



# Technical Results, Good Practices, Lessons Learned, and Recommendations

*Scout Experience: Ready for life.*

*August 17, 2012 – August 16, 2015*

*This report complements the Final Results Report 2012-2015<sup>1</sup> with technical information, good practices, lessons learned, and recommendations for replication, as well as the independent Final Project Evaluation<sup>2</sup>.*



**USAID**  
FROM THE AMERICAN PEOPLE

## **Disclaimer**

*The content expressed in this report is the responsibility of Scouts of Mexico and does not necessarily reflect the views of the United States Agency for International Development (USAID), the Government of the United States, or any of the organizations and partners listed in this document.*

<sup>1</sup> SERL Final Results Report 2012-2015 available in: <https://goo.gl/n9JMFN> (Scouts of Mexico, 2015)

<sup>2</sup> SERL Final Project Evaluation available in: <https://goo.gl/ul63zo> (López-Aranda, Mendoza, Chapa, & Fernandez, 2015)



## Table of Contents

|  |           |
|--|-----------|
| <b>Executive Summary</b> .....   | <b>5</b>  |
| <b>Social Impact</b> .....   | <b>6</b>  |
| Character.....   | 6         |
| <i>Beneficiaries and Scout Groups</i> .....                                    | 6         |
| <i>Compass</i> .....   | 6         |
| Education.....   | 8         |
| <i>Lantern</i> .....   | 8         |
| <i>Insignia</i> .....  | 9         |
| Leadership.....  | 10        |
| <i>Young Citizens</i> .....  | 10        |
| <i>Community Engagement</i> .....  | 10        |
| Good Practices, Lessons Learned and Recommendations.....                       | 11        |
| <b>Innovation</b> .....  | <b>14</b> |
| Good Practices, Lessons Learned and Recommendations.....                       | 14        |
| <b>Sustainability</b> .....  | <b>16</b> |
| Good Practices, Lessons Learned and Recommendations.....                       | 16        |
| Strategic Partnerships.....  | 18        |
| <b>Institutional Development</b> .....   | <b>19</b> |
| Good Practices, Lessons Learned, and Recommendations.....                      | 19        |
| <i>Organizational Capacity Assessment Tool</i> .....                           | 19        |
| <i>Global Support Assessment Tool</i> .....                                    | 27        |
| <b>Annexes</b> .....   | <b>34</b> |
| Annex 1. Results Framework.....  | 34        |
| Annex 2. Resiliency Framework.....   | 35        |
| Annex 3. Social Interaction Model.....   | 36        |
| Annex 4. Scout Experience Management Model.....                                | 37        |
| <i>Overall Management System</i> .....   | 37        |
| <i>Direction – Planning, Monitoring and Improving Project Management</i> ..... | 38        |
| <i>Direction – Promoting Internal and External Image</i> .....                 | 39        |
| <i>Program Implementation – Implement the Educational Program</i> .....        | 40        |
| <i>Program Implementation – Increase Membership and Resources</i> .....        | 41        |
| <i>Operations Management – Manage Resources</i> .....                          | 42        |
| <i>Operations Management – Maintain Infrastructure</i> .....                   | 43        |
| <i>Scout Management Information System Alternatives</i> .....                  | 44        |
| Annex 5. Results Chain.....  | 47        |
| Annex 6. Results Matrix.....   | 48        |
| Annex 7. Internal Results Matrix.....  | 49        |
| Annex 8. USAID Common Indicators.....  | 50        |
| Annex 9. Collaborative Learning Platform Index.....                            | 51        |
| Annex 10. Timeline of Activities.....  | 53        |
| Annex 11. Bibliography.....  | 63        |



## General Project Information

**Cooperative Agreement Number:** AID-523-A-12-00001

**Project Name:** Experiencia Scout, Listos para la vida. | Scout Experience: Ready for life.

**Project Timeframe:** August 17, 2012 to August 16, 2015.

**Project Target Zone:** Tijuana, Baja California, Mexico.

### Scouts of Mexico Contact Details

**Contact:** Raymundo Tamayo, Project Director  
[raymundo.tamayo@scouts.org.mx](mailto:raymundo.tamayo@scouts.org.mx)  
Mexico City: +52 (55) 5208 7122

**Address:** Asociación de Scouts de Mé  
Córdoba 57  
Col. Roma Norte  
06700 Ciudad de México, Distrito Federal  
Mexico

**Website:** [www.scouts.org.mx](http://www.scouts.org.mx)

### USAID Contact Details

**Agreement Officer Representative (AOR):** Lucila Serrano, Project Management Specialist  
Office of Justice and Citizen Security  
[lserrano@usaid.gov](mailto:lserrano@usaid.gov)  
Mexico City: +52 (55) 5080 2414

Elizabeth Ramirez, Deputy Office Director  
Office of Justice and Citizen Security  
[eramirez@usaid.gov](mailto:eramirez@usaid.gov)  
Mexico City: +52 (55) 5080 2560

**Address:** U.S. Embassy in Mexico  
Paseo de la Reforma 305  
Col. Cuauhtémoc  
06500 Ciudad de México, Distrito Federal  
Mexico

**This report was published on October 2015.**

### Acknowledgement

The development of this report was made possible thanks to the generous contribution of the people of the United States through the United States Agency for International Development (USAID).

### Copyright

© 2015 Scouts of Mexico – All rights reserved.

Scouts of Mexico is a member since 1926 of the World Organization of the Scout Movement (WOSM) founded in 1907, which counts with general consultative status with the Economic and Social Council of the United Nations since 1947 for its invaluable contribution to global development in multiple areas.



## Acronyms

|               |   |
|---------------|---|
| <b>ASMAC</b>  | Mexican Scout Association ( <i>Asociación de Scouts de México, A.C.</i> )     |
| <b>AO</b>     | Agreements Officer  |
| <b>AOR</b>    | Agreements Office Representative  |
| <b>BASC</b>   | Behavior Assessment System for Children                                       |
| <b>BSA</b>    | Boy Scouts of America   |
| <b>CMS</b>    | Content Management System   |
| <b>CRM</b>    | Customer Relationship Management  |
| <b>CSO</b>    | Civil Society Organization  |
| <b>ECHO</b>   | European Commission on Humanitarian Aid and Civil Protection                  |
| <b>ERP</b>    | Enterprise Resource Planning  |
| <b>FAO</b>    | Food and Agriculture Organization of the United Nations                       |
| <b>GIS</b>    | Geographic Information System   |
| <b>GoM</b>    | Government of Mexico  |
| <b>GoSBC</b>  | Government of the State of Baja California                                    |
| <b>GoCT</b>   | Government of the City of Tijuana   |
| <b>GSAT</b>   | Global Support Assessment Tool  |
| <b>HRBA</b>   | Human Rights Based Approach   |
| <b>HR</b>     | Human Rights  |
| <b>IASC</b>   | Inter-Agency Standing Committee   |
| <b>ILO</b>    | International Labor Organization  |
| <b>INEGI</b>  | National Institute of Geography and Statistics                                |
| <b>MIS</b>    | Management Information System   |
| <b>MoU</b>    | Memorandum of Understanding   |
| <b>OCA</b>    | Organizational Capacity Assessment  |
| <b>RBM</b>    | Results Based Management  |
| <b>SEGOB</b>  | Ministry of the Interior – GoM ( <i>Secretaría de Gobernación</i> )           |
| <b>SEP</b>    | Ministry of Public Education – GoM ( <i>Secretaría de Educación Pública</i> ) |
| <b>SERL</b>   | Scout Experience: Ready for life.   |
| <b>SoW</b>    | Scouts of the World Program   |
| <b>STPS</b>   | Secretariat of Work and Social Prevision (Mexico)                             |
| <b>UN</b>     | United Nations  |
| <b>UNDG</b>   | United Nations Development Group  |
| <b>UNDSS</b>  | United Nations Department of Safety and Security                              |
| <b>UNESCO</b> | United Nations Educational, Scientific and Cultural Organization              |
| <b>UNICEF</b> | United Nations Children’s Fund  |
| <b>UNODC</b>  | United Nations Office on Drug and Crime                                       |
| <b>USAID</b>  | United States Agency for International Development                            |
| <b>USG</b>    | United States Government  |
| <b>WB</b>     | World Bank  |
| <b>WEF</b>    | World Economic Forum  |
| <b>WHO</b>    | World Health Organization   |
| <b>WOSM</b>   | World Organization of the Scout Movement                                      |
| <b>WSB</b>    | World Scout Bureau  |



## Executive Summary

The Scout Experience: Ready for life (SERL) was a project implemented by Scouts of Mexico in cooperation with the United States Agency for International Development (USAID) to develop a violence prevention model that could strengthen the capacity of at-risk youth to play a productive role in their community. This project was part of the Pillar IV of the Merida Bilateral Security Initiative, focusing on building strong and resilient communities. As part of that effort, the SERL project focused on reaching at-risk young people aged 7 to 29 in three communities with high levels of crime and violence in the city of Tijuana, Baja California, Mexico from August 2012 to August 2015.

The purpose of this report is to complement the SERL's Final Results Report and independent Final Project Evaluation with technical results, good practices, lessons learned, and recommendations. This document is divided into four sections, each corresponding to a strategic area of the project: social impact, innovation, sustainability, and institutional development. In the social impact section you will find the technical references used to develop specific educational emphases, as well as the planned vs. actual results for each applicable indicator. Additionally, in each of the four strategic areas you will find good practices, lessons learned, and recommendations, which seek to contribute to the organizational learning process of Scouts of Mexico and USAID regarding the implications of implementing a violence prevention model for at-risk youth in zones with high levels of crime and violence. It is worth noting the particular emphasis of this document on institutional capacity elements that are critical to ensure the successful replication of the Scout Experience Model at various scales.

The strategic area of Social Impact is divided into the three main development aspects of the project: Character, Education, and Leadership, and then into their corresponding educational emphases. In each emphasis you will find the technical resources consulted during the planning and executing processes, as well as the detailed indicators used to monitor and control the achievement of development results in each expected outcome or output. Good practices, lessons learned and recommendations are made regarding the overall strategic area of Social Impact and focus on initial community assessments, scout center startup, implementing the scout youth program reinforced with the educational emphases, community engagement, as well as aspects such as adult training, youth with disabilities, and gender.

The strategic area of Innovation goes directly to the good practices, lessons learned and recommendations related to the use of information and communication technologies to strengthen programmatic and operational planning, executing, and monitoring and controlling. The experience of the SERL project with partners such as Netsuite, Box, and Accenture Development Partnerships in incorporating state of the art systems in the organization is shared. Additionally, we include in this area the use of various technological elements for issues ranging from resource mobilization and geographic information systems to GPS staff tracking and radio supported security systems.

The strategic area of sustainability includes good practices, lessons learned and recommendations, as well as a list of strategic partners. This strategic area includes the use of internal and external communications, multi-sectoral partnerships, online and local resource mobilization campaigns, and managing an international volunteer program as elements that contribute to progressively reduce the dependence of community scout groups to external financial aid, as well as to become the main agents of their own development.

The strategic area of Institutional Development includes good practices, lessons learned and recommendations using USAID's Organizational Capacity Assessment Tool and WOSM's Global Support Assessment Tool as references for assessing the strength of various dimensions related to NGO management. The use of these tools as a framework for analyzing institutional development aims at encouraging their use as positive exercises to strengthen the capacity of organizations to increase their social impact, transparency, accountability and performance.

Finally, the annexes in this document contain valuable technical information about various components of the SERL project critical for replication, as well as for compliance with USAID's reporting standards.



## Social Impact

### Character

Character is the development aspect of the SERL project with the aim of ensuring young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities related to sociability, affectivity, character, creativity, and corporality.

### Beneficiaries and Scout Groups

#### Technical References<sup>3</sup>

- The Essential Characteristics of Scouting.
- Scouting: An Educational System.
- Educational Project of the Scout Movement.
- Educational Objectives of the Scout Movement.
- Educational Project of Scouts of Mexico.
- National Youth Program Policy of Scouts of Mexico.

#### Technical Notes on Results

- 10,899 at-risk youth aged 7-29 had access to at least 1 hour of scout program in three months through activities in schools, public spaces or community events. *(23% penetration rate vis-à-vis a population of 47,928 at-risk youth aged 6-24 in project target zones).*
- 324 at-risk youth aged 7-29 had access to at least 30 hours of scout program in three months and became members of Scouts of Mexico. *(3% non-scout to scout conversion rate among total beneficiaries; 87% of scout beneficiaries were retained for a period of 18 months or more).*

#### Related Indicators

##### Internal Results Matrix<sup>4</sup>

Output Indicator 1.1.2 – Number of at-risk youth between 7 and 29 years of age that have received at least one hour of educational program of the SERL activities.

Target: 2,500      Result: 10,899

##### USAID Common Indicator<sup>5</sup>

USAID Common Indicator 2 – 2,500 at-risk youth (aged 7-29) engaged in USAID community project activities.

Target: 2,500      Result: 10,899

### Compass

Compass is the educational emphasis that complements the scout program in the areas of psychological resilience, psychosocial support for victims of violence and integration of people with disabilities.

#### Technical References<sup>6</sup>

- WOSM
  - Educational Objectives of the Scout Movement.
  - Guidelines on Scouting for Children in Especially Difficult Circumstances.
  - Guidelines on Scouting for People with Disabilities.
  - Youth Involvement Toolbox.

<sup>3</sup> See Annex 11. Bibliography for more information.

<sup>4</sup> See Annex 7. Internal Results Matrix for more information.

<sup>5</sup> See Annex 8. USAID Common Indicators for more information.

<sup>6</sup> See Annex 11. Bibliography for more information.



- United Nations
  - UNICEF Resource Center on Mental Health and Psychosocial Support in Humanitarian Action.
  - UNICEF Life Skills.
  - WHO Mental Health.
- USAID
  - USAID Policy on Gender and Female Empowerment.
  - USAID Youth in Development Policy.
- Specialized NGO's
  - Resiliency: What we have learned.
  - Resilience Education.
  - Resiliency in Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, and Communities.
  - The Resilience Center.
  - Behavior Assessment System for Children.

## Related Indicators

### **Results Matrix<sup>7</sup>**

Outcome Indicator 1.0.3 – Percentage of young people participating in the SERL project activities that show an improvement in their psychological resilience evaluation<sup>8</sup> score.

Target: 80%                      Result: 50%

Output Indicator 1.1.2 – Percentage of youth between 7 and 29 years of age participating in the SERL program that acquire the knowledge, attitudes and practices pursued by the educational program of the youth center.

Target: 40%                      Result: 76%

### **Internal Results Matrix<sup>9</sup>**

Outcome Indicator 1.2<sup>10</sup> – Number of Scout beneficiaries participating in the SERL project that have received psychosocial support and preventive education to increase their awareness to anti-social or violent behavior (gender-based violence, intra-family violence, bullying, human trafficking).

Target: 140                      Result: 240

Output Indicator 1.1.1 - Number of at-risk youth between 7 and 29 years of age that acquire the knowledge, attitudes and practices pursued by the educational program of the youth center.

Target: 250                      Result: 185

Output Indicator 1.1.2 – Number of at-risk youth between 7 and 29 years of age that have received at least one hour of educational program of the SERL activities.

Target: 2,500                      Result: 10,899

<sup>7</sup> See Annex 6. Results Matrix for more information.

<sup>8</sup> The Psychological Resilience Evaluation was designed by the psychosocial support specialist and the monitoring and evaluation chief as part of the SERL project considering pre-existing scales from UNICEF, The Resiliency Scale, and BASC-2.

<sup>9</sup> See Annex 7. Internal Results Matrix for more information.

<sup>10</sup> Linked to USAID Mexico CDCS IR 1.3



## Education

Education is the development aspect that seeks to achieve the following result: Young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities in math, language and logic, as well as their competencies in ecology, humanities, science, communication, security, and sports<sup>11</sup>.

## Lantern

Lantern is the educational emphasis that complements the scout program in the area of literacy, school retention and reinsertion.

## Technical References<sup>12</sup>

- United Nations
  - The Global Initiative for Out-Of-School Children.
  - The Global Partnership for Education.
- USAID
  - USAID Education Strategy.
  - USAID Policy on Gender and Female Empowerment.
  - USAID Youth in Development Policy.

## Related Indicators

### Results Matrix<sup>13</sup>

Outcome Indicator 1.0.1 – Percentage of out-of-school youth participating in the Scout Experience, Ready for life activities that have not finished primary, secondary or high-school and enroll in a formal education system.

Target: 70%                      Result: 70%

Outcome Indicator 1.0.2 – Percentage of students participating in the Scout Experience, Ready for life activities that have successfully transitioned from primary to secondary school.

Target: 85%                      Result: 100%

Output Indicator 1.2.1 – Percentage of enrolled students participating in the SERL activities that show improvement in their language evaluation score.

Target: 80%                      Result: 86%

Output Indicator 1.2.2 – Percentage of enrolled students participating in the SERL activities that show improvement in their math evaluation score.

Target: 80%                      Result: 53%

### Internal Results Matrix<sup>14</sup>

Outcome Indicator 1.1<sup>15</sup> – Number of in-school beneficiaries participating in the SERL program that stay in primary or secondary school.

Target: 250                      Result: 275

<sup>11</sup> In the educational program of Scouts of Mexico these are the six areas in which young people from each scout section can earn a merit badge recognizing a skill or competence acquired.

<sup>12</sup> See Annex 11. Bibliography for more information.

<sup>13</sup> See Annex 6. Results Matrix for more information.

<sup>14</sup> See Annex 7. Internal Results Matrix for more information.

<sup>15</sup> Linked to USAID Mexico CDCS IR 1.3



Output Indicator 1.2.1<sup>16</sup> – Number of at-risk youth receiving reading interventions at the primary or secondary level.

Target: 250                      Result: 242

**USAID Common Indicator<sup>17</sup>**

USAID Common Indicator 1 – 70% of at-risk youth beneficiaries (aged 6-16) participating in USAID funded programs that have continued their academic education in school.

Target: 70%                      Result: 100%

**Insignia**

Insignia is the educational emphasis that complements the scout program in the areas of employability and skills for life.

**Technical References<sup>18</sup>**

- WOSM
  - BSA Merit Badge Program.
  - Guía para Dirigentes de la Manada; Guía para Dirigentes de la Rama Scout; Guía para Dirigentes de la Rama Caminantes; Guía para Dirigentes de la Rama Rover.
  - Guía de Especialidades y Competencias Scouts.
  - Especialidades Scouts para Scouts y Muchachas Scouts.
- United Nations
  - ILO Skills for Youth Employment.
  - WB STEP Framework.
- USAID
  - USAID Education Strategy.
  - USAID Policy on Gender and Female Empowerment.
  - USAID Youth in Development Policy.
- Specialized NGO's
  - STPS Labor Observatory.
  - WEF Global Competitiveness Index.

**Related Indicators**

**Results Matrix<sup>19</sup>**

Output Indicator 1.2.3 – Percentage of youth between 7 and 29 years of age participating in the SERL program that show improvement in their skills for life evaluation score.

Target: 50%                      Result: 24%

**Internal Results Matrix<sup>20</sup>**

Output Indicator 1.2.2 – Number of merit badges earned to strengthen the skills for life inventory (ecology, humanities, communication, security, technology and sports) of at-risk youth participating in the SERL activities.

Target: 90                      Result: 84

<sup>16</sup> Linked to USAID Standard Foreign Assistance Master Indicator List MIL 3.2.1-35.

<sup>17</sup> See Annex 8. USAID Common Indicators for more information.

<sup>18</sup> See Annex 11. Bibliography for more information.

<sup>19</sup> See Annex 6. Results Matrix for more information.

<sup>20</sup> See Annex 7. Internal Results Matrix for more information.



## Leadership

Leadership is the development aspect that seeks to achieve the following result: Project target zones have access to non-formal education activities that strengthen their skills and capabilities to design and implement projects in the fields of peace, environment, and social development.

## Young Citizens

Young Citizens is the educational emphasis that complements the scout program in the areas of citizenship education and culture of lawfulness.

### Technical References<sup>21</sup>

- WOSM
  - Scouting: Educating for Global Citizenship.
  - World Scout Environment Program.
  - Scouts of the World Award.
  - Messengers of Peace Initiative.
  - Scouting: Education for life.
- United Nations
  - UNESCO Global Citizenship Education.
  - FAO Youth and United Nations Global Alliance.
- USAID
  - USAID Education Strategy.
  - USAID Policy on Gender and Female Empowerment.
  - USAID Youth in Development Policy.

### Results Matrix<sup>22</sup>

Output Indicator 1.3.1 – Percentage of adolescents and youth between 7 and 29 years old that have been or are members of local gangs participating in the youth involvement program have decided to reenroll in school or a professional development program.

Target: 40%      Result: Not Available<sup>23</sup>

### Internal Results Matrix<sup>24</sup>

Output Indicator 1.3.2<sup>25</sup> – Number of at-risk youth between 7 and 29 years of age that participate in community service activities destined to foster community sense of belonging, pride, responsibility and environment preservation.

Target: 300      Result: 821

## Community Engagement

The community engagement area had as a purpose the empowerment of local leaders to assume the roles and responsibilities required for the continuity of the community Scouts Groups.

### Technical References<sup>26</sup>

- United Nations
  - UNDG Country Programming Principles – Human Rights.
  - UNDG Country Programming Principles – Capacity Development.
  - HRBA Portal.
  - UNICEF's Communication for Development Portal.

<sup>21</sup> See Annex 11. Bibliography for more information.

<sup>22</sup> See Annex 6. Results Matrix for more information.

<sup>23</sup> This indicator was not able to be measured due to issues tracking at-risk youth who had been or are members of local gangs.

<sup>24</sup> See Annex 7. Internal Results Matrix for more information.

<sup>25</sup> Linked to USAID Mexico CDCS IR 1.3.3

<sup>26</sup> See Annex 11. Bibliography for more information.



- UNDG Communication for Development in the United Nations.

## Good Practices, Lessons Learned and Recommendations

- **Social Impact**

- **Good Practices**

- Conducted geo-referenced assessments from each target community using field visits, existing social and economic databases<sup>27</sup>, previous assessments<sup>28</sup>, and participatory processes. These inputs were used to determine strategic locations for the Scout Centers that guaranteed programmatic and operational continuity. They were also used to identify protective, risk, and stress factors within the community.
    - Built trust at the initial stages of the project through social marketing campaigns aimed at children, young people, and parents. Presentations were given at schools, public spaces and community organizations. The scout brand and uniform was a positive asset to break down entry barriers and create a sense of trust to parents and of aspiration to children and youth.
    - Scout Group Formation and Youth Program Implementation Timeline
      - March-April 2013: Spring break rally delivering 3 hours of youth program every three days in intervention zones.
      - April-June 2013: Delivered three hours of youth program per week and opened scout centers in intervention zones.
      - July-August 2013: Scout summer camp delivering 3 hours of youth program 5 days per week.
      - September-December 2013: Scout groups formed delivering 3 hours of youth program 5 days per week. Focus on foundation of Scout Method and volunteer recruitment.
      - January-June 2014: Focus on volunteer recruitment and training, membership registration, growth and retention, and quality scout youth program.
      - May-June 2014: Mid-term program and operational assessment facilitated by our partner Indaba-Coop<sup>29</sup> as part of the project's organizational learning.
      - July-September 2014: Implementation of programmatic and operational recommendations and strengthening the Monitoring and Evaluation System.
      - October 2014-June 2015: Focus on community empowerment, preparing volunteers and beneficiaries to assume roles and responsibilities related to scout group governance and youth program delivery.
      - July-August 2015: Scout groups transferred to community volunteers.
    - Defined two types of beneficiaries: scouts and non-scouts. Scout beneficiaries were the main intervention group.
    - Defined the limits of the project to support at-risk children and youth. This enabled project staff to identify when beneficiaries needed to be referred for external support.
    - Used program support elements from the United Nations, USAID, WOSM and specialized NGO's to support the development of educational emphases. Indaba Coop made a significant contribution to the development of the educational emphases.
    - Used previously validated assessments to support the development of internal monitoring and evaluation tools.
    - Identified the positive attitudinal and behavioral contribution of volunteers to beneficiaries and parents.

<sup>27</sup> Such as the ones available from INEGI.

<sup>28</sup> Such as the Crime and Violence Prevention Master Plans produced by Tetrattech ARD.

<sup>29</sup> Previously Indaba-Network. Indaba.Coop is a Geneva-based cooperative of consultants offering services to organizations, institutions and enterprises in four main areas: Organizational development, Sustainable social development, Education & knowledge management, Publishing and ICT development. Learn more at: <http://www.indaba.coop/>



- Conducted an in-depth mid-term programmatic, operational, and monitoring and evaluation assessments to perform adjustments in program design, scope, budget, and activities.
- Provided adequate infrastructure, equipment, and material support to ensure an adequate service delivery, including:
  - Two 15-passenger vans equipped for outdoor activities.
  - Backpacks, Tents, Tarps, Sleeping Bags, Stoves, Kitchen Sets, Lamps.
  - Rappel Equipment, Ropes, Life-Vests, Oars, GPS, Bows and Arrows, among other outdoor equipment.
  - Virtual Learning Centers with computers and Internet connection to combine ICT elements in each Scout Center.
  - Kitchen with stove and refrigerator for special merit badges and income generating activities.
  - Water purifiers to ensure adequate hydration during scout youth program.
- Involved beneficiaries, volunteers and neighbors in the design of their scout group logo, as well as in the refurbishment and maintenance of their scout centers. This created a strong sense of belonging to the scout group and further blended the scout center with the community ecosystem. Neighbors became the first line of defense by detecting risks or notifying unusual activity.
- Provided Scout Centers with three level security systems: perimeter and infrastructure security (locks, safety fences, secured windows/doors); indoor and outdoor CCTV systems with remote internet access, monitored remotely by night by a security service provider; intrusion alarm with magnetic and movement detectors connected 24/7 to security service provider. This system resulted in failed intrusion attempts, reduced vandalism, reduced illegal activity in the perimeter, increased child protection, and coordinated emergency response.
- Assigned specific responsibilities to parents to ensure the adequate management of scout group material inventory. They prepared inputs for the scout activities per section and provided them to scout leaders, and maintained the overall order and cleanliness of the scout center. Other volunteers maintained visual dashboards updated.
- Determined that the only mandatory element of the scout uniform for project beneficiaries was the scout shirt, as it is used to place merit badges and advancements. Official shorts, pants, and accessories were optional. This decision did not cause negative attitudes or behaviors from Scouts from other Scout Groups.
- Ensured that most of our volunteers were young people aged between 17 and 35, as well as physically, mentally, and morally fit to assume leadership roles and responsibilities with a scout section.
- Implemented community service projects that benefited other at-risk populations within project target zones and created a sense of trust and respect from fellow community members that recognized the positive contribution of scouts.
- Developed strong collaboration with elementary, secondary and high schools to implement non-formal education activities and projects.
- **Lessons Learned and Recommendations**
  - It is recommended that project staff directly implementing the scout youth program is certified with the Scout Basic Training (Wood Badge) and counts with previous experience leading a scout section. They should aim at receiving constant scout training throughout the project to become certified as trainers, trainers of trainers, and course directors.
  - It is recommended that non-scouts and scouts without previous experience leading a scout section and who are involved in the project, seek to obtain their Scout Basic Training certification as early as possible.
  - It is recommended that the educational program supervisor is at least certified as a scout trainer with previous experience leading a scout section, and aims at receiving



constant scout training throughout the project to become certified as trainer of trainers and training course director.

- It is recommended that project staff is adequately vaccinated, consider using vitamins to balance their stress and maintain a healthy immune function, and perform health check-ups at least once a year.
- It is recommended that Scout Centers be preferably positioned in venues that don't require the payment of rent, and secured through Cooperation Agreements with public, private or civil organizations that manage infrastructure in project target zones. Previsions need to be made in case that local authorities, organizations or community leaders donate or facilitate access to land or infrastructure and the project becomes responsible for refurbishment, maintenance and services.
- It is recommended that Scout Centers are positioned in the most vulnerable zones within project intervention zones without sacrificing access to public services, inputs for security systems, emergency scape routes, easy access for beneficiaries and safeguarded from accident or health-hazard prone zones. Geo-referenced community assessments, community-led risk mapping, semi-structured interviews with local authorities and community leaders, and structured observation are desirable inputs for determining the location of scout centers and a safety perimeter for implementing the scout youth program.
- It is recommended that a solid training calendar be agreed and approved before the start of the project. Innovative and effective training methodologies that adapt to the needs and possibilities of community volunteers and project staff should be considered to avoid the delay of critical project activities. Focus should be put in developing the required competencies and experience, as well as ensuring that the volunteer is physically, mentally and morally prepared to perform its function. Young volunteers are highly encouraged to lead scout sections and assume leadership positions when possible.
- It is recommended to have a strong collaboration with local elementary, secondary and high schools, and consider the possibility to open a scout section within their venues that is supported by the local scout group. Recurrent non-formal education activities that focus on a specific topic are desirable to maximize the learning opportunities for non-scout beneficiaries. Democratic decision-making activities, such as youth forums or debates can also be promoted and led by young scouts that have developed leadership and group management skills. Links with schools are also fundamental when advocating for reinsertion to the formal education system.
- It is recommended to identify community service opportunities that promote a sense of usefulness, empathy and contribution, especially if the target population is used to receiving assistance from government or other institutions. During holidays, Scouts are questioned not about what they want to receive, but what they want to give to their family, friends and community.
- It is recommended that the implementation of the Scout Method and the Scout Youth Program be assessed at least once every three-month program cycle to conduct any needed adjustments during the following program cycle. Youth participation needs to be privileged at all levels, most importantly in the democratic decision-making structures proper to each scout section.
- It is recommended that volunteers also have training and youth program activity calendars that complement their voluntary service activities with educational opportunities to continue their personal development, inside and outside of scouting.
- It is recommended that parents progressively participate, are involved, and become empowered to assume specific roles and responsibilities. They are key stakeholders that play a critical role in the sustainability of the scout groups. Specific competences in management, program delivery and governance should be given.



- It is recommended that at least two representatives from the scout troop and venture scout section in each scout group participate in a national scout event every year.

## Innovation

### Good Practices, Lessons Learned and Recommendations

- **Innovation**

- **Good Practices**

- Managed all documentation with a cloud-based Content Management System. This was part of the risk management, leadership transition, and collaboration strategies.
- Implemented an in-house two-way SMS communication system that allowed communication with parents, beneficiaries and volunteers for both operational and programmatic matters.
- Used Geographic Information Systems to support decision-making. Google Earth was used for this purpose given that it is free, easy to use and has the capacity of making multi-layer analysis.
- Used an online crowd-funding platform to conduct resource mobilization campaigns at a national and international level, including the possibility of programming recurrent payments.
- Partnered with the Tecnológico de Monterrey to install a Virtual Learning Center in each of the project scout centers.
- Used UHF Digital Radios with distress buttons to reinforce field operations. This element proved to be very efficient both within and among field offices and the project operations center, especially responding to emergency situations and coordinating outdoor activities in places without mobile phone signal. The project provided radios to the following positions: project director, functional area chiefs, scout center managers, scout center administrative assistants, logistics staff, and community engagement coordinator. Radios also provided a sense of authority and protection when dealing with conflict resolution situations in project target zones.
- Used smartphones with GPS capability that had the capacity to: enable GPS tracking; had one click applications for emergency situations; allowed quick access to content management system.

- **Lessons Learned and Recommendations**

- It is recommended that a Scout Management System or Management Information System that is based on a solid Client/Constituent Relationship Management System CRM provide support to the membership management, youth program, adult training, event management, and governance functions of the organization. Accenture Development Partnerships developed a high-level analysis of alternatives and costs to develop such system considering Sales Force CRM, Microsoft Dynamics CRM, and Custom Made CRM as options. The first two options are supported with specialized third party applications and have the capacity to be scaled at a regional or global level. This system would provide invaluable support to the Monitoring and Evaluation function of the SERL project.
- It is recommended that the Content Management System is scaled at a national level and serves as a Knowledge Management System for the organization. Adequate policies and procedures for its use should be carefully developed and implemented.
- It is recommended that the organization consider the use of an Enterprise Resource Planning System (ERP) that enables constituent relationship management, Fundraising, Nonprofit Financial Management, Spend Management, Inventory Management, Financial Planning, Online Ecommerce, Reporting and Analytics, and has the capacity to be used by field offices. This would boost the operational capacity



of the project by optimizing authorization and procurement processes, increasing efficiency and effectiveness, promoting greater transparency and accountability, and ensuring compliance with rules and regulations. Ensure that before endeavoring in such task, the organization has the support of the national board and is led by the executive director, and has allocated sufficient financial and human resources to have documented financial and operational processes, as well as an IT project manager and IT specialist. Consider budget allocations for licenses, national implementation partner, add-ons, and change management.

- It is recommended that in-house two-way SMS communication systems be supported by UNICEF's rapid pro open source platform, and coordinated with U-Report, especially if a short code is made available. This would provide programmatic, operational and cost advantages, while contributing to the youth consultation process at different levels. The use of the rapid pro platform should be considered when developing the Management Information System.
- It is recommended that the use of the Google Earth GIS platform be updated on a yearly basis to ensure the relevance of geo-referenced information. Training should be given to project staff to maximize the use of information for strategic decision-making purposes.
- It is recommended that when using a crowd-funding platform, there is a previous analysis of the potential contributors and key stakeholders. It was discovered that Scout volunteers would tend not to donate to a scout cause different from their own scout group. Multi-level campaign platforms are a good alternative to monitor fund-raising activities and promote good practices on transparency and accountability.
- It is recommended that the Virtual Learning Centers are given enough promotion among members, and that the number and type of courses completed by each beneficiary is carefully recorded. An indicator with courses and certifications completed per quarter or semester is desirable.
- It is recommended that key project staff use portable UHF Digital Radios with distress buttons to support project communications, operations, program and security systems. Such radios should be supported by a local repeater service to ensure coverage of all field offices. It is recommended that at least one of the vehicles count with a mobile two-way radio with antenna that can act as a repeater in outdoor activities to boost coverage. Consider an extra battery for portable radios.
- It is recommended that key project staff use smartphones with camera and GPS capability to support project communications, operations, program and security systems. Consider the budgetary provisions for annual maintenance, including battery replacement. It is recommended that the project director and functional area chiefs should have the possibility of tracking the location of all mobile devices to respond in case of emergency. The project's emergency response team and scout center managers should have remote access to project's CCTV system. Avoid having multiple technologies, as compatibility issues may arise.
- It is not recommended to provide staff with an iPad to support project program and operations, they were proven to add limited value.
- It is recommended that the project director, functional area chiefs and scout center managers have access to a project management tool to support the activity monitoring function. Training is highly recommended to ensure that the tool is understood and utilized.



## Sustainability

### Good Practices, Lessons Learned and Recommendations

- **Sustainability**

- **Good Practices**

- Used social media outlets to support project communications to internal and external stakeholders. The most important outlets were: Facebook Page, Website, YouTube, E-Mail (via MailChimp), Twitter, WordPress Blog, and Issuu. The project's fortnight email newsletter and blog were written in English and Spanish.
- Produced a project image manual that integrates all communications policies and tools for marking and branding, as well as for internal communications.
- Used in-house communications equipment to produce video content, organize public events, and document monitoring and evaluation exercises.
- Performed daily media monitoring on issues related to the Scout Movement, children, youth, education, health, security and human rights. This tool was key for strategic decision-making and public affairs.
- Organized internal communication opportunities through events and activities.
- Trained staff, volunteers and beneficiaries for media interviews and public speaking.
- Developed procedures to request specific media elements, such as website and email bulletin design and programming.
- Performed a stakeholder analysis of the violence prevention, youth and educational environments in the project intervention zones. This served as a guiding tool for performing strategic partnerships and participating in specialized multi-sectoral committees. Our organization played a leading role during the duration of the project.
- Coordinated various field visits by local, state, national and international authorities to project intervention zones.
- Implemented various national and international resource mobilization campaigns. Performed an analysis to understand donation dynamics within the scout organization.
- Coordinated an international volunteer program that mobilized local, national, and international volunteers, both scouts and non-scouts, to support the operations and program delivery functions of the project for periods ranging from 1 week to 9 months.
- Managed a volunteer home with the capacity to host 12 volunteers, monitor their security and safety, and provide comfortable spaces for nutrition and recreation. Offered the possibility of round transportation to and from scout centers.
- Promoted the international volunteer program in local, national and international scout events, as well as through a Facebook Page.
- Partnered with Scouts and Guides of France to receive volunteers from the French Civic Service program, as well as with the Mexican Ministry of Foreign Affairs.
- Applied a recruitment, selection, training, and evaluation process for program volunteers, as well as to assess their satisfaction with the project.

- **Lessons Learned and Recommendations**

- It is recommended to perform communication surveys in the project target zones to identify their preferred communication channels, especially among youth and parents.
- It is recommended to design a communications strategy that defines clear messages about the project's main purpose, goals and call to action, as well as to provide media training to project representatives and a team of volunteer, beneficiary and parent spokespersons.
- It is recommended to maintain internal and external stakeholders informed about project advancements through a fortnight email newsletter and periodic campaigns.



- It is recommended to have all selected media outlets linked between themselves to provide coherent communications, and to be aligned to the organization's communication strategy.
- It is recommended that the branding and marking elements are clearly defined and approved at the beginning of the project, as well as to have their intellectual property duly registered.
- It is recommended to provide the communications executive with the required software and equipment needed to produce in-house communications material. Close collaboration with a marketing agency that can accompany the project throughout its life span helps bridge the learning curve about scouting and can serve to build upon previous successful products and lessons learned.
- It is recommended to have communications kits prepared with informational booklets and promotional items to special guests performing field visits to the project. Such kits should be available in both Spanish and English.
- It is recommended to have adequate equipment and material to conduct social marketing, recruitment, resource mobilization, or sensitization campaigns. Base equipment includes portable promotional stands, audio equipment, audio jingles or radio commercials, promotional material and a set of interactive games to engage audiences.
- It is recommended to have a media kit prepared and updated at least once every 6 months with information about the organization, the project and its goals, the results achieved, the key ongoing activities and a clear call to action. Media interviews should be actively pursued to consolidate the organization's public image.
- It is recommended to have at least one video, keynote presentation and booklet about the project, as well as one thematic keynote presentation for external audiences and one technical keynote presentation for internal audiences. Workshops and sensitization activities for young people are also recommended as an added value to scout events or other non-formal education outlets. Opportunities to present the project in colleges, conferences, congresses, scout events, and other outlets are recommended.
- It is recommended to have a prepared crisis communication plan that is rehearsed at least once a year. This plan should consider potential stakeholders such as victim's family members, local authorities, scout province, national scout office and national president. Official communications should be centralized and programmed; a crisis management team should be previously briefed about roles and responsibilities during crisis scenarios. Specialized support should be readily available, such as legal, medical, psychological, insurance and official contacts in the government. Psychosocial support should be an important component of the support provided as soon as possible by the organization to affected volunteers, victims and their families.
- It is recommended to have a clear agenda and purpose while participating in committees, task forces and specialized multi-sectoral groups. It is recommended that Scouts leverage national and international experience into local capacity building opportunities.
- It is recommended that a clear resource mobilization plan be approved at the beginning of the project and championed at a high-level by the executive direction and board of directors to obtain support from private donors and organizations. The project resource mobilization team should focus on technical financial support such as international cooperation and achieving local financial sustainability. In any case, policies, procedures and tools to define an easy, simple and transparent way to support the organization should be available and donor data integrated into a CRM.
- It is recommended to establish formal national and international volunteer programs with other Scout Organizations, as well as with organizations that promote international volunteering.



## Strategic Partnerships

### Types of Partnerships

1. Memorandum of Understanding (MoU)
2. Cooperative Agreement (CA)
3. Implementation Agreement (IA)
4. Social Service (SS)
5. Discount Agreement (DA)
6. Other Legal (OL)
7. Other Non Legal (NL)

### Partnerships

- **Civil Society**
  - México Evalúa (MoU).
  - Indaba Network (MoU and CA).
  - Fundación Entijuanarte (IA).
  - Casa de las Ideas\* (MoU and CA).
  - Jóvenes con rumbo\* (MoU and CA).
  - Ángeles Psicológicos\* (MoU and CA).
- **Academic Sector**
  - Tec de Monterrey (CA).
  - Cetys (MoU and CA).
  - Colef (MoU and CA).
  - Universidad del Desarrollo Profesional (MoU and SS).
  - Universidad del Tercer Milenio (MoU and SS).
  - UABC (SS).
  - Cecyte Las Águilas (SS).
  - Cecyte Cachanilla (SS).
- **Private Sector**
  - IOS Offices (DA).
  - Netsuite\*\* (DA).
  - Box (DA).
- **Other**
  - Granjas Familiares Private Agreement for Use of Property (OL)
  - Mariano Matamoros Public Agreement for Use of Property. (OL)
  - Authorization for International Volunteer Program:
    - COBACH (NL).
    - Universidad Xochicalco (NL).
    - UTT (NL).
    - Humanitas (NL).
    - ITT (NL).

*\*These agreements are currently in a revision process by the counterpart.*

*\*\*This agreement was terminated earlier by request of Scouts of Mexico.*



## Institutional Development

### Good Practices, Lessons Learned, and Recommendations.

#### Organizational Capacity Assessment Tool<sup>30</sup>

USAID's Organizational Capacity Assessment Tool (OCAT) is based on the objective to enable organizational learning, team sharing, and reflective self-assessment within each partner organization. The tool is tailored to identify areas of need within management systems, project performance, program performance, and networking as well as reinforce healthy organizational practices. This snapshot promotes both a healthy, focused dialogue on organizational areas and leads to the development of an Action Plan identifying areas of high priority, ensuing steps, responsible staff identified, estimated completion dates, and additional support identified. Through the regular use of the OCA, an associated Action Implementation Plan, and supportive training/coaching/mentoring opportunities have demonstrated an increase in strengthening the self-sufficiency and sustainability of partners.

#### Good Practices, Lessons Learned and Recommendations – Scout Experience: Ready for life.

- **Governance**
  - **Good Practices**
    - Developed a strategic plan with four key areas: social impact, innovation, sustainability and institutional development, aligned to those at national level: leadership, beneficiary orientation, process standardization and financial resources, as well as those of the Scout Movement: youth engagement, educational methods, diversity and inclusion, social impact, communications and external relations, and governance.
    - Developed an analysis of the legal, fiscal and procedural implications for Scouts of Mexico of conducting an international online resource mobilization campaign. Deloitte<sup>31</sup> conducted this analysis before starting the campaign to ensure the legal status of the organization was not put in risk, and that the organization was in full compliance with rules and regulations given recent fiscal reforms in Mexico.
    - Established a Chain of Command to ensure the continuity of programmatic and operational activities during the absence of any of its staff, including the project director.
    - Delegated responsibilities in such a way that the high-level project team had the capacity to assume any responsibility needed during project transitions.
    - Carried out successful leadership transitions and minimized the loss of knowledge capital by using the Content Management System.
    - Developed a proposal for the Transformation of the Human Resource Function of the organization (for paid executives and volunteers), including elements such as organizational structure, job descriptions, gaps between existing and ideal structure, valuation of existing positions, equity and competitiveness, gaps between actual and ideal compensation, competence model, organizational climate, performance measurement, recruitment, assessment, personnel development, retention. Mercer<sup>32</sup> developed this proposal.
  - **Lessons Learned and Recommendations**

<sup>30</sup> Learn more about USAID's Organizational Capacity Assessment Tool at: <http://goo.gl/IVeCA> (USAID, 2014)

<sup>31</sup> "Deloitte" is the brand under which tens of thousands of dedicated professionals in independent firms throughout the world collaborate to provide audit, consulting, financial advisory, risk management, tax and related services to select clients. More information at [www.deloitte.com](http://www.deloitte.com)

<sup>32</sup> Mercer is a global consulting leader in talent, health, retirement, and investments. Mercer helps clients around the world advance the health, wealth, and performance of their most vital asset – their people.



- It is recommended that the organization have as part of its vision, to reach out to vulnerable and at-risk populations with a clear understanding of the level of organizational, human and financial involvement it wants to have in such area.
- It is recommended that a governance strategy and functional structure at operational, tactical and strategic levels ensures that at least one member of a key organizational body (audit committee, national board, national executive team, scout province, project executive team) is adequately informed and/or involved in the project's strategic management processes. This should include effective communication and conflict resolution mechanisms, as well as a clear description of the roles, responsibilities and authority levels of stakeholders in the project's management and operations. A sample of such system would be:
  - Executive Steering Committee – Meets minimally quarterly
    - Proposed members: National President; National Treasurer; National Board Member; President of the Audit Committee; Executive Director; Project Director.
    - Functions: Provide guidance/direction to strategic change initiatives; monitor project progress; resolve issues escalated from the project steering committee; approve project proposals, annual budget and annual work plans; make key decisions.
  - Project Steering Committee – Meets monthly
    - Proposed members: Executive Director; Executive Sub Director (If applicable); Project Director; Operations and Finance Director; Educational Methods Director; Institutional Development Director; Communications Director.
    - Functions: Resolve Project Core Team issues; monitor project progress; project alignment and integration to other projects; escalate unresolved issues to Executive Steering Committee.
  - Project Management Team – Meets Weekly
    - Proposed members: Project Director and Functional Area Chiefs.
    - Functions: Resolve day-to-day project issues; escalate unresolved issues to Project Steering Committee; monitor and plan work streams.
- It is recommended to establish succession planning and leadership transition mechanisms at the highest levels that ensure the programmatic and operational continuity of the project in spite of changes of executive directors.
- It is recommended to reflect on the relevance of language competencies in key leadership positions in the organization or make adequate provisions for document translation to reduce language barriers in decision-making processes.
- It is recommended to implement the Human Resource Transformation proposal presented by Mercer.
- **Management**
  - **Good Practices**
    - Developed management policies, procedures and tools to ensure compliance with USAID's rules and regulations<sup>33</sup> regarding administration, human resources, finance, organizational management, program and project management, as established in the Cooperation Agreement. Deloitte developed an analysis of the policies, procedures and tools developed as part of the project that could be scaled at a national level to strengthen the administrative capacity of the organization.
    - Developed policies, procedures and tools regarding travel.
    - Developed policies, procedures and tools regarding procurement.
    - Developed policies, procedures and tools regarding asset control.
    - Developed policies, procedures and tools regarding marking and branding.

<sup>33</sup> Especially those established in ADS 303, Circular OMB A 122, and applicable regulation.



- Used a remote access key to connect to the organization's accounting software and increase collaboration between the project's operations and finance area and the organization's administration and finance office.
- Used a content management system to ensure that all management documentation was stored in the cloud<sup>34</sup> and readily accessible for consultation, reviews, audits and operational purposes.
- **Lessons Learned and Recommendations**
  - It is recommended that the organization has documented management procedures in procurement, human resources, travel, asset control, and field office finance before bidding for an international cooperation project. After obtaining an award, the strategy level governance team should approve the policies, procedures and tools to be used in the project, which should not be different from those applied to manage the overall organization, and should only be complemented with those applicable to the donor's rules and regulations.
  - It is recommended to conduct USAID's Organizational Capacity Assessment Tool, facilitated by an independent consultant, to have a clear understanding of the strengths, weaknesses, opportunities and threats of existing management systems before the implementation of an international cooperation project. Develop an Action Implementation Plan that identifies the minimum value product required to successfully manage an international cooperation project. Consider the use of ICT systems to support organizational capacity elements.
  - It is recommended to ensure the availability of documented policies and procedures regarding travel, procurement, account balance checking, petty cash management, corporate credit card usage, and reimbursements, as well as of operational tools such as: petty cash account, corporate credit card, check book, and online banking.
  - It is recommended to assign the human resources needed to sustain current accounting responsibilities as well as segregation of functions in the national scout office while responding to the operational needs of the project. The resources for this purpose can be considered as direct or indirect costs, depending on the amount of time dedicated to the project. Reflect on the legal, fiscal, and operational advantages and disadvantages of registering a field office to government authorities, or if the project will be considered as a temporary mission assignment.
- **Human Resources**
  - **Good Practices**
    - Developed job descriptions for project staff, volunteers, and interns; the job descriptions were included in the recruitment and training processes, and provided to relevant staff. Both staff and the organization had the job descriptions on file.
    - Developed recruitment guidelines and conducted the process consistently and with transparency. The project had strong approaches to retain staff and opportunities for career advancement were available.
    - Staffed all positions of the project with qualified and skilled persons. Vacant positions were rapidly filled and there were no significant attendance problems. The use of Linked In, social media, and college job sites for recruitment purposes proved to be instrumental. Prioritizing an adequate skillset and experience over being a member of the Scout Movement proved to be a successful strategy for most of the positions, except those requiring direct delivery of the scout educational program. Exit interviews were conducted on leavers.

<sup>34</sup> Cloud storage is a model of data storage where the digital data is stored in logical pools, the physical storage spans multiple servers (and often locations), and the physical environment is typically owned and managed by a hosting company. These cloud storage providers are responsible for keeping the data available and accessible, and the physical environment protected and running. (Contributors, 2015)



- Developed personnel policies that included timekeeping policies and practices. Personnel used biometric time-keeping clocks and Google Calendar was used to monitor key work plan activities.
  - Developed a proposal for the Transformation of the Human Resource Function of the organization (for paid executives and volunteers), including elements such as organizational structure, job descriptions, gaps between existing and ideal structure, valuation of existing positions, equity and competitiveness, gaps between actual and ideal compensation, competence model, organizational climate, performance measurement, recruitment, assessment, personnel development, retention. Mercer developed this proposal.
  - Used results based reporting for key positions to provide the flexibility needed to conduct field or strategy operations.
  - Kept staff CV's and salary documentation on file and updated for proposal purposes. Changes in staff work status was filed and updated.
  - Documented benefits for staff in a policy manual to be equitably applied.
  - Coordinated performance reviews with bonus payment periods.
  - Implemented a process for assessing staff performance, organizational climate and satisfaction at least once a year.
  - Recruited a diverse team in terms of gender, geographic, and age representation, as well as technical expertise and previous background.
  - Trained volunteers and interns for the tasks they were assigned and performance was regularly reviewed. Feedback was provided and their contribution was significant.
  - Conducted internal retreats, feedback sessions, as well as leadership and team-building activities.
  - Took into consideration the team-building stages of forming, storming, norming, performing, and adjourning to ensure adequate delegation of responsibilities and to conduct organizational changes at key stages of the project.
  - Effectively motivated staff to take periodic rest and recuperation periods to avoid burn out and maintain an adequate state of mental health.
- **Lessons Learned and Recommendations**
- It is recommended to provide effective psychosocial support and monitoring to project staff to avoid stress burn out due to work overload and constant program delivery in at-risk conditions.
  - It is recommended to provide job descriptions for all volunteers and interns, as well as to update and review existing ones for staff.
  - It is recommended to review approaches to retain staff, as well as to conduct semi-structured interviews and/or questionnaire for leavers.
  - It is recommended to conduct psychological assessments as part of the recruitment and continuous appraisal process. This element proved to be instrumental to have a holistic understanding of the capacity of candidates to blend-in with the team and conduct effective fieldwork in at-risk environments. These assessments are not only needed during the recruitment process, but in periodic intervals according to the recommendations of the psychosocial support specialist.
  - It is recommended that staff evaluation policies and instruments are consistent between the national scout office and the project, as well as the rationale for the provision of productivity bonuses.
  - It is recommended to use time sheets for specific functions and results based reporting for others, as well as to perform a periodic analysis of attendance and time management behavior within the team to identify potential adjustments or needs for supervision.
  - It is recommended to develop a clear rationale for staff salaries, such as pay grade and range that is consistently applied to all staff in the organization and is periodically reviewed. Any pay increases should follow the salary framework and/or pay increase policy. Performance reviews and pay periods should be coordinated.



- It is recommended to hire a human resource consultant or firm to conduct periodic performance, organizational climate and satisfaction evaluations to project staff and volunteers. Reports should be produced and feedback sessions programmed.
- It is recommended to ensure adequate geographic registration to the National Social Security Institute of Mexico (IMSS), as well as to provide all private medical and life insurance information to project staff.
- It is recommended to hire a Human Resource Manager to provide support related to recruitment, performance evaluation, professional development, psychosocial support, organizational climate, and organizational change in the organization.
- It is recommended to dedicate enough resources to ensure the psychological evaluation, support and monitoring of project staff.
- It is recommended to provide enough rest and recuperation days, additional to vacation days, to promote an adequate state of physical and mental health. The use of these days should be mandatory.
- It is recommended to allocate resources for periodic team-building, leadership, stress management, feedback and trust-building exercises for project staff and volunteers.
- It is recommended to hire an accounting firm to conduct the calculation of real salary costs for the organization considering the taxes, official and additional benefits, bonuses, and potential pay increases within project budget and according to the Human Resource Manual. The provision of private medical health insurance is recommended for project staff due to inherent health and security risks of intervention zones.
- Implement the Human Resource Transformation proposal developed by Mercer.
- **Finance**
  - **Good Practices**
    - Developed policies, procedures and tools regarding financial control.
    - Developed policies, procedures and tools regarding financial documentation. A Content Management System was used to ensure financial documentation was complete, constantly reviewed, and updated.
    - Developed policies, procedures and tools regarding audits. Successfully completed financial review and audit processes in compliance with USAID standards.
    - Developed policies, procedures and tools regarding financial reporting. Sent monthly expense reports, liquidations and requests for advance/reimbursement to USAID. Provided specific financial reports when requested by USAID or Scouts of Mexico.
    - Developed policies, procedures and tools regarding cost-share. Scouts of Mexico and USAID provided their cost-share commitments to the project.
    - Determined indirect cost rates for 2012, 2013 and 2014, as well as a procedure and rationale in compliance with USAID's rules and regulations. Deloitte supported Scouts of Mexico in the determination of such rates and development of rationale.
    - Established a close coordination with the audit committee of Scouts of Mexico to ensure compliance with USAID's audit requirements. Field visits and coordination were organized periodically.
  - **Lessons Learned and Recommendations**
    - It is recommended that the national scout office have adequate equipment, training and human resources to conduct digital financial documentation in coordination with the project's operation and finance area.
    - It is recommended that the organization implements digital financial review and authorization processes to ensure consistency and compliance with existing policies and procedures, as well as to identify opportunities for optimization while maintaining the desired level of internal control and oversight. The simplification of expense authorization processes on approved budget elements to ensure effective operation is desirable.
    - It is recommended that the project have the capacity to perform payments on approved budget elements.



- It is recommended to define clear policies and procedures for internal financial reporting to avoid delays in revision and signature of project's financial reports.
- It is recommended that the project's strategic governance structure have a clear understanding of indirect cost and cost-share mechanisms.
- It is recommended that policies, procedures and tools regarding administration, human resources, finance, organizational management, program and project management developed as part of the project, and applicable to the overall organization are scaled at a national level.
- **Organizational Development**
  - **Good Practices**
    - Developed a strategic plan that reflected the SERL's main purpose, based on a review of strengths and weaknesses of the organization, the external environment and needs of beneficiaries. It stated priority areas and measurable objectives, and was referred to for management decisions and operational planning. It was reviewed periodically in order to make relevant adjustments.
    - Developed annual work plans<sup>35</sup> with stated goals, measurable objectives, strategies, timelines, responsibilities and indicators. It was linked to the project budget, and was developed with the participation of staff.
    - Conducted a mid-term project review that proved instrumental to make key strategic organizational, programmatic and operational adjustments to improve project performance.
    - Established a routine for involving staff in modifying existing policies, procedures, programs or plans to make ongoing program or administrative adjustments, and to involve staff in implementing change or response to change. There was a review process to monitor the implementation of revisions.
    - Linked actively with external organizations, had an internal process to share technical expertise and experiences, and applied best practices to the program.
    - Shared best practices and technical perspectives regarding the SERL crime prevention model with other organizations at a local, regional, national and international level.
    - Consolidated complete and updated information about all key stakeholders working in same geographic and technical area and established collaborative agreements. Stakeholders participated at annual results events and provided feedback related to relevant activities, strategies and opportunities.
    - Identified the resources needed for successful program implementation based on an analysis of its programs, identified resource providers and developed a plan for obtaining resources. Over USD\$800,000 were provided through discounts, grants and in-kind donations.
    - Developed an open and regular communication between and among management and staff to exchange ideas or discuss management, program or technical issues. Staff initiated discussions, contributed ideas and felt comfortable raising issues. The following communication mechanisms were particularly useful:
      - Weekly stand-up staff meetings making a quick overview of the results achieved (not activities performed), internal and external barriers encountered, as well as important cross-functional collaboration required per functional area. This space was also used to publicly recognize other colleagues for their support or performance, ask questions regarding organizational issues, or raise particular concerns affecting the project.
      - Weekly functional area meetings making emphasis on operational coordination and supervision to achieve programmed results. This meeting was also used to identify cross-functional needs that the functional area chiefs

<sup>35</sup> Also known as Annual Implementation Plans.



could then request other areas. This meeting was also used to create close collaboration within functional areas. People from other functional areas could be invited to this meeting if deemed necessary.

- Weekly area chief meetings focused on identifying status on key performance indicators and expected results, as well as fostering cross-functional collaboration and coordination. These meetings were substituted with need-based meetings between the project director and one or several functional area chiefs, as well as between functional area chiefs. This scheme resulted more effective at a higher level.
- Quarterly staff meetings to review project performance and discuss strategic adjustments. In this meeting human resource and organizational management concerns were also identified and addressed.
- Annual planning meetings to conduct organizational learning exercise and strategic planning processes per functional area. This series of meetings had as a purpose to trickle down strategy into operational plans.
- Other communication support tools were e-mail, whatsapp, UHF Radio, mobile phones and virtual meeting rooms. The project had a strong “all-in-written” policy to promote transparency, accountability and traceability.
- Sought, respected and incorporated staff ideas into decision-making processes, of which they shared a sense of responsibility, accountability and ownership.
- **Lessons Learned and Recommendations**
  - It is recommended to count with the support of the organization’s leadership to identify and pursue alternative funding sources and conducting resource mobilization campaigns.
  - It is recommended that key strategic project documents and reports be quickly translated into Spanish and shared with appropriate stakeholders to eliminate barriers related to language that can affect participation or involvement. Guarantee internal English-Spanish and Spanish-English translation capacity within the project team.
  - It is recommended that scheduling of strategic planning processes ensure the on-time delivery of annual work plans. This strategic planning process should evolve in time according to the team-building stage of the project.
  - It is recommended to delegate the responsibility of designing, updating and using visual dashboards to the monitoring and evaluation functional area. The M&E chief should also ensure adequate training for field offices to maintain visual dashboards in their respective areas of work.
  - It is recommended that, in cooperation with the scout province, a joint public affairs and external relations plan that includes stakeholder analysis, external relations training, external relations strategy design and implementation, internal communication mechanisms, and clear roles and responsibilities is developed.
- **Program Management**
  - **Good practices**
    - Ensured consistent compliance with reporting and approval requirements established by USAID in its Cooperative Agreement and Standard Provisions.
    - Established policies and procedures to sign collaborative agreements including sub-grants. Formal sub-grants were created with partners and proper orientation was provided to them. The sub grantee submitted all required reports and appropriate supervision was carried out.
    - Documented both quantitative and qualitative work plan progress, including a review of objectives and strategies, facilitating factors and barriers, lessons learned and best practices, reported program indicator results. The project used information to review/revise strategies with staff and stakeholders. This information was produced quarterly and uploaded in the corresponding knowledge repositories.



- Participated in local, national and international spaces to shape the vision of the crime prevention sector. The project influenced the enabling violence prevention environment in Tijuana and within Scouts of Mexico.
- Established participatory planning and decision-making processes that involved affected families and communities. Their views were consistently integrated into program design to improve program delivery and results. The community was mobilized to be active in program activities.
- Considered local culture and gender concerns when programming activities; it viewed culture and gender integral to program success, and had specific strategies to promote gender issues. Female empowerment was conducted at all levels in the SERL project.
- **Lessons Learned and Recommendations**
  - It is recommended to properly delegate the drafting of quarter program reports, as well as the definition of fixed deadlines to deliver program monitoring and evaluation data. Project staff should have the technical capacity to draft quarter reports in English and Spanish.
  - It is recommended to assign the technical, human and material resources needed to optimize data collection processes. The Monitoring and Evaluation (M&E) Plan review includes a detailed analysis of recommendations regarding M&E.
  - It is recommended to provide key internal stakeholders with adequate training related to USAID's rules and regulations.
- **Project Management**
  - **Good Practices**
    - Obtained approval of work plan and budget from USAID and Scouts of Mexico, as well as for budget and organizational adjustments.
    - Received periodic field oversights from USAID and Scouts of Mexico, and results were discussed with management and technical staff.
    - Developed standards for executive, program and operational management. Staff was aware of such standards and used them accordingly.
    - Developed an M&E plan that was approved as required. Data on program activities was available and the data was regularly used to follow-up monitoring, program adjustments and planning and determining progress towards achieving stated targets.
    - Conducted an internal evaluation of the M&E system to capitalize on good practices and lessons learned. This resulted in the internal results matrix that used international references for development output indicators.
    - Established performance expectations and a system that assessed performance against standards, took client satisfaction into consideration, and included an analysis of gaps or weaknesses and had an action planning process to address those gaps or weaknesses.
  - **Lessons Learned and Recommendations**
    - It is recommended that the governance structure approve a supervision plan detailing supervisory responsibilities and field visit dates.
    - It is recommended to simplify project indicators and ensure to have a solid combination of quantitative and qualitative elements throughout the lifetime of the project. The establishment solid base lines and existence of a group of beneficiaries that can be measured consistently over time is highly encouraged.
    - It is recommended to conduct a mid-term external evaluation of the monitoring and evaluation system, a final project performance evaluation, and the possibility of an impact evaluation according to the size, consistency and time-span of existing data sets.



## Global Support Assessment Tool<sup>36</sup>

The Global Support Assessment Tool is a Quality Standard owned by the World Organization of the Scout Movement (WOSM) that assesses compliance of a National Scout Organization (NSO) towards international best practices in Good Governance and Quality Scouting. This Standard was developed in collaboration with SGS (Société Générale de Surveillance), the world's leading inspection, verification, testing and certification company with a well-proven track record in NGO audits. It is based on a consolidation of requirements that are specific to the Scout Movement, and on Best Management Good Governance Best Practices captured from the SGS NGO Benchmarking Standard.

The purpose of the GSAT Standard is to serve as a reference of Best Practices for NSOs, and its application will enable NSOs to assess their strengths and weaknesses and, as an outcome, to improve their accountability to stakeholders. 10 "Dimensions of Best Practices" have been developed within the GSAT tool, each comprising between 5 to 13 criteria. Most of these indicators refer to the risks that a NSO could face and their consequences in terms of image, performance, resource allocation, and control mechanism for the NSO, WOSM and potential grantors.

### Good Practices, Lessons Learned and Recommendations – Scout Experience: Ready for life.

- **Strategic Framework**

- **Good Practices**

- Provided a solid base for the strategic planning process of Scouts of Mexico. The project strategic areas: social impact, innovation, sustainability and institutional development were clearly aligned to those of the organization: leadership, beneficiary orientation, process standardization and financial resources, as well as those of the Scout Movement: youth engagement, educational methods, diversity and inclusion, social impact, communications and external relations, and governance.
    - Defined clearly a formal organizational structure and hierarchy.
    - Delineated functions and responsibilities between the project management office and field offices.
    - Implemented a results-based<sup>37</sup> methodology to break down its mission into strategy goals, specific objectives and activities. It implemented it and tracked it regularly.
    - Implemented a documented procedure to identify external stakeholders and evaluate the issues that are important to them. The project team acted upon its findings.
    - Included a participative internal process, an analysis of the external situation, regional and local level priorities, and involved young people in the development of implementation plans at different levels.
    - Created functional areas in line with the strategic objectives. They had clearly defined terms of reference, conducted regular meetings and reported on their work on a regular basis.
    - Develop key performance indicators defined to assess the output/results, outcome and impact of its strategic plans and acts accordingly upon the results identified.
    - Established a procedure to identify and evaluate its management risks and both preventive and corrective actions were taken at the appropriate level.
    - Established a procedure/mechanism to respond to preliminary defined critical field situations, including escalation to the appropriate level.
    - Ensured that insurance coverage related to all human and material resources and were fit for purpose and were regularly reviewed.

- **Lessons Learned and Recommendations**

- It is recommended to consolidate a project governance structure that can enable coordination regarding strategic planning and management methodologies, as well as the alignment to organizational objectives and its respective follow-up.

<sup>36</sup> Learn more about WOSM's Global Support Assessment Tool at: [www.scout.org/gsat](http://www.scout.org/gsat) (WOSM)

<sup>37</sup> The project used a results based management approach. For more information visit:



- It is recommended to establish a clear organizational structure that responds to both functional and process based approaches. Ensure that all project staff is clear about authority and responsibility within the team.
- It is recommended to develop an internal stakeholder analysis by functional area to ensure a clear understanding of roles and responsibilities at different levels.
- **Integrity Management**
  - **Good Practices**
    - Adhered formally to ethical norms and values. These were reflected in contract certifications<sup>38</sup>, trainings<sup>39</sup> and special provisions<sup>40</sup> covering the following: child protection, ethical principles in fundraising, conflict of interest, paid staff and volunteer's behavior, a system to report on ethical issues, including protection of whistleblower and rights of involved parties. The labor contracts used in the project were strengthened with the support of a specialized law firm.
    - Addressed ethics and compliance issues through induction and training to both newly hired staff and volunteers appropriate to their position as well as in periodic refresher programs. Such training was fully recorded. The project used the following resources<sup>41</sup>:
      - Boy Scouts of America – Youth Protection Training
      - UN Office on Drugs and Crime – Integrity Awareness
      - UN Department of Safety and Security – Basic and Advanced Security on the Field
      - European Commission for Humanitarian Aid and Civil Protection – Generic Security Guide for Humanitarian Organizations
      - Risk Assessment Manual for Activities of Free Time Coordinators
      - Stratfor – Security Special Series
      - UN Stress Management Booklet
    - Established and implemented a procedure to report systematically on ethical non-conformities to the appropriate level, internal and external.
    - Developed legal instruments to strengthen existing member registration. These instruments included: member information registration page; privacy notice; use of image; use of medical information; disclaimers; contract agreement. These instruments also considered specific protocols to be implemented when children did not count with a birth certificate, or parents lacked an official ID.
    - Developed legal instruments to contract products or services. This was especially important given the number of service and product providers that fail to deliver on expectations and/or disengage from assuming responsibility for non-compliance.
    - Discussed integrity and risk management cases during some weekly staff meetings or team sessions.
    - Documented security and ethical incidents.
  - **Lessons Learned and Recommendations**
    - It is recommended to revise legal contracts, member registration instruments and protocols, as well as legal instruments to contract products or services. Special provisions should be made when registering beneficiaries without birth certificate and/or with parents that don't have an official ID.
    - It is recommended to provide solid field training on security and integrity, as well as to provide additional safety and security information for project staff. It is encouraged that such information be presented in a formal manner and not only in an online format.

<sup>38</sup> This refers to USAID ADS Reference 303MAV Certifications, Assurances, Other Statements of the Recipient and Solicitation Standard Provisions.

<sup>39</sup> Mandatory trainings on integrity and security used for the project are available at: <http://scoutsmx.box.com/seguridad-es>

<sup>40</sup> This refers to USAID ADS Reference 303MAB Standard Provisions for Non-U.S. Nongovernmental Organizations.

<sup>41</sup> See Annex 11: Bibliography for more information.



- It is recommended to consider field training for staff and volunteers on: Security on the Field, Youth Protection, Stress Management, Integrity Awareness, First Aid, Water Safety, Fire Safety.
- It is recommended to provide beneficiaries and parents with youth protection training and clear information regarding existing mechanisms to report on ethical issues.
- **Communications, Advocacy and Image**
  - **Good Practices**
    - Made annual reports available to key stakeholders and the general public. These contained results in the areas of social impact, innovation, sustainability and institutional development. An advance results report was produced for the period 2012-2014 and a final results report was produced for the period 2012-2015.
    - Defined and established a document control system that allowed identification, integrity and availability of all types of official project documents (hard & soft).
    - Implemented a brand strategy targeted at external stakeholders and which accurately reflected the purpose of the project.
    - Established links and partnerships with other civil society organizations and community groups impacting the project's activities.
    - The project regularly engaged in dialogue with key policy makers at the local, regional and national level.
    - Established regular communication channels with internal stakeholders. Fortnight newsletter, Facebook page, Twitter account, and Youtube channel.
  - **Lessons Learned and Recommendations**
    - It is recommended to ensure effective coordination with national office on project communications to internal and external stakeholders in official Scouts of Mexico media. Establish communications indicators and build upon existing strengths, good practices and lessons learned.
    - It is recommended to develop a stakeholder analysis at a national level that includes key stakeholders for the project's goals. Once established, define clear strategies and an effective coordination with national office on external relations at a national level.
    - It is recommended to integrate a solid document control system for all project functional areas. This refers to document tracking codes and proper follow-up mechanisms. Staff should be trained on the use of such systems and monitor periodically the tools used for such purpose.
- **Adults in Scouting**
  - **Good Practices**
    - Developed job descriptions for project staff, volunteers, and interns; the job descriptions were included in the recruitment and training processes, and provided to relevant staff. Both staff and the organization had the job descriptions on file.
    - Implemented a process for assessing staff performance, organizational climate and satisfaction at least once a year. This evaluation was completed electronically.
    - Established a Chain of Command to ensure the continuity of programmatic and operational activities during the absence of any of its staff, including the project director.
    - Delegated responsibilities in such a way that the high-level project team had the capacity to assume any responsibility needed during project transitions.
    - Carried out successful leadership transitions and minimized the loss of knowledge capital by consistently using the Content Management System.
    - Documented benefits for staff in a policy manual to be equitably applied.
    - Established effective youth involvement mechanisms within scout groups.
    - Established a feedback mechanism that allowed anyone in the organization, vertically and horizontally, to verbally and publically recognize the good work of someone else.
  - **Lessons Learned and Recommendations**



- It is recommended to improve job descriptions and personnel valuation processes to ensure the organization knows the characteristics that an individual should possess to perform a particular function and ensure that hired staff is competent for performing it.
  - It is recommended to develop a clear rationale for staff salaries, such as pay grade and range that is consistently applied to all staff and is periodically reviewed. Any pay increases should follow the salary framework and/or pay increase policy. Performance reviews and pay periods should be coordinated.
  - It is recommended to conduct periodic performance, organizational climate and satisfaction evaluations and surveys of staff and volunteers. This exercise should be done by a third party and thus considered in the project budget.
  - It is recommended to hire a Human Resource Manager to provide support related to recruitment, performance evaluation, psychosocial support, organizational climate and organizational change.
  - It is recommended to establish a clear adult recognition system for both paid staff and volunteers. Such system should not only promote constant public verbal recognition by anyone in the organization of good work and attitude, but the formal presentation of evidence based and democratically assigned awards in periodic timeframes.
  - It is recommended to make available training opportunities according to project timeframes. This should be closely coordinated with the scout province and the national training commission. Contingency plans and budgetary provisions should be made to reduce as much as possible the dependence of the project schedule to the availability of external resources and training opportunities.
  - It is recommended to develop agile training mechanisms that enable volunteers to develop competencies in the field and be evaluated on an ongoing basis.
  - It is recommended to offer scout-training opportunities for project staff and volunteers, with or without preliminary scout experience.
  - It is recommended to implement the Human Resource Transformation proposal developed by Mercer.
- **Resource Allocation and Financial Controls**
    - **Good Practices**
      - Implemented a documented financial accountability mechanism that enabled the tracking of funds down to their use.
      - Implemented a control system to prevent any financial misuse of funds.
      - Actively used the monitoring and reporting of administrative costs, fundraising expenses, operational expenses and specific outputs as input by management, to adjust the budget midstream or at the next planning or budgeting cycle.
      - Performed yearly financial audits by an external body accredited by USAID, and in compliance with USAID's rules and regulations. USAID performed financial reviews to identify opportunities and threats regarding the operations and finance system.
      - Established a documented inventory system that complied with USAID's rules and regulations regarding property.
      - Operated on the basis of an annual budget, clearly linked to an operational plan, approved by USAID and Scouts of Mexico. The project received money through periodic advances from USAID and Scouts of Mexico. The SERL project submitted monthly expense reports, liquidations and a request for advance for a subsequent period. The cooperation agreement ensured that both parties cover the liabilities to which the project was committed.
      - Implemented procurement procedures that explicitly stated that above a certain threshold, the competitive bidding system is the preferred mode of procurement. All procurement information was adequately documented in both paper and digital formats.
      - Participated in USAID's financial management and audit trainings.



○ **Lessons Learned and Recommendations**

- It is recommended to submit quarterly financial reports to the national executive team, national board and audit committee. These reports should include balance sheet, income and expenditure reports, cost-share, indirect cost, assets and liabilities. The reports should also include an analysis of internal control or operational barriers encountered.
- It is recommended to have multiple funding sources for projects. Some funding sources might be interested in financing specific elements of the project, while others in the overall implementation. Ensure a reasonable number of funding sources according to the project scope and budget, and seek to have standard programmatic, financial and operational reporting procedures to ensure compliance and avoid reporting overload.
- It is recommended to include income-generating activities and clear strategies for achieving financial sustainability and/or progressively reducing the project's dependence to external financial aid.
- It is recommended to use separate bank accounts to manage: petty cash; project operations; partner contributions; Scouts of Mexico contribution (cost-share); indirect costs; income generating activities and resource mobilization contributions. Provide project operations and finance team with online banking access for each of the accounts and access to balance and transfers. Use interest generating accounts when possible and convenient.
- It is recommended to provide the following operational tools to project field office: petty cash for project operations center and for field offices; corporate credit card for project director and operations and finance chief for travel, operations and online expenses; check books with double signature for petty cash and project operations accounts.
- It is recommended to perform internal financial reviews at least once a year, preferably 6 months before external financial audits. These reviews should include the use of internal controls, inventory management, procurement processes, budget execution and an analysis of good practices and lessons learned.
- It is recommended to contemplate sales, import, labor and other taxes when making budgetary provisions. Taxes should be charged to the project in an ongoing basis and not delayed until the end of the year. Shipping and handling costs should also be considered depending on the country of origin and the nature of intervention zones. Make sure that imported products have the capacity of being used anywhere in the country, not only in special tax zones.
- It is recommended to ensure that costs related to the initiating and planning process groups are well designed to ensure all support systems and personnel are ready for the executing stage. The project management office should be capable of providing support to field offices not only in the same city, but elsewhere. Provision for virtual and physical meetings, radio communications, GPS, CCTV and alarm security systems, field training and other elements should be considered depending on the scope of the project.
- It is recommended to consider in a specific budget category costs related to travel and training. Keep track of air transportation and hotel stay information to negotiate special rates.
- It is recommended to ensure that in-kind contributions in the form of discounts, grants, assets, voluntary service hours, paid staff service hours, among others are adequately reflected in the budget. Partners should agree in the elements included as in-kind contribution or cost-share.
- It is recommended to conduct an analysis of indirect costs in the organization and include it in the budget. Make use of the cost-share efficiently and effectively to ensure the operational capacity of the organization is not compromised, but reinforced.



- It is recommended to make special provisions for unexpected legal expenses or consultations, as well as paying deductibles from insurances. Document all incidents and costs for the organization to increase the accuracy of such provisions.
- It is recommended to design a results based budget that is directly linked to program elements, and that specialized support is obtained if needed to ensure the budgeting process is done as accurately as possible. Consult with partners a common understanding regarding implications related to exchange rate variations when managing dual or multiple currency budgets.
- It is recommended to use an ERP with budget tracking capabilities to ensure real time financial information for operational decision-making.
- **Youth Program**
  - **Good Practices**
    - Integrated an educational program team, consisting of scout center managers, psychosocial support specialist, and executive assistants, of which 70% of its members were younger than 30.
    - Identified the needs and interests of young people in project target zones through scout youth participation elements, surveys and studies, as well as direct observation and focus groups.
    - Integrated young people with special needs in the scout youth program. These children and youth were carefully assessed and monitored by the psychosocial support specialist and sometimes required a more active participation of their parents. A clear understanding of the limits of the youth program and its staff to provide a significant educational contribution to children and youth with a certain level of disability is critical. Partnerships should be made with specialized organizations to provide training to volunteers and parents.
    - Empowered young people 17-21 to become scout leaders of the younger sections. The international volunteer program proved to be a success by receiving long-term national and international volunteers. Volunteers played a key role in determining the carrying capacity of the project, delivering a quality scout program, and were positive role models to beneficiaries.
    - Implemented periodic analysis to determine gaps in the use of the Scout Method, educational emphases and youth program performance.
    - Conducted a mid-term program assessment that included Scout Youth Program and Educational Emphases.
    - Identified cases where the SERL project lacked the capacity to provide support to children or young people with specific needs due to physical or mental health issues. Orientation was provided to family members of beneficiaries in this situation to obtain professional support from specialized institutions.
    - Surpassed entry barriers to ensure full integration with the scout province. These barriers include socioeconomic or educational situation, as well as the non-mandatory use of the scout short or pants. The only official element of the scout uniform used by project beneficiaries was the scout shirt to which personal advancement and merit badges are attached.
    - Identified that delivering 3 hours of educational program 3 days per week was an ideal frequency during the first 18 months of service delivery. This intensity and frequency provided beneficiaries with the support needed to consolidate the team system, develop a sense of belonging and be subject to positive attitudinal and behavioral changes. After the first 6 months, project beneficiaries began to participate in activities with the rest of the scout groups of the scout province. Finally, it also provided enough time for planning and evaluation processes and physical and mental rest and recuperation of project staff and volunteers.
  - **Lessons Learned and Recommendations**
    - It is recommended to develop a child protection policy and procedure for scout activities that are disseminated to all levels and included in the training for adults.



- It is recommended to ensure that Rover Scouts participating in the scout groups also play a role as volunteers in youth program delivery.
- It is recommended to provide specialized training to project staff and volunteers for the adequate care, support, and integration of children and youth with disabilities.
- It is recommended to set specific milestones and timeframes related to the implementation of the scout method as well as the integration of a scout group.
- It is recommended to include at least one mid-term external program review to ensure the quality of service delivery, including planning and evaluation elements.
- **Growth Potential**
  - **Good Practices**
    - Implemented a membership registration system that enabled the measurement and understanding of membership characteristics and its growth/decline. This exercise was used using a combination of the current membership management system with internal excel data sheets.
    - Developed a communication/marketing strategy that focused on growth, trust building, as well as stakeholder information and involvement.
    - Set a standard in terms of reaching out to different segments of society.
    - Rolled out a resource mobilization strategy that included both internal and external strategies.
  - **Lessons Learned and Recommendations**
    - It is recommended that the project be supported by a solid CRM to manage membership details, attendance, follow-up and other characteristics critical to the M&E system.
    - It is recommended to coordinate effectively with the communication area of the national scout office to promote project communications at a national level.
    - It is recommended to obtain the support of the organization's leadership in resource mobilization efforts.
- **Continuous Improvement**
  - **Good Practices**
    - Used the results of audits, reviews and evaluation reports as inputs towards continuous programmatic and operational improvement.
    - Documented a detailed list of activities/projects executed, together with their corresponding evaluation documents.
    - Documented evidence showing that the evaluation of each activity/project has been used in the preparation of the next edition or follow-up with documented corrective and preventive actions.
    - Assessed satisfaction of its staff and volunteers. Results were translated into an action plan that was then implemented.
    - Developed a procedure to safeguard the memory and experience gained in different situations.
  - **Lessons Learned and Recommendations**
    - It is recommended to perform annual third party 360° evaluations to the project director and functional area chiefs, as well as to key stakeholders such as the CEO. The project's governance structure should also be subject to a performance appraisal.
    - It is recommended to involve the audit committee in the complete audit, review and evaluation processes to ensure compliance, increase transparency and accountability, and obtain support to implement the resulting recommendations at the level needed.
    - It is recommended to maintain documentation regarding previous projects and use such organizational learning in preparation for a next edition or follow-up with documented corrective and preventive actions.
    - It is recommended to conduct an annual youth member and parent satisfaction survey, as well as a bi or tri annual socio economic and educational census. This should be designed and implemented by a specialized firm.



# Annexes

## Annex 1. Results Framework

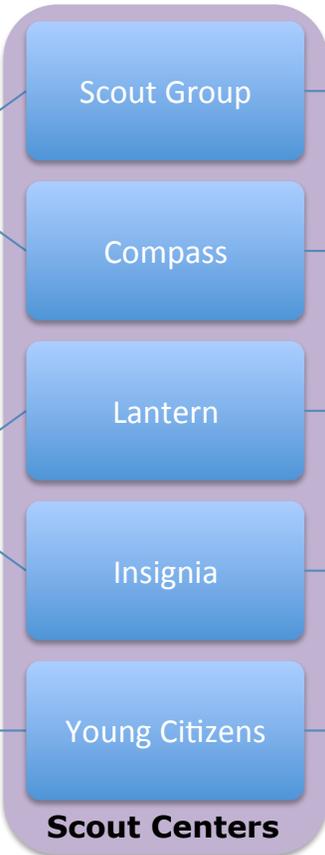


Young people 7-29 years of age increase their capacity to play a productive role in the community.

Character

Education

Leadership



Learning to be; Learning to live together; Psychosocial support; Psychological resilience; Value system; Physical and mental health.

Learning to be; Learning to live together; Psychosocial support; Psychological resilience; Value system; Physical and mental health.

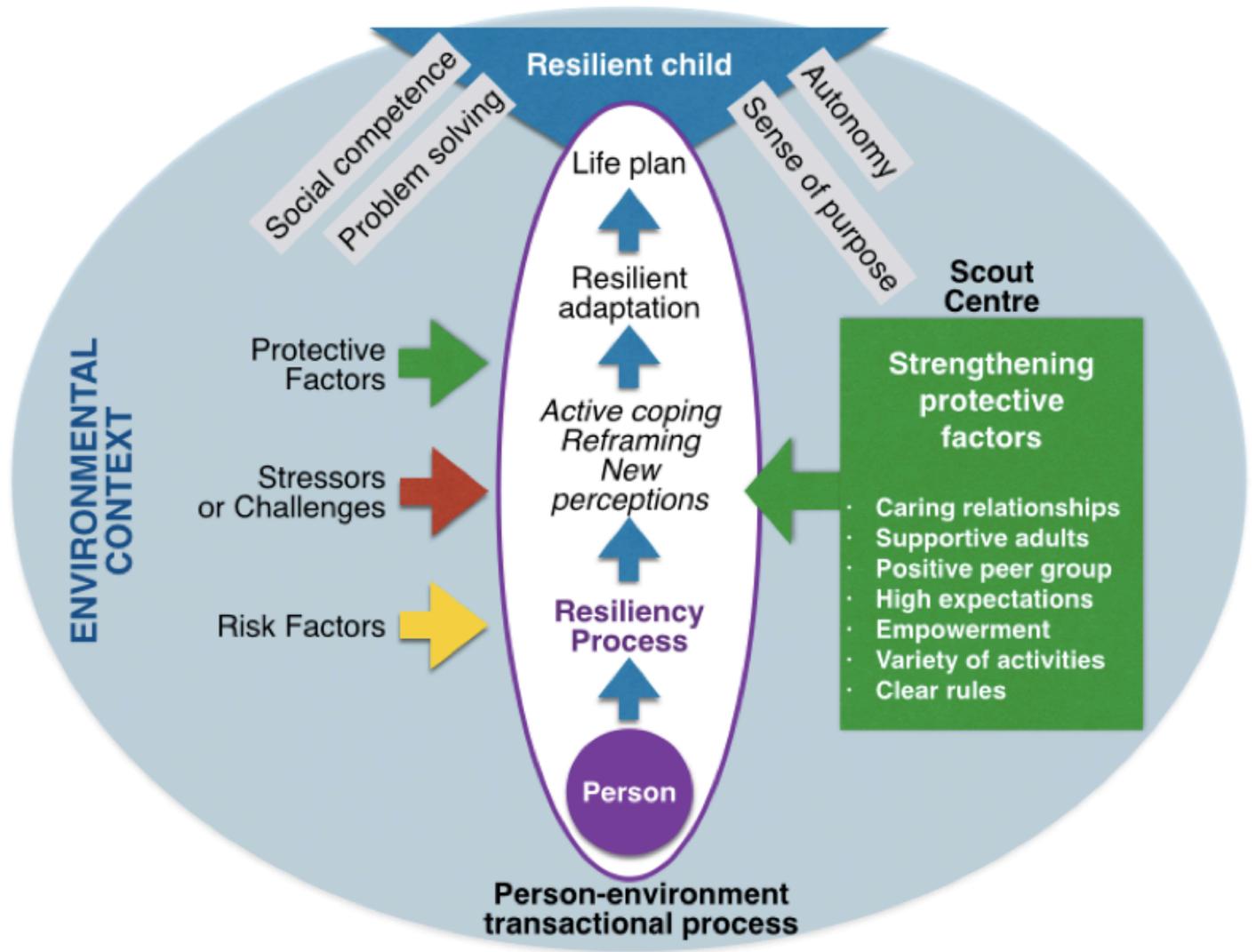
Learning to know; Academic coaching in math, language, and logic; School reinsertion and transition; Literacy.

Learning to do; Skills for Life; Soft Employability Skills; Vocational Development.

Learning through Service; Global citizenship; Culture of Lawfulness; Social Project Management.



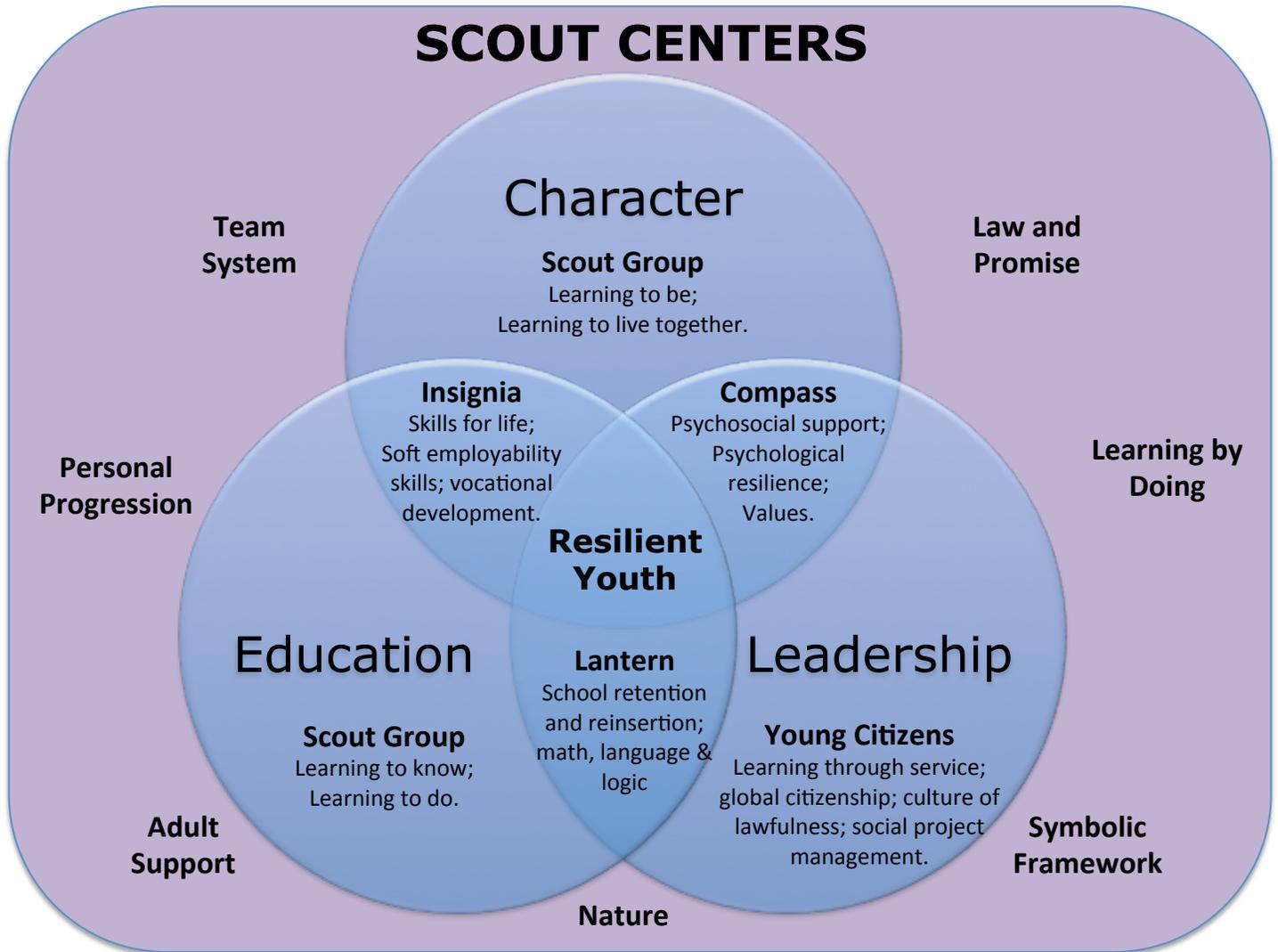
## Annex 2. Resiliency Framework



*Developed in cooperation with Indaba Coop.*



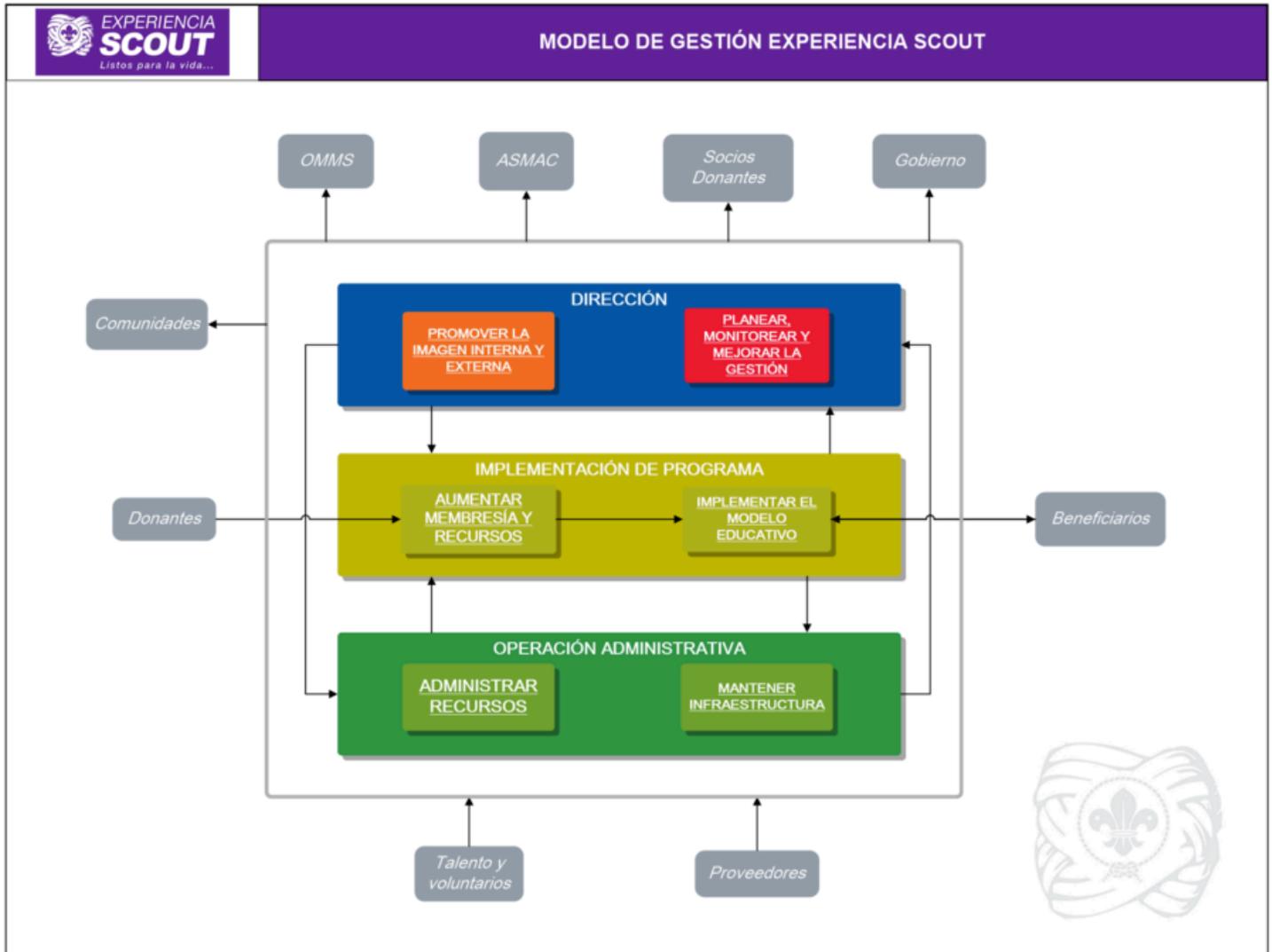
## Annex 3. Social Interaction Model





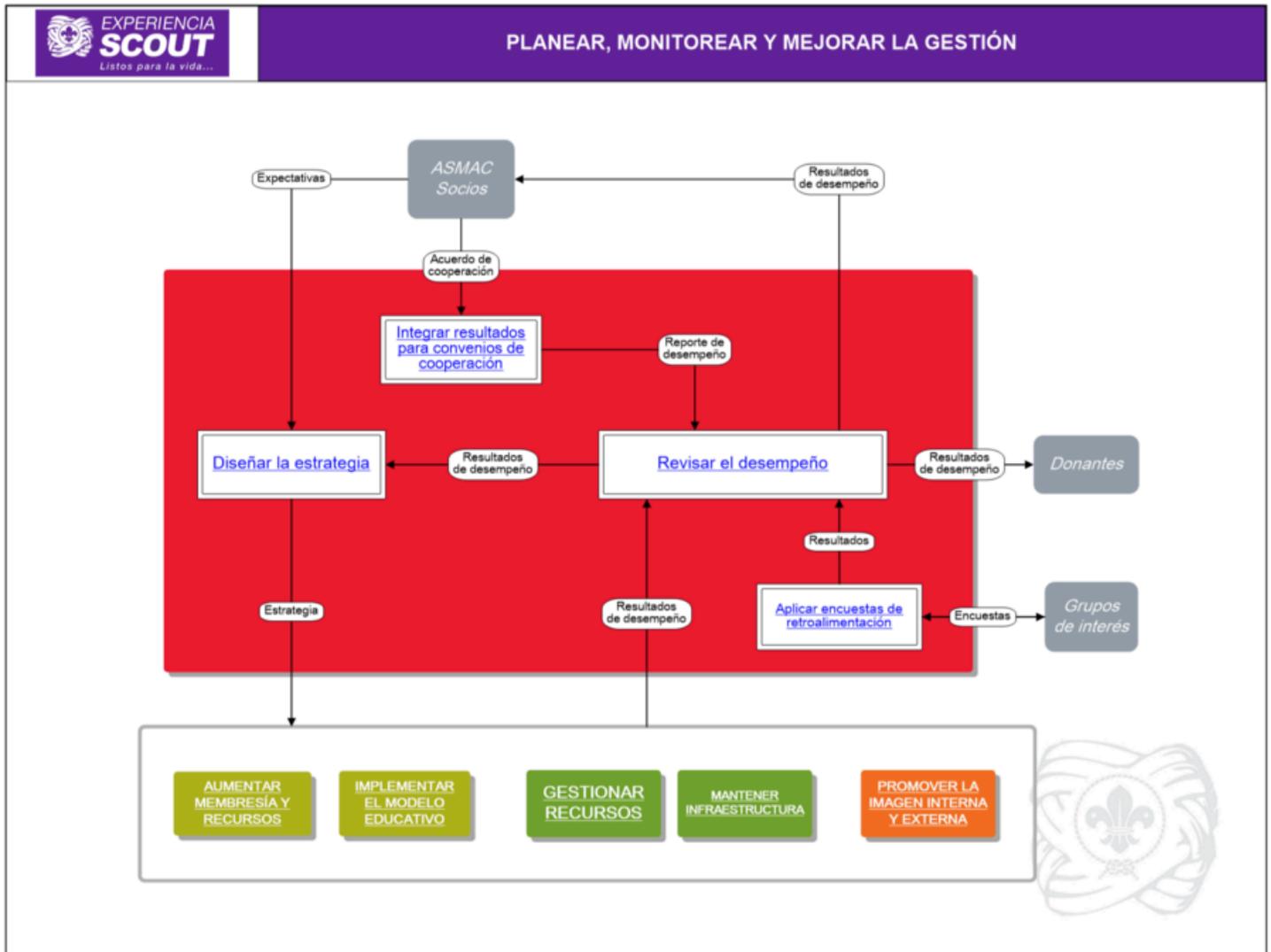
## Annex 4. Scout Experience Management Model

### Overall Management System



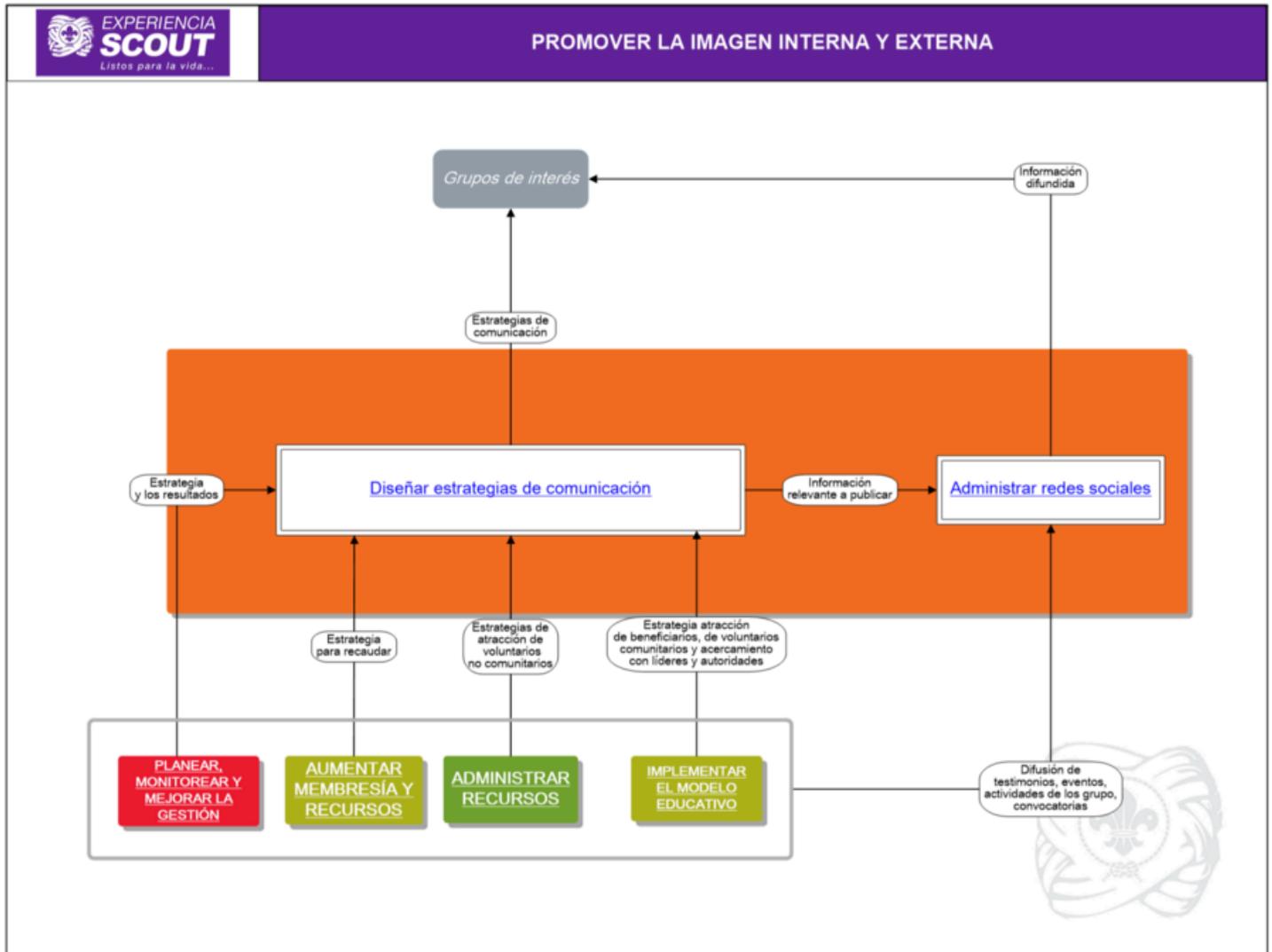


## Direction – Planning, Monitoring and Improving Project Management



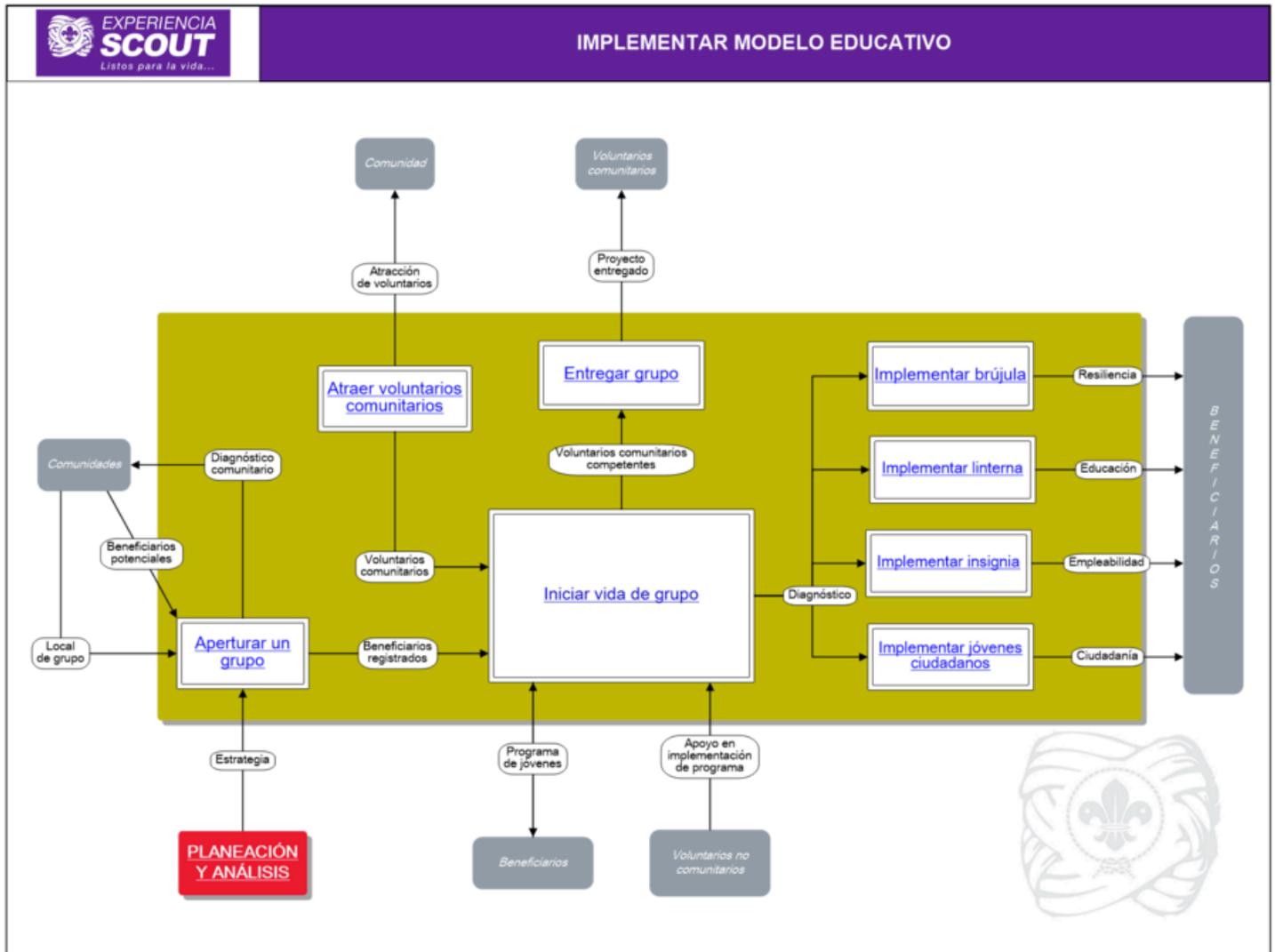


## Direction – Promoting Internal and External Image



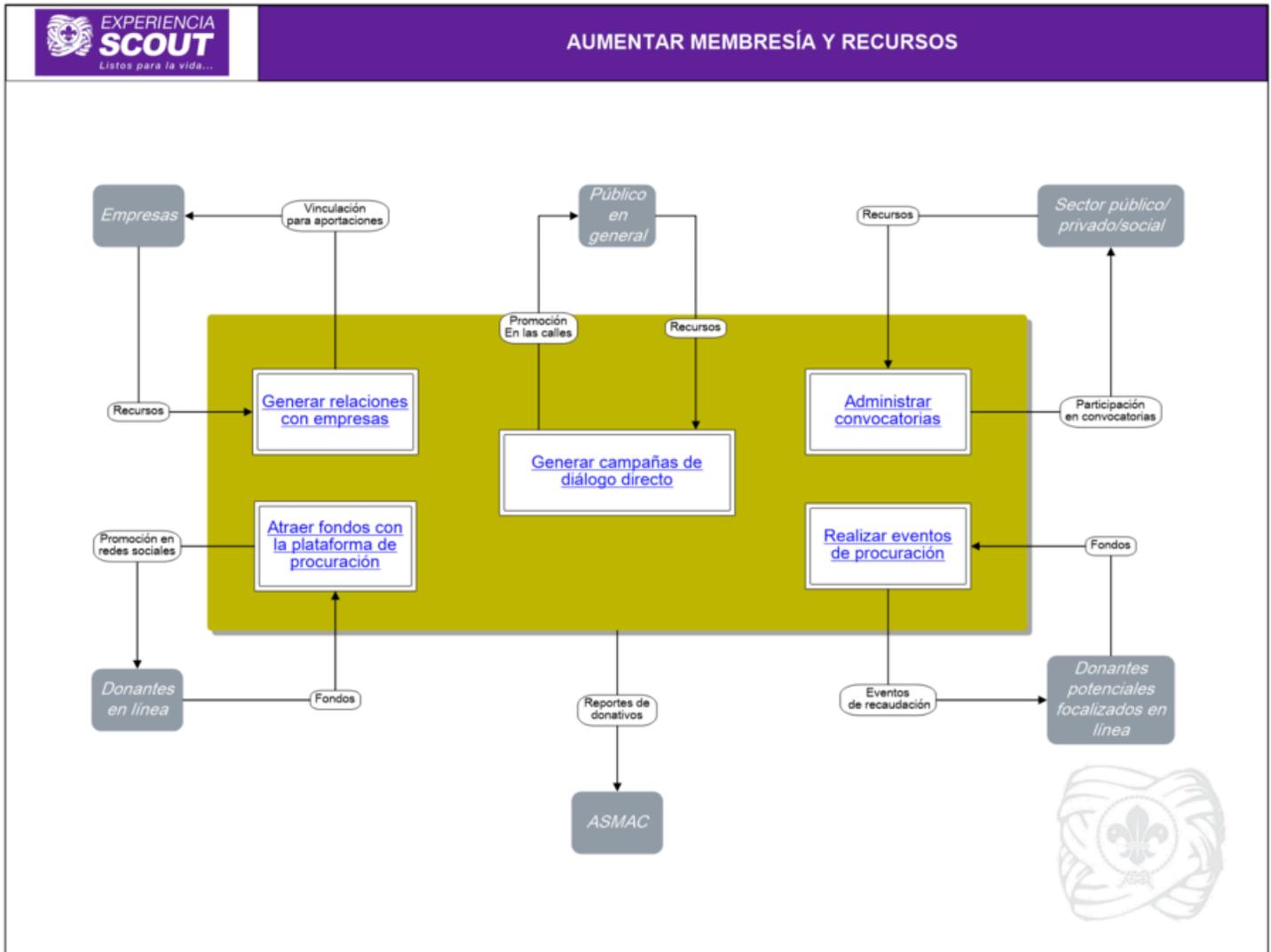


## Program Implementation – Implement the Educational Program



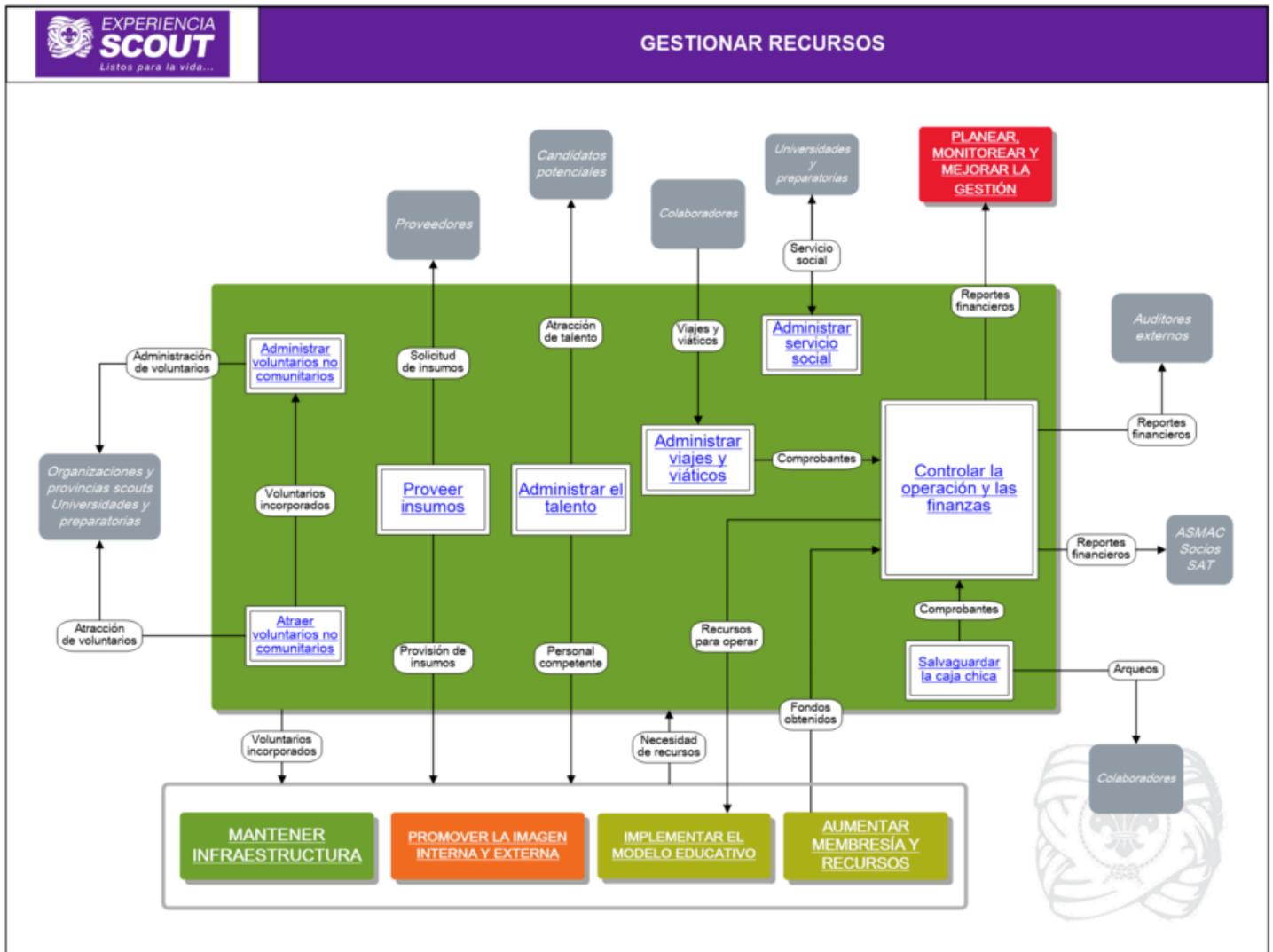


## Program Implementation – Increase Membership and Resources



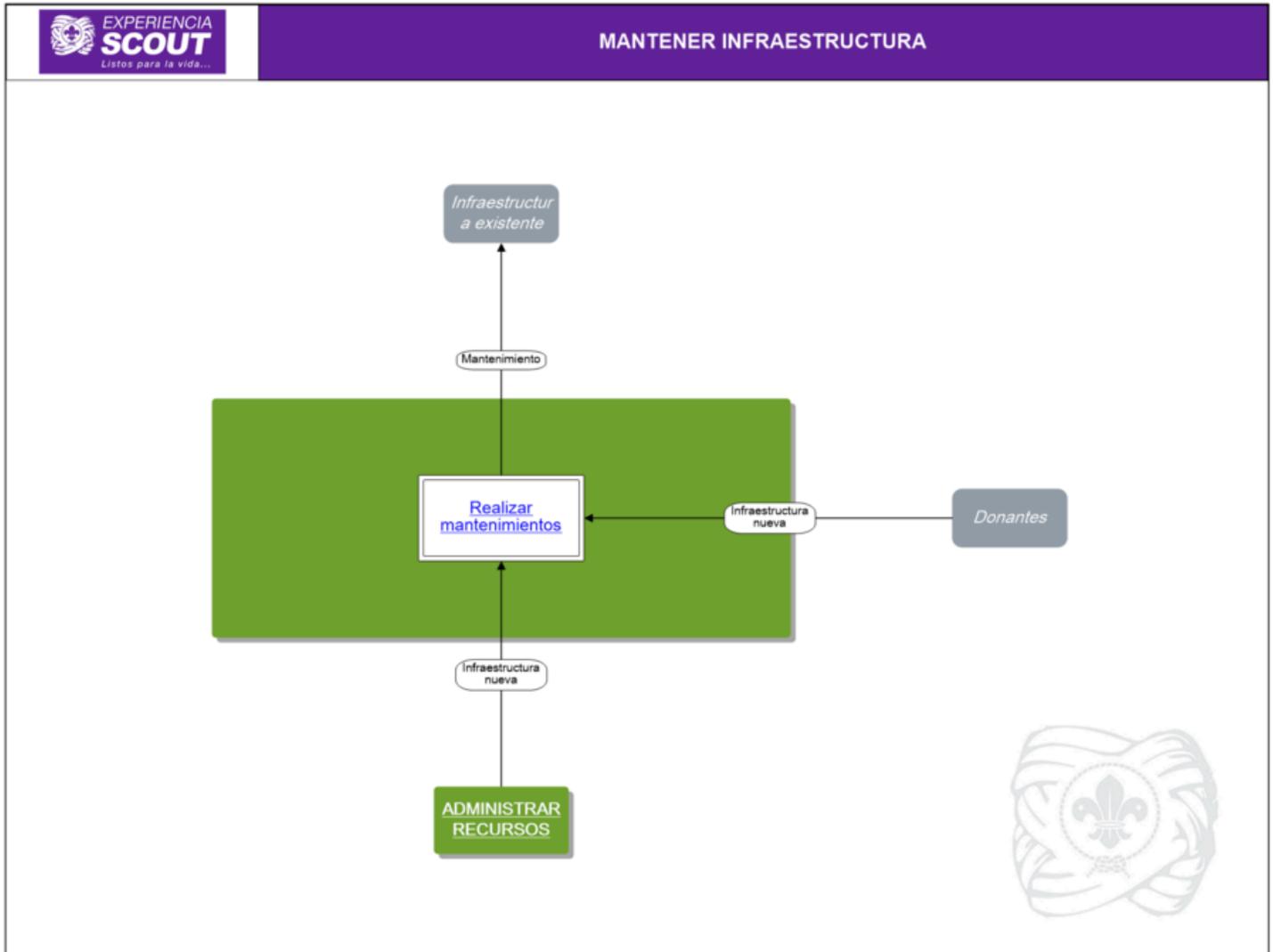


## Operations Management – Manage Resources





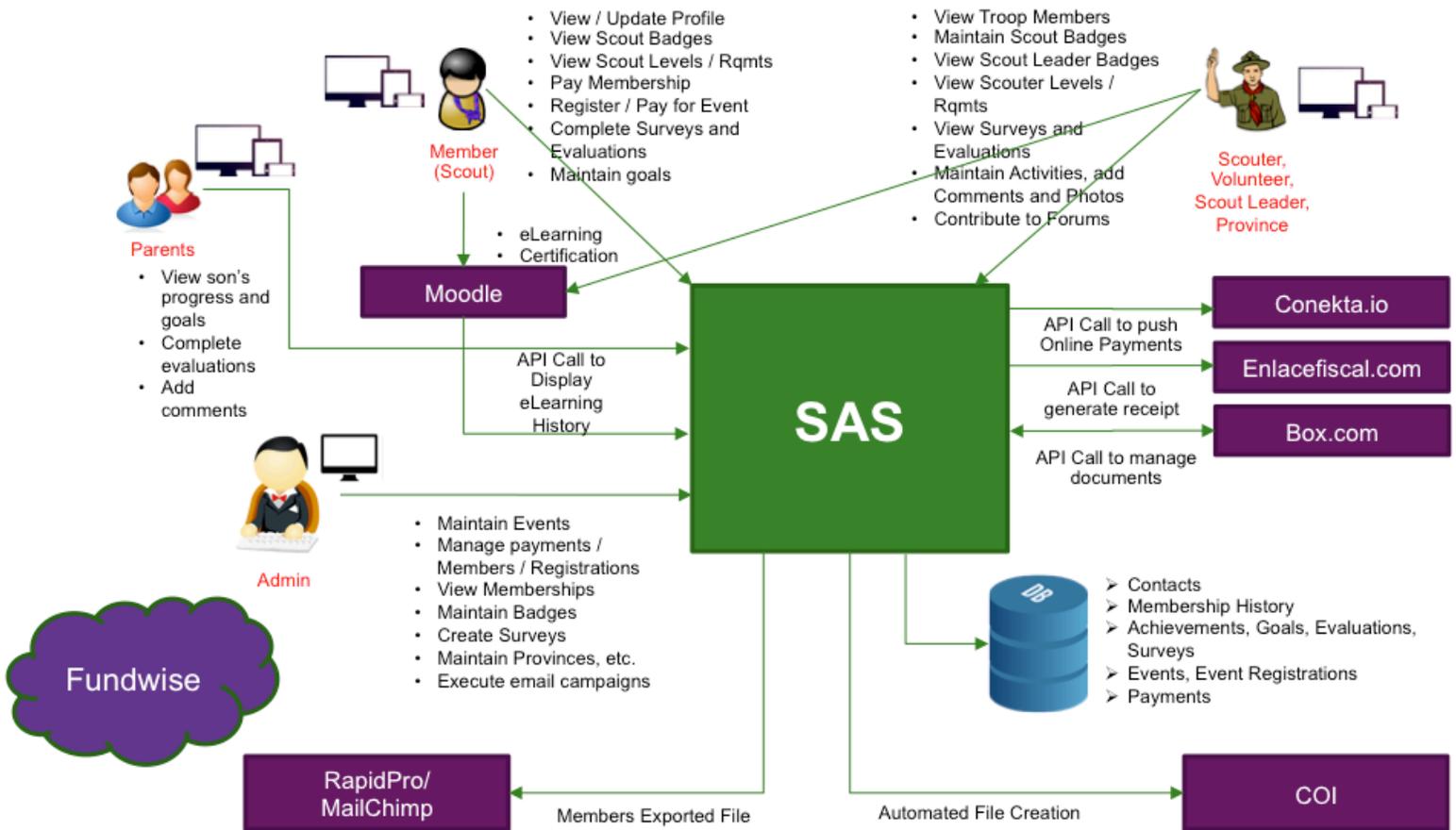
## Operations Management – Maintain Infrastructure





## Scout Management Information System Alternatives

### Option 1 Future-State Custom High-Level Architecture

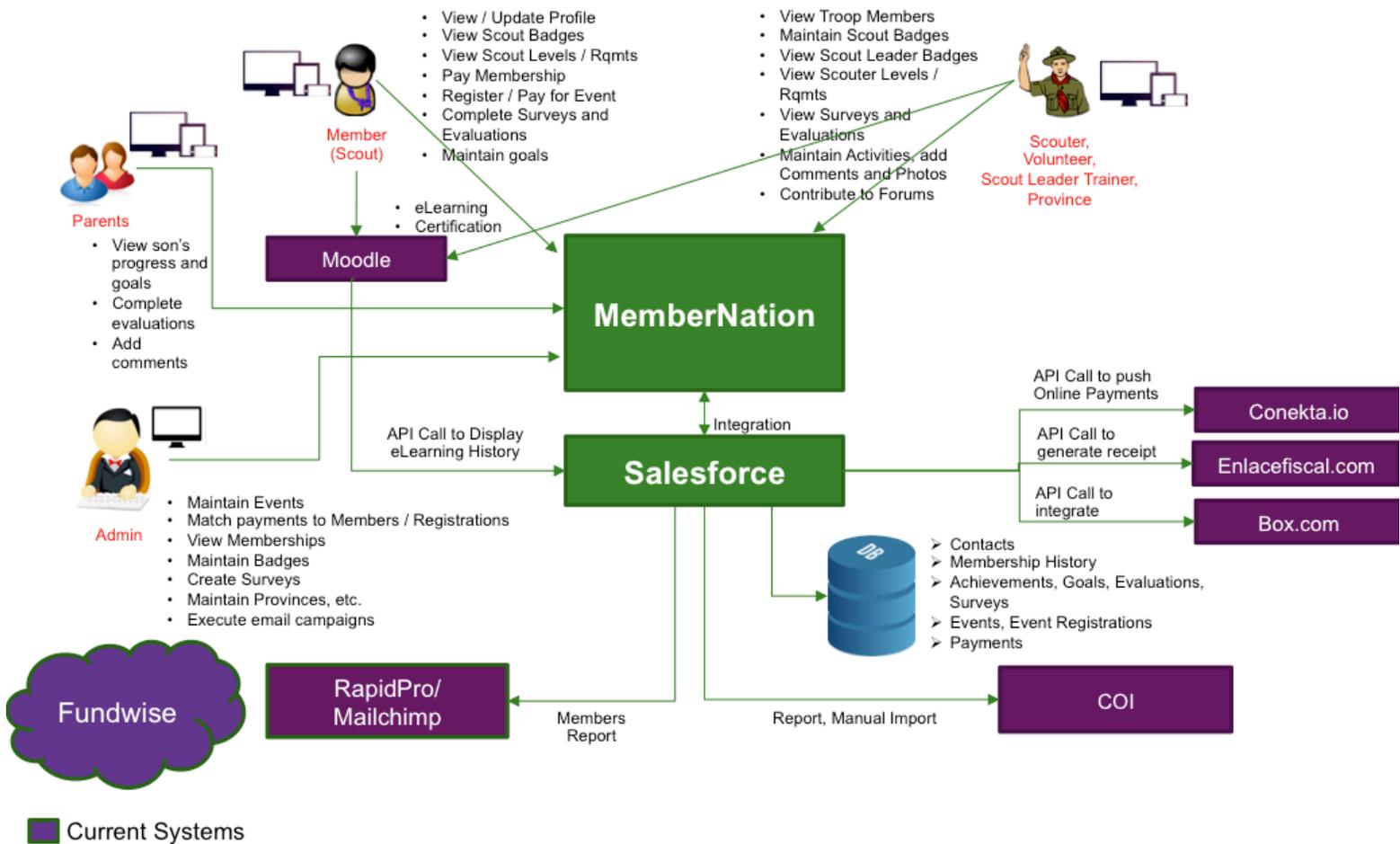


Current Systems

Copyright © 2015 Accenture. All rights reserved.



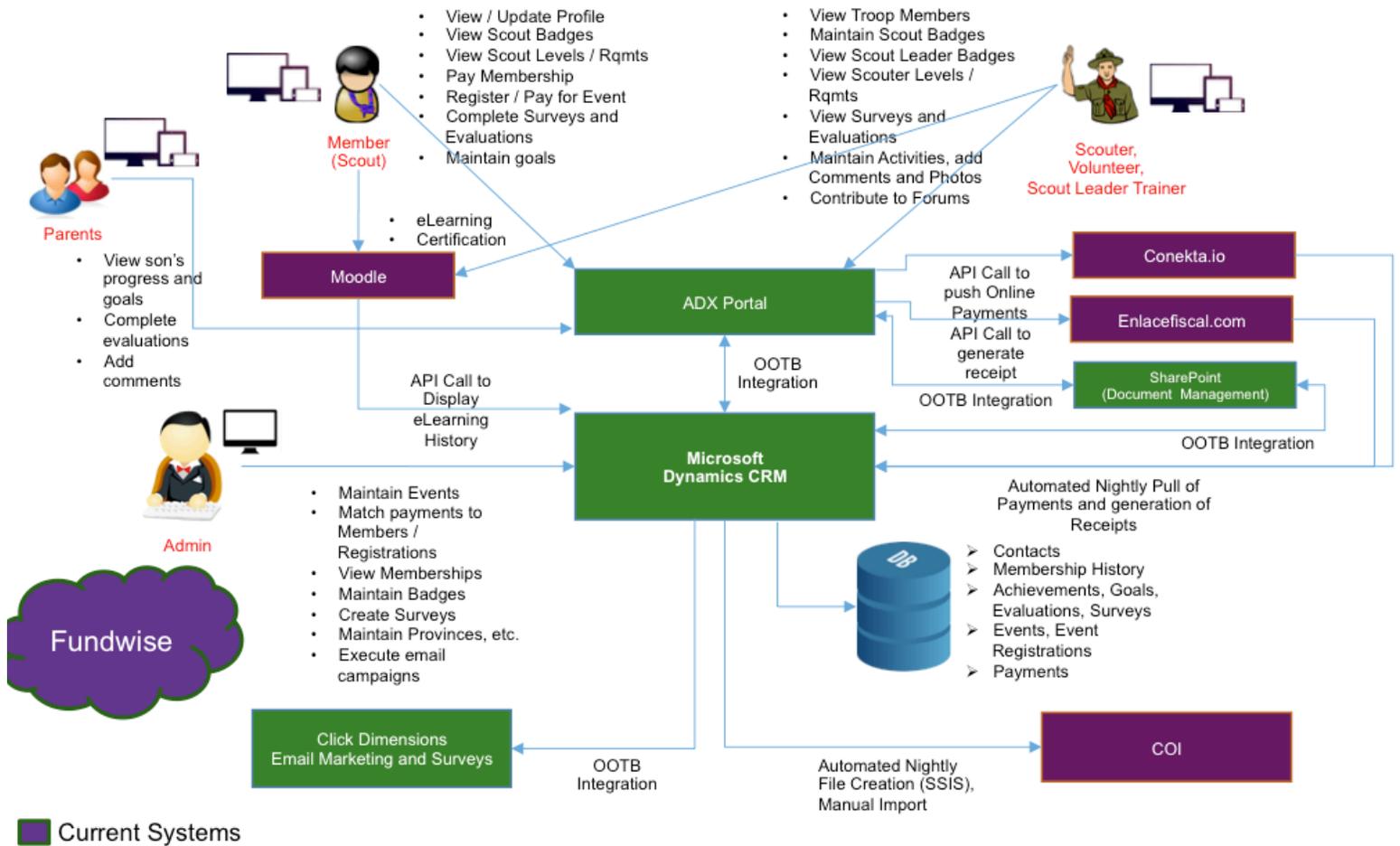
## Option 2 Future State Salesforce High-Level Architecture



Copyright © 2015 Accenture. All rights reserved.



## Option 3 Future State Dynamics CRM High-Level Architecture

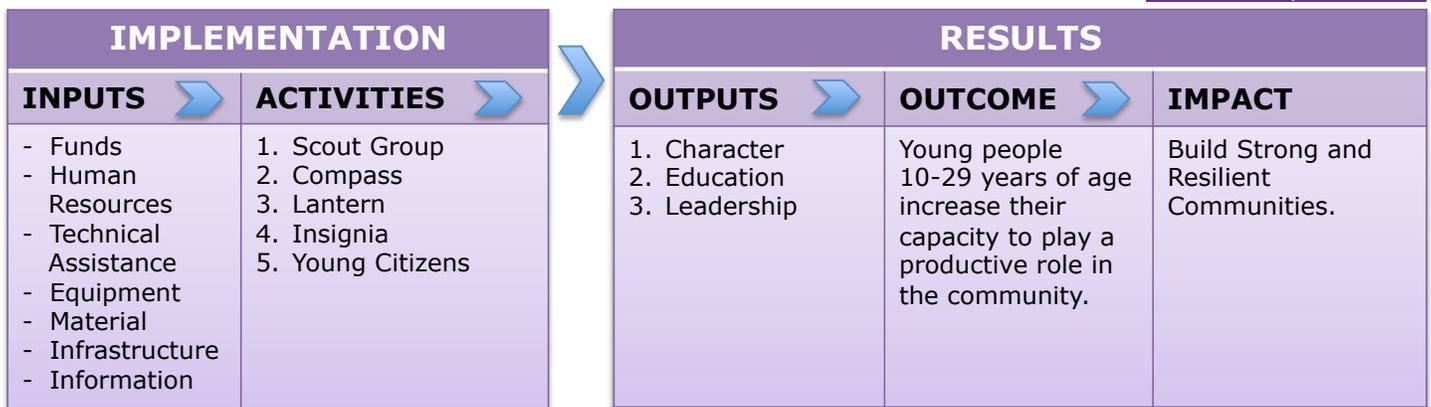


Copyright © 2015 Accenture. All rights reserved.



## Annex 5. Results Chain

# Results Chain





## Annex 6. Results Matrix

### Results Matrix - Scout Experience: Ready for life - SCOUTS|USAID

Expected Impact: Build Strong and Resilient Communities (Pillar IV of Merida Initiative)

| Narrative Summary   | Indicators   | Target 2013 | Target 2014 | Target 2015 | Frequency     | Data Source / Means of Verification  |
|---|--|-------------|-------------|-------------|---------------|--|
| <b>Outcome 1: Increase Youth Capacity</b><br>Young people 7-29 years of age in Tijuana increase their capacity to play a productive role in the community.  | 1.0.1 Percentage of out-of-school youth participating in the <i>Scout Experience, Ready for life</i> activities that have not finished primary, secondary or high-school and enroll in a formal education system.                          | 20%         | 50%         | 70%         | Semi-Annually | Beneficiary Management System.   |
|   | 1.0.2 Percentage of students participating in the <i>Scout Experience: Ready for life</i> activities that successfully transition from primary to secondary school.  | 40%         | 65%         | 85%         | Annually      | Beneficiary Management System.   |
|   | 1.0.3 Percentage of young people participating in the <i>Scout Experience: Ready for life</i> activities that show an improvement in their psychological resilience evaluation score.  | 30%         | 60%         | 80%         | Semi-Annually | Beneficiary Management System; GPS Evaluation Reports.                         |
| <b>Output 1.1 - Character</b><br>Young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities related to sociability, affectivity, character, creativity, and corporality.   | 1.1.2 Percentage of youth between 7 and 29 years of age participating in the <i>Scout Experience: Ready for life</i> program that acquire the knowledge, attitudes and practices pursued by the educational program of the youth center.   | 20%         | 30%         | 40%         | Semi-Annually | Beneficiary Management System; Scout Educational Objectives measurement tools. |
| <b>Output 1.2 - Education</b><br>Young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities in math, language, and logic, as well as their competences in ecology, humanities, science, communication, security, and sports. | 1.2.1 Percentage of enrolled students participating in the <i>Scout Experience: Ready for life</i> activities that show improvement in their language evaluation score.  | 30%         | 60%         | 80%         | Annually      | Beneficiary Management System.   |
|   | 1.2.2 Percentage of enrolled students participating in the <i>Scout Experience: Ready for life</i> activities that show improvement in their math evaluation score.  | 30%         | 60%         | 80%         | Annually      | Beneficiary Management System.   |
|   | 1.2.3 Percentage of youth between 7 and 29 years of age participating in the <i>Scout Experience: Ready for life</i> activities that show improvement in their skills for life evaluation score.   | 20%         | 40%         | 50%         | Semi-Annually | Beneficiary Management System.   |
| <b>Output 1.3 - Leadership</b><br>Young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities to design and implement projects in the fields of peace, environment, and social development.                                   | 1.3.1 Percentage of adolescents and youth between 7 and 29 years old that have been or are members of local gangs participating in the youth involvement program have decided to reenroll in school or a professional development program. | 20%         | 30%         | 40%         | Semi-Annually | Beneficiary Management System; Sustainable Development Program.                |

### Performance Management Matrix - Scout Experience: Ready for life - SCOUTS|USAID

Expected Impact: Build Strong and Resilient Communities (Pillar IV of Merida Initiative)

| ID | Type    | Indicator  | Target 2014 | Target 2015 | Frequency     | Q2 2014 | Q3 2014 | Q4 2014 | Q1 2015 | Q2 2015 | Q3 2015 | Q4 2015 |
|----|---------|--|-------------|-------------|---------------|---------|---------|---------|---------|---------|---------|---------|
| 1  | Outcome | 1.0.1 Percentage of out-of-school youth participating in the <i>Scout Experience, Ready for life</i> activities that have not finished primary, secondary or high-school and enroll in a formal education system.                          | 50%         | 70%         | Semi-Annually | --      | --      | 50.0%   | 30.0%   | 30.0%   | 30.0%   | 70%     |
| 2  | Outcome | 1.0.2 Percentage of students participating in the <i>Scout Experience: Ready for life</i> activities that successfully transition from primary to secondary school.  | 65%         | 85%         | Annually      | --      | --      | 100%    | 100%    | 100%    | 100%    | 100%    |
| 3  | Outcome | 1.0.3 Percentage of young people participating in the <i>Scout Experience: Ready for life</i> activities that show an improvement in their psychological resilience evaluation score.  | 60%         | 80%         | Semi-Annually | --      | --      | --      | 79%     | 79%     | 50%     | 50%     |
| 4  | Output  | 1.1.2 Percentage of youth between 7 and 29 years of age participating in the <i>Scout Experience: Ready for life</i> program that acquire the knowledge, attitudes and practices pursued by the educational program of the youth center.   | 30%         | 40%         | Semi-Annually | 53%     | 73%     | 82%     | 82%     | 87%     | 83%     | 87%     |
| 5  | Output  | 1.2.1 Percentage of enrolled students participating in the <i>Scout Experience: Ready for life</i> activities that show improvement in their language evaluation score.  | 60%         | 80%         | Annually      | --      | --      | --      | 74%     | 74%     | 86%     | 86%     |
| 6  | Output  | 1.2.2 Percentage of enrolled students participating in the <i>Scout Experience: Ready for life</i> activities that show improvement in their math evaluation score.  | 60%         | 80%         | Annually      | --      | --      | --      | --      | 37%     | 37%     | 53%     |
| 7  | Output  | 1.2.3 Percentage of youth between 7 and 29 years of age participating in the <i>Scout Experience: Ready for life</i> activities that show improvement in their skills for life evaluation score.   | 40%         | 50%         | Semi-Annually | 0%      | 1%      | 16%     | 16%     | 23%     | 20%     | 24%     |
| 8  | Output  | 1.3.1 Percentage of adolescents and youth between 7 and 29 years old that have been or are members of local gangs participating in the youth involvement program have decided to reenroll in school or a professional development program. | 30%         | 40%         | Semi-Annually | NA      |



## Annex 7. Internal Results Matrix

### Results Matrix - Scout Experience: Ready for life - SCOUTS|USAID Expected Impact: Build Strong and Resilient Communities (Pillar IV of Merida Initiative)

| Narrative Summary   | Indicators   | Target September 2014 | Target August 2015 | Frequency     | Data Source / Means of Verification  | Notes: Indicator alignment   |
|---|--|-----------------------|--------------------|---------------|--|--|
| <b>Outcome 1: Increase Youth Capacity to play a productive role in the community.</b><br>Young people 7-29 years of age in Tijuana increase their capacity to play a productive role in the community.  | 1.1 Number of in-school beneficiaries participating in the Scout Experience: Ready for life program that stay in primary or secondary school.  | 150                   | 250                | Semi-Annually | Beneficiary Management System.   | USAID CDCS (IR 1.3)  |
|   | 1.2 Number of Scout beneficiaries participating in the Scout Experience: Ready for life program that have received psychosocial support and preventive education to increase their awareness to anti-social or violent behavior (gender-based violence, intra-family violence, bullying, human trafficking). | 80                    | 140                | Quarterly     | Beneficiary Management System.   | USAID CDCS (IR 1.3)  |
| <b>Output 1.1 - Character</b><br>Young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities related to sociability, affectivity, character, creativity, and corporality.   | 1.1.1 Number of at-risk youth between 7 and 22 years of age that acquire the knowledge, attitudes and practices pursued by the educational program of the youth center.  | 150                   | 250                | Quarterly     | Beneficiary Management System; Scout Educational Objectives measurement tools. | Scout Program  |
| <b>Output 1.2 - Education</b><br>Young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities in math, language, and logic, as well as their competences in ecology, humanities, science, communication, security, and sports. | 1.2.1 Number of at risk youth receiving reading interventions at the primary and secondary level   | 150                   | 250                | Quarterly     | Beneficiary Management System.   | USAID Standard Foreign Assistance Master Indicator List (MIL 3.2.1-35) |
|   | 1.2.2 Number of at-risk youth between 7 and 29 years of age participating in the Scout Experience: Ready for life activities that show improvement in their skills for life inventory (ecology, humanities, communication, security, technology and sports)  | 30                    | 90                 | Quarterly     | Beneficiary Management System.   | Scout Program  |
| <b>Output 1.3 - Leadership</b><br>Young people 7-29 years of age in project target zones have access to non-formal education activities that strengthen their skills and capabilities to design and implement projects in the fields of peace, environment, and social development.                                   | 1.3.1 Number of at-risk youth participating in the Scout Experience: Ready for life program that show a voluntary commitment to follow specific values and principles related to positive citizenship and community leadership.  | 120                   | 250                | Quarterly     | Beneficiary Management System.   | Scout Program  |
|   | 1.3.2 Number of at risk youth youth between 7 and 29 years of age that participate in community service activities destined to foster community sense of belonging, pride, responsibility and environment preservation.  | 200                   | 300                | Semi-Annually | Beneficiary Management System.   | USAID CDCS (IR 1.3.3)  |
|   | 1.3.3 Total number of cumulative community service hours implemented by at-risk youth destined to build up community sense of belonging, pride, responsibility and environment preservation.   | 1,500                 | 2,000              | Semi-Annually | Beneficiary Management System.   | USAID CDCS (IR 1.3.3)  |

### Performance Management Matrix - Scout Experience: Ready for life - SCOUTS|USAID Expected Impact: Build Strong and Resilient Communities (Pillar IV of Merida Initiative)

| ID | Type    | Indicators   | Target December 2014 | Target August 2015 | Achieved by March 2014 | Achieved by June 2014 | Achieved by September 2014 | Achieved by December 2014 | Achieved by March 2015 | Achieved by June 2015 | Achieved by August 2015 |
|----|---------|--|----------------------|--------------------|------------------------|-----------------------|----------------------------|---------------------------|------------------------|-----------------------|-------------------------|
| 1  | Outcome | Number of in-school beneficiaries participating in the Scout Experience: Ready for life program that stay in primary or secondary school.  | 150                  | 250                | 70                     | 99                    | 141                        | 167                       | 216                    | 262                   | 275                     |
| 2  | Outcome | Number of Scout beneficiaries participating in the Scout Experience: Ready for life program that have received psychosocial support and preventive education to increase their awareness to anti-social or violent behavior (gender-based violence, intra-family violence, bullying, human trafficking). | 80                   | 140                | --                     | --                    | 39                         | 87                        | NA                     | NA                    | NA                      |
| 3  | Output  | Number of at-risk youth between 7 and 22 years of age that acquire the knowledge, attitudes and practices pursued by the educational program of the youth center.  | 150                  | 250                | 37                     | 72                    | 116                        | 144                       | 170                    | 207                   | 211                     |
| 4  |         | Number of at-risk youth between 7 and 29 years of age that have received at least one hour of educative program of the Scout Experience: Ready for life activities.  | 2000                 | 2,500              | 1,754                  | 2,599                 | 3,807                      | 5,435                     | 7,426                  | 10,167                | 10,899                  |
| 5  | Output  | Number of at risk youth receiving reading interventions at the primary and secondary level   | 150                  | 250                | 70                     | 99                    | 141                        | 176                       | 196                    | 249                   | 242                     |
| 6  | Output  | Number of merir badges earned that strengehen the skills for life inventory (ecology, humanities, communication, security, technology and sports) of at-risk youth participating in the Scout Experience: Ready for life activities  | 30                   | 90                 | 0                      | 7                     | 7                          | 28                        | 52                     | 64                    | 84                      |
| 7  | Output  | Number of at-risk youth participating in the Scout Experience: Ready for life program that show a voluntary commitment to follow specific values and principles related to positive citizenship and community leadership   | 120                  | 250                | 30                     | 49                    | 67                         | 86                        | 104                    | 141                   | 142                     |
| 8  | Output  | Number of at risk youth youth between 7 and 29 years of age that participate in community service activities destined to build up community sense of belonging, pride, responsibility and environment preservation.  | 200                  | 300                | 20                     | 120                   | 174                        | 227                       | 510                    | 773                   | 821                     |



## Annex 8. USAID Common Indicators

### USAID Pillar IV Common Indicators

#### Expected Impact: Build Strong and Resilient Communities (Pillar IV of Merida Initiative)

| ID | Type    | Narrative Summary  | Frequency | Data Source / Means of Verification |
|----|---------|--|-----------|-------------------------------------|
| 1  | Outcome | 70% of at-risk youth beneficiaries (aged 6-16) participating in USAID participating in USAID funded programs that have continued their academic education in school. | Quarterly | Monitoring and Evaluation System    |
| 2  | Outcome | 2500 at risk youth (aged 7-29) engaged in USAID community project activities.  | Quarterly | Monitoring and Evaluation System    |

### USAID Pillar IV Common Indicators

#### Expected Impact: Build Strong and Resilient Communities (Pillar IV of Merida Initiative)

| ID | Type    | Narrative Summary  | Target | Frequency | Q2 2014 | Q3 2014 | Q4 2014 | Q1 2015 | Q2 2015 | Q3 2015 | Q4 2015 |
|----|---------|--|--------|-----------|---------|---------|---------|---------|---------|---------|---------|
| 1  | Outcome | 70% of at-risk youth beneficiaries (aged 6-16) participating in USAID participating in USAID funded programs that have continued their academic education in school. | 70%    | Quarterly | --      | 100%    | 100%    | 100%    | 100%    | 100%    | 100%    |
| 2  | Outcome | 2500 at risk youth (aged 7-29) engaged in USAID community project activities.  | 2,500  | Quarterly | 1,754   | 2,599   | 3,807   | 5,435   | 7,426   | 10,167  | 10,899  |



## Annex 9. Collaborative Learning Platform Index

### 1. Youth Program

- a. Scout Experience: Ready for Life
  - i. Resiliency Framework
  - ii. Compass
  - iii. Lantern
  - iv. Insignia
  - v. Young Citizens

### 2. Adults in Scouting

- a. Scout Experience: Ready for Life
  - i. Introduction to the Scout Experience: Ready for Life project
  - ii. Training by Coaching
  - iii. Project Director
  - iv. Monitoring and Evaluation Chief
  - v. Operations and Finance
    - 1. Operations and Finance Chief
    - 2. Operations and Finance Executive Assistant
    - 3. Logistics Staff
    - 4. Cleaning Staff
  - vi. Educational Program
    - 1. Educational Program Chief
    - 2. Psychosocial Support Specialist
    - 3. Scout Center Manager
    - 4. Scout Center Executive Assistant
  - vii. Communications and Public Affairs
    - 1. Communications and Public Affairs Chief
    - 2. Community Engagement Coordination
      - a. Community Engagement Executive
      - b. Community Engagement Staff
    - 3. Volunteer Executive
    - 4. Communications Executive
  - viii. Community Service and Internships
  - ix. International Volunteers

### 3. Management

- a. Scout Groups
- b. Management
  - i. Management
  - ii. Human Resources Management
  - iii. Financial Management
  - iv. Organizational Management
  - v. Program Management
  - vi. Project Management
  - vii. Quality Management
- c. Communications, Partnerships, and Resources
  - i. Institutional Communication
  - ii. Strategic Partnerships
  - iii. Advocacy and Community Engagement
  - iv. Resource Mobilization
  - v. Community Service
- d. International Relations
  - i. International Volunteer Program
- e. Operations
  - i. Member Registration



- ii. Scout Group
- iii. Scout Center
- iv. Volunteer Home
- v. Transportation Equipment
- vi. Outdoor Equipment
- f. Risk Management
  - i. Risk Management
  - ii. Security
- g. Ethics and Integrity Management
  - i. Ethics
  - ii. Financial Auditing and Reporting
  - iii. Operational Auditing and Reporting
  - iv. Program Auditing and Reporting
  - v. Volunteer and Beneficiary Satisfaction

#### **4. Scout Experience**

- a. Planning
- b. Execution
- c. Monitoring
- d. Evaluating
- e. Management Model







| #   | Title  | Flag | 200 | 2010   |    |    |    | 2011 |    |    |    | 2012 |    |    |    | 2013 |    |    |    | 2014 |    |    |    | 2015 |    |    |    | 2016 |    |    |  |            |        |
|-----|--|------|-----|--|----|----|----|------|----|----|----|------|----|----|----|------|----|----|----|------|----|----|----|------|----|----|----|------|----|----|--|------------|--------|
|     |  |      |     | Q4   | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 | Q3 | Q4   | Q1 | Q2 |  |            |        |
| 227 | Staff professional and salary history documentation          | ✔    |     | Staff professional and salary history documentation          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 6m         | OpFin  |
| 229 | Human Resources management manual                            | ✔    |     | Human Resources management manual                            |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin  |
| 231 | Policies and procedures for staff and volunteer travel       | ✔    |     | Policies and procedures for staff and volunteer travel       |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin  |
| 233 | Policies and procedures for staff rest and recuperation      | ✔    |     | Policies and procedures for staff rest and recuperation      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin  |
| 235 | Project personnel time management system                     | ✔    |     | Project personnel time management system                     |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1 year     | OpFin  |
| 237 | Policies for training staff, volunteers and interns          | ✔    |     | Policies for training staff, volunteers and interns          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin  |
| 239 | Staff retention policies                                     | ✘    |     | Staff retention policies                                     |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 241 | <b>Scout Centers</b>   | ✔    |     | <b>Scout Centers</b>   |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  |            |        |
| 242 | Scout Center location assessment                             | ✔    |     | Scout Center location assessment                             |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 244 | Scout Center rent contracts                                  | ✔    |     | Scout Center rent contracts                                  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 246 | Scout Center security systems                                | ✔    |     | Scout Center security systems                                |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 248 | Scout Center improvement                                     | ✔    |     | Scout Center improvement                                     |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 250 | Scout Center equipment                                       | ✔    |     | Scout Center equipment                                       |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 252 | Scout Center property negotiation                            | ✔    |     | Scout Center property negotiation                            |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1.33 years | OpFin2 |
| 254 | Scout Center construction project development                | ✔    |     | Scout Center construction project development                |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 256 | Scout Center construction - Phase 1                          | ✔    |     | Scout Center construction - Phase 1                          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 258 | Scout Center construction - Phase 2                          | ✔    |     | Scout Center construction - Phase 2                          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 260 | Scout Center construction - Phase 3                          | ✔    |     | Scout Center construction - Phase 3                          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 262 | <b>Risk Management</b>                                       | ✔    |     | <b>Risk Management</b>                                       |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  |            |        |
| 263 | Smartphones with GPS and remote format capacity              | ✔    |     | Smartphones with GPS and remote format capacity              |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 265 | Established chain of command                                 | ✔    |     | Established chain of command                                 |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | Dir    |
| 267 | Risk assessment  | ✔    |     | Risk assessment  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | Dir    |
| 269 | Policies and procedures for knowledge capital management     | ✔    |     | Policies and procedures for knowledge capital management     |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin  |
| 271 | Physical barriers for Scout Centers                          | ✔    |     | Physical barriers for Scout Centers                          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 273 | Legal support docs (benef, vol, staff, assets, ip)           | ✔    |     | Legal support docs (benef, vol, staff, assets, ip)           |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin  |
| 275 | Intrusion and fire alarm with static emergency central       | ✔    |     | Intrusion and fire alarm with static emergency central       |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 277 | Closed Circuit Television system with remote access          | ✔    |     | Closed Circuit Television system with remote access          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 279 | Safety equipment for Scout Center and vehicles               | ✔    |     | Safety equipment for Scout Center and vehicles               |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 281 | Emergency power supply of at least 12 hrs                    | ✔    |     | Emergency power supply of at least 12 hrs                    |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 283 | Medical and life insurance of project staff                  | ✔    |     | Medical and life insurance of project staff                  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 285 | Emergency lighting   | ✘    |     | Emergency lighting   |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 287 | Insurance for vehicles, facilities, and assets               | ✔    |     | Insurance for vehicles, facilities, and assets               |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 289 | Professional UHF radios with emergency call and GPS          | ✔    |     | Professional UHF radios with emergency call and GPS          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 291 | Secure storage of original legal documents and personal info | ✔    |     | Secure storage of original legal documents and personal info |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin  |
| 293 | Psychological monitoring and support for project staff       | ✔    |     | Psychological monitoring and support for project staff       |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   |        |
| 294 | Emergency response protocols                                 | ✔    |     | Emergency response protocols                                 |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1.33 years | OpFin2 |
| 296 | Security manual  | ✔    |     | Security manual  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1 year     | OpFin2 |
| 298 | Emergency response center                                    | ✔    |     | Emergency response center                                    |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 300 | Field security training for project staff                    | ✘    |     | Field security training for project staff                    |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1 year     | Dir    |
| 302 | Policies and procedures for Scout Center accident response   | ✘    |     | Policies and procedures for Scout Center accident response   |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 304 | Policies and procedures for car accident response            | ✔    |     | Policies and procedures for car accident response            |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 306 | Policies and procedures for camping accident response        | ✘    |     | Policies and procedures for camping accident response        |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | OpFin2 |
| 308 | <b>Logistics and Operations</b>                              | ✔    |     | <b>Logistics and Operations</b>                              |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  |            |        |
| 309 | Asset management system description                          | ✔    |     | Asset management system description                          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 311 | Policies and procedures for asset management                 | ✔    |     | Policies and procedures for asset management                 |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 313 | Inventory  | ✔    |     | Inventory  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1 year     | OpFin  |
| 315 | Policies and procedures for warehouse management             | ✔    |     | Policies and procedures for warehouse management             |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 317 | Policies and procedures for mobile and radio Communications  | ✔    |     | Policies and procedures for mobile and radio Communications  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1 year     | OpFin2 |
| 319 | Policies and procedures for volunteer house management       | ✔    |     | Policies and procedures for volunteer house management       |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 321 | Policies and procedures for scout center management          | ✔    |     | Policies and procedures for scout center management          |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 323 | Policies and procedures for transportation management        | ✔    |     | Policies and procedures for transportation management        |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 325 | Policies and procedures for event management                 | ✘    |     | Policies and procedures for event management                 |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin  |
| 327 | Policies and procedures for outdoor activity management      | ✔    |     | Policies and procedures for outdoor activity management      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | OpFin2 |
| 329 | <b>Communications</b>  | ✔    |     | <b>Communications</b>  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  |            |        |
| 330 | <b>Web</b>   | ✔    |     | <b>Web</b>   |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  |            |        |
| 331 | Google Calendar  | ✔    |     | Google Calendar  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 6m         | Comms  |
| 333 | Google Maps / Google Earth                                   | ✔    |     | Google Maps / Google Earth                                   |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | Comms  |
| 335 | Facebook   | ✔    |     | Facebook   |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | Comms  |
| 337 | Twitter  | ✔    |     | Twitter  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | Comms  |
| 339 | Youtube  | ✔    |     | Youtube  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | Comms  |
| 341 | Flickr   | ✔    |     | Flickr   |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 4m         | Comms  |
| 343 | Instagram  | ✔    |     | Instagram  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | Comms  |
| 345 | Website  | ✔    |     | Website  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 1 year     | Comms  |
| 347 | Issuu  | ✔    |     | Issuu  |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |    |      |    |    |  | 8 months   | Comms  |







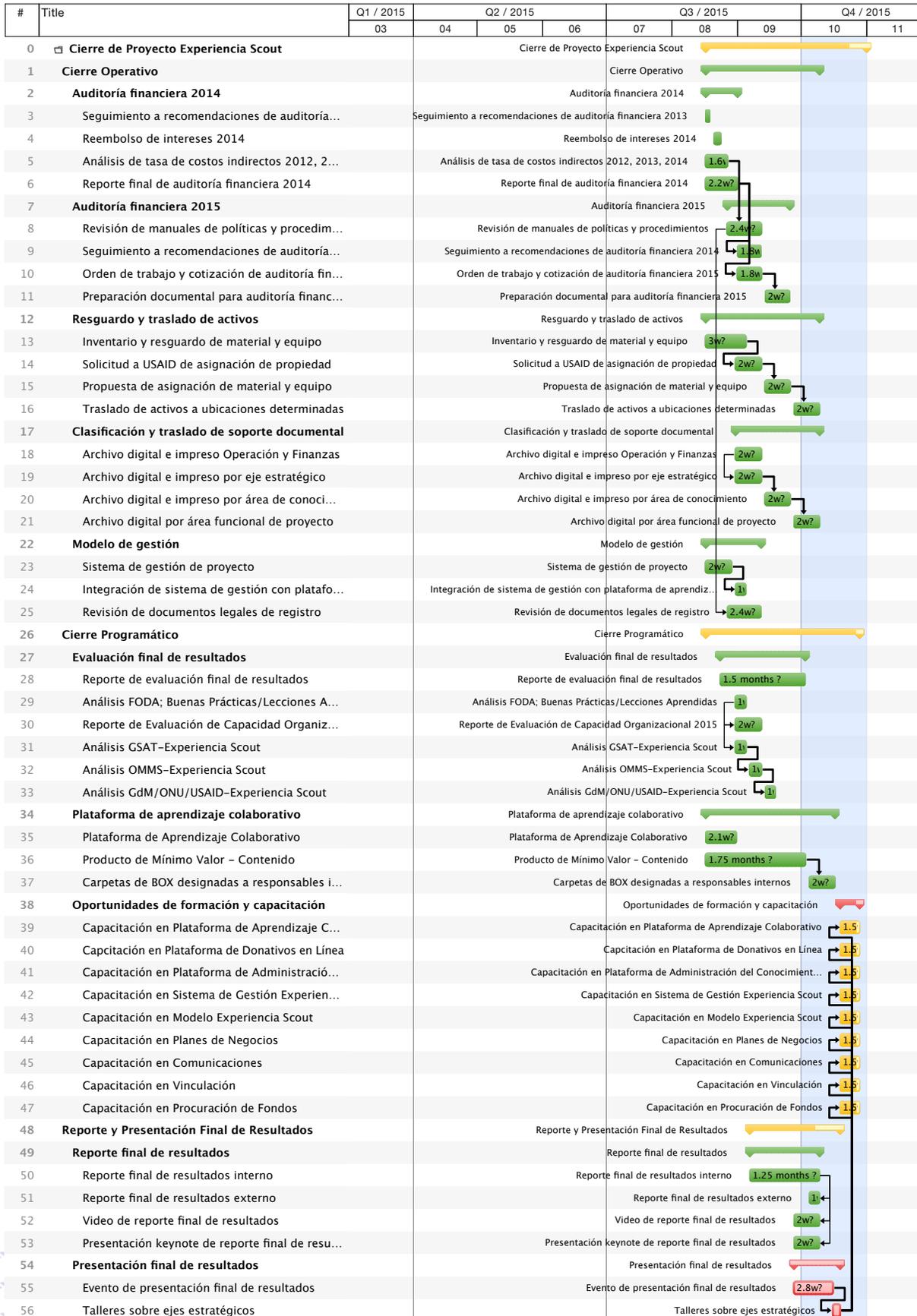




| #  | Title  | 2013   |    |    |    | 2014 |    |    |    | 2015 |    |    |    |
|----|--|--|----|----|----|------|----|----|----|------|----|----|----|
|    |  | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 | Q1   | Q2 | Q3 | Q4 |
| 0  | ☐ ScoutsMexico_AIP_Y3_Oct2014–Aug2015_Schedule         | ScoutsMexico_AIP_Y3_Oct2014–Aug2015_Schedule           |    |    |    |      |    |    |    |      |    |    |    |
| 1  | <b>1. Social Impact</b>                                | 1. Social Impact                                       |    |    |    |      |    |    |    |      |    |    |    |
| 2  | <b>1.1 Project Toolkit</b>                             | 1.1 Project Toolkit                                    |    |    |    |      |    |    |    |      |    |    |    |
| 3  | Requirements Planning                                  | Requirements Planning 2m                               |    |    |    |      |    |    |    |      |    |    |    |
| 4  | Content Development Part 1                             | Content Development Part 1 2m                          |    |    |    |      |    |    |    |      |    |    |    |
| 5  | Quality Management                                     | Quality Management 1r                                  |    |    |    |      |    |    |    |      |    |    |    |
| 6  | Content Development Part 2                             | Content Development Part 2 2m                          |    |    |    |      |    |    |    |      |    |    |    |
| 7  | Software Development                                   | Software Development 3m                                |    |    |    |      |    |    |    |      |    |    |    |
| 8  | Minimum Value Product                                  | Minimum Value Product                                  |    |    |    |      |    |    |    |      |    |    |    |
| 9  | Dissemination  | Dissemination 1r                                       |    |    |    |      |    |    |    |      |    |    |    |
| 10 | <b>1.2 Monitoring and Evaluation System</b>            | 1.2 Monitoring and Evaluation System                   |    |    |    |      |    |    |    |      |    |    |    |
| 11 | Assessment of M&E system                               | Assessment of M&E system 1r                            |    |    |    |      |    |    |    |      |    |    |    |
| 12 | Development of M&E Policies and Procedures             | Development of M&E Policies and Procedures 2m          |    |    |    |      |    |    |    |      |    |    |    |
| 13 | Development of M&E Tools                               | Development of M&E Tools 2m                            |    |    |    |      |    |    |    |      |    |    |    |
| 14 | M&E Strategy Document                                  | M&E Strategy Document                                  |    |    |    |      |    |    |    |      |    |    |    |
| 15 | Automation of M&E Tools through SAS                    | Automation of M&E Tools through SAS 3m                 |    |    |    |      |    |    |    |      |    |    |    |
| 16 | <b>1.3 Community Engagement</b>                        | 1.3 Community Engagement                               |    |    |    |      |    |    |    |      |    |    |    |
| 17 | Parent Committees Established                          | Parent Committees Established                          |    |    |    |      |    |    |    |      |    |    |    |
| 18 | Democratic Structures Established                      | Democratic Structures Established                      |    |    |    |      |    |    |    |      |    |    |    |
| 19 | Scout Group Sustainability Strategy                    | Scout Group Sustainability Strategy                    |    |    |    |      |    |    |    |      |    |    |    |
| 20 | Guidelines for Community Assessments                   | Guidelines for Community Assessments                   |    |    |    |      |    |    |    |      |    |    |    |
| 21 | Scout Sections with Community Volunteers               | Scout Sections with Community Volunteers               |    |    |    |      |    |    |    |      |    |    |    |
| 22 | Community Transfer                                     | Community Transfer                                     |    |    |    |      |    |    |    |      |    |    |    |
| 23 | <b>2. Innovation</b>                                   | 2. Innovation  |    |    |    |      |    |    |    |      |    |    |    |
| 24 | <b>2.1 Scout Management System</b>                     | 2.1 Scout Management System                            |    |    |    |      |    |    |    |      |    |    |    |
| 25 | Requirements Planning                                  | Requirements Planning 2m                               |    |    |    |      |    |    |    |      |    |    |    |
| 26 | Content Development                                    | Content Development 3m                                 |    |    |    |      |    |    |    |      |    |    |    |
| 27 | Software Development                                   | Software Development 4 months                          |    |    |    |      |    |    |    |      |    |    |    |
| 28 | Minimum Value Product                                  | Minimum Value Product                                  |    |    |    |      |    |    |    |      |    |    |    |
| 29 | Dissemination  | Dissemination 1r                                       |    |    |    |      |    |    |    |      |    |    |    |
| 30 | <b>2.2 Geographic Information System</b>               | 2.2 Geographic Information System                      |    |    |    |      |    |    |    |      |    |    |    |
| 31 | Updated project GIS                                    | Updated project GIS                                    |    |    |    |      |    |    |    |      |    |    |    |
| 32 | GIS Guide for Community Assessments                    | GIS Guide for Community Assessments                    |    |    |    |      |    |    |    |      |    |    |    |
| 33 | GIS Guide for Scout Groups and Provinces               | GIS Guide for Scout Groups and Provinces               |    |    |    |      |    |    |    |      |    |    |    |
| 34 | <b>2.3 Resource Mobilization System</b>                | 2.3 Resource Mobilization System                       |    |    |    |      |    |    |    |      |    |    |    |
| 35 | Requirements Planning                                  | Requirements Planning 1r                               |    |    |    |      |    |    |    |      |    |    |    |
| 36 | Software Development                                   | Software Development 3m                                |    |    |    |      |    |    |    |      |    |    |    |
| 37 | Minimum Value Product                                  | Minimum Value Product                                  |    |    |    |      |    |    |    |      |    |    |    |
| 38 | Quality Management                                     | Quality Management 1r                                  |    |    |    |      |    |    |    |      |    |    |    |
| 39 | Replication  | Replication 2m   |    |    |    |      |    |    |    |      |    |    |    |
| 40 | <b>3. Sustainability</b>                               | 3. Sustainability                                      |    |    |    |      |    |    |    |      |    |    |    |
| 41 | <b>3.1 Communications, Partnerships and Resources</b>  | 3.1 Communications, Partnerships and Resources         |    |    |    |      |    |    |    |      |    |    |    |
| 42 | 2012–2014 Advance Report                               | 2012–2014 Advance Report                               |    |    |    |      |    |    |    |      |    |    |    |
| 43 | Fundraising Strategy for Scout Groups and Provinces    | Fundraising Strategy for Scout Groups and Provinces    |    |    |    |      |    |    |    |      |    |    |    |
| 44 | Partnerships Strategy for Scout Provinces              | Partnerships Strategy for Scout Provinces              |    |    |    |      |    |    |    |      |    |    |    |
| 45 | Communications Strategy for Scout Groups and Provinces | Communications Strategy for Scout Groups and Provinces |    |    |    |      |    |    |    |      |    |    |    |
| 46 | 2012–2015 Results Report                               | 2012–2015 Results Report                               |    |    |    |      |    |    |    |      |    |    |    |
| 47 | <b>3.2 Social Business Plans</b>                       | 3.2 Social Business Plans                              |    |    |    |      |    |    |    |      |    |    |    |
| 48 | Business Plan: Transportation                          | Business Plan: Transportation                          |    |    |    |      |    |    |    |      |    |    |    |
| 49 | Business Plan: Outdoors Equipment                      | Business Plan: Outdoors Equipment                      |    |    |    |      |    |    |    |      |    |    |    |
| 50 | Business Plan: Scout Center / Hostel                   | Business Plan: Scout Center / Hostel                   |    |    |    |      |    |    |    |      |    |    |    |



|    |   |   |  |   |
|----|---|---|--|---|
| 51 | Business Plan: Community Scout Group                      |   | Business Plan: Community Scout Group               | ◆ |
| 52 | Business Plan: Scout Event                                |   | Business Plan: Scout Event                         | ◆ |
| 53 | <b>3.3 Volunteer Program</b>                              |   | 3.3 Volunteer Program                              | ◆ |
| 54 | Guidelines for volunteer recruitment                      | Guidelines for volunteer recruitment                      |  | ◆ |
| 55 | Guidelines for volunteer training / coaching              | Guidelines for volunteer training / coaching              |  | ◆ |
| 56 | Guidelines for international volunteers                   | Guidelines for international volunteers                   |  | ◆ |
| 57 | Volunteer performance measurement tools                   |   | Volunteer performance measurement tools            | ◆ |
| 58 | <b>4. Institutional Development</b>                       |   | 4. Institutional Development                       | ◆ |
| 59 | <b>4.1 Organizational Capacity</b>                        |   | 4.1 Organizational Capacity                        | ◆ |
| 60 | Organizational Capacity Assessment Report 2014            | Organizational Capacity Assessment Report 2014            |  | ◆ |
| 61 | Organizational Capacity Assessment Report 2015            |   | Organizational Capacity Assessment Report 2015     | ◆ |
| 62 | Global Support Assessment 2015                            |   | Global Support Assessment 2015                     | ◆ |
| 63 | <b>4.2 Quality Management</b>                             |   | 4.2 Quality Management                             | ◆ |
| 64 | Operations Manual – Scouts of Mexico                      | Operations Manual – Scouts of Mexico                      |  | ◆ |
| 65 | Quality Management System – Scout Experience              |   | Quality Management System – Scout Experience       | ◆ |
| 66 | Organizational Learning Exercise Report 2015              |   | Organizational Learning Exercise Report 2015       | ◆ |
| 67 | <b>4.3 Risk Management</b>                                |   | 4.3 Risk Management                                | ◆ |
| 68 | Revised Legal Framework                                   |   | Revised Legal Framework                            | ◆ |
| 69 | Risk Assessment Guidelines for Scout Groups and Provinces | Risk Assessment Guidelines for Scout Groups and Provinces |  | ◆ |
| 70 | Safety and Security policies, procedures and tools        |   | Safety and Security policies, procedures and tools | ◆ |





## Annex 11. Bibliography

Asociación de Scouts del Ecuador. (2012). *Guía de Especialidades y Competencias Scouts*. Quito, Ecuador: Asociación de Scouts del Ecuador.

Benard, B. (2004). *Resiliency: What we have learned*. WestEd.

Boy Scouts of America. (s.f.). *Youth Protection Training*. Recuperado el 2015 de October de 23, de Boy Scouts of America: <http://www.scouting.org/Training/YouthProtection.aspx>

Brown, J. H., D'Emidio-Caston, M., & Benard, B. (2000). *Resilience Education*. Corwin.

BSA. (s.f.). *The Merit Badge Program*. Recuperado el 19 de October de 2015, de Boy Scouts of America: <http://www.scouting.org/Home/GuideToAdvancement/TheMeritBadgeProgram.aspx>

ECHO. (s.f.). *ECHO*. Recuperado el 23 de October de 2015, de ECHO:  
[http://ec.europa.eu/echo/files/evaluation/watsan2005/annex\\_files/ECHO/ECHO12%20-%20echo\\_generic\\_security\\_guide\\_en.doc](http://ec.europa.eu/echo/files/evaluation/watsan2005/annex_files/ECHO/ECHO12%20-%20echo_generic_security_guide_en.doc)

FAO. (s.f.). *Youth and United Nations Global Alliance*. Recuperado el 19 de October de 2015, de FAO: [www.fao.org/yunga/](http://www.fao.org/yunga/)

Global Partnership for Education. (2015). *Focus-Areas*. Recuperado el 18 de October de 2015, de Global Partnership for Education: <http://www.globalpartnership.org/focus-areas>

Henderson, N., Benard, B., & Sharp-Light, N. (2007). *Resiliency in Action: Practical Ideas for Overcoming Risks and Building Strengths in Youth, Families, Communities*. (N. Henderson, Ed.) Resiliency in Action (2nd Edition).

ILO. (s.f.). *Skills for Youth Employment*. Recuperado el 19 de Octubre de 2015, de ILO: <http://www.ilo.org/skills/areas/skills-for-youth-employment/lang--en/index.htm>

Indaba Coop. (2015). *Indaba Coop*. Recuperado el 23 de October de 2015, de Indaba Coop: [www.indaba.coop](http://www.indaba.coop)

INEGI. (s.f.). *INEGI*. Recuperado el 23 de October de 2015, de INEGI: <http://www.inegi.org.mx/>

Interamerican Scout Office. (1995). *Educational Objectives of the Scout Movement*. Santiago, Chile: Taller Scout.

López-Aranda, J., Mendoza, A., Chapa, L., & Fernandez, L. (October de 2015). *Scout Experience: Ready for Life - Final Project Evaluation*. Recuperado el 23 de October de 2015, de USAID Development Experience Clearinghouse:  
<https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=MzY3MjU1>

Oficina Scout Interamericana. (1995). *Proyecto Educativo del Movimiento Scout*. Santiago, Chile.



Pearson Education. (s.f.). *Behavior Assessment System for Children, Second Edition*. Recuperado el 18 de October de 2015, de Pearson Education:

<http://www.pearsonclinical.com/education/products/100000658/behavior-assessment-system-for-children-second-edition-basc-2.html#tab-details>

Scouts de México. (1995). *Especialidades Scouts para Scouts y Muchachas Scouts*. Ciudad de México, DF, México: Scouts de México.

Scouts de México. (2013). *Política Nacional de Programa de Jóvenes*. Recuperado el 18 de Octubre de 2015, de Scouts de México:

[http://issuu.com/scoutsdemexico/docs/pol\\_tica\\_nacional\\_de\\_programa\\_de\\_j/1?e=7128458/7017922](http://issuu.com/scoutsdemexico/docs/pol_tica_nacional_de_programa_de_j/1?e=7128458/7017922)

Scouts de México. (2014). *Proyecto Educativo*. Recuperado el 18 de Octubre de 2015, de Asociación de Scouts de México, A.C.: <http://www.scouts.org.mx/proyecto.html>

Scouts of Mexico. (October de 2015). *Scout Experience: Ready for Life - Final Results Report 2012-2015*.

Recuperado el 23 de October de 2015, de USAID Development Experience Clearinghouse:

<https://dec.usaid.gov/dec/content/Detail.aspx?ctID=ODVhZjk4NWQtM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=MzY3MjUz>

STPS. (s.f.). *Panorama del Empleo*. Recuperado el 19 de Octubre de 2015, de Observatorio Laboral:

[http://www.observatoriolaboral.gob.mx/swb/es/ola/panorama\\_del\\_empleo](http://www.observatoriolaboral.gob.mx/swb/es/ola/panorama_del_empleo)

Stratfor. (s.f.). *Special Series: Preparing to Travel Safely*. Recuperado el 23 de October de 2015, de Stratfor:

<https://www.stratfor.com/analysis/special-series-preparing-travel-safely>

Tetrattech ARD. (2012). *Plan Maestro Comunitario de Prevención del Delito y la Violencia - Mariano Matamoros*. Tijuana, México: Programa para la Convivencia Ciudadana.

Tetrattech ARD. (2012). *Plan Maestro Comunitario para la Prevención del Delito y la Violencia - Camino Verde*. Tijuana, México: Programa para la Convivencia Ciudadana.

Tetrattech ARD. (2012). *Plan Maestro para la Prevención del Delito y la Violencia - Granjas Familiares*.

Tijuana, México: Programa para la Convivencia Ciudadana.

The Resilience Center. (s.f.). *The Resilience Center*. Recuperado el 18 de October de 2015, de The Resilience Center:

<http://www.resiliencescale.com/>

TIEMPOLIBRE, M. P. (s.f.). *Javier Vazquez*. Recuperado el 23 de October de 2015, de SCRIBD:

<http://es.scribd.com/doc/36286853/Manual-Para-La-Evaluacion-de-Riesgos-en-Las-Actividades#scribd>

UNDG. (s.f.). *Communication for Development in the United Nations*. Recuperado el 20 de October de 2015,

de Communication for Development in the United Nations: <http://www.c4d.undg.org>

UNDG. (s.f.). *Country Programming Principles - Human Rights*. Obtenido de UNDG:

<https://undg.org/home/guidance-policies/country-programming-principles/human-rights/>

UNDG. (s.f.). *UNDG Country Programming Principles - Capacity Development*. Recuperado el 23 de October

de 2015, de UNDG: <https://undg.org/home/guidance-policies/country-programming-principles/capacity-development/>



- UNDG-HRWG. (s.f.). *HRBA Portal*. Recuperado el 19 de October de 2015, de UN Practitioners' Portal on Human Rights Based Approaches to Programming: <http://hrbaportal.org/>
- UNDSS. (s.f.). *Online Courses by the Department of Safety and Security of the United Nations*. Recuperado el 23 de October de 2015, de UNDSS: <http://training.dss.un.org>
- UNESCO. (s.f.). *Global Citizenship Education*. Recuperado el 19 de October de 2015, de UNESCO: <http://www.unesco.org/new/en/education/resources/in-focus-articles/global-citizenship-education/>
- UNICEF. (s.f.). *Life Skills*. Recuperado el 18 de October de 2015, de UNICEF: <http://www.unicef.org/lifeskills/>
- UNICEF. (s.f.). *Communication for Development*. Recuperado el 20 de October de 2015, de UNICEF: <http://www.unicef.org/cbsc/>
- UNICEF. (15 de October de 2015). *Mental Health and Psychosocial Support in Humanitarian Action*. (UNICEF, Productor, & UNICEF) Recuperado el 15 de October de 2015, de UNICEF in Emergencies: <http://www.unicefinemergencies.com/downloads/eresource/mhps.html>
- UNICEF/UNESCO. (2015). *Reports*. (UNICEF/UNESCO, Productor) Recuperado el 18 de October de 2015, de All in School: The Global Initiative on Out-Of-School Children: <http://allinschool.org/resources/reports/>
- United Nations Office of Human Resources Management. (March de 1995). *Mission Readiness and Stress Management*. Recuperado el 23 de October de 2015, de United Nations Office of Human Resources Management: <http://www.un.org/Depts/OHRM/stress.htm>
- UNODC. (s.f.). *Integrity Awareness Initiative - UN*. Recuperado el 2015 de October de 23, de UNODC: <http://integrity.unodc.org/iaun/index.html>
- USAID. (22 de July de 2015). *ADS REFERENCE 303MAB*. Recuperado el 23 de October de 2015, de USAID: <https://www.usaid.gov/ads/policy/300/303mab>
- USAID. (22 de July de 2015). *ADS Reference 303MAV*. Recuperado el 23 de October de 2015, de USAID: <https://www.usaid.gov/ads/policy/300/303mav>
- USAID. (29 de September de 2015). *Education*. Recuperado el 2015 de October de 19, de USAID: <https://www.usaid.gov/education>
- USAID. (4 de August de 2014). *Organizational Capacity Assessment Tool*. Recuperado el 23 de October de 2015, de USAID Learning Lab: <http://usaidlearninglab.org/library/organizational-capacity-assessment-tool>
- USAID. (20 de March de 2012). *USAID Policy on Gender and Female Empowerment*. Recuperado el 15 de October de 2015, de USAID: <https://www.usaid.gov/policy/gender-female-empowerment>
- USAID. (15 de October de 2015). *USAID Youth in Development Policy*. Recuperado el 15 de October de 2015, de USAID: <http://www.usaid.gov/policy/youth>
- Vallory, E. (2012). *World Scouting: Educating for Global Citizenship*. New York, NY, USA: Palgrave Macmillan.



Wikipedia Contributors. (14 de October de 2015). *Cloud Storage*, 685704176. (T. F. Wikipedia, Productor)  
Recuperado el 23 de October de 2015, de Wikipedia:  
[https://en.wikipedia.org/w/index.php?title=Cloud\\_storage&oldid=685704176](https://en.wikipedia.org/w/index.php?title=Cloud_storage&oldid=685704176)

World Bank. (07 de July de 2010). *Stepping up skills for more jobs and higher productivity*. Recuperado el 19 de October de 2015, de World Bank:  
<http://documents.worldbank.org/curated/en/2010/06/12515032/stepping-up-skills-more-jobs-higher-productivity>

World Economic Forum. (s.f.). *Global Competitiveness Index: Mexico*. Recuperado el 19 de October de 2015, de World Economic Forum: <http://reports.weforum.org/global-competitiveness-report-2014-2015/economies/#indexId=GCI&economy=MEX>

World Health Organization. (s.f.). *Mental Health: A state of well-being*. Recuperado el 18 de October de 2015, de World Health Organization: [http://www.who.int/features/factfiles/mental\\_health/en/](http://www.who.int/features/factfiles/mental_health/en/)

World Scout Bureau. (1998). *Guía para Dirigentes de la Manada*. Santiago, Chile: World Scout Bureau - Interamerican Region.

World Scout Bureau. (2007). *Guía para Dirigentes de la Rama Caminantes*. Santiago, Chile: World Scout Bureau - Interamerican Region.

World Scout Bureau. (2009). *Guía para Dirigentes de la Rama Rover*. Santiago, Chile: World Scout Bureau - Interamerican Region.

World Scout Bureau. (2005). *Guía para Dirigentes de la Rama Scout*. Santiago, Chile: World Scout Bureau - Interamerican Region.

World Scout Bureau. (2008). *Guidelines on Scouting for Children in Especially Difficult Circumstances*. (R. a. Education, Ed.) Geneva, Switzerland: World Scout Bureau.

World Scout Bureau. (2008). *Guidelines on Scouting for People with Disabilities*. Geneva, Switzerland: World Scout Bureau.

World Scout Bureau. (1998). *Scouting: An Educational System*. Geneva, Switzerland: World Scout Bureau.

World Scout Bureau. (1998). *The Essential Characteristics of Scouting*. Geneva, Switzerland: World Scout Bureau.

World Scout Bureau. (2005). *Youth Involvement Toolbox*. Geneva, Switzerland: ICN.

WOSM. (s.f.). *Education for Life*. Recuperado el 19 de October de 2015, de World Organization of the Scout Movement: <http://scout.org/node/5990>

WOSM. (s.f.). *Messengers of Peace*. Recuperado el 19 de October de 2015, de World Organization of the Scout Movement: <http://scout.org/messengersofpeace>

WOSM. (s.f.). *Scouts of the World Award*. Recuperado el 19 de October de 2015, de World Organization of the Scout Movement: <http://scout.org/scoutsoftheworld>



WOSM. (s.f.). *The Global Support Assessment Tool (GSAT)*. Recuperado el 23 de October de 2015, de World Organization of the Scout Movement: <http://www.scout.org/gsat>

WOSM. (s.f.). *World Scout Environment Programme*. Recuperado el 19 de October de 2015, de World Organization of the Scout Movement: <http://scout.org/wsep>