



NEPAL SCOUTS  
**NATIONAL YOUTH  
PROGRAMME POLICY**



©National Youth Programme Policy  
Version : 2021

### **NEPAL SCOUTS**

National Headquarters  
Lekhnath Marg, Lainchaur  
Kathmandu, Nepal

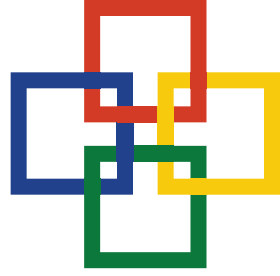
P.O. BOX 1037  
Kathmandu, Nepal

Tel: +977 1 4419001  
Fax: +977 1 4413369

info@nepalscouts.org  
www.nepalscouts.org

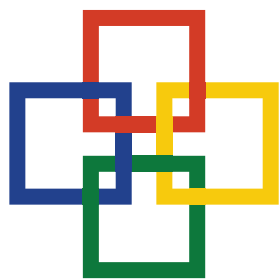
Reproduction is authorized to the provincial offices. Credit for the source must be given.





# NATIONAL YOUTH PROGRAMME POLICY





नेपाल स्काउट  
NEPAL SCOUTS

## PREFACE

Nepal Scouts developed Youth Programme Policy for the holistic development of youth members with the theme of enhancing them through non-formal education and providing them better support and programs. Nepal Scouts formulated Youth Programme Policy, the first policy document based on the WOSM and WAGGGS policies that is created by keeping the best practices and previous documents into core consideration.

The purpose of the Nepal Scouts Youth Programme Policy is to support the Mission of Scouting. This is achieved by providing quality youth programs for young people by giving better support and management for all youth members. This policy encompasses providing educational activities in a non-formal education with Scout characteristics, to nurture our youth members' holistic development.

It did not take long for us to come to a realization about the importance of Policy that seeks to promote better outcomes in Young Person's education through a deeper understanding of its fundamentals so that Scouting may be enacted with greater fidelity and stronger sense of purpose.

Nepal Scouts Youth Programme Policy is an output of tremendous efforts and marvelous inputs from the experts of WOSM and WAGGGS with the Team from Nepal Scouts working at the ground level. This document would not have been created without the support of the individuals listed below:

Mr. Lok Bahadur Bhandari, National Coordinator (Chief Commissioner), Nepal Scouts

Mr. Bijendra Dhowju, Leader Trainer, Nepal Scouts,

Mr. Ram Prasad Bhattarai, Director, Nepal Scouts

Mr. Devraj Ghimire, WOSM Consultant, Nepal

Ms. Annina Kainu, WAGGGS Volunteer, Finland

Ms. Jasmine Cheong, WAGGGS Volunteer, Singapore

Mr. Eric Lam, WOSM Consultant

Ms. Mari Nakano, WOSM Consultant

Mr. Steve Tyas, WOSM Consultant

Mr. Syd Castillo, Director, Educational Methods, APR Support Center

Ms. Arjay Franscisco, S.A., Educational Methods, APR Support Center

Mr. Ravi Raj Paudel, Assistant Director-Educational Methods, Nepal Scouts

Ms. Mabila Khadka, Adults in Scouting Officer, Nepal Scouts

Ms. Saru Gosai, Program Officer, Nepal Scouts

Ms. Rozina Karki, International Relationship Officer, Nepal Scouts

Mr. Sujit Maharjan, Educational Methods Officer, Nepal Scouts

Ms. Abilasha Jha, Assistant, Programme, Nepal Scouts

Nepal Scouts  
National Headquarters





HISTORICAL BACKGROUND OF THE YOUTH PROGRAMME AND THE YOUTH PROGRAMME POLICY OF NEPAL SCOUTS	8
1. INTRODUCTION	9
2. PURPOSE OF YOUTH PROGRAMME POLICY	9
3. COMPONENTS OF NEPAL SCOUTS YOUTH PROGRAMME POLICY	11
4. TARGET AUDIENCE	11
5. DEFINITIONS	11
6. YOUTH PROGRAMME	12
A. DEFINITION OF THE YOUTH PROGRAMME	12
B. IMPORTANCE OF THE YOUTH PROGRAMME	13
C. KEY PRINCIPLES FOR THE YOUTH PROGRAMME	13
7. THE YOUTH PROGRAMME CONTENT	15
I. NEPAL SCOUTS EDUCATIONAL PROPOSAL	16
II. SECTION WISE ACHIEVEMENTS CHART	18
III. SCOUTS AS EMPOWERED INDIVIDUALS - AREAS OF PERSONAL GROWTH	20
IV. FINAL EDUCATIONAL COMPETENCIES	21
V. STAGES OF DEVELOPMENT AND AGE SECTIONS	24
VI. SECTION EDUCATIONAL COMPETENCIES	24
VII. LEARNING OPPORTUNITIES	32
VIII. SECTION METHODS	34
IX. PERSONAL PROGRESSIVE SCHEME	37
8. POLICY IN ACTION: HOW TO USE THE NEPAL SCOUTS YOUTH PROGRAMME POLICY	38
COORDINATION WITH OTHERS	
INSTITUTIONAL DOCUMENTS AND PROCESSES	
PROMOTION	
TIME FRAME FOR REVIEW AND LIFE SPAN	



## **HISTORICAL BACKGROUND OF THE YOUTH PROGRAMME AND THE YOUTH PROGRAMME POLICY OF NEPAL SCOUTS**

After its establishment in 2009 B.S. The programmes and activities of Nepal have been actively and continuously conducted with great enthusiasm on the basis of a written curriculum. The curriculum for the activities was not present in the printed version before 2032 B.S. It was in 2032 B.S. when Nepal Scouts printed its first edition of the Youth Programme. The Youth Programme of all three sections: Cub/Brownie Scouts, Boy/Girls Scouts and Rover/ Ranger Scouts were based on 8 Points Activities (Physical Health, Intellectual Ability, Outdoor Activities, Handicraft, Home Service, Service, Character Building and Relation).

Nepal Scouts has already received 8 editions of Youth Programmes :

1. First Edition - 2032 B.S.
2. Second Edition - 2038 B.S.
3. Third Edition - 2042 B.S.
4. Fourth Edition - 2054 B.S.
5. Fifth Edition - 2062 B.S.
6. Sixth Edition - 2067 B.S.
7. Seventh Edition - 2069 B.S.
8. Eighth Edition - 2074 B.S.

In 2069 B.S., the seventh edition of the Youth Programme was reviewed and updated with a major transformation of the 8 points Programmes into 5 Areas of Development (Physical, Intellectual, Social, Emotional and Spiritual) under the direction of WOSM and WAGGGS.

With reference to the historical documents, it can be observed that Nepal Scouts has put its best efforts to maintain its Youth Programme updated and contextual.

The formulation of Nepal Scouts' Youth Programme Policy is the first attempt of Nepal Scouts towards formulation and execution of a document that guides the development of Youth Programme content of all levels and its effective implementation for achieving the mission and vision of Nepal Scouts.





## **1. INTRODUCTION**

Nepal Scouts Youth Programme Policy is a major institutional document of Nepal Scouts that provides guidance for the ongoing development of the Youth Programme in Nepal Scouts. The policy sets out the common elements of Scouting education that Nepal Scouts commits to implement according to its own context, sharing the same concept of education for life with Scouts and Guides all over the world.

Nepal Scouts Youth Programme Policy is a document produced under the reference and guidance of documents from both WOSM and WAGGGS, specifically, World Scout Youth Programme Policy (WOSM) and Prepared to Learn, Prepared to Lead, Learning to Thrive: Youth learning in Girl Guiding and Girl Scouting, Leading for Her World and WAGGGS Educational Programme Guidelines (WAGGGS).

## **2. PURPOSE OF YOUTH PROGRAMME POLICY**

The general purpose of Nepal Scouts Youth Programme Policy is to provide guidance to the ongoing development of Youth Programme in Nepal Scouts and create a positive scouting experience for its members.

The specific purposes of Nepal Scouts Youth Programme Policy are listed below:

- a. To ensure that Nepal Scouts offers a competency-based Youth programme tailored to the needs and interests' youths in the society today by incorporating the 3 aspects:
- REAL (Relevant, Engaging/Exciting, Accessible, Learner-Led) Activities that the youth members do,
  - the method in which the activities are carried out, and
  - the purpose for which they do the activities.
- b. To safeguard a Scouting experience that offers an open to all space where all young people can feel safe, explore their values, and be a part of a supportive community.
- c. To assure that the Scouting experience is facilitated using the Scout educational method (i.e. in alignment with methods designed by WAGGGS and WOSM), enabling young people to take the lead in their own learning and develop their core values.
- d. To make certain that youth programmes empower young people to take action in their communities and connect with the wider world.



- e. To verify Youth Development functions work closely with the Adult Development function. i.e., That the Youth Programme policy closely aligns with the National Adult Development Policy (NADP) of Nepal Scouts.
- f. To make sure that the Youth Programme is in compliance to meet the vision of Nepal Scouts taking strategic priority areas into core consideration.

### 3. COMPONENTS OF NEPAL SCOUTS YOUTH PROGRAMME POLICY

*The Nepal Scouts Youth Programme Policy comprises:*

**3.1 THE YOUTH PROGRAMME CONTENT:** which includes the Youth Programme Definition, Why we are doing it, What are we doing, and How we are doing it.

**3.2 THE YOUTH PROGRAMME LIFE CYCLE:** which includes the development and implementation, as defined by World Scout Youth Programme Policy.

### 4. TARGET AUDIENCE

This policy is meant for all Youth , (volunteers and professionals), and structures of Nepal Scouts working in, and/or supporting the Youth Programme of Nepal Scouts at all levels, including, National, Provincial and Local. This policy is also relevant to all stakeholders working in collaboration/ support/ partnership with Nepal Scouts for the Youth Programme.

### 5. DEFINITIONS

#### 5.1. YOUTH

The word 'Youth' in Scouting refers to all children, adolescents and young adults involved in the Educational Youth Programme within Nepal Scouts.

#### 5.2 YOUNG PEOPLE

The word "Young people" refers to the active member Scouts.

#### 5.3 AGE SECTIONS

Age Sections are divided in Scouting made according to age range and different stages of personal development.

##### 5.3.1 CUB/BROWNIE SECTION: 6-11 YEARS

##### 5.3.2 BOY/GIRL SCOUT SECTION: 11-16 YEARS

##### 5.3.3 VENTURE SCOUT SECTION: 16-20 YEARS

##### 5.3.4 ROVER/RANGER SCOUT SECTION: 20-25 YEARS

#### 5.4 ADULTS



According to the Nepal Scouts National Adult Development Policy, leaders of adults and leaders of youth are mainly volunteering and, in few roles, professional leaders who are responsible for Youth Programme development or implementation, for supporting other adults, and responsible for supporting organization structures.

### 5.5 YOUTH PROGRAMME DEFINITION

The 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).

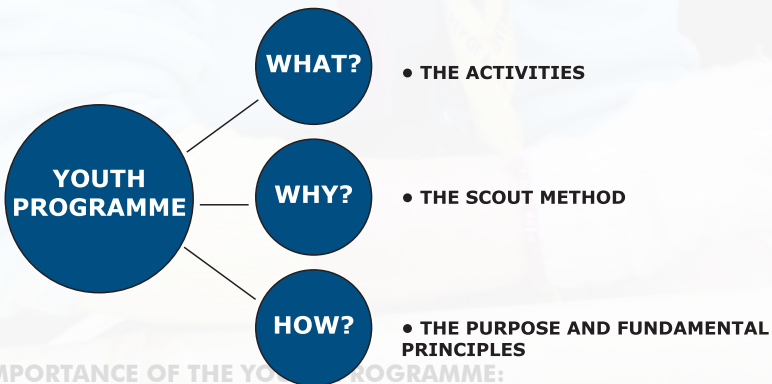
## 6. YOUTH PROGRAMME

### A. DEFINITION OF THE YOUTH PROGRAMME

The 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).

The Policy applies a broad definition of the concept of the Youth Programme, covering the totality of the experience of the young person, i.e., during all their life within Scouting, which comprises:

- **WHY** – the educational objectives, in accordance with the purpose and principles of the Movement.
- **WHAT** – all experiences and situations that young people can learn from, both organized and spontaneous, i.e., the learning opportunities.
- **HOW** – the way in which it is done, i.e., the Scout Method.



### B. IMPORTANCE OF THE YOUTH PROGRAMME:







## B. IMPORTANCE OF THE YOUTH PROGRAMME

Scouting is an educational movement for and of young people based upon the Fundamentals of Scouting: its purpose, principles, and method. The Youth Programme is the main medium through which young people are educated for life. Hence the Youth Programme is the core element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the Youth Programme, there is no Scouting.

Given the above, all other functions in Nepal Scouts support the implementation of Youth Programme; for example, organizational development and adult training. This means all the Adults in Scouting should work together to implement an effective Youth Programme.

## C. KEY PRINCIPLES FOR THE YOUTH PROGRAMME

The Youth Programme should:

- **HAVE YOUNG PEOPLE AT ITS CENTRE:** The Youth Programme should be created by young people, not for them. This means that the development and implementation of the programme is based on the active participation of young people, as they are the main agents of their self-development.
- **BE ABOUT EDUCATION:** Scouting is a non-formal educational movement. NSOs should offer a Youth Programme that provides, in a progressive way, the opportunity for young people to fully grow as individuals and be introduced to the real world. It should also help them in their search for their significant life skills. All that we do in Scouting should carry an educational value according to a successful development and implementation life cycle. ( 18 World Scout Youth Programme Policy)
- **DEVELOP ACTIVE CITIZENS:** The Programme should create learning opportunities for young people to become active citizens of their communities and to be responsible and committed leaders of today and tomorrow (cooperative followers). It should empower them to be autonomous decision-makers inside Scouting from the unit level to the institutional level, and outside Scouting in society. The Youth



Programme is crucial that transforms young people into active citizens, first in Scouting and then in the community.

- **BE LOCALLY ADAPTED AND GLOBALLY UNITED:** While Scouting Fundamentals (purpose, principles and method) are universal and have remained constant over the years, NSOs have the flexibility to develop their own cultural interpretation of these fundamentals without changing the core elements or principles. The Youth Programme should maintain a careful balance between fixed values and variable factors.
- **BE UP-TO-DATE AND RELEVANT:** A Youth Programme should be the product of a constant reflection of educational practices and developed continuously in relation to the fundamentals of Scouting (purpose, principles and method). It should take into account the cultural, social, political and economic dimensions in society, and should reflect and meet the needs and interests of young people, both today and in the near future.
- **BE OPEN TO ALL:** The Youth Programme should meet the needs of all young people. The programme must be designed with the necessary flexibility to adapt to each society's culture, society, economy, race,



religious diversity and gender. It should also include people with disabilities.

- **BE ATTRACTIVE, CHALLENGING, AND MEANINGFUL:** The Youth Programme should be fun with purpose; it should challenge the abilities of young people and be directed to their interests. What we provide in Scouting is a learning opportunity for young people, facilitated by adults and created by a cooperative process between adults and young people. These learning opportunities are not random activities; they should sit in a structured educational framework that will lead to a meaningful and fulfilling experience for young people.

## 7. THE YOUTH PROGRAMME CONTENT

### 7.1 WHY: the purpose of Scouting and its Educational Objectives

The Youth Programme is the educational means used to achieve the purpose of Scouting.

#### 7.1.1 PURPOSE OF WORLD SCOUTING (WOSM)

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 potential as individuals, as responsible citizens, and as members of their local, national, and international communities.

#### 7.1.2. PURPOSE OF GIRL GUIDING AND GIRL SCOUTING (WAGGGS)

The purpose of WAGGGS is embedded in its vision and mission:

- Vision “all girls are valued and take action to change the world”
- Mission “to enable girls and young women to develop their fullest potential as responsible citizens of the world”.

The educational purpose of Girl Guiding/Girl Scouting is to contribute to the development of the full potential and a harmonized personal identity of each individual.

#### 7.1.3 PURPOSE OF NEPAL SCOUTS

Nepal Scouts has adopted the purposes of both WOSM and WAGGGS has expressed the vision statement:



## **VISION OF NEPAL SCOUTS:**

Nepal Scouts is a self-managed premier Youth Movement, with a positive image nationally and internationally, contributing to Society through the development of Young People supported by competent leaders.

### **I. NEPAL SCOUTS EDUCATIONAL PROPOSAL:**

The Nepal Scouting Programme is anchored on the philosophy of the Scout Method, characterised through 'learning by doing'; it is a form of experiential learning where young people are encouraged to teach themselves rather than being taught or instructed. The development is a result of first-hand experiences as opposed to theoretical instruction. It reflects the active way in which one gains knowledge, skills and attitudes and illustrates Scouting's practical approach to education. It allows everyone in the Six, Patrol, Team to actively engage with the process and take ownership, with the assistance of their peers and adult volunteers.

Nepal Scouts offers four (4) Sectional Programs for young people, each with different and diverse programs, instructions and activities that are formed through a progressive non-formal education system. The primary objectives of the programmes are two-fold: the development of youth to be responsible citizens in the community and the society through proper upbringing and acquisition of values and the development of basic skill sets through the application of special and essential skills learned through the Merit Badge system and first-hand experiences.

- **CUB/BROWNIE SCOUTS**

The Cub/Brownie Scouting Programme is offered to young boys/girls aged six (6) to eleven (11) years. This programme is family, school and primary learning centered and its activities are mostly non-competitive with activities that are closely supervised by both the parents and the Cub Leaders and Brown Owls. It is the first step in the Scouting trail which offers a continuing program for growth in ideals, highlighting useful skills. This programme consists of simple skills and group activities that satisfy childrens' craving for action, adventure and fun. It is a holistic combination of fun and learning.

- **BOY/GIRL SCOUTS**

The Boy/Girl Scouting Programme is offered to young boys/girls aged

eleven (11) to sixteen (16) years old. It is a service and outdoor-centered programme that teaches adolescents how to work with other people, and to develop their leadership potentials. The skills that are taught are offered in the service of others.

- **VENTURE SCOUTS**

The Venture Scouting Programme is offered to adolescents and young adults aged sixteen (16) to twenty (20) years old. It is a dynamic program for youth done largely outdoors in small groups called Venture Patrol, which supplement the learning experiences in the home, school and community. It is also a self-education program aimed at the acquisition of knowledge and the development of right values, attitudes, skills and habits through outdoor, social, service and vocational activities.

- **ROVER SCOUTS**

The Rover Scouting Programme, the fourth and final phase in the youth development program, is offered to young adults aged twenty (20) to twenty five (25) years old. It is a jolly Brotherhood/Sisterhood of open-air and service with young men and women working under a common ideal of service and under a common bond of friendship and understanding.



## II. SECTION WISE ACHIEVEMENTS CHART

S. No.	Education Proposal of Nepal Scouts	Cub/Brownie	BOY/GIRL SCOUTS	VENTURE SCOUTS	ROVER SCOUTS
1	To provide programs and activities based on five development areas for youth.	The main feature of the Sectional Youth Program prepared by Nepal Scouts is based on five Development Areas of young people. Effective implementation of the Youth Program will help the youth to develop Five Development Areas.			
2	To prepare a good, active and smart citizen for the local, national and global community.	By providing programmes and activities to transform young peoples' potential, creativity, talents, initiative and social responsibility, through the acquisition of related knowledge, skills, attitudes and values. It is often community based.			
3	To prepare the youth of Nepal Scouts as a contributor to the society by introducing them with principles, purpose and method of World Scouting (WOSM & WAGGGS).	<ul style="list-style-type: none"> <li>Learn to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Promise and Law</li> <li>Be self- responsible and also towards community, others</li> <li>Develop five areas of development</li> <li>able to use the Scout Method for self-development</li> </ul>			
4	To prepare children and youth to be committed, disciplined, self – reliant, decent and capable citizens.	Learn to feel, think and act with respect for themselves and for other people to pursue their own and others' well-being	Recognize and honor the democratic principles	Compassion, Honesty and Fairness, Self-discipline, Good Judgment, Respect for Others, Self-respect, Courage, Responsibility, Citizenship and Patriotism	
5	To make aware of disasters and natural calamities and prepare Scouts to support (mobilize) in the rescue and relief work in the natural calamities and disasters.	-Learn about natural and man-made disasters. -Learn to be self-dependent - Know how to stay safe in such events	-Learn about the disasters and natural calamities - Be involved in the awareness programme - Be prepared to face the challenges safely	- Participate in awareness campaign - support in the rescue and relief work during the disasters and natural calamities - Learn about safety of self and others during times of resuce and relief	



6	To carry out social services and public welfare related activities.	<ul style="list-style-type: none"> <li>- Able to understand the socio-cultural phenomena</li> <li>- Participate in the awareness programme</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the social norms, values, culture, and activities</li> <li>- participate in social activities and environmental activities</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership development</li> <li>- Socialization</li> <li>- Take actions for the community development and community service</li> </ul>
7	To mobilize youth for conducting conservation programmes on health, environment, geo-conservation and optimal utilization of natural resources.	<ul style="list-style-type: none"> <li>- Knowledge of environment</li> </ul>	<ul style="list-style-type: none"> <li>- Environmental conservation awareness programme</li> <li>- active involvement in environmental education</li> <li>- Personal Health Hygiene, safety, and Self Defense</li> </ul>	<ul style="list-style-type: none"> <li>- Community Development, Peace Education and Community Service Programme</li> <li>- Environmental education and awareness programme</li> <li>- Personal Health, safety, Hygiene and Self Defense</li> </ul>

Nepal Scouts Youth Programme is based on the fundamentals and belief of the Scout Movement i.e the Fundamental Principles of Scouting;

- Duty to God – refers to a person’s relationship with the spiritual values of life,
- Duty to Others – refers to a person’s relationship with society in the broadest sense of the term
- Duty to Self – refers to a person’s obligations towards themselves.

Nepal Scouts 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.



### III. SCOUTS AS EMPOWERED INDIVIDUALS - AREAS OF PERSONAL GROWTH

A summary of what is meant by each of the Development Areas are as follows:

- 1. PHYSICAL :** This is the aspect focusing on the material body, whether qualities, actions or things. This includes health and development through nutrition, hygiene and exercise, but also motor skills and perceptual capacities.
- 2. INTELLECTUAL :** This aspect of the individual is linked to the process of learning, understanding and representing knowledge, or the ability to understand or deal with ideas and information. This includes developing the abilities for attention, memory, and categorization of information, often tied in with language development and expressed through vocabulary and comprehension.
- 3. SPIRITUAL :** This is the aspect related to the deepest thoughts and beliefs the individual holds. It is the belief that a higher force than the physical and natural ones exist. This aspect is closely linked to the values an individual holds and provides guidance for everyday living.
- 4. EMOTIONAL :** These are the aspects of individuals related to their feelings. They can be emotional states such as happiness, anger or fear as a response to an external stimulus, or self-conscious emotions such as shame, pride or guilt caused by a feeling of damage to or encouragement to the sense of self. Emotional development encompasses understanding and responding to the emotions of others, the expression and exchange of emotion, and emotional self-regulation by controlling or managing emotional experiences.
- 5. SOCIAL AND MORAL :** Social aspect concentrates on how the individual relates to society and how it is organized, and to the way that various groups within society depend on each other. This includes understanding social rules of behavior, interacting with other people, and controlling stimulus and reactions of behavior.

Similarly, the Moral aspect relates to the principles and values that a person or a society believe to be right, proper or acceptable ways of behaving. These are the values and goals that guide a person through his/her life.

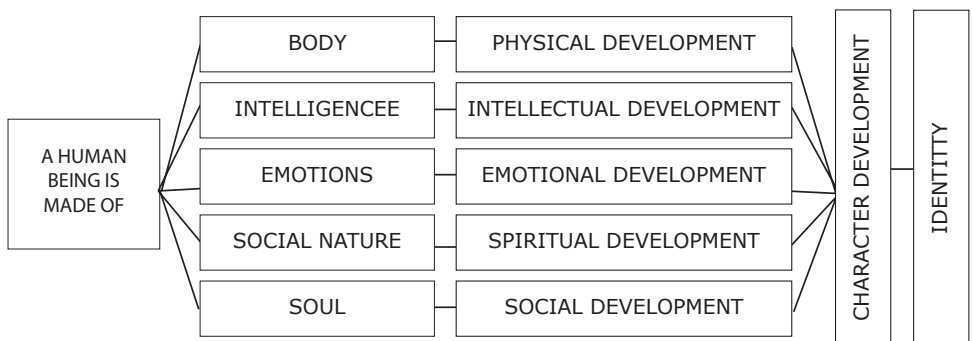
It is clear that the different Development Areas are strongly connected, and that there are grey spaces where one area takes over another. In addition

to a maturity in one area influencing the maturity of another, any healthy development process would consist of raising awareness, understanding, accepting and acting.

#### IV. FINAL EDUCATIONAL COMPETENCIES

A competency is an ability or behavior built on the components of knowledge, skills, attitudes and values, which is observable and measurable. (GPS, 2020) The educational competencies of Nepal Scouts are a more concrete and precise expression of the Purposes of Scout and Guiding Movement that Nepal Scouts will use to make explicit the educational purposes towards which the educational action of the organization is oriented. The Final Educational Competencies of Nepal Scout are the competencies that mark the final contribution from the Youth Programme to a Rover/Ranger or Young Leader.

For each area of personal growth, the final educational competencies imply the sets of values, attitudes, skills, and knowledge that young people are expected to apply to effectively resolve different challenges in different situations. These are termed as final since it is expected that these competencies can be developed by young people prior to their departure from the Nepal Scouts as the Rover/Ranger Scouts or as a Young Leader.





Areas of development	Final competencies developed by a young person at the age of 25 years by completing the Youth Program of Rover/Ranger Section, based on ...		
	KNOWLEDGE	SKILLS	ATTITUDES & VALUES
Physical	<p>Understands the biological processes which regulate, protect his/her mental and physical health</p> <p>Also aware of the action/choices and activities which ensures smooth operation of the biological processes</p>	<p>Relates the self-awareness with the actions/choices and activities necessary to ensure mental and physical wellbeing</p> <p>Actively assesses and mitigates risks associated with action/choices and activities.</p>	<p>Accepts his/her own share of responsibility for the harmonious development of his body.</p> <p>Takes part in and collaborates to lead physical expeditions and adventurous activities that challenge one physically and intellectually.</p>
Intellectual	<p>Undertakes training and gains new skills and knowledge to assist personal development, education and employment.</p> <p>Identifies the issues relevant and contextual to develop a value based competent citizen to the local, national and global communities.</p>	<p>Reviews and adapts projects and activities in response to change.</p> <p>Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.</p> <p>Responds creatively to diverse situations through demonstrating capacity for thought, innovation, adventure and resourcefulness.</p>	<p>Values the diversity of sources of knowledge for intellectual development.</p> <p>Contemplates on the practical implementation acquired knowledge to meet the needs and interest of the community s/he belongs to.</p>





<p>Social and Moral</p>	<p>Recognizes the diversity of the local, national and global communities on the basis of age, gender, caste, socio-economic background, academic, physical, geographical aspects etc. or any other basis of diversity that the context holds.</p> <p>Analyses the strength of the diversity and requirement of inclusion to maintain the environment of mutual cooperation and establish peace.</p>	<p>Works as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.</p> <p>Lives according to legal and ethical responsibilities.</p> <p>Embraces diversity Builds and maintains meaningful relationships within diverse communities</p> <p>Identifies, promotes and addresses personal safety and support for oneself and others, especially those who may be at risk.</p>	<p>Sees themselves a citizen of the world, and engages in social causes and contributes to the community, country or society due to a sense of responsibility to and solidarity with fellow citizens or fellow humans.</p>
<p>Emotional</p>	<p>Recognizes the emotional aspect as a byproduct of social interaction and human behavior.</p> <p>Recognizes when others need emotional support and how to offer suitable assistance.</p>	<p>Demonstrates emotional and social maturity.</p> <p>Manages one's emotions in different situations to generate constructive environment for team work</p>	<p>Gives and receives constructive feedback and knows when to ask for assistance</p> <p>Accepts, respects and can empathize that others may have feelings and opinions different to their own, and adjusts behavior appropriately.</p>
<p>Spiritual</p>	<p>Explores beliefs.</p> <p>Develops deep understanding of the spiritual heritage of his/her community, shares with people of different faiths without discriminating.</p>	<p>Stops for reflection, gaining an understanding of own place in the world, and how this impacts behaviors and actions</p> <p>Shows respect for others beliefs and cultures</p>	<p>Contributes to a culture of peace and understanding and respect Is thankful</p> <p>Integrates his/her religious principles in a coherent way between their faith, their personal life and their social participation</p>

## V. STAGES OF DEVELOPMENT AND AGE SECTIONS

Age Sections are divided in Scouting according to age range and different stages of personal development.

S.No.	Sections	Age Group	Motto
1	Cub/Brownie	6-11	Do Your Best
2	Boy/Girl Scouts	11-16	Be Prepared
3	Venture Scouts	16-20	Leadership
4	Rover/Ranger	20-25	Service

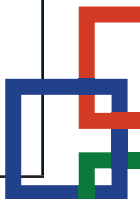
## VI. SECTION EDUCATIONAL COMPETENCIES

Dimensions	Cub/Brownie	Boy/Girl Scouts	Venture Scouts	Rover/Ranger
Being Healthy and Fit (Physical Development)	I make an effort to follow guidelines to care for my body and develop good habits.	I respect my body and that of others and I understand the importance of good personal hygiene.	I understand good health and safe sexual practices reflect on my mental health and what I can do to maintain a balance that is right for me.	I take responsibility for making good lifestyle choices to ensure good physical and mental health.
	I can describe the major illness, which could affect my health, their cause and prevention.	I recognize the physical and physiological changes, which are happening in my body as it develops.	I understand the effects of drugs, self and substance abuse on the body.	I am aware of the biological processes, which regulate my body. I protect my health and accept my physical capabilities.
	I can explain why it is important to eat healthy foods and be active.		I understand and demonstrate the importance of the prevention of illness and injury and the principles of first aid.	

	I care for my body and have good personal habits.			
	I can identify the main organs of the body and how they interact to keep us alive.			
Being Adventurous (Physical Development)	I participate in new and active activities.	I participate in and help to plan new and active activities, providing actionable feedback about activities I participate in.	I undertake adventurous, challenging and new physical activities and seek to continuously improve my skills.	I take part in and lead physical expeditions and adventurous activities that challenge me physically and intellectually.
	I understand the importance of safety when participating in activities I care for my environment.	I participate and mitigate risks associated with activities. I demonstrate an understanding of minimal impact principles.	I actively assess and mitigate risks associated with activities of minimal impact principles.	I actively assess and mitigate risks associated with activities I support and practice the principles of minimal impact activities.
Acquiring new information (Intellectual Development)	I show an interest and I respond to activities presented.	I actively seek new experiences to develop and expand my skills and interests.	I actively pursue personal development opportunities and share information, knowledge and skills with others.	I undertake training and gain new skills and knowledge to assist personal development, education and employment.
	I express interest when undertaking new and unknown experiences.			



Showing Initiative  (Intellectual Development)	I share relevant stories and experiences and discuss possible solutions to situations and problems.	I make evidence based decisions by analyzing situations from different perspectives and applying problem solving techniques.	I seek innovative solutions to challenges by gathering evidence, analyzing situations from different perspectives and applying problem solving techniques.	I respond creatively to diverse situations through demonstrating capacity for thought, innovation, adventure and sourcefulness.
	I discuss possible solutions and use available resources to situations, stories or problems.			
Being Adaptable (Intellectual Development)	I continue to participate and problem solve in activities when plans are changed.	I respond to changing circumstances and make contingency plans.	I demonstrate flexibility, adaptability and contingency planning.	I review and adapt projects and activities, and in response to change.
Planning and Reviewing (Intellectual Development)	I identify my personal interests and abilities.	I develop appropriate plans including contingencies.	I undertake planning at various timescales.	I undertake and continually review planning at various timescales.
	I contribute ideas and participate in reflection.	I implement the Plan, Do, Review cycle.	I critically reflect using the Plan, Do, Review cycle to all aspects of life.	I routinely apply the Plan, Do, Review cycle for projects and activities.
Being Emotionally Aware  (Emotional Development)	I am beginning to understand my feelings and those of others.	I am learning to manage my emotions, especially when responding to people around me.	I can control my emotions and maintain a positive self-concept.	I can manage my emotions in different situations, including when I am outside my comfort zone.



	I show that I am aware of my feelings and how they influence people around me.			I can recognize when others need emotional support and offer suitable assistance.
Expressing One's Feelings (Emotional Development)	I can identify different feelings and share how I am feeling with others.	I can manage my feelings appropriately and can talk about them with others.	I can control and express my feelings appropriately and I know when and who I can talk to about these.	I demonstrate emotional and social maturity.
	I can express how I am feeling and try to do this without hurting the feelings of others.			I give and receive constructive feedback and know when to ask for assistance.
Showing Respect (Social Development)	I can adapt to relationships within the small group.	I consider, respect and accept others and their point of view.	I accept, respect and understand that others may have feelings and opinions different to mine.	I accept, respect and can empathize that others may have feelings and opinions different to mine, and I adjust my behavior appropriately.
	I respect and accept different people and I am aware of their feelings.			I demonstrate an awareness of mental health issues, and understand how to support those in need.



<p>Exploring Beliefs (Spiritual Development)</p>	<p>I am appreciating the world around me and expressing thanks to others.</p>	<p>I am beginning to explore different religions and belief systems, developing a sense of connection to others, and taking time to stop and reflect.</p>		
	<p>I know if my parents have a belief system.</p>	<p>I understand how common religious beliefs can be applied in daily life.</p>	<p>I understand how different religions shape an individual's worldview and the implications this has on society.</p>	<p>I engage in informed discussion on the role of religions in society and non-formal religious systems of spiritual belief in society.</p>
		<p>I understand non-religious concepts of the meaning of life and how these can be applied in daily life.</p>	<p>I understand how different non-religious beliefs shape an individual's worldview and the implications this has on society.</p>	<p>I continue to explore and express my spirituality and understand how this influences my life</p>
		<p>I question my feelings and beliefs regarding my purpose in life.</p>	<p>I possess a developing conception of my own spirituality.</p>	
<p>Stopping for reflection (Spiritual Development)</p>	<p>I appreciate that the Scout Promise and Law should play a part in guiding my life.</p>	<p>I explain how spiritual beliefs, and the Scout Promise and Law, guide my actions and understand the importance of surrounding myself with positive influences.</p>	<p>I express how my spiritual beliefs guide my actions in particular contexts and how they have developed over time.</p>	<p>I express the reasons I have arrived at my current spiritual beliefs and how these combine with the Scout promise and Law to guide me through my adult life.</p>



	I know that I am part of something bigger than myself.	I understand how my spiritual beliefs guide my actions.	I express examples of when I have not lived up to my spiritual beliefs and explain how I can improve in future.	I articulate my plan for further developing and adhering to my spiritual beliefs in the future.
	I know that there are right and wrong ways of doing things and I should use my spiritual beliefs to guide my actions.	I have an understanding of how I am connected with others and the world	I express my beliefs about my connections with others and place in the world.	I engage with others in gaining their own understanding of their connections with others, place in the world, and reflect upon how my understanding of this informs my actions.
	I appreciate that I am connected with others and the world.			
Respect for others (Spiritual Development)	I think that others may have different beliefs to me about life.	I experience culture, spiritual belief systems, religious or otherwise, other than my own.	I experience spiritual belief systems in a deep way and explain spiritual beliefs systems other than my own to others.	I contribute to a culture of understanding and respect towards religious and spiritual beliefs that are different from my own.
	I know that others have different social and cultural backgrounds to me.	I explain the value of diversity in my community.	I experience societies different to the one I am living in and show respect for those differences.	I contribute to a culture of mutual understanding and respect in a multicultural community.
	I know some of the societies and cultures of my community and know that my community has many different people in it.		I participate in inter-faith and non-faith spiritual community events.	



Being thankful (Spiritual Development)	I experience and appreciate some of the world's beauty.	I explore beautiful places and reflect on nature's magnificence, and know that it is worth preserving.	I consider the impact of a deteriorating natural environment on those around me.	I care for the natural beauty of the world through my actions.
	I identify the people that are most important in my life.	I understand my cultural and spiritual heritage, and how these have shaped my life.	I understand the importance of acceptance and forgiveness in maintaining the relationships I have.	I articulate how the relationships I have shape my life and express thanks to those who support and provide opportunities for development and growth for others.
	I express thanks to my family and other people in my life for the things they do for me.	I understand that others may not have the same opportunities as I have had.	I am thankful for the opportunities I have had and start to help those who may not have the same opportunities.	
	I am thankful for the many opportunities that have been, are, and will be, available to me throughout my life.			
Becoming Aware (Social & Moral Development)	I am aware of respect for myself and encourage myself.	I consistently demonstrate appropriate behaviors in different situations.	I address personal strengths and opportunities for growth.	I identify and address bias and injustice, and practice and promote equality.
	I behave appropriately.	I adhere to the rules of the group.	I encourage the participation of all members and recognize their strengths.	I live according to my legal and ethical
	I consider my influence and impact on others.	I do the responsibilities assigned to me.		

	I carry out duties assigned to me.			
Interacting with Others (Social & Moral Development)	I make new friends by being kind and caring.	I am open to different opinions and lifestyles.	I have an inclusive approach and I have recognized and challenged prejudices and bias.	I explore different lifestyles and embrace diversity.
	I have a sense of fair play in games.	I work effectively in small and large groups in various roles and tasks.	I can assume the role of leader (mediator, tutor, mentor, teacher, instructor, supporter, and adviser) in a group.	I work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.
	I show respect to others.			
	I have an awareness of the needs of others in the group and can undertake activities in teams.			
Developing Relationships and Networks (Social & Moral Development)	I share with others.	I work with a diverse group of people and develop support networks.	I contribute to and recognize the benefits of wider networks.	I build and maintain meaningful relationships within diverse communities of different scales.
	I safely explore the local community with guidance.	I identify and address the requirements for personal safety and support for others and myself.	I identify, promote and address personal safety and support for oneself and others, especially those who may be at risk.	I identify, promote and address personal safety and support for oneself and others, especially those who may be at risk.
	I am aware of other members of the local community, and the role they play.			
	I have an awareness of my personal safety and support.			

## VII. LEARNING OPPORTUNITIES

Areas of Development	Activities
Physical Intellectual Emotional Spiritual Social and Moral Values	<b>Outdoor Activities</b> <ul style="list-style-type: none"> <li>● Camping</li> <li>● Hiking/Trekking</li> <li>● Jungle Trail</li> <li>● Adventurous Activities: Zipline, Rafting, Rock Climbing, Mountaineering, Canoeing etc.</li> <li>● Nature Scavengers Hunt</li> <li>● Pioneering</li> </ul>
	<b>Construction challenges</b> <ul style="list-style-type: none"> <li>● team work, problem solving, communication</li> <li>● Crisis and Risk Management</li> <li>● Disaster Management</li> <li>● Conflict Management</li> </ul> <b>Personal Challenges and Projects</b> <ul style="list-style-type: none"> <li>● Project Planning and Implementations (Construction Project, Event-type Projects, Tech Project)</li> </ul> <b>For example:</b> <ul style="list-style-type: none"> <li>● Organizing a toy and toiletries supply drive for a homeless shelter that caters to families</li> <li>● Old Clothes/Stationary materials Collection and Distributing to the poor</li> <li>● Assembling first aid kits for homeless shelters, or government schools from rural/urban areas etc.</li> <li>● Refurbishing a local thrift store with shelves, new paint, and new flooring, and then doing a donation drive to refresh its merchandise</li> <li>● Holding a book drive for the local library</li> <li>● Collecting and donating magazines and books for senior living facilities</li> <li>● Hosting a safety seminar for parents and their young children, with experts to talk about the various safety hazards in everyone's homes</li> <li>● Organize a parent/child read-a-thon in the community</li> <li>● Creating and distributing a weekly newsletter with games, articles, quizzes, and more to patients at a local children's hospital, enlisting the help of patients who are interested in participating</li> <li>● Teaching computer literacy to senior citizens</li> <li>● Educating parents and kids about the dangers of cyberbullying through both online and in-person classes</li> <li>● Cataloging and digitizing a local historical society's photos and documents</li> <li>● Soliciting donations of computers for a boys and girls club or homeless shelter</li> <li>● Activities on Self-Recognition and Self Analysis different emotions and behaviours</li> <li>● Understand, Recognize and Analyze different emotions and behaviours of others to respond accordingly</li> </ul>

- Yoga and Meditation
  - All Faith Prayers
  - Religious Tour/Visit
  - Campaign and Activities at Religious Sites (For eg: Service Camps, Clean-up Campaign, )
  - Research on Religion and Spirituality
  - Interreligious Dialogue
- Cooking
  - Group Meetings (Pack, Troop and Crew Meeting)
  - Ceremonies
- Historical explorations
- Explorer Projects
  - Program and Activities in Heritage Sites
- Community Involvement
- Service Camps
  - Awareness and Campaigns
  - Health Camps and Blood Donation programmes
  - Fund Raising
  - Community Service Projects
  - Surveys and Research
  - Volunteering and Social Service
  - Projects on disaster and Risk Management
  - providing service in times and places of difficulties, running community events, supporting causes that create a better world for young people



## VIII. SECTION METHODS

The Youth Programme of Nepal Scouts adopts the educational methods as defined by WOSM and WAGGGS. The Scout Method is a fundamental aspect of Scouting and is expressed through the following elements:

6.1.1. The Promise and Law: a personal voluntary commitment to a set of shared values, which is the foundation of everything a Scout does and a Scout wants to be. The Promise and Law are central to the Scout Method

6.1.2. Learning by doing: the use of practical actions (real life experiences) and reflection(s) to facilitate ongoing learning and development

6.1.3. Progressive Self-Development: a progressive learning journey focused on motivating and challenging an individual to continually develop, through a wide variety of learning opportunities

6.1.4. The Patrol System: the use of small teams as a way to participate in collaborative learning, with the aim of developing effective team work, interpersonal skills, leadership as well as building a sense of responsibility and belonging

6.1.5. Active Cooperation between Youths and Adults: adults facilitating and supporting young people to create learning opportunities and through a culture of partnership to turn these opportunities into meaningful experiences

6.1.6. Symbolic Framework: a unifying structure of themes and symbols to facilitate learning and the development of a unique identity as a Scout

6.1.7. Nature: - learning opportunities in the outdoors which encourage a better understanding of and a relationship with the wider environment

6.1.8 Community Involvement: active exploration and commitment to communities and the wider world, fostering greater appreciation and understanding between people.



Scout Method	Cub/Brownie Scouts	Boy/Girl Scouts	Venture Scouts	Rover/Ranger Scouts
The Promise and Law	A Promise is commitment to respect the group's rule. Adults lead by example.	Learning to set rules together in the light of the scout law, a concrete and positive code of living.	A code behavior which already conveys universal values. The scout promise is a commitment for life.	A charter which conveys universal values on which scouting is based. The Rover/Ranger explains his/her life plan during the "Departure" ceremony.
The Patrol System	Limited team autonomy. Most activities as a pack. First step towards involvement in decision making. Learn to support each other.	The Patrol System operates fully, more autonomous patrols, and the patrol leader's role more substantial. To negotiate and make democratic decisions Learning to work effectively with each other	Patrols of very close-knit friends. To assert their needs and opinions through Inter-patrol task groups. To solve problems during Unit Council and Unit Assembly which are run more directly by Young People.	Very autonomous teams. The team is a youth community run by Young People themselves. Empowered to work in a group situation and can help each other to reach their full potential.
Learning by doing	Short activities, games. The imaginary world plays an important role.	Activities last longer and start to have to do with social reality. Learn through actively engaging in community-based activities.	Unit and patrol projects: mastering new technologies, serving the community, acquiring useful and recognized skills.	Discovering society, identifying problems and challenges, experiencing adult roles. Travel, service and vocational preparation.



Progressive Self-Development:	Very less knowledge on Self-development process but as an awareness on improving by repetition of activities at different levels	Understand the value of Self-development through the active engagement in progressive scheme	Challenge oneself to achieve the competency offered by the Organization.	Progress oneself by understanding the value of youth programmes. Active engagement on the progressive scheme to achieve expected goals.
Symbolic Framework	The 'Jungle Book'; Mowgli the man-cub; The free people of Seonee; Akela and pack Brownie Story	Being a 'scout', an explorer, exploring new territories with a team of friends.	Being a 'venturer'. Doing something we've never done before.	To take the 'road': to travel around the world to discover and create a better world.
Active Cooperation between Youths and Adults	Adult-led activities. Adults provide physical and emotional security and try to give children real responsibilities and provide feedbacks regarding on the activity	Adults share responsibilities with Young People. Growing youth involvement in decision-making.	Adults opening up to Young People fields of experience responsibilities. Youth Led activities.	Youth-led community: Adults are advisors and trainers helping Young People to develop leadership skills.
Nature	Discovering natural elements. Limited exploration, short camps. Learning the value of a natural environment.	Nature is the favored setting in activities. Introducing to ecology	Confronting natural elements on outdoors expeditions. Environmental conservation projects.	Physical pursuit outdoors: Experiencing the concept of sustainable development through community projects.



Community Involvement	Understanding the diversity of the community. Friendship among the friends	Understanding the diversity of the local communities. Involvement in the community awareness projects	Understand and Inter cultural/ religious dialogue and develop the understanding of each other through community involvement project, Programme and activities	self-development through active participation in the community engagement activities/ Programmes/ Activities and Projects. Contribution to the communities for the development through active engagements.
-----------------------	--	---	---	--

### IX. PERSONAL PROGRESSIVE SCHEME

All these sectional progressive badges will be given after the completion of the Youth Program of particular sections designed by Nepal Scouts.

S.No.	Section	Progressive Badge
1.	Cub/ Brownie	<ol style="list-style-type: none"> <li>1. Membership</li> <li>2. Star</li> <li>3. Moon</li> <li>4. Sun</li> <li>5. President's</li> <li>6. Flying Up/Going Up</li> </ol>
2	Girl/Boy Scout	<ol style="list-style-type: none"> <li>1. Membership</li> <li>2. B.P. Peak</li> <li>3. Annapurna</li> <li>4. Kanchanjunga</li> <li>5. Everest</li> <li>6. President's</li> <li>7. Advancement</li> </ol>
3	Venture Scout	<ol style="list-style-type: none"> <li>1. Membership</li> <li>2. Pioneer</li> <li>3. Explorer</li> <li>4. Adventurer</li> <li>5. President's</li> <li>6. Progression</li> </ol>

4	Rover/ Ranger Scout	<ol style="list-style-type: none"> <li>1. Membership</li> <li>2. Squire</li> <li>3. Training</li> <li>4. Rover/Ranger</li> <li>5. Service</li> <li>6. Leadership</li> <li>7. President's</li> </ol>
---	---------------------------	---

## **8. POLICY IN ACTION: HOW TO USE THE NEPAL SCOUTS YOUTH PROGRAMME POLICY**

### **COORDINATION WITH OTHERS**

This policy should work hand in hand with all other institutional documents, processes and work areas as follows:

### **INSTITUTIONAL DOCUMENTS AND PROCESSES**

New policies or institutional documents, or revisions of these documents, should be aligned with the Nepal Scouts Youth Programme Policy. The following is a non-exhaustive list of these documents:

- Nepal Scouts National Adult Development Policy
- National Adult Development Policy Toolbox
- Training Scheme
- Trainers' Handbook
- National Youth Programme Policy Toolbox
- Leaders' Handbook
- Nepal Scouts Strategic Planning, etc

### **PROMOTION**

Promotion of this Policy is part of everyone's responsibility. It is very important to talk about it, to work on its implementation, to train leaders on how they can use it, and to raise awareness of its importance as well as the importance of the Youth Programme.

### **TIME FRAME FOR REVIEW AND LIFE SPAN**

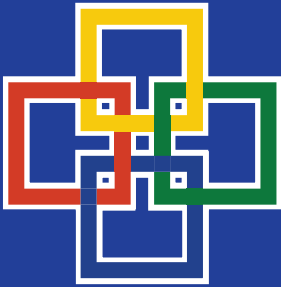
In a fast-moving world, time-framed policies are practical and necessary. The Nepal Scouts Youth Programme Policy is time framed as follows:

The life span (the full period) for adopting, implementing, evaluating, and revisiting the Policy is three triennia. This is divided as follows:

- The first triennium is for adoption and promotion (including updating the policy support material) by Provinces and Local Levels and necessary adjustments of other institutional documents and policies.
- The second triennium is for actual Nepal Scouts.
- The third triennium is for continual implementation, full evaluation, and review.

At the end of each triennium, a Progress Report about the work that has been done with respect to the policy at all levels, should be submitted to the National Executive Committee. At the end of the third triennium, a complete Review Report stating the required changes, if any, should be submitted to the National Council.





©Youth Programme Policy  
Version 1: 2021

### **NEPAL SCOUTS**

National Headquarters  
Lekhnath Marg, Lainchaur  
Kathmandu, Nepal

P.O. BOX 1037  
Kathmandu, Nepal

Tel: +977 1 4419001  
Fax: +977 1 4413369

[info@nepalscouts.org](mailto:info@nepalscouts.org)  
[www.nepalscouts.org](http://www.nepalscouts.org)

