own place in their community. Of course we know that personal development is an ongoing task. However in Scouting there are a difference between the educational programme that is offered to young people and the training and support provided to "Adults in Scouting", as identified in the World Adult Resource Policy. This is one of the reasons why it is important to find an age limit to the Rover Scout Programme.

But what age limit is that? Of course it varies from country to country, depending on a number of factors such as cultural, economical or social; it can be 20, 22, 25 (see the chapter "Characteristics and needs of young adults"). The important point is to find a limit until which, for that particular society, it is expected that young men and women are equipped with the right "tools" to play an active and regular role in society.

In this document Rover Scouts, will refer to young men and women aged somewhere between 18 and 22 years.



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2.1. Purpose and aims of the Rover Scout section

To better perceive the important role which is played by the senior section, traditionally named the Rover Scout section, let us define its purpose and aims.

Purpose

One can define the purpose of the Rover Scout section as follows:

- A) *To help the transition from adolescence to adulthood and support young adults, young women and men, in the final phase of their integration into adult society.*

Scouting's proposal for the 18-22 year age-range should not be primarily focused on preparing the leaders that the Scout Movement needs. Our first aim should be to finalize our youth programme by helping young adults to find their place in society in a creative and positive way. This is consistent with the mission of Scouting.

At this age the most important challenge for young adults is to find their own way in life. They have to enter the job market and start a professional career; they have to prepare themselves to build and maintain positive and equal gender relationships. Finally, they have to learn how to take responsibilities in their communities as active citizens at local, national and international levels.

The educational objectives of the Rover Scout section should be defined in this respect.

Aims

A few aims can be identified in Rovering. These are:

- A) *To provide young adults with opportunities to undertake their personal development through the areas of growth, which Scouting recognizes: physical, intellectual, emotional, social, spiritual growth which leads to character development.*

The Renewed Approach to Programme³ proposes a progressive scheme based on personal educational objectives consistent from Cub Scouts to Rover Scouts. The final objectives of this scheme are those proposed to 18-22 year old young adults. Rover Scouts and young leaders have needs of personal development, which Scouting must meet. They should, therefore be encouraged and helped in achieving these objectives, in a way adapted to their capabilities.

- B) *To give young adults the opportunity to discover the challenges of today's world and to develop the motivation and the skills to face them, not only within their community and their country but also at international level.*

It is essential that young adults understand the world in which they live. It is essential that they acquire the motivation and the skills to play an active role and contribute to building a better future.

- C) *To help young adults acquire experience and skills in leadership.*

In Scouting leadership is concerned with playing an active role in helping others to co-operate well: analysing and solving problems, managing conflicts and making decisions together, setting-up and evaluating objectives, organising and planning collective projects, establishing community rules, progressing and enjoying life together. Acquiring these skills is essential for future active and responsible citizens.

- D) *To help young adults develop their own path in life and actively plan their future to achieve their social and economic integration.*

This is the number one issue for young adults. They have to prepare their full integration in society: set of values and spiritual life, family choices, vocational options, citizen's commitments. This issue is socially very important in modern societies because the transition to adult roles is much more complex and difficult than in the past. The credibility of the Scout Movement will depend more and more upon its capacity to play an effective role in this process.

“AN INDIVIDUAL HAS NOT STARTED LIVING UNTIL HE CAN RISE ABOVE THE NARROW CONFINES OF HIS INDIVIDUALISTIC CONCERNS TO THE BROADER CONCERNS OF ALL HUMANITY.”

MARTIN LUTHER KING, JR.



3. Be coherent with our mission

“The mission of Scouting is to contribute to the education of young adults, 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.”

There is a concern that some NSOs seem to have abandoned the field of adolescents and young adults, consciously or not, and are focusing only on the pre-adolescent age-ranges. Working with adolescents and young adults is difficult and requires high quality adult leaders. Senior sections’ programmes should not only be recreational but should address the difficult issues faced by adolescents and young adults: values for life; risky behaviours; love, gender roles and gender identities; involvement in the community; choice of a career path; etc.

However, what would be the value of a Scout Movement refusing to address these issues? Would it be still coherent with its mission?

When NSOs are complaining about the bad image they suffer in the public opinion, should they not ask themselves what effort they have given to meet the needs of adolescents and young adults? Isn’t it this effort that the society finally expects from them?

As the Green Island tells us:

“How do you measure the success of a NSO? By its educational proposal? By the quality of its programme? By the effectiveness of its adult leader training scheme? By the effectiveness of its structures or of its communication system? No, all these aspects are just means to an end. The quality of a NSO is measured by the results it achieves. And how do you measure those results? By how its membership increases? That’s an important criterion, but it’s not precise enough. Membership can fluctuate according to socio-economic and cultural conditions over which the NSO has no direct influence. No, the main criterion by which you can judge the quality of a NSO is, in my opinion, the number of young people who leave the Rover Scout section with the motivation and the skills to assume responsibilities in society and contribute to its development.

When we think about the quality of our programme, we often spend too much time looking at the number of young people who join the Movement, whereas instead we should be paying attention to how many leave the Rover Scout section with the desire and the ability to play an active role in the development of society.

The mission of Scouting is, after all, to contribute to the construction of a better world by developing autonomous, supportive and responsible individuals who are capable of contributing effectively to the development of society.

That’s why the senior age section plays a major role in our Movement. Since it’s at the end of the Scout programme, it is up to it to ensure that the youngsters who are going to leave the Movement have the motivation and skills to be active, responsible and efficient citizens. To do so, it has to offer Scout activities, which open up areas of responsibility and action in the community for young people. It has to encourage them to explore the society around them at local, national and international level in order to gain a better understanding of how it works, as well as of its weaknesses, shortcomings and needs in terms of human development. It has to support them to develop and implement projects, which will help them discover how to contribute to the development of society. In this way, it has to help young people to discover their vocation, in other words the personal role that they can play in the development of society and, on that basis, to develop a personal plan of action.”⁴

“WE MAKE A LIVING BY WHAT WE
GET, BUT WE MAKE A LIFE BY WHAT
WE GIVE.”

WINSTON CHURCHILL

Membership decrease is one of the realities that Scouting is facing today in many countries. The most worrying thing is that this decrease is very much focused on the adolescent and mainly on the post-adolescence members. This has been leading to NSOs that can be perceived as movements for children rather than adolescents.

It seems clear that if we want to keep post-adolescents in Scouting we have to “make room” for them. This means that we must have a clear vision that Scouting must help young adults to reach adulthood and that the final stage of this educational process is as important as any other (Cubs or Scouts) if not more important. Having that in mind, we must facilitate their own “space” (a section with its own objectives, practices, etc.) and provide a challenging and interesting programme for them.

If we analyse the World Scouting census and the age sections structure in many NSOs, it can be perceived that, in general, NSOs with weak post-adolescents sections also have weak adolescent sections. We almost could say that paying no attention to the upper section can lead to a decrease in the expectations that the adolescents have in Scouting (like they see no future in it) which make them leave sooner.

On the other hand, some experiences show that, in a long term basis, the lack of leaders (that often is stated as the main reason for not having a strong Rover Scout practice, since they are called to support the younger sections) can be improved if, in some period, we “let the Rover Scouts be Rover Scouts”. From the total amount of people that will complete the educational process, many of them will want to stay active in society in a very particular way: being a Scout leader.

For all those reasons, it seems that to have a good quality proposal to young adults in the NSOs and build a strong Rover Scout section can be a success criteria and a good way of helping to achieve the Mission of Scouting.⁵

4. Conclusion

Rovering is the learning environment that Scouting offers to those who have undertaken the last part of the “path” leading to the adult life: late adolescents and young adults. Therefore, it can be seen as the final stage of Scouting’s “educational offer”.

The purpose of the Rover Scout section is then to help the transition from adolescence to adulthood and support young people, young women and men, in the final phase of their integration into adult society.

To have a Rover Scout section is not only a contribution to fulfil the mission of Scouting but also an opportunity to offer Scouting to more young people, making a difference in their lives and the world at large.



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“ROVER, N. A MALE OR FEMALE
HOMO SAPIENS AGED BETWEEN 17
AND 26 YEARS, DEDICATED TO FUN
AND ADVENTURE, WHILST SERVING
THE COMMUNITY IN THE SCOUTING
WAY”

QUOTE FROM
AN AUSTRALIAN ROVER T-SHIRT

Resources

“Scouting an Educational System”. This booklet is intended to help everyone interested in gaining a greater understanding of how Scouting works as an educational system. 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. Find this publication in the online resource area at www.scout.org

“Achieving the Mission of Scouting”. This document builds on “*Understanding the Mission Statement*”. Understanding the mission statement and using it within each NSO 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. Find this publication in the online resource area at www.scout.org

“Understanding the Mission Statement”. This document examines Scouting’s mission statement and offers a variety of ways of looking at the text. The aim of this document is to help WOSM’s NSOs around the world to understand, translate and disseminate the mission statement in their own language and culture. Find this publication in the online resource area at www.scout.org

“The Green Island”. The Green Island is a story telling how a National Youth Programme Committee uses the Renewed Approach to Programme (RAP) to update their youth programme. It needs to be read in conjunction with the RAP Toolbox (see below). It provides complementary information on the Renewed Approach to Programme and can be used as a case study to achieve a better understanding of RAP. Find this publication in the online resource area at www.scout.org

“The RAP Toolbox”. The Renewed Approach to Programme (RAP) is a new approach in developing youth programmes. It is the approach that the NSOs are advised to use in order to update or improve their youth programme. The RAP Toolbox describes the World Programme Policy and introduces the Renewed Approach to Programme in a very simple and comprehensive way. Find this publication in the online resource area at www.scout.org

“Youth Programme: The World Programme Policy”. Contains the policy statement adopted by the 32nd World Scout Conference, and relevant background material. The policy defines youth programme, describes the process of programme development, comments on programme delivery, and outlines the responsibilities of NSOs and the World Organization of the Scout Movement in this field. Find this publication in the online resource area at www.scout.org

“Constitution and By-Laws of the World Organization of the Scout Movement”. The Constitution governs the operation of the World Organization of the Scout Movement. Find this document at the Resource Centre online www.scout.org

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REFERENCES

- 1 Constitution and By-Laws of the World Organization of the Scout Movement
- 2 “Scouting: an educational system”, WOSM
- 3 You can find RAP and other tools for programme development on scout.org
- 4 The Green Island, Dominique Bénard and Jacqueline Collier
- 5 See “Achieving the Mission of Scouting”. Find this booklet at www.scout.org

ROVER SCOUTS IN ACTION



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Scouts combating Violence in El Salvador

Many young people in El Salvador are trapped in a culture of violence. This is due to the civil war maintained for many years until the peace treaty signed in 1992. The internal migration of people from the land to cities has accelerated urban development and the formation of youth gangs.

Young people organise themselves into 'gangs'. These gangs are an expression of their self-identity and self-esteem but they also instil a desire to control certain areas and situations, establishing their own territory and fighting against opposing gangs. With street fights, rape and murder on the increase, the community was particularly shocked when bombs started to be thrown into school playgrounds.

The education authorities reacted by trying to punish those involved in these incidents, but had little success in preventing these problems. Some Scout leaders felt that they could respond – using the Scout Method.

Students aged 15-20, from seven different schools with rival gangs, were invited to come to a holiday camp with the programme offering

adventure, fun and chance to be away from home and their urban environment for a few days. Many of the young people who attended had never been out of the city. A staff team of 350 Scouts were trained to attend to the students needs.

During the camp the young people all worked in small groups called 'solidarity brigades'. They were responsible for working together, and organising activities. The activities offered were designed to help the young people be creative, develop non-violent ways of expressing themselves, learn about each other and tolerate and value their differences. The camp programme is based on five modules: Integration, teamwork, brigade life, learning useful skills and community service. The programme continued back in the schools to build on the relationships formed in the camps.

Since 2001, the year where the programme was launched, there has been an 80% reduction in student related violence.

“THE MOST IMPORTANT THING IN LIFE IS NOT TO CAPITALISE ON YOUR SUCCESSES; ANY FOOL CAN DO THAT. THE REALLY IMPORTANT THING IS TO PROFIT FROM YOUR MISTAKES.”

WILLIAM BOLITHO



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Key concepts

- Rover Scouts as young adults in their last stage of transition to adulthood (with all that this involves).
- The Rover Scout Programme must be based on the fundamental elements of Scouting and take the characteristics and needs of young adults into account; and the young adults should be involved in the process.
- It's important to identify the needs of young adults and the adults who support them and each NSO must find the most suitable method to do so, according also to culture, traditions, etc.
- The Rover Scout section should not be limited to providing recreational activities but must help young adults face their main problems in a proactive way: gender identity, relationships, love and founding a family; preparation to professional life and access to the work market; citizenship and community involvement; moral and spiritual values and meaning of life.



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1. Introduction

Analysing the characteristics and needs of young adults is not merely a matter of statistics and numbers. Each NSO has a duty to develop and regularly update a Rover Scout Programme, which is based on the fundamental elements of Scouting and takes the characteristics and needs of young adults into account. These characteristics and needs vary according to the socio-cultural environment in which the young adults live, which is why it is not useful for an NSO to copy a programme developed by another NSO in a different context. Young adults also change from one generation to another, because society itself changes; this is the reason why the Rover Scout Programme has to be updated on a regular basis, whilst respecting the Movement's fundamental elements.

There are a number of challenges facing programme developers and NSOs around the world in relation to the analysis of the characteristics and needs of young adults. Some of these include:

- developing the Rover Scout Programme based on "adults experience and viewpoints" (what adults think the Rover Scout Programme should be);
- tendency to assume that analysis of the characteristics and needs of young adults in other parts of the world are the same as those in their own country;
- to believe that today's characteristics and needs of young adults are the same as in the past; and
- difficulty in involving young adults themselves in the process of analysing their characteristics and needs.

In response to these challenges amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- challenges for young adults worldwide;
- the transition to adulthood;
- characteristics and needs of young adults (how to identify them in your country); and
- developing the Rover Scout Programme based on the characteristics and needs of young adults.

In developing the Rover Scout Programme, NSOs should:

- analyse the characteristics and needs of young adults in their own countries;
- identify the major concerns, challenges and issues for young adults in your country; and
- develop the Rover Scout Programme based on these findings.

“LIFE IS LIKE A TAXI. THE METER JUST KEEPS TICKING WHETHER YOU ARE GETTING SOMEWHERE OR JUST STANDING STILL.”

LOU ERICKSON

2. Challenges for young adults worldwide¹

The progress of civilization is largely determined by the extent to which each individual is given the opportunity to contribute to the development and advancement of society.² The 1.2 billion people between the ages of 15 and 24 years in 2007— those the United Nations refers to as “youth” or “young people”— are the best educated youth generation in history. Constituting 18 per cent of the world’s population, today’s youth are a tremendous resource for national development. There is clear evidence of the determination of today’s youth for self-improvement and their commitment to improving the social, political and economic fabric of society through individual and group action. For example, young people in all regions³ are actively exploiting the internet to improve their education, upgrade their skills and find jobs; youth are contributing to the global debate on major development and policy issues through participation in social action groups and other volunteer activities, and they are migrating in large numbers, sometimes risking their own lives and losing connections to families and friends, to find better options outside their national borders.⁴

However, the benefits that can be harnessed from the large and dynamic youth population do not accrue automatically. Since the period of youth is also one of transition from childhood dependency to independent adulthood, it can be tumultuous and prolonged. However, when societies provide adequate guidance and opportunities for youth to build their capacity to contribute to development by investing in their education, health, employment and sports and leisure activities, young people’s abilities and capabilities can be unleashed early, and their contribution to development can be realized.⁵

The United Nations’ World Youth Report 2007 - Young People’s Transition to Adulthood: Progress and Challenges argues that to benefit from young people’s capabilities, societies must ensure that opportunities for youth to be engaged in development processes are nurtured and protected. Failure to do so can lead to the exclusion and marginalization of youth while depriving societies of their energy, dynamism and innovativeness. The report notes that the ability of youth to contribute to the development of their societies can be constrained not only by lack of capacity among youth, but also by the limited opportunities for participation in development as the global economy and social and political institutions undergo major change. For this reason, there is a pressing need for policies that not only build youth potential, but also open doors to youth participation in areas such as employment, civic engagement, political participation and volunteerism. An enabling environment must be created to provide youth with opportunities to be heard and seen as active players on the development stage.⁶

In a review of key issues, opportunities and challenges for youth transitions in different world regions, the report finds that there are many unique aspects to the progress that youth have made and the challenges that they continue to face around the world. A common constraint everywhere, however, is the absence of an enabling environment for youth development and participation. Factors such as inadequate investments in education, high private costs of obtaining quality education and health care, and shrinking labour markets in which youth are often the last hired and first fired all present youth with real obstacles to meaningful participation in the development of their communities.⁷

In some regions, large numbers of youth have not attained the levels of education that would enable them to compete effectively in the labour market. In other regions, youth have attained high levels of education but cannot find jobs because of a mismatch between the knowledge and skills they have acquired and those needed in a changing labour market. In all regions, globalisation and changing labour markets have caused opportunities in the labour market for youth to shrink.⁸

Youth are not a homogeneous group; the challenges and opportunities affecting their lives are broadly similar but are characterised by important differences deriving from unique contextual circumstances. To avoid addressing issues in a manner suggesting greater global uniformity than actually prevails, the United Nations’ World Youth Report 2007 adopts a regional approach.⁹ Below you will find the main challenges affecting young adults regionally as identified in the fact sheet: Youth, Education & Employment: A regional perspective.¹⁰



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2.1 Asia

- 55 per cent of the global youth labour force lives in Asia. (The global labour youth force was estimated at 633 million in 2005)
- Access to education has expanded in many parts of Asia, with the gains most noticeable at the primary level. Girls are increasingly benefiting from primary education. In India, for example, the proportion of girls enrolled in primary education rose from 84 to 96 per cent between 1998 and 2002.
- Asia is a major receiving and sending region of migrants, as job opportunities outside home communities and countries have encouraged millions of young Asians to become mobile on both a permanent and non-permanent basis.
- Opportunities for migration to OECD¹¹ countries have increased for highly skilled Asian youth, resulting in considerable outflows of the most qualified and brightest young people in many countries.
- With 29 per cent of the global total of those studying outside their home country, East Asia and the Pacific contribute the largest group of students studying abroad.
- China accounts for 14 per cent of all mobile students.

2.2 Latin America

- The net enrolment ratio for primary school in Latin America is 95 per cent -higher than the developing world average of 85 per cent.
- Gender disparity in literacy and educational attainment is relatively small compared with other regions in the world. For most countries, the literacy gap is less than two percentage points.
- In Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, Honduras, Mexico, and Venezuela, literacy rates are higher for young females than for young males.
- Argentina has the highest gross tertiary enrolment ratio in the region. with more than three quarters of its young women and slightly over half of its young men pursuing higher studies (UNESCO Institute for Statistics, 2007).
- But in regard to employment and income levels Latin American youth are worse off today than they were 15 years ago.
- In 2002, about 18 per cent of those between the ages of 15 and 19 were neither studying nor working, and about 27 per cent of those between 20 and 24 were in a similar situation.
- Young people aged 15-19 are the second highest proportion of those living in poverty, after children under 14 years (the poorest segment of society).

2.3 Sub-Saharan Africa

- Great progress has been achieved in education. Net primary school enrolment has increased from 57 per cent in 1999 to 70 per cent in 2005.
- Tertiary enrolment in the region nearly doubled between 1991 and 2004. However, secondary school enrolment rates continue to remain very low, with little change recorded in recent years.
- Youth in sub-Saharan Africa are the fastest growing labour force in the world, yet the number of unemployed youth in all of Africa grew by about 34 per cent between 1995 and 2005.
- Many young people are forced to undertake jobs that are characterised by poor conditions in the informal sector and agriculture.
- The percentage of youth living in poverty is extremely high. More than 90 per cent of Nigerian and Zambian youth (almost 40 million) live on less than \$2 per day.

“LIVE AS IF YOUR WERE TO DIE
TOMORROW. LEARN AS IF YOU WERE
TO LIVE FOREVER.”

GANDHI

2.4 Middle East and North Africa

- Literacy and average years of schooling have increased significantly across the region since the 1970s. The gender gap in average years of schooling has been closing rapidly.
- The region is the only one in the world in which the share of youth who are employed has increased over the past decade.
- Unemployment is primarily a youth issue rather than a generalised population issue. Young people represent only about one third of the total working age population while they account for almost half of all unemployed people in the region.
- The region has the highest rate of youth unemployment in the world, and the lowest rate of youth labour force participation (40 per cent). The Middle East and North Africa region also has the lowest youth employment-to-population rate (29.7 per cent) in the world. This means that only one in three young people in the region has a job.
- The average labour force participation rate for female youth remained at 25.1 per cent in 2005. This is the lowest in the world and well below the rate of 54.3 per cent for young men in the region.

2.5 Small island developing countries

- Most small island developing States have high primary enrolment rates but the rate of those who make it to the last grade of primary school varies widely.
- In Barbados, for example, 99.5 per cent of girls and 95.7 per cent of boys complete primary school while only 55.9 per cent of children in the Comoros stay in primary school until the last grade.
- Gross secondary enrolment rates have generally increased since the late 1990s, and the great majority of Small Island developing States has achieved gender parity in secondary education or have even more girls enrolled than boys.
- Youth unemployment continues to be high in most Small Island developing States; one in five youth is unemployed in the Caribbean.
- Young women’s higher attainments in education do not seem to translate into gains in their employment prospects; they are still much more likely to be unemployed than young men. In Saint Lucia, almost half of all young women in the labour market are unemployed.

2.6 Countries with economies in transition

- Primary and secondary school enrolment decreased in some countries of the region, but higher education enrolment has continuously increased in most transition economies.
- The share of young women in tertiary education has grown in many countries and now exceeds that of young men.
- However, the socio-economic transformation that has taken place in this region over the past two decades has given rise to significant changes in labour market prospects for youth.
- In Central and Eastern Europe, 33.6% of youth are not in school and not employed.





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2.7 Developed market countries

- The opportunities available to youth living in developed market economies are unmatched in other parts of the world.
- Enrolment and completion rates are high at all levels of education.
- The total number of unemployed youth in these economies has declined over the past decade, and young men and women are almost equally likely to participate in the labour market.
- Despite fairly good labour market conditions, many young people have difficulty obtaining stable, decent and long-term employment corresponding to their skill levels.
- Internships appear to have become a waiting stage for those who are unable to find suitable immediate employment or for those who seek to improve the chances of finding good jobs.
- The inability of youth to secure well-paid employment has been a major factor in slowing the transition of youth to independent adulthood in the developed market economies. Between 1985 and 2000, young adults' abilities to form independent households in the developed market economies declined.
- With the influx of young migrants, youth populations in developed countries are becoming increasingly diverse. Migrants now constitute 9.5 per cent of the developed countries' populations.

Before the middle of this century, older persons and youth will comprise a roughly equal share of the world's population.¹² The proportion of those aged 60 years and over is expected to double, rising from 10 to 21 per cent between 2000 and 2050, and the proportion of those under 14 years of age will decline by a third, from 30 to 20 per cent.¹³ The youth population will decrease from 18 to 14 per cent of the total population.¹⁴

The extent to which a young person is economically dependent, independent or depended upon within the household can change extremely rapidly. This has significant implications for present and long-term well-being, both for the young person and his or her family. High youth unemployment rates prevent or delay many young people from becoming economically independent from their families.

Intergenerational relations also concern cultural trends. In the transitional phase from childhood to adulthood, young people create their own identity, adopting the cultural norms and values of their parents and adapting them to the society they encounter around them. The globalization of media has enlarged the scope of norms and values upon which young people draw in creating their identities. Young people are increasingly taking over aspects of cultures from around the world and incorporating them into their own identity. This may cause cultural gaps with their parents and grandparents to widen. The "intergenerational digital divide" between the young and old generations also contributes to this gap.¹⁵

The Millennium Development Goals¹⁶ can be interpreted as a new set of internationally agreed targets aimed at young people. Most of the Millennium Development Goals are directly related either to children and the youth of the next generation or to issues of great concern to young people, such as maternal health and HIV/AIDS.

Youth are an integral part of civil society. Participation in civil society activities assures that youth are engaged in shaping their future. Young people need to be involved in decision-making processes that help to shape their own socio-economic environment.¹⁷

Most young people manage well the transition from protected childhood to independent adulthood. With the support of family, school and peers, the majority of youth eventually find a meaningful place in society as young adults. A minority of young people diverge from this path; some become engaged in risky behaviour that can damage their social position and their health. Many young people are exploring their sexuality, and for some this exploration has certain embedded risks. Some youth experiment with drugs or venture into some type of delinquency, mostly of a temporary duration. These transitional risks have not changed much through the generations, and they remain of primary concern to most young people today.¹⁸

3. The transition to adulthood: the age of accessing adult roles

“Irrespective of its historical, cultural or milieu-specific make-up, one of the central functions of adolescence is the move away from the security provided by the parental home. Young people must learn to take responsibility for their own lives and to stop relying on their parents to make decisions for them, to give their lives a meaning and provide them with both social relationships and financial support. This shift to an I-centred life and the commensurate increase in autonomy to which it gives rise, also contains an element of risk. After all, the decisions made may turn out differently from what was expected. This means that as the parents’ role as decision-makers declines and as the range of options increases, not only does the future become much more open, but it also becomes much more precarious too, as the decisions made and actions taken can both have direct consequences for the decision-maker. The fundamental experience of being responsible for one’s own failures, which is a clear sign of autonomy, thus becomes possible.

Although each individual is responsible for his or her decisions, these decisions are nevertheless subject to the general standards applicable for the community or society to which the individual belongs. This means that the more autonomous a young person becomes, the more he or she has to learn to justify his or her decisions rationally and in line with the prevailing standards of co-operation and justice”¹⁹

Generally speaking, most NSOs (and general Scouting resources) define Rover Scouts as being young adults 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 child to adult.²⁰

By doing so, we generally agree that the Rover Scout section is more or less superimposed over the developmental stage of adolescence. Some see Rover Scouts as being in their last period of adolescence, others see them as young adults in their transition to adulthood.

“The transition to adulthood is a complex process in which youth who have been dependent on parents throughout childhood start taking definitive steps to achieve measures of financial, residential, and emotional independence, and to take on more adult roles as citizen, spouse, parent, and worker. This transition can be a period of growth and accomplishment, especially when youth have the resources they need to navigate this process, such as community connections and a stable family that can provide guidance and financial assistance if needed, and access to education and experiences that provide a foundation for learning, life skills, and credentials. The transition to adulthood can take place over a wide range of ages from the teens through the mid-to late 20s and beyond, and most youth successfully make these transitions.”²¹

“Many youth experience setbacks early on by becoming parents too soon, dropping out of school, failing to find work, or getting in trouble with the legal system. These experiences not only make the transition to adulthood more difficult, but can also have long-lasting effects by compromising a youth’s potential to provide for himself or herself in adulthood, and by increasing the risk that a youth’s own offspring will experience the same negative outcomes.”²²



In most of today’s western societies, young adults are accessing adult roles around the age of 22-25.

In traditional societies, the transition to adulthood was coming earlier and was simpler. In most of the cases, young adults were taking their parents’ roles. Adult roles were not so diverse and did not change from one generation to the other. They were consistent and kept the same characteristics regarding gender, family, economy, culture and society. A farmer’s son was becoming a farmer in his turn, he was succeeding to his father as the head of the family and was receiving the same status within the community. There were few opportunities for personal choice.

“THERE ARE ONLY TWO WAYS TO
LIVE YOUR LIFE. ONE IS AS
THOUGH NOTHING IS A MIRACLE.
THE OTHER IS AS THOUGH
EVERYTHING IS A MIRACLE.”

ALBERT EINSTEIN



However, within modern societies, parents are rarely transmitting their adult roles to their children directly. Young adults have to choose a role and have to go through a long preparation to access this role. Choices are not easy because adult roles in modern societies are very diverse, changing and complex. Their characteristics regarding gender, family life, culture and economy are no more consistent. A young woman may postpone her marriage in order to succeed in her professional life. A young married man may choose to stay at home and take care of children because his wife has a greater opportunity to access a good job. Long and difficult studies are no longer giving the guarantee of high income and high social status. Difference between male roles and female roles is fading. Types of jobs and their hierarchy in society also are changing very fast. In developing countries, a large proportion of young adults cannot have access to a stable job. For them, access to adult roles often requires young people to leave their family, their community, and to find opportunities in a large city or even in a foreign country.

Today, transition to adulthood is a long and complex process, during which young adults have to go through successive steps to become progressively independent from their family regarding their knowledge, their lodging, their livelihood, and finally their affective life and their social status. Then, they will be able to access to the adult roles of citizen, worker, spouse and parent.

This long process is source of questioning and anxiety because it is linked to the building of personal identity. During the first stage of adolescence, if young adults enjoy a good educational background, they start to respond in a happy and positive way to the question “who am I?”. They become less doubtful about themselves and more aware of their capabilities. They start experiencing various constructive roles instead of adopting a “negative identity” (delinquent behaviour). They become able to anticipate successes and to achieve them instead of being paralysed by a feeling of inferiority or by the incapacity of making projects.

This evolution must be continued and strengthened during the last stage of adolescence and the transition to adulthood.

Search for personal identity is carried on in several directions corresponding to the various facets of adult roles:

- **Gender identity:** how to take position as a woman or as a man in society? What model of “being a man” or “being a woman” may I choose? In modern societies, there are dominant models of masculinity, but they are often challenged. Young people are facing a number of various models and have to progressively make a choice among them in order to develop their own way to be a man or a woman according to their own personality. This issue is linked to those of relationships, sexuality, love, living as a couple and funding a family, which are crucial questions for young adults.
- **Professional identity:** what profession should I choose? From which values? Competition with the aim to achieve individual success and welfare or solidarity and community involvement? Are my studies preparing me for this professional choice? These questions are very difficult because in many countries for a large proportion of young people access to the work market is quite difficult.

- **Cultural and civic/political identity:** modern societies are often multicultural societies in which individuals face difficulty to maintain their cultural roots while adhering to the mainstream's cultural and citizenship models. At the same time, young adults should receive opportunities to become actively involved in defining and tackling the problems of their communities and improving their quality of life. However, young adults are facing difficulties to become involved as citizens in their communities.
- **Spiritual identity:** young adults have to define their personal position towards the spiritual heritage they have received from their family and their community. How to be consistent with this spirituality and the values on which it is based when the world seems to be led by a crude competition which crushes weaker people?

Many young adults are anxious about these questions and have a negative image of today's world. However, they should discover that the picture is not so black. Traditional societies were often blocked and oppressive, particularly for young women. In modern societies, young people can seize many opportunities for self-accomplishment, if they develop a proactive attitude and do not accept their situation passively.

This transition and this search for identity can be a period of growth and self-accomplishment, particularly if young adults have the resources they need to find their way in this process. These resources include: a stable family which is able to provide advice and financial support, contacts within the community, access to education and to experiences giving opportunities for acquiring life skills and recognised training. The Scout Movement should provide a specific support to those who are deprived from these resources.

4. Characteristics and needs of young adults

The programme of the Rover Scout section can contribute positively to meeting the needs of young adults and help them find their way in adult life constructively. For doing that, it should not be limited to providing recreational activities but must help young adults face their main problems in a proactive way: gender identity, relationships, love and founding a family; preparation to professional life and access to the work market; citizenship and community involvement; moral and spiritual values and meaning of life.

There are many studies on characteristics of young adults. Here are mentioned some of the most important ones. It is up to each NSO to identify more precisely the characteristics and needs of young adults.

4.1 Psychological characteristics

Late childhood, puberty, early-adolescence and adolescence are precise stages of development, in which most individuals present common psychological characteristics depending of the changes that occur in their physical, intellectual, emotional or social development.

However, young adults have achieved their development in each of the growth areas.

Therefore, it is difficult to define some common psychological characteristics at this age. Difference between individuals are more prevalent than in the previous age ranges.

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).

By comparison, 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 "personalized" and extensively dependant on external factors and personal history.



“THE SIGNIFICANT PROBLEMS WE
FACE CANNOT BE SOLVED AT THE
SAME LEVEL OF THINKING WE WERE
AT WHEN WE CREATED THEM.”

ALBERT EINSTEIN



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4.2 Characteristics of young adults development²³

In general it can be said that young adults have completed most of the rapid physical, emotional, and intellectual changes of adolescence and now move into the steady, but no less important, developmental areas relating to intimacy, relationships, identity, and cognition. Like younger adolescents, they change at different, “individualised” rates, but overall their development is calmer and more “internal” than their younger counterparts. In some areas, like morality and interpersonal relationships, it is possible to see very different characteristics depending on the adolescent’s own “internal clock” and the experiences and/or stimuli to which he or she has been exposed.

Cognitive development

- Some young adults are capable of moving toward critical consciousness, i.e. the ability to think about their thinking, to be conscious and critical of their own consciousness. This second level of reflection (not simply “what do I think” but also “why do I think that”) makes it possible for them to grow towards a personal identity, moral value system, faith system.

Identity development

- Young adults seek to establish a personal identity. The search for an identity involves the establishment of a meaningful self-concept in which past, present, and future are brought together to form a unified whole;
- They must answer, for themselves, the questions: “Who am I?” and “What do I want to become?”
- Young adults experience a period of questioning, re-evaluation, and experimentation as they seek to develop a unified, consistent self-concept;
- They develop further autonomy from parents, an autonomy that involves independence of action. They evaluate the judgment of other authority figures as well.
- Some young adults accept their sexuality and conceptualize a sex-role identity (self-definition as a man or woman) that will continue through young adulthood into middle adulthood.
- Young adults make decisions regarding career choice and often experiment with one or more careers before deciding on an “adult” career;
- they develop a commitment to a personally-held system of values, religious beliefs, vocational goals, and philosophy of life.



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Interpersonal development

- Some young adults continue to take a third-party perspective, i.e., can step outside themselves and consider both parties in the relationship -- the feelings, actions, and needs of those within the relationship. Relationships become more mutual; trust, friendship, and loyalty become significant factors in relationships.
- They expand their perspective to encompass self, peer group, and the larger world. The attitudes and views of the larger world are increasingly understood and taken into consideration.
- Young adults can comprehend more deeply the motives, feelings, and thought patterns of other individuals and groups of peoples, such as nations and classes.
- They realise that other individuals are acting out of a complex web of beliefs, attitudes, and values that may differ from their own belief system.

Intimacy development

- Some young adults develop deep, trusting, enduring personal friendships, with members of the same sex and members of the opposite sex. Relationships become mutual and intimate.
- Young adults yearn for acceptance and love, to be "who I am" and to really be accepted by others; to be able to honestly share their deepest selves.

Moral development

- Some young adults continue to reason morally at a conventional level, i.e., they resolve moral dilemmas in terms of the expectations of something other than themselves. This "something other" can be more personal: what their friends or other significant persons will think of them if they do or do not do such and such thing. It can be more impersonal: what the law or the system of good order calls for in a given situation.
- Some young adults move beyond conventional moral reasoning, evaluating earlier (inherited) moral principles in light of new experience and information. This involves a de-structuring and re-structuring which can be very unsettling. It can create a kind of vacuum in moral reasoning, in which the young person comes through as skeptical, negative, and relativistic.

Faith development

- Some young adults critically reflect on their own life and its meaning, struggling to establish their own faith identity. They distance themselves from the authority of the community's faith, taking responsibility for their own faith life and journey. They begin to search for the intellectual justifications of faith. They engage in critical judgment of the community's understandings and ways emerge as they strive to discover convictions worth living and dying for.
- Young adults begin creating a faith system/expression that is personally held and valued. They seriously consider the burden of responsibility for their own commitments, lifestyle, beliefs and attitudes. They are developing an inner-directed faith identity. They are concerned with the integrity of belief and action.

Social and labour market integration

- Social and labour market integration represents a considerable challenge for youth in general and an even greater challenge for at risk youth. Indeed, youth who have experienced numerous difficulties in personal and social development encounter significant obstacles integrating themselves into society and into the labour market. Ouellette and Doucet (1991) observed that the personal, social, educational, and vocational characteristics of at risk youth resembled traits in individuals exhibiting weak personal and vocational identities which could contribute to integration difficulties of at risk youth. This led to the development of a model of the factors contributing to social and labour market integration and a program to develop personal and vocational identity.²⁴

In a recent document²⁵, the World Bank made the following analysis:

"Adolescence is also a critical age when decisions have to be taken regarding the choice of a particular curriculum or a career path. These decisions may not be optimal because of imperfect information on university courses, job opportunities, or because of the lack of resources or inadequate secondary or vocational schooling.

Youth as young job seekers also experience specific barriers in the labour market. Often employers have reduced incentives to hire first job seekers. Many youth enter the labour market with no prior work experience. In many countries, the education system does not provide much scope for combining initial education and work. The lack of work experience, especially when combined with inadequate skills, is a barrier to access wage employment. Employers are often looking for employees that can be immediately operational and they are not necessarily willing to take over the cost of training young adults – or they simply don't have the financial and human resources to do so.

The risk described above – which affect all children and youth because their biological, psychological, and social vulnerability – have a greater impact on the poor. Poor children and youth are more vulnerable because they are more exposed to various risks and have fewer social safety nets. Premature mortality, disease, disability, and poor cognitive and social development are more prevalent among poor children and youth."

This text from the World Bank shows very clearly that youth associations, which, in the following years, do not seriously address the real issues of adolescents and youth will lose credibility.

Finally, the most common characteristics of young adults are the consequences of the common challenge that young adults face at this age, the challenge of accessing to adult roles.

"SCOUTING SEEKS TO BE RELEVANT TO YOUNG PEOPLE IN THE VARIOUS SOCIO-CULTURAL ENVIRONMENTS IN WHICH THEY GROW UP, AND TO CONTINUOUSLY ADJUST TO MEET THE NEEDS OF YOUNG PEOPLE IN A RAPIDLY CHANGING WORLD. AS A MOVEMENT, THIS IS ONE OF OUR GREATEST CHALLENGES: CONTINUOUSLY ADJUSTING SO AS TO BE EVEN MORE RELEVANT TO YOUNG PEOPLE'S ASPIRATIONS AND NEEDS WHILE REMAINING FAITHFUL TO SCOUTING'S PURPOSE, PRINCIPLES AND METHOD."³²



5. Rover Scout Programme based on the characteristics and needs of young adults²⁶

The definition of Youth Programme in Scouting²⁷ has the advantage of emphasising that everything that young adults do in the Scout Movement has to be oriented towards the purpose and principles of Scouting and implemented by using the Scout Method.

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, but that it should be adapted to the needs and aspirations of the young adults of each generation and in each country.

The policy refers to a programme “by” young people, as opposed to a programme “for” young people. This means that it is a programme developed from the aspirations of young adults, and with their participation, since they are the main agents of their own development and happiness.

This does not, however, imply the rejection of a stimulating and educational adult presence. Adults naturally have their place in programme development and implementation in terms of suggesting possibilities, offering alternatives, motivating and helping young people to use all their potential.

Yet none of this can be done without taking the aspirations of the young adults into account and without their active participation in the programme development and implementation process.

This reasoning is at the very heart of Scouting’s magic. In 1909, in an improvised address at the University of Chile, Baden-Powell described his concept of education by recalling that *“the bait that the fisherman puts on the end of his hook (e.g. a worm or an insect) generally has nothing to do with his own dietary preferences but should, in contrast, correspond to the tastes of the fish.”*

Young adults are unlikely to be attracted to the Movement because they are interested in the harmonious development of their personalities. They become Scouts because they are offered the chance to take part in exciting activities that meets their aspirations and needs.

However, an activity has to be more than just exciting to be educational. It should also help young adults gain the skills they need in order to develop themselves.

The Rover Scout Programme should be based upon educational objectives.²⁸ We believe that not only educators but also young adults themselves should be aware of the attitudes, knowledge and skills which the Rover Scout Programme proposes in order to round off their development. A youth programme, which only proposes activities without highlighting the educational objectives underlying these activities risks falling into the trap of “activism”: activities are done for their own sake; they are repeated passively and their quality gradually diminishes. A programme, which is not oriented towards goals, may not be clearly understood and cannot be adapted to new needs. It will rapidly become sclerotic and eventually obsolete.

Scouting strives to make young adults responsible for their own development. It tries to encourage them to learn for themselves instead of passively receiving standardised instruction.

The Rover Scout Programme is basically a programme based on objectives to which young adults adhere. These objectives should become increasingly personal with age. Young adults join the Movement not only to take part in interesting activities, but also to find answers to their needs and aspirations.

If a NSO is no longer able to attract young adults and limits its recruitment to those under the age of 18, it is likely that adults alone have designed its programme, without discussing it with young adults and without taking their needs and aspirations into account.

5.1 Adapted to each culture and each generation

The world of young adults has dynamism of its own, focusing on diverse and constantly changing interests. For this reason, a real Rover Scout Programme cannot be defined once and for all. Each NSO is not only free to develop its own specific activities, methods and educational objectives, but also should regularly revise its programme, in order to adapt it to the evolving world of young adults and of society as a whole.



“WE CAN CURE PHYSICAL DISEASES WITH MEDICINE, BUT THE ONLY CURE FOR LONELINESS, DESPAIR AND HOPELESSNESS IS LOVE. THERE ARE MANY IN THE WORLD WHO ARE DYING FOR A PIECE OF BREAD, BUT THERE ARE MANY MORE DYING FOR A LITTLE LOVE.”

MOTHER TERESA



6. Empowering young adults

The Rover Scout Programme should provide young adults with opportunities to face the challenges and trends in today's world, as analysed in the previous sections in this chapter. Therefore empowering young adults to work on their own development and contribute to society, is one of the key elements for a successful Rover Scout Programme and the contribution of Scouting to create a better world.

While the Rover Scout Programme can provide young people with a large variety of activities, it should also put emphasises on experiences able to help young adults face the specific challenges of their age.

Therefore, the Rover Scout Programme proposes to each young adult, during his or her personal progression within Scouting, work on²⁹:

- **Active travelling and intercultural experiences.** The Rover Scout Programme should provide opportunities to young adults to discover other countries, other communities, their own cultural environments. By providing active travelling and intercultural experiences, the Rover Scout Programme helps young adults to: discover other cultures and experience international/ intercultural relationships, broaden one's horizons, develop understanding for other cultures and value their own, nurture international relationships, develop organizational skills, etc.
- **Adventures in wilderness.** Rover Scouts Scouts should develop and keep a taste for wilderness: hikes in mountains or forests, canoeing, mountaineering, etc. These activities should encourage an active way of life; develop teamwork and a permanent concern for protecting the environment, wildlife and habit, and to live without wasting resources.
- **Community service.** This includes community service ("To serve" is the motto proposed by Baden-Powell to the Rover Scout section) related to concerns of environment, development, peace, education, hunger and poverty, information and communication technologies, etc. This provides the opportunity to each young adult to develop an active and responsible citizenship at local, national and international levels; a kinship with other women and men; capacity to think and work in a group towards a common goal; etc. The Scouts of the World Award³⁰ could complement this area of work.

- **Social and economic integration.** Unemployment and underemployment among youth is a problem everywhere. It is, indeed, part of the larger struggle to create employment opportunities for all citizens. The disturbing fact is that economic growth is not always accompanied by growth in employment.³¹ As mentioned before, young adults face difficulties to access the work market and to prepare themselves for the economic integration. The Rover Scout Programme should provide opportunities for young adults to learn and experience skills that are essential in professional work: time management, team work, project management, etc. Intergenerational relations as well should be considered in this area.

Those four areas of work are discussed in Section 3: "WHAT" - Activities in the Rover Scout section.

7. Conclusion

To build a relevant and meaningful programme for young adults has to be based on their needs, expectations and ambitions, as well as on the situation and culture of the country. That is why it is so important to know the reality and to be able to address the concrete challenges.

There are different ways of collecting information (remember "Ask the boy?") and certainly one of the most effective is to directly involve young adults in designing the programme. This will provide a clear picture of young people's needs and will ensure relevance and bigger success in the implementation of the programme.

Resources

The United Nations' World Youth Report 2007 - **"Young People's Transition to Adulthood: Progress and Challenges"**. The report examines the challenges and opportunities existing for the roughly 1.2 billion young people between the ages of 15 and 24 in the world. Distinct from the 2003 and 2005 editions, it provides a regional overview summarizing the major youth development trends in the fifteen priority areas of the World Programme of Action for Youth. The report explores major issues of concern to youth development, including employment, education, health, poverty and violence. At the same time, it highlights youth as a positive force for development and provides recommendations for supporting their essential contributions. Find this document online at www.un.org/youth

"United Nations World Youth Report 2005". The year 2005 marks ten years since the General Assembly adopted the World Programme of Action for Youth in 1995. This report, an official report to the General Assembly, called for a renewed commitment to the goals of the World Programme of Action, since over 200 million youth were living in poverty, 130 million youth were illiterate, 88 million were unemployed and 10 million young people were living with HIV/AIDS. Find this document online at www.un.org/youth

"Scouting an Educational System". This booklet is intended to help everyone interested in gaining a greater understanding of how Scouting works as an educational system. 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. Find this publication in the online resource area at www.scout.org



"SCOUTING IS A MEDICINE
 COMPOSED OF VARIOUS INGREDIENTS
 AND, UNLESS THEY ARE MIXED
 IN THEIR PROPER PROPORTIONS
 ACCORDING TO THE PRESCRIPTION,
 THE USERS MUST NOT BLAME THE
 DOCTOR IF THE EFFECTS ON THE
 PATIENT ARE UNSATISFACTORY."

BADEN-POWELL, JAMBOREE, 1922



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“TREAT THE EARTH WELL: IT WAS NOT GIVEN TO YOU BY YOUR PARENTS, IT WAS LOANED TO YOU BY YOUR CHILDREN. WE DO NOT INHERIT THE EARTH FROM OUR ANCESTORS, WE BORROW IT FROM OUR CHILDREN.”

ANCIENT INDIAN PROVERB



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Section 2 - "HOW"

The 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).

How: The Rover Scout Programme also has one fundamental dimension which determines how it is carried out: the Scout Method. The fact that Scouting's method is referred to as the Scout Method (capital "M") is because it is composed of several different educational tools. These are: a Law and Promise, learning by doing, a team system, a symbolic framework, personal progression, nature and adult support. Taken individually, many of these educational tools are used in other forms of education - working in teams on projects, for example. In Scouting, however, these different tools are referred to as elements of the Scout Method - as each one is only one part of the whole. The fact that all of these elements form a whole and are used as a system is part of what makes Scouting unique.¹

This Section is divided in 7 chapters:

- **Chapter 3 - Law and Promise.** A conscious commitment to the way the Rover Scout chooses to live his/her life, according to a value system proposed by the Scout Law, and a promise to do his/her best to achieve that.
- **Chapter 4 - Learning by doing.** Learning by doing reflects Scouting's active approach to education. This includes the many different experiences young adults when being members of the Rover Scout Community: learning from the roles they play, the responsibilities they have as well as the activities they choose and realise.
- **Chapter 5 - Team system.** 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. Adults play an advisory and facilitating role.
- **Chapter 6 - Symbolic Framework.** The concept of the 'road', the 'route', the 'journey' is often used to illustrate Rovering. Rovering is a journey towards adulthood. The symbolic framework highlights mobility and those new things that we discover when moving from one place to another; it matches with the natural desire of young adults to travel and to discover new realities and perspectives.
- **Chapter 7 - Nature.** Nature provides the perfect setting for a considerable number of Rover Scout activities: it challenges young adults' abilities; it provides the opportunity to consider respect for and protection of the environment; it enables Rover Scouts to develop physical skills or an adventurous spirit and to enjoy the experience of the spiritual dimension.
- **Chapter 8 - Educational objectives and personal 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 acknowledging the "tools" each one has acquired to help them to deal with the challenges they will face.
- **Chapter 9 - Adult Support.** As in any educational process, the presence of an adult is important. Adults in Rover Scouting are facilitators or advisors. They help Rover Scouts to live meaningful experiences that contribute to their full development, walking with them rather than pushing or pulling.



ROVER SCOUTS IN ACTION



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France, Bolivia and Spain working together for a cleaner environment

Imagine an international opportunity to be a part of the real adventure of today's world: protecting the environment, sustainable development, challenging prejudices and building peace within and between communities; in one thought, contributing to making the world a better place.

All this and more is currently happening through the efforts of thousands of Rover Scouts from all over the world that are taking part in the Scouts of the World Award.

Rover Scouts from France, in partnership with Scouts from Bolivia and Spain, travelled to Potosi in Bolivia. This community suffers from environmental and health problems, many young people work in the mines, and the community does not have sufficient opportunities for development.

Rover Scouts learned about these problems and worked together with young people from the community in order to raise awareness on the issues. The Scouts produced a DVD exposing to local authorities the problems and the contamination that mine companies posed on the local river, while at the same time performing street theatre to tell the local people about these issues. They trained young people and provided new tools to assist with the development of other sources of income (such as agriculture) to help them to avoid having to work in the mines.

"IF WE ALL DID THE THINGS
WE ARE CAPABLE OF, WE WOULD
ASTOUND OURSELVES."

THOMAS EDISON



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Chapter 3 - Law and Promise

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Key concepts

- A bigger awareness of the value and implications of living by a Scout Law and the commitment embedded in the Scout Promise. The commitment to a code of living.
- The Scout Promise as a milestone for each Rover Scout to be an actor in charge of his/her own development.
- The essential role of peers in reviewing behaviours and attitudes and the importance of evaluation moments to undertake this review.

“HE WHO KNOWS OTHERS IS WISE,
HE WHO KNOWS HIMSELF IS
ENLIGHTENED.”

TAO TE CHING



1. Introduction

The Law and Promise describe the values of the Scout Movement, in words and language adapted to the young people for whom they are written in the culture they live in. It is essential that the Rover Scout understands and recognizes the commitment he or she is embarking on and consequently takes it seriously. Making a personal commitment to live by the values of Scouting is not something to take lightly.

As a rule, the Law is a positive code of living, whereas the Promise describes the personal responsibilities of being a Rover Scout.

There are a number of challenges facing programme developers and NSOs around the world in relation to the Law and Promise. Some of these include:

- the Law and Promise are often misunderstood both within and outside the Scout Movement;
- the language of the Law and Promise is outdated and Rover Scouts do not understand their meaning;
- adults in the Scout Movement pass on to Rover Scouts that the Law and Promise are a mere formality, instead of facilitating the Rover Scouts to make a real commitment; and
- commitment to anything is too difficult for some of the young adults aspiring to be Rover Scouts, and they are not sufficiently supported to see how committing would help them grow.

In response to these challenges amongst other things, this chapter aims to provide information, advice and guidance on:

- what the educational impact of the Law and Promise is in the Rover Scout section;
- how the Law and Promise are implemented in various NSOs; and
- how some NSOs have developed their Law and Promise.

In developing the Rover Scout Programme, NSOs should:

- define, support and encourage use of the Law and Promise as a tool for facilitating value development in their young adults.

2. Law and Promise - background

The Promise and Law are an essential part of the Scout Method. The Scout Law is a code of living based on Scouting's principles. It is a personal code of living in that it serves as a reference, guiding the way in which each member of the Movement lives his or her life today, and guiding the direction of development for tomorrow. It is also a collective code of living in that it is the basis on which the Scout unit functions. The Scout Law is therefore at the heart of the Scout Method.²

As a concrete personal and collective code of living, the Scout Law provides a simple way of helping each young person to become familiar with what Scouting seeks to help him or her to achieve and to discover the meaning of the various aspects of this personal and collective code of living through experiencing it in practice. Ultimately, the Scout Law can serve as a reference in the subsequent development of a young person's value system.³

The Scout Promise is a pledge that every young person makes before a group of peers when he or she chooses to join the Scout Movement. By making the Scout Promise, the young person acknowledges that he or she is familiar with the Scout Law and makes a personal commitment to do his or her best to live according to this code of living.⁴

Through the Promise, the young person accepts Scouting's invitation to develop by making a voluntary decision to accept the Scout Law and to assume the responsibility of that decision through personal effort. Making the Promise is the first symbolic step in the process of self-education. Making the Promise does not imply that the young person must have proved to be a "perfect" Scout. It is a starting point, not the finishing line.⁵

Paragraph 2 of article II of the WOSM Constitution (adherence to a promise and law) explains that:

"All members of the Scout Movement are required to adhere to a Scout Promise and Law reflecting, in language appropriate to the culture and civilisation of each NSO and approved by the World Organization, the principles of Duty to God, Duty to others and Duty to self, and inspired by the Promise and Law conceived by the Founder of the Scout Movement in the following terms:

The Scout Promise

On my honour I promise that I will do my best —

To do my duty to God⁶ and the King (or to God and my Country);

To help other people at all times;

To obey the Scout Law.

The Scout Law

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders of his parents, Patrol Leader or Scoutmaster without question.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word and deed."⁷





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Duty to God, duty to Others and duty to Self are the three fundamental principles of the Scout Movement. Wherever they may be, Scouts are actively committed to the principles (i.e. the values) on which Scouting is founded, which form both the basis of the code of ethics which governs the Scout Movement as a whole and a personal code of living to which each member aspires. These principles are about a person's active and constructive commitment to the spiritual values of life, to society and to oneself.⁸

The Promise is a solemn commitment (On my honour I promise that I will do my best - to...), whereas the law sets out the principles and goals of the Scout Movement in the form of a kind of code of behaviour (a Scout's honour is to be trusted; a Scout is loyal; a Scout's duty is to be useful and to help others; etc.).

The Scout Method, therefore, starts by allowing a young person who wants to belong to the Movement to discover, through activities and group life, the values of the Scout Movement and then to adhere personally to a code of behaviour based upon the principles of Scouting.

The principles and goals of education should not remain the business of adults, but should be proposed to young people directly, in a language which appeals to them, to call upon them to take responsibility for their own development. For Scouting to remain a system of self-education, in which children and young people are responsible for their own development, the educational goals of the Scout Movement have to be put to them directly (this is the aim of the Law), and they have to make a personal commitment to do their best to achieve those goals (this is the aim of the Promise).

This requires the Law and Promise to be formulated in understandable terms, in other words, adapted to the culture and age of the young people for whom they are intended.

What if we wanted to have the wording of the original Scout Law in a more updated language, aimed to be relevant for Rover Scouts? Maybe the wording would be:

- Uprightness and loyalty ("A Scout's honour is to be trusted; A Scout is loyal");
- Respect for, and solidarity towards others ("A Scout's duty is to be useful and to help others"; "A Scout is friend to all and a brother/sister to every other Scout"; "A Scout is courteous");
- Respect for life and natural environment ("A Scout is friend to animals and plants, and protects natural environment");
- Self-management ("A Scout knows how to obey and does nothing by halves")
- Positive attitude to life's ups and downs ("A Scout smiles and whistles under all difficulty, takes life cheerfully");
- Resourcefulness and respect for work ("A Scout is thrifty, makes careful use of resources and values work");
- Sense of one's own dignity ("A Scout is clean in thought, word and deed").

Since the Scout Law is a positive code of living, it does not forbid anything. It is an invitation to develop oneself, to become more humane. It is a reference for one's life.

Even though the Scout Law is positive, it is not a matter of imposing it on young people. On the contrary, it should be proposed to young people and they should be helped to discover it through group life and activities. The Promise thus becomes the free and voluntary response of the individual who, in a sense, declares to the group: "I have discovered the values that you wish to live by and, with your help, I agree to try and live in accordance with them as well."

The educational impact of the Law and Promise in Rover Scouting is thus that the Rover Scouts personally strives to develop the knowledge, skills and attitudes relayed to him through the Scout Law. It is through the Promise that the young person truly becomes an actor in charge of his/her own development.

“THE BEST AND MOST BEAUTIFUL THINGS IN THE WORLD CANNOT BE SEEN OR EVEN TOUCHED. THEY MUST BE FELT WITH THE HEART.”

HELEN KELLER

3. The Law and Promise in the team

The Law must not be an abstract reference document stuck on the wall in a dusty frame. It has to be given substance in the group’s experiences through the unanimously adopted rules governing group life. Figure 1 summarises this process.

Life in the teams and in the Rover Scout Community inevitably involves issues, challenges and discoveries. After each major activity, one should take time to note and discuss the important points and events that have affected group life. For Rover Scouts, this reflection should mainly take place at the level of the team. This is the first condition to become a *learning team*.

The Scout Law is used as a reference during this time of reflection and reviewing (after each major activity of the team). A positive dialogue should be used during this time based on some common rules such as:

- to tell the truth as each person knows it;
- to bring relevant information immediately to the team;
- to limit the time each person can speak; and
- to establish ways to safely check and challenge each other.

This cannot be done without reference to the values of the Scout Law. These values are also the tool that is used to evaluate the group life. The following questions can be used during the time of reflection:

- what has been observed? Some have not fulfilled their roles correctly; others did not implement what they were committed to do; or a team was unable to agree on an activity.

There will also be positive experiences:

- a team persevered with their mission despite the difficulties; another team exemplified the meaning of sharing and friendship; etc. What does this mean in terms of the Scout Law? How can we live better together?

The conclusions reached by each team are brought to the Rover Scout Community council and to the Rover Scout Community Assembly to agree on common rules that will improve the group life and individuals’ commitment.

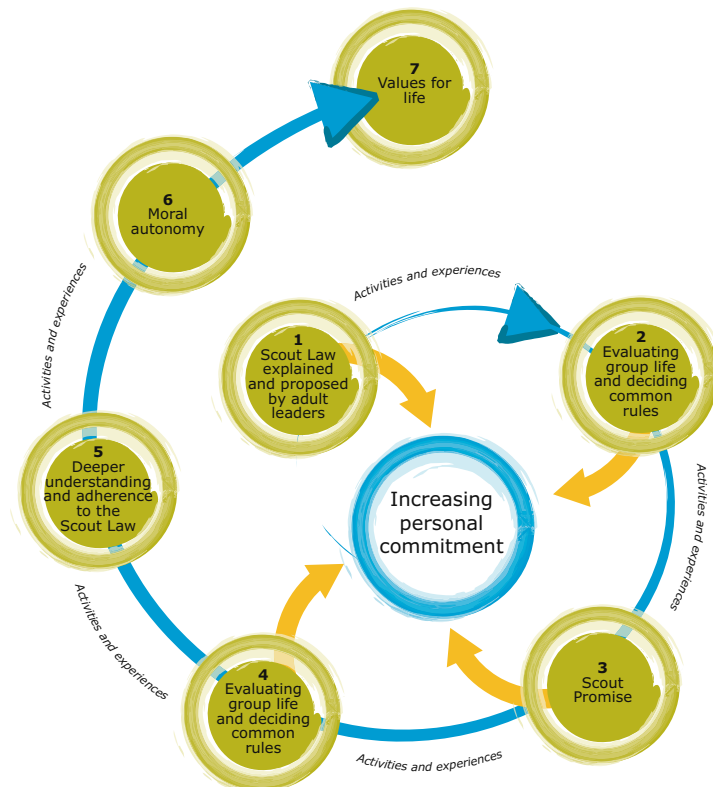


Figure 1 - The Law and Promise take on substance through evaluating group life and agreeing on common rules

Thus, rules inspired by the Scout Law will arise out of the experience of group life. In turn, these rules will shape group life and help everyone to discover the values underlying the Scout law through concrete experiences. Thus, the desire to commit oneself to living according to these values by making the Scout Promise will come naturally to new members. For the others, it is an opportunity to understand the Scout Law and their own commitment better.

The Figure 1, which was developed for the Scout section describes a dynamic, which is still valid for Rover Scouts because young adults have still to achieve their moral autonomy. Rover Scout Leaders in the Rover Scout Community (Chairman, Team Leaders, etc.) with the support of the Rover Scout Advisor, have an essential role in helping their peers develop a deeper understanding of the Scout Law and a stronger personal commitment.

The Scout Law proposes human values that are valuable for each age range, in a concrete and simple way.

4. Law and Promise in the Rover Scout section

Rover Scouts are young adults, able to understand what real commitment is and conscious of how making serious and conscious commitments affect your whole life. Thus the Promise in the Rover Scout section involves more understanding than in the younger age sections. For Rover Scouts, the commitment to Scouting's values is twofold:

- During the Discovery stage (see Chapter 8 - Educational objectives and personal progression), a Rover Scout discovers the Rover Scout proposal and the Scout Law. When they feel that they are ready, they ask to make their Promise. That means that they promise do their best to implement the Law during their life. For those who have been Venture Scouts beforehand, this will be a way to renew their Scout Promise.
- When Rover Scouts achieve their personal objectives within the Rover Scout section, they will be invited to do their 'Departure' (see Chapter 8 - Educational objectives and personal progression). During this ceremony, they explain to the Rover Scout Community what they have acquired during their Rover Scout experience and what are their personal plans for the future. They take the commitment to respect the Law for their life. By that time, the values embebed in the Law and Promise are expected to be fully incorporated in each person's behaviour and attitudes.

Each Rover Scout would decide the appropriate time to make their commitment, when they feel ready to do so. Normally the commitment should be made at the Discovery stage.⁹

Acknowledging the fact that Rover Scouts are young adults and capable of a more personal approach to the Law and Promise, they could, as part of their Discovery stage, put the Law and Promise in their own words and in this way reaching a personal understanding of the Law and Promise. Rover Scouts should aspire to individual commitment to the universal values on which Scouting is based, such as individual responsibility, respect for human dignity and the integrity of nature, team and community spirit, international solidarity, rejection of violence, search for the highest spiritual principle and seeking a meaning to life.

Therefore a proposed Rover Scout Promise could include:

As a Rover Scout I choose to follow the path of:¹⁰

- Truth and Spiritual Awareness;
- Knowledge and Freedom;
- Justice and Peace;
- Compassion and Service; and
- Sustainable Development and World Citizenship.



“THE BOY IS NOT GOVERNED BY
DON’T, BUT LED ON BY DO.
THE SCOUT LAW IS DEVISED AS A
GUIDE TO HIS ACTIONS, RATHER
THAN AS REPRESSIVE OF HIS
FAULTS.”

“AIDS TO SCOUTMASTERSHIP”
BADEN-POWELL



5. Conclusion

Far from being a triviality, repeated without any real engagement, The Scout Law and Promise dictate a code of living to those who choose Scouting. Rover Scouts who make a commitment to live their life in this way, should understand the values of Scouting and the responsibilities they have undertaken when they have promised to ‘do their best to live the Scout Law’.

These they will learn for their experiences in the group life, the example of those around them, and through their exploration of their own Promise and Law in the ‘Discovery stage’¹¹. The values they find there will stay with them through their life.

Resources

“The Essential Characteristics of Scouting”. On the basis of WOSM’s Constitution, this paper provides a compact but comprehensive overview of the key elements which characterize our Movement and its mission. Find this publication in the online resource area at www.scout.org

“Scouting an Educational System”. This booklet is intended to help everyone interested in gaining a greater understanding of how Scouting works as an educational system. 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. Find this publication in the online resource area at www.scout.org

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ROVER SCOUTS IN ACTION



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Working with Street Children in Kenya

There are reportedly over 60,000 street children in Nairobi (as well as in other major towns in Kenya). Many of these children find themselves in a position where they do not have a home or any place to go at night other than the street pavements and the street shop verandas. The street children survive by scavenging for food in waste bins and rubbish dumps, by begging and stealing and other petty crimes. They sniff glue and take drugs and are always dirty.

In the eighties, the Scout Association of Kenya launched the “Extension Scout Programme”, with the aim to help children and young people “living in difficult circumstances”.

Rover Scouts and young leaders, receive a special training to help them to deal with the particular situation of street children, such as counselling skills to help the street children, to stop glue sniffing, and respond to adolescent sexual health issues.

Then they go in the streets and observe the gangs of street children. They talk with them, analysing their conditions of life and the problems they face. They identify the gang leaders, develop a

relation of trust with them and then invite them to a Patrol Leaders’ training course.

During this special course, the gang leaders acquire the motivation and the skills to help their companions. When they come back to the streets, they transform their gang into a Scout patrol. Adult leaders help them to find a shelter and to get better conditions of life by developing “income generating projects”. Through washing cars, raising chickens, cropping vegetables, cleaning the streets, they become self-sufficient by honest ways. They receive a Scout uniform and mix with other Scouts in Scouting activities.

“THE WORLD IS DIVIDED INTO PEOPLE WHO DO THINGS, AND PEOPLE WHO GET THE CREDIT. TRY, IF YOU CAN, TO BELONG TO THE FIRST CLASS. THERE’S FAR LESS COMPETITION.”

DWIGHT MORROW



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Chapter 4 - Learning by doing

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Key concepts

- Learning by doing is an on-going process, which underlines all of the actions in a Rover Scout Community. Activities are the motor for the Scout experience. A good balance of different types of activities ensure a variety of experiences for Rover Scouts, creating different learning opportunities, and encouraging the development of various skills.
- Learning by doing relates to the lessons learned from the relationships, the group life, the experimenting, and the responsibilities as well as the activities in a group.
- Learning by doing encourages young adults to be actors, not spectators, in their community.
- Encourage the Rover Scout section to be a learning environment.
- Ensure that active learning is in the center of Rover Scout section activities.
- Make sure that reviewing the activities and projects is one essential part of obtaining awareness about each Rover Scout's learning.

1. Introduction

From the very beginning, Scouting was defined as active education. In the Rover Scout section, as in the junior sections of Scouting, learning by doing is the fundamental educational principle. The prospect of taking part in exciting and relevant activities and projects with friends is still one of the main reasons why a young adult joins or stays in the Movement. Activities are the motor for the Scout experience and many different learning opportunities.

There are a number of challenges facing programme developers and NSOs around the world in relation to learning by doing in the Rover Scout section. Some of these include:

- The difficulty of understanding that there is more to learning by doing than gaining practical or manual skills.
- Practising without any real application.
- Believing that the Scout Method is only a matter of “learning by doing”.

In response to these challenges amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- the full value of learning by doing as an educational tool;
- the relationship between activities, experiences and the educational objectives; and
- the importance of reviewing activities as a way of highlighting and valuing the learning from the experiences.

In developing the Rover Scout Programme, NSOs should:

- encourage the Rover Scout section to be a learning environment;
- ensure that active learning is in the center of Rover Scout section activities; and
- make sure that reviewing the activities and projects is one essential part of obtaining awareness about each Rover Scout's learning.

“LET YOURSELF BE OPEN AND LIFE
WILL BE EASIER. A SPOON OF
SALT IN A GLASS OF WATER MAKES
THE WATER UNDRINKABLE. A SPOON
OF SALT IN A LAKE IS ALMOST
UNNOTICED.”

BUDDHA



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2. Learning by doing

"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."

"Scouting for Boys", Baden-Powell

Learning by doing reflects Scouting's active approach to education. This includes the many different experiences the young adult has as a member of the Rover Scout Community. Learning from the roles they play, the responsibilities they have as well as the activities they choose and realize and it does not limit itself to learning practical or manual skills. The focus must also be on planning, organizing and evaluating and not only carrying out the activities. Learning by doing also covers the skills, knowledge and attitudes that contribute to the achievement of the educational objectives. In other words, young adults are helped to develop through opportunities for concrete, "hands-on" experience as opposed to passively listening to a lecture or watching a demonstration.

Young adults have a natural desire for action, challenge and adventure. Scouting provides a rich learning environment in which they are encouraged to focus their energy into exploring, experimenting, and discovery, and through their personal plans, that reflect their interests and personal challenges, to develop.

Learning by doing stimulates an active approach to life, encourages young adults to be actively involved in everything that affects them, helps them to discover all of their capacities and make constructive use of them. Taking charge of their life, "paddling your own canoe", is important: learning by doing encourages young adults to be actors, not spectators, in their community.

In other words, it is the combination of experiencing a code of living, the difficulties and rewards of responsibility, the joys and tribulations in the relationships that develop with peers and supportive adults, setting and striving to reach personal and collective goals, etc., all woven into progressively challenging activities, that they find stimulating and useful, that contributes to a holistic and balanced development. As the young adults develop through a vast range of experiences, opportunities for new and richer experiences come within reach.

The motor which drives the educational experiences is the activities that the young adults take part in. The activities is the "what" of Scout programme, for more information see Section WHAT – Activities in the Rover Scout section.

2.1 Activity and experience

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. The young adults learn through the experiences they gain from the activities. We must distinguish between the activity, which everyone carries out and the experience that each young person has during the activity.

Activity= what is happening externally; the action which involves everyone.

Experience= the internal part, which happens within each person; what each person gets from the action.

The truly educational part is the experience since this is the personal relationship that each young person has with the reality.

A single activity can generate different experiences in the young adults who are taking part in it, depending on a wide variety of circumstances, which usually have to do with what each individual is like as a person.

An activity can go very well indeed and be very successful for the group as a whole, yet may not generate the desired results in a number of the young adults.

On the other hand, an activity may not be evaluated as having been very successful, and yet have generated experiences that help one or several of the young adults to achieve some specific objectives.

“YOUR TALENT IS GOD’S GIFT TO YOU. WHAT YOU DO WITH IT IS YOUR GIFT BACK TO GOD.”

LEO BUSCAGLIA

2.2 Activities and educational objectives

There is a two-way relationship between activities and educational objectives:

- Activities are chosen in the light of a previously determined educational objective;
- It is also possible to evaluate a completed activity and identify the educational objectives which it has achieved.

There is no direct, immediate, cause-and-effect relationship between the activities and the objectives. The activity does not automatically lead to the achievement of the desired objective. The activities help to achieve the educational objectives gradually, sequentially and cumulatively.

This relationship is particularly important in the Rover Scout section because it can be very much understood by the Rover Scouts. This means that it can be one of the criteria for them to decide which kind of activities they should undertake in order to address their (group or individual) needs.

3. How people learn by experience

In Scouting we believe in a progressive participation process within a decision making approach as it ensures the development of young people’s autonomy.

People learn in a cyclical fashion. They pass from activity to repose, from action to reflection. The wheel of learning explains this cycle¹ (see Figure 1). In any project or initiative people pass through four stages. In Scouting we see this cycle repeated continually, as we ‘learn through fun and active participation, not only in the practical skill, but also in the areas of organisation, responsibility, and leadership. The key thing to stress is that each stage demands deliberate attention before we move to the next.

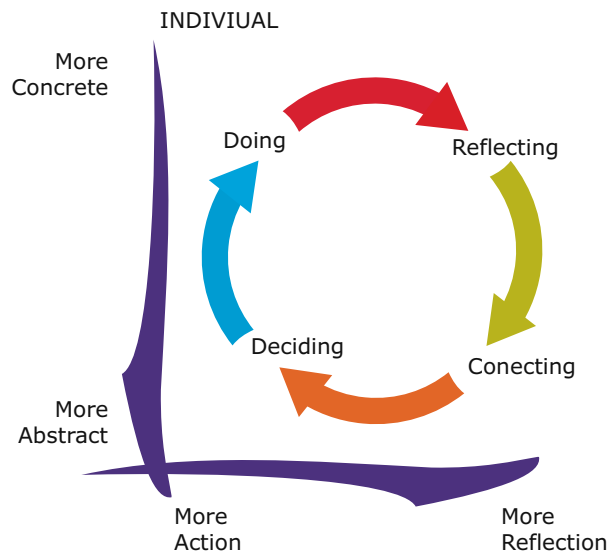


Figure 1 – The wheel of learning - individual²

1. **Reflecting:** becoming an observer of our own thinking and acting. Generally, we start this stage with an evaluation of a previous action.
2. **Connecting:** creating ideas and possibility for action, and re-arranging them into new forms. In this stage, we look for links between our potential actions and other patterns of behaviour in our environment:
 - What did our last action suggest might be a fruitful path to follow?
 - What new understandings do we have about the way things work?
 - Where should we be looking next?
 - What alternatives and options do we have?

“FAITH IS TO BELIEVE WHAT YOU DO NOT SEE; THE REWARD OF THIS FAITH IS TO SEE WHAT YOU BELIEVE.”

ST. AUGUSTINE

3. **Deciding:** choosing an approach and a method for action: ‘Here is the alternative we choose to take, and here are the reasons why.’
4. **Doing:** performing a task. When the task is done, we move immediately back to the reflecting stage: how well did it work out?

Work done in rhythm following the wheel of learning is reassuringly cyclical. Things may get frantic, but we know that our action will be mindful, because time for reflection is built in. If we take the time to move slowly from one stage to another, we will discover that we learn faster. If we take the time not just to react momentarily and try to understand more deeply what is going on, we learn more and we become more efficient.

4. Different activities within the Rover Scout Programme

Rover Scout activities are very diverse, take various forms and are organised in various settings. These various settings and forms contribute a well-rounded learning experiences. Learning in the Rover Scout programme can be achieved through fixed activities, variable activities and projects. These different kinds of activities can be planned, carried out and evaluated within the Rover Scout Community, in the Rover Scout team or individually, and each of these contributes in a different way to the whole learning experience and to the development of young adults.

4.1 Fixed activities

Fixed activities usually take a single form and generally relate to the same subject. They are repetitive and contribute to creating the atmosphere in the Rover Scout Community and give the young adults typically “Scout” experiences (for example: hiking, camping, camp fires, etc.). They strengthen the Method by ensuring youth participation, collective decision-making and the tangible presence of the values (for example: Team Council, Rover Scout Community Committee meeting, Community Congress meeting, ceremonies, etc.). Fixed activities contribute in a general way to achieving the educational objectives.

Examples of fixed activities: ceremonies, meetings, outings, upkeep and improvement of the Rover Scout Unit meeting place, games, songs, Team council, Rover Scout Community council and Assembly, etc.

4.2 Variable activities and projects

Variable activities offer the opportunity to achieve specific educational objectives because they take many different forms and cover very diverse subjects, depending on the young adults’ interests. They are not repeated, unless the young adults particularly want to and then only after a certain length of time. It is through carrying a diversity of variable activities that we can ensure that the programme responds to the young adult’s interests and concerns, and projects them onto diversity of the world.

A project usually combines several activities on a common theme or with a common goal over a fairly long period of time.

An example to illustrate this could be: canoeing, which is an activity. It lasts for a short time, on the other hand, by combining this activity with others (such as photographing birds, fishing in a river, organising a camp, learning to swim and rescue another swimmer or exploring a river bank), it is possible to organise a river expedition project. Each activity would have its own goal, which would contribute towards the project’s goal. The educational content and the learning experiences of the project would be much richer than that of a single activity.





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5. Learning by doing in the team system

As Rover Scouts have normally achieved a high level of autonomy and involvement in decision-making, they choose their activities themselves. However, we can still make a difference between activities and projects.

5.1 The personal activities

The personal approach is particularly important for young adults who are about to enter adult life and face some important challenges in taking their place in society; finding a profession, developing a value system, developing personal relationships and building lasting partnerships. Each individual has to develop or consolidate adequate skills, attitudes and follow his/her own path. This is closely linked with the Personal Plan that appears as the "road map" to individual progression: an instrument for each Rover Scout to reflect on his/her own needs and set the concrete steps towards an "upper level" of development; this is to be done on an ongoing basis.

Therefore, opportunities to develop individual projects or activities that meet each young adult's needs and interests must be provided; some of them can even be lived outside of the "Scouting world" and considered as part of the personal development of the individual. For example, in some NSOs, a period of voluntary service outside Scouting is considered as part of the progressive Scheme for Rover Scouts.

It is in this framework, and having in mind that leadership is one of the key skills to be developed for active citizenship, that Rover Scouts should have the opportunity to experience short-term leadership roles within or outside Scouting. There are many opportunities to experience this within the Rover Scout Community, possibly in the younger sections of a local group, or in a team at regional or national level. From the Rover Scout Programme point of view, to serve in junior sections (as assistant unit leader, for example) or in a national team, should always be seen as transitory situation beneficial to both the Rover himself and the team he/she is serving with.

The Scouts of the World Award is another good opportunity to develop the personal activities within a NSO (www.scoutsoftheworld.net).³

5.2 Team activities

The team is another framework for Rover Scout activities and for learning by doing. To undertake projects with peers, to relate and cooperate with them, allows each Rover Scout to develop a set of useful and relevant skills which are different from the ones developed by personal actions.

To work in a group enables the Rover Scouts to reach more ambitious goals because in a team all the team members are likely to have different skills and learn from each other. Besides, it's also easier to exchange and develop meaningful relationships in a small group since the interaction can be even stronger. The general benefits of the Patrol System still apply in the Rover Scout section and the peer education effect can even be stronger since we're dealing with young adults, with their own set of knowledge and experiences.

In some NSOs, the team is the main structure when it comes to developing activities in a group setting; there is a strong team life and good autonomy. Teams develop projects on their own and the members go through a number of situations and roles (sharing ideas, making decisions, working together as a team, sharing responsibilities and problems, pooling resources and talents, evaluating and celebrating successes, etc.) which contribute to make them more experienced and confident of their capabilities.

5.3 Community activities

Finally, the Rover Scout Community offers a complementary framework, which is also very important. Some important activities cannot take place anywhere else except at the level of the Rover Scout Community and so there are different learning opportunities here. For example: forums and debates on important topics (relationships, preparation for professional life, preparation for family life, etc.), celebrations, evaluation of group life, large community service projects, etc.

6. Conclusion

Learning by doing is an on-going process, which underlines all of the actions in a Rover Scout Community. Activities are the motor for the Scout experience. A good balance of different types of activities ensure a variety of experiences for Rover Scouts, creating different learning opportunities, and encouraging the development of various skills.

Learning by doing relates to the lessons learned from the relationships, the group life, the experimenting, and the responsibilities as well as the activities in a group. Learning by doing encourages young adults to be actors, not spectators, in their community.

Learning by doing means developing as a result of first-hand experience as opposed to theoretical instruction. It reflects the active way in which young adults gain knowledge, skills and attitudes; it reflects Scouting's practical approach to education, based on learning through the opportunities for experiences that arise in the course of pursuing interests and dealing with everyday life. It is thus a way of helping young people to develop in all dimensions of the personality through extracting what is personally significant from everything that they experience.

Resources

"Scouting In Practice: Ideas for Scout Leaders". For all Scout leaders worldwide. Its purpose is to recall the basics of Scouting to all those who take inspiration from the Scout Method for contributing to the development of children and adolescents. Find this publication in the online resource area at www.scout.org

"Scouting an Educational System". This booklet is intended to help everyone interested in gaining a greater understanding of how Scouting works as an educational system. 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. Find this publication in the online resource area at www.scout.org

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- 3 See Section - "WHAT"

“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.”

“SCOUTING FOR BOYS”
BADEN-POWELL



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ROVER SCOUTS IN ACTION



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A Scouts of the World Base in Provence

In South of France, there is a Mediterranean climate, warm and dry in summer. The forest is mainly made of pines and plants, which burn very easily. A strong wind, called “mistral”, often comes from the north along the Rhone valley. Drought, hot temperature, inflammable vegetation and strong wind form an explosive mixture. A cigarette end not well-extinguished is enough to trigger off a big forest fire, which will destroy thousands of hectares of forest, and often houses, before the firemen are able to stop it. Once destroyed, the forest is replaced by

brushwood, which is far more vulnerable to fire than trees and do not retain water in the ground. So the drought is more intense, the risk of fire is higher and the natural environment is step by step destroyed.

Every summer Venture-Scout and Rover Scouts camps are organised in the most threatened areas. Scouts receive a special training in order to be able to camp without threatening the environment. Part of their activities is focused on preventing forest fires. Equipped with binoculars, radio-transmitters and compasses, they take their turn in watching towers in order to detect smokes and give their precise location to the firemen. They have the responsibility to make a Canadair plane take off and drop water on the starting fire. No mistake is permitted. Also they patrol in the forest with mountain-bikes and inform the tourists on the risks of forest fire.

In autumn and wintertime, other camps are organised to clean up the forest. Scouts are trained to use chainsaws and other tools used to clear undergrowth. In springtime training courses are proposed to Scout leaders and Rover Scouts, who will prepare camps and coach Venture Scouts during summer time.

“MANAGEMENT MEANS HELPING PEOPLE TO GET THE BEST OUT OF THEMSELVES, NOT ORGANIZING THINGS.”

LAUREN APPLEY



Chapter 5 - Team system in the Rover Scout section

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Key concepts

- In the Rover Scout section, even if the individual approach is very strong, it still makes sense to have in place a Team system, “an organised social structure and a democratic system of self-government based on the Scout law” as Baden-Powell described.
- The Rover Scout Community is the Rover Scout Unit, composed of several Rover Scout teams, sometimes from different locations.
- There are three kinds of small groupings in a Rover Scout Community: permanent teams, service teams and tasks groups.
- Each Rover Scout belongs to a Rover Scout Team, where he/she can find a support for reflecting and evaluating their progress and/or carry out activities and projects.
- In the Rover Scout section: evolving from youth participation to youth leadership; all the key roles are being played by Rover Scouts.

1. Introduction

The team system is a fundamental element of the Scout Method and it exists in every section of the Scout Movement in a way that is adapted and specific to each age group. It should be no different in the Rover Scout section.

In the Rover Scout section, because we are dealing with young adults, it makes even more sense that we pursue the implementation of “an organised social structure and a democratic system of self-government based on the Scout law” as Baden-Powell described the “Patrol system”.

There are a number of challenges facing programme developers and NSOs around the world in relation to the team system. Some of these include:

- Believing that the team system does not apply to the Rover Scout section.
- Believing that the team system should be applied in the exact same way as in the team system for the earlier age sections.
- Believing that young adults are individuals, with different interests, and do not wish to be part of a team.
- That young adults do not need the support of a team.

In response to these challenges amongst other things, this chapter aims to provide information, advice and guidance on:

- the characteristics of the team system in the Rover Scout section;
- how to implement the team system in the Rover Scout section; and
- supporting young adults in a team system.

In developing the Rover Scout Programme, NSOs should:

- explore the balance between the individual approach and the team system; and
- explore the specifics of the team system and how it applies to the needs of your NSO.

“HE WHO WOULD LEARN TO FLY ONE DAY MUST FIRST LEARN TO STAND AND WALK AND RUN AND DANCE; ONE CANNOT FLY INTO FLYING.”

FRIEDRICH NIETZSCHE



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2. The true nature of the team system

"I see You"

Among the tribes of northern Natal in South Africa¹, the most common greeting, equivalent to "hello" in English, is the expression: Sawu bona. It literally means, "I see you". If you are a member of the tribe, you might simply reply by saying Sikhona, "I am here". The order of the exchange is important: until you see me, I do not exist. It's as if, when you see me, you bring me into existence.

This meaning, implicit in the language, is part of the spirit of ubuntu, a frame of mind prevalent among native people in Africa below the Sahara. The word ubuntu stems from the folk saying Umuntu ngumuntu nagabantu, which, from Zulu, literally translates as: "A person is a person because of other people". If you grow up with this perspective, your identity is based upon the fact that you are seen – that the people around you respect and acknowledge you as a person.²

In the Rover Scout section, the individual approach is stronger than in other sections, as young people need to be help to find their own identity. We are dealing with each young adult, with his/her very specific challenges, choices, dreams, talents and difficulties. Rover Scouting is a very important time for personal definitions and individual actions.

In saying this we don't mean that it has to be a lonely time or an individualist one; actually it should not be. A balance has to be found between the personal decisions and activities (that enhance autonomy) and the opportunities in which he/she can share with others, have fun with them and explore common interests; and to keep practicing how to play his/her role within a group.

However, the team system has been often misunderstood. In some cases, it is seen as a 'pyramidal system' very close to the military way of working, with adults playing the role of leaders and giving orders to the patrol leaders. In some cases it is only described as a 'system of working in small groups', while, if you see it under its true nature, it is a system of youth participation in decision-making³.

Actually, the team system is a tool we have available to enhance youth participation; its full implementation is usually a powerful starting point for the meaningful personal action of each of our Scouts in the different environments they are living in (family, school, clubs, and society in general).

Youth participation in decision-making implies the existence of several institutions. In any democracy there are, at least, three types of institutions:

- **The local communities**, where citizens are living together in a small territory. The function of this first type of institutions is to foster good relationships and solidarity between the citizens, to allow them to make decisions at their level and to send representatives into upper decision-making bodies. In a Scout unit, the 'local communities' are the teams (teams, patrols and sixes). They are formed of a small group of friends who have chosen to be together and who elect one of themselves as a leader and as a representative⁴.
- **The Parliament** (legislative body), where all citizens are represented to make together the big decisions and vote on rules. In a Scout unit, the Parliament is the Unit Assembly, who gets together all the Scouts for select activities or projects, evaluates the group life and establishes rules in the light of the Scout Law.
- **The Government** (executive body), where the ministers manage the implementation of the decisions made by the Parliament. In a Scout unit, the Government is the Unit Council, which brings together the Team leaders and the adult leaders and manage the implementation of the decisions of the Unit Assembly. The Unit Council organizes the activities and plans in a common calendar.

In Sciences of Education, such a system is described as "Institutional Pedagogy" (young people are involved in the decision-making process through a range of democratic institutions). Such a system is considered as very modern or even 'revolutionary', while it has been practiced in Scouting from the origin of the Movement.

3. The characteristics of the team system in the Rover Scout section

The three basic institutions (teams, council and assembly) exist in all Scout age sections in a way adapted to the characteristics of each age.

Children are not able to attend long meetings and to plan activities in every detail. Therefore in the Cub Scout section, the council and assembly meetings are very short and the adult leaders have to take a number of initiatives to help the pack work properly.

In the Scout section and even more in the Venture Scout section, the level of participation of young people is higher. In the Rover Scout section, we evolve from youth participation to youth leadership as young people have the greatest part in evaluation and decision-making (see figure 1).

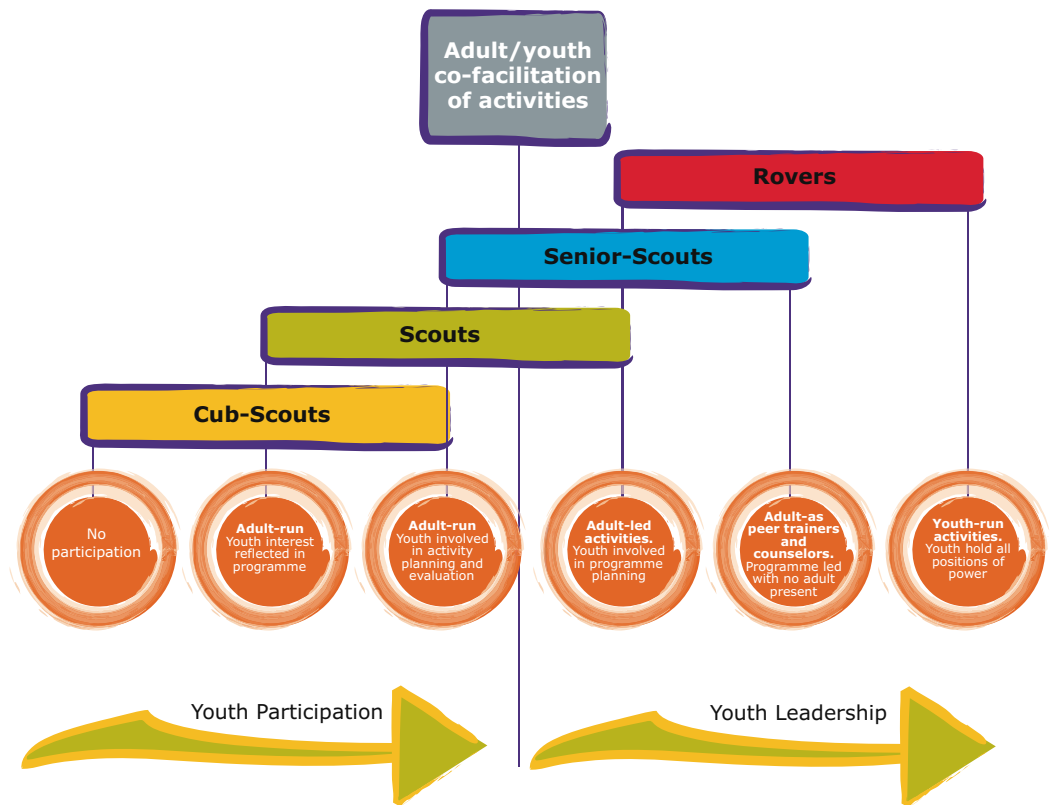


Figure 1 – From youth participation to youth leadership

The development of youth leadership begins in a small but meaningful way in the Cub Scout Section, and continues to grow through the Scout Section. In the Rover Scout section, youth leadership has developed to such an extent that take up all positions of leadership are taken up by the Rover Scouts, the adult leader having just a role of advisor. This is a necessary principle if we want to train Rover Scouts to be active and responsible citizens.

Let us see what are the consequences of this principle on the different "institutions" of the team system.



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4. The elements of the team system in the Rover Scout section

Each Rover Scout belongs to a Rover Scout team, where they can find a support for reflecting and evaluating their progress and/or carry out activities and projects. A Rover Scout team is formed of young adults who have decided to be together and share activities and reflections.

Typically we can find three kinds of small groupings in a Rover Scout Community:

1. **Permanent Teams:** a group of Rover Scouts, who develop activities and projects together, share their experience, reflect together and assess their personal plan.
2. **Service Teams:** a group of Rover Scouts, engaged in a service outside of the Rover Scout Community. Principally their time together in this group will be involved in doing the service project, they also find the opportunity to share their experience, reflect together and assess the project. However, they will part in the Rover Scout Community's activities with their permanent teams.
3. **Task groups:** the Rover Scout Community may be driven to set up specialised task group in order to prepare some activities or projects. Task groups are mainly oriented towards a particular action, usually short-term. It is very much an operational unit.

4.1 The Rover Scout Community

The Rover Scout Community is the Rover Scout Unit. It is composed of several Rover Scout teams. It is recommended that it belongs to a local Scout Group as its mission is to deliver the Rover Scout Programme to all young people aged between 18 and 22, to cater for the young adults from that Scout Group and the local community, and because it is good for young Scouts to have something to aspire to.

However, if we consider the low membership of the Rover Scout section, it is unlikely, at least in a first phase, that every local Scout Group can create a Rover Scout Community. In order to be effective, a Rover Scout Community should comprise at least 15 to 20 Rover Scouts.

Therefore, a Rover Scout Community can be 'shared' between several Scout Groups with one or two Rover teams located in each Scout group. In some countries a Rover Scout Community can even be created in the context of a District (namely when the Scout Groups have very few members in the Rover age) or in a city hosting a University (welcoming all those Rover Scouts who have to live in a different town during their formative years and enabling them to keep their connection with Scouting).

All efforts should be done to avoid having only isolated Rover Scout teams. The interaction between Rover Scout teams is at the core of the team system and is also an excellent learning opportunity for the challenges put by living together with other people, taking decisions together and implementing them. Also the interaction between different kinds of teams (see above), with different focus, can provide a rich ground to explore different experiences and broaden Rover's Scout perspectives and experiences.

The Rover Scout Community is essential if we want to develop the Rover Scout Programme fully. The following table shows that the small team (of 6 to 8 Rover Scouts) cannot meet all the needs of young people. A larger structure, such as a Rover Scout Community, is necessary if we want to organise a diversity of activities and respond to the totality of young people's needs. This means that, as in the other sections, also in a Rover Unit both groupings (the small team and the big group) are important because they play different roles and cover different educational needs.

Furthermore, it is through the Rover Scout Community that it is possible to provide young people with a broader range of roles and leadership opportunities. By encouraging self-government (in the small as in the bigger groupings) we are enabling Rover Scouts to take leading responsibilities and to continue to develop leadership skills which are fundamental when we consider active citizenship.

	Young people's needs	Group structures	Activities
BASIC	<ul style="list-style-type: none"> • Sense of belonging Fulfilled by loving, sharing and co-operating with others. • Freedom Fulfilled by making choices. • Mastery, power Fulfilled by achieving, accomplishing and being recognised and respected. • Stimulation, fun Fulfilled by laughing and playing, doing a variety of interesting, fun and engaging activities 	Primary Groups: the teams	<ul style="list-style-type: none"> • Team activities Discoveries Reflection Refreshment activities (outings, hikes, etc.) Projects
ADVANCED	<ul style="list-style-type: none"> • Self assessment Identify one's needs, potential and capabilities • Self fulfilment Acquire more knowledge and skills and develop one's full potential • Social integration Develop personal plans (job, family), and find the ways to contribute positively to society and get a recognised position 	Secondary Group: the Rover Scout Community	<ul style="list-style-type: none"> • Community activities Congress and Committee meetings Debates and forums Parties Evaluations Training workshops Support of individual plans • Voluntary services

4.2 The Rover Scout Community Assembly

The Rover Scout Community Assembly gathers all the members of a Rover Scout Community and it is the place for the big decisions. The Rover Scout Community Assembly has regular meetings (at least one per quarter) in order to:

- Assess the general situation of the Rover Scout Community and decide to orientate the activities in a way to respond to the needs that have been identified;
- Make decisions on Rover Scout Community activities and projects;
- Adopt collective rules;
- Recognise the personal progression;
- Elect the Rover Scout Leaders.

4.3 The Rover Scout Council

The Rover Scout Council is the executive body of the Rover Scout Community. It is formed of all the Rover Scout Team Leaders assisted by the Rover Scout Advisor. The Rover Scout Council has regular meetings (at least one per month); it is in charge of organising the Rover Scout Community life, following the work of the teams and the task groups and taking all the management and planning decisions.

The role of the Rover Scout Council is very important because, due to the needs and characteristics of this age group, the community has a number of particular elements that affect its management:

- At any given time there may be simultaneously, diverse projects and/or activities being carried out by the Rover Scout Community, by Rover Scout teams, by task groups and by individuals.
- Some of the Rover Scouts will be most of the time engaged with their individual projects and would only come back to the Rover Scout Community to find support at the level of their Rover Scout team or to receive counselling from the Rover Scout Advisor or from any Rover Scout leader.
- Some Rover Scout activities will not follow a regular pattern of scheduled meetings.

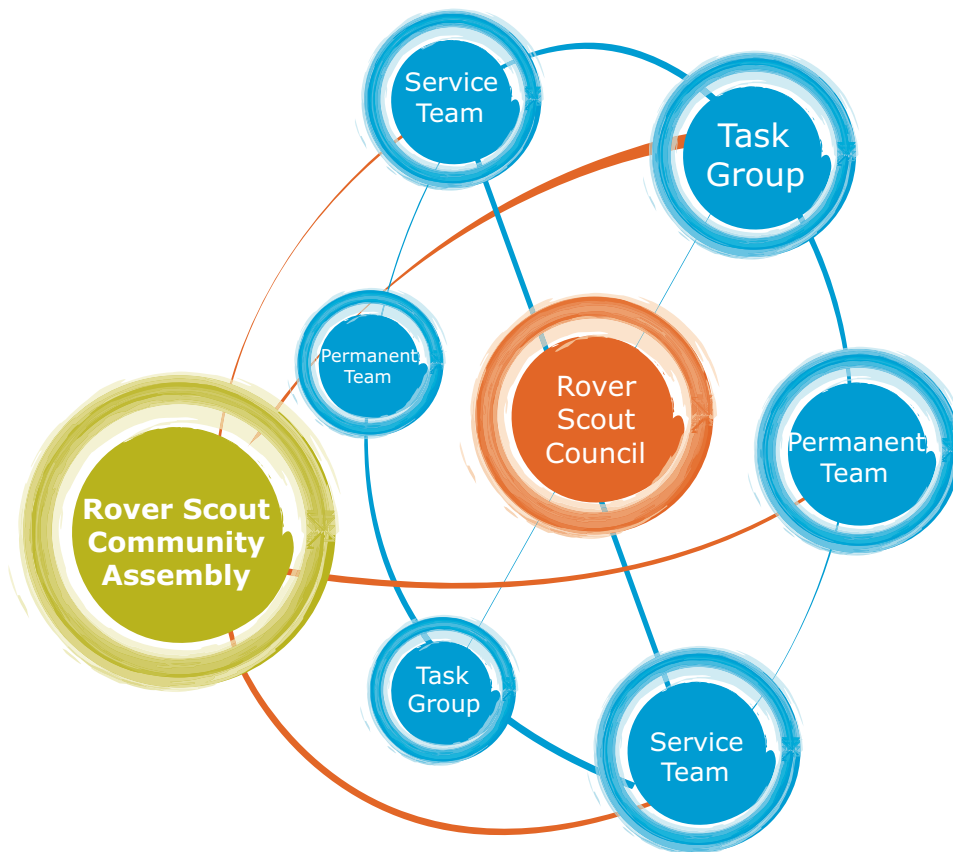


Figure 2 – The team system in the Rover Scout section

4.4 Rover Scout Team Leaders

The Rover Scout Community provides Rover Scouts with a number of opportunities to practice leadership:

- Team Leaders, in charge of leading a specific team
- Task group co-ordinators, in charge of leading a specific task group
- Chairman, in charge of preparing and chairing the meetings of the Assembly and the meetings of the Council
- Any other role considered relevant by the Community in the particular context it is operating

These leadership roles are chosen by the members of their teams and confirmed by the Community Assembly. The Assembly directly elects all other Team Leaders.

Some NSOs, do not provide the opportunity for young adults to hold positions of responsibility in the Rover Scout section, so often the young adults look to the junior sections to find positions of responsibility in order to prove their value and assert their identity. See discussion "Rover Scouts or leaders" on Chapter "Adult Support".

The responsibility of the leaders in the Rover Scout section should be a full and strong responsibility recognised at the same level as the function of assistant leader in the junior sections.

4.5 The Rover Scout Community Advisor

The Rover Scout Community advisor has the specific duty to advise, support, empower all of the Rover Scouts and a role in protecting the mission of Scouting in their Rover Scout section. The Rover Scout Community advisor's role and profile are detailed in chapter "Adult support".



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5. Conclusion

Young people have a natural tendency to form groups of roughly the same age. The team system is a way of making use of this natural tendency in order to provide an environment in which young people enjoy being and in order to channel the substantial influence that peers have on each other in a constructive direction.

What young people gain from living and working together according to a code of living and the relationships that develop as a result of a multitude of shared adventures are as important in terms of their education as the activities in which they take part.

- The team system is a vital part of Rover Scout Life.
- Rover Scouts play many roles, and learn many valuable skills.
- Being a Rover Scout Team Leader is an important position of responsibility within the Rover Scout Community.
- All leadership positions are held by members in the Rover Scout Community.
- The team system helps Rover Scouts understand experience life in organizations.

Resources

"The Youth Involvement Toolbox". The Youth Involvement Toolbox is the second book of the series "Toolbox Handouts". It provides practical guidelines to Unit Leaders, Programme Developers and Trainers on the ways to develop youth involvement in decision-making at the level of the Scout unit, at institutional level within Scouting and finally at the level of society. Find this publication in the online resource area at www.scout.org

"Scouting an Educational System". This booklet is intended to help everyone interested in gaining a greater understanding of how Scouting works as an educational system. 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. Find this publication in the online resource area at www.scout.org

..... REFERENCES

- 1 A country well known by Robert Baden-Powell
- 2 The Fifth Discipline Fieldbook, Peter M. Senge, Nicholas Brealey Publishing, London
- 3 'The object of the Patrol system is mainly to give real responsibility to as many of the boys as possible, with a view to developing their character.. Through it the scouts themselves gradually learn that they have considerable say in what their Troop does. It is the Patrol system that makes the Troop, and all Scouting for that matter, a real co-operative effort.' (Robert Baden-Powell, Aids to Scoutmastership).
- 4 'Scouting puts the boys into fraternity gangs which is their natural organisation whether for games, mischief, or loafing.' (Robert Baden-Powell, Aids to Scoutmastership).



ROVER SCOUTS IN ACTION



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Opening Scouting to the Roma Community in Slovakia

The Roma community, often referred to as 'gypsies', is seen as a problem in most European countries, due in part to their nomadic and exotic culture. In eastern and central Europe the Roma community is the region's most marginalised and vulnerable minority. In Slovakia, the Roma population is around half a million, from a total population of five and a half million people.

Poverty is widespread within the Roma community and many live in ghettos on the edge of urban centres in unhealthy housing. There are high levels of unemployment, partly due to low level of education within the community. The children are most affected. As many as half of Roma children do not complete primary school and Roma children often end up working on the streets to support their families. This results in the community becoming more and more marginalised from the rest of society in Slovakia.

The Roma community leaders were interested in Scouting and contacted the the leaders of the Slovak Scout Association, who were able to welcome them and listen to their expectations.

The participation of Roma children and adults in Scouting is having an impact on the wider community. Results show that many Roma Scouts are more active and responsible students and their school attendance and school grades have improved. Conversation with parents reports an improvement in their relationships with their children. There are also noticeable changes in public life with Scouts (young people and adults) being more active in volunteering and community service.

The project has generated energy and enthusiasm in Slovak Scout leaders and Rover Scouts. Many are volunteering to organise camps and training courses. Scouts from both communities performed songs in public and a CD has been produced.

“I HAVE WALKED THAT LONG ROAD TO FREEDOM. I HAVE TRIED NOT TO FALTER; I HAVE MADE MISSTEPS ALONG THE WAY. BUT I HAVE DISCOVERED THE SECRET THAT AFTER CLIMBING A GREAT HILL, ONE ONLY FINDS THAT THERE ARE MORE HILLS TO CLIMB. I HAVE TAKEN A MOMENT HERE TO REST, TO STEAL A VIEW OF THE GLORIOUS VISTA THAT SURROUNDS ME, TO LOOK BACK ON THE DISTANCE I HAVE COME. BUT I CAN REST ONLY FOR A MOMENT, FOR WITH FREEDOM COME RESPONSIBILITIES, AND I DARE NOT LINGER, FOR MY LONG WALK IS NOT YET ENDED.”

NELSON MANDELA



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Key concepts

- The symbolic framework as an educational tool also in the Rover Scout section, conveying a vision of the final educational objectives and providing young adults with motivation and energy for growth.
- Revisiting the original symbolic framework proposed by Baden-Powell to young adults in Scouting: Roving.
- Roving as the symbol of finding one's way in life, identifying the alternative futures which are offered and choosing the best "route", the best journey in life.
- The "route" also as a symbol of the need of young adults to travel, to discover new things and new people

1. Introduction

A symbolic framework is a set of elements which represent concepts that Scouting seeks to promote. Symbols are often used to help communicate concepts which may not be familiar to people through inviting them to think beyond the most apparent meaning of things that are already familiar to them. Symbols communicate through an appeal to the imagination and experience - without the need for advanced powers of reasoning or complex language.

A symbolic framework gives a frame in which activities take place, and is a tool in creating a learning environment in Scouting. Use of a symbolic framework encourages young people to imagine. When the imagination is the limit, great things can be achieved. Through symbols and a symbolic framework young people create a sense of belonging and security, and thus makes the learning environment of Scouting a positive totality.

There are a number of challenges facing programme developers and NSO around the world in relation to the symbolic framework. Some of these include:

- Lack of understanding of the concept of and usefulness of symbolic framework.
- Using outdated symbolic frameworks, not meaningful to young people.
- Using the symbolic framework as the aim of Rover Scouting.

In response to these challenges amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- understanding the symbolic framework as an educational tool;
- exploring the use of Rovering as an appropriate symbolic framework; and
- the benefits on using a symbolic framework.

In developing the Rover Scout Programme, NSOs should:

- find a way of implementing a symbolic framework that better adapts to young people in their country;
- explore the topic to extract the values, meanings, concepts that will deliver your message; and
- create the material and symbols required to support this.

“HAD WE CALLED IT WHAT IS WAS, VIZ, A ‘SOCIETY FOR THE PROPAGATION OF MORAL ATTRIBUTES’, THE BOY WOULD NOT EXACTLY HAVE RUSHED FOR IT. BUT TO CALL IT SCOUTING AND GIVE HIM THE CHANCE OF BECOMING AN EMBRYO SCOUT, WAS QUITE ANOTHER PAIR OF SHOES.”

“LESSONS FROM THE ‘VARSITY OF LIFE”, BADEN-POWELL, 1933.



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2. The symbolic framework in Scouting

“The language we use to communicate with each other, for example, is a system of symbols. The words represent realities and enable us to identify, understand and relate them, but they are not realities in themselves. Our ability to function on the basis of a symbolic system enables us to mentally construct or represent reality, even when the content to which the signifier refers is not actually present. The fleur-de-lys is the symbol of Scouting. Its design varies from one NSO to another, and derives from the ancient maps in which it figured in the compass rose pointing North. In the words of Baden-Powell, it represents the “good path that all Scouts should follow”.¹

A symbol is an image or a figure with a certain feature that enables it to represent an object, situation, concept or process.

A symbol becomes a symbol through agreement; in this agreement a meaning, in addition to the one obvious through every-day experience, is given to the symbol. Thus a symbol such as the fleur-de-lis is both a beautiful picture of a white flower on purple background and for us, who know it, WOSM - and all WOSM entails.

A symbolic framework includes elements with a meaning (symbols), e.g. the name of a section (Cub Scout, Scout, Rover Scout), 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 adults in a way that abstract explanations could never do.

The symbolic framework is not an insignificant or imaginary element of the Scout Method. In order for it to be meaningful, in other words to transmit the Movement’s educational proposal, it has to correspond to the deeply rooted needs of young people at each age and to arouse their interest and enthusiasm.

2.1 An educational tool

The symbolic framework in the Rover Scout section should convey a vision of our final objectives and provides young adults with motivation and energy for growth.

Rover Scouting’s aim is to help young adults to develop as happy, healthy and useful citizens of the world.

In “Rovering to Success”, BP wrote:

“Rover Scouts 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 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.

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 Rover Scouts 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.”

By identifying with a model whose qualities the young adult wants to acquire, he or she becomes motivated to surpass him or herself and grow.

Notice how B-P also used symbolism here: “brotherhood of open air and service.”... “hikers on the open road and campers of the woods” ... “able to shift for themselves, but equally able and ready to be of service to others”... “travels to foreign countries and there make your friendships with Brother Rover Scouts of other nationalities” ... “ensuring the future peace of the world through mutual good will”.

“HOPE” IS THE THING WITH FEATHERS-- THAT PERCHES IN THE SOUL-- AND SINGS THE TUNE WITHOUT THE WORDS-- AND NEVER STOPS--AT ALL.”

EMILY DICKENSON



The symbolic framework is an educational tool because:

- Motivation and energy for growth. One can say that the function of identification is the fuel that gives to young adults the motivation and the energy to grow. By identifying themselves with free wanderers able to shift for themselves, but equally able and ready to be of service to others, young people have a model of self-development which is both attractive and meaningful.
- Referential environment for group life, strengthening the sense of belonging to a community: The symbolic framework is a referential environment that underpins the shared life in the Rover community, helping to make everything that we do consistent : a brotherhood of open air and service.
- Giving an attractive way to present Scout purpose and values. The purpose of Scouting is to help the young adults become self-reliant, supportive, responsible and committed people able to participate in building a better world. As Rover Scouts are travellers, explorers of the world, they are led to place the values of Scouting not in the past but within the world as it appears today. It is along the roads of the world, sharing with other people, learning to know and to serve various communities, discovering the beauties of the universe that Rover Scouts will find how the Scout law has a strong meaning for adults as well as for adolescents. Rover Scouts have a common aim – discovering the challenges and opportunities of today’s world; finding a way for contributing to a better world and building one’s life plan – it connects and unifies the meaning of everything in the Rover Scout community.
- Giving cohesion to the activities. In a system of activities in which the young adults are asked what they would like to do before a programme is prepared, that programme often ends up consisting of activities that are very different in nature. The presence of a common goal connects and unifies the meaning of everything that we do.

The four areas that are emphasized³ because they correspond to the specific needs of young adults and form the backbone of the system of activities are directly linked to the Rover Scout symbolic framework. Rovering is:

- 1) Discovering the challenges and opportunities of today’s world: Active travelling and intercultural experiences.
- 2) Finding a way for contributing to a better world: Community Service & the Scouts of the World Award.
- 3) Building one’s life plan: social and economic integration.
- 4) Outdoors activities and life in nature: Adventures in wilderness.

2.2 Encouraging the achievement of personal objectives

As we will see later, the gradual and sequential accumulation of personal experiences from the activities leads to the achievement of the objectives proposed by the Scout Method. The young adults personalize these objectives to adapt them to their needs and aspirations.

This process might run the risk of being dry and scholastic, if it were not part of an adventure that is experienced in the Rover Scout Programme. The symbolic framework can provide a sense of adventure and offers enthusiasm and excitement to the life of a Rover Scout Community.

The game of Scouting is not trivial, however, or a pastime that provides mere sensations. As the symbolic framework represents the type of man or woman we aspire to be, it is directly related to the testimonies of the heroes we meet, to the values of the Scout Law and to the behaviour through which each young adult shows that he or she has achieved the proposed objectives.

The system of progression proposed to Rover Scouts, based on personal plans, which progressively allow building a life plan, is closely linked to and supported by the Rover symbolic framework: finding one's route, opening the road to the future.

Rovering means developing new knowledge, skills and attitudes to be able to play an active role in the world.

The Rover Scout symbolic framework encourages Rover Scouts to learn about change and the future. It helps them to understand that a number of different futures are possible for individuals and for society. It encourages them to have a pro-active attitude and to develop personal plans to shape their own futures.





3. The symbolic framework of the Rover Scout section

The original symbolic framework proposed by Baden-Powell to young adults in Scouting is Rovering. No matter what name you use for your last age section, your symbolic framework should still reflect his original idea of a journey with a purpose.

"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 with by the way."

"Rovering to Success", Baden-Powell

The purpose of the Rover Scout section is to help young adults reach their full potential and make the transition to adulthood. Rovering as a symbolic framework is still very relevant today as it continues to encourage young adults to challenge themselves, to discover and develop their autonomy. It gives them the chance to discover other cultures, lifestyles and horizons and to broaden their experience to the wide world.

3.1 Rovering as a symbolic framework meets the expectations and needs of young adults

Rovering is an adventure which is no longer symbolic or imaginary, since it enables young adults to try out real adult roles. It establishes links of solidarity beyond social, cultural, national or ethnic barriers and encourages social and professional integration. It is an adventure at the heart of real life.

It is clear that the symbolic framework is not an insignificant or imaginary element of the Scout Method. In order for it to be meaningful, in other words to transmit the Movement's educational proposal, it has to correspond to the deeply rooted needs of young people at each age and to arouse their interest and enthusiasm. Otherwise, it won't be effective.

It is clear also that the symbolic frameworks used by a NSO must be adapted to the national culture in order to be meaningful for young adults.

3.2 Becoming independent, finding one's identity

In this stage of their life, young adults must be prepared to take the road and become independent in order to find their own path in life. Rover Scouting helps to do this.

Taking the road is the symbol of this new independence that young adults want to have. They want to test their capabilities and establish their own identity. Rover Scouting symbolises this quest for identity. Young adults embark on initiatives and projects, which are for them paths to finding their own identity.

3.3 Discovering the world

Rover Scouting highlights mobility and all the new things that we can acquire or discover when moving from one place to another; it also matches with the natural wish of young adults to travel and to discover new realities and perspectives.

It is a fact that young adults really want to move, to travel, to discover other places, to meet people from different countries and to find out about their lives, their problems, their hopes, their values. They want to discover international relations, to communicate with other cultures and to prepare themselves to be citizens of the world. In modern society, as in many traditional cultures, young adults like to take to the road and travel to grow in knowledge and wisdom before returning to take up their adult role in their community and find the way, the "route", that they will decide to follow in their lives. Nowadays, with globalisation, it all takes on a new value.

3.4 Being recognised in a useful role and serving the community

Young adults have to find their place in society. They want to discover and play adult roles; they want to have their competencies recognised not only by their friends but also by the broader community.

Through Rover Scout activities, Rover Scouts live new experiences and collect some "tools" that will equip them for the challenges that will come in the future. Thanks to these experiences and these tools, they become more mature, they develop their capabilities and are more able to play an active role in society. This is why Roving is a symbol of self-development and service.

The aim of Scouting is to prepare the individual to be an active and responsible citizen. Rover Scouting, as a final step of Scouting, helps young adults to discover the community and find out how they could play an active role and contribute to its development. This is just what young adults are looking for, sometimes unconsciously.

3.5 Choosing the good route for one's journey in life

Young adults are in a stage of their life where they have to make choices for their future: choice in their studies, vocational choice, choice in their affective relations (love, marriage). Roving is the symbol of finding one's way in life, identifying the alternative futures, which are offered to you and choosing the best "route", the best journey in life. This is why B.P. proposed that Rover Scouts have a walking stick with two branches, symbolizing the alternative futures and the necessity to choose the "good way".



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"LIFE IS SHORT; YET MUCH OF IT IS WASTED BY PEOPLE BECOMING VEGETABLES, AND NOT VERY SATISFIED OR SATISFACTORY VEGETABLES AT THAT. WHEREAS A LITTLE ROAMING ABOUT THIS WONDERFUL GLOBE WHILE THEY ARE ON IT CAN GIVE THEM THAT WIDER OUTLOOK AND THOSE GREATER SYMPATHIES WHICH DEVELOP THE SOUL IN THE INDIVIDUAL AND GOODWILL AND PEACE IN THE WORLD."

"AFRICAN ADVENTURES"
BADEN-POWELL



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4. The Rover Scout symbolic framework is healthy, real, and oriented towards the future

Young adults are easily attracted by symbolic frameworks, which can present several dangers.

It is not easy to be a young adult. Some of them are afraid by the future, they do not know which way they should choose. They may be tempted to find a refuge in an imaginary and regressive world or in a group closed in itself with esoteric language and ceremonies conveying values that are opposed to the values we want young adults discover (e.g. submission to authority and hierarchy versus democracy, magic and irrational versus critical thinking, etc.). This explains the success of some role-plays based on a Middle Age of fiction ("Dungeons and Dragons").

There are several reasons for not retaining the middle age symbolic framework sometimes used in reference to chapter VII of Scouting for Boys: Chivalry of the knights, St. George, the knights' code, etc. Firstly this was proposed by Baden-Powell as an introduction to the Scout Law for a younger age range, the Scout section. Secondly, this is very much linked to the western culture, and does not correspond to the expectations and needs of a large majority of young adults around the world. If we have to refer to Baden-Powell for the symbolic framework of the Rover Scout section, we should simply use the image of **"paddling your own canoe"**, an image put as frontispiece of "Rovering to Success" and explained by the Founder in these terms:

"This picture-chart of your voyage to success shows some of the bigger rocks that you have to look for. They may loom up dark, but don't forget that the sunny spot for which you are aiming lies beyond them, so if you get round them they have got their bright side too. You will find it if only you don't let yourself be carried on to them, but navigate yourself wisely past them. By this I mean two comforting things. There is a bright side to the darkest rock; and there is a reward for being active in working your own success, instead of passively drifting to ruin – you gain "character" as you round each rock and you gain your goal of Happiness in the end.

*N.B – See that star high up in the sky? Hitch your wagon on to that. Take the star as your guide. In other words, "Aim high."*⁴

Therefore it is clear that according to our Founder, the symbolic image of the Rover Scout section is "Rovering to success", i.e. finding one's way in the journey of life towards happiness.

The Rover Scout symbolic framework is not oriented towards the past but towards the future. It encourages young adults to discover the reality of today's world. It is healthy, because it does not close young adults into an esoteric and sectarian language.

5. Symbols of the Rover Scout section

The scarf is the most common symbol of Scouting worldwide. It is just one part of the uniform, which unites Scouts everywhere. It is often perceived that the uniform must still reflect its military background. However, "Military training and discipline are exactly the opposite of what we inculcate in the Scout Movement." as B-P said on a Jamboree in October 1925.

One of the most popular symbols within the Rover Scout section is the "thumbstick" with two prongs, similar to the two paths, which symbolize the decision of the young adult. Baden-Powell says "It is up to you to paddle your own canoe through life."



Symbols could be different in every country, even in every Rover Scout Community, however the important part is that those symbols should, as mentioned before, encourage young adults to discover the reality of today's world and to find their way in the journey of life towards happiness.

During the JOTI 2008 (Jamboree on the Internet) young adults were invited to take part in the World Scout Challenge. One of the questions of the Challenge was related to Rovering: What should be the most important symbol of the Rover Scout section?. Here are some of the answers:

- "The "thumbstick" is one of the symbols that B-P gave to the Rover Scout because the "thumbstick" shows the two paths in our daily-decision making wherein there are two paths to choose from like the ends of the thumbstick." (Rover Scouts from Argentina, Panama, Australia and Philippines)
- "The most important symbol of a Rover Scout for us is a star, because stars can lead our directions or journey in our life. A star is a light which means there is always hope in us because there is hope when the youth are involved."
- "The most important symbol in Rovering should be the fleur-de-lis." (Rover Scouts from Sweden and the United Kingdom)
- "The important symbol of Rovering should be circle..because it would mean that the service of a Rover Scout has no end..."

"AS A ROVER, YOU HAVE TO
REMEMBER THAT IN CROSSING THE
THRESHOLD FROM BOYHOOD INTO
BEING A MAN YOU ARE NO LONGER
LEARNING TO CARRY OUT THE SCOUT
LAW, BUT ARE ACTUALLY USING IT
FOR GUIDANCE OF YOUR CONDUCT IN
LIFE."

BADEN-POWELL



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6. Conclusion

The symbolic framework is a real and important element of the Scout Method. The original idea for Rover Scouts being on a journey with a definite purpose in mind, still works for young adults and can motivate and encourage them to set challenges for themselves.

As an educational tool it encourages young adults to look beyond what is immediately obvious and to be open to recognising many new possibilities. It cloaks the many challenges and tasks they set themselves in an atmosphere of adventure without which they might become tedious and tiresome.

Even if sometimes the symbolic framework is not understood or underestimated, the fact is that it can bring and added-value and educational quality to the things we do in Scouting.

The original symbolic proposed for Rover Scouting keeps its relevance if it seen as the symbol of finding one's way in life, identifying the alternative futures which are offered and choosing the best "route", the best journey in life. The "route" which is can also be seen as a symbol of the need of young adults to travel, to discover new things and new people.

For all this, Rover Scouts are still called to **"Paddle your own canoe"**.

Resources

"Scouting an Educational System". This booklet is intended to help everyone interested in gaining a greater understanding of how Scouting works as an educational system. 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. Find this publication in the online resource area at www.scout.org

"Scouting, and Spiritual Development". This reference document shows how through its principles, method, activities, group life, etc., Scouting creates an atmosphere that is conducive to the search for inner peace and truth. In so doing, Scouting seeks to contribute to the development of young people who are strong in their convictions yet who are open and tolerant, firm in their faith while respectful of the faiths of others - far away from fanaticism. In view of the widespread indifference to religion and invasive materialism, the importance of this is obvious. Find this publication in the online resource area at www.scout.org

"The RAP Toolbox". The Renewed Approach to Programme (RAP) is a new approach in developing youth programmes. It is the approach that the NSO are advised to use in order to update or improve their youth programme. The RAP Toolbox describes the World Programme Policy and introduces the Renewed Approach to Programme in a very simple and comprehensive way. Find this publication in the online resource area at www.scout.org

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ROVER SCOUTS IN ACTION



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Scouts Australia Provide Bushfire Support

A firestorm swept across parts of Australia during February, killing 210 people, destroying more than 2,000 homes and severely damaging over 400,000 hectares of forests and farmland. A combination of a long-term drought, temperatures exceeding 46 degrees Celsius and winds in excess of 100 kilometres per hour created the state of Victoria's 'worst day in history'. The Scouts were quick to respond in engaging with the community to help rebuild the lives of those affected by this natural disaster.

Scout Leaders and Rover Scouts have joined with other community members in providing a great variety of support tasks, engaging more than 280 different people and supplying over 1,800 hours of work within the first month following this disaster. The tasks have included: Staffing donation phones for a fundraising telethon; sorting and relocating donations for the Diamond Creek Relief Centre; finding Scout halls to store donations; helping the Salvation Army sort donations in their warehouses; cleaning up Scout properties, Camp Warringal and the Merri Plains campsite at Whittlesea; and assisting at the Memorial Service in Melbourne.

Unfortunately, some Cub Scouts, Scouts, Scout Leaders and former Scouts died from the extreme fires, whilst others have lost all of their possessions and homes. These Scouting families who were affected by the bushfires are receiving direct support by way of uniforms and equipment and reconstruction of the Scout centres.

“THE MAN WHO IS BLIND TO THE
BEAUTIES OF NATURE HAS MISSED
HALF THE PLEASURE OF LIFE.”

BADEN-POWELL



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Chapter 7 - Nature & Environment

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Key concepts

- “Nature, a club, laboratory and temple” as Baden-Powell described it, and as the favoured setting for Rover Scout activities.
- Environmental concerns and sustainable development.

“FOR THOSE WHO HAVE EYES TO SEE
AND EARS TO HEAR, THE FOREST IS
AT ONCE A LABORATORY, A CLUB
AND A TEMPLE.”

BADEN-POWELL

1. Introduction

Life in nature: activities that take place mainly outdoors, in contact with nature. “Nature, a club, laboratory and temple” as Baden-Powell described it, is the favoured setting for Rover Scout activities.

Life in nature is always a greatly enriching experience. As much because of the way it can challenge each individual to explore their limits and go beyond them, as the way it can shelter them. To live in nature requires understanding the significance of all the decisions made and illustrates the effects of actions in reality. Surviving on their own abilities in nature is a greatly empowering for anyone. Being able to rely on one’s abilities builds self-confidence and self-esteem in young adults.

At a camp, young adults have to carry out together all the tasks vital to daily life: decide their route, choose a campsite and set it up, prepare meals, shelter themselves from bad weather, etc. Young adults love the fact that outdoor and camping activities give them the opportunity to create together, and experience all the aspects of a micro-society on their own scale. Activities in nature are an extraordinary means of socialisation.

At a deeper level, life in nature is in itself a way of discovering the wonders of nature and creation. It allows a young adult to discover “Man’s place in the Universe” and to gain access to the spiritual dimension.¹

There are a number of challenges facing programme developers and NSO around the world in relation to the nature & environment in the Rover Scout section. Some of these include:

- To provide “life in nature” in communities where there are only urban settings as immediate surroundings.
- Access to “safe” areas.
- Using “nature” as an element of the Scout Method and not nearly as an aim.
- A lethargy in some societies that favours indoor technology as the predominant pastime.

In response to these challenges amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- understanding the principles and aims for environment education in Scouting; and
- the importance of nature & environment in the Rover Scout Programme.

In developing the Rover Scout Programme, NSOs should:

- provide opportunities for “life in nature” (adventure in wilderness confronting natural elements);
- explore the concept of nature to get the best from all of its dimensions;
- follow the principles and aims for environmental education in Scouting; and
- provide links between environmental education and the educational objectives.

Here I am camped by a rushing river between forest-clad hills. Heaven is not a vague something somewhere up in the sky, but is right here in this world in your own heart and surroundings.

By a camp fire the mind can open out and receive great thoughts and higher impulses.

The study of nature brings into a harmonious whole the question of the infinite, the historic and the microscopic as part of the Great Creator’s whole. Don’t be content with the what but get to know the why and the how.

If you ever feel hopeless about getting on to success in life from a small beginning remember that even that great strong tree, the oak, began at first as a little acorn, lying on the ground.

Patience has more to do with success than almost any other quality.

As we get into our crabbed old age, we are apt to forget that we were once youngsters.

God has given us a world to live in that is full of beauties and wonders and He has given us not only eyes to see them, but minds to understand them, if we only have the sense to look at them in that light.

Compilation of Baden-Powell’s texts

2. Nature & Environment and the Scout Method

"Nature, as an element of the Scout Method, refers to the immense possibilities that the natural world offers for the development of the young person."² Life in the outdoors and contact with nature have a direct relationship with the purpose of Rover Scouting.

Nature and life in the outdoors are the ideal framework for Rover Scout activities. This is endorsed by WOSM's framework for environmental education in Scouting.³

Rover Scouts who enjoy travelling and exploring the world discover the rich tapestry that nature provides, the best way to get the most from the variety of natural differences is to do so in the company of other Rover Scouts.

For Rover Scouts, life in nature is exciting and rewarding. The scope of adventurous activities may be limited only by their imagination, and resources. Certainly Rover Scouts often follow through to adventurous sports which they may enjoy to a very high level, with others from the Rover Scout Community or outside of it. Rover Scouts also like to take part in challenging activities, pushing themselves and each other, to go further all the time. The other side of this is taking time to see and feel the world as you pass through it. Learning to appreciate and enjoy the natural surroundings, developing a love for nature and wilderness, learning more about the natural order of things and taking time to care about this.

Sustainable development is development that "meets the needs of the present without compromising the ability of future generations to meet their own needs."⁴

Never before in history has it been more important to develop an attitude that contributes to sustainable environmental development because of the necessity to take positive action.

Rover Scouting plays an important role in connecting people with the natural world, especially given the increasing separation of young adults from the natural environment. With nearly 50% of the world's population living in urban environments, it is important to incorporate the 'bigger picture' of the environment, which includes more than just plants, animals and conservation. Rover Scouts should actively engage in educational programmes and make informed choices about the environment, people and society - choices that reflect Scouting's Promise and Law.

"GOD HAS GIVEN US A WORLD
TO LIVE IN THAT IS FULL OF
BEAUTIES AND WONDERS AND HE
HAS GIVEN US NOT ONLY THE
EYES TO SEE THEM, BUT MINDS
TO UNDERSTAND THEM, IF WE ONLY
HAVE THE SENSE TO LOOK AT THEM
IN THAT LIGHT."

BADEN-POWELL



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“HE WHO IS IN HARMONY WITH NATURE
HITS THE MARK WITHOUT EFFORT AND
APPREHENDS THE TRUTH WITHOUT
THINKING.”

CONFUCIUS

3. Environment education and educational objectives

Life in nature provides an ideal setting for the development and achievement of educational objectives in all of the areas of growth.

The benefits of life in the outdoors for the physical development⁵ of young adults are obvious. Such activities help to compensate for the increasingly sedentary life style of young adults. Challenging Rover Scouts to expand their limits and test themselves against and with nature helps to achieve their educational objectives. Spending time in the out of doors, particularly going on expeditions, builds stamina and fitness. Life in nature provides a vital relationship to the natural world, especially amongst the rapidly growing populations who live in metropolitan or urban areas where very often opportunities are lacking for hiking alone or going on canoeing expeditions and camp on highest mountain of the continent.

Perhaps less evident but no less fundamental are the possibilities that life in nature offers for the intellectual development of children and young adults. Nature allows them to enlarge their horizons, to discover the universe in its profound meaning. Animals and plants, in particular, challenge every child's natural inclination to observe, discover and explore. And this habit of observation leads young adults to question, investigate and even carry out genuine research into the multiple facets of the natural world and its interdependence. Finally, the use of the five senses, paramount for life in nature, develops sensibility and flexibility of mind towards the non-evident and consequently educates for creativity and initiative.

The educational importance of nature in the emotional development of young adults cannot be overlooked. To experience the beauty of nature and the sensations it can offer develops emotions and feelings. In the Rover Scout Programme activities in nature can extend from peace and tranquility to producing adrenaline followed by high elation. Through the experience of living in nature, Rover Scouts develop an appreciation and a special bond to the environment and a commitment to its preservation and protection.

Life in nature is very useful for the social development of young adults. Whereas, in town, group problems can be avoided by simply leaving and going home, once out in nature, questions need to be addressed and the small group can become a stronger and more stable entity and the individuals within form stronger relationships. In nature, commercial or 'outside' trappings are forgotten and respect is given based on demonstrated skills and abilities. Facing together a real situation, struggling together to satisfy vital needs, creates a real feeling of cohesion between the group members, a powerful feeling of "togetherness" and brotherhood.

Nature provides an ideal ground for spiritual development of young adults. Life in nature shows how precious and tenuous life can be, and teaches us how fragile the life cycle of the world is. Gaining an understanding of how easy it is to destroy something and how impossible it is to repair it, teaches values and develops respect for nature and others. Nature and the outdoors supply a magnitude of possibilities to appreciate the wonders of creation and man's place in it. Expressing one's Faith and Beliefs can take on a special meaning when enhanced by the elements of nature.

B-P sums up his concept in the following words:

*"Nature knowledge is a step to realizing God. Humility and Reverence... can be gained by commune with Nature: on the Seas, in the Forest, among the Mountains."*⁶

Development of a moral character faces practical and real implications in an outdoor setting where sometimes in nature we can take our life in our hands. Regardless of the amount of organization or preparation we cannot always predict what will happen but must be prepared to react nonetheless. Life in nature confronts young adults with the natural elements and helps them understand themselves, respect themselves and others. Life in the outdoors confronts the young adults with unique situations where they need to trust each other and recognize the need for action.

Rover Scouts "use the forge of the outdoors to temper the steel of youth. But how does the outdoors build character? It does so by creating situations which confront us with the reality of ourselves. The mirror of nature enables us to see ourselves for who we really are. In this way we come to know our strengths and weaknesses, and learn to use the one and work on the other."⁷

In conclusion, nature and the outdoors have always played a key-role in Scouting's methodology. There is no reason, however, to believe that we should not continue to update our methods to ensure that they are responsive to today's youth needs and expectations, in particular, by making full use of nature and the environment as an educational tool in Scouting.



By definition, Scouting is and has always been deeply rooted in the community. The role that Scouting can play in the improvement of the quality of life in society permeates the whole of B-P's writings. And summarizing it, he said in his "last message":

*"Try to leave this world a little better than you found it."*⁸

4. Conclusion

As young adults with responsible attitudes towards nature and the environment Rover Scouts understand the need for mankind to change its habits in order to protect and preserve the world as we know it.

Developing contact with nature in the Rover Scout Community is not just a question of activities, it is also a matter of promoting a simple life style in general and a basic respect all things living. Nature, as an element of the Scout Method, refers to the immense possibilities that the natural world offers for the development of the young adult.⁹

Resources

The World Scout Environment Programme is a collection of tools, resources and initiatives to support the development of environment education in Scouting around the world. The programme is based on a set of environmental principles and aims that provide a foundation for environment education in Scouting. The World Scout Environment Programme provides support for Scouts to engage in environmental education activities, to learn about nature and the environment and to make informed choices about the environment, people and society – choices that reflect Scouting's Promise and Law. More information at www.scout.org/environment

The Scouts of the World Award (SW Award) is a special award showing that a young adult is aware of world issues and has acquired through a voluntary service the necessary experience and skills to become a citizen of the world. The Scouts of the World Award concerns global citizenship-preparation for young adults and emphasises three core-themes which demand understanding, skills and knowledge, for improved life on a small planet: Environment, development or peace. More information at www.scoutsoftheworld.net

"Scouting, and the Environment" As the world enters a new century and a new millennium, the environmental problems facing mankind have moved to centre stage. Being a matter of education, it is a matter which concerns Scouting and is today at the forefront of non-formal educational youth movements all over the world. This is what this reference document is all about. Find this publication in the online resource area at www.scout.org/environment

"Scouting, and Spiritual Development". This reference document shows how through its principles, method, activities, group life, etc., Scouting creates an atmosphere that is conducive to the search for inner peace and truth. In so doing, Scouting seeks to contribute to the development of young people who are strong in their convictions yet who are open and tolerant, firm in their faith while respectful of the faiths of others - far away from fanaticism. In view of the widespread indifference to religion and invasive materialism, the importance of this is obvious. Find this publication in the online resource area at www.scout.org

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Global Development Village Caravan in Mongolia

The Scouts recognised that people’s knowledge of health issues is very low, particularly in the rural areas. There is also a lack of awareness of the relationship between health and the environment. The vulnerability of children and young people and the need to educate the younger generation to change attitudes in the future was also recognised.

Therefore, the Mongolian Scout Association decided they could use the Global Development Village concept to take health and environment

messages into the local communities. As Mongolia is such a vast country without a very developed infrastructure, it was important to physically take the messages to the people – hence the idea of the Global Development Village Caravan.

Rover Scouts organised a bus caravan around the country and took health and environment messages to about 7,000 children and young people in the provinces. They covered a total of 4,500 km over a period of three months.

The following year the Mongolian Rover Scouts teamed up with Australian Rover Scouts to take the Global Development Village Caravan and the important health messages to 5 western and 3 eastern provinces. They travelled 3,900 km and reached more than 10,000 people in the process.

"SOME MEN SEE THINGS AS THEY ARE
AND ASK 'WHY?'; I DARE TO DREAM
OF THINGS THAT NEVER WERE AND ASK
'WHY NOT?'"

GEORGE BERNARD SHAW



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Chapter 8 - Educational objectives and personal progression

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“I WISH YOU ALL THE JOY THAT
YOU CAN WISH.”

WILLIAM SHAKESPEARE
(MERCHANT OF VENICE)



Key concepts

- Educational objectives for Rover Scouts, the ‘final objectives’ of the Scout programme, covering all of the areas of personal development, (social, physical, intellectual, character, emotional and spiritual); Rover Scouts should be well aware of what these objectives are because they are the base of their personal development
- Because “Final Objectives” by their nature are broader in scope, each Rover Scout is helped in defining personal challenges corresponding to each objective.
- The Rover Scouts (because of their age) makes plans for life, which will involve much more than just Scouting life; progression in Rover Scouts must be closely linked to this progression towards adult life.
- The ‘Personal Plan’, developed by each Rover Scout, as a tool to set personal goals based on the educational objectives.
- The 3 individual progression stages in the Rover Scout section: ‘Discovery’, ‘Journey’ & ‘Departure’.

1. Introduction

A vision of every individual being able to realise their abilities, work productively, and make a contribution to their community, is one shared by NSOs, Governments and civic minded groups worldwide.

There are a number of challenges facing programme developers and NSOs around the world with regard to educational objectives and personal progression in the Rover Scout section in relation to working with young adults in this final age-range in Scouting. They may include the following:

- There is no clear definition of the educational purpose and impact of the programme and its activities.
- The educational objectives for the Rover Scouts may be far removed from those of the earlier age sections and so the “leap” from the earlier sections to Rover Scouts is too big.
- Personal progression through educational objectives may present a picture of ‘structured’ or ‘academic’ programmes which Rover Scouts may not find attractive.
- The educational objectives may not be relevant to the young adults in your society today.

In response to these challenges, amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- educational objectives and their key components;
- personal challenges;
- personal plans; and
- the Rover Scout diary and personal timelines.

In developing the Rover Scout Programme, NSOs should:

- define, and include educational objectives for the Rover Scout section, covering the six areas of growth, as an integral part of the programme for the Rover Scout Community;
- ensure the educational objectives are relevant to young adults today; and
- ensure your Rover Scout communities have the opportunity to develop life skills and achieve the educational objectives through a system of personal progression.



2. Educational Objectives

Educational objectives are the outcomes which need to be identified to help Rover Scouts achieve the aim of Scouting.

An educational objective defines a 'result expected' at the end of an educational process, and it is expressed in terms of the new ability to be acquired. It can be new a 'knowledge', a new 'skill', or a new 'attitude/value', all of which contribute to the development of the 'whole' person.

Educational objectives for Rover Scouts, because they are the 'final objectives' of the Scout programme, may be lesser in number and broader in scope in comparison to the objectives of the previous sections.

A good Rover Scout Programme has defined goals. Educational objectives enable you to present these goals clearly, in a measurable way. This is true for all sections, of course, and your Rover Scout Programme will be using the final objectives for your NSO (building on the objectives of the previous sections).

All of your section programme, but particularly the Rover Scouts, require educational objectives that are relevant to 'young people today'. The world we live in is a wonderfully challenging and exciting place. In most cases it is hugely different to the world our parent's grew up in, as many things have changed more in the last 25 years with the digital revolution, than in the previous 150. This 'new world' presents its own challenges to Rover Scouts in their quest to become the best that they can be, and take an active role in improving their own society.

2.1 The full spectrum

In Scouting we aim to contribute to the development of our young adults in what we say are all of the areas of personal growth:

- Social
- Physical
- Intellectual
- Emotional
- Spiritual
- Character development

In Scouting our overall objective for our Rover Scouts is that they will become: autonomous, supportive, responsible and committed individuals.¹

- Autonomous: able to make one's own decisions and to manage one's life.
- Supportive: able to actively care about and for others.
- Responsible: able to assume the consequences of one's decisions, to keep one's commitments and to complete what one undertakes.
- Committed: able to live according to one's values, to support causes or an ideal which one finds important.

The educational objectives and the system of personal progression help Scouting to achieve this.





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2.2 Key components

It is necessary to ensure that your Educational Objectives are formulated correctly, so that they cover all of the areas of personal development and that they reflect a good balance of:

- Knowledge to be acquired or deepened.
- Skills to be learned or improved.
- Attitudes to be developed or reinforced.

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

- Specific – it deals with only one topic and is expressed in clear, precise terms.
- Measurable – You should be able to measure whether you are meeting the objectives or not.
- Attainable – corresponding to the capabilities of the young adults concerned.
- Realistic – achievable under the existing conditions (for example, time, resources).
- Timed - When do you want to achieve the set objectives?

The Rover Scout section educational objectives or 'final objectives' are designed to:

- Describe the educational aim of the Youth Programme offered by your NSO to young adults in the Rover Scout section.
- Develop the framework within which each young person, with the help and advice of the Rover Scout Mentor (see chapter 9), will define, informally, his or her own personal learning objectives as he or she moves through the Rover Scout section.
- Provide a basis for evaluation of personal progress for each individual Rover Scout in each personal development area.
- Build a foundation for the design of high-quality activities that can stimulate Scouting experiences leading to the acquisition of knowledge, skills and attitudes.
- Constitute a set of variables on which the effectiveness of the Youth Programme can be measured.

2.3 Educational objectives - Examples

The following are some examples from a much larger list of educational objectives, or 'final objectives', from the Rover Scout sections of 4 different NSOs:

- To be able to act freely and with creativity in all the aspects of their life according to their personal characteristics.
- To live according to their commitment as a Rover Scout.
- To take care of their own body, being conscious of the benefits contributed from contact with nature and the habit of physical activity, good hygiene and good nutrition.
- To respect and to appreciate the environment, being a guardian of its conservation and an agent of its improvement.
- Chooses his vocation taking into consideration his own aptitudes, possibilities and interests, and values those of others without prejudice.
- Knows, respects and accepts his sexuality and that of others as an expression of love.
- Serves actively in his local community, contributing to the creation of a fair, participative and cooperative society.
- Adheres to spiritual principles, is loyal to the religion which expresses them and accepts the duties resulting from them.

- Know how others can support me in understanding my emotions.
- Be able to identify injustice, inequality or conflict and explore ways of resolving it, and where appropriate play my part in its resolution
- Shows that he values the people and relationships in his daily life
- Before he makes a decision he knows how to gather information, evaluate them, sort them and remember them.
- He values education. He likes to expand his knowledge and he systematically gathers new information. He knows different methods of learning and he knows where to find different resources of information that he needs.
- He is able to work in a team, accept team rules and adhere to the decisions made by an authority or a group. He is able to prepare and responsibly run (lead) an activity (a project) in a team.
- He supports religious tolerance, and is able to openly and positively communicate with everybody, regardless of their religion.
- He is able to independently make decisions and accepts the consequences. He is able to give to others, not only take from them.
- He behaves with assertiveness and initiative, yet pleasantly and not aggressively.

3. Personal progression

It is sometimes said that a Rover Scout Programme should be less structured than the programmes of the younger sections considering that young adults of Rover Scout age respond differently to rules, and often prefer a 'looser', more fluid structure.

A clearly defined framework is however necessary for the progression of the individual. Rover Scouts will have more control over how they choose to progress along their journey in Scouting, but they will also need a structure to guide them, and encouragement to proceed.

Progression in Rover Scouting must be linked closely to progressing to adult life. This means that the Rover Scout is beginning now to make plans for life, which will involve more than just his Scouting life.

The 'Personal Plan' which a young Rover Scout will develop for him/herself, will consider all of the educational objectives for the Rover Scout section, in how they relate to the individual. The Rover Scout's personal plan takes account of the six areas of growth, and is revisited regularly.



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3.1 Three stages of personal progression

In order to enable each Rover Scout to better feel a sense of progression a number of stages should be set. Three stages of personal progression are suggested and could be described as: 'Discovery', 'Journey' & 'Departure'. There should be recognition of the Rover Scout's involvement as part of each stage, this may be acknowledged with the presentation of a badge, certificate, diploma, or perhaps a series of 'pins'. This should be decided by each NSO according to their national needs and traditions, and in line with the symbolic framework of the Rover Scout Programme: Roving.

The "Discovery" stage - Understanding and commitment

When a young adult joins the Rover Scout Community, he/she is invited to assess his/her personal situation and identify some personal challenges corresponding to the various final objectives, with the support of his/her Rover Scout Mentor (see Chapter 9).

The Discovery stage is the time at which a young adult explores what it means to be a Rover Scout and decides if he/she will make his/her Rover Scout Promise/Commitment. At the same time he/she begins to prepare a 'Personal Plan'.

The "Journey" stage - Life in the Rover Scout section

The Personal Plan that a Rover Scout prepares for him/herself will incorporate the educational objectives covering the six areas of growth.

Every Rover will re-assess his/her Personal Plan from time to time, and will 'review' and update it at least once a year. This means the Rover Scout is likely to 'review' and re-visit his/her personal plan and all of the educational objectives a number of times during the life in the Rover Scout Community. The timing of this will depend on the Rover Scout as every individual will be different. Each time this 'review' takes place some symbol of recognition should be awarded to acknowledge the achievement of the Rover Scout.

When the Rover Scout has achieved all the final objectives of the section, through his/her personal plan, it is time to move to 'departure' and the presentation of a personal life plan.

The "Departure" stage - the life plan and the Rover Scout Departure

When the personal assessment shows that a Rover Scout has achieved the majority of his/her third series of personal challenges, it is time to prepare the Rover Scout Departure. This will include a 'Personal Life Plan' which will help him/her to acknowledge all he/she has learned from the Scouting life, and all that s/he wishes to achieve for the future.

The Rover Scout Departure is a ceremony marking the end of the Rover Scout experience. It is a way for the Rover Scout Community to express its confidence and its support to the Rover Scout. The Rover Scout could take a 'token' with him/her, from Scouting life, something that he/she will treasure always.

The Rover Scout Departure is a concrete way to assess the quality of the Scout programme. This quality is indeed measured not by the number of young people joining the Scout Movement, but by the number of young adults leaving the Scout Movement every year from the Rover Scout section, with the motivation and the skills to take part in the development of society.

"BEING HAPPY IS SOMETHING YOU HAVE TO LEARN. I OFTEN SURPRISE MYSELF BY SAYING "WOW, THIS IS IT. I GUESS I'M HAPPY. I GOT A HOME I LOVE. A CAREER THAT I LOVE. I'M EVEN FEELING MORE AND MORE AT PEACE WITH MYSELF." IF THERE'S SOMETHING ELSE TO HAPPINESS, LET ME KNOW. I'M AMBITIOUS FOR THAT TOO."

HARRISON FORD

4. Shaping one's future

Rover Scouting is about individual choices. Here are suggested a number of ways to enable personal progression: personal challenges, personal plan, personal timeline and Rover Scout diary.

4.1 Personal challenges

Because final objectives by their nature are broader in scope than other section objectives, each Rover Scout should be helped in defining personal challenges corresponding to each objective.

A personal challenge, as it's name suggests, needs to be something really personal, and should be identified and formulated by each Rover Scout with the support of a mentor³. The personal challenge will take the form of a task or an action which will help the Rover Scout to gain a better understanding, and develop in the specific way indicated by the objective. The learning comes from the experience of the individual's participation, rather than the action itself, so it is worth remembering that the personal challenges don't always have the anticipated effect.

The role of the mentor is similar to a 'coach', to help the Rover Scout examine the objectives as they apply to them personally, identify their challenges, identify relevant activities to meet the challenges, and help to monitor their progression. Each Rover Scout should choose a mentor for his personal progression; this role can be carried out by someone else in the Rover Scout group, a Rover Scout Advisor, or by someone outside the Rover Scout Community.

4.2 Personal challenges, examples

	Educational objectives	Personal challenge
Physical	To take care of their own body, being conscious of the benefits contributed from contact with nature and the habit of physical activity, good hygiene and good nutrition.	"To practice a sport regularly."
Intellectual	Chooses his vocation taking into consideration his own aptitudes, possibilities and interests, and values those of others without prejudice.	"To analyse my potential, my aptitudes and my interests and develop a more precise plan about my future profession."
Character	Serves actively in his local community, contributing to the creation of a fair, participative and cooperative society	"To become actively involved with a group in my community who work on integration"
Emotional	Knows, respects and accepts his sexuality and that of others as an expression of love.	"To learn more about relations, sexuality and love."
Social	Lives his freedom with concern for others exercising his rights, fulfilling his obligations and defending others' right to do the same.	"To become more assertive in defending my rights and others' rights."
Spiritual	Adheres to spiritual principles, is loyal to the religion which expresses them and accepts the duties resulting from them.	"To develop a personal reflection and review my experiences in order to reach more personally meaningful, individualized beliefs and commitments regarding my faith."



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4.3 Personal plan

A personal plan is an opportunity for Rover Scouts to set up individual goals in an organized, personal way. It can take different shapes and forms, but all of them should include personal challenges to be achieved on the areas of growth. Therefore it is a tool to enhance personal development.

Learn about change and change the future.

For Rover Scouts, personal progression is a way for shaping their future. The role of the Rover Scout Mentor in this process could be:

- 1) To encourage Rover Scouts to set clear personal challenges for themselves, aligned to the educational objectives of the Rover Scout Programme.
- 2) To enable Rover Scouts to see the past, present, and future as a continuum, and encourage their faith in their own ability to influence their future.
- 3) To help Rover Scouts develop and review their personal plan.
- 4) To help Rover Scouts start thinking about their personal life plan⁴

The Rover Scouts should be invited to plan, on a time line, the necessary steps, activities and projects they need to accomplish in order to achieve the challenges they have identified.

4.4 Personal time line⁵

To help put a personal plan together it is important for Rover Scouts to understand their possibilities for the future.

It is quite usual for young adults to live only in the present, without realising that their past experiences have shaped that present, and more importantly, 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, Rover Scouts need to have a vision of what they want to become and plan the actions necessary to achieve this. Every action is achieved by a number of small steps that together will lead to the desired goal.

It is not always possible to shape the future exactly as you wish, as sometimes there are circumstances you have no control over, but there is little chance you will reach your preferred future unless you take the steps necessary to make it a reality.

Rover Scouts need to be proactive about their future, and not reactive. They need a mentor to help them decide where they want to take their lives and examine the steps necessary to make this a reality. For the Rover Scout, 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 is important to be aware that we don't always have complete control over our lives and so it is perhaps useful to consider a 'possible' future also.

There are 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 it needs to also be realistic or it may not be possible to make it a reality.

"I LIKE TO BELIEVE THAT PEOPLE
IN THE LONG RUN ARE GOING TO
DO MORE TO PROMOTE PEACE THAN
OUR GOVERNMENTS. INDEED, I
THINK THAT PEOPLE WANT PEACE
SO MUCH THAT ONE OF THESE DAYS
GOVERNMENTS HAD BETTER GET OUT
OF THE WAY AND LET THEM HAVE
IT."

DWIGHT D. EISENHOWER

4.5 Rover Scout diary

A Rover Scout diary is a very useful tool for the assessment of personal progression. This may also be a web tool. The purpose of the Rover Scout diary is to help organise and record the Rover's choices and actions.

The Rover Scout Diary can include:

- The final educational objectives of the Rover Scout Programme.
- The Rover Scout's chosen personal challenges for each final objective.
- The Rover Scout's personal plan.
- The activities that can meet those challenges; personal activities or projects (developed outside the Rover Scout Community, team and community activities and projects).
- The resources and/or skills needed for the personal plan, and some ideas on where they can be sourced.
- A calendar (time line) where they show the planned activities (to lead to a personal plan).
- Notes about reviewing and assessment.



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5. Conclusion

Personal progression focuses specifically on helping each young person 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 for the Rover Scout section, established according to the knowledge, skills and attitudes that a young adult could reasonably be expected to have gained in the various areas of development by the end of the Rover Scout section.⁶

Personal progression is intended to help the young person to develop the inner motivation to take charge of his or her own development; to progress in his or her own way at his or her own pace in the general direction of the educational objectives of the Rover Scout section; and to recognise the progress made.⁷

The personal progression in the Rover Scout section is based on:

- Identifying personal challenges, for each final objective, with the support of a Rover Scout Mentor.
- Designing a trajectory of personal progression – the personal plan - with the support of a personal diary (time line), going through several projects, activities, and roles planned to meet those challenges.
- Assessment of the development achieved, involves not only the Rover Scout Mentor but also the peers and people outside the the Rover community.
- Using a system of acknowledgment, in order to recognise the achievement of personal objectives/challenges through several personal plans leading towards the establishment of a life plan.
- Building step by step a life plan (a key element of personal identity), which will be finalised and shared with the community at the Rover Scout Departure ceremony.

“WHETHER HUMANITY WILL CONSCIOUSLY FOLLOW THE LAW OF LOVE, I DO NOT KNOW. BUT THAT NEED NOT DISTURB ME. THE LAW WILL WORK JUST AS THE LAW OF GRAVITATION WORKS, WHETHER WE ACCEPT IT OR NOT. THE PERSON WHO DISCOVERED THE LAW OF LOVE WAS A FAR GREATER SCIENTIST THAN ANY OF OUR MODERN SCIENTISTS. ONLY OUR EXPLORATIONS HAVE NOT GONE FAR ENOUGH AND SO IT IS NOT POSSIBLE FOR EVERYONE TO SEE ALL ITS WORKINGS.”

MAHATMA GANDHI



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Resources

"Educational Objectives of the Scout Movement". This document, published by the World Scout Bureau, Interamerican Region, presents a full set of educational objectives for all the age-groupings. These are arranged by growth (development) area and by age-group. Find this publication in the online resource area at www.scout.org

"Scouting an Educational System". This booklet is intended to help everyone interested in gaining a greater understanding of how Scouting works as an educational system. 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. Find this publication in the online resource area at www.scout.org

REFERENCES

- 1 As identified in "The Education of Young People: A Statement at the Dawn of the 21st Century" p. 5. Statement presented by the Chief Executive Officers of five of the world's largest non formal education organizations.
- 2 Idem
- 3 See Chapter "Adult Support" for more information.
- 4 See Annex 5: Personal Time Lines – that shows how Rover Scouts could be trained in order to become able to develop a life plan. It was successfully experienced during the Rover gathering (Sharjah 2005).
- 5 Idem
- 6 Adapted from "Scouting: an Educational System". WOSM, World Scout Bureau
- 7 Idem

ROVER SCOUTS IN ACTION



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Rover Scouts in Costa Rica protecting marine turtles

*The leatherback turtle (*Dermochelys coriacea*) is the largest of all living sea turtles and the fourth largest reptile behind three crocodilians. It can easily be differentiated from other modern sea turtles by its lack of a bony shell. Instead, its carapace is covered by skin and oily flesh. As adults, leatherback turtles can grow as long as six-and-a-half feet (two meters) and weigh up to 2,000 pounds (900 kilograms).*

Adult leatherback turtles are large animals that have few natural predators, however

very few survive to adulthood. The animals are highly endangered due to human threats such as poaching, beach development, and harmful fishing practices. For instance, scientists estimate that less than 5,000 nesting leatherbacks exist in the Pacific Ocean today, a 95 percent drop from 1980. The most vulnerable stages in a leatherback's life are their early life stages at which point they are most vulnerable to predation of all kinds.

Every year Rover Scouts in Costa Rica are helping to protect this marine turtle by working together with other NGOs, communities and Government Organisations. Among other activities, Rover Scouts are responsible to take care of turtle nests, to help "baby" turtles to reach the ocean safely, to protect the turtles during the night and to run awareness campaigns in the communities.

Hundreds of Rover Scouts participated in these projects during the last 10 years, by doing so they helped the turtles to have a safe place to lay their eggs. They have also participated actively in the monitoring of the migration routes of the turtles.

“IT’S NOT ENOUGH TO HAVE LIVED.
WE SHOULD BE DETERMINED TO LIVE
FOR SOMETHING. MAY I SUGGEST
THAT IT BE CREATING JOY FOR
OTHERS, SHARING WHAT WE HAVE FOR
THE BETTERMENT OF PERSONKIND,
BRINGING HOPE TO THE LOST AND
LOVE TO THE LONELY.”

LEO F BUSCAGLIA



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“YOU MAY GIVE THEM YOUR LOVE
 BUT NOT YOUR THOUGHTS, FOR THEY
 HAVE THEIR OWN THOUGHTS.
 YOU MAY HOUSE THEIR BODIES BUT
 NOT THEIR SOULS, FOR THEIR
 SOULS DWELL IN THE HOUSE OF
 TOMORROW, WHICH YOU CANNOT
 VISIT, NOT EVEN IN YOUR DREAMS.
 ... SEEK NOT TO MAKE THEM LIKE
 YOU, FOR LIFE GOES NOT BACKWARD
 NOR TARRIES WITH YESTERDAY.”

“THE PROPHET”, KHLIL GIBRAN.



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Key concepts

- In the Rover Scout section, young adults take all positions of responsibility in the group (Rover Scout Community)
- Adults supporting the Rover Scout section need to function differently than adults in the younger sections
- A Rover Scout Advisor is an adult who supports the Rover Scout Unit as a whole, helping in establishing and maintaining the community and the teams
- A Rover Scout Mentor, in contrast, supports the individual Rover Scout which chooses him/her, thus establishing a voluntary partnership

1. Introduction

The role of adults in the Rover Scout section is to support the Rover Scouts to develop to their full potential in all of the areas of their personalities - to grow into autonomous, supportive, responsible and committed human beings. B-P himself insisted on the fact that each young person should be the primary actor in his/her development. He emphasized the concept of "self-education", defining it in these terms : *"that is what a boy learns for himself... 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."* (B-P, Scouting for Boys).

When it comes to the personal progression of the Rover Scouts, the adults supporting the Rover Scouts section have two main aims. The first aim is to help establish what level of self-education is appropriate for an individual Rover Scout at a certain time, through helping the Rover Scout identify his or her developmental needs, and in partnership with the young person ensure that those needs are met through the Rover Scout Programme. Secondly their role is to help the Rover Scout group to ensure a positive and attractive environment for the collective work.

The key to adult support in the Rover Scout section is voluntary partnership between equal partners. As we know Scouting is not just a movement for young people, it is a movement of young people, supported by adults.

There are a number of challenges facing programme developers and NSOs around the world in relation to Adult Support to the Rover Scout section. Some of these include:

- Some NSOs have moved away from the Rover Scout section, focusing more on the younger age sections. Therefore the younger sections have priority in the allocation of adult resources.
- A shortage of leaders is seen as a necessity to point Rover Scouts in the direction of leadership for the younger sections.
- In some NSOs there is an obvious need to redefine how support to Rover Scouts is organized and how adult leaders are trained to support Rover Scouts.
- Some NSOs have trouble determining the appropriate balance in the relationship with youth members, not enabling Rover Scouts to fully participate in decision-making and all aspects of Scouting, such as programme development.
- The changing world has transformed the transition from youth into adulthood and thus adult support needs to be redefined to meet current needs.
- Declining Rover Scout section membership.

In response to these challenges amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- adult roles in the Rover Scout section (profile of adults in the Rover Scout section);
- approach to intergenerational communication;
- models of adult support in the Rover Scout section; and
- the importance of Rover Scouts completing the youth programme.

In developing the Rover Scout Programme, NSOs should:

- define, support and encourage youth leadership;
- define, support and encourage real partnerships between Rover Scouts and adults on equal terms; and
- define, support and encourage well rounded training for adults becoming Rover Scout Advisors and Rover Scout Mentors.



2. Rover Scouts and Adult Support

The role of the adult changes through each of the sections in the Unit, as the characteristics and abilities of the young people change. In previous sections, the Scout Method leads progressively to more and more youth involvement in decision-making; in the Rover Scout section leadership positions are taken by Rover Scouts. This means that Rover Scouts themselves will take all positions of responsibility with the help of adult advisors and mentors.

The profile and the role of the adult leader in the Rover Scout Community are very specific and different from the junior sections. This is why the "adult leader" is called the "Rover Scout Advisor".

A Rover Scout Advisor is an adult who supports the Rover Scout Unit as a whole, through different functions described below. In addition each Rover Scout should have a Rover Scout Mentor, to support him/her in ways described below. Note that the words Advisor and Mentor are used for the adult roles; in the Rover Scout section, young people are the leaders.

The Rover Scout Advisor and Rover Scout Mentors are to be seen as allies of the young people, walking beside them on their path towards adulthood, instead of dragging them along after them or pushing them before themselves. The intergenerational relationships thus built in Scouting have far-reaching benefits for the Rover Scouts, the adults fortunate enough to participate as well as their communities.

3. Rover Scout Advisor - Stimulating and supporting the Teams and facilitating the Rover Scout Community

3.1 Role of the Rover Scout Advisor

The Rover Scout Advisor have the role to support Rover Scouts to establish and maintain the Rover Scout Community and the Rover Scout teams. The Rover Scout Advisor should be directive by the framework represented by the Rover Scout Community and all its educational elements.

However, the role of the Advisor is also to make the community function in a dynamic way, as a learning organisation.

The role of the Advisor is to:

- Help individuals identify personal challenges and set up personal plans
- Open fields of discovery, action and responsibility
- Help individuals become involved in personal, team and community activities
- Provide opportunities for personal training
- Encourage Rover Scouts to progress and overcome limits
- Help individuals evaluate progress and identify potential
- To liaise with the Rover Scout Mentors

3.2 Responsibility of the Rover Scout Advisor

Answerable for the Mission of Scouting

The Rover Scout Advisor is the "Guardian of the Mission", and is answerable for the Mission of Scouting. He/she is responsible to ensure that the Rover Scout Community is functioning according to the fundamentals of Scouting (principles, aim and method) and implementing the 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 role in society."

Setting an example of Scout values

The Rover Scout Advisor witnesses and promotes the Scout values towards the Rover Scouts. This means that he/she should not hesitate to challenge the Rover Scouts when some individuals, some teams or the Community seem to forget the principles and values of Scouting.





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4. Rover Scout Mentors - Supporting individual Rover Scouts

The Rover Scout Mentor has the role to support Rover Scouts individually. The Rover Scout Mentor is somebody a Rover Scout could choose for her or himself, thus emphasizing the voluntary nature of the partnership involved. Also, depending on the Rover Scout's needs and wishes, the mentor might not necessarily have a background in Scouting.

The role of the Rover Scout Mentor is to:

- Help individuals identify personal challenges and set up personal plans
- Open fields of discovery, action and responsibility
- Help individuals become involved in personal, team and unit activities
- Provide opportunities for personal training
- Encourage to progress and overcome limits
- Help individuals evaluate progress and identify potential

The mentor could be mentor to more than one Rover Scout at the same time.

5. Partnership on equal basis

The partnerships between Rover Scouts and adults are built on a basis of mutual recognition of the value the other partner brings to the game.

In contrast to the younger age sections, Rover Scouts are in many ways equals to their adult leaders. In the words of Veikko Aalberg, a Finnish authority on youth developmental psychiatry, Rover Scouts primarily need to be treated by adults as the equals they are. For a genuine partnership to emerge, adults aspiring to be mentors need to consider their attitudes towards young adults in general and Rover Scouts in particular. Here are some thoughts from Barry Checkoway's article: "Adults as Allies":

"To work with young people successfully, it is necessary to tackle the pervasive existence of adultism. Adultism refers to all of the behaviors and attitudes that flow from the assumption that adults are better than young people, and are entitled to act upon young people in many ways without their agreement.

Except for prisoners and a few other institutionalized groups, young people's lives are more controlled than those of any other group in society. In addition, adults reserve the right to punish, threaten, hit, take away "privileges," and ostracize young people when they consider it beneficial in controlling them or "disciplining" them.

If this were a description of the way a group of adults were treated, society would quickly recognize it as a form of oppression. Adults, however, generally do not consider adultism to be oppressive, because this is the way they themselves were treated as youth; the process has been internalized.

The essence of adultism is that young people are not respected. Instead, they are less important and, in a sense, inferior to adults. They cannot be trusted to develop correctly, so they must be taught, disciplined, harnessed, punished, and guided into the adult world.

Consider how the following statements are essentially disrespectful. What are the assumptions behind each of them? How would a young person hear them?

"You're so smart for 15!"

"When are you going to grow up?"

"Go to your room!"

"You are too old for that!"

"What do you know? You haven't experienced anything!"

"It's just a stage. You'll outgrow it."



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A handy way to determine if a behavior is "adultist" is to consider the following questions: "Would I treat an adult in this way? Would I talk to an adult in this tone of voice?"

*The liberation of young people will require the active participation of adults. A good starting place is to consider and understand how we – today's adults – were mistreated and devalued when we were children and youth, and how we consequently act in adultist ways now."*¹

The Rover Scout Advisor must genuinely respect the ideas and abilities of the Rover Scouts, and must make this constantly clear. In meetings, the role is to draw out the ideas of every member of the group, take them utterly seriously, compliment them, and let them make the decisions themselves. In action, the role is to stand back, let the young people do the work and make the decisions, but provide essential information as needed so they can make informed decisions.

This is not easy for most adults. Most adults fall into authority roles without even noticing it. They consider their opinions and mode of operation to be automatically superior to those of Rover Scouts. The Rover Scout Advisor must be an exception to this pattern.

6. Responsibilities for both Rover Scout Advisors and Rover Scout Mentors

Rover Scout Advisors and Rover Scout Mentors can empower young people through the process of leadership development: "a process which builds on the young person's assets and provide them with experiences that counteract situations of invalidation and inequality."²

6.1 Developing youth empowerment

"Can an adult empower a young person? It is common to view empowerment as a process in which a person or community gives or gets power from another. Such a notion holds that power originates outside the person or community, and is received or taken from another. Another view of empowerment holds that power is a present or potential resource in every person or community. There is always another person or community that can become empowered.

However, the key is for people to recognize and act upon the power or potential power that they already have.

Consider this story: In The Wizard of Oz, the Cowardly Lion asks the Wizard for courage. Eventually, the Wizard gives a ribbon to the Lion, signifying courage. When the Lion looks at the ribbon, he believes he has power; when he feels this way, he also acts this way. But, as the Wizard remarks, "I don't know why people always ask me for what they already have."³

The concept of youth empowerment is central to understand how adult support is to be developed in the Rover Scout Community. Youth empowerment is a process which should begin from a young person's earliest experiences in Scouting, where they begin to develop the necessary skills.

The enabling conditions for "Youth Empowerment" are a peaceful environment of equality, democracy and peace. This doesn't mean passively waiting for stability before beginning to listen to, and invest in, young people. Stability is built by practicing youth empowerment. It is necessary to understand the strengths and weaknesses of young people, to ensure they have the opportunities to develop the skills they need.

Some NSOs believe that they are practising youth involvement or youth empowerment when they are really practising tokenism.

Every Rover Scout has potentially the power to participate and contribute. The Rover Scout Advisors and Rover Scout Mentors should help them discover that they have this power.

However, even in the 21st century young adults, 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 were 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, etc.

Therefore a positive effort is needed to help them discover that they have the power to participate and make a difference. The figure 1 shows the three levels of empowerment which can be observed in any human group.

The task of a Rover Scout Advisor and Rover Scout Mentor is to help young adults to progress from level 1 to level 3. (See Figure 1)

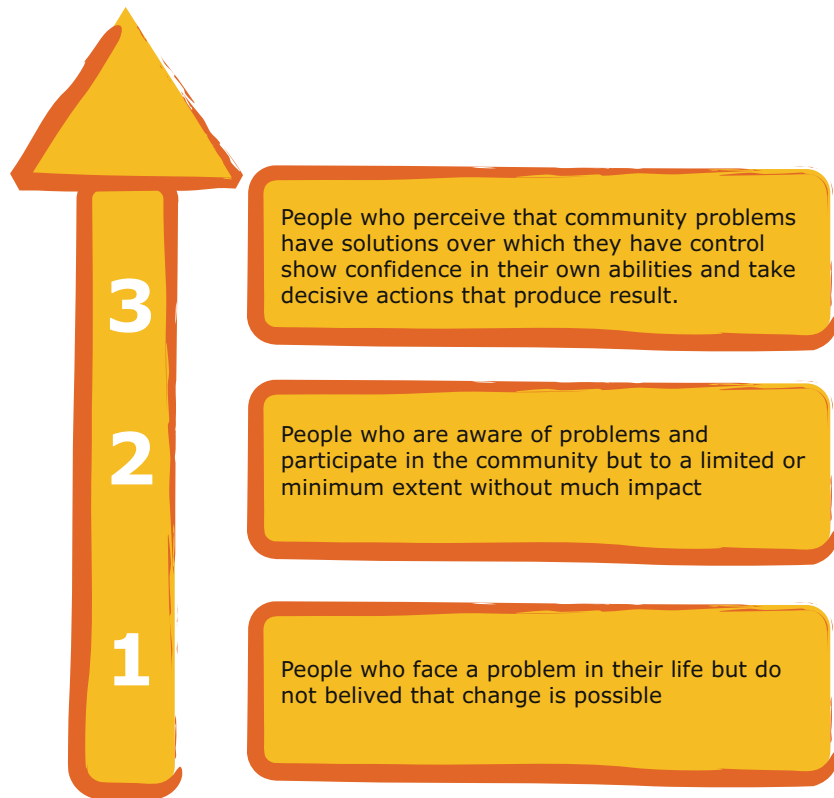


Figure 1 - Levels of empowerment (continuum of change⁴)

6.2 Leadership development

The key elements of leadership development, which Rover Scout Advisors and Rover Scout Mentors have to provide, are⁵:

- **Nurturing relationships:** before taking on responsibility for the well-being of others, we need to feel well-cared for ourselves. We learn best from others who love us. To be successful in our personal development, we need a mentor, a friend, a counsellor supporting and encouraging us.
- **Identifying individual potential:** the potential for leadership is often not obvious. Sometimes, the most aggressive leaders have some negative characteristics associated with their dominance and those who are less outspoken, less popular, less assertive may have a better potential.
- **Emphasizing accomplishments:** the tasks in which young people are involved for the benefit of the unit should have significant and visible results. The Rover Scout Advisor should propose high standards of achievement in order to obtain a clear recognition from the unit.
- **Providing a structure that supports leadership development:** the Rover Scout Community is a miniature society with a variety of leadership roles to practise in, with adult coaching and support from Rover Scout Advisors and the Rover Scout Mentors.



- **Providing learning opportunities:** The experiences that Rover Scouts have in the Rover Scout Community, particularly those which involve constructive thinking, planning, organising, managing, how to define objectives and set up an action plan, how to report, etc., help them develop the skills necessary to be Rover Scout Team Leaders.
- **Broadening the scope of activities:** leadership development should not be limited to experiences in Scouting. Leadership training should be given in a manner which makes it applicable outside the Movement: at school, university, in professional life, and at the service of the society.
- **Involved in real world issues:** Any problem at the level of the local community has a link and often an impact with some global issues. Equally there are global issues which impact on the local reality. Young people must discover this link. Young people should be encouraged not to limit their vision to their own community. Experience starts at home, but vision should go over the borders of the neighbourhood. The international network of the Scout Movement can be used to achieve that objective (Scouts of the World Award, international contacts, twinning, etc.)

7. Profile of adults aspiring to become Rover Scout Advisors or Rover Scout Mentors

It is clear that the roles of the Rover Scout Advisors and Rover Scout Mentors are demanding. Helping young adults become aware of their potential and find their way in life is not a second category task. It requests a profile of adults characterized by some precise qualities.

Men and women becoming Rover Scout Advisors and Rover Scout Mentors should have a certain experience of life. They should have solved for themselves the problems and questions of adolescence. They should have experienced successes and failures without losing their ambition and their optimism. They should have a solid experience of human relationships.

NSOs have a responsibility to provide appropriate training and support to all adult leaders.

Psychologically balanced and mature

Young adults have particular challenges in their life. They may face some difficult circumstances such as affective problems, depression, substance abuse, risky behaviours, etc. They need to find in front of them adults balanced and mature enough to face these kind of problems without panicking or reacting aggressively.

Well established in the adult community

Rover Scout Advisors and Rover Scout Mentors cannot have all the knowledge and skills that young people request for implementing their personal plan or their team/unit projects. In order to play their role successively, Rover Scout Advisors and Rover Scout Mentors need to have a broad range of relations within the adult community enabling them to find the necessary advices, resources, expertise to help young people prepare successful activities.

Able to communicate with young people

Many young people have experienced difficult relationships with adults, within their families, at school/university or at work. Rover Scout Advisors and Rover Scout Mentors should nevertheless be able to establish with them positive relationships, based on trust. They should avoid any popularity-seeking attitudes with young people while being supportive, but challenge their approaches when necessary.

They should not try to appear to have all the qualities and skills when they do not. They should be sincere with young people, admitting their shortcomings, their lack of skills or knowledge and being prepared to embark with young people on finding new ways of working and solving problems together.



“THE HOLY PROPHET MOHAMMED CAME INTO THIS WORLD AND TAUGHT US: ‘THAT MAN IS A MUSLIM WHO NEVER HURTS ANYONE BY WORD OR DEED, BUT WHO WORKS FOR THE BENEFIT AND HAPPINESS OF GOD’S CREATURES. BELIEF IN GOD IS TO LOVE ONE’S FELLOW MEN.’”

ABDUL GHAFFAR KHAN



Keen to learn more and develop their skills

Finally, Rover Scout Advisors and Rover Scout Mentors should be involved in a process of life long learning. They should try to develop their knowledge on the trends of society and on problems that affect young adults. They should be keen to learn more on the needs and characteristics of young people, on the ways to meet them, on the 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 capitalize and develop their expertise and the overall capacity of the Scout Movement to help young adults find their ways in life.

A leader of young people⁶

Are you friendly, responsible, caring and enthusiastic? Are you supportive, 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 Scout Advisor?

This voluntary position involves advising Rover Scouts, 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 Rover Scouting 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 Scout 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 Scout group.

8. Implications for Programme and Training Developers

Turning your NSO around to redefine adult roles and adult support can be a really difficult task: how adults work and think about Scouting is more a question of attitude and values (consider the points about adultism above) than a question of skills or training (although through training a real change is possible). However, most adults in Scouting are really wonderful people, and if you're able to communicate their role such as you see it in your NSO, they will be able to work out many wonderful ways to implement that in real life Scouting.

In programme development there are points to consider; for example:

- Do the tools produced for the young people and the leaders make it possible for the young people and the adult to work together as partners?
- Do they provide enough latitude for the young people to make choices and assume responsibility?
- To what extent, and in what ways, does the adult leader's role - including his or her relationship with the young people - need to evolve so as to correspond to the growing level of maturity of the young people?

A successful Rover Scout Programme needs to be backed up by training for adults. When planning a training scheme there are some areas to be covered, including the following:

- Do the adult leaders truly understand Scouting's educational proposal?
- Are they able to translate the theory into practice in a way that really makes it a multifaceted learning experience for young people?
- What kind of support do leaders need to be able to turn around difficult situations so that they become constructive learning situations for the young people?
- What kind of support do they need to be able to move from the use of ready-made activities to enriching activity ideas that the young people propose?
- What kind of support do they need to be able to fine tune the way in which the group functions so as to provide the young people with the progressively greater room that they need to take initiative and assume responsibility?
- What kind of support do they need to be able to make sure that the routine activities of group life and the relationships within the group provide a rich learning environment?
- These are only a few of the points that could be examined. There are certainly many more.⁷

“THERE ARE LEADERS
THE PEOPLE FEAR.
THERE ARE LEADERS
THE PEOPLE HATE.
THERE ARE LEADERS
THE PEOPLE LOVE.
BUT WHEN THE BEST LEADERS OF
ALL HAVE FINISHED THEIR WORK,
THE PEOPLE SAY, ‘WE DID IT
OURSELVES’.

LAO TZU, CHINESE PHILOSOPHER.





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9. Rover Scouts or Leaders?

One of the most common questions about Rover Scouts exercising leadership outside the Rover Scout Community is regarding Rover Scouts taking the responsibility of leadership in the younger sections in Scouting (e.g. Cub Scouts)

Exercising leadership is one way to meet the educational objectives defined by the young adults in the Rover Scout section. The Rover Scout Programme provides young adults with opportunities to practise leadership skills in positions such as Rover Scout Team Leaders, chairperson of the Rover Scout Community, assisting in younger Scout sections or outside the Movement in other organizations such as Red Cross, etc. However, one of the first priorities is to ensure that the Rover Scouts enjoy the Rover Scout Programme and go through the whole programme.

In relation to Rover Scouts taking on leadership roles in younger sections there are a number of different models adopted by NSOs and each NSO should consider a number of factors before deciding upon its approach to Rover Scouting and leadership opportunities outside the Rover Scout Programme. Some of these factors are:

1. The upper age limit for Rover Scouts.
2. The situation of Rover Scouts in a country – are most Rover Scouts still in full time education or does Rover Scouting attract a range of young people who are also in full time employment.
3. No opportunities for Rover Scouting.

Model 1: Rover Scout not Scout leader

In NSOs that adopt this model they feel it is important to keep a separation between the Rover Scout section and the responsibility of adult Scout leader. Helping the leaders of a Cub-Scout Pack or a Scout troop for a limited period can be a relevant service made by Rover Scouts and may be one option for exercising leadership. Other options could be leadership roles in the community training roles in a school, leadership in a social organization, etc. It should be the option of the young adult to decide where to practice his/her leadership skills, etc. Remember that the mission of Scouting is “to help young people to play a constructive role in society”.

In this model NSOs

- define the upper limit of their Rover Scout section below the age limit for recruiting leaders (if the Rover Scout section ends at 18, Scout leaders should not be recruited before the age of 18; if the Rover Scout section ends at 22, Scout leaders should not be recruited before the age of 22);
- do not recruit Scout leaders before this age.⁸

NSOs see this as a way to ensure better quality programme. By offering an educational programme to 18-22 year olds and by recruiting their leaders only at the age of 22, NSOs ensure that their adult leaders are more mature and more settled. For example, in Italy, AGESCI has discussed the issue of Rover Scouts as leaders (see box below).

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.⁹

Model 2: Rover Scout and a leadership role in Scouting

Some NSOs provide the opportunity for young people to be both Rover Scouts and Leaders in one of the younger sections of the Movement. The young person can be a Rover Scout and be a beneficiary of the Youth Programme, focusing on their personal development and also be a fully warranted leader in a section where they are responsible for delivering the Youth Programme to other young people in Scouting.

In this model it is important to keep the two roles separated and young people need to go through the normal process to become a leader in Scouting. This may consist of interviews with Appointment Committees, providing suitable character references, initial/introductory training and training in child protection and appointment to a specific role in Scouting.

NSOs that adopt this model should clearly separate these roles and it appears that young people, in their transition to adulthood can distinguish between these roles and manage this complexity in their lives.

This is the model used in Australia where Rover Scouts can decide, voluntarily, to be responsible of a younger section, however they should follow the leader training scheme in order to be recognized as a leader of a section.

Model 3: No opportunities for Rover Scouting

Some NSOs do not have a Rover Scout section or equivalent and the Youth Programme stops when young people reach the end of secondary education. While this is a choice for NSOs it seems that a Rover Scout Programme, based on the principles outlined by Baden-Powell and developed to meet the needs of young adults today, as outlined in these guidelines, can offer a rich and rewarding experience for young people as they move from adolescence to adulthood.

Scouting as an global Movement can help young adults link with other Scouts across the world and it provides young people with an opportunity to meet and share with others, learn about different cultures and customs and develop tolerance and understanding. A Rover Scout section can also offer opportunities for personal development that are not possible in younger sections and there is also the opportunity for young adults of this age-group to develop partnerships and undertake more demanding service projects at a different level from younger sections.

In Scouting Ireland, a Programme Development Team was established to develop a new youth programme that is based on: a single progressive programme for all age ranges, relevant to young people today and using the best Scouting methods & practices. For the Rover Scout section, Scouting Ireland proposed a scheme where they are reflecting in the idea that young people of this age are reaching maturity and are preparing for participation in the 'real world'; Rover Scouts are now ready to range further and wider and choose their own direction in life; at the same time reflecting the idea that their journey of growth and personal discovery is not at an end.¹⁰

So, about Rover Scouting and/or Leadership in Scouting – here are some of the key points to consider:

- In order to have a successful Rover Scout section, all young adults in the specified age-range should be encouraged to participate in an educational programme for their personal development. The Rover Scout Programme needs to be well-rounded and meet the educational objectives in all the personal areas of growth, it needs to be challenging and rewarding and truly adapted to the needs and abilities of the young adults living it.
- There should not be an expectation that all Rover Scouts are leaders in younger sections, leadership must be exercised on a voluntary basis.
- Most young people understand the difference between being a Rover Scout and participating in the Youth Programme and focusing on their own personal development and being a leader and providing the Youth Programme for others, supporting their personal development.
- No adult should be accepted as a Scout leader without having been formally appointed to a specific function, according to precise criteria and for a limited period of time subject to evaluation.¹¹





The Rover Scout section should be proposed to all young adults in the Rover age range, which offers them the positions of leadership and responsibilities that they expect.

The three stages for the Rover Scout section try to address this need in a progressive way: In the first stage, young adults are “discovering” Rovering and acquire skills and experience; then they reach a second stage of “Journey” where they can commit themselves to service roles inside the Rover community (Rover Scout Team Leaders for example) or outside (voluntary service within a younger section or within another organisation). Finally, they prepare their ‘Departure’ in order to choose a sustainable commitment either in Scouting (Scout leaders) or in any organisation working for the development of society.

10. Conclusion

In Scouting, adult support involves a voluntary partnership between the adult leader and the young people, both individually and as a group. In this educational partnership¹², the role of the adult leader is to facilitate the process of self-education through the way in which he or she applies Scouting’s Purpose, Principles and Method.

The support provided by adult leaders to young people is of an educational nature - the adult plays a particular role aimed at helping each young person to develop.

The form of the educational support provided in Scouting is different from the other kinds of adult support which are normally present in a young person’s life - for example, parents, a school teacher, or a sports coach. In each case, the reasons why the adult and the young person are in contact with each other are different, the goals sought are different, the nature of the role played is different, the affective relationship is different and the interaction that occurs is different. In short, the educational relationship is different.

The correct application of the Scout Method ensures that Rover Scouts are supported in their development and empowered by the Rover Scout Advisor, and the Rover Scout Mentor.

Resources

“World Adult Resources Handbook”. The World Adult Resources Handbook is to help NSOs design and operate a system for the management, training and development of adult leaders in all functions and at all levels of the Movement. It has been produced by the World Adult Resources Committee. The handbook includes the relevant sections from the earlier International Training Handbook, as well as more recent World Scout Bureau publications on “Adults in Scouting” and “Adult Resource Management”. Find this publication in the online resource area at www.scout.org

“World Adult Resources Policy”. A reference document containing the full text of WOSM’s Policy on Adult Resources as adopted by the 33rd World Scout Conference in Bangkok, 1993. Find this publication in the online resource area at www.scout.org

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ROVER SCOUTS IN ACTION



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“Scouting Tugeda” in the Solomon Islands

Scouting in the Solomon Islands provides the young people of the South-Pacific nation education for life. Australian Scouting sent a team of 42 to run a joint peace project with Scouts from Honiara, a city which has seen significant civil unrest in recent years. These Scouts established a culture of peace and understanding between their two countries, while helping to strengthen the local community.

Rover from Australia developed a project with the Scouts of the Solomon Islands called ‘The Honiara Project’ which saw 44 people travel to Honiara to complete much-needed renovation work on the Red Cross Development Centre, the only school for disabled children in the Solomon Islands at the time.

The first service project was a continuation of the special relationship with the Red Cross Development Centre, and they completed some basic maintenance work inside with the computers, roof and kitchen.

The Rover Scout section in the Solomon Islands hasn’t yet been developed as part of Solomon Islands Scouting. A great number of young

people in this age range in the Solomon Islands don’t have access to a job, and their involvement in the recent civil unrest has highlighted the need for them to have something relevant and productive to do in their spare time. With this in mind, the Rover Scouts in Australia have helped to establish Rover Scouts, Solomon Islands style.

This Project was an amazing project that achieved many things, but perhaps the most important of the team’s achievements is something that can’t be quantified or measured, and of which you will never be able to take an actual photo. Actually living and working with people of a remarkably different culture and background was an amazing and eye-opening experience. Many strong friendships were formed in that short two-weeks, which will last for life. Prejudices were challenged for team members from both countries, and all worked deep in the community, sending a powerful message to the leaders of our two countries.



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“MOST PEOPLE NEVER RUN FAR ENOUGH ON THEIR FIRST WIND TO FIND OUT THEY’VE GOT A SECOND. GIVE YOUR DREAMS ALL YOU’VE GOT AND YOU’LL BE AMAZED AT THE ENERGY THAT COMES OUT OF YOU.”

WILLIAM JAMES



Section 3 - “WHAT”

The 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).

What: The Rover Scout Programme encompasses all activities that young adults in Rover Scouting take part in: camping and outdoors activities, community service and development projects, games, ceremonies, the Scouts of the World Award, etc. All of these must have one thing in common: they must be attractive, challenging and relevant to young adults.

This Section contains one chapter:

- **Chapter 10 - Activities in the Rover Scout section.** Activities provide fun, adventure and challenges for young adults, leading to the development of skills for life. The activities in the Rover Scout section put special focus on active travelling and multicultural experiences, adventures in the wilderness, community service, and social and economic integration.

“As you train yourself in character and efficiency, let your aim all the time be not merely the attainment of position or prospects for yourself; but of the power to do good to other people, for the community. Once you have put yourself in a position to do service for others you have stepped on to the higher rung of the ladder that leads to real success – that is happiness.”

“Rovering to Success”, Baden-Powell

ROVER SCOUTS IN ACTION



The Scouts volunteer their time for 15 days, and receive special training in first aid and communication skills.

The thank-you notes sent by pilgrims they have helped have one common theme: they were lost in a sea of literally millions of people, and then they saw a familiar sight – a young man in a Scout uniform, like they see at home, or like they were once themselves – and they knew they were safe.

Doing a big Good Turn in Saudi Arabia

Every year, almost 3 million pilgrims go to Saudi Arabia for the annual Hajj, the pilgrimage every devout Muslim hopes to make at least once in a lifetime.

As in years past, more than 4,000 Scouts, from throughout the country are on hand to help with providing information, directions, helping lost children rejoin their parents, first-aid, etc. It is probably the single largest annual Scout service project in the world.

“WHAT DOES IT MEAN TO BE A ROVER SCOUT? IT’S ALL ABOUT THE SINCERITY OF HELPING OTHER PEOPLE AT ALL TIMES WITHOUT EXPECTING ANYTHING IN RETURN AND IT’S ALL ABOUT RESPECTING OUR ELDERS, OUR FRIENDS AND MOST ESPECIALLY GOD.”

ROVER SCOUTS PARTICIPANTS IN THE JAMBOREE ON THE INTERNET 2008



© WSB Inc. / Thierry Tourmet

Chapter 10 - Activities in the Rover Scout section

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Key concepts

- Rover Scout activities are very diverse, take various forms and are organised in various settings. However, there are four areas of work which are essential to a Rover Scout Programme, they are:
 1. Active traveling and intercultural experiences
 2. Adventures in wilderness
 3. Community service
 4. Social and economic integration
- The Scouts of the World Award provides educational opportunities to revitalize the Rover Scout programme and complements the four areas of work.

“WAKE UP! GET BUSY! YOU HAVE ONLY THE ONE LIFE-DAY TO LIVE, SO MAKE THE BEST OF EVERY MINUTE OF IT.”

“ROVERING TO SUCCESS”
BADEN-POWELL

1. Introduction

Activities are to a great extent what makes Scouting fun, but it is important that it is “fun with a purpose” especially in the Rover Scout section. Obviously, activities are part of the Rover Scout Programme not only because they are fun, but also because they are useful tools in the Rover Scouts’ development to adulthood.

Activities in the Rover Scout section should include opportunities to deal with issues important to young adults: health, relationships, responsible attitudes to sexual relationships, lifestyles, personal safety, and life-choices. Activities can be designed to provide experiences that enable young adults to be aware of environmental issues and their impact locally and globally, also by a clear adoption of the outdoors life.

The Chapter “Learning by doing” provides the general discussion on what is meant by activities in the Rover Scout section and how they are linked with the educational objectives.

There are a number of challenges facing programme developers and NSOs around the world in relation to appropriate and attractive Activities in the Rover Scout section. Some of these include:

- Some NSOs have moved away from the Rover Scout section, focusing more on activities for the younger age sections.
- Some NSOs don’t recognise the important role of activities in achieving educational aims.
- Some NSOs focus only in activities without seeing the purpose.
- Some NSOs consider the Rover Scout Programme as only the a set of activities.

In response to these challenges amongst other things, this chapter aims to provide you, the programme developer at national level, with information, advice and guidance on:

- the four main areas of work in which the Rover Scout activities fit into;
- using the Scouts of the World Award as an educational tool to revitalize the Rover Scout Programme; and
- examples of Rover Scout activities around the world.

In developing the Rover Scout Programme, NSOs should:

- define, support and encourage diverse and well-rounded activities within the Rover Scout Programme;
- define, support and encourage district and national events for Rover Scouts to set an example for Rover Scout communities and teams;
- ensure that the structure involves the participation of young adults at all stages in the implementation of the programme in their Rover Scout Community;
- enhance the discovery of other cultures and religions along with their own;
- allow the development of a personal adherence to a set of values, namely those related to peace and human understanding;
- give a chance to discover and respond to the needs of the communities, developing partnerships when possible, in a local and at a broader level;
- give a considerable importance to mobility as a form of discovering other ways of living and people and to establish new relationships;
- provide the development of concrete skills related to the role that each person will play in society: self-expression, time management, communication, leadership, co-operation, etc.;
- enable work on long term projects, developing the sharing of responsibilities and co-management attitudes; and
- include understanding and action on global issues.



2. The four areas of work

As explained in the chapter on: "Learning by doing", an activity is a flow of experiences, which offer a young adult the possibility to acquire knowledge, skills and attitudes corresponding to one or more educational objectives. The young adults learn through the experiences they gain from activities.

Rover Scout activities are very diverse, take various forms and are organised in various settings. These various settings and forms contribute to a well-rounded learning experience. Learning in the Rover Scout Programme can be achieved through fixed activities, variable activities and projects. (See Chapter "Learning by doing")

While the Rover Scout Programme should provide young adults with a large variety of activities, it should also put emphasis on activities and experiences able to help young adults face the specific challenges of their age. (see Chapter: "Characteristics and needs of young adults")

Therefore, the Rover Scout Programme should propose to each Rover Scout to implement, during his or her personal progression, four types of activities. They are the four areas of work:

1. Active travelling and intercultural experiences
2. Adventures in wilderness
3. Community Service
4. Social and economic integration

2.1 Active travelling and intercultural experiences

Young adults feel the need to discover other countries and other communities. The symbolic framework of the Rover Scout section recognizes this need. Roving means travelling, exploration and discoveries.

Active travelling should be a common activity in the Rover Scout section. Rover Scouts do not travel like tourists, who are often only interested in conventional touristic ideas and activities. Rover Scouts are active travellers, which means that they are keen to discover how people live in various environments, their culture, their beliefs, and their expectations. Rover Scouts are curious, they want to explore, discover and understand. Active travellers do not cover 1000 kms in one week in air-conditioned cars. They are walking, cycling, sailing or using public transport in order to share the life of the people, interact with them, develop relationships with them and understand them. Active travelling is a way to discover the natural environment, history, way of life and the culture of other people.

Active travelling and intercultural experiences should first be developed at home. Many young people do not know the cultural richness of their own country very well. The first step to loving one's country and to be an active citizen is to know one's own country well. The Rover Scout Programme should provide young people with this experience: discovering the multiple aspects of their own country.

However, in this time of globalisation, it is essential that young people have the opportunity to discover other cultures and experience international/intercultural relationships. The global network of World Scouting should be used as an educational tool. The Rover Scout section should develop as many opportunities as possible for international experiences, such as:

- Youth exchanges between two or several NSOs.
- Twinning with local groups and Rover Scout communities abroad.
- Participation in international events.
- Participation in international programmes, such as those developed within the framework of the Scouts of the World Award (discoveries and voluntary services abroad).



“A PERSON WHO GRADUATED YESTERDAY
AND STOPS STUDYING TODAY IS
UNEDUCATED TOMORROW.”

UNKNOWN



© WSB Inc. / Clan de Rover Scouts C.88-Naucalpan, México.

2.2 Adventures in wilderness

Outdoor activities and life in nature are important elements of the Scout Method. This should not be neglected in the Rover Scout section.

Young adults, who are often involved in many activities, have some difficulties in managing their time and maintaining a good balance in life. Activities in nature – facing natural elements in the wilderness – are essential in order to help them maintain a natural balance and train their bodies to be prepared in any circumstances.

Rover Scouts should develop and retain a taste for the wilderness: hikes in mountains or forests, canoeing, mountaineering, sailing, etc. Also, these activities should give them an understanding of, and a concern for protecting the environment and wildlife and living without wasting resources.

Rover Scouts should regularly undertake long expeditions in the wilderness, in order to face natural elements, challenge their own limitations while managing risks properly, understand the importance of the natural environment, learn from people living in nature, develop their own ability for working in a team and increase their resourcefulness.

2.3 Community Service

“To serve” is the motto proposed by B.P. to the Rover Scout section. This is consistent with the mission of Scouting: “help build a better world...”.

Through their travels and expeditions, Rover Scouts can discover their community, their country and the world around them. They develop a feeling of solidarity with other people, they learn to recognise problems and to understand the causes, this enables them to develop projects to contribute to a positive change.

In involving themselves in serving the community, Rover Scouts should avoid limiting themselves to “good turns”. Emergency services are sometimes necessary, but through community service, Rover Scouts should learn the skills that are necessary for responsible citizenship: critical thinking, problem analysis, problem solving, conflict management, project management, etc.

The Scouts of the World Award provides a good framework for training Rover Scouts for community involvement and responsible citizenship at local, national and international levels.

2.4 Social and economic integration

In many countries, young adults face difficulties in accessing the work market and in preparing themselves for their future family life. The practice of community service prepares young people for citizenship, but preparation for professional life and family life is also very necessary to help them succeed in accessing to adult roles.

The Rover Scout Community should provide various opportunities to help young people find their place in the work market:

- Vocational information cells managed by Rover Scouts in order to collect information on the work market in the region and organize meetings and debates with trade unionists, corporate managers or local employers;
- A system of voluntary services (e.g: Scouts of the World Award) helping young people to learn and experience skills that are essential in professional work: time management, team work, decision-making, etc.
- A system of internships allowing young people to experience various professional frameworks and get better information in order to find their way.
- Support and opportunities for developing income generating projects, in order to experience how real economy works and develop services or products which respond to a community's needs. This kind of project can lead Rover Scouts to develop mini-cooperatives or mini-enterprises and create jobs in countries where young people are facing a lot of difficulties entering into the work market. Some NSOs, with the support of partners, have developed a system of micro-credit and a network of adult tutors to support these initiatives. The Rover Scout section should increase its involvement in this field.



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“THE PROJECTS OF SCOUTS OF THE WORLD, MAY NOT PROVIDE DEFINITIVE CURES FOR THE PROBLEMS OF OUR WORLD, BUT WORKING TOGETHER ACROSS THE GLOBE OUR PROJECTS AND ACTIONS WILL COME TOGETHER TO MAKE A HUGE IMPACT. AS WELL AS WANTING TO MAKE A DIFFERENCE TO THE WORLD, IT HAS HAD A GREAT EMOTIONAL IMPACT ON OUR LIVES AND AS SCOUTING MOVES FORWARD IT SHOWED HOW STRONG THE MOVEMENT CAN BE WHEN IT COMES TOGETHER AND HOW IT CAN PLAY A MAJOR ROLE IN THE FUTURE OF OUR PLANET.”

A ROVER SCOUT FROM UK



© WSB Inc. / Andrés Morales



3. The Scouts of the World Award

The Scouts of the World Award (SW Award) has been launched in order to encourage a stronger involvement of young adults in the development of society by making them more aware of the present world issues and to help NSO revitalise the programme of Rover Scout section. It is open to everyone between the ages of 15 and 26 years, regardless of ability, race, faith or location. It concerns global citizenship-preparation for young adults and emphasises three core-themes demanding understanding, skills and knowledge, for life on a small planet: Peace, Environment, and Development.

It attracts, empowers and engages youth in actions of world importance. That action is based upon universal values - freedom, tolerance, equality, respect for nature and shared responsibility - respected in any culture and enshrined in the UN's Millennium Declaration. Scouting has promoted those same values for over 100 years.

One of the frequent criticism of the Scout Movement is that it is too self-focused. This may seem unfair when considering the overall educational service that we provide to the society.

However, it is true that, being a large organization, we often have the tendency to work in a closed circle, trying to do everything by ourselves. Scouting, as a Movement, must be dynamic and evolve as the world evolves. Thus, Scouting's duty is to address the Millennium Development Goals, global/local issues and to work together with non-Scouts, both for its own benefit and the benefit of the world.

The Scouts of the World Award comprises three steps:

1. **Exploring** ("What is it about?"): active discovery of one or several aspects of the Millennium Development Goals, such as: Hiking with rangers in a forest threatened by pollution; Visiting an ethnic community suffering from prejudices and racism; or Visiting a refugee camp. This could be linked to the area of work "Active travel and intercultural experiences".
2. **Responding** ("What does it mean for me?"): processing the collected information and developing a feeling of personal commitment towards the issue through a process of critical thinking about the causes and the consequences.
3. **Taking action** ("What can I do?"): developing a personal project of action in order to increase community's awareness about the issue and contribute to solving the problem.

The Scout Movement as a part of the society should try to provide the same kind of opportunities to everyone. While in some countries young adults have the privilege to travel, there are other young adults that do not have the same opportunities. The SW Award can offer an international dimension even without involving travel. A "discovery" or "project" can be international through co-operation in different areas, working together with others, learning about global issues and transforming that information in concrete projects at local level. This corresponds to the area of work "Active traveling and intercultural experiences".

The Scouts of the World Award provides opportunities for young people to develop their full potential through voluntary service in their communities worldwide. It affords rare opportunities for young adults to work in multi-cultural international teams. It makes Scouting more attractive as a mechanism for young people to join an international network and make a difference in their communities at the local, national and international level. This is linked to the area of work "Community service".

The Scouts of the World Award should not be considered as a separate programme to be managed by a specific team or requiring the development of specific structures within a NSO. On the contrary, the Scouts of the World Award should be integrated into the programme of the senior section (Rover Scouts), under the responsibility of the National Commissioner or the Director of that section.

The SW Award is open to everyone between the ages of 15 and 26 years, Scouts and non-Scouts. This provides a great opportunity to the NSOs to increase their membership at local and national levels, given the possibility to invite non-Scouts to participate in the Rover Scout Programme, and to encourage them, after completing the Scouts of the World Award, to be part of the Rover Scout section.

A special book call "The Scouts of the World Award – Programme Guidelines" has been developed specifically to help NSOs in implementing the SW Award. For more information please visit: www.scout.org/scoutsoftheworld or ask for a hard copy of the book to the World Scout Bureau.

4. Rover Scout activities around the world

During the 21st World Scout Jamboree, members of the International Service Team, who are Rover Scouts in their countries, were asked to provide information on their Rover Scout activities. A majority of these activities correspond to at least one of the four areas of work explained above. This shows that young adults are already working on these areas and more importantly: these activities correspond to their needs and characteristics as young adults.

Here are a compilation of the activities grouped into the four areas of work:

Active travelling and intercultural experiences

Singapore: "Going to Malaysia for a community project to make the world a better place. Fundraising has already started! It's going to be a hard 3 weeks."

Austria: ""Bundespfingsttreffen" a chance for all rangers/Rover Scouts (16-20) to meet & face an exciting programme throughout 3 days. The method is the Project, with which we plan our activities."

Italy: "Cultural exchange with young people from Sarajevo and reflection on war."

Pakistan: "Perform services for national causes and working in Saudi Arabia in Hajj giving services to pilgrims."

Switzerland: "The PFF is a big OpenAir party for all Rover Scouts, a lot of concerts, fun and happiness."

United Kingdom: "We enjoy doing sports such as climbing, volleyball & kayaking. Members provide service teams at camps and district events. We go on our own camps and there are many opportunities to do international projects and expeditions."





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Adventures in wilderness

- Australia: "Surf Moot, camping on the surf coast of Victoria."
- Brazil: "Brazilian adventure: many activities in the land and the ocean."
- Germany: "Hiking, social activities, climbing, canoeing."
- Israel: "Every summer all the Rover Scouts go out to a 5-9 days summer camp in one of the forests in Israel. We build a lot of pioneering constructions from woods & ropes and live in nature."
- South Africa: "Backpacking in Drakensberg Hiking among the wildlife of Africa. Activities with the different people of the country."

Community services

- Australia, Malaysia & Egypt: "The Scouts of the World Award."
- Chile: "We make too many activities; we help other Scouts and poor communities. We always be prepared for service anyone, anytime and anywhere."
- Guatemala: "Active voluntary services in the community."
- Hong Kong: "Organising blood donation event in Honk Kong Scout Centre is one of many exciting projects every year. Give blood, save life."
- India: "Rover Scouts take voluntary service projects like rescue tasks at times of calamity and also training youngsters in tracking & adventurous activities."
- Italy: "Service projects in a community with severe mentally and physically handicapped people."
- Kenya: "Projects: community service and good turns; helping start and train Scout Units Campaigns against HIV/AIDS; drug abuse; child labour. Environmental conservation activities. Self help projects to deal with poverty eradication (tree nurseries, bee keeping, horticulture, etc). Educational activities on conflict resolution, malaria prevention."
- Mexico: "Rover Scouts are helping the poorest communities. They teach them to write and read to the old people and a lot of young people without economical resources."
- Singapore: "We have made efforts to help the countries affected by the Tsunami by having a nation wide collection."

"WE, THE PEOPLES OF THE UNITED NATIONS, DETERMINED TO SAVE SUCCEEDING GENERATIONS FROM THE SCOURGE OF WAR, WHICH TWICE IN OUR LIFETIME HAS BROUGHT UNTOLD SORROW TO MANKIND, AND TO REAFFIRM FAITH IN FUNDAMENTAL HUMAN RIGHTS, IN THE DIGNITY AND WORTH OF THE HUMAN PERSON, IN THE EQUAL RIGHT OF MEN AND WOMEN AND OF NATIONS LARGE AND SMALL...AND FOR THESE ENDS TO PRACTICE TOLERANCE AND LIVE TOGETHER IN PEACE WITH ONE ANOTHER AS GOOD NEIGHBORS... HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS."

PREAMBLE, CHARTER OF THE UNITED NATIONS.

Social and economic integration

- Belgium: "We run open camps. It's for people who are in minorit groups. We will give them a chance to experience Scouting and to know about us."
- Costa Rica: "Commitment with myself, Scouting and my country. I define my life-project. I share my life-project with my friends in Rovering."
- Curaçao: "Adventures. Becoming independent and organising their own activities with the Scout Promise and Law in mind."

5. Conclusion

While activities are an essential part of Scouting, what makes an activity a Scout activity is not only the subject of the activity (e.g. a hike in nature or a community service), nor even just the fact of having a clear educational objective. From the perspective of Scouting's educational system, activities (i.e. everything young adults do in Scouting, including routine activities such as setting up a camp or packing equipment) are primarily the supporting context in which the Scout Method is put into practice. For example, it is through the activities that young adults progress towards their educational objectives, learn to work in teams, etc.¹

The four areas of work provides a framework for activities that correspond to the needs and characteristics of young adults in the Rover Scout section.

Resources

"The Scouts of the World Award Programme Guidelines". The Scouts of the World Award (SW Award) is a special award showing that a young adult is aware of world issues and has acquired through a voluntary service the necessary experience and skills to become a citizen of the world. The Scouts of the World Award concerns global citizenship-preparation for young adults and emphasises three core-themes which demand understanding, skills and knowledge, for improved life on a small planet: Environment, development or peace. More information at www.scoutsoftheworld.net

"The Rover Commissioners' Resource Kit". 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. Find this publication online at the Resource area in www.scout.org/europe

"Scouting and Peace". The booklet addresses the question, "What is Scouting's contribution to peace?" The question is examined from a historical perspective, then the main facets of Scouting's contribution to peace education are analysed. Find this publication in the online resource area at www.scout.org

"Building Peace Together - 12 Workshops". This publication is to help Scout leaders gain inspiration and ideas from the experiences of the very popular Global Development Villages conducted at recent World Scout Jamborees, and to help leaders organize similar events and activities at local and national levels. Find this publication in the online resource area at www.scout.org

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Final conclusion

Working with adolescents and young adults is still a challenge for a number of NSOs around the world. If Scouting wants to maintain its social relevance and make a difference in people's lives, it has to be able to provide a vibrant, attractive and meaningful programme for this age range.

A Rover Scout Programme is based on the same premise as that of any other programme in Scouting: it involves defining and being aware of the objectives to be achieved; to use the Scout Method (Scouting's unique educational framework) adapted to this age range; and provide a number of relevant and exciting educational activities that enables young adults to develop.

However working with the Rover Scout section is definitely not the same as that of working with any other section. It has its own specificities and challenges but still should be seen as a "normal" section in NSOs because this would mean that an entire spectrum of educational offer was being offered.

To start a Rover Scout section may seem a huge task because it challenges mentalities and involve resources and time. However, it can be achieved with success if some basic principles are kept in mind:

- Set up 'Rover Scout Communities' at the level of one or several local groups in order to offer the Rover Scout Programme everywhere.
- The Rover Scout Programme should emphasize leadership development.
- Positions of leadership within the Rover Scout Community should provide a high level of responsibility. This implies that adult leaders accept to let young adults take all positions of power and responsibility within the Rover Scout section, retaining with for them only a role of an adviser.
- Activities offered to young adults should not be a repetition of those provided to the junior sections. They should respond fully to the needs and expectations of young adults and help them develop a life plan in order to successfully achieve their transition to adulthood.
- The personal progression within the Rover Scout section should be clearly oriented towards preparing young adults to leave the Scout programme at the end of the Rover Scout section, with the motivation and the necessary skills to play a positive and responsible role in society.
- The 'Departure' from the Rover Scout Community should be marked by a ceremony where young adults are invited to express what they have acquired from the Rover Scout Programme and what are their life plan.

By emphasising on working with adolescents and young adults, NSOs make a huge contribution to fulfil the Mission of Scouting and to increase the scope of their action in societies they live in. They will be offering "better Scouting for more young people".

"WHEN ONE DOOR OF HAPPINESS
CLOSES, ANOTHER OPENS; BUT
OFTEN WE LOOK SO LONG AT THE
CLOSED DOOR THAT WE DO NOT SEE
THE ONE WHICH HAS OPENED FOR
US."

HELEN KELLER

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1. Annex: The Programme Cycle

"The patrol system has a great character – training value if it is used right. It leads each boy to see that he has some individual responsibility for the good of his patrol."

"Aids to scoutmastership", Baden-Powell

A tool to ensure participation and build the Rover Scout Community

The "programme cycle" is a tool for participatory planning. It is a way of organising young people's participation in all of the decisions concerning group life. It is also a means of focusing and evaluating personal and collective progression.

The programme cycle should also be practised in younger sections and, particularly in the Rover Scout section; it is a way to initiate the Rover Scouts to the management of a learning organisation. This will be precious for their future professional life.

The programme cycle builds the Community by developing a common sense of purpose, and sharing among all the members the burdens and the benefits of change and exchange.

From individual learning to team learning

In the chapter on "Learning by doing" a framework was presented on how people learn when an active or experiential approach is adopted.

The Programme Cycle is the application of this individual wheel of learning, to a team or a community:

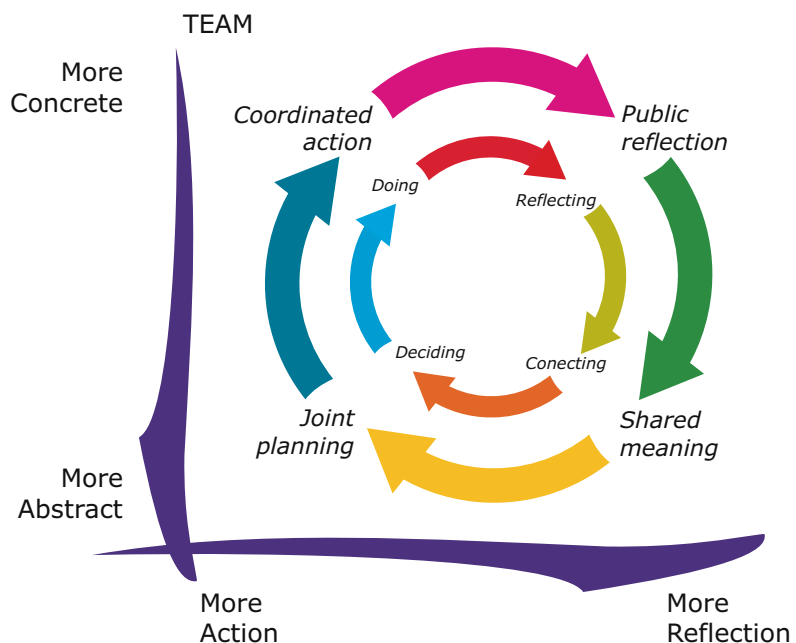


Figure 1 – The team learning wheel¹

- The 'reflection' stage is 'public' because it takes place during a team meeting. Personal progress is evaluated. The teams and the community are assessed.
- The next stage is therefore a shared meaning. A common ground is established. The team can respond to the question "What is it that we know?" and move forward with a common understanding. Establishing the diagnosis of the Teams and the Community, and preparing activity proposals.
- Then comes joint planning or joint design of an action step. Deciding on what the team and community activities will be, organising and planning the activities.

- Finally, there is the co-ordinated action. Joint action is not always necessary. Action can be carried out independently by various members of the team who may work in different functions and locations. This is the main difference between teams of children or teams of adolescents and teams of adults. Rover Scouts, who are young adults, should learn to build adult teams. Developing and evaluating the activities.

A structured process

Life in the Rover Scout Community is a succession of programme cycles. Each cycle involves 4 successive phases:



Figure 2: The programme cycle in the Rover Scout section²

The duration of a programme cycle can last 3-4 months. The first 3 phases of the cycle each last around a week. The 4th phase lasts the rest of the cycle. This does not mean that the first 3 weeks only involve meetings and discussions. Activities can also take place during this time. It is important that the meetings are made dynamic and interesting through games and varied forms of expression.

The various phases of the programme cycle - and particularly the first three - enable Rover Scouts to develop life skills and to become competent in managing a democratic organization.

The programme cycle is an appropriate tool for this consultation process. It makes full use of the 3 'institutions' that enable young people to take part in decision-making and evaluating processes in the Community: the Team Meeting, the Community Council, and the Community Assembly (see figure 2).

Phase 1: Reflecting/Public reflection

The first phase in the cycle has 2 objectives:

- To evaluate personal progress;
- To assess the Teams and the Community.

This phase is essentially done during Team meetings.



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Evaluating personal progress

This involves determining whether each Rover Scout has achieved the educational objectives that they established at the beginning of the previous cycle. The development of an individual Rover Scout is our primary aim, and this is where this development is reflected on and assessed, and the Rover Scout begins to make plans towards deciding 'what next?'

Who does the evaluating?

First, the Rover Scout evaluates himself/herself, with help from the rest of the team. This is why the first body involved in the evaluation process is the Team Council.

Each team meets to share opinions about each person's progress. Each member presents his/her self-evaluation to the others, and the others provide their feedback. It is the role of the Team Leader to ensure a constructive attitude, to encourage the shy members to express themselves and to calm down the more enthusiastic members. Each Rover Scout keeps a record of his/her evaluation results and notes the feedback. The feedback serves to reassess the original self-evaluation.

Assessing the Team and the Community

The assessment involves a general evaluation of how the Team and the Community as a whole function. Do not confuse this assessment with the evaluation of personal progress. The assessment concerns the group, not the individuals.

Examples of questions for the Teams to consider:

- How well did our Team go?
- Are the Team activities interesting?
- How well are the roles being carried out within the Team,
- Have they enabled us to learn new things, new skills?
- How well did the Community go?
- Are the Community activities interesting,
- Have they enabled us to learn new things, new skills?
- How well are the roles being carried out within the Community?
- What were the thoughts and the feelings during the past weeks? How do we find the Team spirit?
- What underlying beliefs seemed to affect the way we handled it?
- Do we see our goals differently now?

In order to be successful, this stage requires specific life skills such as "skilful discussions". Most of the time, when people discuss, they discuss to win. They propose ideas against others' ideas to see whose idea is the strongest. This is a dismal way to conduct teamwork because ideas produced in this way do not get the consideration they deserve. They are judged according to who said them, and whether or not they match conventional wisdom. Instead of just advocating for their own ideas, the members of the group should move to inquiring, e.g. exploring every idea, trying to understand why some people are thinking in a particular way while others are thinking in a different way, taking time to check the meaning behind the words and build common understanding. Balancing advocacy with inquiry makes team reflection much more productive than individual reflection, and avoids misunderstanding, miscommunication and poor decisions.

Phase 2: Connecting, shared meaning

The second phase in the cycle has 3 objectives:

- To recognize personal progress;
- To establish a diagnosis of the Community.
- To establish a strategic proposal for the next Programme Cycle

For this the Community Council meets. This council is usually composed of the Chairman, the Treasurer, the Secretary, the Team Leaders, the Task Group Leaders and the Rover Scout Community Advisor.

Recognising personal progress

Each Team Leader reports on the evaluation of personal progress presented during their Team meeting. Each individual case is discussed. The Council should reach a consensus with the proposals to recognise personal progress.

Establishing the diagnosis of the Community

Each Team Leader reports on the assessment the team and the Community have made during their Team meeting. Then, the Council discusses and reaches an agreement on the diagnosis of the Community. The diagnosis identifies the general situation of the Community: what is the situation of the various Teams? How the various task groups have achieved their objectives? What progress has been made during the cycle that just ended and what progress should be made during the new cycle?

Questions to consider include group life and the general atmosphere:

- the balance between fixed and variable activities/projects;
- the Rover Scouts' level of interest and participation in the activities;
- how educational the activities are;
- how much attention has been paid to each individual's development; and
- what are the relationships between the Rover Scout Community and its environment, etc?

Establishing a strategic proposal for the next programme cycle

Having established the diagnosis of the Community, the Council sets up a strategic proposal aimed at improving the situation during the next programme cycle. This proposal includes:

- A set of educational priorities pointing out the areas of growth, which have been neglected.
- Types of activities that should be developed during the next programme cycle to meet these needs.
- Changes to be implemented in the ways the Teams and the whole Community work.

Each team meets to discuss and analyse the Committee's proposal. The Team Leader presents the priorities and explains the reasoning. Then, he/she opens the discussion.

Based on their discussion, the teams prepare a project to submit to the Assembly. This involves:

- A motto that summarises the values on which the Rover unit should concentrate during the cycle.
- Activity ideas for the unit as a whole.
- Activity ideas for the team.
- Proposals of new knowledge or skills that could be gained during these activities.

Phase 3: Deciding - joint planning

The third phase in the cycle has 4 objectives:

- To assess the needs of the next Programme Cycle
- To set Educational Objectives
- To choose some actions, activities and initiatives
- To establish new task groups
- To award recognition



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Assembly meeting

An Assembly meeting is called. All Rover Scouts are invited. The Chairman reports on the Council meeting. He presents the decisions made by the Council on the recognition of the personal progress. The Chairman then explains the diagnosis and the strategic proposal established by the Council.

Each team presents the team activities that it has decided to carry out as well as its ideas on Community activities. A general discussion enables the Rover Scouts to express their opinions and to make a collective decision. The strategic proposal is approved or amended. A set of Community activities is decided for the next programme cycle. New Task groups are established. New rules are discussed and approved. Team programme activities are acknowledged.

At the end of the Assembly, a festive ceremony is organised to grant Rover Scouts symbols recognising their progression.

Council meeting

Once the Assembly has approved a strategy and a set of activities, the Council, which is the Community's executive body, meets again in order to plan the activities and organise the life of the Community for the programme cycle.

The objectives and outlines of the activities are clarified; the material, human and financial resources are identified; and, finally, a general timetable is established that includes both the Community and team activities.

Phase 4: Doing - coordinated action

The fourth phase in the cycle has 3 objectives

- 1) To run the activities and initiatives according to the timetable.
- 2) To ensure the Rover Scouts have the opportunity to achieve the objectives they have set.
- 3) To have fun.

In accordance with the established timetable, each Team carries out its own activities as well as specific tasks needed to achieve the common project. Task groups temporarily set up manage aspects of the common activities.

The Team activities and the Community activities/projects are coordinated by the Council, which, if needed, may decide to modify the plan of action and the timetable.

A Team evaluation session is held after each activity to see if the objectives have been met.

Once the activities have been decided upon, each Rover is invited to determine his/her personal plan for the cycle. This is done with the help of the Rover's mentor. Personal plans are shared during a Team meeting. Personal objectives are evaluated throughout the activities.

The Rover Scout Community as a Learning organisation

The way the Rover Scouts interact through the team system can transform the Rover Scout Community into a learning organisation.

Peter M. Senge³ defines learning in organizations as the continuous testing of experience, and the transformation of that experience into knowledge – accessible to the whole organization, and relevant to its core purpose.⁴

The Programme Cycle is an effective tool for active participation in the Rover Scout Community, and can provide Rover Scouts with the following development opportunities:

- Learn to form an opinion, express it and make decisions that are coherent with this opinion.
- Practise the basic principle of participation, which is to defend one's opinion while respecting and valuing other people's opinions.
- Learn to develop a project, present and defend it.
- Gain life skills (problem solving, decision-making, planning, etc.).

There are other equally valuable tools suitable for Rover Scouts, such as the 'project method'.

You will also find other tools outside of Scouting, which may help you in this area. John Huskins (1996) describes different degrees of participation in decision making which entails different levels of personal involvement of young people in youth activities. This approach entitled Curriculum Development Model (CDM)⁵ can be applied to the process of progressive involvement of young people in the management of a Youth Initiative, from dependence to independence of the group in the realisation of the project (towards decision making, responsibility, autonomy).

"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 to it strengthens your influence for good with others." Baden-Powell.

2. Annex: Health check your Rover Scout Programme!⁶

When did you last do a health check on your Rover Scout Programme? Use this nine-question test to evaluate your current situation.

Please circle the answer closest to the reality in your NSO, and then add up the points at the end to discover the verdict.

- 1) Through participation in our Rover Scout 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 NSO has in the Rover Scout section...
 - a) ...is bigger than the number of members we have in the earlier age sections
 - b) ...is as big as in the earlier sections
 - c) ...is slightly smaller than in the earlier sections
 - d) ...is much smaller than in the earlier age sections

- 3) Our Rover Scout Programme is...
 - a) ...well used in all of our Rover Scout groups
 - b) ...well used in most of our Rover Scout groups
 - c) ...well used in many of our Rover Scout groups
 - d) ...not well used in our Rover Scout groups

- 4) Rover Scouts in our NSO...
 - 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



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- 5) Our section educational objectives for the Rover Scout age section...
- a) ...are well-worded and used throughout our NSO in training for local Rover Scout leaders and as a basis for all national Rover Scout events, etc.
 - b) ...are used for purposes of the National Rover Scout Programme Committee
 - c) ...are not well-worded, but we do have some idea of what they are
 - d) ...sorry? Our what?
- 6) In our NSO...
- a) ...we check with our Rover Scout groups and Rover Scouts on a regular basis to verify that our Rover Scout Programme meets their needs and that our Rover Scout groups are able to implement it well
 - b) ...we try to check with our Rover Scout groups and Rover Scouts 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 Scout groups are able to implement our Rover Scout Programme well
 - c) ...we get occasional messages from our Rover Scout groups and Rover Scouts on how well our Rover Scout Programme meets their needs and how well our Rover Scout groups are able to implement the programme
 - d) ...we don't really think we need to check with Rover Scout groups or Rover Scouts whether our Rover Scout Programme meets their needs or if our Rover Scout groups are implementing it well.
- 7) Adult support...
- a) ...reaches all our Rover Scouts
 - b) ...reaches most our Rover Scouts
 - c) ...is occasionally offered to our Rover Scouts
 - d) ...is rarely offered to our Rover Scouts.
- 8) The adults who support our Rover Scouts...
- a) ...have almost all participated in the training for Rover Scout leaders we provide
 - b) ...have often participated in our training for Rover Scout 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 NSO...
- a) ...the image of Roving is attractive to Rover Scouts as well as to non-members of Rover Scout age
 - b) ...the image of Roving is attractive to Rover Scouts
 - c) ...the image of Roving isn't attractive to Rover Scouts
 - d) ...we don't really have a Rover Scout 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 Scout section - 0 points)

The verdict!

Less than 30 points: it looks like your NSO might need to work on its Rover Scout Programme – perhaps renewing the programme would be a good idea? Rovering is important, and supporting Rover Scouts to grow up to be active citizens, ready for the challenges of life, is a worthy cause. We are sure you can make it - and here you have the Guidelines for the Rover Scout section to help you!

31–41 points: your Rover Scout Programme is working rather well! All Rover Scout 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 the Guidelines for the Rover Scouts Scout section helpful in the process!

42–45 points: congratulations! You have an excellent Rover Scout 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 Regional or World level to help others create equally excellent Rover Scout Programmes. If you didn't get maximum points, there still might be some room for improvement in order to achieve excellence.

3. Annex: How to identify the needs of young adults and the adults who support them⁷

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 Scout 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 Rover Scouts and the adults who support Rover Scouts need, you will already be promoting the change to come, since the Rover Scouts, the Rover Scout 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 Rover Scouts and adults in your NSO can answer and feel good about their ability to answer.

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 Scout 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.



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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 NSO you'll get a different answer than if you ask a leader active at local level; if you ask a Rover Scout 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 Scout 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 if 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 Rover Scout and Rover Scout 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.

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

4. Annex: Getting the best from your future⁸

Key concepts

1. Alternative futures

A number of different futures are possible both for individuals and for society. The future is not a single, predetermined entity. It can be useful to categorise these alternative futures into possible, probable, and preferable futures.

2. Goal Setting

It is important that Rover Scouts learn to set themselves short and long term goals. This can include the identification of goals, the timeframe over which these goals will be achieved, the knowledge and expertise required, the assisting and resisting factors that may affect the outcome, and any other important information.⁹

3. Choice and empowerment

All people have the responsibility to make conscious and informed choices about the future (at individual and collective levels). Every choice made in the present has an impact that extends over time, helping to create individual and collective change and bring about a certain kind of future. Human beings are not at the mercy of the forces of change, human beings are the forces of change.

4. Reaction and pro-action

One can face the future by waiting for problems or crises to take shape and then reacting to them. It is important to understand that even a person who chooses to do nothing in the face of individual, local, national or global problems has made a choice, which has individual, social, political, and economic consequences.

One can also face the future by being pro-active – by considering current events and trends, anticipating possible outcomes, and taking action either to avert greater problems or promote just, sustainable, and peaceful alternative. This is true both at individual and collective levels.



5. Annex: Rover Scout Workshop: Personal Time Lines¹⁰

Objectives

- To enable Rover Scouts to see the past, present, and future as a continuum.
- To introduce the idea of alternative future
- To help Rover Scouts start thinking about their life plan

Materials

A4 sheets of paper and a pencil for each Rover Scout

Procedure

Step 1

Working individually, Rover Scouts draw a horizontal line that stops half-way across their sheet of paper. They are told that the point farthest to the left represents their birth, and that the point farthest to the right represents the present. Between these two points, they are to plot along the line the major events of their lives to date.

If necessary, the facilitator may suggest what some of these might be – birthdays, moving to a new class in school, birth of siblings, world or national events, moving house, illnesses, starting a new hobby or interest, etc. A sample time line could be drawn on the blackboard (see diagram next page).

Step 2

From the point representing the present, Rover Scouts are then asked to draw two arms of branches (the time line will now look like the letter Y on its side). Each branch represents a different possible future.

The upper branch indicates events that might happen in the Rover Scout's ideal future. The lower branch indicates events that Rover Scouts thinks are likely to be part of their probable future.

Step 3

Each Rover Scout joins another and explains his/her time line. They discuss their alternative futures, any differences between the ideal and the probable future, and why those differences exist.

Step 4

As a group, the Rover Scouts discuss the following questions:

Did anyone include events (past, present, future) that were of a global or national nature, rather than only personal?

Did anyone feel that their ideal future was likely to occur? Why or why not?

What actions would need to be taken in the present in order for the ideal future to become a reality?

Which of these actions could practically be taken?

Follow-up

Rover Scouts consider the types of actions that might be taken in order to bring about their ideal or preferred future. They attempt to write a contract with themselves to do one of these things. The contracts can be posted on a bulletin board.

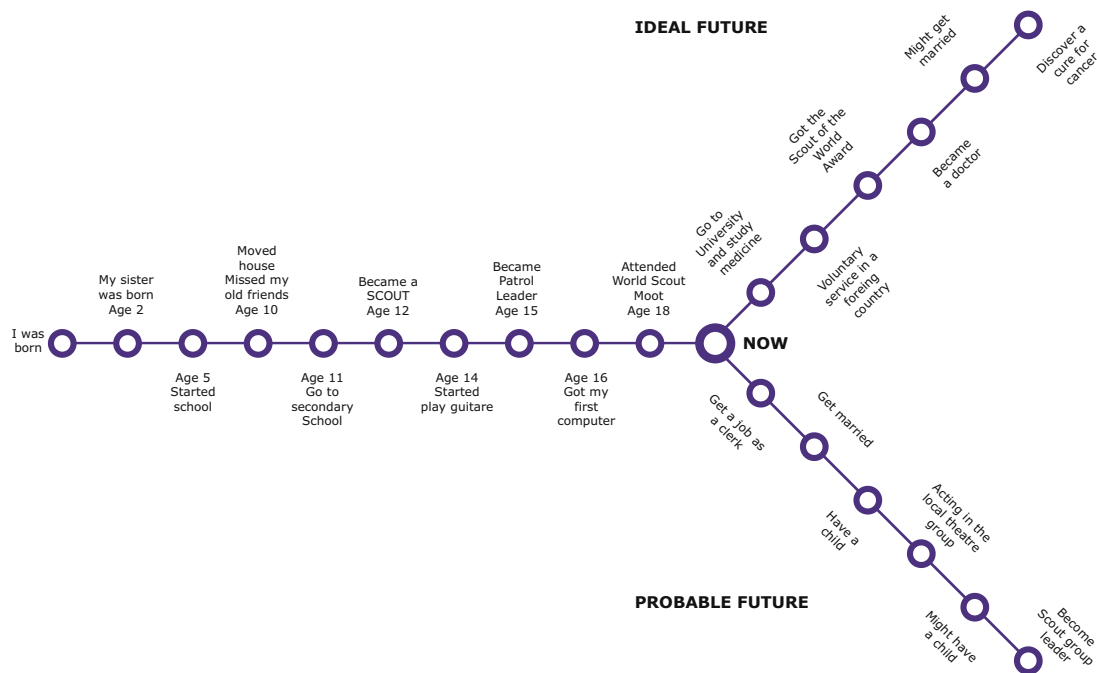


Figure 1 - Example of personal time line

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Glossary¹

A

Ability: mastery of a way of doing something. Requires the capacity to perceive external stimuli and use them to act effectively, gaining in speed and precision. In this book it has been used as a synonym of skill. Among other desirable behaviour patterns, educational objectives usually involve the achievement of a skill (knowing how to do).

Active citizenship: can be defined as citizens taking opportunities to become actively involved in defining and tackling the problems of their communities and improving their quality of life. Citizenship can be more than putting a cross in elections every few years. Individuals are capable of creating a better society through a direct and positive contribution to their communities.²

Adherence to the Promise and Law: an element of the Scout Method which consists of a personal invitation to each young person to make his or her Scout Promise and thus freely undertake, in the presence of the peer group, a commitment to be true to his or her word and do his or her best to keep the Scout Law.

Adolescence: the period or stage in the life of a boy or girl during which sexual and social maturity occurs. This usually begins with the biological changes of puberty and ends with the person's entry to the adult world.

Adult support: in Scouting, adult support involves a voluntary partnership between the adult leader and the young people, both individually and as a group. In this partnership, the role of the Rover Advisor is to facilitate the process of self-education through the way in which he or she applies Scouting's purpose, principles and method. The support provided by the Rover Advisor to young adults is of an educational nature - the Rover advisor plays a particular role aimed at helping each young adult to develop. The nature of the educational support provided in Scouting is different from the other kinds of adult support which are normally present in a young person's life - for example, parents, a school teacher, or a sports coach. In each case, the reasons why the Rover Advisor and the young adult are in contact with each other are different, the goals sought are different, the nature of the role played is different, the affective relationship is different and the interaction that occurs is different. In short, the educational relationship is different. Adult support is part of the Scout Method.

Adulthood: can be defined in terms of biology, psychological adult development, law, personal character, or social status. These different aspects of adulthood are often inconsistent and contradictory. A person may be biologically an adult, and have adult behavioral characteristics but still be treated as a child if they are under the legal age of majority. Conversely one may legally be an adult but possess none of the maturity and responsibility that define adult character. This book defines adulthood as the period after adolescence when a person has acquire the skills and competences to become a responsible adult and an active citizen. These processes are indistinct and depend on the individual.

Age range: in the Rover Scout proposal, the age range is understood as between 18 and 22 years. Educational objectives are established specifically for this age range.

Aim of the Rover Scout Programme: provide young adults with opportunities to undertake their personal development through the six areas of growth, which Scouting recognizes: physical, intellectual, emotional, social, spiritual and character development.

Aim of Scouting: is to promote 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.

Aptitude: an individual's willingness to carry out a particular task or conduct an activity, or skill in doing so.

Assessment by measurement: a form of assessment commonly used in formal education, which consists of comparing a given measure with an established statistical or behavioural standard. Little used in the Rover Scout Unit.

Assessment by observation: a form of assessment which consists of making a value judgement with respect to a qualitative description. To this effect, the young people themselves, the Rover Scout Advisor and other assessment agents observe, listen, analyse, compare and draw conclusions on the information they receive through these channels.

Assessment of personal progress: systematic and ongoing process that forms part of group life in the Rover Scout Unit and which gathers and compiles information in order to improve the young person's participation, raise his or her level of achievement of objectives and determine the extent to which his or her behaviour coincides with or diverges from the proposed objectives.

Assessment/evaluation agents: anyone who is or is likely to be in a position to supply a valid opinion about the development and outcome of an activity or the personal progress of young adults. In the Rover Scout Unit the assessment and evaluation agents are the young people themselves, the Rover Scout Advisor, the parents and other people who are occasionally involved in activities, such as an expert called in to help with a particular subject; or people who are in a position to make value judgements concerning the young people's achievements, such as their teachers.

Attitude: a relatively stable predisposition towards a certain type of behaviour. Generally all educational objectives include, among other desirable behaviour patterns, the development of a particular attitude (knowing how to be).

Autonomy: this is one of the purposes of education and refers to the ability of an individual to govern him or herself, to achieve self-mastery and determine his or her own behaviour.

B

Behaviour: traditionally understood to be the way in which people act and react as observed by other people. Thus defined, behaviour is external and objective, but today the expression is understood in a wider sense, to include the internal processes, such as motivation and purpose, which are associated with its external manifestations.

C

Capacity: aptitude and skill for carrying out a physical or mental act, whether innate or learned. We usually distinguish between general capacities, which are related to all types of tasks but especially in the cognitive or intellectual domain, and specific skills, which have to do with a particular type of task.

Carrying out activities: one of the central phases of the programme cycle, conducted together with assessment, which consists of carrying out the established plan of activities.

Celebrations: term used in this book to refer to both parties and the Rover Scout Unit ceremonies.

Character: one of the growth areas defined in the Rover Scout educational system, which refers to the will to govern our strengths and impulses according to the principles we believe to be correct. Character is what makes our behaviour typical of us.

Competence: ability to carry out determined activities or tasks.

D

Democratic games: simulation games in which the young people play different roles depending on the environment which is being imitated; the main aim is to reach a majority decision on which activities to carry out during the following programme cycle.

Development: evolution of the individual and his or her functions and abilities towards types of behaviour which are considered better. Its scope differs from growth in that development is a process which requires input as opposed to something which just happens, since although it is linked to physical growth, it also involves qualitative aspects. In spite of this difference, however, the two terms are often understood to be the same for the purposes of this book.

E

Educational ability: aptitude and skill for contributing to the education of another person. This is one of the requirements to be a Rover Scout Advisor, especially to work directly with youth programme.

Educational activities: all the activities carried out within or outside the Rover Scout Unit which offer the young person experiences that enable him or her to acquire and practise the type of behaviour envisaged in the respective objective.

Educational agents: individuals, groups, institutions or environments which are involved in the educational process. They may be intentional agents, such as the family and the school; or incidental agents, such as the media, peer groups, etc.

Educational attitude: a predisposition to contribute to the education of others. It comprises a cognitive or intellectual aspect (knowing what we want to teach), an affective aspect (personal involvement and commitment to the educational process) and a reactive component (the ability to react to different situations in an appropriate manner).

Educational emphasis priority: tone or accent which is given to the programme cycle. It is defined by means of a comparison between the analysis conducted of the Rover Scout Unit and the objectives it has set itself. It is a means of moving closer to the vision by strengthening the positive aspects, attenuating or eliminating the negative ones and directing corrective action during the coming programme cycle.

Educational mediation: the action of an educational agent who serves as an intermediary between the person who is learning and that which is being learnt. In Scouting educational mediation refers basically to the action of the Rover Scout Advisor, who oversees the educational value of the activities and establishes personal links which help the young people to achieve their objectives.

Educational objectives: these are generally cognitive abilities, attitudes and skills which the education process is intended to achieve in the individual who is being educated. They are written statements that describe the Movement's purpose, provide the direction to achieve it, and constitute a basis on which progress can be evaluated.

Educational objectives of the Rover Unit: set of knowledge, attitudes and skills, established in accordance with certain final objectives, which young people can and ought to achieve between the ages of 18 and 22. They cover all the growth areas and are worded in language that the young people can readily accept as their own.

Educational proposal of the Scout Movement: a declaration on the nature, principles and Method of Scouting, written for adults and young people. The values proposed for Rover Scouts are expressed in the Scout Law.

Educational system: in the broadest sense, an educational system is understood to be the institutional synthesis of the legal and pedagogical principles of those governing a State. In a more concrete sense, it is the particular and objective way in which a country plans and conducts the education of its people at a given point in its history. In this book, the term refers to Scouting's educational proposal in its entirety, which comprises the mission, the principles, the Scout Method and the programme of activities.

Elements of the Scout Method: the key elements are: a law and promise, learning by doing, a team system, a symbolic framework, personal progression, nature and adult support. See Scout Method.

Empathy: the ability to feel oneself what another person is feeling, and thus understand both the person and the feeling by "putting oneself in someone else's shoes".

Empowerment: see youth empowerment.

Evaluation of activities: observation of the development and outcome of an activity in order to establish whether it could be conducted better and whether the objectives set in advance have been achieved.

Evaluation/assessment: systematic and ongoing activity, the main purpose of which is to gather information on the educational process, in order to enhance that process and raise the quality of learning on the part of the young adults. It may refer to the young person (assessment of personal development); to the instrument (evaluation of the activities); or to the Rover Scout Advisor (performance assessment).

Experience: the perceptions that young people have when they take part in educational activities. Usually repeated, the experience enables them to acquire and practise the type of behaviour (knowledge, attitude or skill) envisaged in the respective educational objective. Personal experience is a key concept in the Scout educational system, based on learning by doing. This is the way the term is intended to be understood in this book.

External activities: those activities which young adults carry out outside the environment of the Rover Scout teams or Rover Scout Unit and which have no direct link with its programme of activities.

F

Final objectives: these describe the types of behaviour that young people may expect to have attained in each growth area when the time comes to leave Scouting at the age of about 22. They are “final” in terms of what Scouting can offer, but they are not final for the person, because we continue to learn throughout our lives. The final objectives are based on Scouting’s educational proposal and are the concrete, detailed expression of its profile on leaving.

Fixed activities: those which need to be carried out continually, always in much the same way, to create the environment envisaged by the Scout Method. Fixed activities in the Rover Unit include camps, explorations, the regular meetings and the ceremonies.

Formal education: is the hierarchically structured, chronologically graded, educational system running from primary through to tertiary institutions.

Formal group: a group that is deliberately created by the authority of an organization to carry forward objectives that are predefined by the organization, in order to achieve its goals.

Fundamental principles of the Scout Movement: 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 organization of WOSM.

G

Gang: although the word is also used to refer to groups that assemble for criminal or illicit purposes, one of its meanings refers to the informal group of friends who meet to enjoy their friendship and give each other support.

Group: in terms of organizational theory, a group is understood to be a set of individuals within which the behaviour or performance of one is influenced by the behaviour or performance of the rest.

Group life: atmosphere in the Rover Unit, created by the activities that are carried out and the relationship that grows up among its members. It is a function of the degree to which the elements of the Scout Method are applied.

Growth: term used in the biological sense to refer to the quantitative aspects of the increase in body mass as an individual passes through the successive stages from birth to maturity. In many parts of this book the expression has been used as a synonym of development, although development is wider in meaning.

Growth area: each of the dimensions of the personality which together form the totality of the human being. They are approached separately for the methodological purposes of Scouting’s educational proposal. The growth areas are: physical development, character development, intellectual development, emotional development, social development and spiritual development.



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H

Holistic/integrated development: one of the purposes of Scouting, which is aimed at the simultaneous and balanced development of all the areas of children's and young people's personality, providing opportunities for the personality to unfold fully in all dimensions.

I

Identity: in Latin, this word meant nature of what is the same, i.e. not having differences or variations. In psychological terms identity refers to being oneself, to being what we say we are. It implies constancy in one's self-awareness in different situations and over time: acknowledgment that the self that was present at a different time or in a different place is the same as the self here and now.

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.

Informal group: a group which grows out of individual efforts and develops around shared interests and friendship, rather than for an intentional purpose.

Informal group rules: the standards that the members of the group share and that are important to them. These rules are usually established to take into account those aspects that are most significant for the members. They are passed on verbally and not in written form; they are not explicitly defined but are nevertheless somehow known to the entire group. The main rules present in almost all young peer groups include standards that encourage mutual trust based on truth, loyalty and commitment among the members.

Internal structure of the Rover Scout Team: one of the elements related to the informal group's own identity. The internal structure, which develops spontaneously and is in constant flux, refers to the model of relationship between the different positions within the group.

Investiture: ceremony to formally recognize a young person's entry into the Rover Scout Unit, at which he or she is given the neckerchief as a symbol of the Group and of belonging to the Scout Movement.

K

Knowledge: used in this book in the pedagogical sense, meaning acquired understanding of something real which through the act of learning passes from unknown to known. Generally all educational objectives contain, among other types of desirable behaviour, the attainment of knowledge. Everything in this domain is referred to as cognitive.

L

Last age section: is where we can do the most to help fulfill the mission of Scouting, and to equip Rover Scouts with the skills they will need in adult life. It marks the end of their Scouting career as a young person.

Leaders: see Rover Scout leaders.

Learning: the process by which an individual assimilates contents, acquires practical skills, changes an attitude or adopts new strategies of action and/or acquisition of knowledge.

Learning by doing: an element of the Scout Method which refers to active education, through which young people learn for themselves, by observation, discovery, doing things, innovating and experimenting. Learning by doing: reflects Scouting's active approach to education. In other words, young people are helped to develop through opportunities for concrete, "hands-on" experience as opposed to passively listening to a lecture or watching a demonstration.

Life in nature: this is one of Scouting's principles and also an element of the Method. As a principle, it is an invitation to children and young people to make the outdoors part of their personal lifestyle, and to make a commitment to help conserve, maintain and renew the natural world. But the Scout Method also considers life in the outdoors to be an educational tool, as it enables young people to discover the world, develop their bodies, exercise their freedom in their own way, use their creative skills, discover and marvel at Creation and enjoy other educational benefits which would be difficult to experience in any other way.

M

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Marrakech Charter: International symposium on "Scouting: Youth without Borders, Partnership and Solidarity", Marrakech, Morocco. 440 participants representing 118 NSOs from 94 countries. Adoption of the Marrakech Charter to enhance partnership. More information at www.scout.org

Maturing: the appearance of specific biologically determined morphological and behavioural changes which are not linked to any learning process. The interaction between maturing and learning result in development. However, young people's quantitative and qualitative progress towards maturity has been approached here as a single concept denoted by the terms of growth, development and progress.

Maturity: refers to a pattern of the development process, and is commonly used to mean an ultimate state of personal realization. It is applicable to the individual as a whole referring to the mature personality; to particular dimensions of the individual, such as social maturity; or to functions or skills, such as reading maturity. In this book it has been used mostly to refer to the affective dimension, when we speak about balance and emotional maturity.

Mission of Scouting: is to contribute to the education of young people through a value system based on the personal, social and spiritual principles enshrined in 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 means of the Scout Method, which makes each individual the principal agent in his or her development as a self-reliant, supportive, responsible and committed person.

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.

Moral conscience: uniquely human faculty which enables men and women to distinguish right and wrong and implies the perception of ethical rules and values that steer their actions and life's plan.

Motivation: set of variables that activate behaviour and/or steer it in a given direction to achieve an objective.

Motto: a phrase which encapsulates the Promise and reminds the young people of it. "To serve" is the motto proposed by B.P. to the Rover Scout section.

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 organized activities working towards an objective. A movement thus implies both an objective to be achieved and some type of organization to ensure this. The Scout Movement comprises NSO to which the individual members belong. The individual members are the young people that Scouting serves and adults who join in order to contribute to the development of Scouting's youth members. The unity of the Movement is ensured by the World Organization of the Scout Movement which serves recognised NSOs.

N

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Nature: refers to the natural environment – the woods, the plains, the sea, the mountains, the desert - as opposed to artificially created environments, such as the school yard, concrete campsites and crowded cities. Nature also refers to what Baden-Powell called the "harmonious whole" of the "infinite, the historic and the microscopic", and humankind's place in it. Nature, as an element of the Scout Method, refers to the immense possibilities that the natural world offers for the development of the young person.

Need for affiliation: is the need of all human beings which is manifested as a desire to feel part of a group and be acknowledged by it.

Non-formal education: educational activity which works independently of the formal education system or in parallel with it. Its purpose may be the shaping of a certain aspect of the individual's life, the harmonious development of all the aspects of the personality or the acquisition of skills for professional and social development, generally through active learning processes and with an emphasis on personal relationships. Non-formal education consists of organized educational activities outside the established formal system intended to provide an identifiable learning clientele with identifiable learning objectives.

NSO: National Scout Organization

O

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Objective: in the general sense, the purposeful and intentional nature of all human activity which is directed, to a greater or lesser degree, at the achievement of a result. Educational activities cannot conceivably be undertaken without defining the objectives they are intended to achieve.

Objectives of an activity: specific results, mostly observable, which an activity is expected to generate, both in terms of concrete outputs and in terms of the behaviour that the children acquire as a consequence of taking part in them.

Ongoing education: part of Scouting's mission which involves promoting individual learning, self-teaching and constantly trying to do our best, in the belief that we learn constantly throughout our entire lives.

Organization of activities: organizing the activities into a coherent calendar for a programme cycle. A balance needs to be struck between the growth areas, between fixed and variable activities and between short, medium and long duration activities.



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Own identity: one of the elements of the informal group, along with voluntary formation and long-term nature. Refers to the awareness that the “way the group is” must remain constant over time and in different situations.

P

Permanent Teams: a group of Rover Scouts, who develop activities and projects together, share their experience, reflect together and assess their personal plan.

Personal educational objectives: these are the Rover Unit educational objectives once the young person has personalized them, by understanding, adapting and adding to them.

Personal progression: focuses specifically on helping each young person 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 NSO 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.

Physical development: one of the growth areas defined in the Rover educational system, which refers to individual responsibility for the development and functioning of one’s own body.

Preparation of activities: the preparations needed to carry out an activity on a given date. The tasks vary according to the type of activity, but usually include appointing someone to be responsible for the activity, determining how the participants will be motivated, preparing the venue, considering the various stages of the activity and its possible variations, and obtaining materials.

Principles of Scouting: a frame of reference of essential Scouting values which comprise its ideology and form the basis of the educational proposal. Wherever they may be, Rover Scouts are actively committed to the principles (i.e. the values) on which Scouting is founded, which form both the basis of the code of ethics which governs the Movement as a whole and a personal code of living to which each member adheres. These principles are about a person’s active and constructive commitment to the spiritual values of life, to society and to oneself.

Programme cycle: period of approximately three to four months, in which the progress of the Unit is analysed; activities are selected, organized, carried out and evaluated; and the young people’s personal development is assessed and acknowledged. See Annex: “Programme Cycle”.

Progress stages: stages which recognize a young person’s progress, on the basis of achievement of their personal objectives.

Progressive scheme: Progression in Rover Scouts must be linked closely to progressing to adult life. This means that the Rover is beginning now to make plans for life, which will involve more than just his Scouting life. The ‘Personal Plan’ which a young Rover Scout will develop for him/herself, will consider all of the educational objectives for the Section, in how they relate to the individual. The Rover Scout’s Personal Plan takes account of the six areas of growth, and is revisited regularly. See Chapter “Educational objectives & personal progression”.

Project in the programme of activities: a project is a set of activities that form part of a wider, usually long-term initiative, in which the Rover Scouts undertake different activities that work together towards a common objective.

Promise: See Scout Promise.

Purpose of the Rover Scout section: to help the transition from adolescence to adulthood and support young adults, young women and men, in the final phase of their integration in adult society. This is linked to the purpose of Scouting.

Purpose of Scouting: the central objective of Scouting, or mission, which consists of the holistic development and ongoing education of young people, helping them to become self-reliant, supportive, responsible and committed individuals able to participate in building a better world.

R

RAP: the Renewed Approach to Programme. More information at www.scout.org

Role: this denotes the set of behavioural expectations that an individual is called upon to meet in a particular situation or in association with his or her status. It may refer to the behaviour that others expect of a person in a given role (expected role); to the behaviour that the person who has a given role believes he or she ought to exhibit (perceived role); or to the behaviour actually exhibited by the person who performs a given role (represented role).

Rover Scout: a young adult member of the last age section (Rover Scout section) in Scouting.

Rover Scout Advisor: is an adult who supports the Rover Scout Unit as a whole. The Rover Scout Advisor have the role to support Rover Scouts to establish and maintain the Rover Scout Community and the Rover Scout teams. The Rover Scout Advisor should be directive by the framework represented by the Rover Scout Community and all its educational elements. See Chapter "Adult support".

Rover Scout Community: is the Rover Scout Unit. It is composed of several Rover Scout teams. It is recommended that it belongs to a local Scout Group as its mission is to deliver the Rover Scout Programme to all young people aged between 18 and 22, to cater for the young adults from that Scout Group and the local community, and because it is good for young Scouts to have something to aspire to. See Chapter "Team System".

Rover Scout Community Assembly: gathers all the Rover Scouts of a Rover Scout Community and it is the place for the big decisions. See Chapter "Team System".

Rover Scout Council: is the Executive Body of the Rover Scout Community. It is formed of all the Rover Scout Team Leaders assisted by the Rover Scout Advisor. The Rover Scout Council has regular meetings (at least one per month); it is in charge of organising the Rover Scout Community life, following the work of the teams and the task groups and taking all the management and planning decisions.

Rover Scout Mentor: have the role to support Rover Scouts individually. The Rover Scout Mentor is somebody a Rover Scout could choose for her or himself, thus emphasizing the voluntary nature of the partnership involved. Also, depending on the Rover Scouts needs and wishes, the Rover Scout Mentor might not necessarily have a background in Scouting. See Chapter "Adult Support".

Rover Scout leaders: the role of the adult changes through each of the sections in the Unit, as the characteristics and abilities of the young people change. In previous sections, the Scout Method leads progressively to more and more youth involvement in decision-making; in the Rover Scout section leadership positions are taken by Rover Scouts. This means that Rover Scouts themselves, with the help of adult advisors and mentors, will take all positions of responsibility. Therefore Rover Scout leaders refers to those Rover Scouts who take responsibilities within the Rover Scout Community: Chairperson of the Rover Scout Community, Rover Scout Team Leaders, secretary, treasurer, task group co-ordinators, etc.

Rover Scout Team Leaders: the Rover Scout Community provides Rover Scouts with a number of opportunities to practice leadership. The Rover Scout Team Leaders are young adults who have been elected to a position of responsibility or leadership. See Chapter "Team System".

Rover Scout Programme: a non-formal educational programme for the last age section in Scouting. This book provides guidelines on how to develop the Rover Scout Programme.

Rover Scout section: when using the term "Rover Scout section" we mean the last age section, in other countries this could be different.

Rover Scout team: each Rover Scout belongs to a Rover Scout team, where they can find a support for reflecting and evaluating their progress and/or carry out activities and projects. A Rover Scout team is formed of young adults who have decided to be together and share activities and reflections.

Rover Scout Unit: see Rover Scout Community.

Rovering: it is the original symbolic framework proposed by Baden-Powell to young adults in Scouting. No matter what name you use for your last age section, your symbolic framework should still reflect his original idea of a journey with a purpose. The Rover Scout symbolic framework encourages Rover Scouts to learn about change and the future. It helps them to understand that a number of different futures are possible for individuals and for society. It encourages them to have a pro-active attitude and to develop personal plans to shape their own futures.

S

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Scout Law: the Scout law is a code of living based on Scouting's principles. It is a personal code of living in that it serves as a reference, guiding the way in which each member of the Movement lives his or her life today, and guiding the direction of development for tomorrow. It is also a collective code of living in that it is the basis on which the Scout unit functions. The Scout law is therefore at the heart of the Scout Method.

Scout Promise: is a pledge that every young person makes before a group of peers when he or she chooses to join the Movement. By making the Scout promise, the young person acknowledges that he or she is familiar with the Scout law and makes a personal commitment to do his or her best to live according to this code of living.

Scout Method: system of progressive self-education based on the interaction of a number of elements. The fact that Scouting's method is referred to as the Scout Method (capital "M") is because it is composed of several different educational tools. These are: a law and promise, learning by doing, a team system, a symbolic framework, personal progression, nature and adult support. Taken individually, many of these educational tools are used in other forms of education - working in teams on projects, for example. In Scouting, however, these different tools are referred to as elements of the Scout Method - as each one is only one part of the whole. The fact that all of these elements form a whole and are used as a system is part of what makes Scouting unique.

Scouting: is a movement of self-education for young people. See Movement.

Self-assessment: action taken by an individual to evaluate his or her work, acts or activities and the result of these. Self-assessment requires the capacity to analyse one's own ability to achieve the objectives proposed and participation in the learning processes needed to attain them.

Self-education: strictly speaking, this refers to education of the person solely by his or her own action, by contrast with heteroeducation, which is achieved with the participation of external agents. In an absolute sense, self-education is impossible to attain, but the term has been used to emphasize the participation and responsibility of each individual in his or her own learning, focusing on the experience of the learner rather than the teaching process conducted by the teacher or other external agent.

Self-esteem: the positive or negative consideration in which an individual holds him or herself or the attitude to one's own person. Self-esteem is formed by means of a process of assimilation and reflection, in which young people internalize successive self-assessments and the opinions of others, and use these as criteria for their own behaviour.

Service: as a principle of the Movement this is a value, since it invites young people to adopt a permanent attitude of solidarity with the community. As an element of the Rover Scout Programme, learning through service is encouraged as a way of exploring reality; gaining self-knowledge and building the self-image; discovering other cultural and social dimensions; and encouraging initiatives to change and improve group life. See Motto.

Service Teams: a group of Rover Scouts, engaged in a service outside of the Rover Scout Community. Principally their time together in this group will be involved in doing the service project, they also find the opportunity to share their experience, reflect together and assess the project. However, they will part in the Rover Scout Community's activities with their permanent teams.

Social development: one of the growth areas in the Rover Scout educational system, which refers to an individual's relationship to society, with a particular emphasis on learning to use freedom and developing concern for others.

Spiritual development: one of the growth areas of the Rover Scout educational system. It refers to establishing personal, intimate and mutual links with God, making faith part of our daily lives and respecting the religious beliefs of others.

Status: a position which an individual is acknowledged to have by the other members of the group. In formal groups, status is based chiefly on the position held in the formal organization. In informal groups, by contrast, status may be based on any circumstance that the group perceives as relevant.

Stimulating adult presence: element of the Scout Method which involves the adult educator in the young people's process, as a testimony to the values of Scouting, helping them to discover things that they might not have discovered alone. See Chapter "Adult Support".

Symbol: a representation of reality which can be perceived sensorially, because it has features which are associated with that reality by means of a socially accepted convention. All symbols are composed of a signifier and a signified. The signifier is the perceptible image of something and the signified is the concept to which the signifier refers.

Symbolic framework: methodological resource of a symbolic nature, which in the Rover Scout section correspond to the natural desire of young adults to travel and to discover new realities and perspectives. The symbolic framework acts as a signifier of young adults' urge to move into new dimensions of their life and their personality, together with their peers. In practice it is expressed through constant evocation and the symbolic transfer of the testimonies of the great explorations and their protagonists. The symbolic framework is one of the elements of the Scout Method. See *Rovering*.

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Task groups: the Rover Scout Community may be driven to set up specialised task group in order to prepare some activities or projects. Task groups are mainly oriented towards a particular action, usually short-term. It is very much an operational unit.

Team system: an element of the Scout Method which refers to the natural tendency of young adults to form groups of roughly the same age. The team system is a way of making use of this natural tendency in order to provide an environment in which young people enjoy being and in order to channel the substantial influence that peers have on each other in a constructive direction. What young people gain from living and working together according to a code of living and the relationships that develop as a result of a multitude of shared adventures are as important in terms of their education as the activities in which they take part.

Transition to adulthood: is a complex process in which youth who have been dependent on parents throughout childhood start taking definitive steps to achieve measures of financial, residential, and emotional independence, and to take on more adult roles as citizen, spouse, parent, and worker. This transition can be a period of growth and accomplishment, especially when youth have the resources they need to navigate this process, such as community connections and a stable family that can provide guidance and financial assistance if needed, and access to education and experiences that provide a foundation for learning, life skills, and credentials. The transition to adulthood can take place over a wide range of ages from the teens through the mid-to late 20s and beyond, and most youth successfully make these transitions.

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Values: in a general and simple sense, everything that does not leave us indifferent, which satisfies our needs or is worthwhile. Rover Scout values are contained in the Scout Law proposed to young adults.

Variable activities: activities with different contents, which contribute in a specific way to achieving the objectives. They are not often repeated, unless the young people wish to do so.

Voluntary formation: or membership is one of the key elements of the informal group and refers to the fact that the option to be part of a particular group –or not– is a matter of personal choice for each young person and of acceptance by the rest of the group.

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Youth involvement: is a process that ensures youth have a voice in the decisions that affect their lives. It creates volunteer opportunities for youth to be a part of the changes and decisions being made in their communities.



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Youth empowerment: is central to understand how adult support is to be developed in the Rover Scout Community. Generally speaking, empowerment is a process in which a person or a community gets power from another. Actually, power is not a thing that you can have or not, give or receive. Power is not outside the person or the community. Power should be rather viewed as a potential resource in every person or community.

Youth programme: strictly speaking, everything children and young people do in Scouting. It is often understood in a wider sense to include the way they do things (the Method), and why they do them (the mission, purpose or principles). In this book the term has been used in the strict sense, to mean "set of activities". The word "youth" emphasizes the fact that the young people themselves propose and choose the programme, which affords priority to its dynamic nature and places adults in a facilitating role. The expression "youth programme" as opposed to "Rover Scout Programme" highlights the fact that it is intended for all young people and not just Rover Scouts, and that it is a programme for life and not only Rover Scout activity as such.

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World Programme Policy: 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, 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 organization composed of its recognized NSOs.

REFERENCES

- 1 Some of the terminology were extracted and adapted from "Scouting: an Educational System", World Scout Bureau; "RoCoReKi", European Scout Region; and the "Handbook for Leaders of the Scout Section", Interamerica Scout Region. WOSM.
- 2 <http://www.active-citizen.org.uk/active.asp> (accessed December 2008)



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"This picture-chart of your voyage to success shows some of the bigger rocks that you have to look out for. They may loom up dark, but don't forget that the sunny spot for which you are aiming lies beyond them, so if you get round them they have got their bright side too. You will find it if only you don't let yourself be carried on to them, but navigate yourself wisely past them. By this I mean two comforting things. There is a bright side to the darkest rock; and there is a reward for being active in working your own success, instead of passively drifting to ruin you gain "character" as you round each rock and you gain your goal of Happiness in the end.

N.B. See that star high up in the sky? Hitch your waggon on to that. Take the star as your guide. In other words, "Aim high."

"Rovering to success", Baden-Powell





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