

SCOUT LEADER SKILLS

SCOUT LEADER SKILLS : TOOL FOR RECOGNISING AND VALUING
SKILLS ACQUIRED BY SCOUT LEADERS AND MANAGERS



FREE BUT NOT FOR NOTHING

In Scouting, we want to change the world; by acting, by encouraging young people, by enabling them to discover values. That's the purpose of scout leaders.

To change the world, that's a good challenge, but the one part of the universe which we have the most control over is... ourselves! To know ourselves better, so as to be better able to improve ourselves, and therefore impact on our activities and then on the world. That is the challenge!

Scout Leader Skills is a tool that allows scout leaders to take stock of the skills they have acquired as scout leaders. This tool may even make them want to fulfil new potential to develop themselves fully: Baden-Powell called it "duty to self" (or the personal principle).

At the same time, I believe that this skills assessment will also help each scout leader in his daily life: in particular to find a job or create a life project. It is one way that the movement has of thanking its leaders, a helping hand to start out in life for those who have helped so many girls and boys start out in theirs.

It all seems very serious. And it was; we surrounded ourselves with Belgian researchers while we were preparing this tool. As a result of the quality of their commitment, the validation tool deserves to be at the very least at their level.

After numerous expressions of interest, from the professional as well as the scientific worlds, and many requests from Scout associations to use a tool like Scout Leader Skills, we decided to write down our methodology so that this "thank you" that we have chosen to offer our leaders can also contribute to strengthening the thousands of others committed to our movement across Europe.

Jérôme Walmag
Federation Chief Scout
Les Scouts ASBL



With the support of the European Scout Committee.



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INTRODUCTION



For two years, the Fédération Les Scouts has worked towards the creation of an online tool called Scout Leader Skills for leaders and managers. It is a tool to recognise and validate the skills acquired as a scout leader or manager. This project, which began in April 2012, was developed in collaboration with our Dutch-speaking counterparts, the Scouts en Gidsen Vlaanderen (scouts and Guides of Flanders) (where leaders and managers also benefit from Scout Leader Skills) and with scientific expertise from two universities. This project is fully in line with the current European trend of evaluation and validation of skills.

“Scout Leader Skills” was led by a Steering Committee comprising volunteer members and professionals from the Fédération Les Scouts. Depending on the project’s phases of development, other volunteer members from the French-speaking and Dutch-speaking Scout Federations joined the team. All the decisions and directions relating to the Scout Leader Skills project were made by the Steering Committee. The development and daily monitoring of the project was carried out by professional staff members of the Fédération Les Scouts.

Following significant research on the subject and consultation with several experts, we developed a tool which responds to a current need which comes both from outside the movement, as well as from our leaders, and which avoids the pitfalls in implementation

seen in the extensive field of evaluating experience acquisition.

After being operational for only 6 months, Scout Leader Skills has seen a certain degree of success and many Scout and Guide associations, as well as other youth associations, have requested access to Scout Leader Skills. If we respect the methodology used to develop Scout Leader Skills, we are not able to meet this demand. However, we would like to encourage other Scout associations to develop a similar tool. For that reason, in collaboration with the WOSM European Committee, we decided to develop this methodological guide. We hope that this will enable other scout associations to set out on this adventure of skills evaluation.

1. Project Origin

International Scout Meeting January 2010

During an international scout meeting in Paris in January 2010, a manager from the Fédération Les Scouts talked to members of the European Scout Committee about valuing and recognising non-formal education, such as that enshrined in scouting. They said that it would be interesting if a scout association were able to begin such an endeavour, in the form of a pilot project. On returning to Brussels, she shared this discussion with staff members from the Fédération Les Scouts. And so began the concept of what Scout Leader Skills would become, and the work to achieve it...



Response to the 2010–2013 Federal Activities Contract of the Fédération Les Scouts

One of the priorities in the Federal Activities Contract (which issues the priorities of the movement over a 3 year period, chosen by the Federal Assembly, with one representative per scout group) is the following: *“Our project is a citizen’s project, we have to make it known”*.

Jérôme Walmag, Federation Chief Scout, says: *“It is important to better recognise and appreciate the work performed by leaders and all the volunteers of our movement, since they are the ones who make scouting possible and help youths to grow up and transform society”*.

With this mandate from the Federal Assembly, the Chief Scout was then able to do everything to fulfil it.

2. Context

Recognition of non-formal education and the skills acquired and developed thanks to it

The European Union has been stressing the importance of education and training as driving forces for the economy since the early 2000s. It has gradually started to recognise and value non-formal education and training and made a number of recommendations to its Member States. These recommendations have been realised in several European countries and Belgium is no exception. This context is undoubtedly favourable to the recognition of the skills acquired thanks to the experience of scout leaders and managers.

1. Definitions :

- Formal education: offered by a learning or training institution and leading to a diploma. It is structured.
- Non-formal education: not carried out by a learning or training institution and not necessarily leading to a diploma. It is however both structured and intentional.
- Informal education: not carried out by a learning or training institution, not necessarily leading to a diploma and is not structured. It occurs at the same time as other learning activities and can be either unplanned or intentional.

Search for soft skills in the world of work

Every two to three years, the King Baudouin Foundation identifies young (30–40 years old) business leaders who are chosen for their ideas, which bridge the corporate world and society as a whole. The Economic Circle arising from this selection chooses the topic it wishes to work on. The 2008 group brought up the following issue: "What levers does our society need to pull today to ensure companies can draw upon a richer pool of motivated employees in future generations?" This question led to a joint research project with the Solvay Business School and, eventually, to 25 recommendations. Their aims were to develop the core values and attitudes which will ensure the availability of motivated workers. These values are autonomy, innovation and responsibility. The entire survey is laid out in the book *We need AIR (A.I.R. for **A**utonomy, **I**nnovation and **R**esponsibility)*. One of these recommendations is fully in line with our project, since it calls for "promoting volunteer commitments and experiences and encouraging active participation in youth movements".

Nevertheless, we have noticed that most of the current projects which aim to promote experience focus on volunteer mobility or the gateway to the academic world. Few specific, far-reaching initiatives have been presented in the field of non-formal education which link it with adult life and the world of work. Yet we see this type of initiative as essential to:

- raising awareness about these skills among scout leaders;
- acknowledging the experience of scout volunteers;
- the labour market's growing demand for soft skills.



Les Scouts, Scouts en Gidsen Vlaanderen, and other youth movements in Belgium

In Belgium, there are 60 000 volunteer leaders in youth movements, of whom 10 500 are leaders and managers in Les Scouts and 15 000 in the Scouts en Gidsen Vlaanderen. Each volunteer leader contributes approximately 600 volunteer hours per year, which represents a total of 30 million hours in Belgium per year! That means there are 30 million hours which are not currently recognised by the world of work, or by civil society.

The project to validate experience acquired within scouting seeks to change this reality.



2. *We Need AIR*, study by the Economic Circle of the King Baudouin Foundation, Routarta Books, 2008.

3. In Belgium, there are five Scout and/or Guide associations: Les Scouts (Fédération des Scouts Baden-Powell de Belgique), Les Scouts et Guides Pluralistes [Pluralist Scouts and Guides], Les Guides Catholiques de Belgique [Catholic Guides of Belgium], Scouts en Gidsen Vlaanderen [Scouts and Guides of Flanders], FOS Open Scouting.

These 5 associations operate under one umbrella organisation: Guiding and Scouting in Belgium (GSB). GSB has 160 000 members of whom approximately 32 000 are leaders, local and federal managers.

4. Professor Jacques Defourny, in *Scouts, guides, Patros, en marche ou en marge?* [Scouts, Guides, Patros, marching on or marginalised?], 2006.

3. Partners

Project lead: Les Scouts

With its 55000 members, the Fédération Les Scouts is the largest youth organisation in the French and German-speaking Communities of Belgium. In these Communities, local scouting takes place in 413 local groups.

In collaboration with the Scouts en Gidsen Vlaanderen

As the largest Scout and Guide organisation in the Flemish Community of Belgium, with 72000 members; the Scouts en Gidsen Vlaanderen offer education in 575 local groups.



As we share the same way of life in scouting, as our missions are similar, as we often work together, and as it seemed appropriate to give the project a national dimension; it seemed obvious for Les Scouts to invite our Flemish counterparts to join this project.



Scientific Partners

HEC-ULg, University of Liège School of Management, Department of Skills Management

The Department of Skills Management at HEC-ULg understands the theme of skills validation very well. The partnership has comprised two contributions since the beginning of the project:

- a consultation ;
- creation of a skills framework through panels with leaders, managers and former leaders (first stage in the development of Scout Leader Skills).



Vlerick Leuven Gent Management School

The People and Organisation Department of the Vlerick Leuven Gent Management School contributed to the content (questionnaire, explanation of results, advice, etc.) of Scout Leader Skills, the online tool which takes the form of a questionnaire. This development was also supported by a team of researchers, led by Veroniek De Schamphelaere and Inge De Clippeleer.



GOALS OF THE SKILLS VALIDATION AND RECOGNITION PROJECT





1

To ensure the recognition and validation of the skills acquired by the 25 500 Scout volunteers of the Fédération Les Scouts and the Scouts en Gidsen Vlaanderen by the world of work, parents and the wider public. The skills and values acquired as scout leader or manager are an advantage for a young person in their adult life as they seek employment.

2

To raise awareness among scout leaders, and local and federal managers of the skills they acquire during their volunteer experiences. They will be able to understand the skills, and use them to their advantage when looking for a job, or in any other project undertaken during their adult lives.

3

To say THANK YOU to all the volunteers who give their time, their talent and their heart, for free, but not for nothing!

PRELIMINARY RESEARCH: SUMMARY



At the start of this project, the first stage was dedicated to the search for, and reading and analysis of documentation on the subject, and to considering existing tools for valuing and validating acquired experiences.

Opposite is a summary of this research, which is supplemented by the bibliography at the end of the guide.

1. What does it mean to value and validate acquired experience?

Validation

According to the Regional Training Council of the Walloon Region of Belgium, the validation of skills is the way in which validated skills will be officially recognised, to allow a person who holds those skills to enter or progress in a chosen professional career, or even gain access to a training course.

According to the Francophone Interuniversity Council, the validation of experience acquired is an additional way in which education can be accessed. It allows candidates to ensure their experiences are recognised in such a way that they will be able, after proving their skills, to be admitted (Validation for Admission) to programmes for which they do not have the required qualifications; or to receive an exemption (Validation for Exemption) from one or more part(s) of the programme.

Validation is **formal** in nature.

Valuing

Valuing acquired experience is one way of ensuring the recognition of knowledge and skills of a person, irrespective of the manner in which they were acquired. Therefore, it forms part of a lifelong process of valuing individuals and training. Valuing is often linked to **non-formal** learning.



2. In what form does validation exist in Europe and in Belgium? Situation in May 2010.

Genuine political will at the European Level⁵

Since the early 2000s, through its work, the European Union has continued to emphasise the importance of non-formal education and ensure its recognition. Two important documents, jointly published by the youth departments of the European Commission and the Council of Europe established the process of recognising non-formal education. Namely the "Pathway towards the validation and recognition of non-formal education, training and learning in the youth sector" in February 2004, and "Pathway 2.0 towards the recognition of non-formal learning/education and youth work in Europe" in January 2011. As well as these two significant documents, many events and publications contributed to the progress in valuing and recognising non-formal education⁶.

Through strategies, communications, responses, resolutions, consultations and White Papers at the European Union level, we see five recurring essential messages. It seems that Europe wants, encourages and is implementing or will implement:

- a better awareness of skills acquired in non-formal education and training;
- that skills acquired in non-formal education and training, particularly in youth organisations, are valued, recognised and subject to a certification framework (with regard to the employment market);
- an increase in the quality of non-formal education through financial support and by support and non-formal learning mediators;
- to promote projects in non-formal education as well as formal education;
- to promote partnerships between the education and training (formal and non-formal) sectors, civil society (non-governmental organisations, social partners, etc.), and the world of work.

These messages have been taken into account and added to the opinions of Belgian experts when developing and implementing Scout Leader Skills.

5. This point is further developed in Annex 1.

6. All the information on this subject can be found in the Coyote review on Youth Partnership between the European Commission and the Council of Europe in the field of Youth, June 2012 edition, pages 7 to 11.



Specific concepts⁷

Europass

Europass clearly and easily shows the qualifications and skills of its holder within all the European Union Member States, the countries of the European Free Trade Association/European Economic Area, and the candidate countries. Europass comprises five documents: Curriculum Vitae, language passport, Europass Mobility, and Certificate Supplement or Diploma Supplement; which facilitate a better understanding of the qualifications attained.

Recreational Study book – booklet of leisure-time activities (Finland)

A booklet created in 1994 by the Finnish Youth Academy, this helps students and young people entering the world of work. It is used as a logbook, which contains projects, responsibilities undertaken, courses followed and other leisure-time activities. Young people keep a record of their merits and various skills. While they are studying at university, they can obtain additional credits or replace a part of their required studies with registered merits. The experience contained in the booklet can also facilitate the search for a job. The entries in the booklet can also be annotated and confirmed by the signature of an authorised person.

The Finnish Youth Academy states that:

- the book makes learning visible for young people;
- it is a form of documentation not evaluation;
- the main objective of the booklet is to raise awareness;
- young people should have the right to benefit from their experience when applying for study or employment;
- the booklet can be used to support a Curriculum Vitae.

Currently, approximately 30% of Finnish young people participate in this programme.



7. Referring to existing projects seen during our preliminary research in May 2010. Since then, other tools have been created, such as Valorise-toi [Value yourself] from the Scouts et Guides de France or Persoonsgebonden competencies [Personal skills] from Scouting Nederland.

Skills Booklet (France)

The Skills Booklet values the skills of young people. If it is to be used in the school system, to register the skills acquired in that environment, it should also allow young people to become aware of the skills (knowledge, capacities, attitudes) they have acquired within the family or the voluntary or private sectors, individually or collectively, and from experiences including in the world of work and abroad.

The booklet contains:

- skills acquired;
- activities, participation and commitment of young people;
- work experience and training pathways.

Certificate of skills acquired in non-formal education (Luxembourg)

The project was begun by the National Federation of Scouts and Guides of Luxembourg and the National Youth Service of Luxembourg, and was implemented by the member organisations of the Consultative Commission for the Training of Activity Leaders.

The aims of the certificate issued by this project are in line with the general framework of lifelong learning. As a reminder, lifelong education means creating a culture of learning. Promoting such a culture means valuing and rewarding the learning and commitment of young people.

With regard to the young person benefiting from the project, the certificate:

- values the commitment of the young person;
- describes the tasks carried out and the skills acquired;
- provides a certificate which is an advantage in socio-professional integration;
- encourages a positive view of education and personal development.

The certificate is signed by both the representative of the youth organisation and the Minister for Youth.

This tool for certifying commitment is supported by the Union of Luxembourg Enterprises.

Finally, the certificate of commitment is delivered to the beneficiary with a portfolio which can be used to collate participation certificates from ongoing training, large-scale activities and projects carried out by the young person, demonstrating their skills and knowledge and keeping a record of how they were attained. As it is an ongoing dossier, the portfolio can be a true lifelong learning support tool. It includes five parts:

- Curriculum Vitae containing commitments and self-evaluation;
- training certificates;
- participation certificates;
- documentation;
- other.

Note: However, we note that we do not have any data regarding the impact (positive or otherwise) of these various tools on valuing learning in the professional world.



In Belgium

Walloon Region

A new tool which allows the skills of local and provincial agents to be validated and valued has recently been implemented. According to the website of the Regional "Training Crossroads" office in the Walloon Region, wanting to promote the principle of validating and valuing skills is in line with the European principle of lifelong learning. It was by constantly keeping the spirit of this principle in mind, that a way was envisaged to make it possible to value and validate skills.

Lifelong Education Commission of the Francophone Interuniversity Council

Within the framework of its missions, the Lifelong Education Commission established an interuniversity platform for the validation of acquired experience. According to that platform, the validation of experience is an additional way that education can be accessed; and valuing acquired experience is an area which is actively being developed in the French Community. It allows candidates to ensure that the experience they have acquired is recognised in such a way that, on proving their skills, they can be admitted (Validation for Admission) to programmes for which they do not have the required qualifications, and/or be exempted (Validation for Exemption) from parts of those programmes.

With a view to promoting the validation of acquired experience and guaranteeing quality and equality, the Lifelong Education Commission of the Francophone Interuniversity Council proposed coordinating with all Francophone universities, through a platform to be called the "interuniversity platform for validation of acquired experience". The European Social Fund participated in the development of that platform. Managed by the Lifelong Education Commission of the Francophone Interuniversity Council, it comprises a coordinator from the Francophone Interuniversity Council; advisers on the validation of acquired experience, currently numbering 9; and members of the Lifelong Education Commission.

The University for Peace

The University for Peace translated its training pathways into those equivalent to the European Credit Transfer and Accumulation System (ECTS). However, this is not (no longer?) recognised by other universities. Nevertheless, it does facilitate its members' progress towards the recognition of knowledge or pathways gained within the University for Peace by other universities.

Oscar

In 2008 and 2009, Steunpunt Jeugd, the Flemish platform of youth organisations, developed "Oscar" in collaboration with SoCius. Oscar is a tool for organisations and individuals, through which young people and participating or voluntary adults can better value their skills.

3. In parallel and linked to our work

Whether in parallel with our work or following the launch of Scout Leader Skills, other initiatives have been established for valuing skills, in the world of scouting and/or volunteering.

Other scout associations

Some European scout associations developed projects to value and/or recognise skills acquired through volunteering in scouting. These projects are contained in Annex 4.

P.A.V.E.

The Policy Agenda for Volunteering in Europe is the document prepared by the Alliance group, formed for the European Year of the Volunteer in 2011. WOSM was a partner of Alliance. P.A.V.E. sets out a series of political recommendations and presents tools for the recognition of volunteering. More details can be found in Annex 5.



METHODOLOGY: DEVELOPMENT OF SCOUT LEADER SKILLS



Prior to the launch of the Scout Leader Skills project, we analysed literature, as well as Belgian and European activities, in the area of valuing and validating acquired experience (see above). When the opportunity to implement this project arose, the following stages allowed us to see the project completed in one and a half year of work.

1. Consultation with experts

After exploring the theme of recognising and valuing the skills acquired in non-formal education, we met with experts in that field. They included professionals in human resources management, valuing skills, and recruitment; and others who had already developed projects related to valuing skills. This helped us to better define and orient our project so as to ensure that it is useful and relates to the largest number of people, as well as helping to establish the methodology explained below.

Consulted experts

- the latest Economic Circle of the King Baudouin Foundation, which initiated the research entitled *We need AIR*⁸;
- Patrick Constancio, expert in methodology from the FOREM (Walloon Public Employment and Vocational Training Service) consortium of skills validation;
- Céline Mahieu, Doctor of Sociology, expert in valuing acquired experience from the French Community;
- Steunpunt jeugd, creator of the Oscar tool;
- JES, créateur de l'outil *C-Stick*;
- Universities;
- various human resources officers and recruiters.



2. Introduction : defining the form of the validation tool

No additional certificate, but credible and to be taken seriously!

Following the research carried out and numerous exchanges with experts in valuing skills, human resources, recruiters, etc.; and seeking to include real principles such as the number of leaders, the time to be dedicated to the skills assessment, etc.; we defined the form that the skills validation tool we were developing should take: an on-line self-assessment questionnaire.

As regards valuing skills while job-seeking in Belgium, the opinion of experts was unanimous. They did not want another certification document, in addition to those that already constituted or accompanied candidates' *Curricula Vitae*. Much more than that, they want young candidates who indicate on their *Curriculum Vitae* that they are scout leaders or managers to be able to talk about that during their interview. They should be able to explain the skills they have acquired, illustrate those using specific examples, and show how they can be used in the job being sought. That presupposes that there is an awareness of an applicant's own acquired skills. According to the experts, it is also important to personalise such a presentation; to show which skills have been acquired, and that they apply to a person and not to give standard answers – "a scout is resourceful" – with a standard example "boat".

Choosing the form of Scout Leader Skills

It is important to have a skills identification tool that is both serious and reliable. That is why we decided to enlist the help of the University of Liège as well as the Vlerick Leuven Gent Management School, and decided to follow a strict methodology of work. The skills assessment provided by the future skills identification tool should be as personal as possible. Given the number of leaders and managers, we could not plan for an N+1 evaluation and therefore we opted for self-assessment.

All that led us to design Scout Leader Skills in the form that you see it today: a personal skills assessment, personal results explained in two contexts (scouting and the world of work) and advice to develop and value these skills.

3. Coordination of work

Once the form of the tool had been defined, we invited the two universities that were to collaborate on the project to attend a coordination meeting. In fact, as they were to work on different phases of the project, it was essential that they fully understood the contribution of the other so that they could collaborate and complement one another better. That was coordinated by the Steering Committee.

8. "AIR" for Autonomy, Innovation and Responsibility. More information under the point "context".



4. Skills framework⁹ and behaviour indicators

Initially, it was important to leave intuition aside and formally identify the skills acquired by scout leaders and managers. There were three phases in identifying these skills.

Firstly, we established panels of scout volunteers (60 leaders and managers, former and current, French and Dutch-speaking). These panels were held in collaboration with the Skills Management Research Unit from HEC-University of Liège, and took place in three stages, each facilitating the identification of the following elements:

- 1 What are the “core activities” of the scout leader/manager¹⁰?
- 2 What are the skills (knowledge, know-how and interpersonal skills) needed to carry out those core activities well?
- 3 What indicators allow us to determine the proficiency level of these competencies? And whether the core activities are carried out well?

Secondly, the information from the first four panels was validated by a group of scout experts. This group comprised federal managers with significant voluntary experience in scouting. As manager trainers (i.e. trainers of those who train leaders), these experts have an excellent vision of the role played by scout leaders and managers.

Thirdly, the Skills Management Research Unit from HEC-University of Liège reviewed all the material validated by the group of scout experts, and delivered a skills framework for the role of scout leader/manager. The framework comprises a list of the thirty-five skills most commonly developed by scout leaders and managers, as well as behavioural indicators which facilitate the proficiency level of those skills.

9. With the help of Professor Jean-Marie Dujardin, we defined what we understand by “skill”; a skill is the mobilisation of resources in a given context. These resources comprise knowledge, know how / aptitude and interpersonal skills / attitudes. In the context of scouting, volunteer leaders develop these three types of resource. We chose to focus on know-how and interpersonal skills, “soft skills”. These are well-developed by scout leaders and are potentially the most useful in their adult life (particularly in the world of work).

10. The responses to these questions, which constituted the output from the panels, are contained in Annex 2.

11. See Annex 3.

5. Development of the content of Scout Leader Skills

Choice of 20 tested skills

On the basis of the skills framework produced by the HEC-University of Liège, and on the basis of the panels of scout leaders and managers, we requested the Vlerick Leuven Gent Management School to select, from among the 35 skills identified, the 20 which are currently the most sought after in the world of work.

WHY 20 SKILLS?

- To be able to correctly determine the level of command of a skill, a minimum of five indicators are necessary.
- 100 questions is the maximum number of questions we can ask if we are hoping to maintain the respondent’s attention all the way to the end of the questionnaire.
- The goal of Scout Leader Skills is to identify skills that are genuinely useful in the future life of the scout leader or manager. It was therefore appropriate to extract, from among the 35 skills, those which had the most relevance.

The 20 skills are classified into 3 categories:

- **Interpersonal skills:** negotiation, motivation, management, coaching, collaboration, communication, empathy, conflict management.
- **Functional skills:** taking the initiative, rectification, reflection in problem solving, critical reflection, decision-making, priority-fixing, time management, organisation.
- **Attitudes :** diversity, loyalty, flexibility, learning-oriented.

Questionnaire

On the basis of the behavioural indicators which resulted from the panels and scientific literature on the subject, the Vlerick Leuven Gent Management School proposed a questionnaire which facilitates a personal skills assessment for the user of Scout Leader Skills.

Each question takes the form a potential scenario relating to scout leadership. For each scenario, the respondent should indicate how often they act (or not) in that way. The frequency scale, identical for each of the one hundred questions, has seven different levels. We chose seven levels as this number allows a degree of precision in answering which is both necessary and sufficient.

Each scenario has been reviewed, discussed with the Vlerick Leuven Gent Management School, and then finally modified and validated by the Steering Committee.

Results of the questionnaire

The content of the results section was developed in collaboration with the Vlerick Leuven Gent Management School on the basis of current prevailing concepts in scientific literature and on the basis of the information gained from the panels of scout leaders and managers. Each skill has been:

- defined;
- fully explained in the context of scouting;
- fully explained in the professional context;
- accompanied with advice for its further development.

This work was undertaken with the aim of helping the leader to better understand the skills being evaluated and transpose them from one context to the other. That also fulfilled a request made by human resources experts at the beginning of our project.

Using the skills assessment

Using the information from human resources experts and our university collaborators, and the existing literature; we prepared pieces of advice for users to be considered during a debriefing, as well as on how to utilise the skills assessment produced. This advice is only accessible to leaders and managers who have completed the skills assessment.



Review and correction

Once the content of Scout Leader Skills had been finalised (questionnaire, results and use) by those responsible for the project, it was sent to the Steering Committee and human resources experts for comment and additions. On the basis of the comments from these stakeholders, a first draft was corrected, developed, modified and adapted. After a month of sending it back and forth, we had our definitive version in the first language!

Four languages

Scout Leader Skills is available in 4 languages: French, Dutch, German and English. Once the content of Scout Leader Skills (questionnaire, results and use) was finalised in French, we had it translated into the other three languages. The Scout Leader Skills site and the skills assessments are also available in the four languages.

6. Development of the information technology platform to host Scout Leader Skills

Technical developments¹²

The information technology platform that would host Scout Leader Skills online was developed by the Fédération Les Scouts IT service. We called on an external developer to create the module which allows answers to be registered while completing the questionnaire, and to generate on the basis of those, the personal skills assessments.

Connection

We developed a connection module that allows authorised scout leaders and managers to access Scout Leader Skills¹³. The connection module works by using an access username and password from the member database of either the Fédération Les Scouts, or the Scouts en Gidsen Vlaanderen.

Reminder

For those leaders or managers who visit the Scout Leader Skills site and are interested in taking the skills assessment, but who do not have the time to complete it at that time, we developed an option to send them a reminder e-mail.

Assessment archive

The assessments are kept on our servers in the four languages for 30 days. Before that period expires, an automatic e-mail is sent to the user to invite them to download the assessment in PDF format.

12. Technical details can be requested via e-mail at the following address: lesscouts@lesscouts.be.

13. The conditions of access are presented in the chapter entitled "Access to Scout Leader Skills".

PRESENTATION OF SCOUT LEADER SKILLS



After presenting the criteria for accessing Scout Leader Skills and information regarding data protection, the subsequent pages contain an overview of the different elements that make up Scout Leader Skills.



1. Access to Scout Leader Skills

Criteria for accessing Scout Leader Skills:

- Be an active member of the Fédération Les Scouts or the Scouts en Gidsen Vlaanderen, or have been a member of one of those Federations within the last three years.

We chose to limit access to Scout Leader Skills to those who have been a leader within the last three years, as the test recalls leadership situations and it is important that the leaders' and managers' memories are still genuine. On the other hand, we would like to ensure that they can also (re-)take the test at the end of their studies or their training, when they are taking the plunge and beginning new projects in their lives. For that reason, we opted for a three year period from the moment they cease to be involved in scout leadership.

In light of the methodology used to identify the skills and design the questionnaire, we are not able to make Scout Leader Skills accessible to those outside our two Federations. As a matter of fact, Scout Leader Skills facilitates the evaluation of skills acquired through scouting as it exists in the Fédération Les Scouts and the Scouts en Gidsen Vlaanderen. The reality of scouting in other European associations is not exactly the same (age of leaders, frequency of leader meetings, responsibilities in the support structure...), and we do not believe it would be possible to create a general self-assessment tool at the European level, which would function with the same degree of detail and precision as that provided by Scout Leader Skills.

- Be a leader for at least one year, and attend at least one camp as a leader.

It is necessary to have completed a minimum period as a leader to have the sufficient experience on which to draw to respond to the questions and answers used in the questionnaire.

- Carry out the assessment no more than once a year.

Leaving one year between tests allows the user to have new experiences and eventually to acquire and/or develop new skills. Moreover, that allows us to prevent certain leaders from repeatedly taking the test until they get the "desired" assessment.

Method of connection

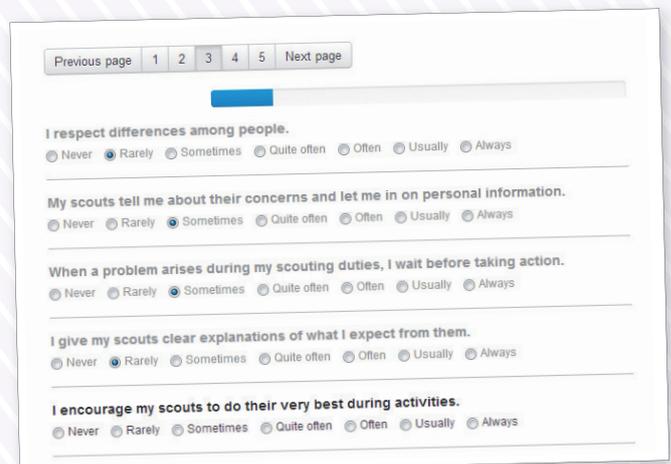
In order to connect to Scout Leader Skills, volunteers from the Fédération Les Scouts and the Scouts en Gidsen Vlaanderen go to www.lesscouts.be/scoutsleaderskills and use their username and password linked to the members' database for each Federation.

Data protection

- The skills assessments are personal. We do not have the right to look at the data contained in them. The password is confidential, and known only by the user; nobody else will be able to know the user's results.
- We are committed to respecting the privacy of users and to not using any personal information.
- With regard to the evaluation of Scout Leader Skills and its use, we allow only statistical analysis of anonymous data. The goal is to verify whether the results of Scout Leader Skills are relevant and/or whether improvements are necessary. For example, we will be able to verify that all the different user profiles are using Scout Leader Skills and re-launch particular public profiles when necessary, or verify the relevance of all the skills tested.

2. Questionnaire

The scout leader or manager is asked to respond to 100 questions. There are 20 scenarios on each page, and there is a progress bar at the top of the page indicating the user's progress through the questionnaire. The user is asked to respond with the frequency they act in the manner indicated in the scenario. Users should allow twenty minutes to complete the questionnaire.



3. Results

When the user has responded to the one hundred questions, the results are published. If they missed out one or more questions, a message will indicate which ones were missed.

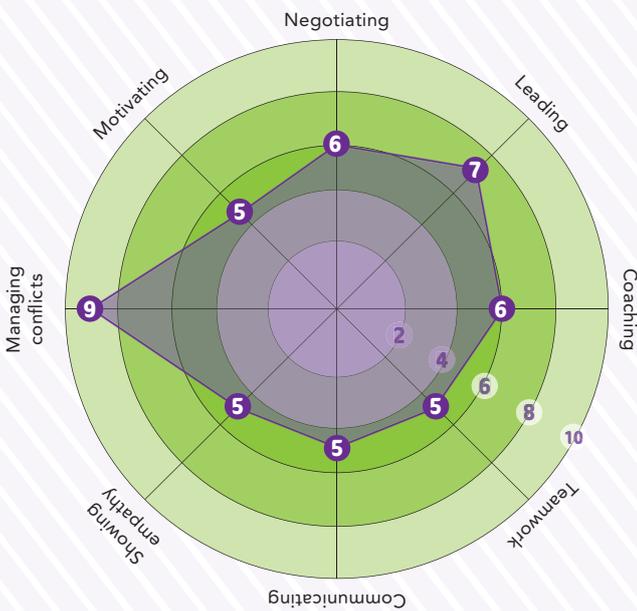
The results are presented in a report which is available in the four Scout Leader Skills languages (French, Dutch, English, German), irrespective of the language used to complete the questionnaire.

The report presents:

- The overall results in the form of three graphs. One graph for each category of skills.



Interpersonal skills



Functional skills



Attitudes



- One graph with the 5 highest-scoring skills

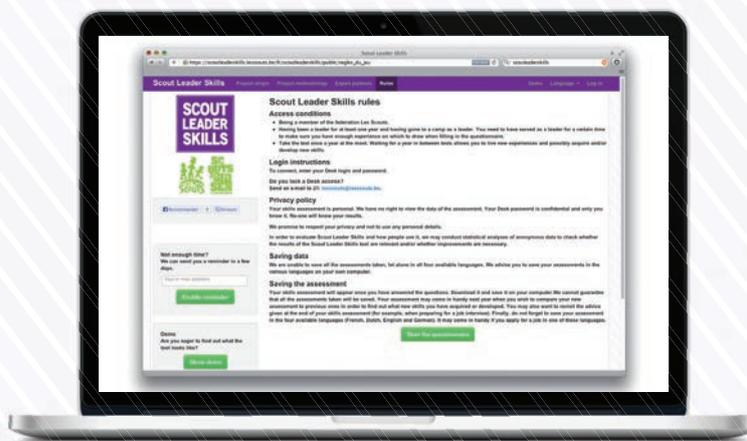


- For each of the 5 highest-scoring skills :
 - a reminder of the level of proficiency obtained for that skill;
 - a definition;
 - a detailed explanation of the skill in a scout context;
 - a detailed explanation of the skill in a professional context;
 - advice for further progress.
- For each of the 15 other skills:
 - a reminder of the level of proficiency obtained for that skill;
 - a definition;
 - advice for further progress.

4. Assessment archive

The skills assessment appears as soon as the user has responded to the one hundred questions. We advise the user to download and save it onto their personal computer as we are unable to guarantee that assessments will be kept for longer than 30 days. It will be useful the following year, if the user wishes to compare their new assessment with a previous test, to be able to see which new skills have been acquired or which have developed further. It may also be useful to return to the advice found at the end of the skills assessment when preparing for an interview, for example.

Finally, it is possible to save the assessment in the various available languages (French, Dutch, English and German). That could be useful when applying for a job in one of these languages.



5. Valuing the skills assessment

Once the skills assessment has been completed, the user has access to the third part of the Scout Leader Skills site. There, the user will find advice on debriefing and using their assessment and developing their skills. There are advice and anecdotes, as well as additional advice from recruiters and civil society actors from a variety of sectors.

The advice on debriefing relates to:

- Why and how should you debrief your skills assessment?
- With whom and when should you debrief your skills assessment, keeping in mind that the assessment is personal and that a debriefing is a strictly personal choice.
- How to progress? How to acquire new skills or develop other skills further?

The advice on using your assessment relates to:

- using your skills assessment for personal projects: creating a non-profit making organisation, volunteering with the United Nations, developing an artistic project...
- valuing your skills when looking for employment
 - identifying appropriate job opportunities;
 - writing your Curriculum Vitae;
 - presenting yourself at a job interview;
 - ...



WORK SCHEDULE AND FINANCIAL AND SALARY COSTS



Timing	Action	Actors	Burden of work for the Fédération Les Scouts	Financial costs
April - may 2010	Preliminary research	Permanent staff member from Fédération Les Scouts (project lead)	¼ time for 1 month	Salary
October 2010 - february 2012	Steering Committee meetings	Members of the Steering Committee	Volunteers: +/- once per month	€ 1 904,58
December 2011 - april 2012	Meetings with experts	Steering Committee and project lead	¼ time	Salary
March 2011	Meeting with the two universities to coordinate the work	Members of the Steering Committee and project lead		
April 2011 - june 2011	Panels of leaders and managers to identify skills and behavioural indicators	Project lead and HEC-University of Liège	¼ time	Salary + € 11 197,5 (total contribution of HEC-University of Liège)
June - july 2011	Preparation of skills framework	HEC-University of Liège and project lead	¼ time	Salary
June - august 2011	Work to define skills	Vlerick Leuven Gent Management School and project lead	¼ time	Salary + € 24 502,5 (Total contribution of Vlerick Leuven Gent Management School)
August - december 2011	Development of the content of Scout Leader Skills: questionnaire, explanation of skills within the scouting and professional contexts, advice for debriefing and use of assessment	Vlerick Leuven Gent Management School, Steering Committee, project lead	½ time	Salary
January - february 2012	Review and correct the written content of Scout Leader Skills	Experts Steering Committee project lead	½ temps	Salary
February - march 2013	Translation into English, Dutch and German	German-speaking staff member of the Fédération Les Scouts and translation agency. Monitored by project lead	½ time + ½ time	Salary € 6 484,15
February - april 2012	Development of internet site	Fédération Les Scouts Webmaster and project lead	1 full time for 5 weeks	Salary
March - april 2012	Development of information technology module to generate and publish the results of the assessment	IT consultant		€ 9 075
April 2012	Writing, lay-out and printing of Scout Leader Skills booklet for members of the Fédération Les Scouts	Project lead PR Steering Committee	1,5 full time	Salary € 15 901
October 2011 - may 2012	Development of external press campaign	PR Steering Committee PR agency	1/5 time	Salary Payment to the PR agency

Summary

- One team of 8 volunteers as members of the project Steering Committee.
- From ¼ time to 2 full time staff members over 2 years.
- Timely participation of 60 leaders and managers.
- € 53 322,74 in addition to salary and communications costs.

SHARING SCOUT LEADER SKILLS AND PUBLIC RELATIONS

As this is an innovative and exceptional project, we wanted to use a different Public Relations (PR) plan from our usual strategies. We hired the PR agency we used when developing "2012book.be". This well-known social networking parody was a staggered campaign to promote the skills of scout volunteers: to showcase the skills needed to survive the end of days announced by the Mayans for 21 December 2012. The PR component was monitored and supplemented by a small Steering Committee of limited numbers, comprising the Federal Chief Scout, the volunteer PR adviser for the Fédération Les Scouts and the project lead.

Internal communication and distribution

The tool was presented internally to all the volunteers from the two Scout Federations that led the project; 22000 leaders and 3 500 managers. Each year, 7 500 additional scout volunteer leaders and managers will be able to benefit from this tool.

- We introduced Scout Leader Skills for the first time to scout leaders the evening before the "Start" event, which brought together 25000 scouts to celebrate their 100th birthday, on 21 April 2012. Present at this launch were the Minister for Youth of the French Community, and the representative of the Minister for Employment and Re-

search in the Brussels-Capital Region, both of which had given financial support to Scout Leader Skills.

- 2012book was launched immediately following the announcement regarding Scout Leader Skills.
- A booklet introducing Scout Leader Skills was included in the leader's magazine "Ça se discute" in April 2012.
- We regularly promote the tool on the scout website and in the scouts' magazines.
- We send an e-mail introducing Scout Leader Skills to new leaders, as well as e-mailing to remind those who have been leaders for one year.
- The Scouts en Gidsen Vlaanderen launched the tool during their "back-to-scouts" weekend at the beginning of August 2012. They also sent an introductory e-mail to all their leaders and managers.

External communication

- 2012book, the "fake Facebook" game, which is accessible to everyone and can be distributed via Facebook.
- Sharing your skills assessment via Facebook.
- Media campaign one year after its launch, including a first evaluation of the tool.

EVALUATION

One year after its first distribution, an evaluation of the impact of Scout Leader Skills will be carried out to be able to modify its use and distribution. We will also be able to ensure the sustainability of Scout Leader Skills, and make it even easier to use for everyone. A preliminary evaluation was carried out by final-year resources management students in October and November 2012. The results were as follows:

- users of Scout Leader Skills fully recognise themselves in their skills assessments;
- the assessment enables users to put their experience, feelings and intuitions into words;
- the users of Scout Leader Skills view it very positively;
- the "advice" section at the end of the assessment should be further developed, in particular using specific examples and giving more practical advice;

- certain users think it would be interesting to have the results of the skills assessment validated by their peers, lending credibility to the test;
- certain users felt "alone" when faced with their results. It is important to actively propose a debrief or similar activity;
- it would be interesting to add a "links" section, with links to other tools and advice on valuing skills acquired in non-formal education;
- it would also be relevant to explain the difference between "valuing" and "validating" skills somewhere in Scout Leader Skills.

Furthermore, the statistics we collect each month on the usage of Scout Leader Skills show that in the six months since its launch, Scout Leader Skills had welcomed more than 6 300 visitors to its web page, and approximately 700 skills assessments were carried out.

CONCLUSION

The consideration, analysis and subsequent implementation of Scout Leader Skills made for a long project, which was well worth the effort. The numerous positive comments from the academic and professional worlds emphasized its importance for young leaders, as well as the quality of the tool and its usefulness. Moreover, 700 on-line assessments were carried out in the first six months following the launch of the project. That is a very positive sign of members' enthusiasm for this project. The positive comments of other National Scout Organisations conclude the congratulations received, showing how much our consideration and effort responded to the expectation of society and our leaders.

Furthermore, the relevance of the project can be seen in three strengths.

Firstly, it is surrounded by high-quality partners: advisers, professionals in the areas of human resources and valuing skills, university researchers, etc.

Next, in the use of jargon understood by young leaders throughout the on-line questionnaire, as well as in the explanations and conclusions of the assessment. Users feel that they can relate to the descriptions, they are better able to respond to the questions, and feel at ease and comfortable with the tool. The interest in developing such a tool with an external partner is a very important condition of its development, so as not to self-congratulate too easily, which would discredit the project.

Finally, it fits alongside the specific local context: the tool specifically uses the habits and customs of our Federations. We did not wish to develop something general. The scouting scenarios, as well as those from the world of work, must directly relate to the users of the tool, and their local reality.

This project has certainly incurred a significant cost, but that guarantees a response to the scientific demands and need to be taken seriously, which was a key component of the Scout Leader Skills tool. Of course, in each country, opportunities should exist to reduce research or production costs if universities are ready to collaborate free of charge or if the project is supported financially by public authorities.

Taking into account these considerations, the Belgian project leaders highly encourage other National Scout Organisations to begin similar projects, and hope that this methodological guide will support both the creativity and the precision of projects to value scout leader skills across Europe and the world.

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ANNEXES



Annex 1 – Status of places that recognise non-formal education in Europe (research carried out in May 2010).

Lisbon Strategy: the economy of knowledge

The Lisbon Strategy was defined during the Lisbon European Council in March 2000. Its goal is to make the European Union the most competitive and dynamic economy in the world, and to achieve full employment before 2010. It is built on three pillars: economic, social and environmental. The economic pillar should prepare for transition to an **economy that is competitive, dynamic and based on knowledge**.

Education is part of meeting the goals of the Lisbon Strategy.

European Commission White Paper: A New Impetus for European Youth

1 Consultation

This White Paper is the result of a consultation exercise spanning the period May 2000 to March 2001, involving young people from all kinds of backgrounds, youth organisations, the scientific community, policy-makers and public administrations. The exercise was unprecedented at the European level.

Young people would like to see the public authorities recognise that **education and training are not restricted** to the traditional or **formal** types available. In their opinion, this crucial time in their learning experience would benefit from being viewed holistically, taking into account the non-formal aspects of education and training. To be fully successful, this **link between the formal and non-formal dimensions of learning must** take into account the concept of individual development and **use tools and methods which are appropriate to young people** and which promote exchanges among peers, and forms of experimentation **where the process is more important than the outcome**.



2 White Paper (November 2001)

The main objective of this White Paper is to give the European Union a new framework for cooperation in the field of youth, to give it new impetus. When applying the open method of coordination in the more specific field of youth, we see: the **participation and voluntary service of young people**, which should be recognised at the European level as a non-formal experience of education and learning.

Through the White Paper, the Commission affirms that investing in youth is an investment in the richness of our societies, today and tomorrow. It is therefore one of the **keys to achieving the political objective** laid down by the Lisbon European Council: making Europe "the most competitive and dynamic **knowledge-based economy** in the world".

As a result of the consultation exercise, the European Commission believes that education, lifelong learning, mobility, employment and social integration, and racism and xenophobia are the priority areas in which the youth aspect has to be taken into account.

Education and training are addressed in communications to the Council and are subject to follow-up at Community level. In line with this, **youth associations** in many countries are involved in in-depth work with young people. While continuing to be innovative and non-formal, and as part of the overall package of lifelong learning measures, this work **would benefit** from:

- a clearer definition of the concepts, of the skills acquired and of quality standards;
- a higher regard for the people who become involved in these activities;
- greater recognition of these activities;
- greater complementarity with formal education and training.

Communication from the European Commission – Making a European Area of Lifelong Learning a Reality (November 2001)

With a view to facilitating the transition to a knowledge-based society, the Commission supports the implementation of strategies and specific activities which will make a European area of **lifelong learning** a reality. This area will allow European citizens to pass freely from a learning setting to employment, from one country or region to another, with a view to better utilising their skills and qualifications. Lifelong education and training places emphasis on learning “from the cradle to the grave” and covers all forms of education (formal, non-formal and informal). This objective is at the heart of the Lisbon Strategy, and the “Education and training 2010” work programme in particular.

Among the strategies and activities which promote lifelong education and training, we emphasise the following:

- develop partnerships between suppliers of educational services and civil society in the broad sense (businesses, associations, social partners...);
- implement mechanisms for evaluation and quality control;
- **value education and training:** place value on formal diplomas and certificates as well as non-formal and informal learning, so that all forms of learning can be recognised. That includes improving the transparency and coherence of national systems for accumulating qualifications (by 2003), defining a common system for presenting qualifications, inspired by the European Curriculum Vitae (by the end of 2002) and the creation of European diplomas and training certificates on a voluntary basis;
- ensure basic skills (key competencies) are available to all¹⁵;
- given the importance placed on non-formal and informal learning, it is right to support the role of learning mediators. Social partners, non-governmental organisations (for example youth organisations) and other concerned actors should, in collaboration with the Commission and Member States, begin systematically exchanging experiences in this area.

14. Lifelong education and training: any learning activity undertaken at any point in someone's life, seeking to improve knowledge, qualifications and skills, from a personal, civic, and social perspective, and/or linked to employment.

15. The key skills in terms of knowledge, aptitudes and attitudes appropriate to each context are fundamental. They bring added value to the labour market, social cohesion, and active citizenship; in bringing flexibility and adaptability, satisfaction and motivation. As they should be acquired by everybody, the European Parliament and Council issued a recommendation in 2006 proposing a reference tool to ensure that these key skills were being fully integrated into Member States' strategies. These key skills are:

- communication in the mother tongue: ability to express oneself and interpret, and have appropriate and creative linguistic interactions;
- communication in foreign languages, mediation and understanding of other cultures;
- mathematical competence and basic competence in science and technology: resolve diverse problems in daily life, emphasising reasoning, activity and knowledge. These skills assume an understanding of changes linked to human activity and the responsibility of every individual as a citizen;
- numerical competence;
- learning to learn: learning, capacity to tackle things, and to organise things;
- social and civic competencies: personal, interpersonal, and intercultural skills; constructive;
- spirit of initiative and enterprise: creativity, innovation, risk-taking, organising and managing projects;
- cultural sensitivity and expression.

In 2008, a progress report on the implementation of the “Education and Training 2010” programme noted that considerable progress had been made. Moreover, the implementation of specific reforms is already a reality in the majority of Member States, or is underway, in the following areas:

- elaboration of lifelong education and training strategies which cover all the aspects of education and training;
- creation of frameworks for the certification and validation of formal and informal learning.

However, the report notes that efforts should still be made. Among them, we emphasise:

- implementation of lifelong education and training strategies;
- acquisition of key skills.



European Youth Forum Response to the Communication from the European Commission (2002)

The European Youth Forum – made up of 91 national youth committees and non-governmental youth organisations – responded to the Communication from the European Commission presented above. The European Youth Forum is, in general, enthusiastic about this Communication and congratulates the recognition of the work done by youth organisations. It welcomes with enthusiasm the proposal to “update methodologies and standards” to value non-formal and informal learning. However, it regrets that this proposal is very vague and that there were no recommendations issued to promote non-formal education for young people. The European Youth Forum insists on education and training “in all aspects of life” as well as “lifelong” learning. In that way, it would like to emphasise the non-formal context of youth organisations and the importance of skills acquired by young people during activities with youth organisations.

Furthermore, the European Youth Forum requests the Commission to:

- commission **studies**, the goal of which is to **identify** personal, social and professional skills acquired by young people during youth activities;
- work on the **identification, evaluation and recognition of non-formal education acquired** during youth activities, actions and programmes and within **youth associations and voluntary organisations**;
- establish **methods and rules for the evaluation of non-formal learning in the youth sector**, which **encourage the participation of youth associations, voluntary associations** and youth workers.

« Pathways towards Validation and Recognition of Education, Training and Learning in the Youth Field » (february 2004)

A joint working document was prepared by the European Commission and Council entitled Pathways towards Validation and Recognition of Education, Training and Learning in the Youth Field. This document formed the basis of numerous projects, conferences and strategies that followed it.

Resolution of the Council on the recognition of the value of non-formal and informal learning within the European youth field (July 2006)

The European Council considers the different stages of work carried out in the youth field since the Lisbon Strategy was established.

The European Council is aware that:

- the work and achievements of young people and those active in youth work and youth organisations deserve



greater recognition in order to enhance their value and visibility, and should be given due consideration by employers, formal education and civil society in general;

- non-formal and informal learning activities within the youth field are complementary to the formal education and training system;
- the social and economic importance of the youth field is evident in its potential impact on the development of key competences that are of practical relevance to the labour-market;
- non-formal and informal education and training are important elements in the learning process and are effective instruments for making learning attractive, developing readiness for lifelong learning and promoting the social integration of young people;
- non-formal and informal learning can enable young people to acquire additional knowledge, skills and competences and contribute to their personal development, social inclusion and active citizenship, thereby improving their employment prospects

The European Council recognises that non-formal and informal learning activities within the youth field can provide significant added value for society, the economy and young people themselves; the contributions which such activities make should therefore be made more visible, as well as better understood, recognised and supported.

The European Council invites the Member States and the Commission to:

- encourage the development of a comparable and transparent youth-specific element for identifying and **recognising the skills and competences acquired by young people through non-formal and informal learning**;
- enable by this means the **identification of those competences acquired** and actually used, with a view to their **recognition on the labour market**;
- **recognise** and support the specific **contribution** made by **youth organisations** and other non-governmental organisations in providing non-formal and informal learning;
- promote application of the common European principles for the identification and validation of non-formal learning to the specific needs of the youth field;
- **encourage social partners to acknowledge** the quality and diversity of young people's non-formal and informal learning and to recognise its social and economic added value;
- encourage innovative partnerships between formal and non-formal learning providers, in order to develop pedagogical approaches that could be attractive for different groups of learners;
- promote access to Europass and similar instruments existing at national and European level and encourage young people to use these on a voluntary basis.



Communication from the Commission: Europe 2020 – a strategy for smart, sustainable and inclusive growth (March 2010)

Europe faces a moment of transformation and to come out of the crisis, it has developed the *Europe 2020 strategy*. This programme seeks to extend the Lisbon Strategy and puts forward three priorities:

- smart growth: developing an economy based on knowledge and innovation;
- sustainable growth;
- inclusive growth.

The Commission presents seven flagship initiatives to catalyse progress under each priority theme. They include:

- *Youth on the move* to enhance the performance of education systems and to facilitate the entry of young people to the labour market.
- *An agenda for new skills and jobs* to modernise labour markets and empower people by developing their skills throughout the lifecycle with a view to increasing labour participation and better match labour supply and demand.

The goals of these flagship initiatives in the framework of validating acquired experiences are:

- to promote **knowledge partnerships** and strengthen links between education, business, research and innovation;
- to raise the overall quality of all levels of education and training in the European Union;
- to promote the **recognition of non-formal and informal learning**;
- to enhance the openness and relevance of education systems by building national **qualification frameworks** and better gearing **learning outcomes towards labour market needs**;
- to give a strong impetus to the strategic framework for cooperation in education and training involving all stakeholders. This should notably result in the implementation of life-long learning principles including through flexible learning pathways between different education and training sectors and levels.

- monitor the **acquisition and recognition** (including from non-formal and informal learning) of the necessary **skills** to participate in ongoing training as well as in the **labour market**;
- to develop **partnerships** between the worlds of education and training and work.

Conclusions

From these strategies, communications, response, resolution, consultations and White Paper at the European Union level, we see five recurring key messages.

Europe wants, encourages and is implementing or will implement:

- a better awareness of skills acquired in non-formal education and training;
- that skills acquired in non-formal education and training, particularly in youth organisations, are valued, recognised and subject to a certification framework (with regard to the labour market);
- an increase in the quality of education and non-formal education through financial support and non-formal learning mediators;
- to promote projects linking formal and non-formal education;
- to promote partnerships between the education and training sectors (formal and non-formal), civil society (non-governmental organisations, social partners, etc.) and the world of work.

These messages were taken into account and added to the opinions of Belgian experts in the development and implementation of Scout Leader Skills.



Annex 2 – Information resulting from panels of leaders and managers

SCOUT ACTIVITIES

From the work we undertook, we saw that the peripheral activities of scout leaders are often the main activities of managers. For these managers (local and federal), the variations in the activities (and their comments) are written in blue.

The “core” activities of a leader

Scouting elements: symbolism, method, imagination, values; relating to activity or reflection, in an implicit sense.

For example:

- Commitment – Promise – Mottos: *Message au peuple libre – Monsieur Loyal*;
- leader Naming ceremony;
- bivouac – time out = individual moment to stop and reflect;
- Pow wow – six, patrol, leader council... ;
- Six, patrol, pioneer patrol project.

The role of unit leaders is to supervise the scouting method and the educational project. Responsible for scouting values, the scouting philosophy -> Supervisors in both theory and practice.

Activities: Games/Discoveries

These can be outside or inside, large or small, cooperation or competition, camps, tracking, wide games, Olympic Games, workshops, vigils, hikes, treks... It can also be learning at various places (museum, nature...), with various people, or using various techniques.

For managers: encouraging parents and leaders, the fun side or team building, support leaders when there are absences or low numbers.

Group management

- welcome;
- free time;
- meals/rest/hygiene;
- rules for living;
- ...



Planning, organisation, logistics: equipment, supplies, transport...

For a manager, organisation is an important part of the job: it relates to managing or supervising large-scale events; or creating, planning, organising and evaluating.

Peripheral activities

Human Resources Management:

- meetings;
- negotiations with parents of scouts and leaders;
- recruit quartermasters;
- anticipate staff leaving and needing replacing;
- accompany Pioneer (future leaders) Explorations (=observation and practical phases);
- welcome new leaders, local managers, disabled children/leaders;
- ...

For managers, human resources management is an essential activity: the management of the team (coordination, assignment of activities, conflict management...). The five main tasks linked to these activities are:

1. recruit;
2. encourage growth, training, development;
3. evaluate;
4. monitor operations/quality control (coordination);
5. punishment or termination of the relationship if that does not work.

External Relations

- parents;
- magistrate;
- parish;
- neighbour;
- school;
- ...

For the manager, this is one of the main activities at the local level (contacts with public authorities...), less so at the federal level (depending on the investment of each, events, celebrations, locations-towns/countryside...). Furthermore, at the federal level, external contact is more often with the other movements than the public authorities.

Administration

- listing, secretarial work;
- census;
- finances;
- bookings;
- ONE (Office for Birth and Childhood).

With regard to managers, local managers carry out more administrative tasks than federal managers. Administration is a "necessary evil", relatively easier to delegate at the federal level (teams, secretaries) than the local level. Administration can be delegated (more or less easily), but human resources management cannot.

Adaptation, organisation, management of unforeseen circumstances

For example :

- the camp location is cancelled;
- the train you were due to take is cancelled;
- quartermasters who leave at the last moment;
- an injury;
- climate (storm, severe rainfall, heat wave...);
- child goes to the toilet in their underwear;
- accident, hazard, exceptional occurrence;
- number of scouts/leaders present;
- lack of preparation or commitment on the part of the leaders;
- ...



The life of the unit and of the movement

- camps and unit celebrations, etc;
- participate in the life of the movement, and in important federal events.

For managers:

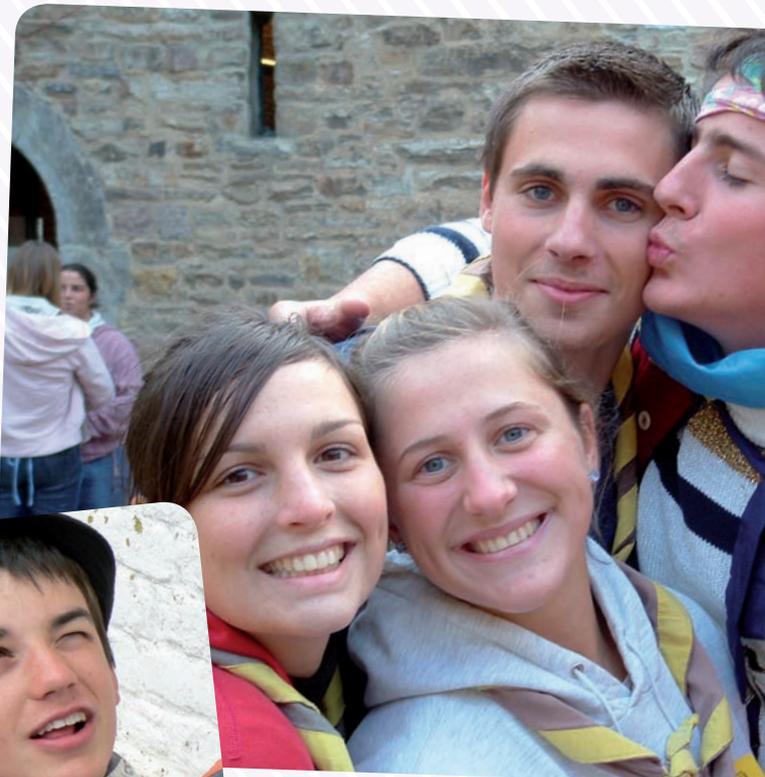
- Participate in the life of the movement, be the foundation/guarantor of scouting.
- Create the life of the movement: have real input into the content, make proposals, participate in working groups (scouting democracy, exercising citizenship, towards democracy).
- Organisation of events, unit celebrations...

Training

- types of Trainings : TU, T1, T2, T3;
- leader Certificate.

For managers:

- Unit leaders: day-to-day managers (see points 2 and 4 of the "team management" section); monitor, debrief, motivate, react to habits... encourage and verify (carrying out leader training).
- Organise TU trainings.
- Federal managers: Organise T1, T2, and T3 trainings. These are large-scale projects, in which people invest a lot of time. The logistics and content elements are not the role of the federal manager, they mainly carry out the function of training manager.



Annex 3 - Framework of the roles of scout leaders/managers in Les Scouts and the Scouts en Gidsen Vlaanderen.

KNOW- LEDGE

Know the educational programme, vocabulary, method, regulations, organisation and structure of the scout movement.

Know the physiological and psychological characteristics of each age group.

Know some basic legal concepts (responsibility, insurance...).

Know basic scouting and non-scouting techniques (security regulations, making a fire, knots, read a letter, DIY, cooking...).

SENSE OF RESPONSIBILITIES AND SPIRIT OF INITIATIVE

Know how to act in a responsible way (have a sense of the responsibilities they have with regard to the young people entrusted to them, the equipment, (the environment) in all activities undertaken), and take the initiative.

Know how to make decisions – alone or in a group – including in difficult situations or with little information, know how to apply them, ensure they are respected (even even when there is uncertainty, adversity, or if they are not themselves in agreement); know how to justify and explain their decisions.

RELATIONAL SKILLS (INDIVIDUAL, GROUP)

Know how to observe individuals/groups (personalities, interests), know how to adapt activities to individuals/a group.

Establish the instructions and rules of an activity/life in a group, ensure they are respected, punishment when they're not respected.

Have a critical view, know how to challenge themselves, and challenge activities/life in a group; know how to make the necessary improvements in line with initial objectives.

Know how to work in a team with the staff (prepare, share tasks, encourage, supervise...).

Know how to find the appropriate distance between the leader (manager) and the scouts (leaders) and how to build a relationship of trust.

Know how to explain, prevent and manage tensions/conflicts, know how to negotiate.

Know how to manage a group activity.

Know how to communicate internally: with the group, the other leaders (explain things clearly, simply, in appropriate language, using the language of young people).

Know how to communicate with external representatives (neighbours, town, parents, ...); know how to raise the profile of the scout movement and represent the movement on the outside.

Know how to organise, encourage and ensure monitoring of a meeting.

Make sure to develop their skills, share them and pass on knowledge.

KNOW-HOW

ORGANISATIONAL SKILLS

- Know how to prepare an activity (imagine, create, prepare, plan), explain it, implement it and evaluate it.
- Know how to plan, and carry out that planning, know how to manage their time.
- Know how to prepare a budget/accounts and manage them, know how to manage assets.
- * Know how to carry out an assessment of a given situation, find a solution, establish a plan of action, implement that plan of action and then evaluate it (create, plan, organise, evaluate).
- * Know how to manage time (a rare resource in an organisation built on volunteering), know how to set priorities, take into account risks that are inherent to the organisation).
- * Know how to support a team (recruit ; grow, monitor, train; evaluate; monitor operation/quality control ; sever a relationship/punish).
- * Know how to organise and lead trainings (structure of training: goals, programme, participants, supervision of logistics, quality control, monitor knowledge on the ground).

ATTITUDES

- Availability, ability to listen, open to dialogue.
- Open to diversity, to all kinds of people (diversity of cultures, religions, personalities, disabilities...).
- Creativity, imagination, self-involvement.
- Self-control/manage emotions.
- Self-respect, respect of others, respect of the environment.
- Reliable, committed, trustworthy, coherent (speech versus behaviour, setting an example).
- Loyalty to the organisation and its activities (to the values of scouting).
- Honesty, integrity, impartiality.
- Encourage, support, reassure, help to progress (coaching).
- Personal and natural sense of authority, recognised and accepted by the group.
- Flexibility, capacity to adapt, to manage unforeseen circumstances.

* Skills acquired by managers.

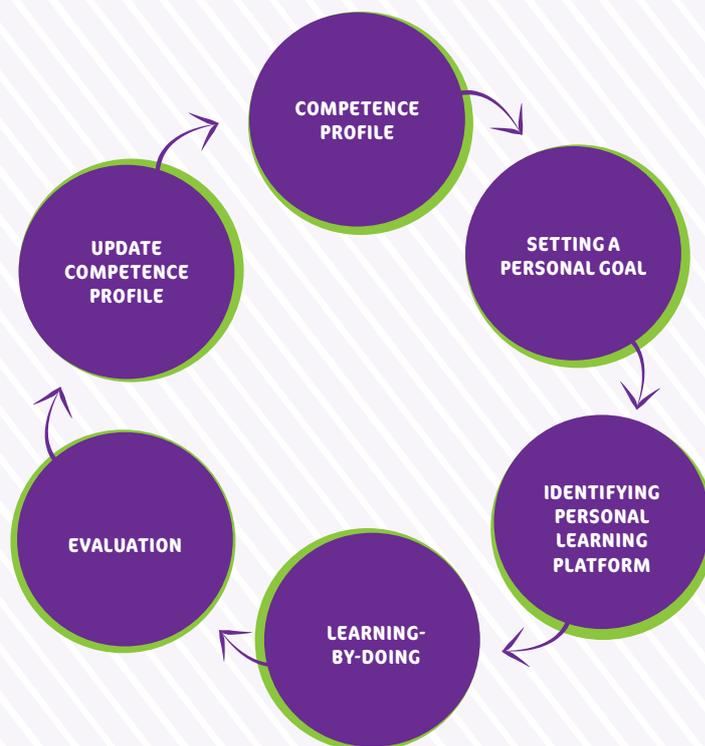
Annex 4

Projects and tools to value and/or recognise skills acquired through volunteering in scouting developed by European Scout associations.

Competence profil - KFUM - Les Scouts du Danemark

The competencies framework developed by KFUM is a flexible approach heavily based on a self-recognition process done by each adult volunteer. During this process members are invited to reflect on the competencies they have acquired in scouting and should be able to communicate their individual learning, both supported by coaching and mentoring processes. One of the main outcomes of this process is a broader understanding of learning in scouting.

More information at: www.scouts.dk/



YOUR COMPETENCIES RIGHT NOW	COMPETENCIES DEVELOPMENT	GOALS	COMPETENCIES EVALUATION
<ul style="list-style-type: none"> What competencies do you use in scouting? 	<ul style="list-style-type: none"> Which of your competencies would you like to develop further? 	<ul style="list-style-type: none"> What competencies are you going to focus on developing? 	<ul style="list-style-type: none"> Have you learned the competencies that you set to?
<ul style="list-style-type: none"> Where and how have you acquired these competencies? 	<ul style="list-style-type: none"> What new competencies would you like to learn? 	<ul style="list-style-type: none"> Who or what can help you develop in that direction? 	<ul style="list-style-type: none"> Did change occurring during the process affect your personal learning?
<ul style="list-style-type: none"> Do you have competencies that you are not using at the moment? 	<ul style="list-style-type: none"> Are there any competencies that are needed, in the activities you are involved in, that you need to develop? 	<ul style="list-style-type: none"> Have you identified concrete actions? 	<ul style="list-style-type: none"> Have you been able to use your new competencies in other domains (outside scouting)?
	<ul style="list-style-type: none"> Are there any competencies that you know now that you will need in the future? 	<ul style="list-style-type: none"> What does it take for you to know that you have reached your goal? 	<ul style="list-style-type: none"> What new competencies have this process given you inspiration to develop?

Empower yourself! - Scouts et Guides de France

Empower yourself is a tool for all young adults within Scouts et Guide de France, helping them to give proper value to their competences. While it is an excellent tool to do a first evaluation of competences acquired within scouting, in particular as young leader or responsible leader, it is also helpful to get recognised, within the educational and professional worlds, the diverse and serious experiences as well as responsibilities lived in scouting. The tool also allows, as preparation for a job interview for example, to be able to name the different competences acquired as well as the experiences the lead to the acquisition of these competences.

More information at: www.sgdf.fr



Scouting Academy

Background

In the period 2007-2010 Scouting Nederland created a new approach to developing individuals: Scouting Academy. The starting point is supporting the personal and competence development of adults within scouting. This for the benefit of personal growth and optimal functioning within scouting and a link with the world outside of scouting to realise a recognition and an acknowledgement of informal learning. This approach should lead to an increase of quality and eventually to an increase in the number of members.

Effects outside of Scouting: visible competencies

The effect of the development of the individual is not limited to scouting. Both the developed competencies and the awareness of the effect of the scouting law and pledge have an added value outside of scouting. By working with competencies as a starting point it is possible to inspire outside parties and make it clear to them what scouting has to offer. Also, it is possible to ensure external recognition and appreciation. By introducing the phenomenon of competencies in organisations and with education they can be translated. What is learned within scouting can be made visible outside of scouting.

Scouting Nederland and competences

Organisations concentrate on achieving goals. People are essential in achieving these goals.

To these ends Scouting Nederland has people necessary who:

- have the necessary competences needed for a function;
- are prepared (motivated) to handle in the spirit of the organisation; Scouting Nederland doesn't in fact differ from other organisations;
- the fact that the most positions within Scouting Nederland are held by volunteers is exceptional;
- our goals are aimed at children and youth work, which creates special responsibilities;
- to succeed in communicating with (potential) volunteers within Scouting Nederland, a plain and simple language is needed.

The help of competences:

- makes clear which competences are necessary to fulfil a function;
- makes clear which competences must be developed to accomplish a function;
- makes clear which competences are available within the organisation.

Assessment

We believe that an assessment of someone's competences must be part of the development process of an individual. To these ends we have a number of criteria developed:

- Assessments take place based on the quality profile and matching qualification card.

- Assessments are held by the development attending (local level) and development coach (regional level) together. A qualified and a recognised trainer can make a module assessment.
- Assessments are always based on the establishment of acquired competences and recognising yet to be developed competences. An assessment is not an examination where one can pass or fail.
- Assessment procedures and guidelines are developed at the Scouting Academy (Team assessment and qualifications).
- Only assessors appointed by the Scouting Academy manager are allowed to carry out assessments.

Recognition and appreciation

An important reason for choosing a system of personal competences is to enable scouting members to make visible, not only to themselves but also external organisations, the added value of scouting.

Recognition of Competences – 10 steps for the volunteer

ÉTAPE 1 - Commitment

Do I want to invest time and effort to get recognition?

ÉTAPE 2 - Starting up and setting targets

What is my motivation to get recognition, and what are my goals?

ÉTAPE 3 - Preparing personal profile

How am I going to do this?

ÉTAPE 4 - Retrospective, developing personal profile

What have I done and learned until now?

ÉTAPE 5 - Choosing the standard

For example: the qualifications framework that is used in vocational education.

ÉTAPE 6 - Valuation

Comparing my competences with the standard I have chosen.

ÉTAPE 7 - Finalising validation

Getting formal recognition by an external institute.

ÉTAPE 8 - Prospective: advise / personal development

Making a plan for further personal growth/ development/ education.

ÉTAPE 9 - Working on personal development

Implementing the plan.

ÉTAPE 10 - Empowerment

I keep working on my personal development.

Annex 5 P.A.V.E

The Policy Agenda for Volunteering in Europe is the document prepared by the Alliance working group, formed on the occasion of the European Year of the Volunteer in 2011. The WOSM European Region was a partner of Alliance. P.A.V.E proposes a series of political recommendations and presents tools for the recognition of volunteering.

Recommendations

Among the recommendations, the P.A.V.E wants to **recognise volunteering so as to facilitate the voluntary investment of individuals, businesses and volunteering development organisations**. This recommendation should be implemented by different stakeholders, each at their own level, and according to their resources.

- All stakeholders
 - Develop and promote a European volunteer card similar to the International Student Identity Card – ISIC).
 - Support the continued collation of good practices of recognition tools across Europe.
- European Institutions
 - With the other stakeholders, increase the effectiveness and validity of current and future European tools for recognising lifelong learning.
 - Recommend that Member States' governments increase awareness of volunteering in their education systems.
 - Standardise the results of recognition tools and other opportunities to earn additional European credits (for higher-education classes) through volunteering.
 - Continue to support the European Employee Volunteering Award to encourage and develop employee volunteering.



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 - Standardise the results of recognition tools and other opportunities to earn additional European credits (for higher-education classes) through volunteering.
 - Continue to support the European Employee Volunteering Award to encourage and develop employee volunteering.
- Social Partners
 - Increase awareness of the contribution that can be made by employees that volunteer.
 - Explore and develop ways to include employee volunteering programmes as part of the normal management of career development.
 - Develop policies and human resources capacities to help employees to better communicate the learning they have acquired through volunteering.
 - Recognise that volunteering is an important part of personal development and the development of employees' skills, and that employees act as an ambassador by promoting the possibilities of volunteering in the appropriate arenas.
 - Recognise that Business Community Investment in volunteering is more than just philanthropy.

- Develop a national catalogue of those who actively promote employee volunteering.
- Create a challenge such as a day of community action at the local, national and European levels.

■ Civil society

- Guarantee that recognition methods continue to reflect the needs of volunteers.
- Develop systems to recognise knowledge, talents and skills acquired through volunteering.
- Establish volunteer management systems which also develop and support a culture of recognition within the organisation.
- Guarantee that the role of volunteers and their contribution to the goals of their organisation are promoted..

Tools for recognition

Recognition of volunteers is the process of rewarding and motivating those volunteers who have contributed. Every volunteer is unique – and how their contribution is recognised should also be sensitive to individual needs and

achievements. Supporting the recognition of volunteering also helps volunteers themselves to understand their role and the responsibility they have when making a volunteer commitment. A culture of recognition of volunteering needs to be developed across Europe, at national level, in volunteer-involving organisations, in society and amongst individual volunteers themselves.

For volunteers to maintain their commitment, it is essential that they feel valued and important. The tools to recognise talents and skills acquired through volunteering include:

- training certificate;
- testimony;
- volunteering included on the Curriculum Vitae;
- skills profile;
- self-evaluation;
- peer-evaluation;
- results of volunteer work;
- proof;
- volunteer portfolio;
- agreements with institutions (for formal recognition).





SCOUT LEADER SKILLS



En collaboration avec :



With the support of the European Scout Committee.

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