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Systems approach to Sustainability and Strategy: a
pedagogical case study of Scouts

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ABSTRACT

During the last years, sustainability has become a big concern in society and there is a biggest focus on the Sustainable Development Goals. United Nations proposed a set of 17 Sustainable Development Goals, for the period 2015-2030, which are universal and every country has an important role on the accomplishment of the goals. The Sustainable Development Goals have different targets assigned to each goal and the literature review will show how the goals are related between themselves. In terms of strategy, the organization is part of a complex system with many interactions and the literature review will also explore the complexity of the environment and the importance to consider all the connections. Therefore, when speaking about strategy and sustainability the concept of systems approach should be considered as all the elements are interrelated and they should be analyzed in a complete way and not only in the individual parts separately.

This pedagogical case study will focus on a non-profit organization and how the systems approach concept applies to their strategy and sustainability. The objective is to explore how the strategy of Scouts, the world's leading educational youth movement, is interrelated at all levels and identify the Sustainable Development Goals part of their strategy and show the relation between them through the targets.

Keywords: Systems approach; Strategy; Sustainability; Sustainable Development Goals; Scouts

JEL Classification System:

I24 – Education and Inequality

Q01 – Sustainable Development

Q56 – Environment and Development; Sustainability

RESUMO

Nos últimos anos a sustentabilidade tem-se tornado uma grande preocupação da sociedade e há um maior foco nos Objetivos de Desenvolvimento Sustentável. As Nações Unidas propuseram um conjunto de dezassete Objetivos de Desenvolvimento Sustentável, para o período 2015-2030, que são universais e cada país tem um papel fundamental no seu cumprimento. Os Objetivos de Desenvolvimento Sustentável têm diferentes metas atribuídas a cada objetivo e a revisão literária mostrará como os objetivos se relacionam entre si. Em termos de estratégia, a organização faz parte de um sistema complexo com muitas interações e a revisão literária também explorará a complexidade do ambiente e a importância de se considerar todas as conexões. Portanto, quando se fala em estratégia e sustentabilidade o conceito de abordagem sistémica deve ser considerado, pois todos os elementos estão inter-relacionados e devem ser analisados de forma completa e não apenas individualmente.

Este caso de estudo pedagógico focar-se-á numa organização sem fins lucrativos e em como o conceito de abordagem sistémica se aplica à sua estratégia e sustentabilidade. O objetivo é explorar como a estratégia dos Escuteiros, o movimento juvenil educacional líder mundial, está inter-relacionada em todos os níveis, identificar os Objetivos de Desenvolvimento Sustentável como parte da sua estratégia e mostrar a relação entre eles por meio das metas.

Palavras-chave: Abordagem sistémica; Estratégia; Sustentabilidade; Objetivos de Desenvolvimento Sustentável; Escuteiros

Sistema de Classificação JEL:

I24 – Educação e Desigualdade

Q01 – Desenvolvimento Sustentável

Q56 – Meio Ambiente e Desenvolvimento; Sustentabilidade

TABLE OF CONTENTS

INTRODUCTION.....	1
1.1 Problem Identification.....	3
1.2. Scouts	4
1.2.1. History	4
1.2.2. Mission and vision	5
1.2.3. Organization of CNE.....	6
1.2.4. Strategy - Three-year plan 2020-2023.....	8
1.2.4.1. Development priorities	8
1.2.4.2. Departments	16
1.2.5. Partnerships	20
1.3. Specifying questions to be solved by students	21
1.4. Case References	22
II. METHODOLOGY	23
III. PEDAGOGICAL CASE	25
3.1. Target Audience	25
3.2. Learning Objectives	25
3.3. Literature Review	25
3.3.1. Sustainability and Sustainable development	25
3.3.1.1. The scope of their meanings.....	25
3.3.1.2. Sustainable Development Goals.....	28
3.3.2. Strategy in Non-profit organizations.....	32
3.3.2.1. Concept of Strategy.....	32
3.3.2.2. Strategy in Scouts.....	34
3.3.3. Systems Approach and Systems Thinking	37
3.3.3.1. Systems Approach to Sustainability in Non-profit organizations	38
3.3.3.2. Systems Approach to Strategy in Non-profit Organizations.....	39
3.4. Animation Plan.....	40
3.5. Analytical Tools	41
3.6. Case Resolution.....	41
3.6.1. Question 1.	41
3.6.2. Question 2.	43
3.6.3. Question 3	46

3.6.4. Question 4.1.	48
3.6.4. Question 4.2.	49
3.7. Case Resolution Slides	51
CONCLUSION	55
REFERENCES.....	57

LIST OF FIGURES

Figure 1.1. - Sustainable Development Goals	4
Figure 1.2. - Hierarchical structure: National level	6
Figure 1.3. - Hierarchical structure: Regional level	7
Figure 1.4. - Hierarchical structure: Nucleus level.....	7
Figure 1.5. - Hierarchical structure: Local level	8
Figure 3.1. - The IPBES Conceptual Framework	27
Figure 3.2. - The SDGs as a network of targets.	29
Figure 3.3. - SDG: A need for relevant indicators.	31
Figure 3.4. - Combinations of work activities and characteristics.	35
Figure 3.5. – The IPBES Conceptual Framework applied to CNE’ strategy	43
Figure 3.6. - Relation between the six development priorities and the different secretariats .	46
Figure 3.7. – CNE targets for SDG 4, SDG 5 and SDG 11	50

LIST OF TABLES

Table 3.1. - Links between the SDGs through targets: an aggregated picture.	30
Table 3.2. - Three generic strategies.....	33
Table 3.3. - Examples of the four types of organization.	35

LIST OF ABBREVIATIONS

AESTP – Associação Escuteiros São Tomé and Príncipe (*São Tomé and Príncipe Scout Association*)

ANEPC – Autoridade Nacional de Emergência e Proteção Civil (*National Emergency and Civil Protection Authority*)

CEL – Comunidade de Escutismo Lusófono (*Lusophone Scouting Community*)

CICS – Catholic International Conference of Scouting (*Conferência Internacional Católica do Escutismo*)

CNE – Corpo Nacional de Escutas (*National Scouts Body*)

GdL – Grupo de Lisboa (*Lisbon Group*)

GDPR - General Data Protection Regulation

GSAT - Global Support Assessment Tool

KAICIID – King Abdullah International Center for Interreligious and Intercultural Dialogue

MSC – Movimiento Scout Católico (*Catholic Scout Movement*)

SDGs – Sustainable Development Goals

SFAE – Sistema de Formação de Adultos no Escutismo (*Adult Training System in Scouting*)

UNEP – United Nations Environment Programme

UNHCR – United Nations Refugee Agency

WOSM - World Organization of the Scout Movement (*Organização Mundial do Movimento Escoteiro*)

WWF – World Wide Fund for Nature

WYD – World Youth Day (*Jornada Mundial da Juventude*)

INTRODUCTION

Scouts organization is the world's leading educational youth movement and it accounts with over fifty million active members all over the world and about 6 million service actions. Around two million are active in the European Scout Region. The main goal is to educate young people and create conscious citizens so they can act to do the world a better place¹.

Sustainability has become a big concern during the last years. United Nations member states proposed a set of 17 Sustainable Development Goals (SDGs), for the period 2015-2030, aimed to be universal and related with five areas: People, Planet, Prosperity, Peace and Partnership². In the National report on the implementation of the 2030 Agenda for Sustainable Development of Portugal, published in July 2017, it is mentioned that about one in every eight persons in the world lives in extreme poverty, some eight hundred million people are suffering from hunger, the birth of nearly one quarter of the children under the age of five years is still unregistered, women spend about two times more per day on caregiving and household tasks than men, one billion people live without electricity, and water scarcity affects more than two billion people in the world³. The importance of global effort and coordination is highlighted by the different studies and statistical data, each country has a role to play on sustainability and the accomplishment of the SDGs. Portugal embodies its strategic priorities for the implementation of the 2030 Agenda for Sustainable Development in the SDG 4 – Quality Education, SDG 5 – Gender Equality, SDG 9 – Industry, Innovation and Infrastructure, SDG 10 – Reduced Inequalities, SDG 13 – Climate Action and SDG 14 – Life Below Water.

The SDGs have been experiencing a significant growth in terms of actions and a very positive participation from different organizations. Scouts have created a movement called “Scouts for SDGs” that is the world's largest coordination youth activation involving fifty million young people to create awareness and take action over the 17 SDGs. The SDGs proposed by the 2030 agenda show that the citizens must be part of building a more prosperous and sustainable world and they are directly related with the scouts ‘mission which

¹ In *World Organization of the Scout Movement*. Available at: <https://www.scout.org/> [accessed March 16, 2020].

² In *Unescwa – The 5Ps of the Sustainable Development Goals*. Available at: https://www.unescwa.org/sites/default/files/inline-files/the_5ps_of_the_sustainable_development_goals.pdf [accessed October 24, 2021].

³ In *Sustainable Development Goals – Portugal*. Available at: <https://sustainabledevelopment.un.org/memberstates/portugal> [accessed October 24, 2021].

is to help building a better world and play an active role in society. Recently, during the pandemic, Corpo Nacional de Escutas (CNE) created a challenge for all scouts named “17 days, 17 SDG” in which the intention is to take some proposed action during seventeen days, one day for each SDG⁴. The aim is that by 2030 two million local actions were undertaken and additionally three billion hours of community service⁵.

A system is a set of elements that are interrelated between them meaning that the elements should be analyzed as a whole and not considered individually. Having the concept of systems approach in mind the same applies for the 17 SDGs, the interconnections between them are important to consider in order to fully analyze each goal.

The research problem of this Pedagogical Case Study is focused on the relation between strategy, sustainability and systems approach and understanding how the three concepts are dependent and interrelated, taking as an example the SDGs reflected in the scouts ‘strategy, First, the aim of this case study is to understand what systems approach means and how it applies to the strategy of CNE. Then, identify the SDGs incorporated in the strategy and apply the systems approach concept to sustainability. Finally, analyze CNE’s contribution to the SDGs considering the partnerships and external relations.

⁴ In *Escutismo em Casa*. Available at <https://www.escutismoemcasa.pt/17-dias-17-ods> [accessed September 25, 2021].

⁵ In *World Organization of the Scout Movement*. Available at: <https://www.scout.org/> [accessed March 16, 2020].

I. CASE STUDY

1.1 Problem Identification

According to the United Nations, sustainable development is crucial to the present and future well-being of humanity and the implementation of the 17 SDGs will improve the lives of people everywhere⁶. The first report about the implementation of the 2030 Agenda at the global level, published in 2016, shows that about one in every eight persons still live in extreme poverty, about eight hundred million people are suffering from hunger, the birth of nearly one quarter of the children under the age of five years is still unregistered, women spend over two times more time per day on caregiving and household tasks than men, one billion and one hundred million people live without electricity and more than two billion people in the world are affected with water scarcity⁷.

In the words of Ban Ki-Moon, previous UN Secretary General, “the 17 SDGs are our shared vision of humanity and a social contract between the world’s leaders and the people”⁴. Everyone has a very important role in the accomplishment of the 17 SDGs and turning them into reality.

The Portuguese Catholic Scouts Association is one of the organizations that is focused on the contribution to the SDGs and develops a lot of initiatives that impact the 17 SDGs. The main objective of this pedagogical case study is to understand how the Portuguese Catholic Scouts Association incorporates the SDGs in their strategy, through a systems approach.

⁶ In *United Nation – Our Work*. Available at: <https://www.un.org/en/our-work/support-sustainable-development-and-climate-action> [Accessed May 8, 2021].

⁷ In *Sustainable Development Goals Knowledge Platform – States – Portugal*. Available at: <https://sustainabledevelopment.un.org/memberstates/portugal> [Accessed May 18, 2021].



Figure 1.1. - Sustainable Development Goals

Source: <https://www.un.org/development/desa/disabilities/about-us/sustainable-development-goals-sdgs-and-disability.html> [Accessed October 24, 2021]

1.2. Scouts

1.2.1. History

In 1907, Robert Stephenson Smyth Baden-Powell took twenty boys to an experimental camp in the island of Browsea during nine days. The camp was a success and the proof that Baden-Powell's method was attractive to young people. In 1908, Baden-Powell published the first edition of "Scouting for Boys" and sold more than one million books and the young people, inspired by the book, started to organize and build what is nowadays one of the largest volunteer organizations in the world. In 1909, "Scouting for Boys" had already been translated into five languages and there was an activity in London that attracted more than eleven thousand scouts. Some countries such as Chile, Canada, USA, started to take their first steps in Scouting. In 1914, during the First World War, the training provided by the patrol system proved to be fundamental and the patrol guides took the lead when volunteer leaders were called to serve the country. In 1922, the number of associates was already more than one million. Scouting started with an educational program for boys between eleven and eighteen years old but rapidly increased so a program for the Girl Guides was created. Scouting

developed gradually in each country and the educational programs were adjusted to each reality and culture specificities⁸.

In Portugal, CNE was founded by the Archbishop D. Manuel Vieira de Matos and Dr. Avelino Gonçalves, in Braga, in 27th of May of 1923. The two had the first contact with the organization in Rome and when they returned to Braga they joined a group of eleven boys to understand the possibility of starting a group of Scouts. The statutes of the Portuguese Catholic Scouts Association were approved in 27th of May by the civil governor of Braga. In 26th of May of 1924 it is confirmed the approval of the statutes and the extension of the organization to the entire Portuguese territory⁹.

1.2.2. Mission and vision

Mission | *"Educating young people to play a constructive role in society"*

"The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scouts Promise and Law, helping to build a better world where people are fulfilled as individuals and play a constructive role in society."

The Mission was adopted at the thirty fifth World Scouting Conference in Durban, South Africa, in 1999.¹⁰

Vision | *"Creating a Better World"*

"By 2023 Scouting will be a world-leading movement in educating young people. This movement will allow one hundred million young people to be active citizens who generate positive change in their communities and in the world through a system of common values."

The Vision for Scouting, Vision 2023, was adopted at the fortieth World Scouting Conference in Ljubljana, Slovenia, in 2014.¹¹

⁸ In *Scouts – About – The Story of Scouting*. Available at <https://www.scout.org/scout-history> [Accessed June 19, 2021].

⁹ In *CNE – Associação*. Available at <http://www.escutismo.pt/dirigentes/associacao/historia/historia-do-cne:98> [Accessed June 19, 2021].

¹⁰ In *Scouts – About – Mission and Vision*. Available at <https://www.scout.org/mission> [Accessed July 10, 2021].

¹¹ Ibidem

1.2.3. Organization of CNE

The Portuguese Catholic Scouts Association is a member of the European region of World Organization of the Scouts Movement, the Catholic International Conference of Scouting, the Scout Federation of Portugal, the Community of Portuguese-Speaking Scouts, respecting the principles of their Statutes and Constitutions (CNE, 2013; Rodrigues, Menezes, & Ferreira, 2015).

There are two types of effective member: the non-leader effective members (children and young people) and leaders (Rodrigues et al., 2015). The non-leader effective members are aged between six and twenty two years old and they are organized into four scout sections (wolves, explorers, pioneers and rovers) divided by age of four year increments (CNE, 2013; Rodrigues et al., 2015).

The Portuguese Catholic Scouts Association has a well-defined hierarchical structure: “The association is organized into four territorial levels (national, regional, sub regional, and local), each level with a set of interrelated administrative bodies (deliberative, executive, jurisdictional and consultative) represented by members with elected or nominated positions.” (Rodrigues et al., 2015, p. 10). The next figures show the structure for each level:

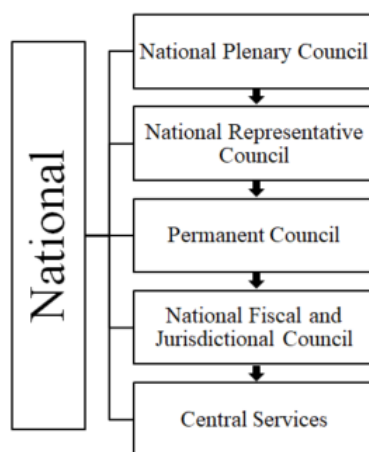


Figure 1.2. - Hierarchical structure: National level
Source: Rodrigues et al. (2015)

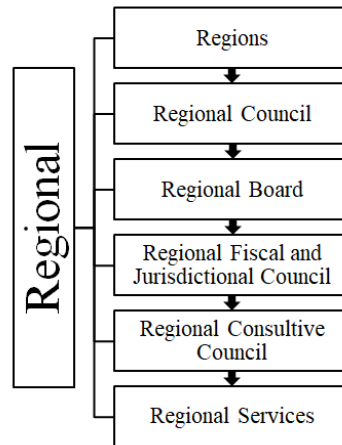


Figure 1.3. - Hierarchical structure: Regional level
Source: Rodrigues et al. (2015)

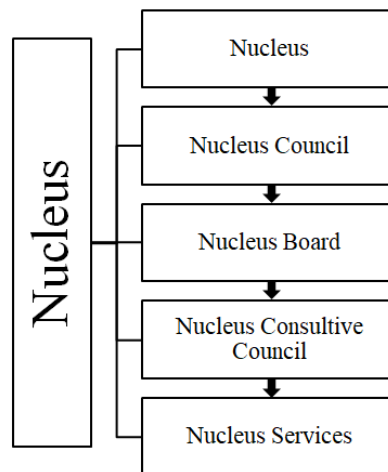


Figure 1.4. - Hierarchical structure: Nucleus level
Source: Rodrigues et al. (2015)

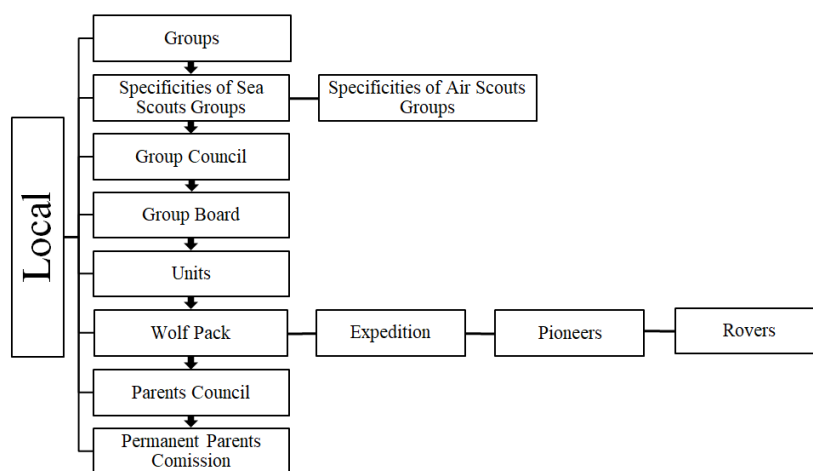


Figure 1.5. - Hierarchical structure: Local level
Source: Rodrigues et al. (2015)

1.2.4. Strategy - Three-year plan 2020-2023

In Scouts, young people are helped to project their future and they should define what they want to be and where they want to go. Scouts have an important role in educating young people and this mandate will be marked by the centenary.

CNE has been taking more importance in the society becoming more responsible for the results of their actions, practices and impact. The two proposals of action, that are connected and mutually dependent, are “1) *offering better scouting*: from adult training to the youth program and its increasing involvement, from management to external relations, from communication to representation, in every dimension of action, to be better, so that it can go further; and 2) *being more scouts*: creating the conditions for us to be one hundred thousand scouts in the one hundred years of the CNE.” (CNE, 2020, p. 6).

1.2.4.1. Development priorities

The three year plan intends to reaffirm the commitment that it is assumed with all scouts of CNE, but also with the Church, the Society and with the communities where it operates, with the movements and organizations in which it works and cooperates and with the parents and relatives of the members with a very simple idea: Be, Act & Know. “Capable of being, every day, more faithful to their convictions, causes and values.” (CNE, 2020, p. 7). They can decide how to act in building their community, the Church and the world and the search for knowledge and experience.

There are six priorities of development that are transversal and, even though the content points out to one or another specific secretary, they are responsibility of all the team. From these priorities each secretary has created the action program and the respective performance indicators. The priorities are:

1) Educational Program

The CNE's Educational Program is focused on the activities, the method and the purpose of what children and young people do. The definition of objectives can be framed in three fundamental principles:

i) The Scout Method | Continue the reflection on the application of the Scout Method, namely in the Patrol System, Learning by Making, Life in Nature, Progress System, Mystic and Symbolology, Law and Promise and Educational Relationship.

Some actions planned for the Scouts Method are the use of existing assessment resources to review the need to make specific adjustments to the Educational Program, to promote a Meeting of Heads of Unit to share experiences and training, to conduct a regular assessment of the Educational Program, to reflect and propose solutions that allow a better application of the Method in groups with a low prevalence of scouts (CNE, 2020). The Meeting of Heads of Unit is organized every year but, due to COVID-19, the last meeting was done in 2019. The young leaders were challenged to discuss and reflect about one of the wonders of the method, which is the involvement in the community, how they are involved in the community and the importance and impact they create in the community.¹²

ii) Pedagogical Tools | In order to effectively apply the scout method it is necessary to simplify the processes and enhance the development and sharing of practical tools. In this way, it is intended to discuss and co-develop tools that respond to the real needs; develop additional tools to support the application of the Scout Method, namely with regard to the Patrol System, Learning by Doing, Mysticism and Symbolology, Educational Relationship and Law and Promise; provide pedagogical tools to work in the area of spiritual development; review and analyze the reprint or revision of CNE publications, including the edition of new pedagogical subsidies; evaluate with the regions the offer of national activities/tools that will be to be maintained, discontinued or launched; continue to invest in the development of some national proposals as tools for evaluating, sharing and developing the application of the Scout Method (CNE, 2020).

¹² In *Setubal*. Available at <https://setubal.escutismo.pt/?api/destaque/138> [Accessed October 25, 2021].

iii) Pedagogical Programs | “Scout activities are fundamental educational opportunities for fully experiencing the Scout Method, and the camp is the privileged space for the application of the Scout Method” (CNE, 2020, p. 15). The activities developed should attract and captivate more young people keeping in mind that the experience in unit is fundamental. The action plan involves developing pedagogical projects:

a) Promotion of educational opportunities for all CNE scouts (Light of the Peace of Bethlehem, International market, Application to host MOOT2025, Scouts of the World Award, 48 hours of volunteering, Commemoration of CNE anniversaries)

b) Promotion of environmental awareness and consciousness of the importance of reducing the ecological footprint, in the activities and at the headquarters (Trees for the World, World Environment Badge)

c) Promotion of environmental education courses in partnership with external entities in carrying out workshops about environmental education, supporting the management teams of the Scout Centers and Camps to create a pedagogical offer in them.

d) Participation in the national Civil Protection device and in the development of tools that promote a culture of prevention and safety, in activities and at the headquarters.

e) Promotion of an active participation in Jota-Joti and promotion of educational opportunities in the field of communications and internet. Jota-Joti is an activity that promotes communication between Scouts around the world through radio and internet. It is organized every year and, in 2019, the theme was the SDGs and the aim was to promote a discussion between the different scouts connected via radio¹³.

2) Adult Volunteer Training

“The success of CNE and the ability to tread an effective path towards the Mission depend, to a large extent, on the groups being endowed with motivated animators and with adequate training so that they can carry out their volunteer work with quality” (CNE, 2020, p. 18). Motivation and adequate training are key to meet the needs of both adults and groups so, in order to better implement the training, it will be needed to evaluate the work carried out in the Initial Training Course. Adults, in their Leader’s Promise, promise to commit to their Christian and Scout formation and CNE should help the leaders to fulfill what they promise by launching continuous training and evaluate the pilot phase. It is part of the plan to identify Strengths and Weaknesses, Opportunities and Threats for an accurate application of the

¹³ In *Em Frequência* 2019. Available at <http://dnr.cne-escutismo.pt/paginainicial/em-frequencia-2019/> [Accessed October 26, 2021].

Sistema de Formação de Adultos no Escutismo (SFAE), in the different realities of CNE, by establishing working groups for specific actions and needs on the SFAE. Always in tune with the different players in the training system (trainees, tutors, group heads, training assistants, trainers and training directors), as well as with the other structures of CNE (groups, centers and regions), develop and prepare the guiding documents of the structure of the Pathways of Educators, Trainers and Managers, as well as other projects and/or opportunities that may arise. It is currently available the National Scout Training Catalog that is composed by the various modules provided for the Initial Training Course and for Ongoing Training¹⁴. It is essential to develop a set of tools (physical or digital) by implementing a national platform for the management of training and support to regions, centers and groups in its use and to develop documents to support the Training System. It is also planned to review the general training of Scout Pedagogy and develop remote modules from Initiation to Scout Pedagogy. As part of the Safe Movement Scouting, the formation should be adjusted to new realities, meeting the needs and requests of groups and animators, and train all CNE associates for the different modules of the Safe Movement Scouting. Recognizing the work done by the association's volunteers, it is also important to develop partnerships and recognition mechanisms (CNE, 2020).

3) Sustainability

Talking about sustainability is not limited to the SDGs and the environmental theme but also to a sustainable management of all structures. "CNE promotes the sustainability of its structures, starting with the groupings, with regard to financial and material resources, as well as in the recruitment and maintenance of its adults and young scouts, in order to promote a bigger and better association development" (CNE, 2020, p. 21). Scouts have the responsibility to be agents of change in attitudes and behaviors that can contribute to a better world and it is part of the legacy that Baden Powell left in his last message: "seek to leave the world a little better than you found it". CNE aims to develop and increase awareness for a more sustainable world, in its various initiatives and activities, working in different dimensions to eradicate poverty, promote prosperity and equal opportunities for all, protecting the environment and combating climate changes.

The main lines of action are:

¹⁴ In *CNE Adultos*. Available at <https://escutismo.pt/adultos/catalogo-nac-formacao/catalogo-nacional-de-formacao-escutista:2550> [Accessed October 26, 2021].

- Promote and encourage sustainability in all actions provided by CNE.
- Ensure that CNE, at all levels of structure, is sustainable, prospers and develops, creating an active presence in the communities in which it operates and being a positive factor for the community's growth and prosperity.
- Consider social responsibility in all the projects, seeking to give back, in our local, regional and national communities, the support given to Scouting.
- Promote the development of CNE, through the definition of a vision for 2030 that should be created by a team focused on the SDGs.
- Boost awareness of the children, young people and adults on the theme of sustainability, using as tools Pope Francis' encyclical, *Laudato Si*, which challenges us to address our Common Home, and the SDGs of the Agenda 2030 of the United Nations.
- Boost the pedagogical offer of CNE's Scout Centers and Fields, in order to increasingly contribute to the development and practice of environmental and citizenship awareness.
- Contribute to the fulfillment of the 2030 Agenda, of the United Nations, through the involvement and commitment to the 17 SDGs.

In order to deepen the lines of action, in terms of Development, it is intended to a) study and reflect on the development of local Scouting based on a permanent observatory; b) use the Leaders exit survey to study the reasons for leaving, taking measures to improve the relationship and motivation of volunteer adult resources; c) define a ten-year vision for the development of CNE; d) approve a strategy for the development of CNE, based on local and regional reality; e) create tools that allow framing the development of local Scouting, in areas of low demographic prevalence (existing groups or new groups); f) support the development of Scouting in areas with potential for growth; g) develop the structure of the Safe Movement Scouting, based on the current basic elements (Safe Movement Scouting Policy, code of conduct, good practice manual, event support structure, ethics committee); h) support intermediate and local structures to improve the quality of Scouting, based on the Global Support Assessment Tool (GSAT).

When focusing in the Environment, the plan is to a) hold a national forum on the role of Scouting in Civil Protection; b) develop pedagogical content aimed at raising awareness of the SDGs; c) provide tools with proposals for action to meet the goals of the SDGs; d) streamline an application that allows, for any action, to determine the impact of the ecological footprint and create awareness of the need to carry out activities that compensate this footprint, at all levels and in as many actions as possible; e) develop training offer on the theme of

sustainability; f) promote the opening of Scout Centers and Fields for non-Scout activities; g) develop and improve the network of Scout centers and fields, creating conditions for the application of the Scout Method in safety and well-being; h) hold a forum/seminar on Scouting and the SDGs; i) involve universities in the development of strategies to fulfill the 2030 Agenda; j) continuing the policy of development, innovation and proximity to the DMF, in order to guarantee the sustainability of all CNE structures (CNE, 2020).

Scouts are challenged to create a better world and to be active members in society. During the last years, CNE created some activities and challenges that make young people involved and aware of the sustainability issues. In 2020, the challenge “Champions of Nature” was launched and it is a learning opportunity developed within the scope of the “Better World Framework” and the mobilization of Scouts for SDGs in partnership with the World Wide Fund for Nature (WWF). The Challenge encourages young people to discover more about nature, biodiversity and sustainable lifestyles, allowing them to take concrete actions for our planet. It also empowers young people to be active global citizens. The aim is to explore and understand the different environmental issues resulting from consumption habits, be able to identify the needs and challenges related to “Choose Better” and “Nature and Biodiversity” in their community and work with others to create sustainable solutions, implement actions that contribute to solving problems related to the learning paths of “Choosing Better” and “Nature and Biodiversity”, working with the community. This Challenge is aimed at all young people from the age of seven and it offers content and activities suitable for each age group. By completing the challenge the young people become a member of the Earth Tribe. The learning process of the Earth Tribe is divided in three educational steps: 1) *Being alert* to the world around you and the main environmental concerns, 2) *Cooperate* with others to find solutions and protect ecosystems, biodiversity and outdoor spaces, 3) *Acting* to develop and implement actions that make a difference. For each action completed there is information regarding the contribution for the SDGs. Following the same Earth Tribe initiative, the “Tide Turners Plastic Challenge” was also launched in 2020 in partnership with the WWF and it is a global initiative developed by United Nations Environment Programme (UNEP), and adopted by the World Organization of Scout Movement. This challenge will help young people to understand the impact humans have on the world in terms of the use and consumption of plastic, and how they can promote a clean and healthy planet that will contribute to a more sustainable world. Similarly to the “Challenge of Nature”, this Challenge is also aimed at all young people from the age of seven and it offers content and activities suitable for each age group.

CNE promotes the awareness and importance of a sustainable world by creating different initiatives and challenges so young people become active citizens that are part of the change.

15

4) Youth Involvement

“Scouting is a movement of young people supported by adults, which places young people at the center of its total action” (CNE, 2020, p. 23). To correctly experience the Scout Method, young people should be involved in the decision-making processes. Thus, the aim is to develop actions that lead to the inclusion of Rovers and the effective participation of young leaders in all CNE decision-making processes. In the daily practice, in the development of the various actions proposed, continue to include young adults in all national teams. The objective is to enhance the capacities of young people, by developing tools and strategies that support youth involvement in the community and civil society, so that they can be representatives of CNE internally and externally. Another goal of the Central Board is to reinforce the commitment to listening to children and young people on topics of interest to CNE, as well as their involvement in all project phases of activities at the various levels of the association, whenever possible (CNE, 2020).

5) One CNE

CNE is considered a body because each member of that body – each structure, the twenty Regions, the thirty one Nucleus and all the more than a thousand Groups – feels part of a greater whole. In this sense, there is a set of principles that help to consolidate CNE in various themes, projects and initiatives.

- **Review of CNE Statutes and Regulations** | The regulation review process should lead to reflect on the need to review some aspect that has deserved a high level of agreement. It is important to update CNE Regulations, whether to respond to the necessary changes arising from the regulation review, or the need to update and revise the justice and discipline regulations as well as the electoral regulations (CNE, 2020).
- **Financial and administrative processes** | Nowadays there are more administrative and procedural issues that CNE needs to take care of, such as the General Data Protection Regulation (GDPR), the annual assessment processes of the suitability of Directors and candidates for Directors, the growing number of licenses, safeguard and protection measures,

¹⁵ In *CNE Dirigentes – Recursos – Pedagógicos*. Available at <https://escutismo.pt/dirigentes/recursos/pedagogicos/pag:recursos/63aad71d-c876-4fa9-9ad6-1237fc95a20e> [Accessed October 25, 2021].

and other official documents, increasing the administrative tasks to be performed. Over the course of the three-year period, it is intended to systematize processes, gather practical tools and organize a support service for structures. In order to improve efficiency and effectiveness, the account integration process that is ongoing should be analyzed and make the necessary adjustments. At the local level, it will be required to continue to support the regional and core structures so that the process of national consolidation of the accounts of all structures of CNE is increasingly prepared (CNE, 2020).

- **Celebrate the centenary of CNE** | In this three-year period CNE celebrates its centenary, in 2023. The celebration will start with the XXIV Acanac in 2022 and a team to challenge, plan and launch the initiatives should be created. There is also the will to prepare a massive participation in World Youth Day in Lisbon, August 2023, which will bring young people from dozens of other countries, by developing activities that motivate the participation of scouts. It is also planned to submit the application to host the World Scout Moot 2025 in Portugal and, within the Portuguese Scout Federation, start to prepare the event (CNE, 2020). The last World Scout Moot happened in Iceland in 2015 and it gathered over five thousand scouts from all over the world, aged between eighteen and twenty five years old¹⁶.

- **Regional and core structures** | It is important to keep the collaboration with the National Audit and Jurisdictional Council, with the Board of National Councils and with the National Electoral Commission, as well as with the Regional and Nucleus Boards; do National Committees, so that the regional and national secretaries can discuss and reflect in the choice of the best strategies for the development of CNE; increase, diverse and enrich participation, in national teams and national councils, of Rovers and Leaders; have proximity with the Guides, the real leaders of the CNE, and their Heads, both in activities organized at the national level and in activities organized by the intermediary structures (CNE, 2020).

6) Communication and External Relations

Communication and external relations are closely linked to other priorities and depend on a common strategy to bring notoriety to CNE so CNE wants to ensure effective and influential representation in Scout and non-Scout external relations.

- **Communication** | CNE intends to enhance and develop internal and external communication channels in order to respond to the association's needs, by improving the CNE

¹⁶ In *Scouts*. Available at <https://www.scout.org/sg/speeches/SG-calls-on-scouts-to-be-courageous-agents-of-change> [Accessed October 26, 2021].

site and revise Flor de Lis, the oldest monthly magazine published uninterruptedly in Portugal, in order to give it a new editorial dynamism. For the promotion of Scouting locally, have available a set of resources such as videos, flyers, billboards, content for social networks, among other means of advertising, in order to be available to groups, centers and regions. Also, the proposal is to build an external CNE communication plan based on the pedagogical action as a response to concerns, policies and other current contexts, and to develop a coordinated strategy with the regions in order to communicate the activities developed (CNE, 2020).

- **External relations – International representation** | Representing CNE in different events and decision-making bodies, and in other events of a scout character, to be in permanent liaison with the different management bodies of WOSM and with national and foreign scout associations. The plan is to build the representation manual and train young people as a way of preparing them to participate in international activities, forums, working groups and in WOSM bodies. In relation to existing partnerships, keep those in operation (CNE, 2020).
- **External relations – National representation** | Seek to develop strategies that allow CNE to be present, in the proper bodies where education, youth and environment policies are discussed, and actions that make them happen. Whenever possible, represented by young people, maintaining regular contact with different state, national, regional and local bodies, in particular bodies linked to education, youth and the environment (CNE, 2020).
- **External relations – Ecclesial dimension** | Keep the contact with institutions linked to the Church, namely the Portuguese Episcopal Conference through the Episcopal Commission for the Laity and the Family, and actively take part in the initiatives of the National Youth Ministry Department and its bodies for reflection and sharing (CNE, 2020).
- **External relations – Partnerships** | Develop partnerships with external entities, diversify and expand Educational Opportunities for scouts by incorporating the know-how of external entities, contribute to a more active and more interventionist society, in which CNE is related to and committed to the great national goals, particularly in the areas of youth and the environment (CNE, 2020).

1.2.4.2. Departments

The National Team is divided in working areas that coordinate and complement each other to respond to the challenges of the six development priorities and the various objectives. All areas and secretaries are linked by the same priorities, with no area or national secretaries

more responsible than the others for the development of each one. Over the three years, the various areas and secretariats will be project coordination centers, which will seek to translate the defined strategic objectives into concrete actions and projects.

National Leadership

The National Headship coordinates the areas of Development, External and Internal Representation and the team of the Project 2 Torres, which carries out the work aimed at revising the CNE Regulations. The National Head will also include the Communication and Image area, including national teams for Internal and External Communication, such as Flor de Lis, TV Scouting, Design, Social Networks, portal and Apps. The National Leadership team will provide support in the Management of Human Resources and will assume the coordination of matters related to justice and discipline, including the analysis of disciplinary processes and appeals, as well as the attribution of distinctions within the competence of the Central Board (CNE, 2020).

National Assistance

The National Assistance aims to contribute to the development of the spiritual dimension in Scouting lived at CNE. As mentioned in the statutes and regulations, the national assistant is the bridge between CNE and the Portuguese Episcopal Conference, through the Episcopal Commission for the Laity and the Family. Accompanying the Central Board and the national teams, the National Assistance will focus on the animation of the triennial theme. With the National Pedagogical Secretariat, it will seek to develop pedagogical tools in the field of animation of the faith and will also monitor the entire CNE involvement in the 2023 World Youth Day. Together with the National Secretariat for Adults, it will continue to offer proposals for the deepening of the Christian faith that can help Leaders and candidates for Leaders to assume their condition of missionary disciples (CNE, 2020).

International Secretariat

The International Secretariat must ensure that CNE Educational Program is included in any international scouting activity carried out within or outside the country, and is responsible for all activities of an international nature proposed by the different structures of CNE as well as by all scouts who participate in them, inside or outside the national territory. It is also the responsibility of the International Secretariat to ensure all institutional contacts with the

different national and international associations. The international secretariat is focused on diversifying and increasing local structures to carry out International Scouting Activities and actively promote educational opportunities of an international nature. The presence at the World European conferences of WOSM and CICE are fundamental, as well as an active attitude in decision-making processes. Participation in groups to which the CNE belongs, such as the GdL – Grupo de Lisboa and CEL, makes this presence essential. Establishing new partnerships and developing existing partnerships (MSC – Movimiento Scout Católico) or those nearing completion of goals (AESTP – São Tomé and Príncipe Scout Association) is one of the main objectives of this Secretariat (CNE, 2020).

National Pedagogical Secretariat

“The National Pedagogical Secretariat has the main responsibility to ensure the correct application and improvement of the Educational Program, involving the different levels of the CNE's structure in the improvement and consequent adaptation to the reality of CNE Educational Program” (CNE, 2020, p. 38). Some activities that are part of the plan of the National Pedagogical Secretariat are:

- Maintain the National Meeting of Guides.
- Carry out Tecoree, as a pedagogical tool for team experience and development of the scout technique, in two phases: regional phase in the different regions of the CNE and the National Tournament.
- Propose the execution of a national project, with local experience, for Pioneers and Sailors.

The National Team of the Pedagogy of the Faith is part of the National Pedagogic Secretariat whose two main objectives are to share and develop pedagogical tools for the animation of the faith and to involve the entire association in World Youth Day 2023 (CNE, 2020).

National Adult Secretariat

Motivation and adequate training are very important to be able to carry out volunteer work with quality, making efforts so that young people can reach Happiness. Therefore, the national adult secretariat needs to be aligned with the goals of the World Policy on Adults in Scouting and follow up the analysis and evaluation of the implementation of the Initial Training Course of the Training System.

National Secretariat for Environment and Sustainability

The National Secretariat for the Environment and Sustainability will involve the various departments to develop and implement the actions. It is urgent to act and seek to change the way of managing natural resources, because the future will be determined by today's actions, by minimizing the ecological footprint in activities and initiatives and at headquarters.

- **National Department of Environment** | It is urgent to change behaviors and attitudes to preserve the planet and the National Department of Environment is responsible for creating educational opportunities in the environmental area to make scouts aware of the urgent change. In partnership with other entities and organizations, create challenges and activities that allow specialized knowledge, leveraging the potential of the actions to be carried out. In the interaction with the Pedagogical Department, the National Department of Environment intends to be a link in what concerns the adults training in the environmental area.
- **National Department of Sustainable Development Goals** | The work on the United Nations 2030 is divided into four axes, which focus on all CNE structures: Awareness & Mobilization; Action; Partnerships; Best Policies. In order to achieve each of the SDGs, various challenges and suggestions will be launched, through different platforms with different proposals for each section, and forums and debates will be promoted for a deeper knowledge.
- **National Department of Scout Centers** | It will define a set of strategies for growth in partnership with regions sharing information and knowledge and it will support and promote the Centers and Fields in the country.
- **National Department of Civil Protection** | In articulation with the official Civil Protection entities, it will carry out operations in Fátima, which take place annually, as well as continue to represent CNE at ANEPC, participating in initiatives and training and emergency responses.
- **Scout Documentation Center** | It encompasses the CNE library, archive and museum areas, and will continue the inventory process (objects, documents and books) of CNE, in order to enable consultation and research at a global level in the future.

National Secretariat of Projects

The National Secretariat of Projects pretends to develop unique educational and personal growth opportunities. By coordinating the planning and implementation of the proposed projects, it is also intended to increase the quality and participation in them, bearing in mind

that the proposals that will be developed should be tools to prepare young people to be architects of their future.

National Secretariat for Management

The National Secretariat for Management is a structure of CNE, at the central level, whose mission is to manage and facilitate the human, financial, administrative, logistical, IT, support and maintenance resources. All resources are used for the education of young people, in accordance with the principles of the scout movement and the doctrine of the Church.

1.2.5. Partnerships

Partnerships are essential to strengthen programmes, outreach, and access to services and infrastructure. At the global level the World Organization of the Scout Movement is engaged with different organizations, namely World Wide Fund for Nature (WWF), United Nations Environment, United Nations Refugee Agency (UNHCR), KAICIID (King Abdullah International Center for Interreligious and Intercultural Dialogue), United Nations Women and United Nations Volunteer¹⁷. The WWF and UN environment have a focus on the fulfillment of the SDGs, environmental conservation, marine litter prevention and reduction and environmental education through different initiatives such as Earth Tribe, Champions for Nature Challenge, Earth Hour and Living Planet Report.

Over half of the world's refugee population is children and youth, and the UNHCR and scouts are working together since 1995 to promote inclusion, engagement and capacity development for stateless and displaced children and youth. The KAICIID empower young people to build peace and strengthen dialogue practices and this partnership has been able to develop dialogue skills across different age sections by working to earn a Dialogue Personal Badge, manage conflicts and promote diversity and inclusion. The UN Women empowers women and girls and provides essential information about gender equality and inspire young people to take action for a gender equal world whilst the UN Volunteer increase awareness of volunteering as a powerful tool for education.

At the national level the organization should benefit from these active partnerships and recently, during the last year, Scouts in partnership with the United Nations prepared an exhibition with the theme “Scouting and Sustainable Development Goals” in order to make

¹⁷ In *Scouts Partnerships*. Available at <https://www.scout.org/partnerships> [Accessed September 25, 2021].

children and young people aware of the importance of the SDGs, the challenges that the planet is going through and act for a sustainable future¹⁸.

1.3. Specifying questions to be solved by students

Question 1. The IPBES Conceptual Framework (Demissew et al., 2015) is a “simplified model of the complex interactions between the natural world and human societies” and it is composed by six elements. Based on this model, please elaborate in which way is CNE’ strategy articulated with the other agents involved?

Question 2. According to Meadows (2008), a system can be defined as a set of elements that are interrelated and organized in a way to achieve something. Considering the concepts of Systems Approach and System Thinking, relate the six development priorities to the different secretariats of CNE. Illustrate the relationships.

Question 3. Sustainability is not only related to the SDGs but also with the sustainable management of all resources. Considering the importance of a sustainable human resource management (SHRM) please analyze the CNE behavior on this topic.

Question 4. Focusing on CNE’s strategy:

Question 4.1. Identify the SDGs that are incorporated in the strategy.

Question 4.2. From the SDGs identified in the previous question choose three and explain if they are connected. Consider the SDG network of targets developed by Le Blanc (2015) and illustrate the connections.

¹⁸ In *Renascença*, Available at <https://rr.sapo.pt/noticia/religiao/2020/11/09/escuteiros-inauguram-exposicao-em-parceria-com-as-nacoes-unidas/214201/> [Accessed September 25, 2021].

1.4. Case References

Rodrigues, M., Menezes, I., & Ferreira, P. 2015. *The Organisational and Educational Contexts of the Portuguese Catholic Scout Association : their Impact on Youth Participation* *The Organisational and Educational Contexts of the Portuguese Catholic Scout Association : their Impact on Youth Participation*, 7(February): 148–175.

CNE. 2020. *Three-year plan 2020-2023*. Available at https://escutismo.pt/dirigentes/recursos/oficiais/pag:recursos_oficiais/de24a3d4-7417-4412-80a7-cf3caf23b43d [Accessed September 3, 2021].

II. METHODOLOGY

According to Pilato & Ulrich (2014), the millennial generation is surrounded by a new age of technology that influences the way they learn and interact and the traditional classroom is not the best approach to engage with them. The challenge is to make learning more effective avoiding regurgitation of information and memorization and providing real-life application. Case studies are an important tool because they promote teaching and discussion by analyzing a real-life example. The amount of content learned may be enriched through the case study method where students are challenged to apply the concepts to a complex and real life problem and different perspectives can be discussed (Pilato & Ulrich, 2014; Sudzina, 1997). According to Moyles, Adams, & Musgrove, pedagogy “encompasses both what practitioners actually DO and THINK and the principles, theories, perceptions and challenges that inform and shape it” so in a pedagogical case study the students must analyze and be able to talk about and reflect on by applying the concepts (Moyles et al., 2002, p.5).

The pedagogical case study relies on complex real-life situations and is a process of discovery. It allows a dynamic discussion on the case resolution and leads to an effective learning process (Remenyi, Money, Price, & Bannister, 2002). The complexity of the pedagogical case study is not the same as in the real world but it provides concrete facts with challenges and learning opportunities that allow individuals to develop a critical thinking (Barney & Hesterly, 2015).

The methodology used for this Pedagogical Case study will be qualitative as it is focused on content analysis and interpretation of non-numerical data. In this case study students will analyze the strategy of the organization, interpret the definitions and concepts provided in the literature review and discuss and elaborate on the questions that allow an application of a real example. For a good resolution of the pedagogical case study it is important to spend time reading, analyzing and discussing before class and apply the concepts in rigorous way (Barney & Hesterly, 2015).

The methodology of data collection was done by analyzing the information provided in official reports of the organization and data available from official sources such as CNE site and conversations with the Head of the National SDGs department. The literature review research was linked to the case study questions and was developed through the search for related articles in different channels. Therefore, the comprehension of the concepts linked to the organization will allow students to answer to the proposed questions part of this pedagogical case study.

III. PEDAGOGICAL CASE

3.1. Target Audience

This pedagogical case study is aimed for undergraduate and graduate students that want to understand how the concept of systems approach is applied to sustainability and strategy in a non-profit organization. It will be focused on Scouts, the world's leading educational youth movement, and the existing interrelation in the strategy and its relation to the SDGs.

3.2. Learning Objectives

The main objective of this pedagogical case study is to understand how systems approach to sustainability and strategy is applied by providing real examples from the non-profit organization being considered. It is expected from the students to consolidate the theoretical knowledge about systems approach and systems thinking, sustainability and sustainable development, and strategy and be able to apply the knowledge to the non-profit organization identified in this case study by showing the interrelation between the different structures in the organization and the incorporation of the SDGs in the strategy.

3.3. Literature Review

3.3.1. Sustainability and Sustainable development

3.3.1.1. The scope of their meanings

The terms sustainability and sustainable development are noteworthy at the global level. However, it can be difficult to understand the differences in their meanings as they lack a reliable concept which leads to inconsistency and high level of ambiguity (Feil & Schreiber, 2017).

According to Horbach (2005), sustainability is the union of three types of interests which are environmental, economic and social aspects, and they must be balanced between them. Sustainability guarantees the good management and use of resources and should take into account the efficiency of markets functioning, being the primary goal to ensure constant development of the society in existing environment (Santos, Anunciação, & Svirina, 2013). Sustainability relates to energy sources and natural resources and it is associated with humans and environment and how to deal with the issues created at the global ecology and economic development (Feil & Schreiber, 2017). According to Bañon Gomis, Parra, Hoffman, & McNulty (2011), sustainability refers to a habitual way of acting in which people should

avoid damaging effects in environmental, social and economic fields, consistent with a harmonious relationship that conduct to a promising life.

According to Fergus & Rowney (2005), if we look to the meanings of sustain (to maintain or prolong) and develop (to build on or change the use of) we come to the meaning of sustainable development, maintain the build or change the use of, taking into consideration the economical, ecological and social progress in the past, present and future.

The commonly used idea of sustainable development is “[...] to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs.” (UN, 1987, p. 16). Already in the 80’s, the Report of the World Commission on Environment and Development recognize that “The environment does not exist as a sphere separate from human actions, ambitions, and needs [...]” (UN, 1987, p. 7).

The definitions presented by different authors presuppose a change in humanity’s behavior and their actions in order to provide a long term vision “to eradicate poverty, reduce inequality, make growth inclusive, and turn production and consumption more sustainable” (United Nations Secretary, 2012, p. 6). Sustainable development aims to improve the quality of life and should consider the limitation of natural resources by integrating environmental, social and economic aspects (Feil & Schreiber, 2017). It is a long-term process that is crucial for the well-being of the society as well as to business around the world (Leal Filho et al., 2018).

The Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) Conceptual Framework was established in 2012 and it is a “simplified model of the complex interactions between the natural world and human societies” (Demissew et al., 2015, p.3) and it is focused on the sustainable development, the long-term human well-being and the conservation of the biodiversity (Figure 3.1.).

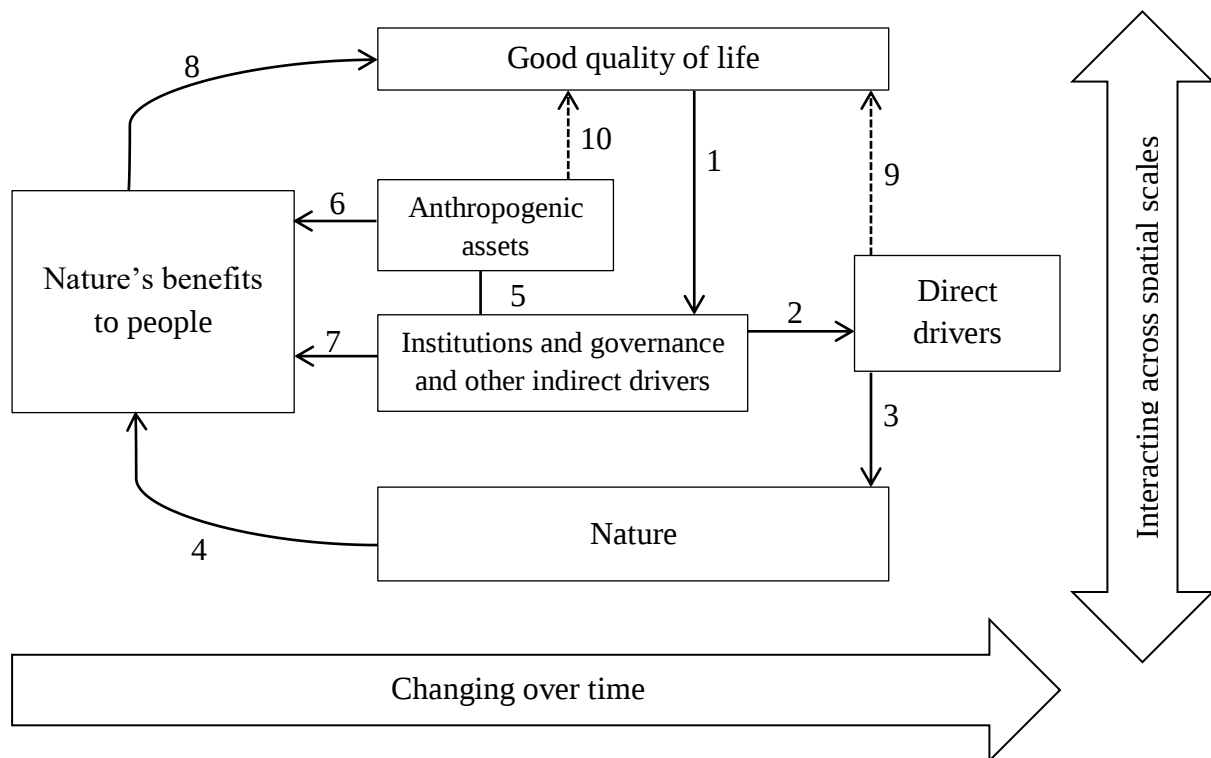


Figure 3.1. - The IPBES Conceptual Framework
Source: Demissew et al. (2015)

The IPBES Conceptual Framework is composed by six elements – nature, nature’s benefits to people, anthropogenic assets, institutions and governance systems and other indirect drivers of change, direct drivers of change, good quality of life - that are linked between themselves and represent the natural and social systems that work at several scales in time and space, indicating that the interactions between the components change over time and take place at multiple scales in space (Demissew et al., 2015).

Institutions and governance and other indirect drivers of change positively or negatively influence the way in which societies organize themselves and their interactions with nature. They are influenced by the accomplishment of good quality of life (arrow 1) - that “is the achievement of a fulfilled human life” (Demissew et al., 2015, p.7), i.e., no poverty, no disease, access to freedom and rights - and they are the root causes of the direct drivers that affect nature (arrow 2). Direct drivers can have a direct action of the human - such as pollution of soil, carbon emissions, degradation – and direct drivers outside human control – natural climate, cyclones, earthquakes. Nature refers to the natural world such as ecosystems, biodiversity, biosphere and the interactions between themselves and the surrounding environment and provides benefits to people through the provision of ecosystems goods and services. Institutions and governance systems and other indirect drivers also affect the

interactions and balance between nature and anthropogenic assets, with regulations and rules on the production of nature's benefits to people (arrows 5, 6, 7), and the link between nature's benefits to people and the accomplishment of good quality of life, for example with access to land, goods and services, transport, circulation policies, etc (arrow 8). Direct drivers of change are the cause of changes in nature (arrow 3) and, as a consequence, affect the supply of nature's benefits to people (arrow 4). The achievement of good quality of life can be directly impacted by direct drivers, due to health problems or death that result from climate issues and natural disasters (arrow 9), and anthropogenic assets that refer to built infrastructures, health facilities, knowledge, technology, financial assets, etc. (arrow 10). Anthropogenic assets "have been highlighted to emphasize that a good life is achieved by a coproduction of benefits between nature and various assets built by people" (Demissew et al., 2015, p.5).

The next section looks at the SDGs and how they connect between themselves.

3.3.1.2. Sustainable Development Goals

The Sustainable Development Goals were proposed by the United Nations at the Conference on Sustainable Development in 2015 with the aim of fighting the urgent environmental, political and economic challenges that our world is facing.

There are 17 SDGs as reference for the community for the period 2015-2030 that can be grouped into five areas: People, Planet, Prosperity, Peace and Partnership. Each goal has several targets, with a total of one hundred and sixty nine targets. (INE, 2018). According to Le Blanc (2015), links among goals exist through targets that refer to multiple goals, thus constituting a network. The goals are considered unequally connected as some of them are connected to many other goals through numerous targets while others are weakly connected (Figure 3.2.).

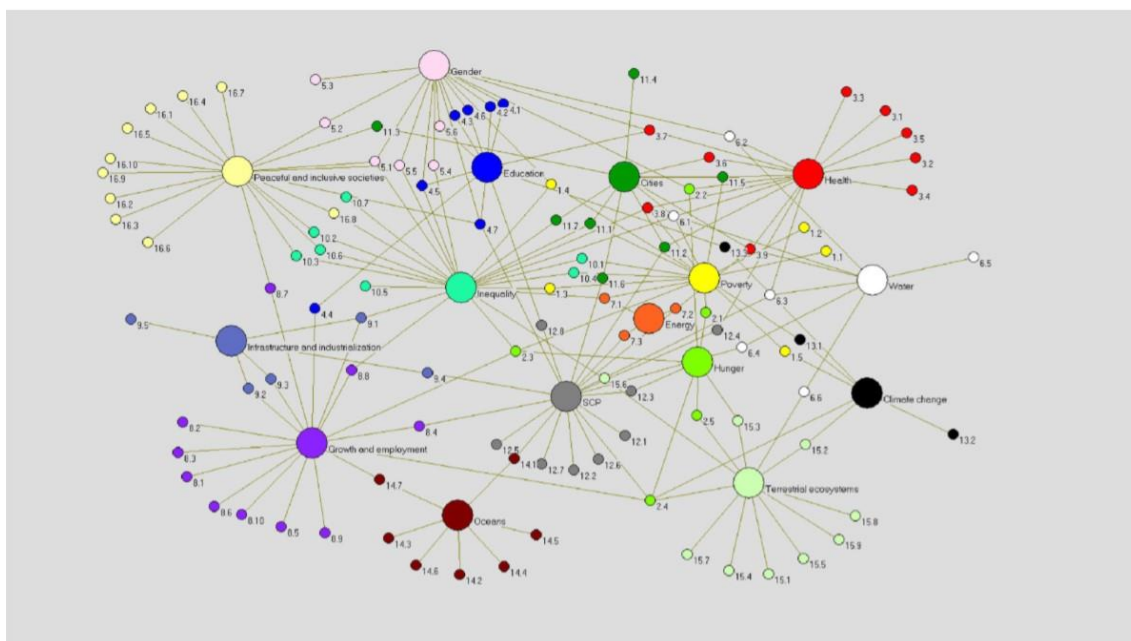


Figure 3.2. - The SDGs as a network of targets.
Source: Le Blanc (2015)

In figure 3.2 the larger circles represent the SDGs (just sixteen are represented) and the smaller circles represent the targets of each goal (one hundred and seven targets are represented). Out of these one hundred and seven targets, sixty relate with at least one other goal and nineteen relate with three goals or more (Le Blanc, 2015). It is possible to observe that inequality (SDG 10), sustainable consumption and production (SDG 12), poverty (SDG 1), hunger (SDG 2) and education (SDG 4) belong to the “core” SDGs. For organizations it is important to look to multiple goals when monitoring and evaluating the progress of each goal (Le Blanc, 2015).

In order to be easier to visualize the above connections, the next table shows the number of other goals to which the goal is connected (Table 3.1.). The links were done based on thematic areas (Le Blanc, 2015). However, the author mentions that this method is subject to different interpretations so the matrix might vary slightly. In order to ensure that the table is showing the most precise links the author checked that different connections between few borderline cases would not change the picture presented and the links were reviewed several times by the author and another person (Le Blanc, 2015).

Table 3.1. - Links between the SDGs through targets: an aggregated picture. Source: Le Blanc (2015)

Rank	SDG	Number of other goals to which the goal is connected
1	12. Ensure sustainable consumption and production patterns.	14
2	10. Reduce inequality within and among countries	12
3	1. End poverty in all its forms everywhere.	10
4	8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.	10
5	2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.	8
6	3. Ensure healthy lives and promote well-being for all at all ages.	8
7	5. Achieve gender equality and empower all women and girls.	8
8	4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	7
9	6. Ensure availability and sustainable management of water and sanitation for all.	7
10	11. Make cities and human settlements inclusive, safe, resilient and sustainable.	6
11	13. Take urgent action to combat climate change and its impacts.	6
12	15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.	6
13	16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.	6
14	7. Ensure access to affordable, reliable, sustainable and modern energy for all.	3
15	9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.	3
16	14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.	3

There are some questions and debates across the assessment of the targets and the links between them but the biggest challenge is on how to measure well-being and sustainability (Hák, Janoušková, & Moldan, 2016). The one hundred and sixty nine targets were evaluated to check on whether they were supported by scientific evidence and the study developed by Hák et al. (2016) showed that out of the one hundred and sixty nine targets, only forty nine (29%) were well developed, ninety one (54%) could be strengthened with more specific information and twenty nine (17%) required significant work. The authors suggest that there is a need to develop a framework capable of measure the SDGs and, in order to be possible to create this framework, they underline three assumptions: “SDGs and their targets are to be assessable by means of indicators (both quantitative and qualitative) [...]”, “The indicators should be relevant [...]”, “The indicator set should be of a “manageable size”.” (Hák et al., 2016, p. 569). The next figure shows how goals and targets should be set to develop an

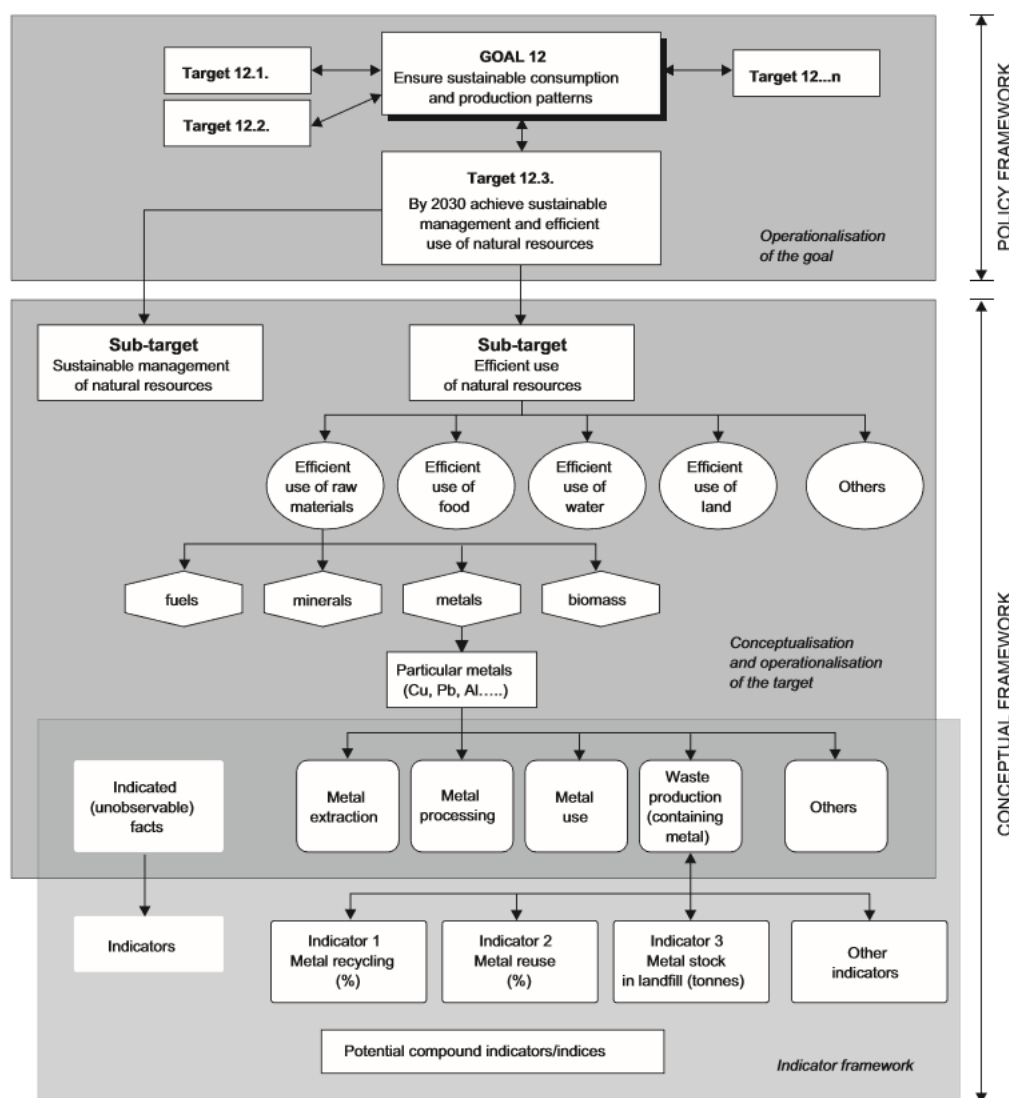


Figure 3.3. - SDG: A need for relevant indicators.
Source: Hák et al. (2016)

indicator framework (Figure 3.3.).

This process would lead to an indicator framework, capable to measure, based on relevant indicators that may differ in number depending on the goal being evaluated (Hák et al., 2016).

Chams & García-Blandón (2019) focus on the importance of sustainable human resource management (SHRM) for the adoption of SDGs in which the aim is to manage financial and social targets in order to response to the pressure applied by government, public and private communities, consumers and customers. There are six SDGs that have a direct impact on the SHRM: good health and well-being (3), gender equality (5), decent work and economic growth (8), reduced inequalities (10), responsible consumption and production (12) and partnerships for the goals (17). Gholami et al. (2016) and Renwick, Redman, & Maguire (2013) conclude that SHRM has a positive impact in the organizational objectives for both financial goals and well-being of the employees. However, the ambiguous definition and conceptualization and the lack of clarity in the processes lead to nonexistence approaches and systems to implement sustainable practices (Chams & García-Blandón, 2019).

The next section presents concepts of strategy that will be linked with the nonprofit organizations.

3.3.2. Strategy in Non-profit organizations

3.3.2.1. Concept of Strategy

The term “strategy” is originated from the Greek “strategos” and it comes from the necessity of people to overthrow their enemies (Horwath, 2006; Strachan, 2005).

Mintzberg (1987) has defined strategy as a) Plan, to have a ‘guide’ about how to react to a certain situation; b) Plot, the purpose of the strategy and the management of resources allocation; c) Pattern, a consistent behavior in a stream of actions to accomplish the plan; d) Position, in the external environment, a position can be preselected or reached; and e) Perspective, in the internal environment, the ‘personality’ of an organization, the way of observing the world.

According to Yarger (2008, p.45), strategy is “about how (way or concept) leadership will use the power (means or resources) available to the state to exercise control over sets of circumstances and geographic locations to achieve objectives (ends) that support state interests.” Strategy must be ‘comprehensive’ as a whole which means that the particular strategy must consider the strategic environment to make sure internal and external factors are considered at all levels and a proper strategy is accomplished (Yarger, 2010). For Porter (1996), strategy is “the creation of an unique and valuable position, involving a different set

of activities” (Porter, 1996, p. 8), activities that must be different from the competitors and that are performed to create value, and to determine the firm’s position within the industry and competitors Porter created a model focused on the competitive strategy (M. Porter, 1985). In the generic competitive strategies model there are three strategic options available for gaining competitive advantage: Cost Leadership, Differentiation and Focus.

Table 3.2. – Porter’s generic strategies. Source: Porter (1985)

Competitive Scope	Broad Target	Cost Leadership	Differentiation
	Narrow Target	Cost Focus	Differentiation Focus
		Lower Cost	Differentiation
Competitive Advantage			

As depicted in Table 3.2, the purpose of the Cost Leadership strategy is to become the low cost producer and exploit all sources of cost advantage in order to increase profits or market share by charging lower prices. In the Differentiation strategy the firm seeks to be unique making the products/services more attractive and different from the competitors by selecting one or two attributes that buyers will value and are willing to pay a premium price for it. The Focus strategy selects a particular niche market and develops low-cost (Cost Focus) or differentiation (Differentiation Focus) products/services in its target segment, by understanding that market and the customers’ needs (M. Porter, 1985).

There are many authors mentioning different meanings for strategy but the research of Seidl explores the possibility of the organizations creating their own strategy concepts as each organization is unique and the concept of strategy needs to be understood for its own construct (Seidl, 2007).

Although the concept of strategy is mentioned more often in the profit organizations, it needs to be considered in the public sector and non-profit as its mission is different and consequently the strategy behind. The goal of the public sector and the way to measure performance is to guarantee the efficient and effective accomplishment of the mission (Moore, 2000). According to Moore, “The mission of a nonprofit or governmental organization defines the value that the organization intends to produce for its stakeholders and

for society at large” (Moore, 2000, p.190). The mission defines the purpose of the organization and it is used to plan future actions and measure the performance. In terms of revenue the organizations of the public sector usually expect to attract charitable contributions from people who share the same cause and not by selling products/services to individual customers. The for-profit sector has a special focus on the financial performance in order to produce value whilst the nonprofit and governmental organizations need to focus on whether they are producing social value defined in their mission though not forgetting the financial performance to ensure the survival of the organization (Moore, 2000).

In conclusion, in order to achieve specific objectives, either for nonprofit and governmental or for-profit organizations, strategy provides direction and power for a good allocation of resources and the creation of a valuable position (M. E. Porter, 1996; Yarger, 2010).

Afterward an overview on different strategy concepts, the following chapter will focus on the strategy in the Scouts organization.

3.3.2.2. Strategy in Scouts

According to Anheier (2014, p. 27), “[...] nonprofit organizations form a third set of institutions next to the complexes of the state or public sector on the one hand, and the market or the world of business on the other.” The non-profit sector includes private, voluntary and nonprofit organizations and associations (Anheier, 2014). A non-profit organization is, in legal terms, prohibited from distributing profits to stakeholders or managers (Hansmann, 1980). Besides the services that NPOs provide, they also contribute to civic and social life, and play an important role in terms of society, economics and politics (Valentinov, Hielscher, & Pies, 2015; Will, Roth, & Valentinov, 2018). Nonprofit organizations have impact at the local level as part of community-building and empowerment strategies and at the national level as they deal with welfare, healthcare, education reform, and public-private partnerships (Anheier, 2014). The nonprofit sector is growing considerably at local, national and international levels and there is an increasing curiosity about the organization and management of the sector (Anheier, 2014).

Nonprofit organizations are oriented toward the success of social goals (Helmig, Ingerfurth, & Pinz, 2013). However, it can be difficult to measure vague NPOs goals, even if some of them are easier to collect, because they may not reflect the mission of the organization (Sawhill & Williamson, 2001).

In terms of strategy, nonprofit organizations can assume a wide variety of forms. Concerning the financing, their income can be provided either from donations (something that

is given) or commercial (prices charged for the services) (Hansmann, 1980). Regarding the control, they can be controlled by directors that are elected by the memberships (called ‘mutual’ nonprofits), or they can be controlled by a self-perpetuating board of directors (called ‘entrepreneurial’ nonprofits) (Hansmann, 1980). Some examples are shown in the next table (Table 3.3).

Table 3.3. - Examples of the four types of organization. Source: Hansmann (1980)

	Mutual	Entrepreneurial
Donative	• Common cause • Political clubs	• Care • Art museums
Commercial	• Consumers Union • Country clubs	• National Geographic Society • Community hospitals

The nonprofit organizations also include volunteering, a form of unpaid work in which people give their time to help others (Anheier, 2014). In the voluntary sector people are considered very important stakeholders in various ways, like volunteer, employees or givers (Kendall & Knapp, 2000). Volunteering in smaller organizations can be considered informal if there are no defined roles for volunteers and the time spent is variable. There is also the formal volunteering in which a person gives a certain amount of time to an organization (e.g. hospitals, associations) (Anheier, 2014) (Figure 3.4).

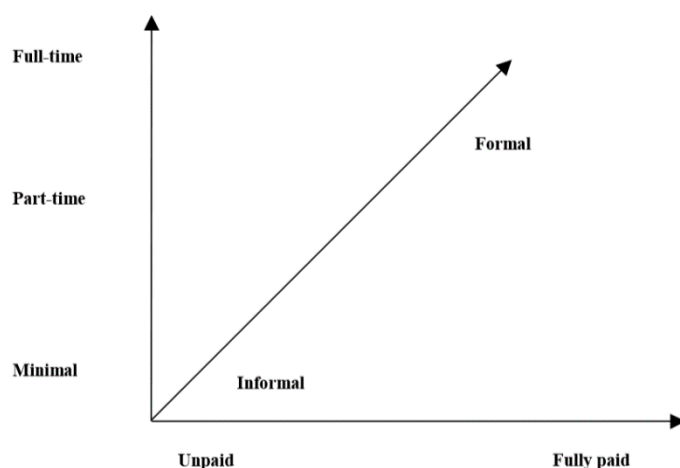


Figure 3.4. - Combinations of work activities and characteristics. Source: Anheier & Salamon (2001)

Anheier & Salamon (2001) state that volunteering is more than just the time people give to the cause, “volunteering is part of the way societies are organized, how they allocate social responsibilities, and how much engagement and participation they expect from citizens.” (Anheier & Salamon, 2001, p.1).

Scouts are a non-profit organization as people are not paid for their work, stakeholders do not receive any profits, and the work done is completely volunteering. Scouts can be considered a “donative mutual” organization as the income comes from donations and it is controlled by councils and boards that are elected by the memberships. Volunteering is an important part of the Scouts Movement where there are more than one hundred and thirty thousand adult volunteers (Scouts, 2018). Scouts are one of the largest movements in the world. The mission of scouting is centered on non-formal education and supports young people in their development so they can be conscious citizens and make a positive contribution to society (Scouts, 2018). Young scouts are perceived as “‘citizens-in-the-making’ – preparing them for adult citizenry – as well as being given a distinct set of responsibilities as ‘active citizens’ whilst Scouts.” (Mills, 2013, p. 122). The participation of young people in volunteering is very important in local communities and in society in general and, most importantly, they learn within a context of social responsibility (Hall, Coffey, & Williamson, 1999; Hill, 2001).

Scouts are focused on non-formal education which is based on organized educational activities that are carried out outside a formal context and that are intended to contribute to determined learning objectives, allowing children to acquire skills and attitudes that are not possible in the formal education (Hill, 2001). In non-formal education young people, as part of an association, should interact and cooperate with other children to acquire knowledge and express their own interests (Le Gouvernement du Grand-Duché de Luxembourg, 2013). In this type of education children are challenged to learn by doing which requires their self-determination, openness, participation and responsibility (Le Gouvernement du Grand-Duché de Luxembourg, 2013). Children are considered partners and active members on this process-oriented learning which means that the methods are adapted to learners and there is no defined time or pressure to have results (Le Gouvernement du Grand-Duché de Luxembourg, 2013).

The following chapter explores the concept of systems approach and focuses on the connection between systems approach, sustainability and strategy in nonprofit organizations.

3.3.3. Systems Approach and Systems Thinking

A system can be defined as a set of elements that are interrelated and organized in a way to achieve something (Meadows, 2008). According to Meadows (2008), a system consists of three kinds of things: elements (characteristics), interconnections and a function or purpose.

There is an organized complexity behind the systems approach. A system approach is considered an opened system as it implies “exchange of materials with environment, and in continuous building up and breaking down of their components.” (Von Bertalanffy, 1950, p. 23). The idea behind the systems approach is that the world cannot be seen as unconnected parts and so, a wider perspective is required to include different aspects and expectations that may affect the system dynamics (Iandolo, Barile, Armenia, & Carrubbo, 2018). Systems dynamics is characterized by feedback relationships and delayed effects in order to increase insights and understand the behavior in the system (Iandolo et al., 2018). As part of the interconnections there is a dynamic complexity in the system which means an action has consequences locally but not obvious consequences in another part of the system (Senge, 2006).

The concept of systems thinking is implicit to this approach. Systems thinking is the ability to think about a complex system in a complete way and not only in the individual parts separately (Behl & Ferreira, 2014). Flood (1999) mentioned that “The world is a whole and the whole is complex” so systems thinking is focused on understanding the complex systems and their interdependencies (Flood, 1999, p. 13). According to Senge (2006), “systems thinking is a sensibility – for the subtle interconnectedness that gives living systems their unique character” (Senge, 2006, p. 69). The interactions and integrity of the systems must be analyzed to understand how to leverage the system using non-obvious solutions but well-focused and promising actions and which depend on each interpretation of how our appreciation of the world (Flood, 1999; Senge, 2006). The world cannot be seen as a confused system but rather empower people to appreciate the interconnected nature of the world (Flood, 1999).

Over the last years, this concept has been developed in order to make easier to understand the different parts of the system (Senge, 2006). Based on the definition of different authors and executing a definition comparison, the research done by Arnold and Wade (2015) determined an objective definition for systems thinking: “Systems thinking is a set of synergistic analytic skills used to improve the capability of identifying and understanding

systems, predicting their behaviors, and devising modifications to them in order to produce desired effects.” (Arnold & Wade, 2015, p. 675).

The world is becoming more complex with the advanced technologies and the amount of information people has the capacity to create so systems thinking can be seen as the discipline to overcome complex situations (Senge, 2006).

The following sections explore the concept of systems approach that should be taken into account when looking to the complexity and dependency of sustainability and strategy in the non-profit organizations.

3.3.3.1. Systems Approach to Sustainability in Non-profit organizations

According to Weerawardena, McDonald, & Mort (2010), sustainability is a key issue in managing nonprofit organizations: “[...] the need for sustainability has made a tremendous impact on the NPOs forcing them adopt a strategic orientation in all activities undertaken by them.” (Weerawardena et al., 2010, p. 354). Sustainability focuses on three main interests: people, profit and planet (Dempsey, Bramley, Power, & Brown, 2009). Nonprofit sustainability refers to the ability to survive to be able to serve its community and, from a macroeconomic perspective, “sustainability in the nonprofit sector means that important social needs will be met” (Weerawardena et al., 2010, p. 347). Bansal & Song (2017) refer to the sustainability based on systems science that consists in understanding the interconnections between economics, society and environment. The system is complex and the relations are interdependent and sometimes undistinguishable so the subsystems are combined as a whole (Bansal & Song, 2017). Hence, the perception of sustainability as systemic change can contribute to the building of complex adaptive systems, leading to long-term growth (Taylor, 2014). This system dynamics can be compared with ecological systems that “are organized such that the different species “support” each other in a way which cannot be understood by studying the individual constituents in isolation” (Bak, Tang, & Wiesenfeld, 1988, p. 364).

According to Chams & García-Blandón (2019, p.116), “the integration of sustainability at the organizational level is perceived as an intermediate indicator between the individual and the environment.” so organizations should implement a sustainable human resource management. Nevertheless, there are some challenges by Human Resources when implementing sustainability that Chams & García-Blandón (2019) split into three categories: external factors (external partnerships, funding); organizational factors (internal partnerships, leaderships); and program specific factors (alignment of HR programs, administrative support).

3.3.3.2. Systems Approach to Strategy in Non-profit Organizations

Non-profit organizations have difficulties in defining a clear strategy because the way to measure performance is based on the initiatives and programs achieved according to their mission. In the case of non-profit organizations that depend on the people volunteering, because they believe in the mission and values of the organization and they want to contribute and do good for the society, sometimes bring more difficulties in achieving focus and alignment (Kaplan, 2001).

Strategy is embraced with uncertainty not only because of limited information and impossibility of predicting the future, but also because of the dynamic system that the decision maker is inserted in (Horwath, 2006). According to Sanchez (1997, p.940), “a few entities linked by interdependencies and feedback mechanisms compose a simple system that may nonetheless be capable of generating very complex behaviors.”, some systems with certain interrelationships are more capable to keep the internal conditions stable while adapting to the external environment condition changes. The organizations are open systems where the interactions with complex environments will create uncertainty and even though strategy considers different approaches some variable in the system can unpredictably change and the strategic decision becomes unclear (Sanchez, 1997). The traditional view of strategy is to turn the resources into products and use strategy to position the organization (Løwendahl & Revang, 1998). Therefore, in a dynamic and complex environment, it is important for the future survival of the organization to have a flexible strategy in order to adapt when an unexpected change happens (Løwendahl & Revang, 1998; Sanchez, 1997), and the same applies for the nonprofit organizations where many services previously provided by the government are now being conducted by nonprofit organizations to improve efficiency (Provan, Isett, & Milward, 2004).

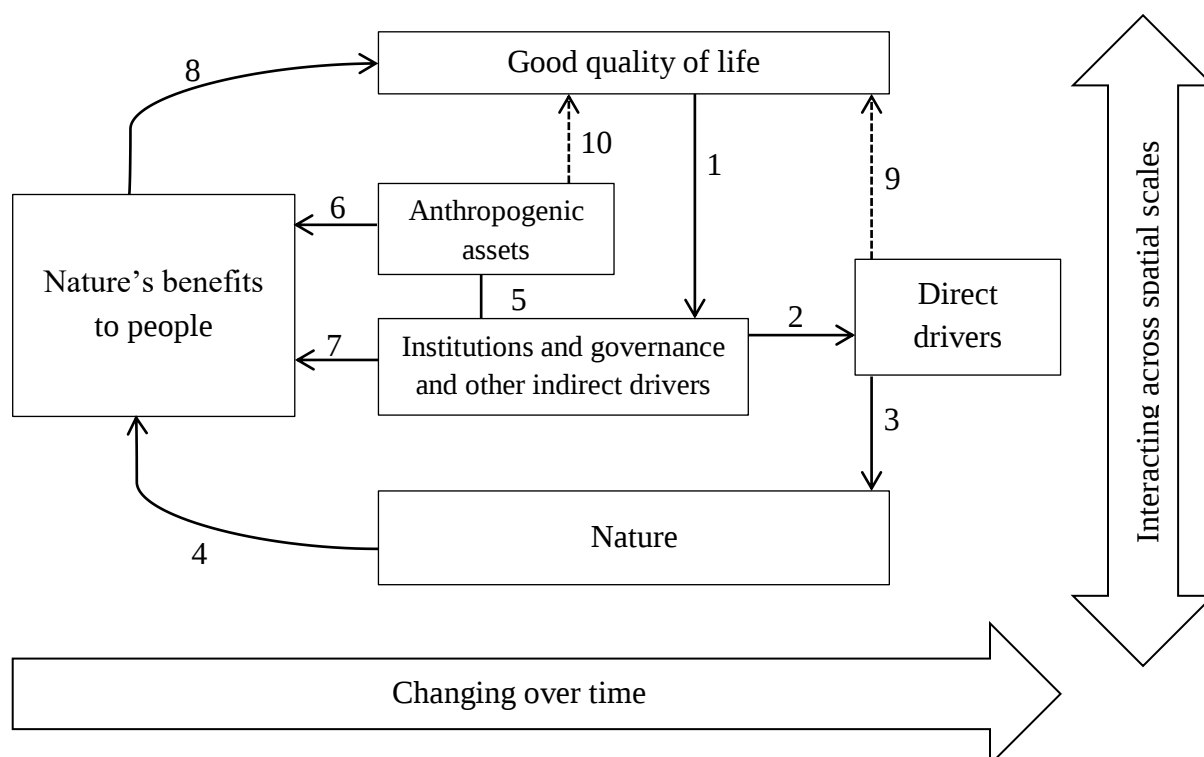
In conclusion, “designing organizations as largely self-managing systems for creating and leveraging competences may therefore represent a new dominant logic for strategic management in complex dynamic environments.” (Sanchez, 1997, p.945).

3.4. Animation Plan

Stage	Time	Activity
1	60 minutes	Individual reading of the case study should be done before class; Identify the problem and explore further information of the organization.
2	10 minutes	Create groups of four to six elements; Promote discussion and sharing of ideas within the group regarding the organization and the problem identified.
3	20 minutes	Resolution of question 1. - The IPBES Conceptual Framework (Demissew et al., 2015) is a “simplified model of the complex interactions between the natural world and human societies” and it is composed by six elements. Based on this model, please elaborate in which way is CNE’ strategy articulated with the other agents involved?
4	30 minutes	Resolution of question 2. - According to Meadows (2008), a system can be defined as a set of elements that are interrelated and organized in a way to achieve something. Considering the concepts of Systems Approach and System Thinking, relate the six development priorities to the different secretariats of CNE. Illustrate the relationships.
5	20 minutes	Resolution of question 3. - Sustainability is not only related to the SDGs but also with the sustainable management of all resources. Considering the importance of a sustainable human resource management (SHRM) please analyze the CNE behavior on this topic.
6	15 minutes	Resolution of question 4.1. - Focusing on CNE’s strategy, identify the SDGs that are incorporated in the strategy.
7	15 minutes	Resolution of question 4.2. – Focusing on CNE’s strategy and from the SGD identified in the previous question choose three and explain if they are connected. Consider the SDG network of targets developed by Le Blanc (2015) and illustrate the connections.
8	60 minutes	Presentation and discussion of the resolutions. Presentation of the resolution slides highlighting the relevant conclusions.

3.5. Analytical Tools

The IPBES Conceptual Framework present by Demissew et al. (2015) (Figure 3.1.)



3.6. Case Resolution

3.6.1. Question 1.

The IPBES Conceptual Framework (Demissew et al., 2015) is a “simplified model of the complex interactions between the natural world and human societies” and it is composed by six elements. Based on this model, please elaborate in which way is CNE’ strategy articulated with the other agents involved?

The IPBES Conceptual Framework is composed by six elements – nature, nature’s benefits to people, anthropogenic assets, institutions and governance systems and other indirect drivers of change, direct drivers of change, good quality of life - that are linked between themselves and represent the natural and social systems.

CNE is an educational youth movement that is part of a framework, member of the European region of World Organization of the Scouts Movement, the Catholic International Conference of Scouting, the Scout Federation of Portugal, the Community of Portuguese-Speaking Scouts, and it has to respect the principles of the Statutes and Constitutions of the organizations that are part of the framework. Therefore, these are considered Institutions and governance and other indirect drivers as they positively or negatively influence the way in which CNE is organized and their strategy, and they are the origin of the direct drivers that

affect nature (arrow 2). Institutions and governance and other indirect drivers are influenced by the accomplishment of good quality of life that is focused on the vision of creating a better world (arrow 1). According to Demissew et al. (2015), direct drivers can have a direct action of the human - such as pollution of soil, carbon emissions, degradation – and direct drivers outside human control – natural climate, cyclones, earthquakes. Life in nature is part of the Wonders of the Method and the nature is the privileged space for the application of the Scout Method that provides fundamental education opportunities. Direct drivers are all people (young and adults) part of CNE that have a direct impact in the nature such as ecosystems, biodiversity, biosphere and the interactions between themselves and the surrounding environment (arrow 3) and provide benefits to people through the provision of ecosystems goods and services (arrow 4).

As previously mentioned, Institutions and governance and other indirect drivers have their regulations and rules that need to be considered and that also affect the interactions and balance between nature and anthropogenic assets. CNE, as member of different institutions, can be supported by them through the provision of structures and financial assets. The regulations from Institutions and governance and other indirect drivers must ensure that nature's benefits to people are sustainable in CNE (arrows 5, 6, 7). The creation of a better world implies the care of the nature, that is related with the vision of CNE, by the direct drivers and, consequently, the production of benefits to people that will provide a good quality of life (arrow 8, 9). The achievement of good quality of life is also directly impacted by anthropogenic assets that refer to structures, volunteers' knowledge, financial assets. The anthropogenic assets help to make the actions of CNE possible to create a better world (arrow 10).

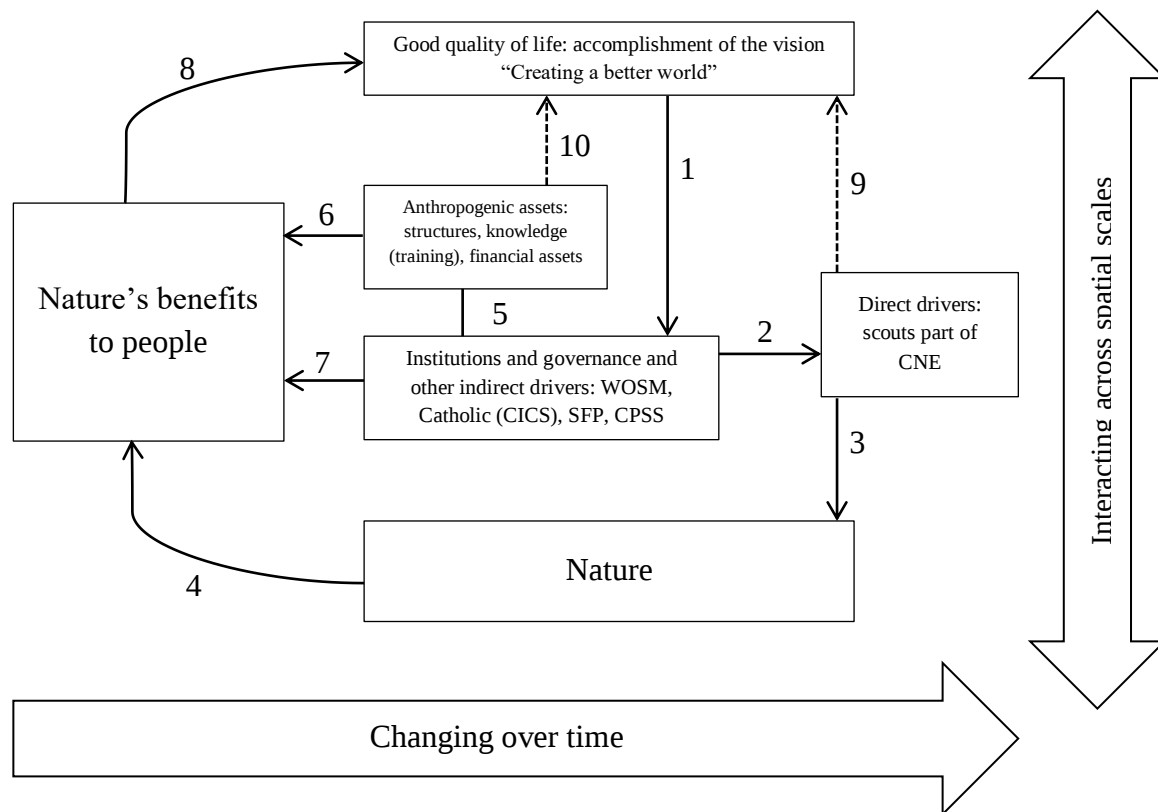


Figure 3.5. – The IPBES Conceptual Framework applied to CNE' strategy
Source: Author based on Demissew et al. (2015)

3.6.2. Question 2.

According to Meadows (2008), a system can be defined as a set of elements that are interrelated and organized in a way to achieve something. Considering the concepts of Systems Approach and System Thinking, please relate the six development priorities to the different secretariats of CNE. Illustrate the relationships.

CNE is a system and all the elements of the strategy are interrelated. In the three-year plan 2020-2023 there are six development priorities defined that are transversal and responsibility of all secretariats.

- Educational Program | It is focused on the application of the Scout Method through the Wonders of the Method and the actions planned involve the promotion of educational opportunities (Light of the Peace of Bethlehem, International market, Application to host MOOT2025, Scouts of the World Award, forty eight hours of volunteering, Commemoration of CNE anniversaries), the promotion of environmental awareness and education through courses and workshops in partnership with external entities and the promotion of a culture of prevention and safety in the national civil protection. When analyzing the case it is possible to

identify a relation between the Educational Program and the National Pedagogical Secretariat, the National Secretariat of Projects, the International Secretariat and the National Secretariat for Environment and Sustainability. The main focus of the National Pedagogical Secretariat is the application and improvement of the Educational Program and the National Secretariat of Projects intends to develop educational and personal growth opportunities. The International Secretariat must ensure that all international activities include the CNE' Educational Program. The National Secretariat for Environment and Sustainability, more particularly the National Department of Environment, will provide educational opportunities in the environmental area by creating activities in partnerships, which is mentioned in the educational program. The National Department of Civil Protection is also part of the National Secretariat for Environment and Sustainability and the participation in initiatives and trainings promote a culture of prevention and safety.

- **Adult Volunteer Training** | CNE leaders are volunteers and the success of CNE depends on motivated leaders with adequate training. The National Adult Secretariat is aligned with the World Policy on Adults in Scouting to create actions to motivate and train the leaders. The National Secretariat for Management is also related with the adult volunteer training as one of their missions is to manage human resources.
- **Sustainability** | CNE promotes sustainability in all its structures from financial to material resources and will increase awareness for a more sustainable and better world in all initiatives and activities. The lines of action of sustainability are related at some point with all secretariats. In order to promote consciousness on sustainability it is intended to develop some activities in partnership, namely involvement with universities to develop strategies to fulfill the 2030 agenda, and the International Secretariat is responsible for all institutional contacts at the national and international levels. One of the main goals of this development priority is to promote and encourage sustainability in all actions at the four levels of the associations so that needs to be taken into consideration by the National Pedagogical Secretariat and the National Secretariat of Project when applying the educational program and developing opportunities. As mentioned in the case, sustainability is not only about the SDGs thus the National Adult Secretariat and the National Secretariat for Management must ensure a sustainable management of human, financial, administrative, logistical, IT, support and maintenance resources. Finally, the National Secretariat for Environment and Sustainability meets this development priority in every department by providing educational opportunities in the environmental area, working on the United Nations 2030 agenda, promoting scout centers and participating in initiatives, trainings and emergency responses.

- Youth Involvement | The application of the scout method implies the involvement of the young people in the decision-making process. Therefore, the application of the Educational Program by the National Pedagogical Secretariat depends on the correct use of the scout method, together with the National Secretariat of Projects that develops the opportunities and should prepare young people for the future. CNE plans to include young adults in national teams and aims to develop tools and strategies that support youth involvement in the communities in order for them to be representatives of CNE. The International Secretariat is responsible for all scouts who participate in initiatives inside or outside the national territory. As mentioned, young people are at the center of its total action so it is responsibility of the National Secretariat for Environment and Sustainability to create educational opportunities related to the environment and sustainability so that young people are involved in the communities with the conscious that the future will also be determined by today's actions.
- One CNE | One of the main focuses of this triennial plan is the celebration of the centenary of CNE and the National Pedagogical Secretariat together with the National Secretariat of Projects are part of the planning. It is key to ensure a sustainable management of all structures and processes and the National Secretariat for Environment and Sustainability, particularly the Scout Document Center, will support on the inventory process of CNE library, archive and museum areas. The National Secretariat for Management is responsible to manage all the financial and administrative processes.
- Communication and External Relations | The International Secretariat ensures all the institutional contacts with the national and international organizations and it must establish new partnerships and develop the existing ones.

The Figure 3.6 illustrates the connection between the six development priorities and the different secretariats.

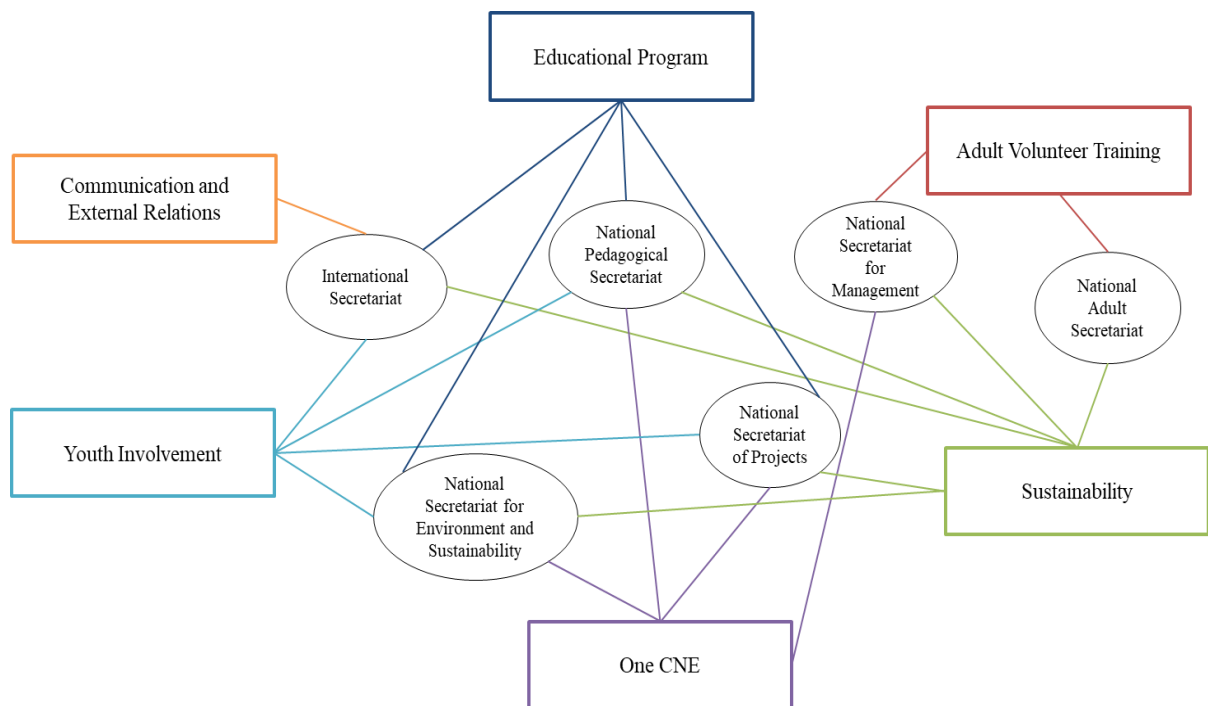


Figure 3.6. - Relation between the six development priorities and the different secretariats
Source: Author

3.6.3. Question 3

Sustainability is not only related to the SDGs but also with the sustainable management of all resources. Considering the importance of a sustainable human resource management (SHRM) please analyze the CNE behavior on this topic.

The literature review focuses the importance of Sustainable Human Resource Management (SHRM) to the adoption of the SDGs. There are six SDGs that have a direct impact on the SHRM: good health and well-being (SDG 3), gender equality (SDG 5), decent work and economic growth (SDG 8), reduced inequalities (SDG 10), responsible consumption and production (SDG 12) and partnerships for the goals (SDG 17). Chams & García-Blandón (2019) split into three categories the challenges faced by Human Resources: external factors (external partnerships, funding); organizational factors (internal partnerships, leaderships); and program specific factors (alignment of HR programs, administrative support).

The *external factors* are considered the partnerships that Scouts have with different organizations. The partnerships identified in the case study are some significant engagements with the World Organization of the Scout Movement but the organizations at the national level should take benefit from these partnerships.

The mission of Scouts is to educate young people to play a constructive role in society in order to create a better world and the partnerships with the World Wide Fund for Nature

(WWF) and UN environment are dedicated to the environmental conservation and education through different initiatives. The United Nations Volunteer increase consciousness of volunteering in education and stimulates the participation of young people in the different initiatives. These partnerships are directly related with SDG 11 – Sustainable Cities and Communities and SDG 12 – Responsible consumption and production. In order to play a constructive role in the society young people need to have an active voice and, together with KAICIID, the empowerment of young people in reinforcing dialogue practices is key to the creation of a better world and education with quality.

In regards to the SDG 5 – Gender Equality and SDG 10 – Reduced inequalities, Scouts are an organization that promotes inclusion and engagement and the United Nations Refugee Agency (UNHCR) encourages and supports stateless and displaced children and young people to include them in society. Also, the partnership with MSC and AESTP promote the sharing of experiences between different countries and awareness of an equal world. The partnership with the UN Women also relates to the SDG 5 – Gender equality as the aim is to empower women and girls and to take action on a gender equal world.

In the *organizational factors* it can be considered the focus of CNE to the different groups and his leadership. The groups of Scouts are very important to CNE so in order to guarantee a sustainable management throughout the years CNE permanently observes the development of local Scouting and it plans a strategy based on each reality, by supporting the development of Scouting in areas with potential for growth and by creating tools that allow the development of Scouting in areas of low demographic.

Finally, in regards to the *program specific factors*, CNE has a good strategy defined in terms of recruitment and maintenance of the adults. First, it is important to provide adequate training to the adults so they are able to motivate young people and carry out their volunteer work with quality. The Initial Training Course is evaluated to guarantee the success of the training and take actions for a better implementation. When there are adults leaving the organization the leaders exit survey is used to study the reason and take measures to improve the relationship and motivation.

In conclusion, CNE promotes sustainability of all structures and applies a sustainable human resource management.

3.6.4. Question 4.1.

Focusing on CNE's strategy, identify the SDGs that are incorporated in the strategy.

Even though the SDGs are not clearly identified in the case study, if we carefully analyze the strategy it is possible to identify some of them:

- SDG 4 – *Quality Education: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* | The pedagogical program promotes educational opportunities for all CNE scouts, with no distinguish between associates, and always applying the scout method in which youth involvement is key in the decision-making process. CNE upkeeps about the quality education and it is essential to provide adequate training to adults so they can educate young people and carry out their volunteer work with quality.
- SDG 5 – *Gender Equality: achieve gender equality and empower all women and girls* | One of the development priorities is called One CNE which means that CNE is a body and each member of that body is part of a greater whole, sharing difficulties and successes, and with no distinguish on gender. The experience of scouting in unit is fundamental, being part of the wonders of the method (Patrol System), but there is no gender distinction in the unit and in the roles of each member of the unit.
- SDG 10 – *Reduced inequalities: reduce inequalities within and between countries* | The action plan of the pedagogical program considers activities such as the International market where the scouts are invited to share experiences and adventures with other scouts within the country. In alignment with the celebrations of the centenary of CNE, the Portuguese Scout Federation will host the World Scout MOOT 2025 in Portugal, event that will bring together thousands of scouts in the biggest scouting activity of young adults in the world, promoting the experiences between countries.
- SDG 11 – *Sustainable cities and communities: make cities and human settlements inclusive, safe, resilient and sustainable* | In order to have sustainable cities and communities it is required to educate people and make them aware that there is no planet B. This is the role of CNE in society, educated young people to play a constructive role in society and create a better world. The participation in the national Civil Protection device is part of the educational program and it is intended to promote a culture of prevention and safety, in activities and at the headquarters. As mentioned several times in different development priorities it is intention to consider social responsibility in every project, at all levels of the association and in the daily actions, providing awareness to the young people on the theme of sustainability by creating an active presence in the communities and ensure that CNE is sustainable.

- SDG 12 – *Responsible consumption and production: ensure sustainable production and consumption patterns* | CNE pretends to promote environmental awareness and education of the importance to reduce the ecological footprint, in the activities, headquarters and daily life. Two actions part of the plan are the Trees for the World and the World Environment Badge.
- SDG 17 – *Partnerships for the goals: strengthen the means of implementation and revitalize the global partnership for sustainable development* | It is the responsibility of the International Secretariat to ensure all institutional contacts with national and international associations, such as the GdL, CEL, MSC and AESTP.

3.6.4. Question 4.2.

Focusing on CNE's strategy and from the SGDs identified in the previous question choose three and explain if they are connected. Consider the SDG network of targets developed by Le Blanc (2015) and illustrate the connections.

According to Le Blanc (2015), links among goals exist through targets and the relations between them create a network. Each goal has several targets and they are unequally connected through different targets. When looking to the SDGs identified in the previous question we can identify some targets for each goal based on the strategy, and create the network through the relation of the targets.

In the SDG 4 - Quality Education there are three targets which are the scout method, the adults training and the mission. The mission is accomplished by educating young people to play a constructive role in society. To educate young people adults need to have the right training to provide quality education and involve young people in the decision-making process to correctly apply the Scout method.

The SDG 5 - Gender Equality is related to the SDG 4 – Quality Education through the Scout method. The Scout Method is fully applied in Patrols (Patrol system) and there is no reference of gender distinction, the opportunities are the same for all ensuring a good quality education. It is also considered a target the development priority “One CNE”, where it is mentioned that CNE is a body and there is no distinguish between each member.

Finally, in the SDG 11 - Sustainable cities and communities there are four targets: mission, vision, civil protection and social responsibility. The mission and vision are focused on educating young people to create a better world and have an active voice and a positive impact in the society. Regarding the civil protection there is a National Department of Civil Protection focused on building and contributing to a safe society and it is part of the

educational program to participate in the national Civil Protection to promote a culture of prevention and safety, in activities and at the headquarters. Social responsibility should be considered in all the projects in order to promote a sustainable world. Each one of these targets will contribute to make the cities and communities inclusive, safe, resilient and sustainable.

Considering CNE's strategy, the figure 3.7 shows the targets assigned to each SDG and in which target there is a connection between the goals.

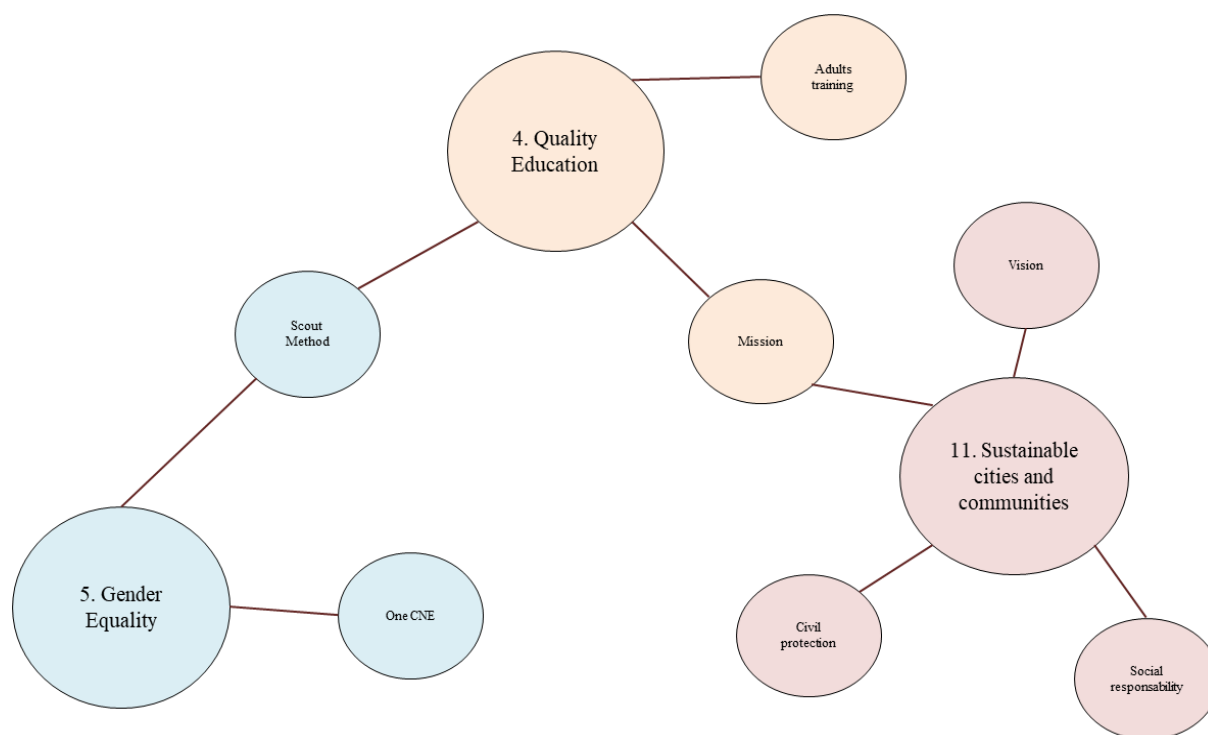


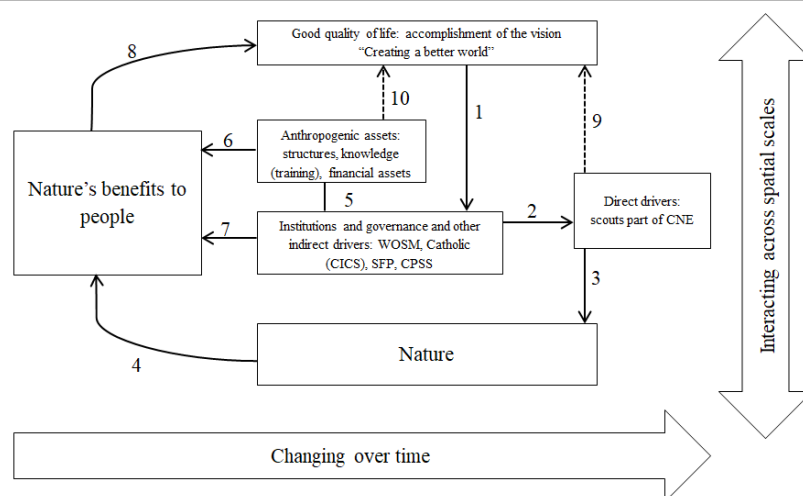
Figure 3.7. – CNE targets for SDG 4, SDG 5 and SDG 11
Source: Author based on Le Blanc (2015)

3.7. Case Resolution Slides



Systems approach to Sustainability and Strategy: a pedagogical case study of Scouts

Question 1. The IPBES Conceptual Framework (Demissew et al., 2015) is a “simplified model of the complex interactions between the natural world and human societies” and it is composed by six elements. Based on this model, please elaborate in which way CNE’ strategy is articulated with the other agents involved?



2

Question 2. According to Meadows (2008), a system can be defined as a set of elements that are interrelated and organized in a way to achieve something. Considering the concept of Systems Approach and System Thinking relate the six development priorities to the different secretariats of CNE. Illustrate the relationships.

Educational Program

- Application of the Scout Method through the Wonders of the Method (National Pedagogical Secretariat and National Secretariat of Projects);
- Promotion of environmental awareness and education (National Secretariat for Environment and Sustainability) through courses and workshops in partnership with external entities (International Secretariat).

Adult Volunteer Training

- The success of CNE depends on motivated leaders with adequate training (National Adult Secretariat and National Secretariat for Management).

Sustainability

- Sustainability in all its structures from financial to material resources (National Adult Secretariat and National Secretariat for Management);
- Promote consciousness by developing some activities in partnership (International Secretariat);
- Promote and encourage sustainability in all actions (National Pedagogical Secretariat and National Secretariat of Project);
- Provide educational opportunities in the environmental area (National Secretariat for Environment and Sustainability).

3

Continuation

Question 2. According to Meadows (2008), a system can be defined as a set of elements that are interrelated and organized in a way to achieve something. Considering the concept of Systems Approach and System Thinking relate the six development priorities to the different secretariats of CNE. Illustrate the relationships.

Youth Involvement

- Application of the Scout Method implies the involvement of the young people in the decision-making process (National Pedagogical Secretariat and National Secretariat of Projects);
- Include young adults in national teams and make them representatives of CNE (International Secretariat);
- Educational opportunities related to the environment and sustainability (National Secretariat for Environment and Sustainability).

One CNE

- Celebration of the centenary of CNE (National Pedagogical Secretariat and National Secretariat of Projects);
- Ensure a sustainable management of all structures and processes (National Secretariat for Environment and Sustainability and National Secretariat for Management).

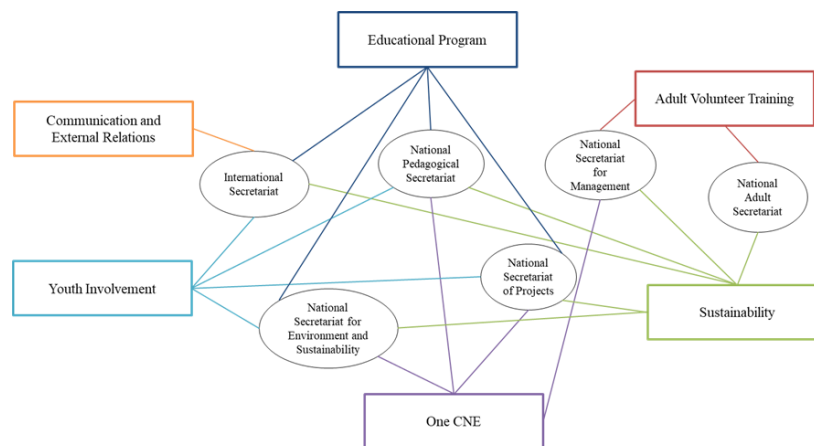
Communication and External Relations

- Ensures all the institutional contacts with the national and international organizations (International Secretariat).

4

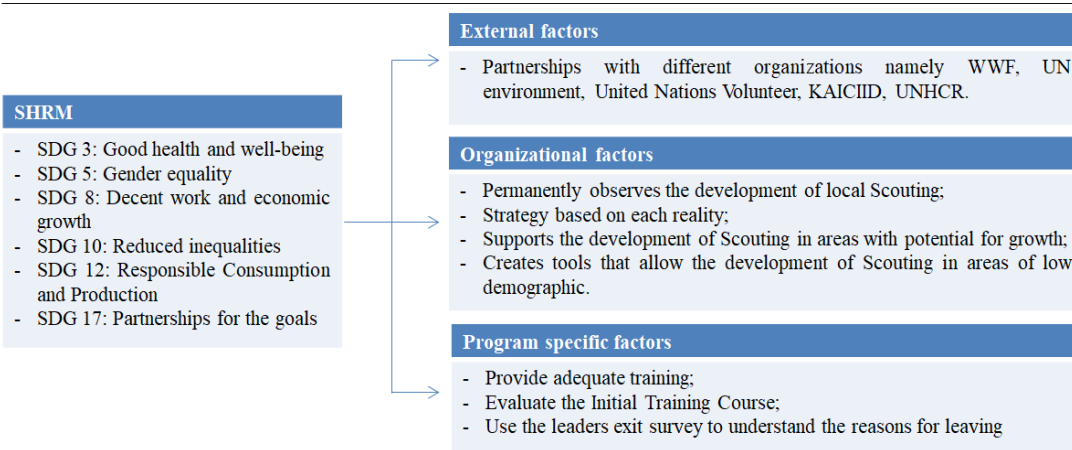
Continuation

Question 2. According to Meadows (2008), a system can be defined as a set of elements that are interrelated and organized in a way to achieve something. Considering the concept of Systems Approach and System Thinking relate the six development priorities to the different secretariats of CNE. Illustrate the relationships.



5

Question 3. Sustainability is not only related to the SDGs but also with the sustainable management of all resources. Considering the importance of a sustainable human resource management (SHRM) please analyze the CNE behavior on this topic.



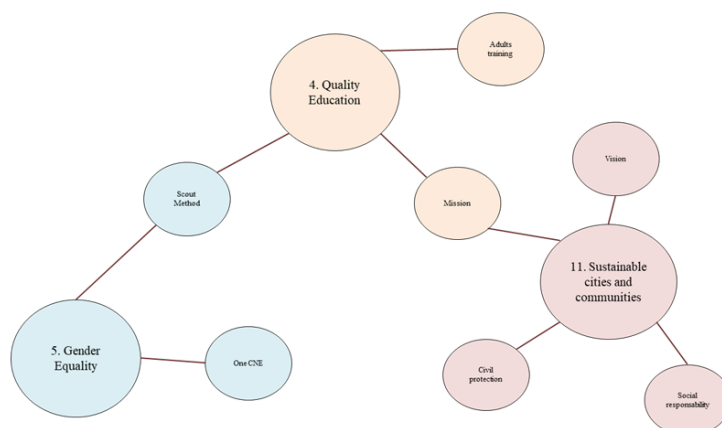
6

Question 4.1. Focusing on CNE's strategy, identify the SDGs that are incorporated in the strategy.

	The pedagogical program promotes educational opportunities for all CNE scouts and CNE is concerned about a good quality education.
	One CNE - CNE is a body and each member of that body is part of a greater whole; Patrol System.
	International market; celebrations of the centenary of CNE; host the World Scout MOOT 2025.
	Educate young people to play a constructive role in society and create a better world; participation in the national Civil Protection; consider social responsibility in every project.
	Promote environmental awareness and education of the importance to reduce the ecological footprint.
	GdL – Grupo de Lisboa, CEL, MSC – Movimiento Scout Católico, AESTP – São Tomé and Príncipe Scout Association.

7

Question 4.2. Focusing on CNE's strategy and from the SDGs identified in the previous question choose three and explain if they are connected. Consider the SDG network of targets developed by Le Blanc (2015) and illustrate the connections.



8

CONCLUSION

The primary intention of this Pedagogical Case Study was to provide understanding on the concept of systems approach and its importance when analyzing strategy and sustainability of an organization. Scouts was the non-profit organization being studied in this Pedagogical Case since they are the world's leading youth movement and their mission and vision is focused on educating young people to play a constructive role in society and creating a better world. Thus, every action planned will commit to the mission and vision and as the founder of Scouts said, Baden Powell, "seek to leave the world a little better than you found it" (CNE, 2020, p. 21). The SDGs are global challenges faced such as poverty, inequality, climate change, environmental degradation, peace and justice and they are an urgent call for action, a plan to achieve a better and more sustainable future.

The first question of this Pedagogical Case Study was intended to get a deep understanding on how an organization is impacted by the different elements in the environment. It is clear that Scouts are linked within other organizations which is a member of and those organizations impact scouts' strategy through their principles and statutes. When analyzing scouts' strategy it is concluded that it is not possible to analyze it individually but all the interrelations and interdependencies must be considered, Scouts are part of a greater whole as per the concept of systems approach.

The second question was also related with the systems approach concept and intended to relate the six development priorities to the different secretariats. The conclusion was that all secretariats were related to more than one development priority meaning that there will be a relation between different secretariats through the common development priorities. Once more the resolution of this question is showing that all elements in the strategy are connected between themselves.

The third question was more focused in the SDGs and aimed to confirm that the SDGs are considered in Scouts' strategy. By taking a deep investigation in Scout's strategy, identify which SDGs are incorporated and the relation between them through the different targets. After the analysis it was possible to confirm that the SDGs are an important topic for Scouts and their actions provide awareness to the young people. The different targets identified for each SDG have a connection at some point so it is important to look to multiple goals when monitoring and evaluating the progress of each goal.

The objective of the last question was to understand the contribution of CNE to the SDGs considering the partnerships and external relations. Partnerships with different associations

are essential to take action on some SDGs and it was concluded that the different partnerships promote an action for at least four SDGs identified in the question.

In conclusion, this Pedagogical Case Study illustrates that the systems approach concept is needed to analyze strategy and sustainability as all the elements are connected and interdependent between themselves and they cannot be analyzed individually but as a whole. The results achieved were based on qualitative analysis and interpretative methods so it would be interesting for future research to carry out interviews and surveys with the questions provided in this Pedagogical Case Study in order to have a wider overview of the results.

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