

RESILIENT YOUTH – THE EMPOWERED CITIZEN

THE EDUCATIONAL PROPOSAL: NATIONAL SCOUT
YOUTH PROGRAMME

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The Scout Movement

Scouting is a global youth Movement that builds friendships, experiences, and skills for life, shaping young people's futures as active citizens. More than 500 million young people and adults have joined and experienced the power of Scouting's non-formal education since it was founded in 1907.

“The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potentials as individuals, as responsible citizens, and as members of their local, national and international communities.¹”

Scouting – a non-formal educational organization.

The four pillars of learning

Learning is a continuous, lifelong process of holistic development, supported in equal measure by each of the four pillars of learning defined within UNESCO's Delors report²:

- Learning to be: to develop one's personality and to be able to act with growing autonomy, judgment, and personal responsibility
- Learning to know: a broad general knowledge with the opportunity to work in depth on a small number of issues as well as learning how to learn.
- Learning to do: to acquire not only occupational skills but also the competence to deal with many situations and to work in teams.
- Learning to live together: by developing an understanding of other people, an appreciation of interdependence, and an adherence to the values of democracy, mutual respect, peace, and justice.

UNESCO defines Non-Formal Education as education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals.

It is often provided to guarantee the right of access to education for all. It caters for people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops, or seminars.

Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development³.

Scouting education enables young people to be self-fulfilled, inspired, action-oriented, and committed to a life of purpose. Scouting is rooted in the transformative ideals of equality, inclusivity, mutual respect, sustainability, harmony, and optimism for the future.

¹ The constitution of the World Organization of the Scout Movement.

² <https://unesdoc.unesco.org/ark:/48223/pf0000109590>

³ <https://uis.unesco.org/en/glossary-term/non-formal-education>

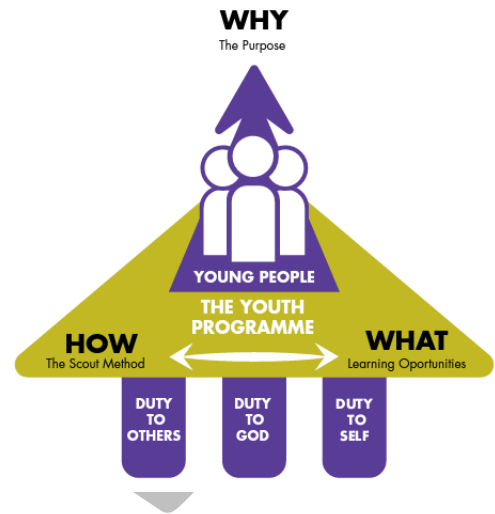
Scouting Education

The Mission of Scouting is to contribute to the education of young people, through a values system based on the Scout Promise and Law, to help build a better world where young people are self-fulfilled as individuals and play a constructive role in society.

The Youth Programme

The Youth Programme is at the core of Scouting, it is the means through which Scouting fulfill its purpose. Youth Programme contributes to the development of young people in achieving their full physical, intellectual, emotional, social, and spiritual potentials as individuals, as responsible citizens, and as members of their local, national, and international communities.

Youth programme is a structured and purposeful framework for young individuals to learn, grow, and acquire essential life skills, often while engaging in outdoor and community-based activities. It is designed to be engaging, educational, and fun, making it a fundamental and defining aspect of the Scouting experience. It contributes to the holistic development and empowerment of young people to achieve their highest potential.



Youth Programme in Scouting is the totality of the learning opportunities from which young people can benefit (What), created to achieve the purpose of Scouting (Why) and experienced through the Scout method (How).

- Why: the purpose of Scouting and its Educational Objectives
 - Scouts as Empowered individuals – areas of personal growth
 - Scouts as Active Citizens – creating positive change in their communities.
- What: All learning opportunities in Scouting from which Young People can benefit
- How: Using the Scout Method

Empowering Young People as Global Citizens

Scouting promotes the growth and development of young people both as individuals and citizens through its programmes and initiatives. It is an educational movement committed to ensuring that each new generation of young people has the opportunity to realise their full potential as leaders in their community and the world.

Scouting's non-formal educational approach aims to equip young people with the skills and competencies that enable these ideals. Through the Youth Programme, Scouting supports young people to become active citizens who are committed to being of service by being solutions-oriented and focused on creating positive change.

A Unique Educational Experience

As a non-formal educational Movement, Scouting continues to explore new ways that contribute to the development of young people. Scouting's unique educational approach includes learning through fun

activities, outdoor engagements, and meaningful experiences that challenge and encourage young people to gain confidence, courage, and enjoy their journey of growth within a structured system.

Scouting's learner-centred approach appreciates that each youth member is a unique individual who has the potential to develop in many and different ways. By taking into account various age groups, Scouting is specifically designed to stimulate the discovery and development of individuals at their own pace.

Learning by Doing

Scouting's approach to education is guided by the principles and fundamental beliefs on which Scouting was founded over a century ago. It aims to contribute to the empowerment of individuals and their development as active citizens in their local, national, and global communities. Guiding this process is a diverse set of competencies in the Scout Youth Programme that focus on knowledge, skills, attitudes, and values.

Self-progressive education

Scouting's self-progressive education is based on the following key principles:

- Learner-centered approach
- Concept of self-education
- Unique individual with the potential to develop in all dimensions.
- Adapting to the different ages of young people's development

For Scouting, the two dimensions – growing as an individual and as a citizen – cannot be dissociated, since education cannot be complete without a search for the full development of a person's own potential; and that there can be no education without learning to live freely and responsibly with others and with nature as a member of one's local, national, and global communities.

Scouting, as an educational movement, believes that every new generation of young people has the potential to bring new answers to the challenges of inspiring each life journey with a purpose and a sense of equal freedom and dignity, living together in harmony with others and with nature, and helping to create a better world. Scouting also believes that the goal of education is to activate potential, develop self-fulfilled individuals, and cultivate active global citizens.

In order to achieve Scouting's purpose and help young people become active citizens, every individual involved in the Movement has the responsibility of ensuring the wellbeing, healthy development, and safety of children and young people by providing a safe environment⁴.

The Scout Method

The educational approach which makes Scouting so popular and relevant to young people will continue to be tested as mainstream education use more of the non-formal methods. Scouting's success in this area is because learning occurs through fun activities, often games, selected usually by the young people and done in small teams with peers. Through the effective use of developmental age groupings (sections), young people take responsibility and ownership and are empowered to investigate and take action on issues important to them. Through reflection of these meaningful experiences, they continue to be active learners, gaining confidence to address bigger challenges. This ethos motivates adult leaders to support

⁴ The Essential Characteristics of Scouting, WOSM, 2019.

the young people as they progress through their personal journey and ensure all enjoy and learn from our game of Scouting.

The Mission of Scouting is fulfilled by applying the Scout Method, which makes young people the main protagonists in their own development, so that they may be autonomous, supportive, responsible, and committed people.

The Scout Method is a system of progressive self-education, based on the interaction of equally important components, which act together as a closed system.

The Scout Method is a fundamental aspect of Scouting and is expressed through the following elements:

- The Scout Promise and Law: a personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and everything a Scout wants to be. The Promise and Law are central to the Scout Method.
- Learning-by-doing: the use of practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development.
- Personal progression: a progressive learning journey focused on motivating and the use of practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development.
- Team system: the use of small teams as a way to participate in collaborative learning, with the aim of developing effective teamwork, interpersonal skills, leadership as well as building a sense of responsibility and belonging.
- Adult support: adults facilitating and supporting young people to create learning opportunities and through a culture of partnership to turn these opportunities into meaningful experiences.
- Symbolic framework: a unifying structure of themes and symbols to facilitate learning and the development of a unique identity as a Scout.
- Nature: learning opportunities in the outdoors which encourage a better understanding of and a relationship with the wider environment.
- Community involvement: active exploration and commitment to communities and the wider world, fostering greater appreciation and understanding between people.



The implementation of these elements in a balanced, combined way is what makes Scouting unique.

Resilient Youth and an Empowered Citizen – ultimate goal of the National Scout Youth Programme

The Nationally Governed Scout Youth Programme of The Scout Association of Maldives must be designed and implemented on the principle that the Young Person is at its center, and that the final objective and result of the participation in Scouting allows the making of a Resilient Youth who is an empowered autonomous individual who is an active global citizen.

A Resilient Youth and an Empowered Citizen is one who is prepared for life, has the ability, and is equipped to confront, bounce back, and adapt from setbacks, and is empowered, autonomous and meaningfully contribute to the development of the community and the world they live in. A Resilient Youth is also one who is compassionate, promotes inclusiveness, respects diversity, environmentally conscious, self-reliant, tolerant and one who embodies humanitarian values.

The Youth Programme focuses on the development of young people through various educational and outdoor activities through:

1. **Holistic Development:** Aims to develop young people in a holistic manner, addressing various aspects of their growth and well-being. This includes not only physical and intellectual development but also social, character, emotional, and spiritual aspects.
2. **Learning Opportunities and Experiences:** The programme likely provides a range of experiences and opportunities for young people to develop in these dimensions. This might involve participating in outdoor adventures, engaging in community service, attending workshops, and more.
3. **Empowerment:** The programme seeks to empower young individuals, giving them the skills, knowledge, and self-confidence to reach their highest potential. This empowerment can manifest in various ways, such as leadership skills, self-reliance, resilience and the ability to make positive contributions to their communities.
4. **Six Dimensions of Development:** The programme recognizes that youth development is multifaceted and addresses six dimensions:
 - **Social:** Fostering teamwork, communication, and cooperation among young people.
 - **Physical:** Encouraging physical fitness, outdoor activities, and a healthy lifestyle.
 - **Intellectual:** Promoting critical thinking, problem-solving, and learning.
 - **Character:** Instilling values, ethics, and a strong sense of morality.
 - **Emotional:** Helping young people understand and manage their emotions and interpersonal relationships.
 - **Spiritual:** Nurturing a sense of purpose, meaning, and values in life, which may or may not be tied to religious beliefs.

The fundamental goal of the Youth Programme is to support the growth and development of young individuals in a positive and constructive way. This typically occurs through a combination of organized activities, mentorship, and participation in the broader Scouting community.

The purpose of scouting and its educational objectives

***"The Youth Programme is the means through which Scouting contributes to the empowerment of autonomous individuals and the holistic development of active global citizens for the community."*–
World Scout Youth Programme Policy**

The Scout Youth Programme exists to help develop young people in the Areas of Personal Growth⁵, to develop them as active citizens involved in their local, national, and global communities. The Youth Program aims to develop young people in the following areas: Spiritual, Physical, Intellectual, Emotional and Social where all of these areas help the individual's Character development.

1. Social Development: refers to belonging to a group, one's relationship with others, and understanding the difference between people in small groups of peers, as well issues of diversity and inclusion in larger communities.
2. Physical Development: refers to one's understanding of their body, including active care for health, wellbeing, and the pursuit of physical skills and fitness.
3. Intellectual Development: refers to one's ability to think, plan, innovate, review and be creative, applying information, knowledge, and skills in new and different circumstances.
4. Character Development: refers to the pursuit of personal best, It includes positive attitude, responsibility, respect and trying beyond what benefits the self. It encapsulates all areas of personal growth.
5. Emotional Development: refers to the need for understanding of one's own emotions and the emotions of others. It includes awareness of how a person is feeling, expressing emotions in a positive manner, as well as respecting and supporting the emotional needs of others.
6. Spiritual Development: refers to the development of a person's beliefs regarding their purpose in life, connection to others, place in the world around them, while respecting the spiritual choices of others.

Sub areas/ strands for growth areas are:

Social Development	Self-awareness Awareness of others Relationships and Network Building Knowing the world around
Physical Development	Being healthy and fit

⁵ The Areas of Personal Growth (AoPG) are commonly referred to as the Social, Physical, Intellectual, Character, Emotional and Spiritual growth (SPICES).

	<p>I know my body</p> <p>Outdoor life</p> <p>Being Adventurous</p>
Intellectual Development	<p>Acquisition of new knew knowledge.</p> <p>Science and Technology</p> <p>Creativity and Innovation</p> <p>Problem solving and adaptation</p>
Character Development	<p>Identity Development</p> <p>Values and attributes</p> <p>Autonomous and resilient self</p>
Emotional Development	<p>Emotional Awareness</p> <p>Self-Efficacy and Altruism</p> <p>Mental Stability</p>
Spiritual Development	<p>Establishment of a belief system</p> <p>Enhancement of Spiritual well- being</p> <p>Expressing Gratitude</p>

Domains of the National Scout Youth Programme Educational Objectives

- Knowing (Learning the Subject Matter):** This domain relates to cognitive objectives, where the focus is on acquiring and demonstrating knowledge and understanding of a particular subject or topic. It involves the ability to recall information, explain concepts, and demonstrate comprehension. In Bloom's Taxonomy, this corresponds to the "Remember" and "Understand" levels, where students are expected to remember facts, concepts, and interpret information.
- Being (Achieving an Attitude):** This domain is more related to affective objectives, which pertain to emotions, values, and attitudes. Here, the emphasis is on the development of attitudes, values, and beliefs that are aligned with the educational goals. For example, a teacher might aim to instill a sense of curiosity, empathy, or a growth mindset in their students.
- Doing (Encouraging a Behavior):** This domain corresponds to psychomotor objectives, focusing on the development of skills and behaviors. It involves the application of knowledge and attitudes to perform specific tasks or actions. In this domain, students are expected to demonstrate competence in performing actions, whether they are physical skills (e.g., playing a musical instrument) or more cognitive skills (e.g., problem-solving, critical thinking).

These three domains collectively form a framework for setting educational objectives and assessing the different aspects of student learning. It's often used by educators to design curriculum and evaluate the effectiveness of teaching methods and assessments. In addition to these three domains, some educators may also consider a fourth domain related to "Believing," which pertains to students' personal beliefs and convictions.

Overall, educational objectives encompass not only what students should know but also the attitudes they should have and the actions they should be able to take as a result of their education.

The characteristics of an educational activity

A good educational activity has four characteristics:

It is challenging: The activity should present some difficulties, stimulate creativity and inventiveness, and encourage the participant to do his or her best. The challenge should, nevertheless, remain within the limits of the capabilities and level of maturity of the young people.

- **It is attractive:** The activity should arouse the young person's interest and desire to participate, because it appeals to him or her, because it is original or because he or she feels drawn to the values inherent in the activity. Young people's interests vary according to their stages of development, as well as to their socio-cultural background, so it is necessary to offer a wide range of possible activities suitable for different situations.
- **It is rewarding:** Participating in an activity should give the young person the feeling of having derived some benefit for him or herself: pleasure from taking part in something exciting; pride in doing something for the first time or in unexpectedly achieving something; joy at having his or her contribution recognized by the group.
- **It is useful:** The activity should provide experiences which enable young people to discover and learn new things. An activity which is merely spontaneous, involves action for its own sake or is repetitive is not always educational. The main characteristic of an educational activity is that it enables a young person to make progress.

Several activities can contribute towards achieving the same objective. This means that the desired change can be brought about and reinforced from different angles. On the other hand, a single activity, if well chosen, can help achieve several objectives at the same time, even those in different areas of growth.

Age Sections in Scouting

Unlike traditional schooling, which separates children based on the same age, Scouting, in recognition that children do not all learn in the same way and at the same time, adapts its programme to a number of age groups corresponding to different stages of a young person's development: childhood, puberty, adolescence, youth.

The Scout Youth Programme is broken down into five (5) sections. This:

- Helps cater to the changing developmental needs of youth.
- Promotes personal progression.
- Ensures young people are at the center; and
- Builds a supportive program environment.

Not everything in the program is limited to these sections, or to the local area. In fact, taking part in activities beyond the "home" Unit is encouraged to help youth broaden their horizons, particularly from adolescence.

Stages of Development	Section	Age group
Childhood	Pre-Cub	5 – 8 years
Pre-Adolescence	Cub Scout	8 – 12 years
Early-Adolescence	Scout	12 – 15 years
Adolescence	Explorer	15 – 18 years
Youth	Rover	18 – 25 years

Educational Objectives of the National Scout Youth Program

Social Development

	Pre-cub	Cub	Scout	Explorer	Rovers
Educational Strand	5-8 years	8-12 years	12-15 years	15-18 years	18- 25 years
Self-Awareness	<p>Be aware of self (emotions, likes, dislikes etc).</p> <p>Express dislikes in a controlled and neutral way.</p> <p>Recognizes and understands authority in his home, at school and in the Pack.</p>	<p>Encourages and show respect and love for oneself.</p> <p>Considers one’s influence and impact on others.</p>	<p>Address personal strengths and opportunities for growth.</p> <p>Adheres to the rules of the group and the community</p>	<p>Encourages the participation of all members and recognize their strengths.</p> <p>Recognizes and respects legitimately established forms of authority and uses it in the service of others.</p>	<p>Be self-reliant.</p> <p>Lives according to legal and ethical Responsibilities.</p>

	Carries out the duties and responsibilities assigned to him within the Pack.	Consistently demonstrates appropriate behavior in different scenarios.	Implements responsibilities assigned.	Perform community services and mutual aid projects	Serves and engage actively in his local community, contributing to wellbeing of the community.
Awareness of others	Share with others.	Shows acts of concern for the feelings of others (Kindness and caring).	Show open-mindedness and respect to the opinions of others.	Identifies and understand situational demands and opportunities and act upon responsibly.	Recognizes the influences of organizations and systems on behavior and act to the influences in a positive manner.
Relationships and Network Building	Makes new friends and knows about them. Demonstrates a sense of fair play in games.	Be aware of the other members of the local community, and the roles they play. Be aware of the of others in the group and can undertake activities in team.	Works with people of all ages and develops support networks. Work effectively in small and large groups in various roles and tasks.	Contributes and recognizes the benefits of wider networks. Play the role of a leader (mediator, tutor, mentor, teacher, instructor, supporter, adviser) in a group.	Builds and maintains meaningful relationships within diverse communities of different scales. Strives for tolerance world-wide peace and understanding.
Knowing the world around	Safely explores the local community with guidance.	Identifies and respect the symbols of his country.	Identifies and respect the culture and values of his country.	Shows understanding of how the world in interconnected and the	Work son a project that contributes to the solution of for an issue in the wider

		Identifies the countries of South Asia and knows about their values and cultures.	Identifies and respect the cultures around the world.	consequences of globalization.	community or the international community.
	Cares for and protects the natural environment around his home.	Identifies the main examples of fauna and flora in his Atoll/island.	Develops a small personal project to grow plants or flowers.	Carries out and activity to care for and protects the natural environment around his home.	Contributes towards preserving life by conserving the integrity of the natural world.

Physical Development

	Pre-cub	Cub	Scout	Explorer	Rovers
Educational Strand	5-8 years	8-12 years	12-15 years	15-18 years	18- 25 years
Being healthy and fit.	Has a basic hygienic routine. Carries out small cleaning tasks and tries to keep his surroundings tidy.	Cares for own body and has good personal hygiene habits. Keeps his home and places where he lives clean and tidy.	Respects one’s body and that of others and understands the importance of good personal hygiene. Keeps one’s personal possessions clean and tidy. Camps in most hygienic conditions.	Identify sexual reproductive rights and safe health practices. Undertakes regular task to keep his home and the environment he lives clean and tidy.	Take responsibility for making good lifestyle choices to ensure good mental health. Values one’s appearance and take care of personal hygiene and that of his surroundings.

	<p>Makes an effort to eat many different types of food.</p> <p>Respect mealtimes and sleeping hours.</p>	<p>Understands the importance of a healthy, balanced diet.</p> <p>Handles and consumes food hygienically.</p>	<p>Acquires suitable eating habits.</p> <p>Knows the main illness causes by lack of hygiene in the preparation and consumption of food.</p>	<p>Knows the nutrition needs for the age group.</p> <p>Prepare balanced and hygienic and attractive meals and using simple ingredients.</p>	<p>Keeps to a simple and appropriate diet.</p>
	<p>Devotes time to school responsibilities.</p> <p>Participates in recreational activities organized by the pack.</p> <p>Makes an effort to follow guidelines from adults to care for one's body and develop good habits.</p>	<p>Demonstrates understanding and acceptance of the need to divide time among many alternatives.</p> <p>Expresses interest in discovering and practicing different recreational activities.</p> <p>Judges the level of risk involve in his actions.</p>	<p>Assigns quality time to studies every day.</p> <p>Choose one's recreational activities appropriate from among many options.</p> <p>Participates in activities that contributes to the development of the body.</p>	<p>Organize stime appropriately, between study, family life, recreation, and scout movement.</p> <p>Incorporate different recreational activities into one's leisure times on a regular basis.</p> <p>Respects own body and that of others.</p>	<p>Achieves a balance distribution of time between one's obligations, practicing appropriate forms of leisure activities.</p> <p>Keeps oneself in good physical condition.</p>
	<p>Identifies the main organs of the body and some of the</p>	<p>Apply basics of first aids to help self. (Eg: to apply running)</p>	<p>Identifies the physical and physiological changes which are happening</p>	<p>Understands and demonstrates the importance of</p>	<p>Is aware of the biological process which protects his body,</p>

<p>Know your body</p>	<p>functions of the organs.</p> <p>Knows the main illness that could affect oneself and the causes.</p>	<p>water for simple burns.</p> <p>Describes the main illnesses which could affect one's health, causes and their preventions.</p>	<p>in as the body develop.</p> <p>Explain the physical and physiological differences between male and female development.</p> <p>Helps to prevent situations which could adversely affects one's and that of others health.</p>	<p>the prevention of illness, injury.</p> <p>Apply basic principles of first aid.</p> <p>Takes suitable measures in case of illness and accidents.</p>	<p>protects his health, accept his physical capabilities, and direct his impulses and strengths.</p> <p>Takes care of health at all times and avoid habits which could damage it.</p>
<p>Outdoor life</p>	<p>Participates in activities which develops motor activities such as coordination, balance, strength, agility, speed, and flexibility.</p>	<p>Develops skills using motor activities.</p> <p>Knows numerous games for different occasions, and is able to explain them and take part in them abilities.</p>	<p>Demonstrate physical abilities and limits.</p> <p>Participates in the organization of games and recreational activities for others.</p> <p>Identifies way to control physical aggressiveness in games and activities.</p>	<p>Incorporates different sports and outdoor activities into his leisure time on a regular basis.</p>	<p>Frequently take part in outdoor life with other people.</p>
<p>Being Adventurous</p>	<p>Assists and participate in excursions organized by the pack.</p>	<p>Assists and participate in outdoor activities organized the patrol.</p>	<p>Assists in the organization of the patrol and troop activities.</p>	<p>Camps regularly using good technical skills.</p>	<p>Frequently take part in sports and other recreational activities.</p>

	Participates in new and energetic activities.	Participates in sporting activities, know their rules and accept losing.	Knows numerous games for different occasions and is able to explain them and take part in them.	Incorporate a sport to his regular activities and practices it in a regular basis.	
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Intellectual Development

	Pre-cub	Cub	Scout	Explorer	Rovers
Educational Strand	5-8 years	8-12 years	12-15 years	15-18 years	18- 25 years
Acquiring knowledge	Participates in activities which arouse his interest in information.	Shows interest in expanding knowledge of things going around him/ her. Participates in activities which develops the skill of inquiry and discovery.	Demonstrates the capability of analyzing the main implication of a piece of information.	Keeps oneself regularly informed through various media and is able to evaluate in a critical way what one sees, reads and hears.	Continuously expands knowledge by learning systematically and for oneself.
Acquiring skills	Shows an interest and responds to activities presented. Shows interest in books and other reading materials.	Expresses interest when undertaking new and unknown experience/ skills. Read the recommended reading material by	Actively seeks new experiences to develop and expand skills and interests. Shows initiative in looking for and choosing	Actively pursues personal development opportunities and shares information, knowledge and skills with others. Diversifies reading and express his views on	Undertakes training and gains new skills and knowledge to assist personal development, education

		the teacher, leader or parent and explain the details of what he/she read.	reading materials and is capable of relating it to the daily life.	books and articles, expressing different opinions.	and or employment.
Science and Technology and Innovation	Shows an interest in objects and handling them. Describes the use or application of the object he/she knows.	Shows interest in finding the causes of a phenomenon he/she sees. Describe a solution to a simple problem. Recognizes some of the elements of a problem.	Knows the technical processes of regularly used services: drinking water drainage, electricity, radio, television, aviation, satellite, etc. Participates in a project which presents a novel technical solution to a common problem.	Actively participates in a project which uses an innovative technology.	Values science and technology as ways to understand and help man, society and the world.
Creative arts	Participates in a handy craft activity. Identifies the tools he uses and can describe their use.	Joins handicraft workshops in the pack and use manual skills continuously. Shows increasing precisions in the objects he makes with his hands.	Plays an active role in the upkeep and renovation of the patrol meeting's place and materials. Knows and applies camping and pioneering techniques. Participates in the design and the installation	Knows how to solve most technical problem at home. Expand his skills to some more complex technical fields: sound, image, mechanics, computing, etc.	Responds creatively to diverse situations through demonstrating capacity for thought, innovation, adventure, and resourcefulness. Combine theoretical and technical knowledge through

			of a camp infra structure.		constant application of his technical and manual skills.
	Regularly expresses oneself through artistic expressions	Is able to express oneself through language and other artistic forms of interest.	Participates in troop's artistic activities.	Expresses different artistic abilities and emotions (aspirations, worries) using various media.	Expresses what one thinks and feels through, different media, creating pleasant atmosphere around him /
		Shows interest in expressing oneself during activities and appreciates other's ability to express.	Expresses in different ways what he lives, thinks, and feels in the patrol logbook.	Expresses oneself in his own way and has a critical awareness of social idols and trends.	her as he lives and works to facilitate communication and mutual enrichment among people.
Problem solving and adaptation	Shares relevant stories and experiences, and discusses possible solutions to situations and problems	Discusses possible solutions and use available resources to situations, stories, or problems.	Discusses possible solutions and use available resources to situations, stories, or problems.	Seeks innovative solutions to challenges by gathering evidence, analysing situations from different perspectives, and applying problem solving techniques.	Responds creatively to diverse situations through demonstrating capacity for thought, innovation, adventure, and resourcefulness

Planning and reviewing	Identifies personal interests and abilities.	Participates in planning of activities.	Develops appropriate plans including contingencies.	Undertakes planning at various timescale.	Undertakes and continually reviews planning at various timescale
	Contributes ideas and participates in reflection.	Constructively reflects on an activity using the Plan>Do>Review> cycle.	Implements the Plan>Do>Review> cycle.	Critically reflects using the Plan>Do>Review> cycle for projects and activities.	Routinely applies the Plan>Do>Review> cycle to all aspects of life.
Interest and appetites	Participates in activities related to jobs and professions.	Demonstrates his skills and talents through various medias.	Fully develops a specialized skill from sections of proficiency scheme.	Defines his career options after examining them in depth.	Chooses his vocation taking into consideration his aptitudes, possibilities and interest and values those of others without prejudice.
	Give a description of the general jobs and professions.	Participates in drama, mimes and other means of expressions related to professions and jobs.	Applies the acquired specialized skill in his daily situations.	Develops some specialized skills from the sections of proficiency scheme and applied them in concrete actions for the benefit of the community.	

Character Development

	Pre-cub	Cub	Scout	Explorer	Rovers
Educational Strand	5-8 years	8-12 years	12-15 years	15-18 years	18- 25 years
Identity Development	Identifies own strengths	Identifies strengths and	Reviews behaviour and listen to	Reviews own behaviour and actively seeks,	Reflects on, and seeks feedback from

	and has a willingness to give everything.	opportunities for growth.	and evaluate feedback from others.	listens to, and evaluates feedback from others.	others on behaviours, and the impact of behaviours on oneself and others to develop the best version of oneself
	Attempts to do one's best.	Recognizes the need to do one's best	Reviews personal behaviour regarding doing one's best	Challenges and monitors one's performance.	
Face life Cheerfully	Often expresses cheerfulness .	Cheerfully faces up to and solves difficulty.	Always has a cheerful attitude to life.	Is able to laugh at his own absurdities.	Approaches life cheerfully and with a sense of humour.
	Cheerfully participates in pack activities	Contributes to a cheerful atmosphere in the pack.	Projects his cheerfulness	Is known for the cheerful attitude and the optimism in the speres of life.	
Values and attributes	Knows and understand the law and promise.	Shows that he accepts the importance of the law, the principles, and the promise in his own life.	Commits oneself to the law and the principles of scout section.	Applies the law and the principle in troop activities and his personal life.	Plans life on the values contained in the Scout Law and Promise.
	Understands the scope and the meaning of truth. Gradually discovers that his scout values are reflected in his attitudes towards companions and friends.	Shows an effort to tell the truth. Comes to an understanding that his scout values are reflected in his attitudes towards people surrounding him.	Understands the scope and meaning of loyalty. Demonstrate s loyalty in action and be consistent.	Is true in his words. Bear witness to the values which inspires him in everything he does.	Acts consistently with the values which inspire him is in align with the society.

Autonomous and resilient self	Accepts duties respectfully and courteously.	Addresses and overcomes difficulties conscientiously.	Independently makes and implements decisions and forms opinions.	Expresses opinions assertively and takes action when one believes it is necessary.	Independently forms opinions and choices, accepts the consequences of actions and respects the opinions and decisions of others Monitors lifestyle, resilience, and personal goals, and is considered a role model to others.
	Believes in own ability to complete a task.	Believes in own ability to set and complete personal goals.	Takes responsibility for setting goals, the use of time, and personal development	Actively pursues and reviews the achievement of personal goals	
	Fulfils tasks that one undertakes.	Shows consistent efforts to fulfil tasks.		Develops resilience through experiences within and external to Scouting.	
Civic Responsibilities and Engagement	Identifies needs and wants.	Recognizes that everyone has a right that comes along with responsibilities.	Identifies and get to know about one's rights and responsibilities enshrined in the Maldives Constitution.	Identifies and addresses bias and injustice, and practices and promotes equality.	Lives his freedom with concern for others, exercising his rights, fulfilling his obligations, and defending others' right to do the same.
	Knows the roles of him as a student, family member and as a citizen.	Takes part in activities and games that explores child rights.	Studies the evolution of constitution from the past to now. Demonstrate understanding of the need	Demonstrates understanding of the international instruments on the rights for specific groups.	

			for balance between rights and responsibilities.		
	Participates in a community activity.	Participates in a formal or informal activities, such as volunteering, participating in group activities, and community gardening.	Participates in a public or patrol forum in discussing a societal issue with suggested solutions. Explores ways of engaging in decisions that matters to oneself and the whole community.	Actively engages in combination of knowledge, skills, attitudes, and actions to build a healthy society. Explores ways for democratic participation.	Participates actively in the society and to creates a safe, healthy, and sustainable community. Initiate through active participation in community discussions, decision-making process and contribute to a more transparent and responsible government and advocate for the rights and social justice.

Nationalism and Patriotism	Recognizes symbols and unique features of Maldives.	Shows respect to everyone and identify some traditional values practice by our forefathers.	Value the noble norms and the traditions of the Maldives.	Exercise the good traditions such as being respectful to elders and other, being kind, helping the needy, being hospitable and religious etc.	Demonstrate superior feeling towards one's own nation.
	Recognizes important people, places, and things (national emblem, national flag, national flower, national tree).	Demonstrates understanding of people, places, and things (national language, national flag, national currency, the capital city)	Analyses the work and the sacrifice by national heroes for the freedom and the independence of the country.	Remembers and commemorate the sacrifices of national heroes.	Shows through words and action to the people of the nation and the world that he loves his nation and is proud to be a Maldivian.
	Shows respect to the national flag and national anthem.	Recognizes the national heroes and their works. Identifies and describes the meaning of the colours of the national flag.	Shows proudness towards the achievement of the country.		
	Participates in a national and cultural event.	Demonstrates interest in learning the history of Maldives and their way of lives.	Takes part in a cultural activity. Shows proudness	Demonstrate commitment to preserve the rich Maldivian culture.	Continuously enrich knowledge on Dhivehi language and the Maldivian tradition and culture.

	<p>Recognizes and discusses the importance of the national language.</p>	<p>Uses own language in manifesting and preserving the language as a national identity.</p> <p>Be aware of the forms of language and poetry.</p>	<p>towards one's culture.</p> <p>Engages in activities to promote and enrich Dhivehi Language.</p>	<p>Evaluates different forms of writings from past and now.</p>	
	<p>Identifies and name the current president and vice president.</p>	<p>Identifies the three powers of the State and how it functions.</p>	<p>Explores and explains the evolution to a republic from a kingdom and understands its advantages and disadvantages.</p> <p>Gains knowledge of a democratic system.</p> <p>Demonstrates understanding of how the State functions and how check and balance is established.</p>	<p>Analyses how the democratic system is working in the country.</p>	<p>Continuously reflects on how one can make changes in themselves, in their local community, for a better democratic society.</p>
	<p>Identifies and names few products made in Maldives.</p>	<p>Explores the available resources and how these resources are</p>	<p>Explores the importance of patronizing our own</p>	<p>Studies industries that bring an income to the Maldives's</p>	<p>Continuously reflect /put an effort to improve the economy by</p>

		used for producing our own products.	product and resources.	economy and discusses ways Maldivians can be more productive and resourceful.	producing our own products which categorizes the creativity, resourcefulness and industries of the Maldives.
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Emotional Development

	Pre-cub	Cub	Scout	Explorer	Rovers
Educational Strand	5-8 years	8-12 years	12-15 years	15-18 years	18- 25 years
Emotional Awareness	Identifies and describes one's emotions and emotions naturally.	Recognizes and expresses fears and anxiety.	Makes an effort to one's reactions and stabilize his behaviour.	Progressively handles one's emotions and feelings, achieving a more stable state of mind.	Maintains an inner state of freedom, equilibrium, and emotional maturity.
	Understands the emotions and feeling of others.	Accepts criticism made of him in the packs in the good spirit.	Recognizes in oneself tendencies such as shyness, rebelliousness, and insecurity and progressively learns to handle them.	Shows concern about finding one's identity.	
	Calmly accepts being separated from his parents on the occasions of outings and other activities.	Identifies causes and reactions of one's impulses.	Considers the patrol as a special place to share emotions and feelings.	Is able to cope with frustrations caused by one's failings without becoming depressing.	
	Adapts to relationships within a small group.	Values ones patrol as an emotional community.	Discovers the value of friendship and his/ her friends	Shares his feelings with team members	

		Respects and accepts different people and aware of their feelings.	and avoid being over sensitive in relationship. Considers, respects and accepts others and their points of view.	Has a circle of close friends. Accepts, respects, and understands that others may have feelings and opinions which are different to their own.	Accepts, respects and can empathize that others may have feelings and opinions different to their own and adjusts behaviour appropriately.
Self-Efficacy and Altruism	Demonstrates that one is prepared and willing to help others. Takes interest in one's companion.	Demonstrates that he/ she is able to give and receive love. Shows an interest in other people and is generous towards them.	Understands the meaning of love and show interest in making it part of his/ her life. Is available to his patrol companions in all circumstances. Appreciate different people he/ she has contact with.	Identifies love for others as a source of personal fulfilment and happiness. Demonstrates that he/ she is able to give without seeking anything in return. Shares and defends other people's rights to be valued for what they are and not for what they have.	Builds his personal happiness on love, serving others without seeking recompense and valuing them for what they are
Mental Stability And Showing Respect	Recognizes and understand the things that bothers oneself.	Identifies stressors and stressful situations.	Identifies few mental health issues among adolescents and how to help oneself.	Recognises and supports, where possible and appropriate, others who	Demonstrates an awareness of mental health issues and understands

		Practice self-care methods.	.	have specific needs. Apply the principles psychological first aid.	how to support self and those in need.
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Spiritual Development

	Pre-cub	Cub	Scout	Explorer	Rovers
Educational Strand	5-8 years	8-12 years	12-15 years	15-18 years	18- 25 years
Establishment of a belief system.	<p>Pray at significant moments of the day.</p> <p>Participates activity in prayers used in the pack.</p>	<p>Continuously finds reason for his personal life to ask Allah’s help and thank him.</p> <p>Knows the importance of prayers and shares moments of prayers in the pack.</p>	<p>Makes prayer a habit and way of life.</p> <p>Organizes and participates in prayer activities with patrol and family.</p>	<p>Incorporates prayers into the most important decisions in life.</p> <p>Follows the pillars of Islam and keep seeking more as a practicing Muslim.</p>	<p>Practices personal prayer and payer with his community, as an expression of his/her love to Allah and as a way of relating to him.</p> <p>Always seeks God (Allah), both personally and with his community, learning to recognize Allah in humanity and in Creation</p>
Enhance Spiritual well-being	<p>Discovers the different historical characters remembered for living consistently with their faith.</p> <p>Does good deeds as much as possible.</p>	<p>Shows interest in consistently showing his faith, especially in moment of difficulty.</p> <p>Participates in activities relating to</p>	<p>Makes an effort to bear witness to his religious principles.</p> <p>Participates in activities that benefits the</p>	<p>Consistently examines the consistency between one’s belief. and his action.</p> <p>Takes part in voluntary charity work</p>	<p>Makes his religious principles part of his daily life, achieving consistency between his faith, his personal life, and his participation in society.</p>

		communal good.	member in the society.	or assist people in need.	
	Discovers that the values of one's faith shows through his attitudes towards his friends, companions, and family.	Discovers that his faith is not only personal but also a social dimension.	Participates with his patrol companions in shared activities which expresses faith.	Shares one's experiences of being loyal to his faith with other young people. Encourages units to join shared activities which expresses faith.	
Respect for others and their Beliefs	Knows that others may have different beliefs about life.	Knows something of the beliefs of peers. Knows something of the social and cultural backgrounds of peers or foreign friends.	Experiences spiritual belief systems, religious or otherwise, other than my own.	Experiences spiritual belief systems in a deep way and explains spiritual beliefs systems other than one's own to others.	Contributes to a culture of understanding and respect towards religious and spiritual beliefs that are different from their own.
	Knows that others have different social and cultural backgrounds.	Knows important things of the societies and cultures in one's own community.	Experiences cultures other than my own Explains the value of diversity in my community.	Experiences societies different to the one living in and shows respect for those differences.	Contributes to a culture of understanding and respect towards societies and cultures that are different from their own community.
	Knows that a community can have different people in with religions.	Understands that goodness in others does not depend on their having same	Inspires the patrol to respect different religious beliefs.	Participates in inter-faith or non-faith spiritual community events.	

	Share with people with different faith without discrimination.	religious beliefs as himself. Recognizes and learn about Islam religion.	Shows respect for religious expressions different from Islam.	Takes interest of finding out finding about the religious thinking of the people he meets. Participate in activities which encourage dialogue with young people who have different ideologies	
Expressing Gratitude	Discovers and appreciate the creations of Allah.	Experience sand appreciates the beauty around oneself and some of the world's beauty.	Explores beautiful places and reflects on nature's magnificence and know that it is worth preserving.	Considers the impact of a deteriorating natural environment on those around me.	Appreciates and cares the natural beauty of the world through actions.
	Expresses ways of gratitude for the blessings of Allah.	Expresses thanks to family and other people for the things they do.	Understands cultural and spiritual heritage, and how these have shaped their life.	Understands the importance of acceptance and forgiveness in maintaining relationships.	Be thankful to Allah for whatever situation is in life and always seek the help from Allah.
	Identifies people who are most important to one's life. Knows that there are many	Be thankful for the opportunities that have been, are, and will be, available.	Understands that not everyone has the same opportunities.	Be thankful for the opportunities had and helps those who may not have the same opportunities.	Expresses gratitude to those who support them, provides opportunities for development

	opportunities in life.				and growth for others.
Scout Promise and Law and its reflection	Appreciates that the Promise and Law should play a part in guiding life.	Knows the Scout Promise and Law is able to express in basic terms what they mean and knows that spiritual beliefs are influenced by family and community.	Explains how spiritual beliefs, and the Scout Promise and Law, guide actions and understands the importance of surrounding oneself with positive influences.	Expresses how spiritual beliefs guide actions in particular contexts and how they have developed over time.	Expresses the reasons one has arrived at their current spiritual beliefs and how these combines with the Scout Promise and Law to guide one through adult life.
		Understands that there are right and wrong ways of doing things and one should use their spiritual beliefs to guide their actions.	Understands how spiritual beliefs guide actions.	Expresses examples of when one has not lived up to spiritual beliefs and explains how to improve in future.	Articulates one's plan for further developing and adhering to one's spiritual beliefs in the future.
		Appreciates that one is connected with others and the world.	Understands how one is connected with others and the world.	Expresses beliefs about connections with others and place in the world.	Engages with others in gaining own understanding of connection with others and place in the world and reflects upon how one's understanding of this informs one's actions.

One Programme Approach

The National Scout Youth Programme of The Scout Association of the Maldives must make sure that each age group of scouting delivers the programme in a consistent manner with the goal of promoting young people's physical, intellectual, character, emotional, social, and spiritual development so they can realize their full potential and, as responsible citizens, improve society. The main goal of the programme is to help achieve the final educational objectives outlined in the educational proposal, which is operated according to the Scout Method, the Plan, Do, and Review model and the concept of group life.

Plan, Do and Review Model

To ensure that all scouting activities are consistently improving, fun, challenging, adventurous and inclusive, involving young people at all levels of programme planning and delivery is essential. This sets the basis for the role of youth leading, and adults supporting. This process may differ from section to section, however in the delivery of the Youth Programme the key object shall be to involve youth meaningfully in the whole process.

Personal Progression Pathways

Every Youth Member joining an Age Section Programme offered by The Scout Association of Maldives is required to join the section after completion of the Membership Award. Each age section shall offer Challenge Awards, Activity and Skills Badges and a Sectional Award.

Membership Award

When joining an age section through The Scout Association of Maldives' Youth Programme, each youth member is required to complete an induction to the age section. This includes joining a Scout Unit, becoming a member of a Team, and understanding the age section's Promise and Law. This process should not be difficult for the young person, but rather a smooth transition into the Scout Unit.

Section Challenge awards:

Sectional Challenges are designed to provide youth members with a fun, challenging, and meaningful self-paced progression toward achieving age-specific SPICES, allowing for the promotion of differentiated learning (tailoring to meet individual needs). The focus areas for each of these challenge badges must be outlined in the Educational Proposal. Following the One- Program approach, all age sections, with the exception of Pre-Cub, must provide the same challenge areas with progressive and age-relevant personal progression objectives.

Activity and Skills Badges:

Each age section shall provide opportunities for youth members to introduce new abilities and skills that will aid in their personal development. These badges should also introduce youth members to WOSM-initiated programs and badges relevant to age groups approved by the Scout Association of Maldives' Youth Programme Committee.

Section Award:

Sectional Awards are given to Youth Members at each age section (with the exception of the Pre- Cub Section) to help them progress through the Scout Youth Programme. Sectional Awards are a way for each young person who participates in the sectional youth program to demonstrate their achievement of sectional objectives.

Move up Award:

The Move up Award's purpose is to introduce the young person to the next age section and to help ease the transition to the new section. The Award is also used to show a Youth Member's completion and/or participation in previous age sections while participating in the Scout Movement as a Youth Member.

Self-progressive pathways

Pre-Cub Section

Membership Award	Step Award	Focus Area Badges	Move up Award
	Silver Steps	Interactions	
	Gold Steps	Beliefs and Attitudes	
		Health and Wellbeing	
		Environment and outdoors	
		Creativity	

**Note: same focus area badges but progressive objectives for Silver Steps and Gold Steps.*

Cub Scout Section

Membership Award	Challenge Awards	Activity and Skill badges (set of badges to be made available)	Section Award	Move up Award
	Adventure and Scout Craft		Chief Commissioner's Award	
	Citizenship and Service			
	Health and Wellness			
	Environment and Climate Action			
	Innovation and Science			

Scout Section

Membership Award	Challenge Awards	Activity and Skill badges (set of badges to be made available)	Section Award	Move up Award
	Adventure and Scout Craft		President's Scout Award	
	Citizenship and Service			
	Health and Wellness			
	Environment and Climate Action			
	Youth Leadership			
	Innovation and Science			

Explorer Section

Membership Award	Challenge Awards	Activity and Skill badges (set of badges to be made available)	Section Award	Move up Award
	Adventure and Scout Craft		Resilient Youth Award	
	Citizenship and Service			
	Health and Wellness			

Environment and Climate Action			
Youth Leadership			
Innovation and Science			

Rover Scout Section

	Challenge Awards		Section Award
Membership Award	Adventure and Scout Craft	Activity and Skill badges (set of badges to be made available)	Baden Powell Award
	Citizenship and Service		
	Health and Wellness		
	Environment and Climate Action		
	Youth Leadership		
	Innovation and Science		
	<i>Wood badge Pathway (optional)</i>		

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