



EURO SCOUT.Doc

Trainspotting

Getting adult training recognised

Introduction

Is there a link between adult training in Scouting and having a better job? If you are employed, have you ever stopped to consider if you have a good job because of the adult training you have undertaken in Scouting? Have you ever wondered if you are more socially active and confident because of the training that you have experienced in Scouting?

If your answers to these questions are 'I don't know... I haven't thought about that', then it's time to read this Euro.Scout.Doc on the recognition of training for adults in Scouting. If you read on, you might be pleasantly surprised to

learn that adult training can provide much more than the skills and qualities to be an effective volunteer.

This Euro.Scout.Doc should help you reflect on the advantages of having your training system recognised by external agencies. It explores current thinking on the topic, the benefits, possible partners and means of implementation. To help, several diverse examples of good practice are provided.

Vision – choosing sustainable transport... a train!



In your association, there are probably different kinds of training concepts and modules are delivered to your leaders, commissioners and other supporting roles. From the association's perspective, they tackle the need of ensuring that adults are prepared and ready to do their best in the role that they have volunteered to fulfil.

From the perspective of a participant attending a training session, this might be seen positively as an opportunity for wider personal development, not just for the volunteer role in Scouting, but for other roles outside of Scouting to which new or refreshed skills can be transferred.

While non-formal education covers a broader view of Scouting's educational method, for the purposes of this document we will use the term "non-formal education" in relation to the accreditation or certification of skills gained in Scouting during a training experience... whether that be for a couple of hours, a day, a week or even longer.

Benefits – getting to a new place, the next station

There are several advantages in getting your training and courses validated by external stakeholders. In the first place, it helps the achieved level of competences by the participants of your courses being valued also outside your organisation, and might raise possibilities for acceptance and funding of your training system. Cooperation on this topic with governmental (national and local) institutions or other foundations could support some financial issues. Leaders being certified could again on their turn have advantage in getting financial support for their own projects, Scouting activities on local level.

Secondly, this approach has the potential to make your association more attractive to potential volunteers¹ by making them aware of what they can personally gain. People outside Scouting don't necessarily have a reference framework to value the possible personal progression whilst being an adult volunteer in Scouting.

Thirdly, adults already in the association could choose to remain for a longer period having the perspective and the goal to reach an accredited level, while serving in Scouting as a leader or other supportive volunteer.

The process of recognition of your training is usually linked with an external partner, a respected institution, social or governmental organisation. In this cooperation, a clear understanding of the goals you aim at and reach in your training system is needed. This explanation to the 'outside world' helps you to reflect on your present training system and find some gaps in what you provide and what your expected and actual results are. This trigger should start the development of adaptation or renewal of the existing training system.

Working together with an external partner is not only a way of promoting your contribution to individuals in the society but also a moment of benchmarking your quality in training and booked effects of it. The tests to get the accreditation gives you an insight of your position compared with others, helps you to know where to look for new and better methods, establish pathways for improvement and confirm your already reached level on other areas.

If your partner is governmentally based, you could raise the question if they would support you financially to maintain the quality of your training system and invest in new training methods. Such a partnership with government, be it at local, regional or national level, could also be established with other organisations in your society, including non-governmental (especially youth) organisations and networks, to be a stronger partner in the discussion and to be even more widely recognized.

When you are able to give a respected certification after people attended your training courses, you have the means to attract a new public². Are you already confident and open enough to invite people other than your leaders in your training sessions? Have you thought already on the positive value of exchanging ideas with people outside the organisation in your training methods? Secondly, it could be a source of income when you deliver your quality of certified training to others, especially when the internal public is small but the need is high for a specific kind of training. Or when the investment in material (hiking material, adventure equipment, inside accommodation...) is not easy to carry.

If your trainings are externally recognized, it creates the possibility to exchange trainers, share experiences between them and raise the level of competences of trainers and system. Finally, trainers from different organisations have the opportunity to discuss methods and activities aiming for the same results or goals.

¹ A survey conducted in Australia (2006: www.volunteeringaustralia.org) showed that there is an increase in attractiveness of an organisation to prospective volunteers if the new skills and experience that an organisation offers are obvious and recognised.

² People seek achievement, attainment of realistic but challenging goals, and advancement in a (voluntary) job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment. (David Mc Clelland)

To answer the question 'how to deliver a better program to more young people', a flashlight should blink when you discover that the competences you deliver in your training system are exclusively yours and totally different from what partners expect. You should consider if what you do is still wanted by the society and more specifically asked by leaders you want to retain or attract for delivering your Scouting program. Is this one of the reasons leaders quit early or aren't interested in the first place? Of course, we don't want to sell our soul to the business competence market but if there's no match at all between these competence requirements, a question mark should be raised concerning your own objectives.

To conclude, the accreditation process should be enabling rather than disabling. Your association should be in full control of the decisions it makes, what it will deliver and, especially, how it will deliver. Accreditation processes should provide a framework with enough freedom inside to move and adjust accordingly. If a potential partner doesn't accept this, you should perhaps consider an alternative partner.

The people in the train



Recognition is important both inside and outside the association. Internally, recognition can create a positive culture and strengthen empowerment. Externally, recognition can assist in communicating an attractive image to external stakeholders, partners and potential partners. External partners may be the government, the media and public opinion, other training institutions and the business sector depending on which objectives you would like to achieve.

Internal

Inside your training system, you probably have enough awarding and rewarding tools and methods to receive possible new participants. These are normally a strong foundation and useful starting point for developing or improving external recognition. But is there a clear view? Have you done any research to understand what adults expect from your adult training and do you reach all your adults with your training opportunities? Is it clear why adults should attend your training modules? What are the objectives of the association in providing this training system and what are the needs of the volunteers fulfilling adult roles in Scouting? Do they match? Is the

method, content, promotion, time period and duration according to the wishes of the public you address too? Finally, is it clear to everyone which competences (skills, knowledge and attitudes) you acquire during the training that you offer?

External

The first and probably most important question to ask yourself as an association taking its first steps in the accreditation process is 'what does the accrediting authority gain in certifying our training system and why should it spend time and money in helping us?'

If we look at the more informal accreditation that you get from your family and friends, asking you why you spend so much time in training courses giving up holiday time, the answer is possibly that the fun and the topics learned were of interest. These people in your life wish you a pleasant time, and they also see the advantages you have including the chances for a fulfilled life with many exciting opportunities. In this way, they will support you in your choice, recognising the time spent on training as very valuable.

Companies and other business institutes will be interested to certify your training if they see the potential for a return on their investment. If they seek to use the partnership only for publicity reasons, perhaps to demonstrate their approach to corporate social responsibility, the quality of the certification will probably not be an issue and here the benefits for your adults will probably end. Only a financial program could be of any support. It would be better if the company likes to work on a long term base, for instance to have more knowledge of the competences of future employees or to use the quality training you already offer for their own employees. Accreditation between Scouting and business will work best when done in a spirit of mutual understanding and genuine partnership.

The modern businesses of the world today like to consider their employees as knowledge workers. The workspace is also a place to learn and much is said about the benefits of lifelong learning. Companies are usually also happy to see their employees acquiring new competences outside their company, the ones they don't have to provide or they lack the knowledge to support the process. Some companies already have volunteering schemes where they ask their employees to invest in voluntary work in their free time for this reason (and a public image reason too of course).

Take care... because the business world may have another view on competences; more straight forward and directly applicable to their business needs. As Scouting has a more general approach with a bigger focus on attitudes and skills and less on knowledge. Translating the skills you learn in

Scouting to the business vocabulary can be a heavy task. Knowledge of project work and leadership skills are the easy ones. A simple dictionary that translates our Scout language into business language could support individuals. Several associations already provide useful tools for this, including Związek Harcerstwa Polskiego in Poland.

Training institutes or the government are a more likely partner for obtaining accreditation. They have the advantage of being more stable over time and are more easily respected by other organisations and all other stakeholders. A government has a lot to gain from having competent and trained leaders, as they are also the active citizens. Skills acquired concerning democracy, tolerance and respect, teamwork, helping others in their personal development are all keywords used by partners. Make clear to the government that you offer, using the non-formal educational method, an extra set of competences that the formal education system doesn't deliver. This is an inexpensive way of investing in their citizens as active players in society.



Finally, being respected by the media and also by public opinion could be supported by a good and effective training system. Parents and guardians trust their children to adults in Scouting and expect well trained leaders to take good care of a part of their educational development. Being able to rely on this external respect is potentially a big help for membership growth over the long term.

Travel recipe for an enjoyable journey

Recognition is not a fixed step-by-step procedure. Rather, it's a combination of several applicable methods and ideas that you might use to fit your organisations needs.

Some useful advice...

- Be sure that your training system is recognised in your own association first. Create empowerment on all levels of the training system and develop a buzz around training opportunities for adults.
- In preparing to secure external recognition, be clear on the actual outcome and value of your trainings.
- Promote your training system in a language that the stakeholder understands. Use keywords (like "Non-formal education" and "competences"). Put yourself in the place of the receiver of your request and gain knowledge of the stakeholder's way of thinking.
- Cooperate with other youth NGO's to have common approaches and strengthen your voice to convince your partner on the other side of the table.
- Work on a positive image in society, it will improve the legitimacy of the association.
- If you work together with another organisation to be certified, be aware that it is well known and respected. Building partnerships on training can help raise your and your partners profile and bring specific value to trainings you offer.
- Take enough time to plan, discuss and decide how you will work together with your partner.
- Create positive stories based on true experiences. Share them.
- Don't let go of your identity in trying to adapt too much to the wishes of the accrediting authority. There is no value in pretending that you are something that you are not.
- Be aware of the resource implications; time, financial, and human, involved in delivering certificates, quality control and other administration.

You can choose either way to let modules of training be recognised or your training system in general. Both have their advantages in the process of accreditation. If the first system with small pieces of training is easier to define, the whole training system being recognised creates more value at your overall approach to training.

Keep the train on track

Being in the process of getting accreditation for your training system, you meet new partners in the field of training. Setting up sustainable relationships with these partners can result in a well-respected round table organisation discussing several 'training' issues that keeps you up to date.

To have long term results of your energy put in this process, a periodical review of the quality in the training system and its modules is required. So define, preferably with your partners, a schedule of review periods and indicators to check against. Already, this round table approach has its advantages, because it's not easy to say something about the quality, transparency, or fairness of the accreditation or certification system and thus the comparability within Europe other stakeholders.

While it may be easy to score traditional knowledge skills within certification framework (school and university degrees), the recognition of skills and attitudes acquired in a non formal learning setting must be processed through an assessment of both the learning process and the learning outcomes. There is, potentially, a lot of work to do for you and your partners in making it a non-bureaucratic and easy system to support this quality check of process and product.

A Dutch survey (Wenselijkheid en haalbaarheid van het erkennen van competenties van vrijwilligers. Eindrapportage, Juni 2003, Els van Dam, Jos Frietman) investigated the desire and achievability of the recognition of volunteers competences. Actions already done in several organisations to create awareness about these skills needed and acquired were:

- *Annual job interviews discussing the operation of the volunteer*
- *Keeping a record of the followed trainings (with or without certificates)*
- *A kind of curriculum vitae update*
- *Group discussions about this topic*
- *Pilot projects in setting up a personal portfolio.*

The volunteers were asked why they volunteer and "helping others", "being useful for society" and "utilize own competencies" all scored above 80%. Improving the chance to get a job only scored 7%.

While the organisations on national level were all motivated to start with the recognition of competences and their training system, the local level and the volunteer were not that much interested.

Positive effects seen by the national level are:

- *Implicit rewarding by awarding via a certificate.*
- *Recruit other groups of volunteers as they see the development possibilities.*
- *Clearness on the expectations of both volunteer and organisation towards each other.*

On the local level other effects were mentioned:

- *Giving the volunteer a view on its competence profile*
- *Let them show that they can work in a team*
- *Support the volunteer in acquiring social skills*
- *Increase the self-confidence of the volunteer*

The local level pointed also that the relevance of the recognition of their volunteer work is for

- *People looking for a (better) job,*
- *Young volunteers.*

Immigrants, less socially favoured people and people with a handicap were not mentioned.

The volunteers themselves equally suggested the method of being recognized via a formal diploma or certificate and via a letter of recommendation. They wouldn't mind to spend a little bit more time (even extra training) to get this formal recognition, as long as it doesn't cost anything for the volunteer. Strangely, people find the usefulness of recognition for other volunteers more important. Especially if they still have to start a life as employee.

Threats

Some organisations on local level see this kind of formal recognition of their work as a threat. They think that this will make them unconfident. There will be competition between volunteers and different levels will arise. It could be also bad for the image of volunteer work, this formal recognition. And last but not least, the effort in the practical deployment will cost a lot of time and money. Who wants more administration? Some are even afraid that people knowing their value will leave the organisation for a better volunteer job.

Intermediate stops at the station in ...

Many associations in different countries have already some experiences on getting their training recognised. Examples include the cooperation of UK Scouting with Open College Network (a training organisation) and Polish Scouting and Guiding in cooperation with the school. Few other examples are explained in more details in the next part of this Euro.Scout.Doc. You are kindly invited to send us your accomplishments or progression on this topic.

... Flanders

Governmental certification linked with Woodbadge and basic leaders training courses.

77 organisations operating in the field of youth, from young political parties, environmental organisations, sport and youth clubs to the traditional youth organisations like Scouting have a common accreditation system existing out of four levels in a progressive scheme: animator, head animator, instructor and head instructor.

A 13-page document describes the formal criteria that are tested by governmental employees who visit training courses, mostly unannounced. It is open to every organisation to determine the content and the method of its training as long as it is in line with these criteria mainly focussing on number of participants, number of hours in training and practice, evaluation forms, announcement moment of the program.

Scouting in Flanders has linked its Woodbadge training course with the level of head animator. It's described in the criteria as:
the aim to further develop a leader in coaching and animating children and young people in the field of youth work or taking up responsibilities in a team of leaders. In this training process, progress should be made on skills, attitudes and knowledge of its personal behaviour.

There is a theoretical part which means that you should follow a training recognised by the government (as Scouting in Flanders has a learning by doing approach in its training courses starting from the needs of the participants, its not strictly defined in advance and not theoretically, although the government recognises this working method as valuable) and a practical part which consist of being a leader in a group for at least 100 hours or having the certification of animator (the basic Scouting training course).

Concerning the content, the accreditation is focussed on:

- Youth and society, with special attention to certain target groups of children and young people
- Working in a team environment, related to the vision and method but also in technical and creative skills
- Reflection concerning coaching children and young people in their development process and working in a team setting

... Catalonia

Minyons i Guies de Catalunya (MIG) has its own training school which has been recognised by the Catalan government for more than twenty years. At the school instruction is giving to the leaders/educators in order to face the new educational challenges of the association, and it supplies official diplomas for monitors and directors of leisure time activities that are recognised by the Catalan and Spanish governments.

... Denmark

Guiding and Scouting Partnering with Business - The Ansvar 2000 Project

In 2000, there was a twinning project between The Danish Guide and Scout Association and large companies in the industry and major public institutions.

In 1992, the College for Leadership was developed as a conceptual idea. On the one hand, Guiding and Scouting with almost a century of experience in developing young people to undertake responsibility and on the other hand, industry and public institutions in obvious need of managers willing and/or able to undertake responsibility. It resulted in the Ansvar 2000 project ("Responsibility 2000").



A joint development: Scouting has vast experience in development of young people to undertake responsibility, which is a need in the industry - industry has abilities to structure and further develop the concepts. If Scouting could improve on the model for development then Scouting would have a unique opportunity to further develop one of its core expertises that support the most essential vision for Scouting - development of young people to undertake responsibility.

The "Responsibility 2000" project involved several partners besides The Danish Guide and Scout Association. There was a bank, a consulting company, an industrial company, the Danish National Police and Post Denmark. Ansvar 2000 has developed and performed training, analyses and consulting for 10 years. Focus for all activities has been ethical, moral, and personal - values and attitudes - as basis for individual management performance. Several thousand managers have participated in Ansvar 2000's training activities over the years, the majority of the participants being from the industry and all activities with joint participation from industry and Scouting.

Training opportunities include responsibility and values in management teams, educating trainers for responsibility and values in management teams and courage, understanding and opportunity seminars focusing at developing managers' ability/willingness to take action.

What was the lesson learned? Scouting is able, and the industry is willing to enter into such a project.

... France

Presentation of the method of training for leaders

In France, the framework of activities with young people is regulated. The organisers have an obligation to apply written regulations; this also applies to training teams.

To simplify, at least half of the training teams' members require a diploma or a title allowing them to facilitate activities with young people.

A patent called the BAFA has specifically been created to train young people ("brevet d'aptitude aux fonctions d'animateurs" standing for "operational patent as a requirement for organizers").

To acquire the BAFA diploma, the trainee must take part in an eight-day theoretical training course, a fourteen-day practical training course, and a six-day intensive training course. After each course, the trainee must be officially approved before continuing to the next of each three steps.

The organisation of this training is still being defined with new text in preparation.

The objectives of this training as stated by the Ministry will be modified as follows:

Project of order defining the methods of organization of the BAFA and the BAFD

Art. 2: - The objectives of the BAFA training are designed to prepare the leader in her/his ability to exercise the following functions:

- To be part of a group, applying an educational project within a law-abiding framework
- To develop a strong relationship with young people, either individually or collectively
- To accommodate, communicate, and participate in the development of relationships between the different parties involved
- To structure and organise everyday life activities
- To ensure the physical and moral safety of young people
- To accompany the young person in the realisation of her/his projects

Prior to the existing of the BAFA training course, the movements of Scouting were already training their leaders. Therefore, the Ministry entrusted to

Scouting the responsibility of training their Scout leaders. Since years, each movement has thus built a training course allowing the delivery of a recognised title.

Within the process of the French Scouting practices harmonization, movements have initiated during 2001 the setting-up of common titles. It was necessary to negotiate and debate, which lead to the definition of a process and a common standards framework.

Today, the regulations related to the qualifications required, in order to become an organiser and lead activities differentiates three titles of French Scouting:

- Leader "Scoutisme Français"
- Unit leader "Scoutisme Français"
- Director "Scoutisme Français"

... Germany

"Jugendleiter" Card is a special kind of card for leaders of young people in Germany. This card has different rules for different parts of the country as it is a federal state, but in general the requirements for getting the card are:

- You have to be a volunteer, working with young people
 - You work for an accepted association in the youth work
 - You have to be qualified theoretically and practically. You have to be qualified to work responsible with kids and young people, like a group
 - You have to be 16 years old
 - In some states you need a first aid course
- Scout leaders in Germany are invited to complete 5-day long basic leadership course (Grundkurs) to be able to perform this role. As the government as an official part of the youth work recognizes Scouts in Germany, those who have this course are granted with the "Jugendleiter" card.

With this card, one have the chance to get some extra holiday with you employee, for example, get cheaper prices for transportation, go to the library and get media there without paying, visit museums... and so on!

If you need any further information about the card (and speak German), please look at www.juleica.de or ask somebody at any of the national Scout associations in Germany.

... Australia

The Australian government, through the relevant state training agencies, has accredited the Woodbadge training for adults in Scouts Australia. Other advanced training programmes for Leaders have also received this accreditation. This was achieved by working with the state training agencies and mapping Scout competencies against existing relevant industrial competencies. The outcomes are:

- Parts of Scout training are recognised by employers
- People can have the training they receive in Scouting accredited to their work
- Other volunteer groups have approached Scouts Australia to access components of their training programme
- Scout trainers are in demand by other organisations to deliver this training
- Scouts Australia is now registered as a recognised training authority in operation in each of the six states and two territories of Australia

More information are on WOSM website (www.scout.org) in Promising practices - Volunteers in Scouting – developing new approaches to broaden the base of adult support.



... Europe

The European portfolio for Youth workers and Youth leaders is an instrument that aims to help increase the recognition of non-formal learning and youth work. It's a tool that also reflects the Council of Europe's values and the approach to youth policy.

The tool supports a self-assessment of your acquired competences during training and your youth work 'career'. In this way it recognises indirectly the outcome of your training system.

As an association, you can use the listed competences divided in five groups to review your training system taking in to account that there are more skills and attitudes to learn in Scouting than mentioned in this list:

- Empowering young people
- Developing relevant learning opportunities
- Accompany young people in their intercultural learning process
- Contribute to organisational and youth policy development
- Use evaluative practice

This portfolio supports more the recognition of the non-formal learning process in general than a specific training or system.

Conclusion

With this Euro.Scout.Doc on getting your adult training recognised, we hope to create the awareness that the recognition of training (systems) is important for the association, that it supports the development of the adults in their

job and that volunteers could feel rewarded in their time effort. While exploring these pathways to recognition, keep in mind the tips, feel inspired by the examples and focus on the needed and wished competence outcomes.

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World Scout Bureau - European Regional Office

P.O. Box 327

CH-1211 Geneva 4

Switzerland

Tel: (+41 22) 705 11 00

Fax: (+41 22) 705 11 09

europe@scout.org