



1. Understanding global interdependence

Scout and Guide leaders recognise that people, places, economies and environments are interconnected and mutually dependent. They understand that these interdependencies impact on relationships locally, globally, have been shaped by history and will shape the future. They are aware that everyday choices and actions have intended and unintended impacts on the lives of others and the environment both locally and globally.

I See

How do I influence other people and planet Earth and how am I influenced by them?

How am I related with other people and places which I have never met and visited?

I Understand

Why is it important to understand global interdependence?

What are the impacts of the lifestyle of people in my country and Europe on the dignity and wellbeing of people and climate change?

My Role

How do I use or would like to use these connections and relations in order to support the wellbeing of other people and reduction of negative impact on the environment?

What change would I like to make in the world?

How can I connect with others and support their efforts?

How do I as a scout/guide leader share and promote the idea of interconnectedness?

2. Standing up for social justice and equity

Scout and Guide leaders are aware of injustice and inequality present in both behaviour and systems. This includes access to and unequal distribution of power, wealth and natural resources both within countries and between countries. They should understand some of the causes of inequality and reflect on how past events have impacted on current local and global problems. They should be aware of the impacts of inequality on the dignity and quality of people's lives and the health of the planet.



I See

What demonstrations/manifestation of inequalities do I detect? Where?

I Understand

What are the causes for detected inequalities?

What is the impact of this specific inequality on the dignity and wellbeing of people?

Why is it important to me to learn about social justice and equity and understand it?

My Role

What can I learn from my/others past experience/learnings?

Where and from whom can I learn?

What alternatives does already exist?

How to challenge injustice and inequalities? With what attitude?



3. Sustainable way of living

Scout and Guide leaders appreciate how we share and use the earth's resources affects the health of the planet and everyone with who we share it – now and in the future. They recognise the inequality of the ecological footprint between different regions of the world. They appreciate that our relationships with the earth needs to acknowledge the limits of finite resources and human rights of all. They actively support a sustainable lifestyle which preserves a healthy planet for future generations.

I See

What aspects of my lifestyle support (or not) the sustainability of the planet?
What demonstration/manifestation of unsustainable lifestyle can I identify in my surroundings?

I Understand

What do I know about resources and sustainable development?
Have I ever heard about SDGs in general? If yes - what can I tell about them?
What can happen if my region does not change the attitude to the use of natural resources and environment degradation?
What can be the impact if the world regions does not lower their ecological footprint?

My Role

What can I do to live more sustainably?
What can we do as individuals or groups in order to maintain the planet livable for future generations (think also about alternatives)?
Where and from whom can I learn (individuals, movements, materials)?
How to share and promote the idea of responsible lifestyles?

4. Respecting diversity and identity

Scout and Guide leaders recognise that we all have the same basic needs but that there are many ways of meeting them. They are aware that differences in gender, culture, class, nationality, religion, ethnicity, sexuality, language and status are significant in shaping identity. They are open to engaging positively with other identities and cultures and appreciate that this can strengthen our collective response to the challenges of our complex world. They actively take action against any form of discrimination.



I See

How are people similar and how different?
What challenges and what benefits of differences between people and societies do I see?
How prejudice and discrimination affect my life and how does it affect life of others (impact)?
Where do I speak or learn about diversity and importance of identity currently in my life?

I Understand

Why are people similar and why different?
Why is it important to treat all people with respect and open mind?
What is the context/background of creating political documents/laws against discrimination/about diversity?

My Role

What laws and declarations against discrimination can I lean on?
What tools, institutions and movements are promoting the equality between people and how can I use them?
Where, when and how can I promote/share/support the idea of diversity and identity - big and small things?



5. Conflict resolution and cooperation

Understands the causes and consequences of conflicts on different levels: international, civic, communal, interpersonal and interpersonal and looks for her/his role in them and her/his influence. Is aware of the various ways of dealing with conflicts and their impact on people and the environment and peace. Sees conflict as a natural phenomenon and an opportunity for learning and transformation of relationships. In personal, as well as social conflicts is able to look for strategies that help to find solutions that fulfill the needs of all those involved. Scout and Guide leader supports others in developing this competence.

I See

What does the conflict mean to me?
What possible chances conflict can bring?

What conflicts am I facing? What conflicts do I see in your surroundings/ in your country, in Europe, in the World?

What would the respectful conflict resolution look like for me (which would take in consideration the needs of all)?

I Understand

What are the causes and impacts of conflicts (geographical level - your surrounding, region, country, continent, world and historical level - past and present)?

What are the possible impacts of power based solutions of conflicts between individuals/ between groups/nations?

My Role

Do I know how to be a respectful part of the conflict and how to contribute to resolution? Do I know how to cooperate?

In which ways can I approach interpersonal conflict? What helps me, what doesn't?

Where could I involve, who could I contact, how can I prepare, where can I disseminate the knowledge and skills to raise importance of approaching conflicts in a constructive way?



*Critical and creative thinking

Scout and Guide leader are aware that the way individual people see the world is constructed by various influences – political, social, cultural, economic and environmental. They explore different perspectives and their implications and pay attention to silent or opposing voices. They are aware that every perspective is incomplete and confident in re-evaluating their opinions. They are open to new ideas and approaches and recognise the importance of actively contributing to and creating alter

Am I ready to see the world through other people's eyes? How often do I do it?

How often do I take time for deliberate thinking?

How can I be more open-minded and why is it important?

How often do I check (even double-check) my sources?

What role model am I regarding thinking critically and creative?

What knowledge/skills do I miss in order to think more critical and creative?

What traditions/methods of critical thinking do I know and use?

How do I stimulate critical and creative thinking in others?

How often do I search for new solutions/ways/alternatives/paths?

*Cross-cutting competences



*Responding as active global citizens

Scout and Guide leaders are aware that they can bring about positive change and can work with others to make the world a more equitable and sustainable place. They make informed choices and are aware of how these choices might impact on others and the health of the planet. They participate in the community at a range of levels, from local to global. They actively support young people to make informed choices based on critical evaluation of the options open to them and build the skills and confidence to act on these choices in their lives.

What needs can I see in my environment/surrounding (local, regional and historical aspect)?

What positive changes can I see/envision/dream of?

What are the types/ways of participation? Which one do I use?

What rights, responsibilities and motivations drive&shape me?

What actions did I initiate and lead to bring positive change?

Am I active or just reactive when it comes to using opportunities (do I create opportunities myself, am I confident about it)?

How I respond to the needs I see? What kind of role model am I regarding "active participation"?

How do I cooperate with others to achieve common goal?

How do I evaluate and reflect on my actions (planning, organizing, managing, bringing results)?

*Cross-cutting competences