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# entre YOUTH

Entrepreneurial Youth  
Worker Training  
Programme on Sustainable  
& Circular Urban Food  
Enterprising

## Implementation Mechanisms for the Train-the-Trainer Toolkit



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# Table of Contents

## **Approach 1: "Think-act tank" workshops**

- 1.1. "Think-act" tanks: what are they, and what is their role?
- 1.2. Collaboration workshops through the interdisciplinary "think-act tank" approach

## **Approach 2: "Peer-to-peer" mentoring and observation**

- 2.1. "Peer-to-peer" mentoring: what is it, and what are its benefits?
- 2.2. Steps to start a peer mentoring program
- 2.3. Examples for peer mentoring in training

## **Approach 3: Scrum-based sessions**

- 3.1. What is the scrum methodology?
- 3.2. How to apply scrum in entrepreneurship and education alike
- 3.3. Scrum activities for training in entrepreneurial skills

## **Approach 4: Gamification with scout-based activities**

- 3.1. The effectiveness of learning through scouts' games and activities
- 3.2. Play like a scout, learn like an entrepreneur: Activity examples



# Approach 1: "Think-act tank" workshops

## 1.1 "Think-act" tanks: what are they, and what is their role?

### What are think tanks, "think and do"/practical tanks?

Think tanks are research organizations that provide research, analysis, and advice on domestic and international issues (LibGuides: Public Policy: Think Tanks, Organizations, and Additional Resources, 2023). They are often affiliated with a political position, advocacy group, or a non-partisan organization. Think tanks employ experts that can help find analysis on a policy, and their research is usually published faster and can be more comprehensive than a scholarly journal article, but think tanks still use academic research methods (LibGuides: Public Policy: Think Tanks, Organizations, and Additional Resources, 2023). Grey literature, which includes research and publications produced outside the traditional academic publishing, is often produced by think tanks. The NIRA World Directory of Think Tanks indexes think tanks by country with descriptions, contact information, and links to organizations' websites (LibGuides: International Relations: Papers, Proceedings, Briefs, & Think Tanks, 2023). A study published in JSTOR examined how the news media presented think tanks as sources of research, facts, and figures on education in their reporting (False Equivalency: Think Tank References on Education in the News Media on JSTOR, 2007). The study found that think tanks were often presented as equivalent to academic researchers, despite differences in their funding sources and research methods. An annotated reading list on think tank credibility includes resources that address the role of research and evidence in think tank credibility (Think Tank Credibility: An Annotated Reading List, 2017). The list includes opinion articles, academic papers, and reports from think tanks themselves.

Overall, think tanks are organizations that conduct research and provide analysis and advice on a wide range of issues. Their research is often published faster and can be more comprehensive than scholarly journal articles, but they still use academic research methods.

"Think and do" or practical tanks are a type of think tank that conducts more practical efforts, such as funding charity projects and advocacies (Lewis, 2023, Accelerator, 2023). These institutes are similar to non-governmental organizations (NGOs) and are classified as a type of think tank that engages more with practice (Sriram, 2019). The objective of think tanks is to combine knowledge and policy-making to impact future policy processes. "Think and do" tanks combine the traits of being strategic, rigorous, independent, and results-driven to ensure well-researched evidence informs policymaking (In-depth: The New Think-and-do Tank: Rigorous, Independent, and Strategic - Redstone Strategy Group, 2016).

## **Approach 1: "Think-act tank" workshops**

### **What is their role in policymaking and accomplishing social change?**

Think tanks have a crucial role in shaping policy and bringing about societal transformations. They function as intermediaries of policy expertise, hubs of research, and catalysts for fresh concepts, facilitating the flow of knowledge between scholars, policymakers, and civil society. By offering credible, pertinent, and accessible information, think tanks can take on a central role as catalysts for reform, by raising awareness of critical issues, initiating discourse, and guiding policymakers towards viable solutions. Moreover, they serve as effective instruments for promoting diverse interests, whether it be climate change deniers seeking to roll back environmental regulations or advocates for social justice and human rights (How Can Think Tanks Be Agents of Social Change?, 2017).

Think tanks possess the potential to amplify the reach and impact of their research during policy windows, which are exceptional opportunities for influencing discussions and decisions. These windows often relate to highly political subjects or garner media attention, which enhances think tanks' visibility. Nevertheless, there are inherent risks associated with policy windows, including the risk of being associated with a specific political party or position (Think Tank Strategies to Influence Policy Windows: Opportunities, Risks and Lessons, 2019).

On the whole, think tanks occupy crucial positions within the policymaking process, exerting significant influence on social change. They bridge the divide between knowledge and policy formulation, providing credibility and relevance while presenting innovative ideas to tackle the most pressing global challenges.

# Approach 1: "Think-act tank" workshops

## 1.2. Collaboration workshops through the interdisciplinary "think-act tank" approach

**How can "think-act" tanks be applied in training for entrepreneurial skills and competences? Provide workshop examples.**

To integrate think-act tanks into entrepreneurial skill training, the organization of workshops offers an avenue for entrepreneurs to acquire knowledge and exchange experiences. These workshops can be tailored to introduce the fundamental principles and essentials of launching and managing a business. Topics covered may include crafting a comprehensive business plan, engaging in simulated exercises for business initiation and operation (WorkforceGPS - Entrepreneurial Skills Training for Youth, 2017). Furthermore, entrepreneurship education can play a pivotal role in equipping young individuals with the necessary aptitudes for thriving in the gig economy and entrepreneurial endeavors. These competencies encompass taking initiative, creatively identifying business prospects, budget development, resource forecasting, comprehending diverse avenues for securing capital, and understanding the trade-offs associated with each option. Effective communication and self-marketing skills are also essential (WorkforceGPS - Entrepreneurial Skills Training for Youth, 2017). Additionally, think-act tanks can extend their support to nurture and cultivate youth-led businesses. This may involve facilitating access to microloans or grants and providing personalized attention to foster the development of viable business concepts (WorkforceGPS - Entrepreneurial Skills Training for Youth, 2017).

A range of workshop examples are as follows:

1. Entrepreneurship Fundamentals: This workshop provides a comprehensive overview of entrepreneurship, covering the foundational principles of starting and managing a business, creating a business plan, and engaging in simulated business exercises (WorkforceGPS - Entrepreneurial Skills Training for Youth, 2017).
2. Business Model Canvas: This workshop introduces participants to the Business Model Canvas, a strategic management and lean startup tool for designing or documenting business models (Workshops and Think Tanks | Clairerooper, n.d.).
3. Pitching and Presenting: This workshop equips entrepreneurs with the essential skills to effectively pitch and present their ideas to potential investors, customers, and partners (Shulman, 2018).

## Approach 1: "Think-act tank" workshops

In conclusion, think-act tanks can significantly contribute to entrepreneurial skills and competencies by providing a platform for knowledge exchange and experiential learning. Workshops serve as a means to introduce aspiring entrepreneurs to the principles of entrepreneurship, offer support services to foster youth-led businesses, and equip entrepreneurs with the skills required for successful pitches and presentations to stakeholders.

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## Approach 1: "Think-act tank" workshops

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# Approach 2: Peer-To-Peer Mentoring and Observation

## 2.1 Peer-to-peer" mentoring: what is it, and what are its benefits?

**"Peer-to-peer" mentoring**, also known as peer mentoring, is a mentoring approach where individuals who participate in the mentoring process share similar characteristics such as age, level of experience, or similar roles within an organization. Instead of the traditional mentoring relationship where an experienced individual guides and supports someone with less experience, in "peer-to-peer" mentoring, the participants are considered equals and collaborate with each other for their development and growth.

In this type of mentoring, participants can exchange knowledge, skills, experiences, and perspectives with each other. Both parties benefit by having the opportunity to learn and grow together, establishing a supportive and collaborative relationship. "Peer-to-peer" mentoring can take place in academic as well as professional settings.

Some of the **advantages** of "peer-to-peer" mentoring include:

**1. Bidirectional Learning:** In "peer-to-peer" mentoring, both individuals involved have the opportunity to learn from each other. As equals, they can share their unique knowledge, perspectives, and experiences. This dynamic exchange fosters a rich learning environment where both parties can expand their skills, broaden their understanding, and gain new insights. By actively engaging in discussions and collaborative problem-solving, they enhance their overall knowledge base and develop a deeper understanding of the subject matter.

**2. Empowerment:** "Peer-to-peer" mentoring empowers individuals by promoting self-directed learning and decision-making. Both participants have an active role in shaping their mentoring experience and determining the areas they want to focus on. This autonomy fosters a sense of ownership over their development, which can boost self-confidence and self-esteem. Through the mutual support and guidance they provide each other, participants gain the tools and confidence to make informed choices and take control of their own growth.

**3. Supportive Relationships:** A key advantage of "peer-to-peer" mentoring is the creation of supportive relationships. As equals, participants often share similar challenges, aspirations, or struggles. This common ground allows them to empathize with and understand each other's experiences on a deeper level. The supportive nature of the relationship provides a safe and non-judgmental space for individuals to discuss their goals, concerns, and obstacles. They can offer emotional support, encouragement, and practical advice to each other, fostering a sense of belonging and a strong support system.



## Approach 2: Peer-To-Peer Mentoring and Observation

**4. Networking and Collaboration:** "Peer-to-peer" mentoring facilitates networking and collaboration among individuals with similar interests or career paths. Participants have the opportunity to expand their professional network, establish meaningful connections, and tap into different perspectives. This networking aspect can lead to new opportunities, such as job referrals, professional recommendations, or collaborations on projects. By leveraging each other's networks, participants can enhance their professional growth and create valuable connections within their industry or field.

**5. Personal and Professional Growth:** Through the "peer-to-peer" mentoring relationship, individuals can experience significant personal and professional growth. The regular interactions, feedback, and guidance from their peer mentor contribute to their skill development, knowledge acquisition, and overall competence. Additionally, the reflective discussions and shared experiences can lead to increased self-awareness, helping participants identify their strengths, areas for improvement, and goals for the future. This self-reflection and goal-setting process allows for continuous growth and progress.

Overall, "peer-to-peer" mentoring offers numerous benefits, including bidirectional learning, empowerment, supportive relationships, networking opportunities, and personal and professional growth. It is a dynamic approach that recognizes the value of collaboration, shared experiences, and mutual support in driving meaningful development for both participants. In summary, "peer-to-peer" mentoring is a mentoring approach where participants are considered equals and support each other in their personal or professional development and growth.

## Approach 2: Peer-To-Peer Mentoring and Observation

### 2.2 Steps to start a peer mentoring program.

To start a peer mentoring program, you can follow these steps:

**1. Define the Purpose and Objectives:** Clearly articulate the purpose of the peer mentoring program and the specific objectives you want to achieve. Determine the target audience and the areas of focus for the mentoring relationships. Consider whether the program will be academic, professional, or a combination of both.

**2. Design the Program Structure:** Determine the structure and format of the mentoring program. Decide how mentors and mentees will be matched, whether it will be a one-on-one or group mentoring program, and the expected duration of the mentoring relationships. Establish guidelines for communication, meeting frequency, and the overall expectations of participants.

**3. Recruit Mentors and Mentees:** Identify potential mentors and mentees within your organization, institution, or community. Advertise the program, explaining its benefits and the commitment required. Use various channels such as emails, newsletters, social media, and posters to attract interested participants. Consider seeking recommendations or nominations from supervisors, teachers, or other trusted individuals.

**4. Conduct Mentor and Mentee Training:** Provide training to mentors and mentees to prepare them for their roles. Train mentors on effective mentoring practices, active listening, goal setting, providing constructive feedback, and maintaining confidentiality. Mentees can be trained on how to set goals, seek guidance, and make the most of the mentoring relationship. The training should also cover any specific guidelines or policies related to the program.

**5. Match Mentors and Mentees:** Use a thoughtful matching process to pair mentors and mentees based on their goals, interests, and compatibility. Consider factors such as expertise, experience, personality traits, and availability. Allow mentors and mentees to provide input during the matching process to ensure a good fit.

**6. Establish Guidelines and Support Systems:** Develop clear guidelines and expectations for mentors and mentees to follow throughout the program. Provide ongoing support to both mentors and mentees, offering resources, tools, and a point of contact for questions or concerns. Foster a supportive environment where participants feel comfortable seeking guidance and addressing any issues that may arise.

## Approach 2: Peer-To-Peer Mentoring and Observation

**7. Launch and Monitor the Program:** Launch the peer mentoring program and communicate the expectations to all participants. Monitor the progress of the mentoring relationships by checking in with mentors and mentees regularly. Provide a platform or framework for participants to share feedback and discuss their experiences. Make any necessary adjustments to ensure the program's success.

**8. Evaluate and Improve:** Regularly evaluate the effectiveness of the peer mentoring program. Collect feedback from mentors and mentees to identify strengths, weaknesses, and areas for improvement. Use this feedback to refine the program and make any necessary adjustments to enhance the overall experience.

**9. Recognize and Celebrate:** Recognize the efforts and achievements of mentors and mentees. Celebrate milestones, successful outcomes, and the positive impact of the peer mentoring program. This recognition can motivate participants and reinforce the value of their contributions.

By following these steps, you can establish a successful peer mentoring program that fosters growth, collaboration, and support among participants.

## Approach 2: Peer-To-Peer Mentoring and Observation

### 2.3 Examples for peer mentoring in training.

Here are some examples of how peer mentoring can be utilized in a training context:

- 1. Buddy System:** Implement a buddy system where each trainee is paired with a peer mentor who has already completed the training or has more experience in the subject matter. The mentor can provide guidance, answer questions, and offer support throughout the training program.
- 2. Group Study Sessions:** Organize study or review sessions where trainees come together in small groups facilitated by a peer mentor. The mentor can help explain difficult concepts, facilitate discussions, and encourage collaborative learning among the group members.
- 3. Peer Feedback and Coaching:** Encourage trainees to provide feedback and coaching to each other. This can involve reviewing each other's work, giving constructive feedback, and offering suggestions for improvement. Peer mentors can model effective feedback techniques and guide trainees on providing constructive criticism.
- 4. Peer Observation and Shadowing:** Pair trainees with peer mentors who are skilled in a particular area. The trainees can observe and shadow their mentors, learning from their expertise and gaining practical insights. This can be particularly useful in hands-on or practical training programs.
- 5. Peer Teaching:** Assign trainees the task of preparing and delivering short presentations or mini-training sessions to their peers. This gives them an opportunity to consolidate their learning, enhance their communication skills, and share their knowledge with others. Peer mentors can provide feedback and support in refining their presentation skills.
- 6. Learning Circles or Discussion Groups:** Form small learning circles or discussion groups where trainees meet regularly to discuss training materials, share insights, and collaborate on assignments or projects. Peer mentors can facilitate these sessions, ensure everyone's participation, and guide the discussions.
- 7. Role-Playing and Simulation Exercises:** Incorporate role-playing or simulation exercises where trainees work together in pairs or small groups. Peer mentors can lead or participate in these activities, providing guidance, feedback, and helping trainees practice new skills or techniques.

## Approach 2: Peer-To-Peer Mentoring and Observation

These examples demonstrate how peer mentoring can be integrated into training programs to enhance learning, encourage collaboration, and provide support among trainees. The involvement of peer mentors helps create a supportive and interactive learning environment.

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# Approach 3: SCRUM-based sessions

## What is the Scrum methodology in project management?

Scrum is a project management framework that helps teams to structure and manage their work through a set of values, principles and practices.

The word Scrum, which has been gaining momentum in recent years as it has emerged as one of the best agile methodologies, is an English term that comes from rugby slang and is used to define a team move.

This methodology has traditionally been linked, as it is the sector that first put it into practice, to software development, but a few years ago it made the leap to other areas such as education or business.

Scrum techniques in education have changed learning methods, adapting to the new ways that students have of learning. More immediate, flexible and personalised responses or the incentive of teamwork are the main bases of these techniques. In countries such as the Netherlands, this methodology has been implemented in the education system for a couple of years now, with very satisfactory results, achieving more creative, responsible and efficient learning.

## The benefits of Scrum techniques in education

The main objective of these techniques is to foster collaboration and responsibility through self-directed learning. The aim is to form self-organised and multidisciplinary groups that set their own pace and work together.

The benefits for the student and the teacher are multiple, but they are grouped around these three:

The ways of working can be adapted to the needs of the project, so the quality of the work increases and the result is much more personalised.

It increases student productivity and optimises work time, as more tasks can be carried out in less time.

It facilitates the completion of the task in due time and form. By working in a multidisciplinary and self-directed way, the established deadlines are met.

How to implement this methodology?

Before implementing Scrum techniques in education, it is necessary to answer, as a previous step, these five questions, which in turn, are the five steps to follow in order to carry out this methodology.

## Approach 3: SCRUM-based sessions

Who and What: Roles are defined and who is going to occupy the different positions. Responsibilities are planned and distributed among the different groups.

When and where? This is the most practical part, it is necessary to define the dates of the tasks, to explain them in depth and to mark a beginning.

Why? This last question is an evaluation and should be used as a complement to the previous ones. In short, this question seeks to give an explanation and an answer to the actions so that it can be understood by all the participants.

Once the phases have been defined, it is necessary to see which are the different roles used in the Scrum methodology:

**Product Owner:** This is the owner of the project, the greatest responsibility within this methodology, and the one who defines what is to be learned. In the classroom, it is usually the teacher, whose function is to supervise that the method is working.

**Scrum Master:** This is the project coordinator and there can be as many scrum masters as there are projects underway. Within a small group, the product owner designates a student as scrum master. This person is responsible for ensuring that the tasks of his or her group are completed on time and in a timely manner and is also the one who coordinates the tasks to be carried out by each student.

**Team:** This is the team of students who must be multidisciplinary and who are responsible for carrying out various tasks.

### What is a Sprint? The concepts of the Scrum Method

The Sprint is each of the cycles found within a Scrum project. For example, if the teacher asks the group to carry out a research, the Sprint would be the cycle that is set to carry out the data collection. These are cycles that occur within a project and conclude with the completion of a task.

The usual duration of a sprint is between 2 and 4 weeks, and it does not usually last longer, because then this technique would lose effectiveness.

Within this cycle there are a series of tasks, such as Sprint planning, which is the meeting that determines the start of the cycle. The daily scrum, which is the short meeting that takes place every day. The Sprint review, which is the analysis of the task, and finally the Sprint retrospective, which is the review of everything that has happened during the cycle. How is Scrum used in business/industry and what evidence is there to support its use in education?

## Approach 3: SCRUM-based sessions

**Class Projects :** Teachers can organise class projects and divide them into time sprints for students to work on. Each sprint can represent a phase of the project and at the end of each sprint, students can review their progress and adjust their approaches for the next sprint.

**Homework Assignments:** Instead of giving a big

**Project Based Learning (PBL) :** Teachers can implement

**Class Presentations:**

**Problem Solving :** Teachers can be present

**Personalised Learning :** Students can set individual learning objectives and use Scrum to organise their time and efforts to achieve those objectives.

**Skills Development:** Students can improve their skills in specific areas (e.g., mathematics, writing, programming) by setting short-term goals and measuring their progress in sprints.

It is important that teachers act as Scrum Masters, facilitating Scrum processes, resolving impediments and guiding students towards reflection and continuous improvement.  
When using Scrum in education

How can Scrum be applied in entrepreneurship to foster agile project management and teamwork? Give examples/ideas of topics for Scrum sessions.

There are numerous digital tools to help you develop and manage projects with a Scrum methodology in your company. Some of the most important ones are:

**JIRA:** it is one of the most used tools in companies working with agile projects. It includes customised dashboards, workflows and reports, among other functionalities. It is very intuitive and easy to use.

**TargetProcess:** this tool is very useful when you work with several clients, as it allows you to adapt to different platforms and types of administration. It offers a high degree of customisation, reports and templates.

**Trello:** this tool is used to manage teamwork and organise tasks. Like the others, it allows you to create boards to detail your projects, customise your work lists, attach files and multimedia content, respond to comments...

**Vivify Scrum:** this tool displays all your projects on a single page and offers a wide range of functions, as well as reports and task management. It is free and very easy to use.

**Asana:** is a collaborative task management application. This tool was designed to improve employee productivity, so it can be a great help to optimise communication with your team and teamwork



## Approach 3: SCRUM-based sessions

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# Approach 4: Gamification with Scout-based activities

## The scout method

The scout method is a system of progressive self-education (each child or young person is responsible for his or her own educational action), based on programmes adapted to the different stages of development. This is done through a method that takes place in free time and complements school and family education. In a pedagogy based on close personal contact and a common experience between people who try to educate and people who can receive this education. Scout Method 5 DYNAMISMS OF THE METHOD We understand method to be an orderly and systematic process, necessary to achieve an end; it is therefore an instrument, not an end in itself. Its task is to guide the educational work in order to minimise efforts and achieve maximum educational profitability, that is to say, a proximity to the pedagogical aims and the specific circumstances. The Scout Method is a procedure or means used to carry out a task in an orderly and systematic way and to achieve certain aims while respecting certain principles. In this section, we intend to refer to the very specific qualities of our Scout Method. The essential aspects or characteristics are the following: The dynamisms of the method refer to the pedagogical foundations that define our method. It is important to stress the idea that the method and its Elements or Dynamisms are a pedagogical tool, and never an END in themselves.

## Education through action

Scouting proposes a method of active education. It is based on the natural dynamism of children and young people: their interests, their desires and their dreams, to turn them into motivating adventures that they can live intensely. This adventure, which can take the form of a game, a camp, a service to the community, is the means by which the movement invites children and young people to experience the model of values that it proposes.

We want each scout to be the subject of his or her own education. We offer them the possibility of being the protagonist of freely chosen activities.

Through a constant dynamic of personal and group action-reflection, each scout generates experience, discovering the values experienced and integrating new learning into their lives.

This approach encourages the boys and girls to take an active attitude in their lives, not only in Scouting but in all their current and future activities.

Education through action is mainly articulated in the development of projects and in the elaboration and implementation of the Branch Plan.

## Approach 4: Gamification with Scout-based activities

In Scouting, the dynamics of project work consists of the following phases: **Ideate, Propose, Choose, Plan, Carry out, Disseminate, Evaluate, Celebrate.**

The learners themselves are an active part of the process from the proposal to the review and celebration of the actions. In this way the activities respond effectively to their centres of interest. Through the Branch Plan, the learners analyse in which aspects of the person they can improve and the objectives to be worked on are proposed, as well as the activities and projects they are going to carry out, distributing tasks and responsibilities among the members of the unit and the kraal.

### System of personal progress

Every person is called to be free, to develop fully and to be an active protagonist of their own history. The scout method allows each person to take responsibility for his own development. Each scout constantly grows through the various activities, which challenge him and invite him to set successive goals and commitments adapted to his age and aimed at discovering his personal vocation.

This path of self-improvement covers all areas of personal development and is in constant confrontation with the lifestyle proposed by the Scout Law.

In each of the Branches, a three-stage path of personal progress is proposed:

1. Integration: the person enters the Small Group and the Unit and gets to know his or her companions as well as what Scouting proposes to him or her in that Branch, the rules of the game. This period ends with the celebration of the commitment, expressed in the the Promise.
2. Development: this is the stage in which the service that stems from the Promise is developed, trying to progress in accordance with the educational aims of Scouting. At the end of this stage, the boy, girl or young person has largely assumed the proposal of that Branch, and exercises a positive leadership role, becoming a support for the Kraal and an animator of the Unit.
3. Transition: The child or young person prepares for the transition to the next branch, coming into contact with it.

### Personalisation and Community Education

Community education refers to promoting and prioritising social attitudes in people. It is clear that the social influences very directly the individual.

Personalisation seeks to develop the potential of the individual human being, so that he/she can give the best of him/herself.

We must bear in mind that personal progress in Scouting ends up affecting the whole educational community. Therefore, if this progress is well established, it influences management, growth and all the results that arise from this educational action.

Activities in contact with nature

## **Approach 4: Gamification with Scout-based activities**

Nature is the privileged setting for scouting activities. Children and young people are invited to become active and respectful subjects of the natural environment. Knowledge and acceptance of other living beings is the basis for respect, tolerance and solidarity in human society.

Each scout is a person actively committed to the care and protection of nature, and therefore defends and promotes values and actions aimed at fostering sustainable development.

Nature as an area of interdependence is offered to young people and children as a space in which to try out a new society. Children and young people are invited to stand on their own two feet, to show themselves as they are in a community that is tailored to them and their peers.

This experiment in creation and transformation in the natural environment acts as an invitation to humanise their own daily reality.

### **Adult Accompaniment**

Each leader personally accompanies and helps each of the children and young people to play Scouting. His role is, above all, to ensure that the development in the Educational Aims of the Movement are present so that each scout can progress by drawing his own conclusions from the experiences he lives.

To do this, it guides, supports and entrusts responsibilities to the children and young people, making sure that they have the right conditions they need and the means to develop the activities that interest them.

The Unit's activities are managed jointly by the children and young people and the adults accompanying them: everyone takes part in the decisions, each in their own role.

In addition to mutual respect and the establishment of positive emotional bonds, the pedagogical action of each person in charge with the children and young people is based on their personal example, which is their fundamental educational tool.

For this reason, each leader must identify with the Movement's values and be committed to them in order to carry out his or her voluntary educational work.

-Proyecto Hercules. Método scout. Diciembre 2020. Scouts Católicos de Andalucía.

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