YOUTH PROGRAMME

Corpo Nacional de Escutas

This text was approved in Fátima, during the National Assembly, on November 21st, 2009.

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– In effect since 2010-2011 –

– To be assessed regarding implementation, suitability, and timeliness in 2014 and in 2018 –

God wants, man dreams, the work is born.
Fernando Pessoa, *in* Mensagem

YOUTH PROGRAMME
CORPO NACIONAL DE ESCUTAS

Photo:Ana Teresa Vermelho

Corpo Nacional de Escutas (CNE) is a non-formal educational association whose goal is the full education of young people of both sexes. This work is done based on the voluntary contributions of adults, and according to the objectives, principles and methods created by the founder of Scouting – Lord Baden-Powell of Gilwell – which are currently in force in the World Organization of the Scout Movement. This work is also carried out in light of the Gospel of Jesus Christ, according to the Roman Catholic Church's doctrine, which CNE professes, assumes and spreads.

CNE's Youth Programme is the complete set of what young people do in Portuguese Catholic Scouting [*the activities*], how they do it [*the method*], and why they do it [*the goal*].

◼ GOAL

> EDUCATIONAL PROPOSAL OF CNE

CNE's Educational Proposal is the declaration of the final objectives of the Association, expressing its educational intentions, and based on needs and aspirations of young people during specific periods, and in specific social and cultural contexts.

Therefore, the educational intention of CNE at the current time in Portuguese society, is expressed by the following Educational Proposal: *We Educate. What for?*

WE EDUCATE.
WHAT FOR?

... to become aware of BEING

... to possess KNOWLEDGE

... to be prepared to ACT

WE EDUCATE. WHAT FOR?

An Educational Proposal from CNE

CNE helps young people to grow...
… to find their own happiness and to contribute significantly to the happiness of others
… to discover the values of a true New Self and to live according to them.

Through the Scout Method, CNE aims to help each young person to educate themself...

… to become aware of being:
- a responsible, autonomous, persevering person who is also fair, loyal, and honest.
- a creative person who is bold when faced with challenges and fosters critical thinking in order to distinguish the essential from the superflous.
- a cheerful, sensitive, understanding person who is self-aware and knows their own limitations and possibilities.
- a person with a sense of solidarity and fraternity who promotes respect and tolerance towards others.
- a person who fully assumes their Christian commitment as a life choice.
- a person who respects their own body as a manifestation of life, and who relates to it in a well-balanced way.

… to possess knowledge:
- a person who recognises their flaws and constantly tries to overcome them.
- a person who continually seeks knowledge and bases decisions upon it, expressing their ideas clearly.
- a person who values their emotions and affections, and manages them in a well-balanced way.
- a person who cares about the world, in which they identify their, and values team work.
- a person who always seeks to deepen their faith.
- a person who knows the capacities and limits of their body and recognises threats against it.

... to be prepared to act:
- a person who, having committed themself, acts in accordance with their choices, respecting others and the world.
- a resourceful person, who actively takes the initiative and manages their own learning.
- a person who cultivates friendships and lives love to the full, showing it in their family life.
- a person who plays their role in the community by accomplishing their civil duties in a participative, generous way.
- a person who evangelises through their testimony and by sharing, while respecting the convictions of others, contributing to building peace.
- a person who, recognising their body as a means to transform the world, takes care of it in harmony with the environment.

CNE helps young people to grow...
… so that by being, knowing and acting, they become responsible men and women and active members of communities, involved in making this world a better place.

> EDUCATIONAL PROJECT OF CNE

CNE's Educational Project is a set of objectives and methods. It is translated into opportunities that contribute to the elaboration of a personal development path for young people, therefore being simultaneously individual and diverse.

It is individual, as it supports the education of young people between 6 and 22 years. It solidifies the scout method created by Lord Baden-Powell of Gilwell. It is also diverse, because it is made up of four sequential complementary projects. These are the Educational Projects of each Section.

Photo: Maria Helena Guerra

> EDUCATIONAL PERSPECTIVE

In its educational approach, CNE considers the development of all the characteristics of a young person's personality. Six areas of personal development were chosen upon considering the Renewed Approach to Programme, the Founder's intentions for Scouting, and all human personality dimensions.

Physical development	➔ body
Affective development	➔ feelings and emotions
Character development	➔ attitude
Spiritual development	➔ sense of God
Intellectual development	➔ intelligence
Social development	➔ social integration

Educational priorities are identified in each area of personal development with three educational paths. These paths take into consideration the needs and ambitions of young people: the educational objectives. An educational path is a growth axis to be explored in each personal development area. According to each educational path, different personal development objectives are established.

Areas	Paths	The objectives of each path are related to
Physical development	**Performance**	maximising and developing one's own capacities, physical dexterity; knowing one's own limits
	Self-awareness	knowing and accepting one's own body and its maturation process
	Physical well-being	maintaining and promoting: exercise; hygiene; nutrition; avoiding risky behaviour
Affective development	**Relationship and sensibility**	self-expression; inter-education; valuing family bonds; life choices; sense of beauty and aesthetics
	Emotional balance	knowing how to deal with "control/express" emotions; maintaining an inner sense of freedom; maturity
	Self-esteem	knowing, accepting, and valuing oneself
Character developmen	**Autonomy**	becoming independent; making choices; building references
	Responsibility	thinking of the consequences; perseverance and commitment; successfully concluding a project
	Coherence	living according to one's own value system; standing up for one's own ideas
Spiritual development	**Discovery**	inner availability; progressive internalisation; searching for Christian transcendence
	Deepening	showing example through everyday actions; living in a community; openness to inter-religious dialogue
	Service	actively integrated and participating in the Church; helping to construct a better world; evangelisation
Intellectual development	**Search for knowledge**	needing to know; searching for and selection of information; initiative; self-education
	Solving problems	ability to analyse and synthesise; using new techniques and methods; selecting strategies; critical analysis of solutions found; ability to adapt to new situations
	Creativity and expression	logically presenting ideas; creativity; appropriate speech
Social development	**Actively practising citizenship**	rights and duties; social tolerance; social intervention
	Solidarity and tolerance	service; helping others; tolerance
	Interaction and cooperation	assertiveness; team spirit; playing and fulfilling one's own role within each group

> EDUCATIONAL OBJECTIVES

Educational objectives are organised in educational paths, and are defined by needs and ambitions of young people in each personal development area and by abilities (knowledge, skills, and attitudes) young people acquire in those areas.

In each area there are final educational objectives which are meant to be reached by the end of the educational process. Each Section also has educational objectives, which work as intermediate checkpoints and should be fulfilled before moving from one Section to the next.

Therefore, final educational objectives were initially established in each personal development area and in each educational path within each area. Section-specific educational objectives were established based on the final educational objectives to be reached and all are described here.

Photo: Gonçalo Vieira

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Physical Development
Dimension of personality: body

Educational Paths:

- **Performance** [maximising and developing one's own capacities, physical dexterity; knowing one's own limits]
- **Self-awareness** [knowing and accepting one's own body and its maturation process]
- **Physical well-being** [maintaining and promoting: exercise; hygiene; nutrition; avoiding risky behaviour]

Photo: Ary da Cunha

Educational Path	Performance [maximising and developing own capacities, physical dexterity; knowing one's own limits]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-P1. I participate in physical activities that help me become more agile and skilled.	II-P1. I practice physical activities in which I test my capacities and become more agile, flexible, and resourceful.	III-P1. I am responsible in testing the limits of my body, and I practice physical activities which promote balanced development.	F-P1. Practising physical activity which promotes the development and maintenance of agility, flexibility, and dexterity appropriate for one's age, capacity and limitations.

Educational Path	Self-awareness [knowing and accepting one's own body and its maturation process]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-P2. I know the main organs of my body. I know where they are and what they are meant for.	II-P2. I accept that my body is changing and I respect the differences in development when I compare myself to others.	III-P2. I accept my own body's characteristics, and I respect physical differences between people.	F-P2. Naturally knowing and accepting the development and maturing of one's own body.
I-P3. I know the main differences between the body of a girl and a boy.	II-P3. I know the different growing paces of boys and girls, and I respect each person's self-space.	III-P3. I recognise that men and women have different physical characteristics and I respect the behaviours and needs that might arise.	F-P3. Knowing physiological characteristics of the male and female bodies and their relationship with individual behaviours and needs.

Educational Path	Physical well-being [maintaining and promoting: exercise; hygiene; nutrition; avoiding risky behaviour]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-P4. I know what I should and should not eat, and that I have to rest.	II-P4. I know how to balance my physical activities with rest and a healthy diet.	III-P4. I make healthy choices regarding my diet, my rest, and my physical activities.	F-P4. Fostering a healthy and balanced lifestyle (diet, physical activity, and rest) according to different stages of one's development.
I-P5. I take care of my body and my appearance.	II-P5. I make an effort to look good and I have regular hygiene habits that contribute to my health.	III-P5. I take the necessary care with my physical well-being, and I try to keep a good appearance.	F-P5. Caring and valuing one's body according to health standards, by taking care of one's appearance.
I-P6. I know that there are behaviours and products that can be bad for me.	II-P6. I identify and avoid behaviours and substances that are harmful to my health.	III-P6. I know the damaging effects of risky behaviour and harmful substances and I avoid them.	F-P6. Identifying and avoiding, on a daily basis, risky behaviour related to physical safety and substance consumption.

Affective Development
Dimension of personality: feelings and emotions

Educational Paths:

- **Relationship and sensibility** [self-expression; inter-education; valuing family bonds; life choices; sense of beauty and aesthetics]
- **Emotional balance** [knowing how to deal with "control/express" emotions; maintaining an inner sense of freedom; maturity]
- **Self-esteem** [knowing, accepting, and valuing oneself]

Photo: Maria Helena Guerra

Educational Path	Relationship and sensibility [self-expression; inter-education; valuing family bonds; life choices; sense of beauty and aesthetics]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-A1. I choose my friendships and I get along with everyone.	II-A1. I commit to the well-being and growth of the group, maintaining a friendly relationship with other members.	III-A1. I value my affective relationships, and I am balanced when managing conflicts.	F-A1. Valuing and demonstrating sensibility in affective relationships, according to one's life choices.
I-A2. I listen and respect older people, considering my parents as an example.	II-A2. I value my family and I accept my role in it.	III-A2. I commit to the well-being of my family.	
I-A3. I know what I like and what I do not like, and I can talk about it.	II-A3. I can show interest and keep a critical mind about some art expression.	III-A3. I recognise that there are different aesthetic sensibilities and I share my preferences.	F-A2. Respecting different aesthetic and artistic sensibilities and creating one's own opinion.
I-A4. I know that boys and girls behave differently and I respect that.	II-A4. I accept the different ways that boys and girls have of expressing their feelings.	III-A4. I naturally consider my sexuality and I try to harmoniously integrate it in my life, respecting myself and others.	F-A3. Assuming one's own sexuality, accepting the male/female comple-mentarity and living as the responsible expression of love.

Educational Path	Emotional balance [knowing how to deal with "control/express" emotions; maintaining an inner sense of freedom; maturity]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-A5. I am able to talk about what I feel.	II-A5. I recognise and naturally express my emotions without hurting others.	III-A5. I act in a considered and thoughtful manner, respecting the feelings of others. III-A6. I recognise when I behave inappropriately and I try to correct my behaviour.	F-A4. Being able to identify, understand and express one's own emotions, taking into consideration the context, and the feelings of others.

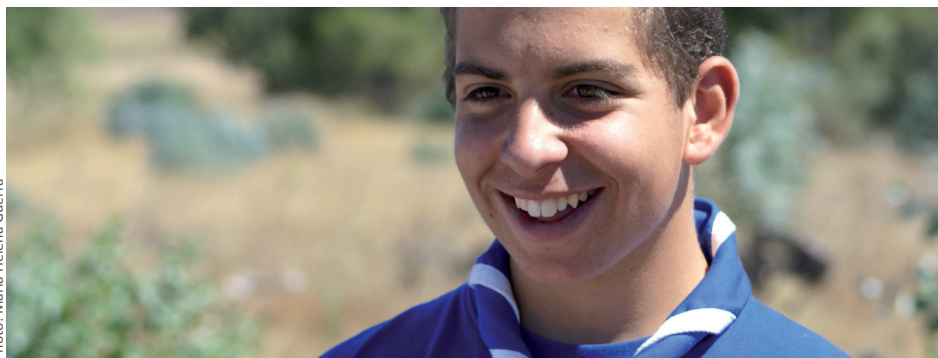| Educational Path	Self-esteem [knowing, accepting and valuing oneself]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-A6. I know what my qualities and my flaws are. I-A7. I try to be a better person.	II-A6. I accept my qualities and my flaws. II-A7. I recognise my mistakes and I try to fix them.	III-A7. I recognise the traits of my personality. III-A8. I recognise that I make mistakes and I commit to improving my less positive characteristics.	F-A5. Recognising and accepting the traits of one's own personality, while striving for constant improvement.
I-A8. I try to do everything, even when I am afraid or when I think I cannot do it.	II-A8. I try to overcome my difficulties and improve everything that I am already good at.	III-A9. I accept my own limitations, always trying to improve. III-A10. I know my capabilities and I invest in my development.	F-A6. Valuing one's own capabilities, overcoming limitations, and adopting a positive attitude towards life.

Character Development
Dimension of personality: attitude

Educational Paths:
- **Autonomy** [becoming independent; making choices; building references]
- **Responsibility** [thinking of the consequences; perseverance and commitment; successfully concluding a project]
- **Coherence** [living according to one's own value system; standing up for one's own ideas]

Photo: Maria Helena Guerra

Educational Path	Autonomy [becoming independent; making choices; building references]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-C1. I know the Law and Maxims of the Pack and understand what they mean.	II-C1. I know and understand the Scout Law and Principles.	III-C1. I consciously choose my fundamental references and values.	F-C1. Have and develop a set of values which are the product of a conscious choice.
I-C2. I take older people's opinion into consideration when I make decisions.	II-C2. I stand by my opinions, actively participating in decisions that concern me.	III-C2. I am able to recognise choices and to understand their implications.	F-C2. Being able to formulate and build one's own options, clearly standing by them.
I-C3. I participate in activities that help me learn new things.	II-C3. I choose and participate in activities that help me grow up.	III-C3. I regularly establish goals to reach in various areas of my life.	F-C3. Being responsible for one's own development, establishing goals for personal progression.

Educational Path	Responsibility [thinking of the consequences; perseverance and commitment; successfully concluding a project]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-C4. I accomplish tasks assigned to me, because I know it is important for everyone.	II-C4. I responsibly and committedly fulfil my role in groups to which I belong.	III-C4. I live up to the confidence others have in me. III-C5. I recognise the importance of my tasks, establishing priorities and respecting them.	F-C4. Demonstrating commitment and willingness to act, assuming responsibilities in every project started, establishing priorities and respecting them.
I-C5. I do not give up, even when the tasks are difficult.	II-C5. I do not get discouraged by difficulties, and I always learn from them.	III-C6. I face obstacles without giving up on finding solutions or alternatives, and I recognise lessons to be learnt.	F-C5. Demonstrating perseverance in moments of difficulty, trying to overcome them with optimism.
I-C6. I recognise that my actions have consequences.	II-C6. I foresee the consequences of my actions/decisions for the life of the groups to which I belong.	III-C7. I stand by my actions, accepting the consequences for me and for groups to which I belong.	F-C6. Thinking of the consequences with the options made, assuming responsibility for own acts.

Educational Path	Coherence [living according to one's own value system; standing up for one's own ideas]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-C7. I happily and calmly stand up for what seems right to me.	II-C7. I stand up for ideas and behaviours that I think are correct.	III-C8. I serenely share and stand up for what I believe in.	F-C7. Being consistent and confident when standing up for one's own ideas and values.
I-C8. I demonstrate, through my actions, that I know the Law and the Maxims of the Pack.	II-C8. I demonstrate that my daily behaviour is in accordance with the Scout Law and Principles.	III-C9. Every day I act according to convictions and references that I choose, and I am aware of my testimony to others.	F-C8. Giving testimony, acting according to one's own value system.

Spiritual Development
Dimension of personality: sense of God

Educational Paths:
- **Discovery** [inner availability; progressive internalisation; searching for Christian transcendence]
- **Deepening** [showing example through everyday actions; living in a community; openness to inter-religious dialogue]
- **Service** [actively integrated and participating in the Church; helping to construct a better world; evangelisation]

Photo: João Lagartinho

Educational Paths:	Discovery [inner availability; progressive internalisation; searching for Christian transcendence]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-Sp1. I know the first stories of the Bible.	II-Sp1. I know and understand the history of heroes that, based upon the Alliance, sought the Promised Land.	III-Sp1. I know and understand the life of the prophets.	F-Sp1. Knowing and understanding how God revealed Himself to humanity, by proposing a Full Happiness Project (History of Salvation).
I-Sp2. I know how Jesus was born and that He wants to be my best friend.	II-Sp2. I know and understand the message in Jesus Christ's parables and miracles.	III-Sp2. I know and understand Jesus's life with the Apostles.	F-Sp2. Having deep knowledge of Jesus Christ's message and proposal (Mystery of the Incarnation and the Paschal Mystery).
I-Sp3. I know the Church is a family to which I belong.	II-Sp3. I discover we are the Church and that we all have a role to play in it.	III-Sp3. I recognise that every member of the Church is different and that they are important and make the community richer.	F-Sp3. Recognising that belonging to the Church is a signal of God in today's world (Church as the Universal Sacrament of Salvation).

Educational Path	Deepening [showing example through everyday actions; living in a community; openness to inter-religious dialogue]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-Sp4. I know that my daily prayer is how I speak with Jesus.	II-Sp4. I know I can relate to God whenever I pray and participate in the community prayer.	III-Sp4. I pray as part of my daily habit and I participate in community celebrations.	F-Sp4. Improving daily prayer habits and participating as an active member of the Church in the community celebration.
I-Sp5. I mimic Jesus, because I know He is a good example to follow.	II-Sp5. I keep participating in my parochial community, through catechesis and celebrating sacraments that the Church proposes.	III-Sp5. I know the Church's perspective about the main biblical topics.	F-Sp5. Integrating the Gospel values in one's own life and living the Church's proposals.
I-Sp6. I identify different religions.	II-Sp6. I identify the main differences and similarities between religions.	III-Sp6. I deepen the reasons for my faith by establishing contact with other religions.	F-Sp6. Knowing main religions, differentiating between them, and valuing the identity of the Catholic Church.

Educational Path	Service [actively integrated and participating in the Church; helping to construct a better world; evangelisation]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-Sp7. I respect the creation of God (people and nature).	II-Sp7. I take care of and protect nature, also I am aware that it is important for people's lives.	III-Sp7. I stand up for human life as an absolute value.	F-Sp7. Demonstrating that God's presence in the world dignifies human life and nature.
I-Sp8. I talk about Jesus with my friends and explain to them why He is important to me.	II-Sp8. I speak about my experiences in the community, and I invite others to participate.	III-Sp8. I know what it means to be the "Salt of the Earth and Light of the World", and I offer myself to help others.	F-Sp8. Living the Christian commitment as a mission in the world in all its dimensions (human, social, economic, cultural and political).

Intellectual Development
Dimension of personality: intelligence

Educational Paths:
- **Search for knowledge** [[needing to know; searching for and selection of information; initiative; self-education]
- **Solving problems** [ability to analyse and synthesise; using new techniques and methods; selecting strategies; critical analysis of solutions found; ability to adapt to new situations]
- **Creativity and expression** [logically presenting ideas; creativity; appropriate speech]

Photo: Telmo Domingues

Educational Path	Search for knowledge [the needing to know; searching for and selection of information; initiative; self-education]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-I1. I present new topics to the Pack so we can learn more about them.	II-I1. I try to discover the world that surrounds me through my experiences.	III-I1. I always try to increase my knowledge, diversifying my experiences.	F-I1. Actively and continuously looking for new knowledge and experiences, as a way of personal growth.
I-I2. I know where to look for, and keep new information.	II-I2. I know and use different resources to gather information.	III-I2. I know where to look for information, and I choose it according to my needs.	F-I2. Knowing and using adequate ways of collecting and treating information and being able to distinguish what is essential from what is not.
I-I3. I am able to choose what I would prefer to do, and to learn.	II-I3. I discover my abilities and learn more about subjects that interest me, and might be useful for the future.	III-I3. I know my abilities and I am able to choose a professional or study area, and to identify other areas of personal interest.	F-I3. Establishing one's own education and training itinerary, and taking care to keep it updated.

Educational Path	Solving problems [ability to analyse and synthesise; using new techniques and methods; selecting strategies; critical analysis of solutions found; ability to adapt to new situations]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-I4. I am resourceful and I use things I learn to solve problems.	II-I4. I face new situations and I use what I have learnt.	III-I4. I can assess my experiences and use creatively what I learn when I face new situations.	F-I4. Adapting and overcoming new situations, assessing them in light of previous experiences, and acquired knowledge.
I-I5. I can tell when there is a problem and what should be done to solve it.	II-I5. I can identify, in an organised manner, the causes of a problem, and I can suggest solutions.	III-I5. I analyse problems, present solutions and choose the most adequate one.	F-I5. Critically analysing problems, by suggesting and using strategies to solve them.

Educational Path	Creativity and expression [logically presenting ideas; creativity; appropriate speech]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-I6. I like to imagine and do new things.	II-I6. I accept challenges that make me imagine and create different things.	III-I6. I accept the challenge of creating innovative ideas and projects in which I can use my knowledge and preferences.	F-I6. Being able to use knowledge, perception and intuition when creating new ideas and projects, while keeping an open and innovative mind.
I-I7. I am able to present and explain what I imagine.	II-I7. I creatively use different ways of expressing ideas and emotions.	III-I7. I creatively present ideas and emotions, exploring different techniques and resources, and adequately adapt them to suit.	F-I7. Logically and creatively expressing ideas and emotions, adapting them to the target audience, and using appropriate resources.

Social Development
Dimension of personality: social integration

Educational Paths:

- **Actively practicing citizenship** [rights and duties; social tolerance; social intervention]
- **Solidarity and tolerance** [service; helping others; tolerance]
- **Interaction and cooperation** [assertiveness; team spirit; playing and fulfilling one's own role within each group]

Photo: Autor desconhecido

Educational Path	Actively practicing citizenship [rights and duties; social tolerance; social intervention]		
Cub Scout	**Scout**	**Venture Scout**	**Final Educational Objectives**
I-So1. I know the rules of good conduct that allow me to get along with others.	II-So1. I am an example of commitment to the rules of good comradeship in the community.	III-So1. I know my duties and rights and I help those around me also know them too.	F-So1. Knowing and exercising one's own rights and duties as a citizen.
I-So2. I willingly participate in all activities.	II-So2. I discover the need to participate in the various groups to which I belong.	III-So2. I actively partici-pate in communities to which I belong, promo-ting common causes.	F-So2. Actively and consciously participating in various social areas to which one belongs to. Acting in an informed, respectful and constructive manner.
I-So3. I respect what belongs to others.	II-So3. I take care of what belongs to others.		
I-So4. I do not get upset when I lose a vote or a game.	II-So4. I accept when I lose in any situation, without losing respect or feeling discouraged.	III-So3. When I lose a vote, I accept the decision and contribute to it.	F-So3. Respecting democratic rules and assuming as one's own the decisions that are made collectively.

Educational Path	Solidarity and tolerance [service; helping others; tolerance]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-So5. I try to be useful to others every day.	II-So5. I am aware of situations of need in my surroundings and I try to be useful in solving them.	III-So4. I identify situations in which I can be useful, solving or minimising a social problem. III-So5. I participate, alone or with my team, in solving or minimising social problems.	F-So4. Accepting that one is part of society, and acting towards liberating service and building towards the future.
I-So6. I am able to listen and to consider the opinions of others as important, waiting for my turn to speak.	II-So6. I know how to maintain a dialogue, enthusiastically presenting my arguments, and listening to others.	III-So6. I present my ideas, respecting and valuing the ideas of others.	F-So5. Using empathy when communicating with others, demonstrating tolerance and respect towards others' points of view.

Educational Path	Interaction and cooperation [assertiveness; team spirit; playing and fulfilling one's own role within each group]		
Cub Scout	Scout	Venture Scout	Final Educational Objectives
I-So7. I am able to work with others.	II-So7. I recognise the advantages of working in a group, and I contribute with my knowledge and my work.	III-So7. I value the different tasks in the group, and I fulfil those attributed to me as best I can.	F-So6. Being able to relate and work as a team, actively contributing to the group's success with a competent performance of one's own role.
I-So8. I am friendly when I am leading.	II-So8. I demonstrate that I can coordinate things by respecting others' opinions.	III-So8. I respect the need of the group and I never impose my leadership.	F-So7. Assuming leadership roles, in a balanced way and taking into consideration the needs of the group.

■ METHOD

> EDUCATIONAL STRUCTURE

Pedagogically speaking, CNE organises young people in four Sections, based on age ranges, according to the following table.

	1st Section	2nd Section	3rd Section	4th Section
Section name	Pack	Expedition	Community	Clan
Member name	Cub Scout	Scout	Venture Scout	Rover
Age range	6-10	10-14	14-18	18-22

In Local Groups where Scouting is lived in its nautical aspect, Section and members' names are designated differently, according to the following table[1].

|	1st Section	2nd Section	3rd Section	4th Section
Section name	Pack	Flotilla	Fleet	Community
Member name	Cub Scout	Lad	Sailor	Companion

[1] In order to simplify the text, naval designations will not be used recurrently in this document, but they will always be implied.

> The Scout Method

The Scout Method, which is an original pedagogical element of Scouting, was created by Lord Baden-Powell of Gilwell and it is a system of progressive self-education based on seven equally relevant elements, shown here:
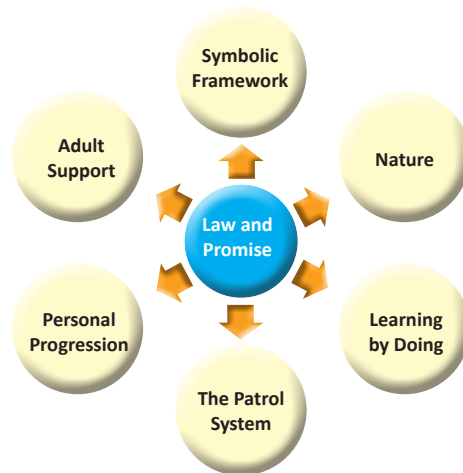
In CNE, the Scout Method is structured as follows, with some specific variations for each Section.

. Law and Promise

The Scout Law and Promise are foundation and fundamental ideas of Scouting, gathering and presenting the values professed by the world Scouting fraternity (the World Organization of the Scout Movement).

In CNE's Law is as follows:
1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals and plants.
7. A Scout is obedient.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty and respects others' goods.
10. A Scout is clean in thought, word and deed.

CNE has also established three Principles::

1. A Scout is proud of his faith and guides his whole life with it.
2. A Scout is a son of Portugal and a good citizen.
3. A Scout's duty starts at home.

In light of the aforementioned principles, all members of CNE voluntarily join the association and commit to the Law and the Promise. The Promise was established by the Founder of the Scout Movement as follows:

On my honour and with God's blessing I promise that I will do my best to:
- do my duty to God, the Church and my Country;
- help other people at all times;
- obey the Scout Law.

For the Pack, these are adapted to suit, as follows:

Law

1. A Cub Scout listens to Akela.
2. A Cub Scout does not listen to himself.

Maxims

1. A Cub Scout thinks of others before himself.
2. A Cub Scout knows how to see and listen.
3. A Cub Scout is clean.
4. A Cub Scout is truthful.
5. A Cub Scout is happy.

Promise

I willingly promise to:
- be a friend of Jesus, by loving others;
- respect the Law of the Pack;
- do a good turn every day.

. Symbolic Framework

Regardless of age range, the Scouting experience is always based on a very strong symbolic framework. This makes it more coherent and consistent.

Each Section has its own imagery and lives it. This is an environment that surrounds each Section and it is translated into their own language and spirit. It is a story with heroes and symbols that induces a feeling of belonging to the group, and facilitates the transmission of certain values:

- *The Jungle Book*, written by Rudyard Kipling (two volumes), is where Cub Scouts live their activities through.
- The imagery of Scouts is developed around the Scout himself – he is the one who goes further and makes discoveries.
- The imagery of Venture Scouts is associated to the Pioneer figure – he is the one who establishes new ground, who builds and develop new things.
- Rovers do not have a formal permanent imagery, as Rovers, being young adults, are already actors in the real world.
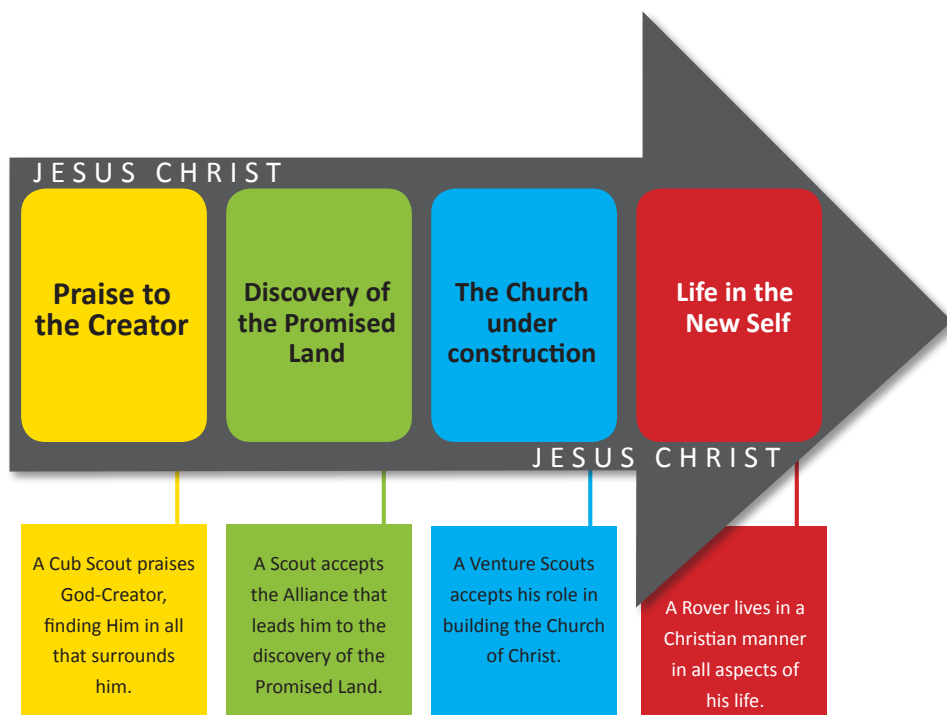
At the same time, each Section has and lives its own mystic, with proposals for spiritual frameworks and experiences that are intended to deepen the scout's discovery of God and their communion with the Church.

The Symbolic Framework of CNE's Youth Programme is based on a four-step scheme which aims to provide a full human and Christian education that is solid and mature. These steps are sequential. Each one is developed in the Section and they complement each other, as they are connected and reach their full potential when undertaken together. They follow a logical path, creating individual and communal growth through the itenary that is suggested to each Scout:

- Praise to the Creator: a Cub Scout praises God-Creator, finding Him in all things that surrounds him [the Cub Scout];
- Discovery of the Promised Land: a Scout accepts the Alliance that leads him to the discovery of the Promised Land;
- The Church under construction: a Venture Scout accepts his role in helping to build the Church of Christ;
- Life in the New Self: a Rover lives in a Christian manner in all aspects of his life.

While on the suggested path, a Scout should understand that their life has two dimensions, one which is supernatural and one which is natural. They each relate to the other: Christ, Lord of life, is not only about the spiritual and mystic experiences of man; He is present in our day-to-day life and throughout our whole human existence. He is, therefore, constantly present in the life of a Scout.

Hence, the suggested path is always centred in Christ and is a source for providing meaning.

JESUS CHRIST

Praise to the Creator

Discovery of the Promised Land

The Church under construction

Life in the New Self

JESUS CHRIST

A Cub Scout praises God-Creator, finding Him in all that surrounds him.

A Scout accepts the Alliance that leads him to the discovery of the Promised Land.

A Venture Scouts accepts his role in building the Church of Christ.

A Rover lives in a Christian manner in all aspects of his life.

In order for all these experiences to be complete, there are many symbols (elements and objects which represent realities, characteristics or attitudes that embody the suggested ideal in each Section's symbolic framework). They help convey and support the ideal which is present in the imagery and symbolic framework of each Section.

In CNE's Educational Project, all Sections have their own symbols. Each symbol can be seen alone or together with a set of complementary symbols.

The Educational Project also makes use of patrons: a Church saint or blessed one who has, during their life, fully embodied the values which are intended to be transmitted through the symbolic framework of the Section. Therefore, that saint or blessed one was chosen as the protector of, and to be an example of life for the young people of that specific Section.

Above all others is Our Lady Mary, Mother of God, and Mother of all Scouts. There is also Saint George (world patron of Scouting) and Saint Nuno of Saint Mary (patron of CNE).

Each Section has its own patron:

- Pack – Saint Francis of Assisi;
- Expedition – Saint James the Greater;
- Community – Saint Peter;
- Clan – Saint Paul.

Additionally, each Section uses role models. These are figures from the Catholic Church and, as with the patron, they embody the values and ideals of the symbolic framework of each Section. They also express the diversity of paths available and the possible charismas needed to follow them. Finally, each Section also uses great historical figures who, during their lives, have accomplished great things and therefore are associated with the imagery of the Section. They have left their mark on history.

	1st Section	2nd Section	3rd Section	4th Section
Imagery	The Jungle Book	Scout (he who discovers)	Pioneer (he who builds)	*no formal imagery*
Mystic	Praise to the Creator	Discovery of the Promised Land	The Church under construction	Life in the New Self
Symbols	Wolf's head	Fleur-de-lis Pole Hat Water bottle Star	Wind rose Axe Drop of water Icthus	*Double-forked pole Tent Backpack Gospel Bread Fire*
Patron	Saint Francis of Assisi	Saint James the Greater	Saint Peter	Saint Paul
Role Models	Saint Claire of Assisi Blessed Francisco and Jacinta Marto	Abraham Moses David Saint Anthony Saint Elizabeth of Portugal	Saint John de Brito Saint Thérèse of Lisieux Saint Catherine of Siena	Saint John of God Blessed Teresa of Calcutta Saint Teresa Benedicta of the Cross Saint John Paul II Saint Ignatius of Loyola
Figures	---	Great explorers	Great pioneers	Great men

. Nature

Nature is one of the most identifying elements of the Scout Method as a pedagogical proposal.

Lord Baden-Powell of Gilwell's first steps towards developing Scouting were based on exploring nature and living together with nature, using its resources and benefiting from living outdoors. Ever since then, nature has always provided a privileged space and environment for developing Scouting activities. It allows young people to push their limits, enjoy natural resources and learn to live a simple and healthy life outdoors.

Nature (open fields, rivers and the sea, the latter with particular interest for the nautical aspect of Scouting) is the privileged environment for developing Scouting activities, safety procedures and specific ethical behaviours. Each Scout should know and put these into practice in their activities, according to their age and maturity.

Therefore, pedagogical material is available to members of each Section. This material facilitates the acquisition of technical, ethical and safety knowledge (including specific aspects for sea Scouts), and allows members to fully live a typical Section activity. When camping, (adult) Leaders must create educational opportunities so these techniques may be put in to practice and developed.

This is the way it has worked for 100 years, and it is still the way it works now. It is in nature (with typical activities such as setting camp, camping, following trail signs, hikes, etc.), that Scouting is done, preserving and enjoying the pedagogical benefits of the Scout Method to its fullest.

. Learning by Doing

The goal of Scouting is to help young people fully develop their abilities, so they become active and responsible members in the community. This development will progressively lead to more autonomy. In order for this to happen, young people cannot only listen to "how it should be done", or see other people doing it. In order to learn it is necessary to experiment, to feel, to be part of the situation. That is because learning is a dynamic and active process.

The game, in a broad sense, is an essential element of Scouting. In it the young person finds challenges and obstacles which help to develop their abilities and solidarity. They learn and grow up together.

Scouting activities are therefore, planned initiatives and actions that are developed by young people, under adult supervision. Such activities both apply the Scouting game, and respond to aspirations of discovery and fulfilment; Scouts in all Sections contemplate a sequence of diverse educational opportunities when choosing, planning, executing, and assessing the activity.

As an active agent when choosing the project they want to accomplish (motivated by their choices, peers and healthy competition), young people also take part in preparing the activity. Therefore they learn by doing, they understand the usefulness of what was learnt (this motivates them to learn even more), they develop their abilities and they discover skills and preferences, which otherwise they might not know.

The project methodology is a structured part of the learning by doing process. It allows young people to actively and safely transform their dreams and aspirations into actual enriching activities and experiences, which contribute to their personal development.

In general, a project is a set of related and specific actions which are planned and put into effect to reach an ultimate goal. In this context, a Scouting project is characterised as:

- being a group challenge;
- having a clear goal and a set deadline;
- involving four main stages;
- being based on the Scout Method;
- incorporating many educational opportunities;
- taking distinct interests, talents, abilities and needs into account;
- trying to commit each young person to reaching the common goal through their own personal effort.

In view of this, the educational value of the project methodology is based on:
- developing the ability to communicate and work in collaboration with others;
- assuring the genuine participation of young people in decisions that concern them, and providing them with the necessary "training";
- developing responsibility;
- developing the sense of "purpose" (the motivating effect);
- allowing for discovery and searching for talents;
- acquiring many skills;
- creating habits from working "with a project" (useful for a contemporary life).

The project gets a specific name according to each Section, as seen below.

	1st Section	2nd Section	3rd Section	4th Section
Project name	Hunt	Adventure	Enterprise	Hike

In Local Groups in where Scouting is lived through a nautical aspect, the projects are designated differently according to the following table:

	1st Section	2nd Section	3rd Section	4th Section
Project name	Hunt	Expedition	Cruise	Campaign

The project methodology is structured according to different stages (shown below). The participation of young people varies with age and maturity.

- 1st Stage: Idea and Choice
  Motivation / Preparation / Presentation / Choice

- 2nd Stage: Planning
  Enrichment / Organisation / Planning

- 3rd Stage: Execution
  Execution / Experiences

- 4th Stage: Assessment
  Assessment / Celebration

. The Patrol System

The Patrol System was created by Lord Baden-Powell of Gilwell. It is a system in which the young people of a group organise themselves in small teams with their own identity and life, with an internal leadership and organisation. This system is one of the most important and distinct elements of Scouting's educational offer.

The Patrol (or other designation the small group might have) is where young people, under the leadership of one of them, establish relationships and are called to fulfil many tasks, promoting the common good. This motivates co-responsibility, which in turn enhances learning about democracy and solidarity, as well as understanding the role of the leader, and the importance of a good and balanced leadership for the development of the group.

	1st Section	2nd Section	3rd Section	4th Section
Small group name	Six	Patrol	Team	Tribe
Number of members	4-7 Cub Scouts	4-8 Scouts	4-8 Venture Scouts	4-8 Rovers
Gender	Advisable: mixed	Advisable: mixed	Advisable: mixed	Advisable: mixed
Identity	One of five colours: white, grey, black, brown and orange	Names of animals	Name of a saint of the Church or a pioneer of humanity or a national hero	Name of a saint of the Church or benefactor of humanity or a national hero
Leadership	Sixer	Patrol Leader	Team Leader	Tribe Leader
Number of small groups per Unit	2-5 sixes	2-5 patrols	2-5 teams	10-32 rovers
Name of space where Unit meets	Den	Base	Shelter	Hostel

In Local Groups where Scouting is lived through a nautical aspect, small groups and their leaders are designated differently according to the following table[1]:

	1st Section	2nd Section	3rd Section	4th Section
Small group name	Six	Crew	Crew	Company
Leadership	Sixer	Quartermaster	Shipmaster	Skipper

The Patrol System is what makes Scouting a true collaborative effort. It is a natural non-formal educational method, in which each young person, with their own specific needs, abilities, and personal interests, grow up with others and among others. It is where peers recognise their own strengths and idiosyncrasies while living a common experience and putting the Scout Law into practice.

The Patrol is a "micro society" where every Scout plays an important role. By taking on the responsibility of certain tasks carried out within the patrol, a Scout becomes responsible for himself and... grows up!

The Patrol System also helps to let go of the egocentric perspective and allows young people to get used to assigning tasks to themselves and to each other. This brings young people together for a common ideal, while developing comradeship, complicity, and friendship.

Meetings are also related to the Patrol System, and to the way a Section lives the project methodology. These meetings support the experience of living as a Patrol and as a Section.

Scouting mainly lives outdoors in nature, but it does not ignore experiences in the headquarters, where each Six, Patrol, Team, and Tribe has its own space, its corner. This is where their items and equipment are kept, where they meet and also where they cultivate and preserve their identity and memories as a group.

This space where they meet is private for each Six, Patrol, Team or Tribe. It is where an important moment where growth happens. Therefore, it should be valued, as it fosters the sense of participating in a common experience, based on dialogue and cooperation. It fosters organisation and planning, critical thinking and assessment, and responsible self-management.

A crucial element for every Section is the Patrol Leaders Council. It is a permanent organism which coordinates the Section and its decisions, and it is supervised by the Section's adult Leader.

The patrol leader is therefore fundamental, not only to lead and coordinate Sixes, Patrols, Teams and Tribes, but also to represent each group in the Section and in the Patrol Leaders Council.

. Personal Progression

The development of each young person is the ultimate goal of Scouting, and personal progression is the process by which they accomplish the educational objectives according to each age range.

Personal Progression tries to consciously involve each young person in their own development. It is the main tool and it is based on a personal perspective, by taking into account the individual characteristics of each young person.

Therefore, Personal Progression allows each Scout to reach their educational objectives in the Section (acquiring knowledge, skills and attitudes), and it is a motivational element for the young person (being and doing better). It works as a guide to their development and it is an opportunity to increase their own skills and personal value, or even to discover talents. Personal Progression drives young people to acquire analytical and planning habits for life.

Personal Progression Structure

Young people go through two stages within each Section: integration and experience. Integration is when young people join the Section and is initially "assessed". Experience is when they are already a part of the Section and they have evolved by going through different progression steps.

Every young person is different in many ways (age, family background, school background, development stage, skills, and difficulties). Therefore, they might be at different personal development stages, regardless of being the same age.

That is why, when a young person joins a Section, he/she is initially assessed. This initial assessment evaluates the young person's maturity in order to establish the path of progression he/she will take upon formally joining that Section. In other words, it establishes which educational objectives have already been met by that young person, where they stand (progress-wise), and which educational objectives are still to be accomplished.

Section Leaders (adults) are responsible for the initial assessment: It should be done according to the young person's age and maturity, by having an informal conversation with them, with their parents, their Patrol Leader, as well as by watching them during the first activities. It is also possible to use specific dynamics and games to achieve this initial assessment.

The initial assessment is crucial for the next step: choosing the educational path (objectives). This choice should take the young person's needs into consideration. The aspirant or novice should be motivated to choose, each year, a path in each personal development area (two or three objectives per personal development area, in the Clan) through which their most important or urgent development needs can be met and they can accomplish their objectives through specific activities.

Therefore, after the aspirant or novice's personal progression has been, and they have completely joined the Section, the following should be considered:

- Up to one path in each development area already accomplished – 1st stage;
- Between one and two paths in each development area already accomplished – 2nd stage;
- Between two and three paths in each development area already accomplished – 3rd stage.

Reaching a new stage always means accomplishing at least one path in each personal development area (except in the last stage, which ends when all paths are complete).

Specifically for Rovers, personal progression is analysed using final objectives and not paths. Therefore, after joining the Clan, the aspirant or novice should be assessed and placed in the adequate stage, according to the following requirements:

- Less than two objectives in each development area already accomplished – 1st stage (Community);
- Between two and four objectives in each development area already accomplished – 2nd stage (Service);
- More than four objectives in each development area already accomplished – 3rd stage (Departure);

Reaching a new stage always means accomplishing at least two (more) objectives in each personal development area (except in the last stage, which ends when all the objectives are complete).

At the same time, upon joining this Section, each Rover is invited to create and regularly update their Personal Life Project (PLP).

The Personal Life Project is a pedagogical tool which helps Rovers manage their personal development. This, in turn, leads Rovers to reflect and make a careful analysis of all aspects of their life (family, friends, school, job, relationship with God, girlfriend/boyfriend, relationship with himself/herself and with others), to set objectives for their life (short term objectives, long term projects and big dreams), and to explicitly commit to those objectives.
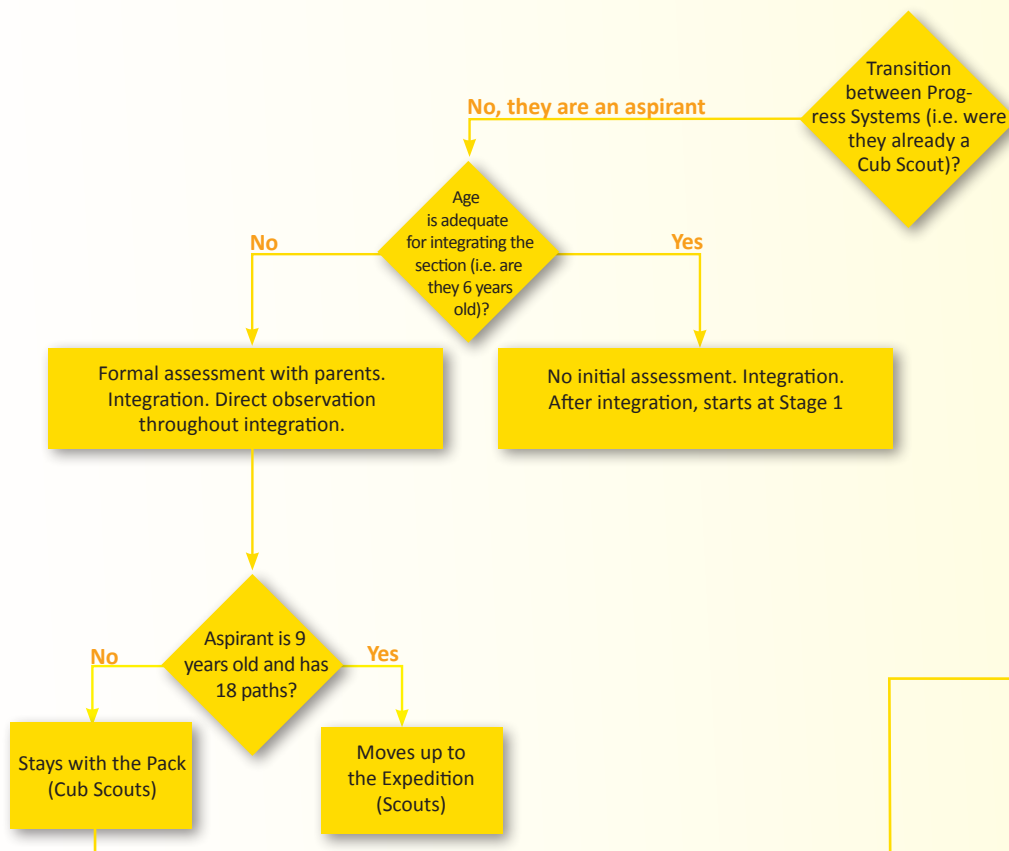
Therefore, Rovers should articulate choices for their educational objectives with their Personal Life Project, and should include specific activities that help them to reach those objectives. Hence, educational objectives are the responsibility of Rovers themselves.

Part of the Personal Life Project will be open. This is where Rovers mention their choices. This part is to be shared with their tribe and with the Clan Leader. Based on this moment of sharing, the Clan will create its Clan Chart, a Community Life Project. The Clan Leader should have access to the choices made by each Rover, so they can support the Rover throughout their progress.
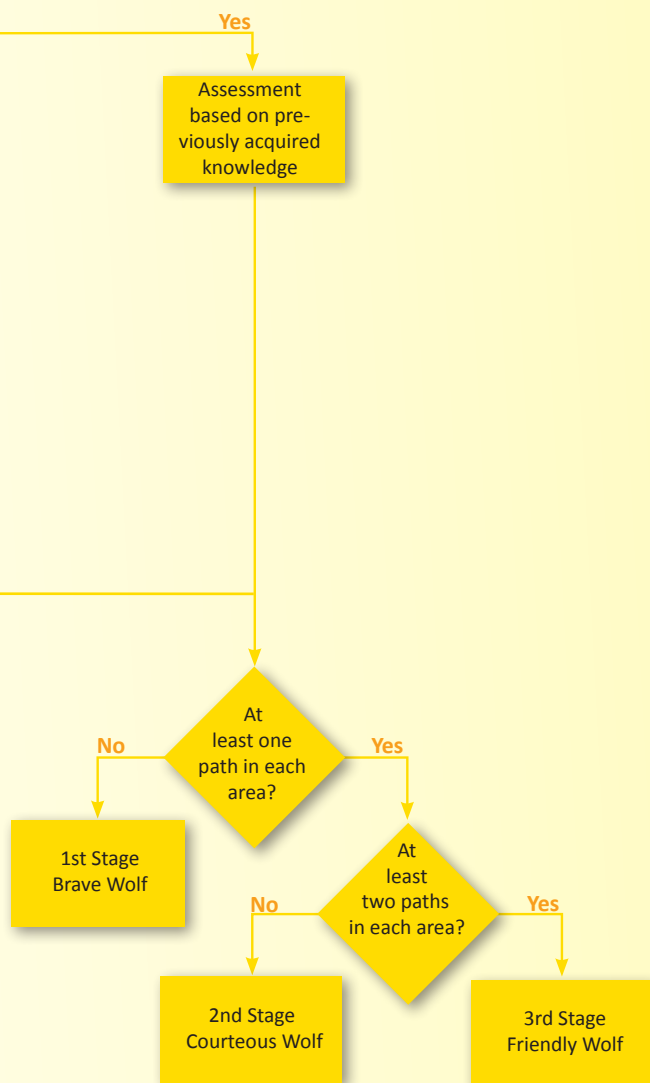
There should also be another part of the Personal Life Project which is private. The Rover chooses whether they want to share it or not. This is where the Rover express their most inner and personal objectives.

To sum up, we can look at the following schematics to check how the initial assessment works and to know the progression steps according to each Section.

Cub Scouts

Transition between Progress Systems (i.e. were they already a Cub Scout)?

No, they are an aspirant

Age is adequate for integrating the section (i.e. are they 6 years old)?

No

Yes

Formal assessment with parents. Integration. Direct observation throughout integration.

No initial assessment. Integration. After integration, starts at Stage 1

Aspirant is 9 years old and has 18 paths?

No

Yes

Stays with the Pack (Cub Scouts)

Moves up to the Expedition (Scouts)

At the end of the 1st Stage (if applicable), it might happen that the 6 paths the Cub will choose have already been completed. Therefore, the Cub should progress to the 3rd Stage.

Yes

Assessment based on pre-viously acquired knowledge

At least one path in each area?

No

Yes

1st Stage Brave Wolf

At least two paths in each area?

No

Yes

2nd Stage Courteous Wolf

3rd Stage Friendly Wolf

Scouts

Transition between Progress Systems (i.e. were they already a Scout)?

No, they are an aspirant or a novice

Older than 10 years old?

No

Yes

Initial assessment with parents, informal observation and dynamics with them.
Novices: (adult) Section Leaders can have a talk to "pass the baton".
Integration (call). Paths which are completed are assessed later on.
The first group of paths should not be similar to the last group of paths chosen while they were a Cub Scout.

Assessment with the aspirant and informal observation with specific dynamics.
Integration (Call).

Aspirant is 13 years old and has 18 paths?

No

Yes

Stays with the Expedition (Scouts)
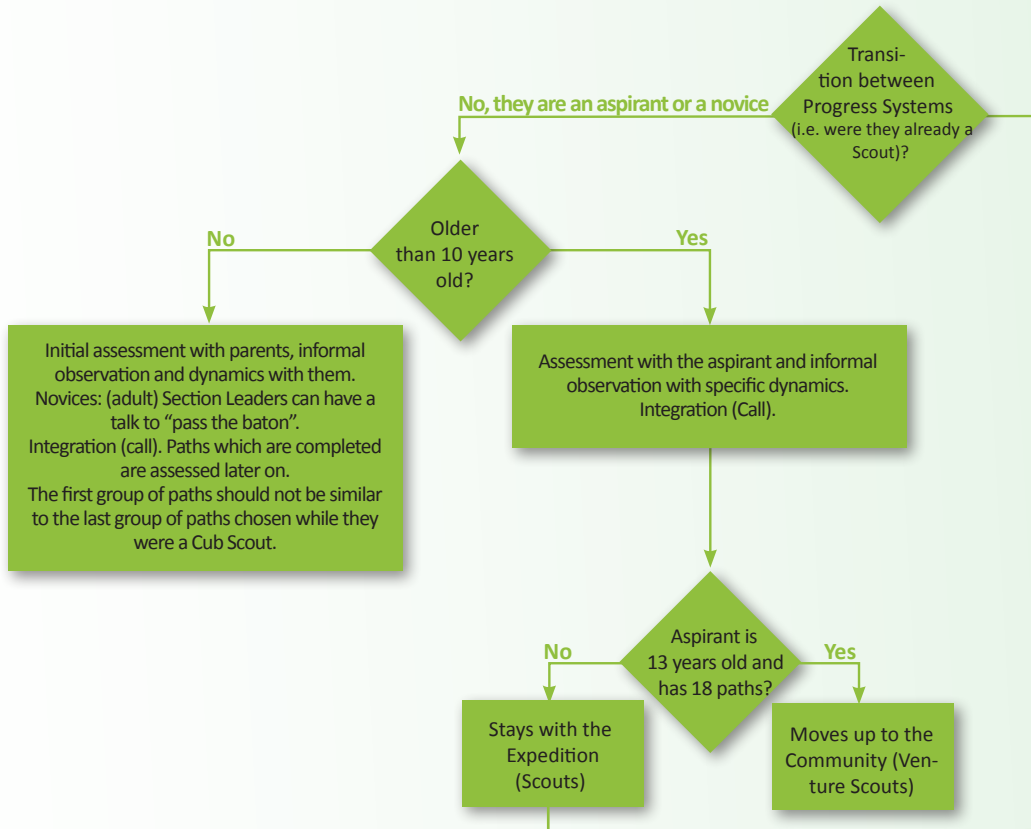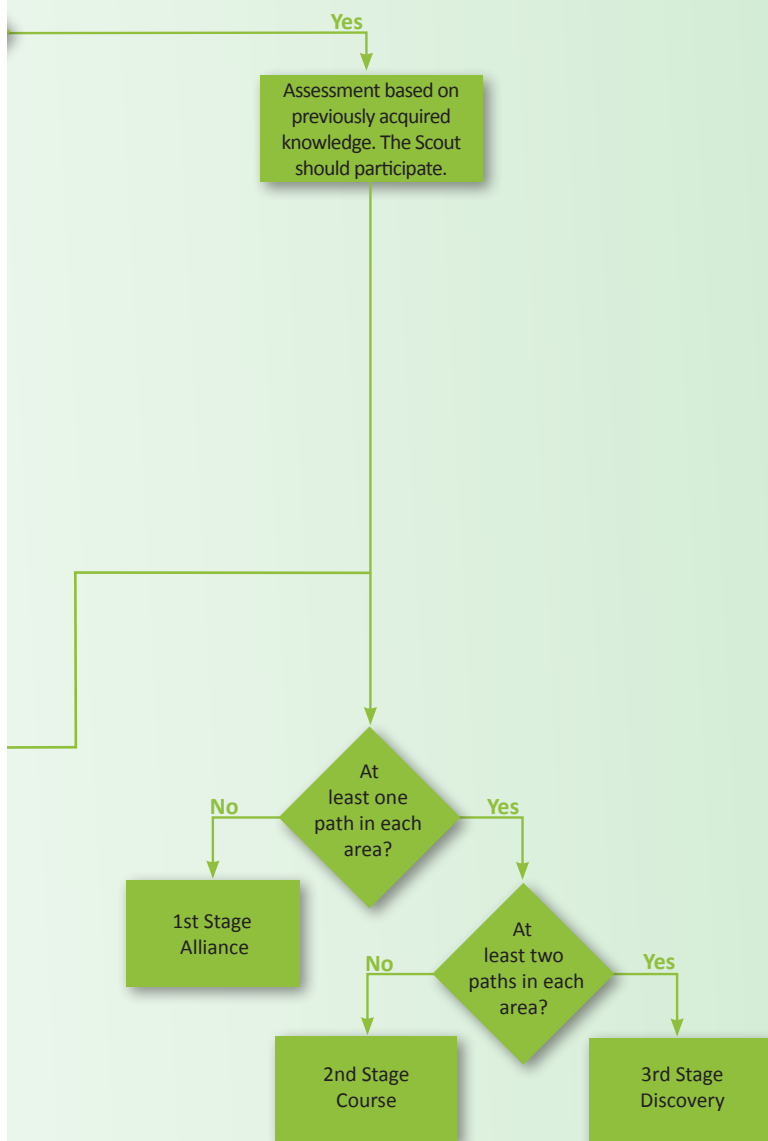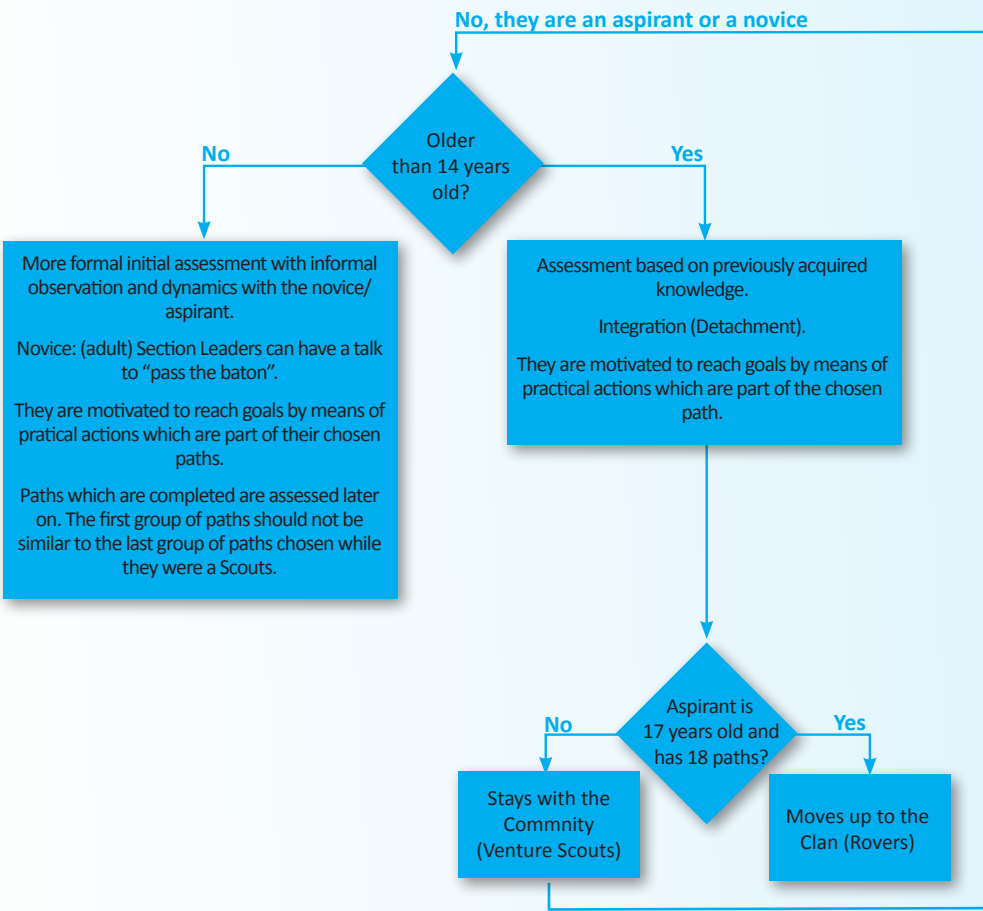
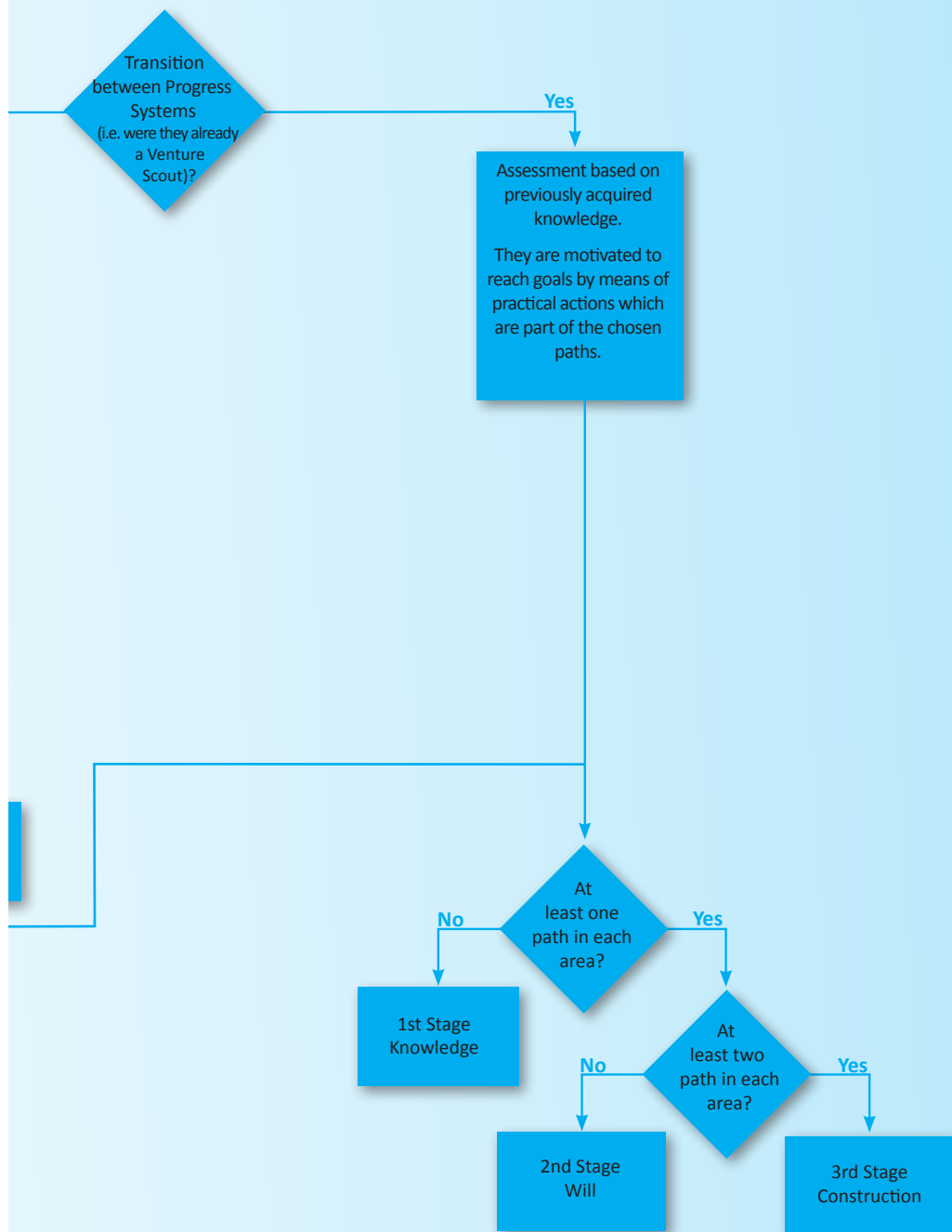Moves up to the Community (Venture Scouts)

At the end of the 1st Stage (if applicable), it might happen that the 6 paths the Scout will choose have already been completed. Therefore, the Scout should progress to the 3rd Stage.

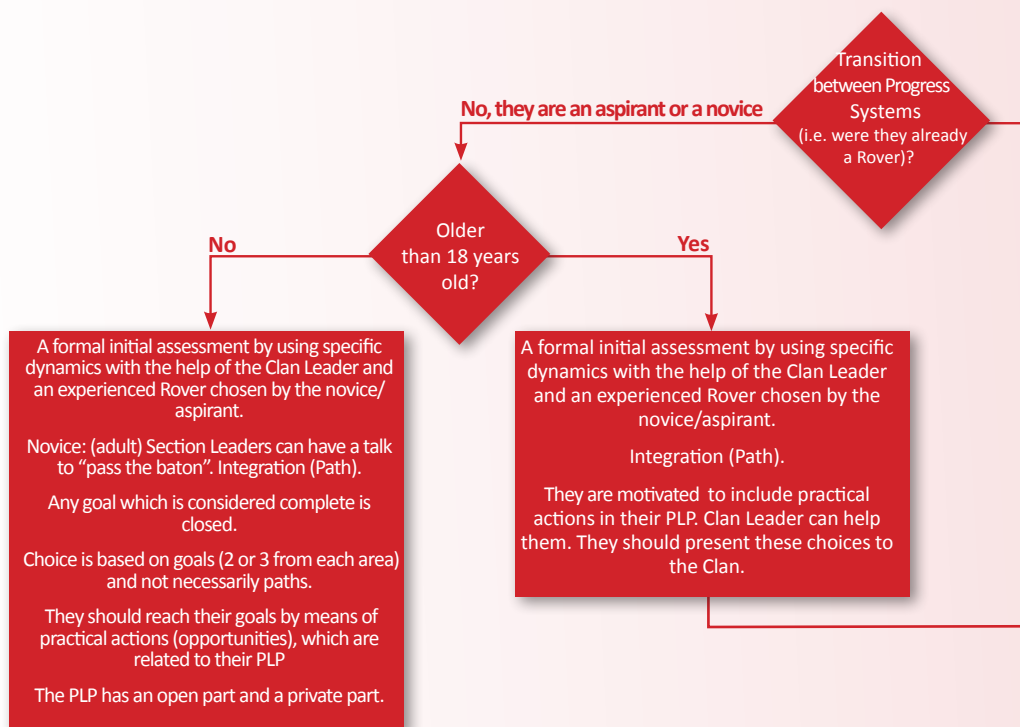**Yes**

Assessment based on previously acquired knowledge. The Scout should participate.

At least one path in each area?

No

Yes

1st Stage Alliance

At least two paths in each area?

No

Yes

2nd Stage Course

3rd Stage Discovery

Venture Scouts

No, they are an aspirant or a novice

No Older than 14 years old? **Yes**

More formal initial assessment with informal observation and dynamics with the novice/aspirant.

Novice: (adult) Section Leaders can have a talk to "pass the baton".

They are motivated to reach goals by means of pratical actions which are part of their chosen paths.

Paths which are completed are assessed later on. The first group of paths should not be similar to the last group of paths chosen while they were a Scouts.

Assessment based on previously acquired knowledge.

Integration (Detachment).

They are motivated to reach goals by means of practical actions which are part of the chosen path.

No Aspirant is 17 years old and has 18 paths? **Yes**

Stays with the Commnity (Venture Scouts)
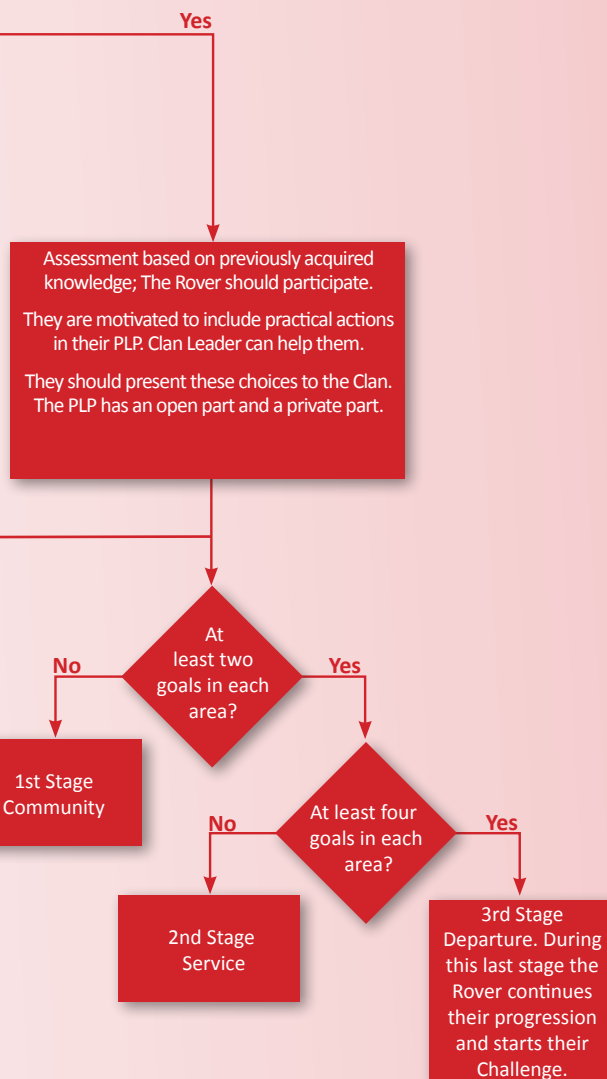
Moves up to the Clan (Rovers)

At the end of the 1st Stage (if applicable), it might happen that the 6 paths the Venture Scout will choose have already been completed. Therefore, the Venture Scout should progress to the 3rd Stage

Transition between Progress Systems (i.e. were they already a Venture Scout)?

Yes

Assessment based on previously acquired knowledge.

They are motivated to reach goals by means of practical actions which are part of the chosen paths.

At least one path in each area?

No

Yes

1st Stage Knowledge

At least two path in each area?

No

Yes

2nd Stage Will

3rd Stage Construction

Rovers

No, they are an aspirant or a novice

Transition between Progress Systems (i.e. were they already a Rover)?

No

Older than 18 years old?

Yes

A formal initial assessment by using specific dynamics with the help of the Clan Leader and an experienced Rover chosen by the novice/aspirant.

Novice: (adult) Section Leaders can have a talk to "pass the baton". Integration (Path).

Any goal which is considered complete is closed.

Choice is based on goals (2 or 3 from each area) and not necessarily paths.

They should reach their goals by means of practical actions (opportunities), which are related to their PLP

The PLP has an open part and a private part.

A formal initial assessment by using specific dynamics with the help of the Clan Leader and an experienced Rover chosen by the novice/aspirant.

Integration (Path).

They are motivated to include practical actions in their PLP. Clan Leader can help them. They should present these choices to the Clan.

At the end of the 1st Stage (if applicable), it might happen that the 12-18 objectives the Rover will choose have already been completed. Therefore, the Rover should progress to the 3rd Stage.

Yes

Assessment based on previously acquired knowledge; The Rover should participate.

They are motivated to include practical actions in their PLP. Clan Leader can help them.

They should present these choices to the Clan. The PLP has an open part and a private part.

At least two goals in each area?

No

Yes

1st Stage Community

At least four goals in each area?

No

Yes

2nd Stage Service

3rd Stage Departure. During this last stage the Rover continues their progression and starts their Challenge.

Integrating in to the Section, which is something that happens both before and at the same time as the initial assessment, should have two distinct moments: an informal integration and a formal integration.

Informal integration does not happen in the Pack and it should start during the last trimester of a member in the previous Section. During that period, the young person is still part of and fully lives with that Section. However, in order to help familiarise them, in an informal way, with the Section to which they will going to move up to, they will be invited to know their next Section's meeting place, the adults and members who are a part of it, the way it works, and also participate in a short activity. The Patrol Leaders (young people) play an important role in welcoming this future member.

The formal integration happens when the next year starts and they officially move up to the next Section. They are immediately awarded the integration badge for that Section.

The goal of the formal integration is to enable the aspirant or novice to become aware of how the new Section works, what its typical activities are, what its symbolic framework is and what is expected of them in this new Section.

Based on this new individual awareness, each aspirant or novice decides for himself to join the new Section. This will happen on the day they make their Promise.

The decision of whether or not aspirants and novices are accepted in the group is made during the Patrol Leaders Council and is later validated at the Unit Council.

The Promise is a landmark occasion for every Scout. It is when the young person officially starts their new personal development in the new Section. The Promise should happen within two months of the aspirant or novice joining the Section.

After the Promise, a young person starts living as part of the Section. The progression proposal is based on the acquisition of knowledge, skills and attitudes. It is based on three aspects of knowledge: knowing, doing and being.

Progression dynamics should meet pre-set objectives for each path of the personal development areas. Therefore, progressing will mean reaching objectives, instead of increasing the level of proficiency of knowledge, skills and attitudes already acquired.

	1st Section	2nd Section	3rd Section	4th Section
Integration	Tenderfoot	Call	Detachment	Path
1st Stage	Brave Wolf	Alliance	Knowledge	Community
2nd Stage	Courteous Wolf	Course	Will	Service
3rd Stage	Friendly Wolf	Discovery	Construction	Departure

With six personal development areas, each having three educational paths and many educational objectives, each young person is asked to build their own annual progression stage. This is done by letting them choose an educational path in each area (or at least two objectives per area, in the Clan).

The choice depends entirely on the young person, who will have the help of their Patrol Leader and the adult Leaders of that Section. These will help the young person with their initial assessment of their knowledge, skills and attitudes they already have. They will also offer advice when choosing educational paths (or objectives, in the Clan) to build his stages. Finally, they will be important for watching how their knowledge, skills and attitudes evolve within the Section and how they contribute to validating the educational objectives that are accomplished.

Progression is achieved either from educational opportunities that Scouting offers, or from other opportunities that arise within the family or community. This means that everything young people do within and outside their Scouting activities contributes towards reaching their objectives. Therefore, it is part of their growth in the six personal development areas.

Educational objectives that are presented to young people are only proposals or challenges that might be achieved in an attractive and fun way, with their peers. These are proposals that help young people live enriching experiences that lead to personal growth.

A particular type of educational opportunity consists in demonstrating specific skills and specialisation (in each Section). These are established and presented to young people, and their achievement and practice in daily life enhance growth in certain development areas or educational paths.

Knowledge, skills and attitude might also be acquired during young people's experiences in school, catechesis, sports they practice, or associations they might be a part of. It is up to the (adult) Section Leader to verify such knowledge, skills and attitudes. It is not mandatory that the latter are only acquired during Scouting activities.

Educational opportunities (whether they consist in activities, positions or tasks to be carried out, responsibilities which are accepted, etc.) contribute to indirectly and progressively reaching educational objectives.

There is not a direct relationship between carrying out a specific educational opportunity and achieving an educational goal. The accomplishment of each educational goal is decided by analysing the young people's development and considering whether that educational opportunity was completed or not.

Assessing acquired knowledge, skills and attitudes, and validating educational objectives that are reached, is something that should be done continuously throughout the whole Scouting experience of young people. Acknowledgement of those objectives and consequent attribution of educational paths or progression stages that are completed, should be done during the celebration part of typical activities. It should involve each member, their six, patrol, team or tribe, the Patrol Leaders Council and all adults responsible for that Section.

This is a way to highlight the importance of their peers, i.e. the role that their Patrol Leaders and of the Patrol Leaders Council play in monitoring and assessing their members' personal progression.

The Patrol Leaders Council has the privileged task of making decisions that concern young people's progression: choosing a path, assessing and acknowledging progressions. It will naturally have adult Leaders monitoring this process, as they will help young people form opinions and make decisions, both individually and as a group.

If a Rover is in their Departure stage, they are asked to commit to a personal cause: A Challenge which involves a continuous activity or action during a specific period (minimum three months) and preferably related to cooperating or volunteering in an institution or organisation chosen by the Rover.

This activity should be presented to, and shared with the Clan, and the Rover should regularly report his experience. It is an excellent opportunity for the Rover to complete his personal progression and then effectively depart from the Clan.

When a young person completes the last stage (i.e. when they complete all educational objectives set for that Section), they will receive a merit woggle that should be worn with their uniform. This demonstrates that they have completed their progression in that Section.
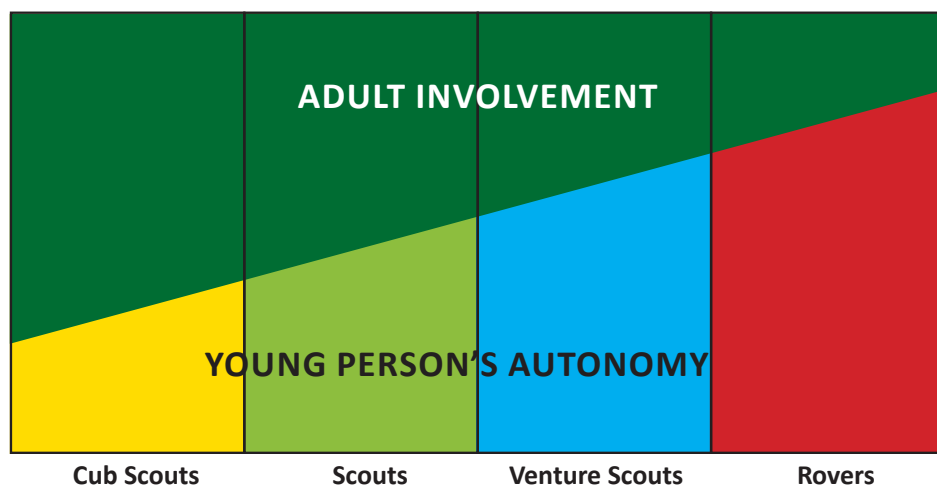
When a Rover completes their personal progression, by accomplishing all final educational objectives, they will make the Departure, as proof that their progression is over and they are, therefore, ready for life. The Departure of a Rover is suggested by themself when they feel prepared. Nevertheless, it must be approved during a Clan Council.

> Adult Support

Regardless of the main role of the relationship between peers as a Scouting educational tool, the adult (and, therefore, his support and the relationship they establish with young people) is also an essential element of the Scout Method.

Adults in Scouting enable young people to effectively learn and grow in their Section. However, this process should be centred in the young people, and the adult's intervention should usually work as a support. The young person should be the main character of their own development.

According to the age range and maturity of young people, adults are asked to progressively "step away". However, the adult must always make sure there is a safe and proper environment for "normal" learning and learning by doing. They must also make sure the Section lives according to the ideals and values of Scouting.

ADULT INVOLVEMENT

YOUNG PERSON'S AUTONOMY

| Cub Scouts | Scouts | Venture Scouts | Rovers |

Photo: Junta Regional de Lisboa

The aim of Scouting is to allow a young person to develop autonomy. The adult should therefore promote that autonomy. The relationship between the autonomy of a young person and the involvement of the adult should be gradually reduced and qualitatively differentiated throughout the educational progression of a young person in the Sections.

The degree of "free space" or "freedom" and the type of companionship and complicity all depend on the Section. However, regardless of Section, it is important that the adult is present and that young people know they are present, that they conveys safety, that they are there for whatever might happen, and that they are with the young people, and walk alongside them in both good moments (motivating them) and bad (directing them towards better moments).

The adult Leader should know how to get along with young people. However, they should never be mistaken as one. Balance is key to maintaining the educational relationship between young people and adults.

At the same time, the adult Leader is supposed to make sure safety rules are met in all initiatives and activities. Risky behaviours should also be excluded from activities, as it represent unreasonable risk taking.

To sum up, the adult Leader has the duty to be present and regulate how the Section works, making sure every element of the Scout Method is present.
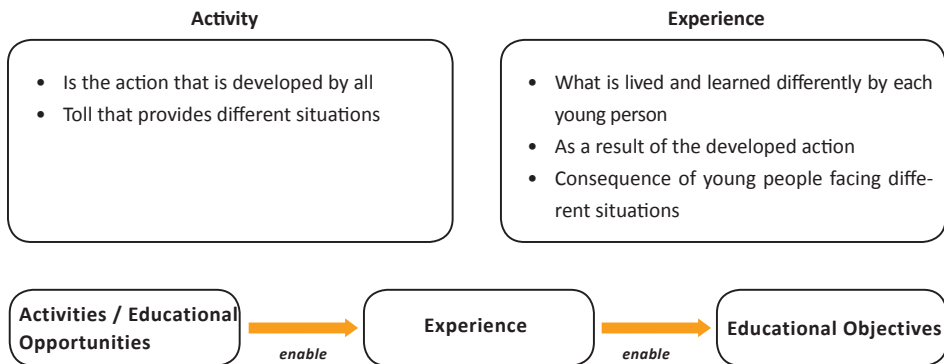
■ACTIVITIES
> SCOUTING ACTIVITIES

Scouting activities are developed by young people and are usually associated with some of the most distinct elements of Scouting: action, adventure, challenge, creativity, contact with nature, etc. Activities are the most visible part of the Educational Programme. Young people gradually build their perception of society and of what Scouting represents by participating in activities. In fact, activities are the reason most young people are attracted to Scouting.

In this Educational Programme based in educational objectives, where each young person is challenged to reach pre-established objectives, all activities or actions are ways of reaching those educational objectives. Scouting presents and accomplishes activities as a way that creates and provides educational opportunities that ultimately contribute to young people reaching their educational goals, i.e. their desired progression.

Therefore, all opportunities that enable young people to developing the six personal development areas, and that contribute to reaching the desired educational objectives, are considered to be educational opportunities. Whether it is an activity, a suggested specific skill, accepting specific tasks and responsibilities in the Six, Patrol, Team or Tribe, they are all considered to be educational opportunities. However, executing and participating in activities does not automatically grant that objectives are accomplished. They do contribute to acquiring knowledge, developing skills or awakening attitudes, which gradually and cumulatively lead young people to achieving one or more educational objectives.

Executing an activity is related to an important element of the Scout Method: Learning by doing. It works as an active method of valuing individual experience for acquiring knowledge, skills and attitudes. In Scouting, young people learn by doing. Learning by doing allows them to discover, and to let knowledge, skills and attitudes be naturally and gradually assimilated by experience.

Activities and experience are therefore two closely related concepts, although they are clearly different. As activities are the privileged way of learning, young people learn with experiences they live during these activities.

Activity	Experience
• Is the action that is developed by all • Toll that provides different situations	• What is lived and learned differently by each young person • As a result of the developed action • Consequence of young people facing different situations

Activities / Educational Opportunities → *enable* → Experience → *enable* → Educational Objectives

Therefore, experiences are personal, and express a personal relationship between each young person and reality. One single activity might produce different experiences for all young people participating in it. It depends on a lot of things, namely on the individuality of each young person. As activities and educational opportunities present in it are common to the whole Section, individual learning processes are stimulated by helping each young person think about their experiences and how they relate it to their daily life. This will also help them assimilate personal experiences so that they may influence new behaviours in the future. The importance of the process of assessing an activity and of individual growth perception cannot be stressed enough.

An activity is assessed…

by observation

during that activity and at the end of it

by everyone who participates in it

to determine if its objectives where accomplished
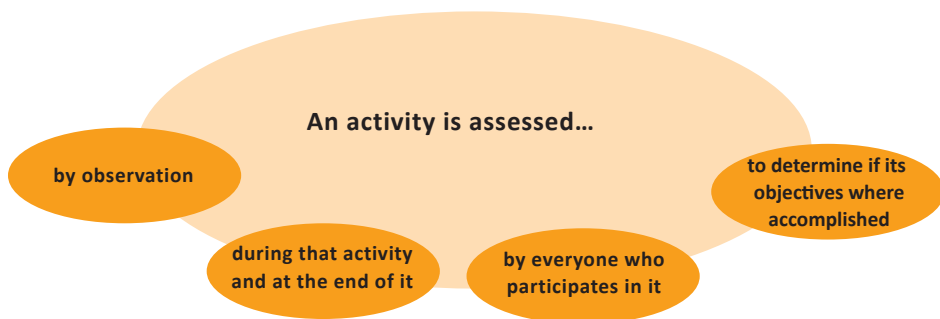
Internal and External Activities

Due to the fact that educational objectives encompass the whole life of young people, two types of activities can be considered: Internal activities and external activities.

Internal activities are those that compose the Scouting programme of activities and take place within Sixes, Patrols, Teams and Tribes in the Section or beyond it.

External activities are the ones in which young people participate due to specific reasons: personal reasons, with family, at school, etc.

Both types of activities provide educational opportunities which are relevant and should be considered when assessing the personal progression of a young person.

Fixed and Variable Activities

Fixed activities happen on a daily/weekly basis or have some regularity. They are usually associated with creating and maintaining the Scouting environment and structural management, in order to create the proper atmosphere for putting the Scout Method into practice. These activities contribute for achieving educational objectives by means of typical Scouting moments: Patrol meeting, games, camping, campfire, etc. This happens by making sure young people participate and collectively make decisions and provide tangible values.

Variable activities are not experienced with such regularity. They might even happen only once and they present themselves in various ways. They depend on the interest of young people. If such an activity is to be repeated, it should happen farther in the future and with no cyclical character. They guarantee that the programme meets the interests and concerns of young people. Therefore, they clearly contribute to one or more educational objective.

The programme of activities must be balanced and consider both types of activity. A programme should not be solely based on fixed activities: This will translate into a closed and "egocentric" Section; it will not contribute to the harmonious development of young people; it also risks becoming obsolete. Equally, it should not be solely based on variable activities: there is the risk of losing the character of the Section; this will affect the educational environment, and activities will be seen as meeting their own objectives and not the objectives for personal development.

Variable activities should be:
- Challenging (they should involve a challenge which is proportional to the capacities of young people);
- Useful (their goal should be to provide experiences which translate into effective learning);
- Rewarding (young people should feel they will achieve something or fulfil some kind of wish);
- Attractive (they should spark the interest and enthusiasm of young people).

Variable activities can cover many areas and subjects, and are normally carried out in an articulate fashion. They are as broad as the universe and as imaginative as mankind. They might involve some of the following aspects: fine motor skills and techniques, knowing and protecting nature, human rights and democracy, education for peace and development, sports and adventures, arts, community service, and intercultural environments.

Photo: Maria Helena Guerra

This document represents the Youth Programme of CNE. Other documents are associated with it, such as those concerning Learning Politics approved by the National Executive or by the National Assembly. The Educational Programme is further developed and explained in Section-specific Educational Projects, which are present in the Leader's Handbook.

■ NOTES

> INDEX

Escuteiros
Católicos