Toolbox Programme Handouts

Renewed Approch to Programme

world scouting

Content

The Renewed Approach to Programme, or RAP as it is more commonly known, is designed for leaders of national Scout associations who are interested in creating or improving their youth programme.

RAP was developed by the European Scout Office in close cooperation with the Interamerican Scout Office and the Educational Methods Group of the World Scout Bureau.

This booklet proposes eleven toolbox handouts introducing the various steps of the Renewed Approach to Programme:

The Green Island, published by the World Scout Bureau in 2005, tells the story of a National Programme Team using the Renewed Approach to Programme to improve the youth programme of their Association.

It gives useful complementary information.

World Programme Policy

The 32nd World Scout Conference adopted the principle of a World Programme Policy, based on the idea that the youth programme is not something to be defined once and for all, but that it should be adapted to the needs and aspirations of the young people of each generation and in each country.

A broad definition of youth programme

This policy applies a broad definition of the concept of youth programme, covering the totality of the experience proposed to young people:

- *What* - what the young person does in the Movement, i.e. the activities;
- *How* - the way in which it is done, i.e. the method;
- *Why* - the educational objectives, in accordance with the purpose and fundamental principles of the Movement.

Based on the needs and aspirations of young people

This definition has the advantage of emphasising that everything that young people do in the Movement has to be oriented towards the purpose and principles of Scouting and implemented by using the Scout method.

The second key element in the policy defined by the World Scout Conference is that it refers to a programme "by" young people, as opposed to a programme "for" young people. This means that it is a programme developed from the aspirations of young people, and with their participation, since they are the main agents of their own development and happiness.

This does not, however, imply the rejection of a stimulating and educational adult presence. Adults naturally have their place in programme development and implementation in terms of suggesting possibilities, offering alternatives, motivating and helping young people to use all their potential.

Yet none of this can be done without taking the aspirations of the young people into account and without their active participation in the programme development and implementation process.

This reasoning is at the very heart of Scouting's magic. In 1909, in an improvised address at the University of Chile, Baden-Powell described his concept of education by recalling that the bait that the fisherman puts on the end of his hook (e.g. a worm or an insect) generally has nothing to do with his own dietary preferences but should, in contrast, correspond to the tastes of the fish.

Girls and boys are unlikely to be attracted to the Movement because they are interested in the harmonious development of their personalities. They

become Scouts because they are offered the chance to take part in exciting activities. However, an activity has to be more than just exciting to be educational. It should also help young people gain the skills they need in order to develop themselves. The adult's role is to channel a young person's motivation and enthusiasm into a natural educational process.

The kind of youth programme, which RAP hopes to promote, is based upon educational objectives. We believe that not only educators but also young people themselves should be aware of the attitudes, knowledge and skills which the Scout programme proposes in order to round off their development. A youth programme, which only proposes activities without highlighting the educational objectives underlying these activities risks falling into the trap of "activism": activities are done for their own sake; they are repeated passively and their quality gradually diminishes. A programme, which is not oriented towards goals, may not be clearly understood and cannot be adapted to new needs. It will rapidly become sclerotic and eventually obsolete.

Scouting strives to make young people responsible for their own development. It tries to encourage them to learn for themselves instead of passively receiving standardised instruction. It is, therefore, essential to help them appropriate educational objectives, which are relevant to their own development.

A youth programme is basically a programme based on objectives to which young people adhere. These objectives should become increasingly personal with age. Young people join the Movement not only to take part in interesting activities, but also to find answers to their needs and aspirations. If an association is no longer able to attract adolescents and limits its recruitment to those under the age of 14, it is a sign that adults alone have designed its programme, without discussing it with young people and without taking their aspirations into account.

Adapted to each culture and each generation

The world of young people has dynamism of its own, focusing on diverse and constantly changing interests. For this reason, a real youth programme cannot be defined once and for all. The World Programme Policy states that each national association is not only free to develop its own specific activities, methods and educational objectives, but also should regularly revise its programme, in order to adapt it to the evolving world of young people and of society as a whole.

Invariable elements and variable elements

The strength of the Scout Movement lies in its marvellous capacity to adapt to highly diverse settings and cultures. But does this flexibility not ultimately threaten its identity and unity?

Supposing we were all free to adapt the elements of Scouting as we wished. How would it then be possible to keep enough in common so that we could still be identified as members of one and the same Movement?

To answer this question, it is necessary to distinguish between those elements, which are fundamental and invariable, and those, which are variable:

- The purpose, principles and method defined at world level are the fundamental, invariable elements;
- The variable elements are the youth programmes, built up from the fundamental elements, which change in order to adapt to the needs of each era and society (diagram 1).

The invariable and variable elements do not in fact conflict. It is much easier to adapt something to a variety of situations if you can rely on clear and well-defined fundamental elements.

An Educational System

What is a system?

The first characteristic of any system is that it is geared towards a goal, which determines its structure.

A system comprises different, interacting elements. It is a dynamic whole, the totality of which is greater than the sum total of its components.

A system is also built upon principles or norms, which govern the relationships between the different elements.

Scouting is an educational system. In other words, it is geared towards the goal of educating young people and combines different elements, which interact in accordance with fundamental principles.

Scouting is an open educational system. This means that it is in constant interaction with its social environment.

The different levels of Scouting's educational system

Scouting's educational system can be interpreted at different levels (fig. 1):

The fundamental, invariable elements

The fundamental elements of Scouting, as defined in the World Constitution, comprise: a purpose, principles and a method. Scouting's educational system grew from this original source. All new programmes and all adaptations to existing programmes must be based on these invariable elements, as the purpose, principles and method lie at the very core of the identity and unity of the Scout Movement.

Youth programme development

Each national association has a duty to develop and regularly update a youth programme, which is based on the fundamental elements of Scouting and takes the needs and aspirations of young people into account. These needs and aspirations vary according to the socio-cultural environment in which the young people live, which is why it is not useful for an association to copy a programme developed by another association in a different context. They also change from one generation to another, because society itself changes; this is the reason why the youth programme has to be updated on a regular basis, whilst respecting the Movement's fundamental elements. RAP has been created to help reach this goal.
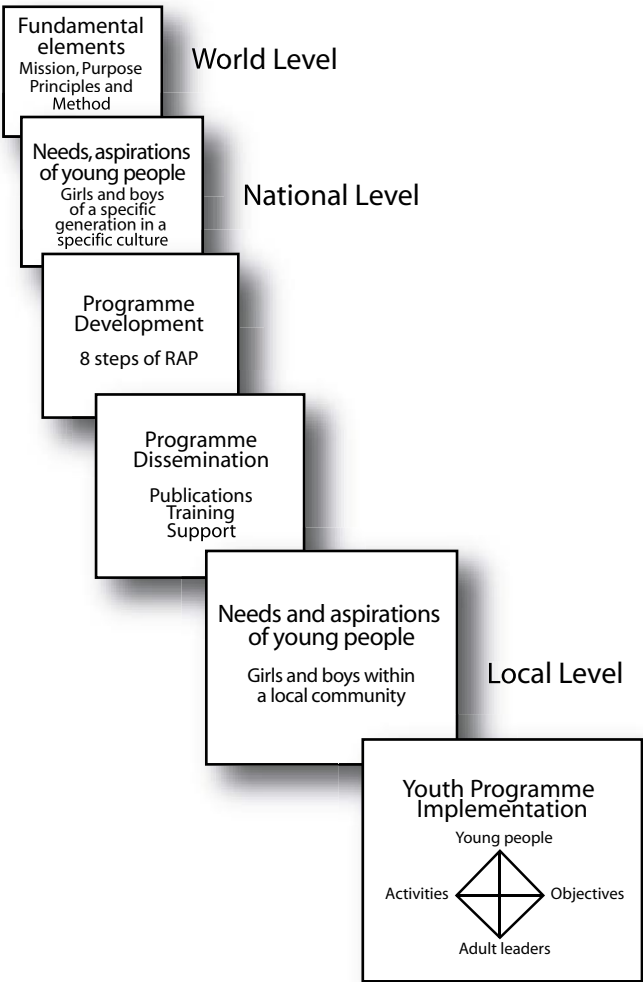
World Level

Fundamental elements
Mission, Purpose Principles and Method

National Level

Needs, aspirations of young people
Girls and boys of a specific generation in a specific culture

Programme Development
8 steps of RAP

Programme Dissemination
Publications Training Support

Local Level

Needs and aspirations of young people
Girls and boys within a local community

Youth Programme Implementation
Young people
Activities — Objectives
Adult leaders

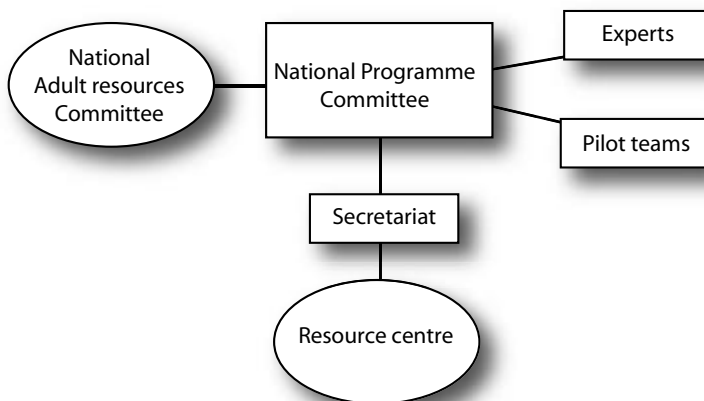Fig. 1 - From the fondamentals to programme implementation

Fig. 2 - Organisational chart

Youth programme dissemination

Designing a good programme for young people is not enough. It also has to be made widely known. Disseminating the programme throughout the association is a cumbersome task. To start with, it needs high-quality documents, presented in a clear and attractive way, for both leaders and young people. However, there is more to it than this. Direct contact needs to be made with the leaders who are responsible for implementing the programme, so that it can be presented and clearly explained to them. Programme dissemination (or delivery) is closely linked to leader training and support. In other words, when an association decides to update its programme, it has to work simultaneously on youth programme development, the creation of tools to aid dissemination and the recruitment, training and support of its local leaders .

Youth programme implementation

A good youth programme should have certain characteristics:

- **Loyalty** - It should respect the fundamental elements of Scouting (purpose, principles and method).
- **Relevance** - It should meet the needs and aspirations of contemporary young people in a given country.
- **Feasibility** - It should be adaptable and easy to implement at local level.

This last characteristic is often overlooked. There are some associations, which have had the experience of developing programmes, which were theoretically very interesting and attractive. However, in the field they were quickly discovered to be too rigid or difficult to implement. It is preferable to propose a relatively modest programme, which is likely to be implemented successfully by 90% of leaders rather than a very ambitious programme which can only be carried out by very experienced leaders. To ensure success,

policies on youth programme and adult resources should be closely linked.

As a worldwide educational movement, Scouting's success lies in its ability to combine these different levels, from the definition of the fundamental elements at world level to the implementation of the programme within a local community, in a harmonious and creative way.

National Programme Committee

Every national Scout association should have a national programme committee or team. This committee is responsible for supervising all the age sections and ensuring that their proposals are coherent.

The national programme committee usually includes the national commissioners of the different age sections, and is led by a national programme commissioner. Leaders qualified in other specialised fields (Sea Scouting, Scouting with the disabled, coeducation, etc.) may also belong to the committee.

The implementation of RAP should be placed under the responsibility of the national programme committee. It is, however, essential that there is close cooperation between the national programme committee and the national adult resources committee, which is responsible for recruiting, training, supporting and managing adults in Scouting.

Organisational chart

Before embarking on this approach, a suitable plan of action needs to be established, for which an organisational chart can be proposed (fig. 2):

- The national programme committee works under the supervision of the national board (council or committee) of the association, to which it submits regular progress reports. Its role will be to prepare a project, which should be approved by the national board before it is submitted to a democratic decision-making body, such as the general assembly of the association.

- It is essential to identify experts who can support the committee in its work. These could be internal experts (Scout leaders who are particularly qualified in one field of youth programme or another) or external experts (sociologists, educationalists, specialised educators, etc.).

- Pilot teams should be selected in different regions. These teams should involve experienced leaders, to field-test the committee's ideas and proposals.

- As there is no point in trying to re-invent the wheel, it is advisable to network with several other educational organisations (Scout or non-Scout), either in the same country or abroad, which are able to share experiences or experiments already conducted in similar areas.

- Finally, it is preferable to have a permanent resource centre, supported by a secretariat, comprising at least two professionals (an executive and a secretary), to follow up the work, gather useful documentation, produce and circulate reports, and ensure smooth communication among all those involved (committee members, experts, pilot teams, other organisations, etc.).
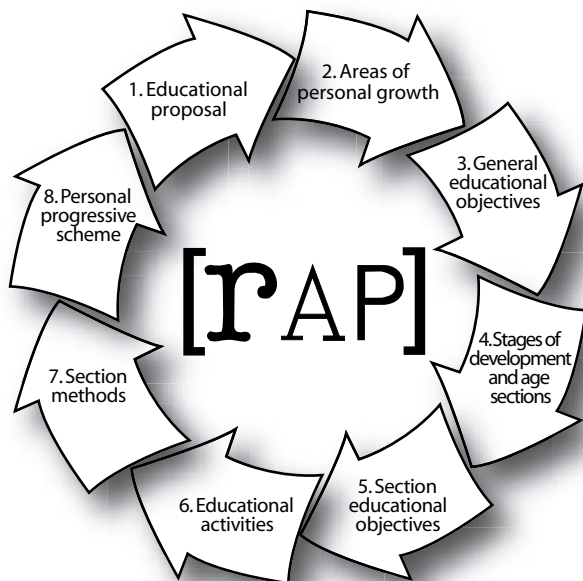
Renewed Approach to Programme

Fig. 3

RAP is a systematic approach based on the fundamental elements of Scouting (purpose, principles and method) which aims to adapt youth programme to the needs and aspirations of each generation. It comprises eight steps (fig. 3):

Eight steps

1. Definition of an educational proposal, analysing the current needs and aspirations of young people and presenting an appropriate educational response, in accordance with the purpose, principles and method of the Movement.

2. Identification of the areas of personal growth, covering all dimensions of an individual's personality.

3. Establishment of general educational objectives, which clearly define (for each identified area of personal growth) the results that a young person can be expected to have achieved by the time he or she leaves the Movement.

4. Definition of the different age ranges and age sections, based on an analysis of the different stages of development of young people.

Personal progressive
scheme

Section methods

Educational activities

3. Making the system work

Section educational
objectives

Stages of development
and age sections

2. Organising age sections

Final educational
objectives

Areas of personal
growth

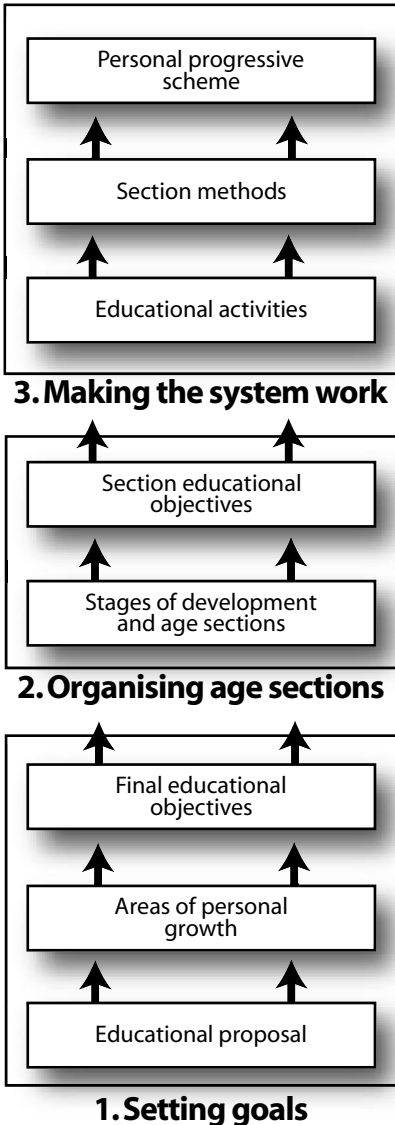Educational proposal

1. Setting goals

Fig. 4

5. Establishment of section educational objectives realistically expressed in terms of knowledge, skills or attitudes to be acquired.

6. Development of activities, which offer young people the type of experiences, which will enable them to achieve the defined educational objectives.

7. Development of section methods based on the general Scout method and adapted to each age range.

8. Construction of a personal progressive scheme to help young people establish their personal objectives and to motivate them to make progress.

How to develop a youth programme

Coherence between the age sections

One of RAP's characteristics is that it considers youth programme as a whole, spread across all the different age sections. Many national Scout associations frequently make the mistake of allowing different section programmes to coexist with no coherence between them. The reasons for this problem can often be traced back to the origins of the Movement.

Scouting originally targeted adolescents between the ages of 12 and 16. It was not until the 1920s that the Cub Scout section was created for children aged 8 to 12, with the Rover Section added on later for young adults from 16 to 22. Each section naturally developed specific elements corresponding to the particular characteristics of each age range and, over the years, acquired particular traditions and a specific culture. As a result, the

necessary continuity from one section to another has disappeared or become imperceptible. This situation is very harmful. The national Scout association no longer has a general educational proposal, the educational objectives no longer provide continuity and the passage from one section to another becomes very difficult.

To a certain extent, some distinctions between one section and another are clearly desirable to prevent monotony and arouse new interest. However, it is dangerous to allow each section to become locked into its own speciality or an entity in itself, cut off from the rest, where increasingly specific methodology is developed, with no consideration for what takes place in the younger or older sections. It is essential for the programme offered by each section to be linked to the programmes of the other sections and to be coherent with the national association's educational proposal.

In view of this, it is clear that even if a national association wishes to revise the programme of just one section, it will have to consider the effects on the programmes of all the other sections, in order to preserve the necessary coherence of the whole. RAP can be used for this purpose.

Three main phases

The eight steps described above are not part of a linear process. In fact, they could be grouped into three main phases (fig. 4):

a. Setting goals (steps 1, 2 and 3);
b. Organising age sections (steps 4 and 5);
c. Making the system work (steps 6, 7 and 8).

1. Setting goals

This phase concerns the whole association. It has to involve extensive debate at all levels, in order to obtain a broad consensus and the commitment of all leaders to the association's fundamental reason for being: its educational proposal and the general educational objectives which it proposes.

2. Organising age sections

This phase is more technical. It involves analysing the different stages in young people's development, in a given society at a specific moment in time, in order to identify the age ranges which the association will take into account when determining its system of age sections and the progression from one section to another. People who are specialised in working with each age range should be called upon to develop this system and to formulate educational objectives for each age section, which are coherent with the general educational objectives.

3. Making the system work

This phase aims to find ways in which the educational objectives can be reached whilst respecting young people's interests at different ages. It is necessary to design activities, which correspond to the educational objectives chosen, adapt the overall Scout method to each age range, thus creating the section methods, and to develop a personal progressive scheme. This phase requires field-testing among pilot units.

Educational Proposal

Concept

An educational proposal enables you to explain to a given community how a Scout association meets the educational needs of young people, in accordance with the mission, purpose, principles and method of the Movement.

The educational proposal of a National Scout Association is what it offers to young people in the society in which it operates.

Objectives

- To introduce the Movement and what it offers young people to parents and the community, and to make a clear commitment towards them.
- To express the Movement's mission and goals, so that educational objectives can be set.
- To encourage adult leaders to offer young people an attractive programme and to be committed to a certain style of educational relationship with them.

Content

- An analysis of the main needs and aspirations of young people, as well as the opportunities and threats, which confront them in their daily lives.
- Scouting's response: the general educational goals that the association proposes; the qualities that a young person can be expected to have acquired by the time he or she leaves the Movement.

- The type of youth programme and services offered by the association in order to reach these goals; the type of relationship proposed between young people and adults.

How to develop an educational proposal

There are several steps, which can be identified when developing an educational proposal.

1. Mission of Scouting

In July 1999, the 35th World Scout Conference (Durban, South Africa) adopted a mission statement for Scouting. The statement, which is based on WOSM's Constitution, is intended to reaffirm Scouting's role in today's world. The adoption of the statement has been a key step forward in WOSM's work on the development of a Strategy for Scouting.

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

This is achieved by

- Involving them throughout their formative years in a non-formal education process
- Using a specific method that makes each individual the principal agent in his or her development as a self-

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society

- What we are trying to do
- We are not the only influence on young people
- Open to all = girls and boys
- Not just academic, a life long process
- Expressing the values on which Scouting is based
- What we believe and stand for
- Together with others
- Better people = a better world
- A personal dimension having achieved one's full potential
- A social dimension: active and supportive
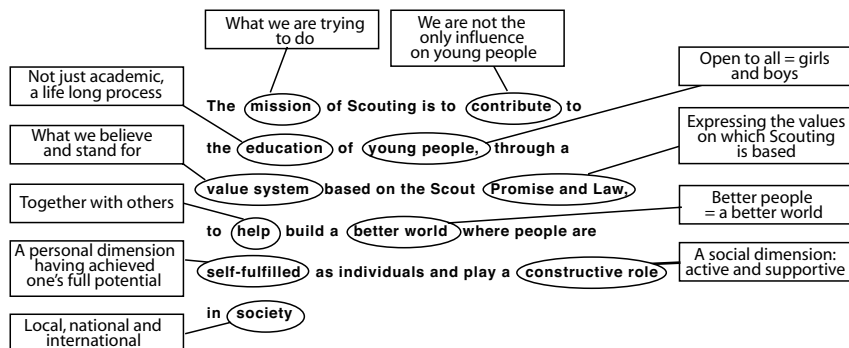- Local, national and international

Fig. 5

reliant, supportive, responsible and committed person

- Assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law (see fig.5).

2. Challenges

National Scout Associations have to identify the key conditions, or challenges, required to achieve the mission and to examine how these challenges can be met in order to make our mission a reality. In Durban, such challenges were brought out during working group sessions:

- **Relevance**: meeting the needs and aspirations of young people;
- **Complementary nature**: making a distinctive contribution to the education of young people, in particular through the Scout Method;
- **Membership**: reaching out to more young people;
- **Adults**: attracting and retaining the adults we need;
- **Relationships and partnerships**: working with others to better serve young people;
- **Unity**: pursuing a common purpose at all levels.

3. Situation analysis

The challenges involved in achieving the mission need to be compared to reality at all levels of the Movement. In other words, if we agree on the mission and if we agree on the broad conditions needed for its successful implementation, what are the major issues that we face that create obstacles to achieving the mission?

This work has to be done by the leadership of each national association in order to develop or review their educational proposal.

However, It is important to involve as many levels of the association as possible in discussing, formulating and adopting the educational proposal. National and district meetings, as well as leader training courses or workshops, provide ideal opportunities to share views and make proposals.

The following ideas and questions may serve as guidelines for that analysis.

a. Relevance

To achieve its mission, we believe that Scouting today must ensure that:

What it offers young people reflects their needs and aspirations in the society in which they live, and attracts and retains their interest over a sufficient period of time, especially adolescence, to advance their personal development

Key issues

- The critical importance of understanding the needs and aspirations of young people, girls and boys, of different ages in their society, and of how societal changes affect young people;

- The need to adapt Scouting's educational proposal to the needs of young people in a particular society and to market a youth programme that is suited to each age range, based on this proposal;

- An emphasis on Scouting's educational provision for the adolescent age range (as opposed to provision for younger children), especially in societies where adolescents have specific needs that the Scout Method can help meet.

Some questions to consider

- What is the total membership in each age section of your association?
    - Compared to 10 years ago, is the membership of each age range section increasing or decreasing?
    - Has the average age of a youth member in your association changed significantly during the same period?
    - In particular, how has the number/ratio of youth members in the adolescent age range changed during the same period?
    - What reasons can you identify for the above changes?

- When was the current youth programme of each age section of your association introduced?
    - If a thorough review and update has not taken place for some time (e.g. ten years or more), what reasons and obstacles have prevented this from happening (e.g. are there aspects of the youth programme that are considered as being "unchangeable")?
    - If your association has developed a culture of traditions over time (e.g. ceremonies, rituals, etc.) has the educational values of these been examined?

- In your opinion, how have young people in the different age groups changed since the current youth programme was introduced?
    - How could your association verify these perceptions (e.g. through surveys, research, etc.)?
    - To what extent are your findings linked to changes taking place in your society, directly or indirectly?
    - In what ways have these changes affected young people, positively or negatively, in terms of their physical, intellectual, emotional, social and spiritual development?
    - What new needs and aspirations can you identify among young people today in each age group?
    - In what ways does your association's current youth programme respond, or not respond, to these needs and aspirations?
    - If there are difficulties in responding to these needs and aspirations, are they related to the design, delivery or implementation of the youth programme?

- What other needs and aspirations do you anticipate in the years to come?
- How will your association respond to these emerging needs in a timely and effective way?

• How do young people in your country perceive the relevance of Scouting and what your association offers to them in today's society?

  - Do young people, especially adolescents, find the image of your association a positive and attractive one?
  - Do your youth members find the activities that they are offered, and the experience that they have of Scouting, to be worthwhile?

b. Complementary nature

To achieve its mission, we believe that Scouting today must ensure that:

As a non-formal educational movement, it complements the contribution of other agents such as the family, school and religious institutions, without replacing them or duplicating their efforts, by making its specific contribution to the integral development of young people through the use of a unique method which is clearly understood and implemented.

Key issues

• The need for all adults in the Movement to understand the important difference between *education* (the development of the abilities of the mind and the development of attitudes) and *instruction* (imparting knowledge, skills and attitudes from the instructor directly to the young person);

• Ensuring an understanding of the *elements of the Scout Method* (Scout Promise and Law, learning by doing, the patrol or team system, the symbolic framework, personal progression, nature, and adult support)) as an *educational system*: an interdependent group of elements interacting and forming a unified and integrated whole;

• Helping adult leaders to make *appropriate use of the elements of the Scout Method and the dynamics of Scouting in action* in working effectively with young people;

• Recognition, both within the movement and externally, that Scouting is *non-formal* in the sense that it is organised and structured, with a clearly defined purpose, principles and method that emphasise creativity, resourcefulness and personal involvement rather than the transmission of knowledge. Thus Scouting makes a distinctive kind of contribution to the education of young people that complements that of other educational agents.

Some questions to consider

• What institutions in your society try to help young people to develop in one way or another (e.g. your own association, school, religious institutions, clubs, family, or others)? You may find the chart on the page following the questions useful in responding to the following questions:

  - What does each of these institutions set out to do in terms of the physical, intellectual, emotional, social and spiritual development of young people?
  - What methods or approaches does each institution use to achieve what it sets out to do?

- How effective do you consider the contribution of each of these institutions is in terms of what they set out to achieve?

- How would you describe the specific "niche" that your association fills in this spectrum of educational provision?

  - In what ways do you consider that your association really offers young people opportunities in the various areas of development that other institutions are not designed to deal with?

  - What makes your association's contribution to the personal development of young people unique, in comparison to other institutions?

- In what ways do you consider that your association is replicating the contributions being made by other institutions (i.e. offering the same things in similar ways?

- In what ways do you consider that your association is substituting itself for what other institutions should be doing but are not doing?

- What do you think that young people find in Scouting that they cannot find elsewhere, if anything? What could this imply about what you currently offer?

- To what extent, both within and outside your association, is Scouting perceived as an educational movement, as opposed to a purely recreational or service organisation?

- To what extent do unit leaders have access to educational materials (produced by your association, by the World Scout Bureau headquarters or its Regional Offices, or by external sources) in order to help them to improve the quality of the educational experience in the unit?

- What happens within your association to ensure that unit leaders have a thorough understanding of the Scout Method? To what extent do you consider that the Scout Method is really used effectively in the local units?

- To what extent are unit leaders in your association able to distinguish between their role as a Scout leader and any other role that they may fulfil in other areas of their lives (e.g. parent, teacher, religious instructor, public authority, etc.) and act accordingly?

c. Membership

To achieve its mission, we believe that Scouting today must ensure that:

It strives towards opening its membership to those young people in society not previously served and provides equal treatment and opportunities to all its members.

Key issues

- An educational proposal that reflects the needs and aspirations of all young people in the society;

- A willingness on the part of the national Scout association to reach out to all young people in that society, to break down the existing barriers that, for whatever reason, exclude some;

- A commitment by the national Scout association to provide equal treatment and opportunities for all members regardless of gender, socio-cultural background or other factors, and a commitment to redress as quickly as possible any imbalance of gender, socio-cultural background, age, etc., that currently exists.

Some questions to consider

- Is scouting readily accessible to all young people in your society?
- Where are your Scout groups located?
    - Do they exist in the entire territory of your country?
    - Are they adequately represented in urban and rural areas?
    - Do they serve the various socio-economic groups (lower, middle and upper classes)?
    - Do they cover all segments of your society (e.g. ethnic/migrants communities, etc.)?
- How is your membership distributed among the various age sections?
- If membership of your association includes both boys and girls, are both genders equally represented? If not, what are the reasons?
    - Are there any differences in the gender mix between urban and rural areas, socio-economic groups and age sections? If so, why?
- What is the penetration rate of your association, i.e. the proportion of youth members to the total available youth population of the same age range in your country?
- What barriers prevent young people who would like to be Scouts from joining your association? (For example: no group/unit available nearby; lack of adult leaders; image of the movement, uniform not appealing to young people; cost of participation; too much competition from other movements/sectors; insufficient free time; other reasons...)
- How can these barriers be removed?
- Does your association communicate

what you offer to young people, what you stand for, effectively to all segments of your society?
    - To which audience(s) are you addressing your message?
    - Do the language and image used need to be changed?
    - Do the media used for communication need to be reviewed?
    - What else can be done to spread your message through the various segments of your society?
- How does your association plan to actively increase its membership in order to achieve the Movement's mission in your country?

d. Adults

To achieve its mission, we believe that Scouting today must ensure that:

It attracts and retains adults who are prepared to develop the knowledge, skills and attitudes required to support the Movement and in particular to implement the Scout Method.

Key issues

- Recruiting the appropriate type and number of adults to support the Movement at all levels, by ensuring that the role to be played is perceived and meaningful;
- Retaining those adults within the Movement through an adequate policy for the management of adult resources, which includes the provision for relevant training and support;
- Ensuring that adults working with young people identify with the fundamentals of Scouting and are able to use the Scout method fully and effectively. Amongst other considerations, this implies being

able to "get along" with young people in a spirit of true partnership.

Some questions to consider

- What is the total number of adult leaders in your association?
  - How many of these are involved in unit leader positions (working directly with youth members) and what is the ratio of unit leaders to youth members in each age section?
  - Are there sufficient unit leaders to effectively implement the youth programme in all age sections within your association?
  - Are there a sufficient number of adults within your association involved in adult support, administration or management positions?

- If your association admits girls as well as boys, what is the proportion of female adult leaders in your association?
  - What proportion of them is involved in unit leader positions?
  - In what age sections?
  - What proportion of female leaders are in adult support, administration or management positions?
  - At what levels (local, national)?
  - Do you consider that these statistics reflect equitable treatment of both male and female leaders? If not, what could be done to change this situation?
  - Would every adult leader have equal access to any responsibility/ position in your association on the basis of demonstrated competence, rather than other

considerations such as gender, age, etc.? If not, what could be done to change this?

- Based on your own personal experience, and that of other adult leaders you know, to what extent does your association:
  - Recruit adults to do a specific job, based on a written job description?
  - Carefully check potential candidates to ensure their suitability?
  - Consider carefully the motivation that led each adult to volunteer to join your association and to remain?
  - Provide adequate introduction to each person's task?
  - Provide appropriate training and support in various ways when they are needed?
  - Ensure that each job is rewarding, up to expectations and a source of personal growth and satisfaction?
  - Enable adults to move to another position/job, or to leave the association, when the current task/term of office is complete?
  - Consistently make appropriate arrangements to meet specific requirements (e.g. child-care facilities for leaders with young children) when arranging activities, meetings, training opportunities, etc.?

- Does the image your association projects attract and facilitate the recruitment of the type of adult leaders that you need?
  - Are there other barriers to attracting and recruiting effective leaders?

- What more could be done by your association in this area?

e. Relationships and partnerships

To achieve its mission, we believe that Scouting today must ensure that:

Its relationships with other institutions are based upon a partnership, which respects Scouting independence and its specific character as an educational movement for young people.

As a community-based educational movement for young people, Scouting cannot operate in isolation. In order to be effective it needs the support of other institutions in the community whose purposes are complementary. Such partnerships may be forged to support Scouting's infrastructure through the provision of human, material and financial resources; or they may be to enrich the educational activities of the Movement.

Key issues

• Ensuring that any institutional relationships established at national or international levels (whether permanent or of a time limited project nature) are focused on supporting the pursuit of Scouting's mission as a non-formal educational movement for young people (male and female); such relationships must never threaten the independence or specific identity of Scouting;

• Encouraging mutually beneficial relationships with partners as close as possible to unit or community level within the movement, including families.

Some questions to consider

• To the best of your knowledge, what are the institutions of whatever nature (the government, development agencies, the church or other religious bodies, other youth organisations, etc.) with which your association has established relationships?

• Identify, in each case, the purpose of these relationships (for example, to obtain financial support for the association, to cooperate on the implementation of a project, etc.)

• How are the conditions of partnership with another institution negotiated? Whose responsibility is this? Have these relationships/ partnerships each been the subject of a written agreement between your association and its partners, establishing the terms of the partnerships?

• Have the partnerships been established in order to help your association to achieve its mission as an educational movement for young people? Examine each partnership separately to determine how each serves that purpose. Have there been other reasons for establishing the partnerships? If so, what are they?

• Have these relationships/partnerships respected Scouting's independence? Or have some of the partnerships restricted Scouting's freedom as an educational movement for young people? If so, in what way?

• Would you question any aspects of these partnerships that your association has established with other institutions?

• Are there other new partnerships, which could help your association to achieve its mission? If so, what are

they? What factors would you take into account in establishing new ones?

- How does your association encourage and support local unit leaders in developing positive, supportive relationships with partner organisations and the families of youth members within their community?

f. Unity

To achieve its mission, we believe that Scouting today must ensure that:

All components of the World Organization - national Scout organisations/associations, regional and World bodies - strive to strengthen the international unity of the movement by actively pursuing their common purpose and direction.

Enhancing the unity of the Scout Movement worldwide is one of the primary aims of the World Organization. It is one of the foundation stones on which the movement is built. The international dimension is an essential aspect of both its purpose (contributing to the education of young people to become members of their international communities) and its principles (the promotion of international peace, understanding and cooperation).

Key issues

- Developing an enhanced sense of unity and common purpose and direction of the Movement.
- Strengthening the international dimension in all aspects of Scouting and the importance of the Movement's role in the promotion of international peace, understanding and cooperation;

- Commitment by national Scout associations to participate fully in the decision-making processes of the World organization and to implement the decisions made by Regional and World scout Conferences.

Some questions to consider

- In your association, to what extent is there a sense of belonging to WOSM - a worldwide brotherhood that goes far beyond your own association?
- In what ways does your association contribute to promoting world peace, brotherhood and cooperation?
- How is this reflected in the life of your association (youth programme and use of the Scout Method, use of the world Scout badge, participation in regional and world events, etc.)?
- What does the management structure of your association - including the International Commissioner - do to promote the international dimension of Scouting?
- How does your association prepare itself to take an active part in the decision-making process of WOSM at a Regional or World Scout Conference?
- What does your association do to implement the resolutions adopted at Regional and World Scout Conferences? Are these shared with all within the association?

3. Discussing the findings

After this analysis has been completed, the association has a list of the conclusions, needs, expectations and aspirations related to the 6 main challenges. This will form the basis for drafting the educational proposal.

Some conclusions may concern the needs and aspirations of young people; others may concern the expectations of the various partners. Only the key elements should be listed.

It is then necessary to find out whether the Scout association is able to meet each of these needs or expectations in some way or another. The list can be used to stimulate debate at all levels of the association.

Members should discuss the list of needs and expectations and identify whether Scouting's current response is adequate or could be improved. The ideas should be noted under various headings (young people, parents, authorities etc.).

Examples concerning young people

- Young people aged 12-16 express a keen interest in outdoor activities and the protection of the environment. The programme for this section places an emphasis on camping and outdoor activities, but does not do enough in terms of environmental education.

- Young people aged 16-22 are very concerned about their professional futures. Nothing has been done to meet this need so far. The programme of the senior section should incorporate elements of professional guidance and work experience.

Examples concerning parents

- Parents and some teachers are afraid that Scouting will take up too much time in their children's lives, to the detriment of their studies. So far, this point has not been taken into account. The way in which the Scout programme has a favourable impact on young people's success in school should be highlighted more effectively.

- Many parents, with the support of church representatives, expect Scouting to provide a solid education in spiritual and moral values. The promise and law are an important educational element in each section, but leaders feel quite ill prepared as far as spiritual education is concerned. Efforts must be made in this area.

Examples concerning public authorities

- On several occasions during symposia, representatives of the authorities have expressed an interest in community development projects organised by the Scout association: building playgrounds for children in underprivileged areas, renovating historical monuments, etc. They are interested in everything that can contribute to civic education and responsibility. This element of the programme should be maintained and strengthened.

4. Drafting the proposal

After this work has been completed, the association has a list of the needs, expectations and aspirations expressed by the young people and partners of the Movement, as well as the national association's responses. This will form the basis for drafting the educational proposal.

In chapter 1 of *The Green Island*, a national programme committee drafts an educational proposal for its association. In this example, the plan adopted for drafting the text is as follows:

1. Who are we?
2. What difficulties do young people face?
3. What opportunities are there for development?
4. What do we want to do?

This example is not fictitious. The educational proposal presented in *The Green Island* was actually drafted over a weekend by the leaders of a new association in an eastern European country. Many ways of drafting such a text can be envisaged, but what is important is that it clearly expresses, using terms that are readily understood by everyone, how Scouting proposes to provide concrete responses to the aspirations and needs of young people in a given situation.

Once the national programme committee has drafted the text, it then has to be submitted to the governing bodies of the association. After that, it will be circulated among all leaders for consultation, before being officially adopted by the general assembly of the association.

Areas of Personal Growth

In Aids to Scoutmastership, Baden-Powell wrote:

"The aim of the Scout training is to improve the standard of our future citizenhood, especially in character and health; to replace self with service, to make the lads individually efficient, morally and physically, with the object of using that efficiency for service for their fellow-men."

In article 1 of the Constitution of the World Organization of the Scout Movement, the purpose of Scouting is summarised as follows:

"The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities."

The Renewed Approach to Programme recognises five areas of personal growth plus one (Character development):

• Physical development;

• Intellectual development;

• Affective or emotional development;

• Social development;

• Spiritual development.

Character development should be added at a different level. It is the dimension of personal identity and will (fig. 6). It unifies all the other areas in a process of personal growth. Without the dimension of character, the person cannot be the actor of his/her own development.

The main change, which the Renewed approach to Programme is proposing, is the inclusion of the area called emotional development. Emotional development is not mentioned in the constitution of the World organization of the Scout
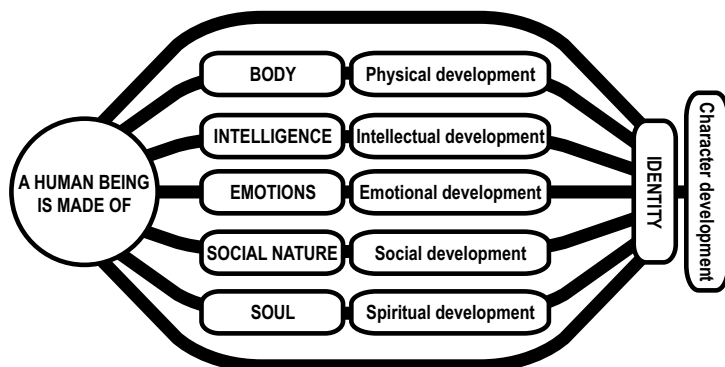

Fig. 6

Movement because when that section of the constitution was written, some 25 years ago, that area of personal growth was less known and understood, and the constitution was not amended since. This is not a departure from the original proposal of the Founder, since in his writings he often stressed the notion of happiness and the "capacity of enjoyment", as well as self-expression. We consider that the area of emotions and feelings, which is essential to an individual's well-being, has generally been somewhat neglected in Scout programmes and should be the focus of renewed interest. Affective or emotional development is therefore mentioned in all recent educational publication of the WOSM.

The definition of the areas of personal growth is the necessary starting point to develop a Scout programme.

The six areas

Scouting takes all the dimensions of the human personality into account and, therefore, identifies several areas of growth on which the Scouting's educational objectives are based.

The areas of growth should not be considered separate elements, but as parts of a whole. *RAP* proposes the model illustrated in fig. 6

These six dimensions have been presented on the same level as separate areas in order to make them easier to analyse. In fact, they are all interrelated and form a whole, the human personality.

Let us illustrate this with a concrete example: making a cube from cardboard. You start by drawing the six faces of the cube in the form of a cross on the

cardboard. The six faces are identical and are on the same level, just like the six areas of growth described above. However, to build a cube, it is necessary to join each of the six faces to the others on different planes (*fig.* 7).

In the same way, when the human personality is developing, the six areas
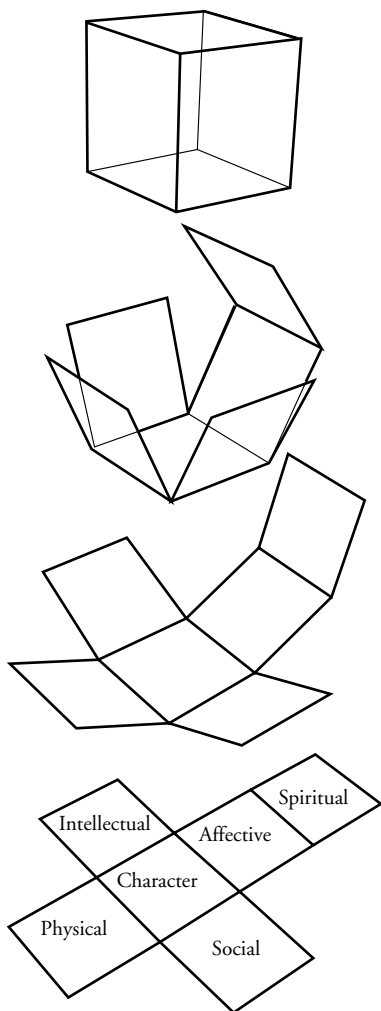

Fig. 7

of growth interact with each other, but they can only be described correctly from different perspectives. The human personality is a whole integrating all the areas of growth. The character occupies a central position: it unifies a person and forms his or her identity.

The body seems to be at the root of everything else: emotions, intelligence and social nature. It is through one's senses and body that one discovers the world and communicates with others. However, physical development is itself influenced by emotions and social relationships. Disorders such as obesity are often due to emotional or relationship problems. The spiritual dimension is related to the meaning of life. It cannot develop independently from one's relationship with others and with oneself; it is based on sociability, intelligence and affectivity. Finally the character is the dimension, which unifies a person and forms his or her identity.

It would be a serious error to consider each area of growth independently from the others. The human personality cannot be cut into slices. On the contrary, the aim of education is to help the child and then the young person to gradually build up an identity and develop his or her autonomy, in other words the ability to unify all the dimensions of his or her personality into a coherent life plan. It is for this reason that Baden-Powell placed so much emphasis on the development of character.

It will be necessary to draw conclusions from this when we deal with educational objectives. We can define an educational objective targeting one main area of

growth, but in reality it is bound to have an impact on other areas. We cannot choose to develop only our body, character or social nature. Whichever area is aimed for, the personality as a whole will be affected.

We are dealing here with the fundamental, invariable elements of the Scout programme. Therefore, national associations need to check that their programmes cover all the dimensions of the individual's personality.

The educational trails

In each area of personal growth it is necessary to identify educational priorities or trails, taking into account the needs and aspirations of young people in your particular social and cultural context.

From each educational trail you can then build coherent educational objectives. Here too we have proposed some examples, but you are encouraged to find the formulation which best corresponds to the situation faced by young people in your country.

For example, in the area of intellectual development, we propose three priorities or educational trails: collecting information; processing information; problem-solving. This choice is based on the need for young people in our society of mass communications to be encouraged to think for themselves instead of letting themselves be influenced by the media. It is possible to identify other urgent needs and to translate them into different educational trails.

The areas of personal growth and the educational trails are necessary to establish the educational objectives on which you will develop your programme.

1. Physical development

Definition

Becoming responsible for the growth and functioning of one's own body.

Educational trails

a. Identifying needs

- Understanding how one's body functions.
- Understanding the changes in one's body.
- Understanding the relationships between one's body and the environment, the body's needs and its natural rhythms (oxygen, balanced nutrition, sleep).
- Respecting one's body, avoiding abuse.

b. Maintenance (keeping fit and healthy)

- Healthcare, hygiene.
- Nutrition.
- Exercise.

c. Efficiency

- Developing one's senses: touch, sight, smell, hearing, taste.
- Developing one's resistance, strength, suppleness, agility, self-control.
- Compensating for disabilities.

2. Intellectual development

Definition

Developing one's ability to think, innovate and use information in an original way to adapt to new situations.

Educational trails

a. Collecting information

- Curiosity.
- Exploration.
- Investigation.
- Observation.

b. Processing information

- Analysing data.
- Sorting and classifying.
- Memorising.

c. Problem-solving

- Spirit of invention and creativity.
- Experimenting.
- Hypotheses and deduction.

3. Affective development

Definition

Recognising one's own feelings and learning to express them in order to attain and maintain an inner state of freedom, balance and emotional maturity.

Educational trails

a. Self-discovery and awareness

- Recognising and accepting one's emotions.
- Discovering oneself.

b. Self-expression

- Expressing one's feelings using various creative means.

c. Responsibility and self-control

- Controlling feelings and emotions in order to respect one's integrity and that of others.
- Responding in a responsible manner to feelings directed towards oneself.
- Controlling aggression.

4. Social development

Definition

Acquiring the concept of interdependence with others and developing one's ability to cooperate and lead.

Educational trails

a. Relationships and communication

- Developing an appreciation of relationships with others (accepting differences, welcoming and listening).
- Acquiring communication skills.
- Equal partnership between men and women.
- Rejecting social or nationalistic stereotypes and prejudices.

b. Cooperation and leadership

- Learning how to cooperate: building a team spirit; taking on a role within a group; developing, respecting and evaluating communal rules; understanding interdependence and reciprocity; managing a collective project; training in citizenship.
- Taking on responsibilities in order to serve others.

c. Solidarity and service

- Discovering the interdependence among individuals and communities. Developing a sense of belonging to increasingly larger communities.
- Developing a sense of service and the common good: adopting the values of democracy and social justice.

5. Spiritual development

Definition

Acquiring a deeper knowledge and understanding of the spiritual heritage of one's own community, discovering the Spiritual Reality which gives meaning to life and drawing conclusions for one's daily life, whilst respecting the spiritual choices of others.

Educational trails

a. Welcome

- Listening.
- Being receptive to others.
- Showing compassion.

b. Wonder

- Being sensitive to the wonders of nature and life.
- Recognising a Spiritual Reality in it.

c. Work

- Playing an active role in one's community.
- Sharing responsibilities.
- Cooperating with others to bring about improvements.

d. Wisdom

- Developing responsibility towards oneself.
- Being able to exercise self-discipline.

e. Worship

- Recognising the meaning of past experience, being able to express it and celebrating it.

f. Spiritual discovery

- Exploring and discovering the spiritual heritage of one's community.
- Drawing conclusions for one's personal life.

6. Character development

Definition

Recognising one's responsibility towards oneself and one's right to develop, learn and grow in search of happiness whilst respecting others. Learning to assert oneself, make one's own decisions, set aims and identify the necessary steps to achieve them.

Educational trails

a. Identity

- Discovering and asserting oneself; setting objectives for personal progression.

b. Autonomy

- Being able to judge things for oneself; being able to take decisions, make choices and accept the consequences.

c. Commitment

- Being able to judge risks and act accordingly; committing oneself to a project; persevering in spite of difficulties.

tool box / *boite à outils*

Final Educational Objectives

Scouting has an explicit goal: to help young people develop their full potential so that they can be fulfilled as individuals and contribute towards the development of society (the mission of Scouting).

A national Scout association presents this goal in its educational proposal, which is based upon an analysis of the needs of young people at a specific time and in a specific socio-cultural context. Its educational objectives are a more concrete and precise expression of this goal. They clearly define, for each area of personal growth, the results which a young person can be expected to have attained by the time he or she leaves the Movement, having completed the programme of the senior age section. These results should be observable by the young person him or herself, by peers and by adult leaders.

Defining educational objectives is under the responsibility of the national level of a Scout Association. However, adult leaders, at all levels, should be associated and consulted in order to reach a large consensus.

1. What is an educational objective?

An educational objective is a result expected at the end of an educational process and expressed in terms of new abilities to be acquired. It may concern knowledge (to know), attitudes (to be) or skills (to do).

It is important at this stage to make a clear distinction between different concepts:

- Educational principles - values which underlie an educational approach;
- Educational goal - intention of the educator;
- Educational objective - abilities to be acquired by a learner by the end of a learning process;
- Prerequisites - knowledge, attitudes or skills which are absolutely essential in order to start a new phase in an educational process.

Educational goals usually focus on the educator, expressing his or her concerns or intentions, whereas educational objectives focus on the learner, his or her progress and achievements.

Education in general aims to lead the learner from an initial state to a new state (fig. 8 a). Whereas the learner is unable to do something before starting the learning process, he or she then acquires this ability.

If the learner goes from this initial state to the new state on his or her own, this does not constitute education (fig. 8 b) For example, all young people usually grow rapidly from the age of 9 to the age of 12. No educator can boast of having obtained this result.

If the new state is identical to the initial state, no learning has taken place. If the learner has not learned anything new,
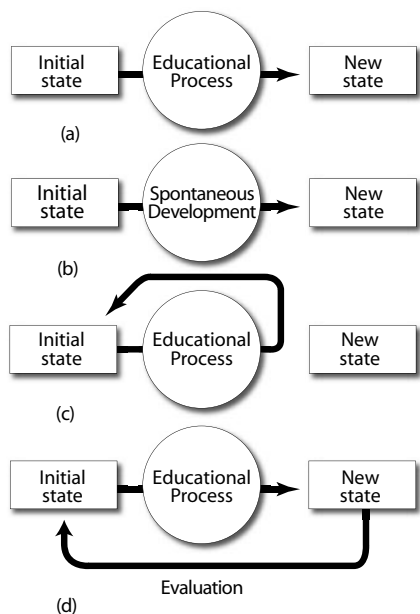
Fig. 8

this means that he or she has merely taken a detour and returned to the starting point (fig. 8 c).

It is also possible to imagine a situation in which the educator believes that a young person has developed a new ability whereas in fact he or she had already acquired it beforehand. This is why it is important for an evaluation to take place both before and after any learning process (fig. 8 d).

An evaluation is usually done after a learning experience. The main concern is to find out what the learners have gained from it. This constitutes the final evaluation. However, it is equally important to undertake an initial evaluation (before the learning experience): do the young people I am supporting already have the proposed abilities? In other words, what is each young person's starting point? The initial evaluation enables you to check whether the learners have the basic level required (or prerequisites), to enable them to acquire the new abilities.

2. What is a final educational objective?

"Final" means "should have been reached by the end of the period during which the Scout Movement supports an individual in his or her personal development".

The senior age section is extremely important: it enables the association's general educational objectives to be established and evaluated. In most cases, the upper age limit fixed by an national Scout association is from 18 to 25, depending on the human and financial resources available to provide the necessary support to young people and their leaders.

The age limit should not be higher than this, since it is important to ensure that Scouting remains a youth movement. The senior section should not be considered merely as a source of leaders for the younger age sections, but as an integral part of the youth membership. A senior age section, which can attract and retain a large number of young people, is proof of a high-quality youth programme, since young people make their own choices, unlike children whose parents often decide how they should spend their leisure time.

Final educational objectives clearly define results to be reached. It is only after having formulated them that an

association is able to evaluate whether the educational experience it offers young people is effective or not and to identify how it can be improved.

Once they have been formulated, it is possible to establish related educational objectives for the younger age sections and thus ensure a smooth progression from one section to another.

3. Two main educational strategies

There are two main strategies in education:

a. Taking the learners' initial state as a reference point

b. Taking the new state which the learners are to reach as a reference point

Initial state as reference

The young people are at this level and I will try to help them make as much progress as possible. This is expressed in terms of intention or educational goal, for example: try to develop creativity as much as possible. This is the logic behind traditional school curricula. They are not designed so that all the pupils know their full content. In reality, a small number of pupils retain little or nothing; a small number of pupils retain everything or almost; the largest number fall between the two. This leads to the famous Gauss curve (fig. 9).

This strategy accepts the principle that all will not complete the programme, so it is inaccessible. In fact, its aim is to place individuals in a system and classify individuals in relation to others. Thus, in fig. 9, Paul is inferior to Denise, who is superior to Jim. Paul can then be said to be below the average level of the group ("he hasn't made the grade"), whilst Jim is near the average and Denise is well above the level of the rest of the
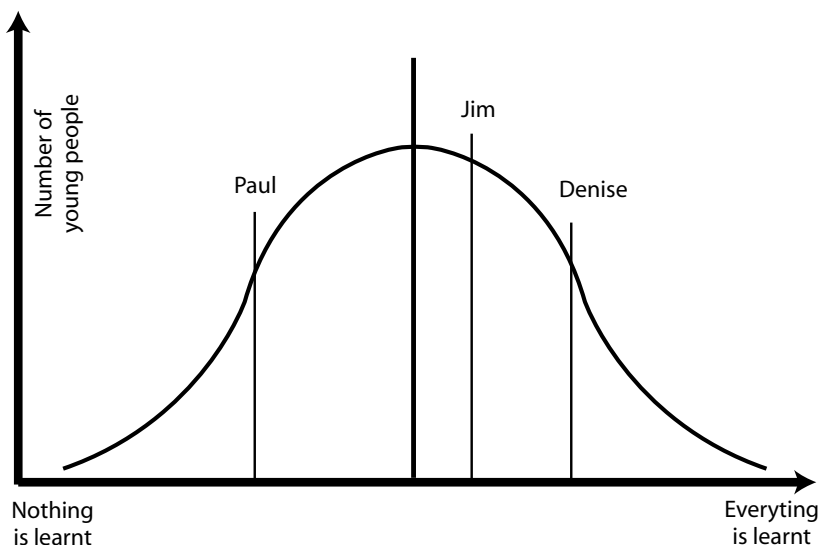

Fig. 9

Knowledge	Skills	Attitudes
Explain	De able to	Accept
Describe	Demonstrate	respect
Explore	Show	Value
Identify	Participate	Behave
List	Develop	Judge
Tell	Create	Recognise
Express	Make	Appreciate

Fig. 10

group. The learners are judged not in relation to themselves, but in relation to others, or in relation to an external norm (the group level). This is normative evaluation.

New state as reference

In this case, an educator tries to determine which abilities (knowledge, skills, attitudes) he or she expects all the learners to have acquired by the end of the educational process. These are formulated in terms of educational objectives.

Having carefully defined the abilities, which the learner should acquire, the educator then has to prepare the path, which will lead from the initial state to the new state. He or she will "go backwards": starting from the general educational objective, he or she will determine the successive steps from the end of the process to the beginning (intermediate educational objectives) which the learner has to reach in order to gain a certain ability. This is the approach proposed by *the Renewed Approach to programme*.

A general educational objective defines, in terms of an ability to be acquired by a young person, one of the results expected at the end of the last stage of the Scout programme.

Each general educational objective will be declined in several section educational objectives (or intermediate objectives), adapted to the possibilities of each age range.

Since Scouting is a movement of self-education, it is through an ongoing dialogue between each young person and the supporting adult that the educational objectives proposed by the national association are adapted to suit the particular needs of each individual. They then become personal educational objectives.

The senior section should not be considered merely as a source of leaders for the younger age sections, but as an integral part of the youth membership. A senior age section, which can attract and retain a large number of young people, is proof of a high-quality youth programme, since young people make their own choices, unlike children whose

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Characteristics of a good educational objective

A good educational objective is written in clear, easy-to-understand language and has the following characteristics (S.M.A.R.T.) :

- Specific (S) - it deals with only one topic and is expressed in clear, precise terms;
- Measurable (M) - it is expressed in terms of observable behaviour;
- Achievable (A) - it corresponds to the capabilities of the young people concerned and can be achieved under the existing conditions (time, resources);
- Relevant (R) - it corresponds to the identified needs of young people.
- Timed (T) - a time limit has been set.

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parents often decide how they should spend their leisure time.

General educational objectives clearly define results to be reached. It is only after having formulated them that an association is able to evaluate whether the educational experience it offers young people is effective or not and to identify how it can be improved. Once they have been formulated, it is possible to establish related educational objectives for the younger age sections and thus ensure a smooth progression from one section to another.

In each of the six areas of growth (physical, intellectual, affective, social, spiritual and character), it is necessary to formulate, in accordance with the association's educational proposal:

- Knowledge to be acquired (to know);
- Skills to be acquired (to do);
- Attitudes to be developed (to be).

4. How to set final educational objectives

There are several steps, which should be taken when formulating general educational objectives:

Identifying priorities and support

a. Reviewing previous work

The work already undertaken by the national programme committee will have enabled priorities to be identified for young people of different ages and both sexes: the analysis of the needs of young people in a specific socio-cultural context and the expectations of partners; the educational proposal presenting the services offered by the national Scout association; the identification of the different areas of personal growth and educational trails within each area of growth. The results of this work should be re-examined and discussed and the most relevant educational trails selected. It is recommended to select from three to six trails for each area of growth.

b. Setting an age limit

Before attempting to formulate general educational objectives, it is essential to decide upon an upper age limit for membership in the senior age section of the association. To do this, various factors need to be taken into account, including the needs of young people in the specific society in which they live, other youth provision and the resources available to

the association. Since this issue concerns the association as a whole, various other decision-making bodies will need to be involved in the debate. If no consensus can be reached, the national programme committee should fix a theoretical age limit, for example 18, 20, 22 or 25, to enable it to develop a clear framework for the youth programme.

c. Obtaining support

Formulating educational objectives is a challenging, time-consuming task and it may be useful to ask for advice or support from people specialised in educating young people of the previously determined age (18-25). The role of these specialists should be to ensure that the objectives are drafted clearly, using the correct terminology, and that they are S.M.A.R.T (specific, measurable, attainable, relevant and timed).

Formulating educational objectives

It is recommended to do some exercises to practise formulating educational objectives. It may be useful to start by drawing up a list of verbs, which should or should not be used when formulating objectives.

Some simple advice is to use only verbs describing an action, which is observable. You should not use verbs like know, understand or learn, because it is not clear whether an individual knows or understands except if he or she is able to explain or show (fig. 10*).

For each educational trail selected, one or more objectives should be formulated in terms of knowledge, skills or attitudes to be attained.

In TB004 *Areas of Personal Growth*, examine the reference on physical development, in which three educational trails are proposed.

- The first is identifying needs. Let us define an objective corresponding to this educational trail. We propose:

Is able to describe the main biological processes, which regulate his/her body, accepts his/her physical capabilities and takes action to protect his/her health.

- For the second trail, maintenance, we propose:

Values his/her appearance, takes care of his/her personal hygiene and that of his/her surroundings, keeps to an appropriate and balanced diet and achieves a balanced distribution of time between rest, physical, intellectual and social activities.

- For the third trail, efficiency, we propose:

Develops his/her senses (sight, hearing, taste, smell, touch) and physical fitness, compensating for any disabilities.

Proceed in the same way for all the other areas of growth.

Stages of Development

In the development of children and young people, several stages can be identified. The different areas of personal growth interact with each other at certain periods to create a temporary state of balance or imbalance, which is called a stage. These stages represent successive steps in the process of growth. It is necessary to take them into account in order to establish or review our system of age range sections.

Sociological and economic factors have an impact on purely physiological and psychological factors, creating different rhythms and steps according the culture and the era. Moreover, depending on the criteria selected (psychological, social, etc.), the stages of development can be analysed in different ways.

For this reason, it is important to regularly question the relevance of the stages of development under consideration and to review them in order to respond to the needs and aspirations of young people in the best possible way. It should be noted from the outset that a child is not a miniature adult. At each age, he or she has particular characteristics and interests. It is, therefore, necessary to grade the educational objectives according to the potential reached by the young person.

Before the age of 7

It can be seen, for example, that before the age of seven the ability of a child to cooperate within a group is very limited.

This is an important issue to take into consideration if you are planning to develop a programme for a Pre-Cub section.

One of the key elements of the Scout method (the team system) cannot really be implemented.

Late childhood

Certain stages can easily be identified, such as "late childhood" from 7/8 to 10/11 years old, which is characterised by a certain level of stability. It is even referred to as "infant maturity".

The physical growth is slower. The child is at ease in his or her body. He/she has acquired the capacity for logical reasoning on concrete data; he/she demonstrates intellectual curiosity.

The child tries to adapt to a group and be appreciated. He/she has the capacity to develop reciprocal exchanges in a group. He/she can imagine oneself in another person's situation. He/she accepts the authority of adults. This is the Cub Scout age.

Puberty

This stability is perturbed between 10 and 12 years old (earlier among girls, later among boys) by the occurrence of numerous changes, both on a personal level (an acceleration in physical growth, the onset of puberty, a new stage of logical reasoning) and on the social level (the end

of primary school and the beginning of secondary school in many countries).

This is what some psychologists call the crisis of early adolescence, which is shown by the rejection of childhood rules, the challenging of adult authority, the attraction towards smaller social groupings, etc.

This is a period of opposition and rejection of previous identifications. Childhood rules and regulations are called into question. However the ability to create new rules through mutual consent appears. That announces the development of moral autonomy and the acceptance of moral principles as a way of sharing rights and responsibilities within a group

Adolescence

Between 13 and 15 years old, a new stage is reached with the acquisition of sexual maturity, the establishment of gender identity and the development of abstract logical reasoning.

However, the restructuring phase which started at the age of 11 or 12 continues, i.e. it is only towards 16 or 17 that a new balance is progressively attained.

Between 11 and 16, a fairly unstable stage is experienced, during which development rhythms vary widely depending on sex (maturity is reached more quickly by girls) and under the influence of social and cultural factors. This explains the wide range of age section systems used by associations.

 Nevertheless, a distinction is usually made between early adolescence, from 10/11 to 14/15, and late adolescence, from 14/15 to 17/18.

After that, youth begins, with its major challenge of taking on adult roles and becoming fully integrated into society.

First and second childhood

Ages	Physical	Intellectual	Affective
Birth	Weight: 3-4 kg. Height: 50 cm. Progressive development of posture, grasping and walking.	Sensory-motor stage: from reflexes, constitution of patterns of actions combining perceptions and movements to reach an aim.	Elementary emotional reactions: states of satisfaction and dissatisfaction. Pleasure associated with sucking (oral stage). Desired object: mother's breast. 3 months: smiling response to human faces.
6-9 months	Standing upright.	Action games.	Recognition of the mother.
10-12 months	First steps		
2 years	Cleanliness (sphincter control).	Mental representation of action patterns. Appearance of symbolic games. Acquisition of notions of objects, space, time and the relation between cause and effect.	Anal stage: affective value attached to sphincter control.
3 years	Growth slows down.		Genital stage: interest in genitals; masturbation; curiosity about differences between the sexes.
4 years			Affective identification with parents based on confidence and admiration.
5-7 years	Precision in movements and balance acquired.	Intuitive thought (affirmation without demonstration).	"Latency period": sexual energy oriented towards other goals.

First and second childhood

Ages	Social	Spiritual	Character
Birth	No differentiation between self and others. Immediate imitation.		No awareness of self.
6-9 months	Anguish and fear of strangers.		
10-12 months	Delayed imitation.		
2 years	Appearance of symbolic function (ability to represent absent objects). First words (20 words at age 2).		Appearance of "no", sign of construction of personal identity.
3 years	Egocentric speech; collective monologues; interest in one's appearance; shyness.	Acceptance of regulations and ideals promoted by one's parents; confusion between the paternal image and the concept of God.	Identification with parent of the same sex. (Oedipus complex). Creation of "Superego".
4 years		Anthropomorphic, magical and egocentric religiosity.	
5-7 years	Development of speech (2,500 words). Rules considered intangible and determined by adults. "Moral realism": mistakes judged by damage caused; intentions ignored. Acceptance of moral norms.	Notion of good and evil, right and wrong linked to religion.	

Late childhood, adolescence and youth

Ages	Physical	Intellectual	Affective
7-10 years	Slower growth. At ease with one's body.	Intellectual curiosity. Development of the capacity for logical reasoning on concrete data. Notion of conservation, ability to classify, make series and count.	Latency period: emotional balance. Affective attachment which goes beyond the family circle.
10-11 years (girls) 11-12 years (boys)	Onset of puberty; acceleration in growth (firstly height, then weight); clumsiness. Appearance of secondary sexual characteristics. Ill at ease with one's body.	Stage of concrete logical operations. Development of the capacity for logical reasoning on abstract data.	Awakening of sexual impulses with the onset of biological puberty. Strong, but confusing emotions. Need for friendship. Need to assert oneself as an individual. Identification with heroes.
13-15 years	Sexual maturity.	Stage of formal logical operations reached (reasoning through hypotheses and deductions).	Awakening of the Oedipus complex; development of sexual identity. Adolescent crisis, idealism and depression. Age of friendship. Attraction towards the opposite sex (earlier among girls).
15-16 years			Solidarity with peers. Worries, intense excitement. Need for security, success and accomplishment.

Late childhood, adolescence and youth

Ages	Social	Spiritual	Character
7-10 years	Reciprocal exchanges. Adoption of different roles; ability to imagine oneself in another person's situation. The child tries to adapt to a group and be appreciated.	Acceptance of family's spiritual heritage. Conformity to conventional morality. Orientation towards "law" and "order".	Conformity to the group. By adapting to a wide variety of situations (school, groups), the child discovers him/herself as a multi-faceted personality. He/she gains a deeper understanding of him/herself.
10-12 years	Childhood rules and regulations called into question. Ability to create new rules through mutual consent. Groups established for the purpose of common activities.	Development of moral autonomy. Acceptance of moral principles as a way of sharing rights and responsibilities within a group	Period of opposition and rejection of previous identifications.
13-15 years	Period of social restructuring. Rebellion against authority. Efforts to define personal moral values. More closely-knit groups formed, based on mutual trust. Search for a common identity.	Childhood religious practices called into question. Use of symbols to express spiritual meaning. Interest in ideologies and religions. Notion of contract and democratic acceptance of the law.	Crisis of identity. Search for new models for developing one's identity.
15-16 years	Individual awareness of principles ("personal code of honour").	Acceptance of universal values (Human Rights).	Structuring of one's self image. Development of personal autonomy.
17-20 years	Recognition of enrichment due to accepting individual differences. Problem of social and professional integration.	Orientation towards universal ethics.	Confirmation of personal choices. Search for a social role.

Age Sections

In Aids to Scoutmastership, Baden-Powell wrote:

"At this difficult age, what is good for an adolescent of sixteen is not so good for a boy of fifteen and may even be bad for one of thirteen or fourteen... Even though Scout education has the same four ambitions for older and younger boys (character, manual skills, health, altruism), the details of the action vary according to the different stages of development of the child."

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child development, as well as to the age groupings favoured by the school and social system in your country.

Establishing a well-balanced and coherent system of age sections is a precondition for formulating educational objectives and designing a personal progressive scheme.

1. The original system

As mentioned above, the traditional system comprises three age sections:

- Cub Scouts, from 7/8 to 11/12 years old.
- Scouts, from 11/12 to 16/17 years old.
- Rovers, from 16/17 to 21/22 years old.

This system has been in use for a very long time and can still be found in many countries. It corresponds to the three main stages of development:

- Childhood.
- Adolescence.
- Youth.

It provides a good balance between childhood and adolescence because there is only one section below 12 and two sections above.

The intermediate section, Scouts, originally had the widest range of ages from the youngest to the oldest (5-6 years). As previously mentioned, this was due to the fact that this section formed the original core of the Movement and

provided the backbone for the rest. Moreover, this section implemented to the greatest extent one of the fundamental elements of the Scout method: the system of small teams, or the team system (fig. 11).

2. Various developments

With time, a number of associations felt the need to develop their age section system.

a. Emphasis on adolescents

Since the adolescence has become longer and more diversified, particularly in the industrialised societies, it is more and more difficult for the traditional Scout section to meet the needs of younger adolescents (11-14) as well as those of older adolescents (15-18).

In consequence, a drop in the membership around the age of 14 was noted in a number of countries. In order to solve this problem, several associations have decided to set up two sections between 11 and 18 (fig. 11):

• A Scout section from 11 to 14
• A Senior-Scout section from 15 to 18

The Senior Scout section has received various names: "Venture-Scouts"; "Pioneers"; "Explorers", etc.

In general, the consequences of this decision were positive: the proportion of adolescents over 14 is bigger in associations having two sections between 11 and 18.

b. Emphasis on children

Other associations were keener to respond to a social demand, which appeared in several industrialised societies, where parents are anxious to find activities for children from 5-7.

Therefore, they have added a Pre-Cub section, covering the 5th, 6th and 7th years. It is generally called the Beaver section.

In countries such as United Kingdom or Canada, this section was very successful and brought to Scouting a large number of children.

However, there were also negative consequences, particularly due to the fact that the balance between children and adolescents was destroyed.

On one hand, there was a drop in the adolescent membership and on the other hand an increase in the child membership. As a consequence, the proportion of members below the age of 11 has reached 80-90% of the membership in some associations.

Generally, this kind of situation has a cumulative effect, because the adolescents are not very keen to join an organisation, which seems to be too much child-oriented.

c. Length of the proposed Scout experience

A last tendency, which probably appeared with the aim to overcome the previous difficulties, is to enlarge the length of the proposed Scout experience on both sides (in older sections as well as in younger sections).

Sometimes the upper age limit of the Scout programme was suppressed. In other words, the oldest section (Rovers) starts at 17 but does not have any upper limit. Some associations have even cancelled the lower age limit (!).
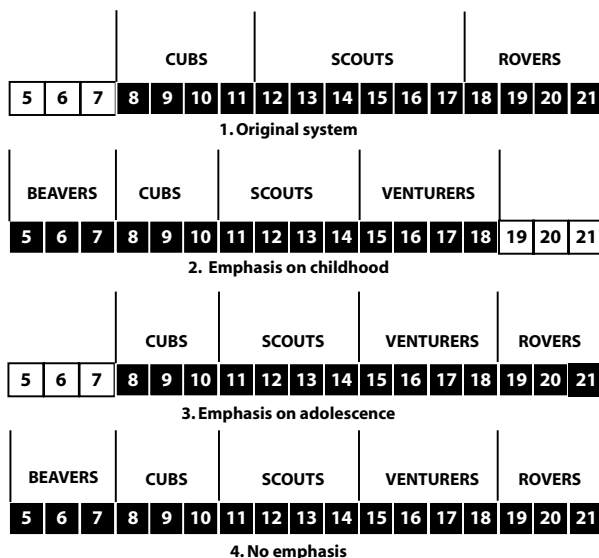
Fig. 11 - Various examples of age section seytems

This kind of decision had several bad consequences:

i.   Without precise limits at which the Scout programme begins end ends, it is impossible to define the educational objectives to be achieved.

ii. It is necessary to look at the total length of the Scout programme. Scouting was originally created for the age range 12-16. The Cub Scout and Rover sections were added later on, extending the total length of the Scout experience from 5 to 12 years. This trend has been reinforced over the years and in some associations it now reaches 15 years or more. Is it really possible to offer programmes, which are attractive and varied enough to cover a so long period? Scouting has limited possibilities and a specific range of action. One cannot use it for any purpose: educating young children as well as adults. The Scout method cannot be really used before children are able to co-operate in a group (e.g. before 6-7); and it is not conceived for educating adults.

iii. The difference between those who benefit from the Scout programme (the young people) and those who have the responsibility to deliver it (the adult leaders) risks to be cancelled if the Scout programme does not have an upper limit. This difference is essential in order to define the rights and the duties of the different categories of members in a clear way. For example, at the level of young people, the Scout Movement is open to all, while adult leaders must be selected (in order to protect young people and keep the quality of the programme). You cannot stay as an adult in the Movement without having a clear managerial or educational responsibility.

3. Criteria for a well-adapted system of age sections

The difficulties, which several Scout associations has experienced in dealing with age sections, should encourage us to define what are the criteria for a well adapted system of age sections.

a. It respects the personal development stages of the child

Even if the rhythm of development is not the same in all cultures, there are common factors, which should be taken into account. As the characteristics and needs of young people vary according to the various stages of development, it is important to avoid having a childhood section which extends beyond the age of 12; or having an adolescent section which is too wide mixing early adolescence and young adulthood.

b. It takes existing social groupings into account

If the secondary school caters for young people aged 12-16, this is a strong argument for establishing an adolescent section corresponding to this age range. It is always necessary to compare the theoretical definition of development stages, established by child psychologists, with social reality. It is advisable to organise a seminar bringing together psychologists, educators, social workers and Scout leaders to discuss this issue and draw useful conclusions.

c. It respect the necessity to base Scouting on peer group experience

In Scouting, young people are organised in small groups, each under the responsibility of one young person. The aim of this system, as Baden-Powell himself explained, is to give a maximum amount of responsibility to young people whilst enabling them to develop their own interests to the full.

Young people who are similar in age, share common interests and are willing to cooperate form small groups (six, patrol or team). This enables young people to develop relationships among equals (peers). This is a fundamental aspect of the Scout method.

If the age range within a section is too large (over 4 years?), there will be a greater difference in age and interests among the team members and the peer group aspect could even disappear altogether.

There is a risk of two negative consequences: if the eldest and youngest have widely differing interests, it will be difficult to develop interesting activities for everybody. Since it is easier to offer activities for the youngest, the eldest will lose interest and will leave the group. In associations, which have, a system of very wide age sections (especially in the intermediate section) there is frequently a loss of 14-15 year-olds. Only those who take on the role of patrol leader remain. However, as a result of the age difference, these leaders tend to exert too much authority over the younger members. This results in imbalanced decision-making and responsibility sharing within the group. This way of functioning runs the risk of being authoritarian and undemocratic, and no longer fulfilling the educational needs of either younger or elder members.

In contrast, if the age difference within a section is reduced, the *peer group* dimension will be dominant. In this case, there will be more common interests within the group, it will be easier to organise activities and the group will function in a more democratic manner, enabling all members to take part in decision-making and share responsibilities. On the other hand, a large proportion of the group will be newcomers each year and it will be difficult to transmit experience, learning and "traditions".

Care should, therefore, be taken to maintain a moderated difference of ages within each section.

d. It maintain a good balance between the various sections

In associations, which have a good balance among their age sections, the number of under-12 year-olds is approximately equal to the number of over-12s. If you note a significant imbalance between these two figures, for example a ratio of 2/3 under 12s:1/3 over-12s, you certainly need to review the programme of the older age sections.

It is also interesting to check carefully the links between the age sections: for example, how the 11-12 year-olds are shared between the Cub Scout and Scout sections; or how the 17-18 year-olds are shared between the Venturer and Rover sections. This comparison will enable you to check whether the older age sections are attractive enough.

e. It is flexible

Development rhythms vary according to the individual. An overlap of one year

between each age section gives more flexibility to the whole system and makes it easier to adapt to individual needs, as well as ensuring a smoother passage from one section to another. Moreover, such a system can be adapted to the different rhythms of development between girls and boys. For example, since puberty occurs on average one year earlier among girls than among boys, girls should move up earlier from the younger section to the intermediate section.

f. It proposes a reasonable length of Scout experience

The length of Scout experience that an Association proposes is theoretical, since in reality only a small proportion of young people stay for the whole period. Furthermore, it is difficult to offer attractive programmes over a very long period (15 years or more). We need to focus on the ages, which correspond to the expertise and capacities of Scouting.

Since enrolment in the younger age sections is often a decision taken by parents rather than a personal choice, there is naturally a loss of membership between the younger and older age sections. Extending the theoretical length of the Scout experience by adding a Pre-Cub section generally may result in a sharp reduction in the proportion of over-14 year-olds in the Movement. That risk giving Scouting the image of a children's movement and puts even more adolescents and young people off.

g. It is oriented towards the senior section

It should always be remembered that Scouting aims to help young people take

a creative role in society. This goal cannot be reached by providing a programme, which essentially caters for children up to the age of 14.

- It is by aiming at the educational objectives of the senior section that we can give a good orientation to the programme of the younger sections. In education, success is measured by the results attained at the age of 18-20, not at 13-14. It is not possible to measure the relevance of an educational objective for children, if it is not possible at the same time to observe what this implies in terms of progression until adulthood, in other words for young people over 20.

- The development of the senior section will pull the adolescent sections up by making them take their rightful places as intermediate sections between childhood and youth.

- Strong Venturer and Rover sections will ensure a balance among the ages and come closer to the optimal state of having 50% of the youth membership over the age of 12 and 50% under the age of 12.

- Finally, the development of the senior section will have a positive effect on adult leadership. On the one hand, it will prevent for recruiting leaders who are too young, and on the other hand it will improve leader recruitment. This will in turn have a beneficial effect on the younger sections. It is noticeable that the associations, which have a strong senior section, representing a large proportion of their members, are also the most dynamic and develop the most successful programmes for all ages.

h. It takes the association's adult resources into consideration

Even if you have good theoretical reasons for changing from a classical three-section system to a system with four or five age sections, it is preferable, before taking a decision, to check whether your association has sufficient adult resources, both in quantity and quality, to undertake this reform successfully.

Many associations have experienced serious setbacks as a result of attempting to divide their Scout section (age 12-17) into two sections too quickly. This kind of reform requires an efficient system of leader recruitment and training.

Section Educational Objectives

1. Definition

Section objectives define, for each area of personal growth, the results which a young person can be expected to have attained by the time he or she completes the programme of a specific age section. They follow the same educational trails as the general educational objectives, in order to ensure a smooth progression from one section to another. Section objectives may also be considered to be intermediate objectives which lead step by step, from one age range to another, to the achievement of the general educational objectives.

2. Aims

* To express Scouting's goal of helping young people to fulfil their full potential in realistic, measurable terms adapted to the needs of young people in each age range.

* To ensure coherence between the educational objectives for each section and the general educational objectives, in accordance with the goals expressed in the educational proposal.

* To encourage young people to make personal progress in all areas of growth and to provide them with a basis upon which to set their own personal objectives and evaluate their own progress.

* To provide a clear framework for adult leaders to use in their youth work.

* To encourage dialogue and an open, trusting relationship between young people and adults.

3. Content

In the six areas of growth (physical, intellectual, affective, social, spiritual and character), the section objectives define the knowledge, skills and attitudes to be acquired, taking the stages of development and the characteristics of each age range into account. They are coherent with the educational proposal and the general educational objectives.

4. How to develop section educational objectives

There are several steps, which can be identified when formulating section educational objectives:

a. Reviewing previous work

Before starting to draft section objectives, it is essential to review the general educational objectives already set for each area of growth, as well as the stages of development previously identified. A grid should be made containing the general educational objectives for each area of growth and the age sections, with room to insert the section objectives as they are drafted.

b. Drafting section objectives

If they are to motivate young people, section objectives should be both challenging and achievable. Objectives
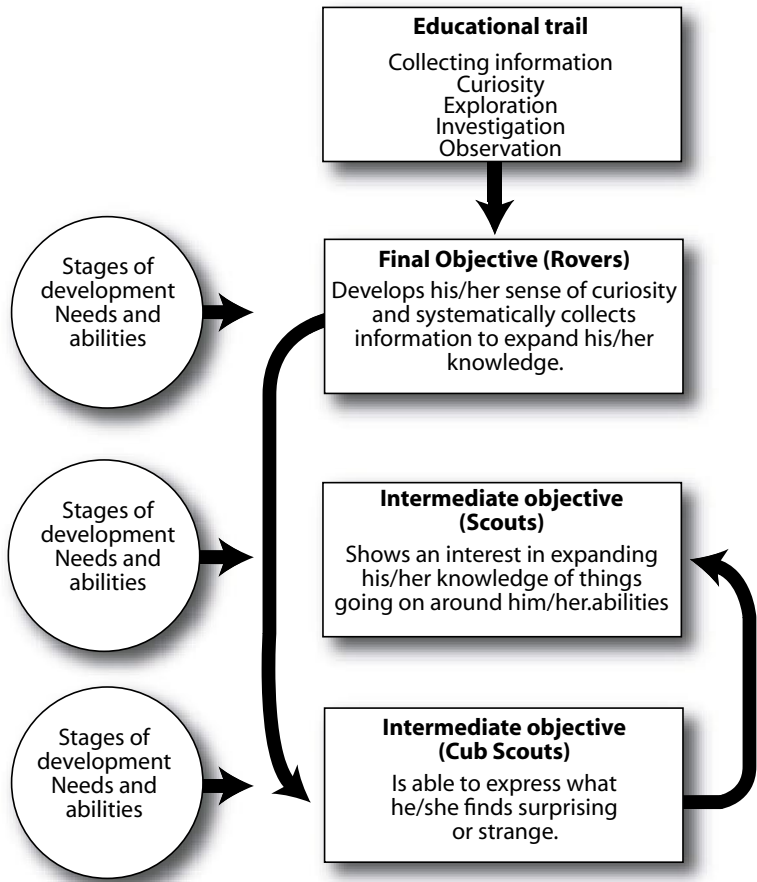
Fig. 12 - Developing section educational objectives

in different areas of growth interact with each other. Some objectives may reinforce behaviour, which can naturally be expected at a certain stage of development, whereas others may stimulate characteristics, which are not naturally expected at that stage. For each age section and for each educational trail, it is necessary to define several objectives leading to the general educational objectives and corresponding both to the needs of young people at that specific age and to the goals formulated in the educational proposal. Based on the general educational objectives, the objectives for the Cub Scout section should be formulated first, then those for the other sections.

The following method can be used (fig. 12):

i.   Choose one area of growth, for example: intellectual development.

ii. Choose one educational trail, for example: collecting information.

iii. Note the general educational objective that you have already written for this area of growth and this educational trail, for example:

     - "Develops his/her sense of curiosity and systematically collects information to expand his/her knowledge".

iv. Define an educational objective for the junior section on the same educational trail. To do this you should take the needs and capabilities of this age range into account. At about the age of 9-10, for example, a child starts to be able to reason in a logical manner based on concrete data: he or she is curious about everything and likes making series

and collections. It is important to take advantage of this interest. So you could write:

     - "Is able to observe details and collect and classify objects according to precise criteria".

v.   Now, define an educational objective for the intermediate section, taking into consideration the needs and capabilities of this age range. You could write:

     - "Shows an interest in expanding his/her knowledge of things going on around him/her".

vi. Take care that the three objectives are progressive, from the least difficult (junior section) to the most difficult (senior section). As for the general educational objectives, use simple words and action verbs.

vii. Repeat the same process for each educational trail in each growth area. It is recommended to write at least two objectives for each educational trail in each area of growth.

viii. The general educational objective should correspond to the last step of the senior section.

5. How many objectives are needed?

It is important to determine in advance how many educational objectives are to be established for each age section. Two educational objectives for each age section and each educational trail seem to be the minimum needed to ensure progression.

Suppose three educational trails have been established for each area of growth. There would then be two objectives for each educational trail and for each age range, which would give a total of six

objectives for each area of growth or 36 educational objectives for each age section. This is already a considerable number.

The number of objectives chosen will be a determining factor in building the personal progressive scheme (*TB011: Personal Progression*). If there are too few objectives, this will not ensure progression over several years in each section. If there are too many, this will make progression too difficult, or even impossible.

It should be remembered that, under normal conditions, each young person should be able to reach all the educational objectives proposed to him or her in the section without difficulty, by the time he or she leaves the section.

Physical development

	Mid-childhood 7-9	Late childhood 9-11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Youth 17-21
Responsibility	Makes an effort to follow guidelines from adults on the care of his body.	Judges the level of risk involved in his actions.	Participates in activities which contribute to the development of his body.	Respects his body and that of others.	Keeps himself in good physical condition.	Accepts his own share of responsibility for the harmonious development of his body.
Identifying needs	Shows that he knows where the main organs of his body are.	Explains how the major bodily systems function.	Recognizes the changes which are happening in his body as it develops.	Describes the relation between the physical and psychological processes of his body.	Explains the physical and psychological differences between male and female development.	Is aware of the biological processes which regulate his body, protects his health, accepts his physical capabilities and directs his impulses and strengths.
Maintenance	Describes the main illnesses which could affect him and their causes.	Develops habits to protect his health.	Helps to prevent situations which could adversely affect his own or his companions' health.	Takes suitable measures in case of illness or accident.	Takes care of his health at all times and avoids habits which could damage it.	

Final objectives

Line of objectives (educational trail)

Intellectual development (creativity)

	Mid-childhood 7-9	Late childhood 9-11	Puberty 11-13	Mid-adolescence 13-15	Late adolescence 15-17	Youth 17-21
Collecting information	Expresses what he finds surprising or strange.	Shows an interest in discovering and learning.	Shows an interest in expanding his knowledge of things going on around him.	Extends fields of knowledge in which he learns for himself.	Progressively focuses his learning on subjects linked to his career options.	Continually expands his knowledge by learning systematically and for himself.
Processing information	Tells little stories or talks about situations from life in the Pack.	Explains the conclusions which he draws from stories, tales and characters in them.	Is capable of expressing his own thoughts about situations which he experiences.	Demonstrates an ability to analyse a situation from different standpoints.	Shows an ability to sum up, criticize and make suggestions.	Acts with mental agility in the most diverse situations, developing a capacity for thought, innovation and adventure.
Problem solving	Describes the use or application of the objects he knows.	Describes solutions to small problems.	Recognizes some of the different elements of a problem.	Participates in a project, which presents a novel technical solution to a common problem.	Actively participates in a project which uses innovative technology.	Values science and technology as ways to understand man, society and the world.

Final objectives

Line of objectives (educational trail)

Affective development

	Mid-childhood 7 - 9	Late childhood 9 - 11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Youth 17-21
Self-expression	Expresses emotions and feelings naturally.	Shows an interest in expressing himself during different activities.	Expresses in different ways what he lives, thinks and feels, in the Patrol Book.	Shares his worries, aspirations and feelings in his team.	Has an on-going mutually enriching dialogue with his parents and his friends	Expresses what he thinks and feels through different media
Self-awareness and equilibrium	Identifies and describes his emotions and feelings.	Recognizes and expresses his fears and anxieties.	Identifies the causes of his reactions and impulses.	Recognizes in himself tendencies such as loneliness, shyness, rebelliousness and insecurity and progressively learns to handle them.	Progressively manages to handle his emotions and feelings, achieving a more stable state of mind.	Reaches and maintains an inner state of freedom, equilibrium and emotional maturity.
assertiveness and friendliness	Adapts easily to affective relation-ships in the Pack.	Says what he thinks without hurting his companions or making fun of them.	Listens to other peoples' opinions and expresses his differences appropriately.	Expresses his opinion showing respect for other people.	Knows how to express his opinions freely in different circumstances, without dismissing those of others.	Behaves assertively and is affectionate towards other people, without being inhibited or aggressive.

Line of objectives (educational trail)

Final objectives

Social development

	Mid-childhood 7 - 9	Late childhood 9 - 11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Youth 17-21
Relationships and Communication	Shows respect for other people's opinions.	Encourages respect for his weaker or less pleasant companions..	Demonstrates that he considers people who are different to him to be equal in dignity.	Is open to different opinions, social classes and ways of life.	Is able to recognise and challenge gender and ethnic stereotypes and prejudices.	Is keen to explore other ways of life and consider diversity enriching rather than threatening.
Cooperation and leadership	Accepts rules and demonstrates a sense of fair play in games.	Carries out the duties assigned to him within the pack	Shows an ability to take decisions jointly and act upon them with the team	Helps to establish rules in the groups he belongs to.	Is able to play a role of leader (mediator, tutor, mentor) in a group.	Is able to work as a part of a team, manage collective projects and serve actively in the local community, influencing the process of change.
Solidarity and service	Shares what he has with his companions.	Shows that he knows the Rights of the Child and relates them to current situations.	Is able to comment on human rights with the Patrol.	Demonstrates his deep concern about human rights violations and acts accordingly.	Make suggestions and assists in the organisation of social service projects undertaken by the team or the unit.	Is able to explain the principles of human rights and the many ways in which they can be denied or promoted, taking action accordingly

Line of objectives (educational trail)

Final objectives

Spiritual development

	Mid-childhood 7 - 9	Late childhood 9 - 11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Youth 17-21
Spiritual discovery	Notices and recognises his companions' good deeds.	Participates in meditation activities during excursions and camps.	Participates with his patrol in time of reflection aimed at finding out and expressing the spiritual meaning of their experience.	Is able to recognise the spiritual significance of personal and collective experience.	Prepares and leads activities aimed at helping the members of his team to find out the spiritual meaning of their experience.	Search for a Spiritual Reality through wonders of nature, empathising with other people, working for justice and peace, taking responsibility for his own development
Spiritual understanding	Shows an interest in finding out about his family's religion	Values all his companions equally, without distinction of religious ideals.	Shares with people of different faiths without prejudices.	Deepens his knowledge of the spiritual heritage of his family or community.	Has reached a more personally meaningful, individualized attitude towards belief and faith.	Has a deep understanding of the spiritual heritage of his community, shares with people of different faiths without discriminating
Spiritual commitment	Shows that he understand that the value of his faith is expressed in his attitudes towards other people.	Respects the attitudes of people who make an effort to live according to their religious beliefs.	Shows an interest in acting consistently with his faith, especially in moments of difficulty.	Constantly examines the consistency between his beliefs and his actions.	Perseveres with commitments, which he has undertaken to his faith.	Make his spiritual principles part of his daily life, achieving consistency between them, his personal life and his participation in society

Final objectives

Line of objectives (educational trail)

Character development

	Mid-childhood 7 - 9	Late childhood 9 - 11	Puberty 11-13	Adolescence 13-15	Late adolescence 15-17	Youth 17-21
Identity	Appreciate what he is capable of doing.	Identifies his main abilities and limitations.	Is able of accepting and evaluating the criticisms made about his behaviour.	Is capable of looking at himself in a critical way.	Is capable of projecting his present abilities and limitations onto adult life.	Recognises his possibilities and limitations, has a critical awareness of himself, accepts the way he is and preserves a good image of himself.
Autonomy	Accepts difficulties cheerfully.	Cheerfully faces up to and overcomes difficulties.	Is able to make decisions by himself and to implement them.	Adopts consistency as a value to direct his life.	Expresses his own views assertively.	Demonstrates a critical awareness of the world around him, is able to make personal choices and accepts the consequences.
Commitment	Generally fulfils the tasks he undertakes.	Shows constant efforts to be consistent.	Takes responsibility for his own development and sets objectives to achieve it.	Is able to manage his personal time, respecting priorities set.	Sets goals for his personal life.	Makes efforts to determine his lifestyle and plans his social and professional integration

Final objectives

Line of objectives (educational trail)

Educational Activities

From the very beginning, Scouting was defined as active education. A key element of the Scout method is learning by doing. Activities are the most visible part of the Scout programme. They represent what young people do in Scouting. The prospect of taking part in exciting activities with friends is one of the main reasons why a young person joins the Movement. The activities are the motor for the Scout experience.

"The child wants to do things, so let us encourage him to do them by pointing him in the right direction, and allowing him to do them how he likes. Let him make mistakes; it is through making mistakes that his experience is formed".

(Baden-Powell, Headquarters Gazette, January 1916).

Scouting considers a child's spontaneous activity, games, exploration, building, etc. to be an excellent support for education. The Scout leader tries to use attractive activities, which correspond to the young people's interests, to reach the educational objectives, which he or she has set.

1. Concepts

An activity is a flow of experiences, which offer a young person the possibility to acquire knowledge, skills and attitudes corresponding to one or more educational objectives.

a. Activity and experience

The young people learn through the experiences they gain from the activities. We must distinguish between the activity, which everyone carries out, and the experience that each young person has during the activity (fig. 13). In the "*Handbook for the Leaders of the Scout section*", published by the Interamerican Scout Office, the following distinction is made between activity and experience:

- Activity=what is happening externally; the action which involves everyone.
- Experience=the internal part, which happens within each person; what each person gets from the action.

The truly educational part is the experience since this is the personal relationship that each young person has with the reality.
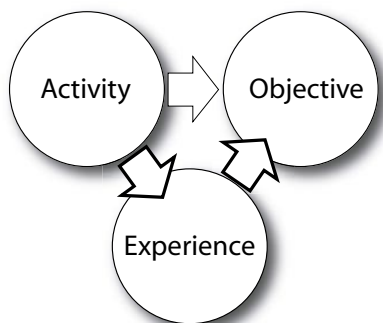
Fig. 13

A single activity can generate different experiences in the young people who are taking part in it, depending on a wide variety of circumstances, which usually have to do with what each individual is like as a person.

An activity can go very well indeed and be very successful for the group as a whole, yet may not generate the desired results in a number of the young people.

On the other hand, an activity may not be evaluated as having been very successful, and yet have generated experiences that help one or several of the young people to acquire the desired behaviour.

Since the experience is a personal relationship between each young person and reality, as leaders we cannot affect, manipulate or foresee it with any degree of certainty. We can, however, influence the activities, to try to make them generate or facilitate experiences that are conducive to the acquisition of the behaviour envisaged in the objectives.

This is why:

•   The programme of each Patrol and of the Scout Unit must include a wide variety of activities.

•   Activities cannot be improvised. They must be properly selected, prepared, conducted and evaluated.

•   It is not enough to carry out activities, and it is not even enough for them to be successful. We must also be alert to the personal experience that each young person draws from them, and we do this by monitoring individual progress.

b. Activities and educational objectives

There is a two-way relationship between activities and educational objectives:

•   An activity may be chosen in the light of a previously determined educational objective: for example, organising a show during a campfire to develop the skills of oral and corporate expression, organisation, time management (sense of pace and links between the various presentations); building a bridge over a river to develop manual skills, organisation skills and team work, etc.

•   It is also possible to evaluate a completed activity and identify the educational objectives which it has achieved, for example: Daniel chose to take responsibility with his team to make a wall newspaper during a camp; from the final evaluation, it was possible to note that he had been able to write short articles based on precise and amusing observations, illustrated with lively sketches. His newspaper aroused everybody's interest. Daniel was able to acquire new communication skills and put them at the service of the group: he deserves his journalist badge.

"There is no direct, immediate, cause-and-effect relationship between the activities and the objectives. The activity does not automatically lead to the achievement of the desired objective. The activities help to achieve the educational objectives gradually, sequentially and cumulatively"

(The handbook for the Leaders of the Scout section).

c. Activities and the peer group

Activities serve as a motor for team building.

- Young people come together, interact and get to know each other by taking part in activities (sharing ideas, making decisions, working together as a team, sharing responsibilities and problems, pooling resources and talents, evaluating and celebrating successes, etc.). In order to stimulate group life, activities should provide opportunities to interact in a constructive way.

- Peer education is especially effective when young people are truly motivated by an activity, which will require a substantial amount of effort from each individual. Each young person is thus aware that the activity will not just happen on its own. It will need individual talents to be pooled, various skills to be acquired or shared and responsibilities to be shared fairly.

- In order to keep the activity going, it will be necessary to help anyone in difficulty. The feeling of success is both collective, "we've done it" (which strengthens the links among the members), and individual, "I didn't think I'd be able to do that" (thanks to everybody's efforts, each individual is able to try out and succeed in something unusual).

d. Activities and the adult leader

Every activity involves a process - it has to be chosen, planned, organised, carried out and evaluated. Evaluation provides useful feedback to help improve future activities or produce new ideas.

There are two ways of choosing an activity:

1) The adult leader prepares and proposes an activity to young people which is likely to offer learning opportunities in line with the educational objectives for that age section and corresponding to the interests expressed by the group;

2) The leader encourages the young people to express their interests and then helps them to build an activity, which corresponds to them. He or she will try to identify the learning opportunities, which the activity could offer, in order to link these opportunities to the section objectives.

In practice, these two approaches will probably be combined. Associations tend to develop activities, which may be proposed to new groups or those in difficulty, as well as to new leaders. As both the leaders and the young people gain experience and have a clearer idea of what they are able to do, they find it easier to think of new activity ideas.

Whatever its source, an activity proposal needs to be examined closely to ascertain how full advantage can be taken of all the elements of the Scout method when implementing it. At local level, the leader should consider how each young person's personal educational objectives could be taken into account during the activity.

Young people should be involved as much as possible in the complete process of organising an activity (from its selection to its evaluation) and not only in the implementation phase, as every stage of the process can contribute towards learning. The level of participation will clearly depend on the young people's stage of development.

In the youngest section, the children's participation in designing the activity may be limited to choosing one type of activity from several proposals.

See TB 018 "How to manage the programme cycle" in order to know more about involving young people in selecting and evaluating activities.

2. Different kinds of activities

a. Variable activities and fixed activities

There are two main kinds of activities, if you take group life into account: variable activities and "fixed" activities.

i. Fixed activities

- Usually take a single form and generally relate to the same subject.

- Need to be carried out continually to create the right atmosphere for the Scout Method.
- Contribute in a general way to achieving the educational objectives.
- Strengthen the Method by ensuring youth participation, collective decision-making and the tangible presence of the values.
- Contribute to creating the atmosphere in the Unit and give the young people typically "Scout" experiences.

Examples of fixed activities: ceremonies, meetings, outings, upkeep and improvement of the patrol corner and the Unit meeting place, games, songs, Patrol council, Unit Council, etc.

ii. Variable activities

- Take many different forms and refer to very diverse subjects, depending on the young people's interests.

- Are not repeated, unless the young people particularly want to and then only after a certain length of time.

- Contribute to achieving one or more clearly specified educational objectives.
- Ensure that the programme responds to the young people's interests and concerns and project them onto diversity of the world.
- Are directly related to the needs of the community.

Examples of variable activities: learning how to recycle paper and grow plants hydroponically, setting up a puppet theatre for a children's centre, making an audio-visual production or conducting a photographic report or a travelling camp to different rural areas of cultural interest, etc.

b. Balancing fixed and variable activities

When some leaders speak about "Scout activities", most of the time, they refer to fixed activities: games, hikes, campfires, etc. The term "Scout activities" must be avoided because it implies that Scouting is based on a limited catalogue of activities. It is a mistake to think that there are activities which are Scout-like and others which are not. Accepting this notion means limiting activities to those on a selective list, which could lead to boredom in the short or medium term. What makes an activity Scout-like or not is not its content, but the method used to implement it and the educational objective underlying it. We should not speak of "Scout activities" but of "Scout experiences".

In Scouting, the range of activities is unlimited. However, the key is to ensure a good balance between variable and fixed activities. Both are essential for group life and personal progression.

If fixed activities fill the whole programme, there is a risk that boredom may set in and group life will deteriorate.

If variable activities follow each other in quick succession, the group will become tired and conflicts will surface in the absence of planned opportunities to regulate interaction among the teams and among the young people themselves.

i. A programme with too many fixed activities and not enough variable activities

- Can make for a "closed" Unit, which is self-centred and isolated from the events around it. This does not prepare young people for life but for Scouting alone. It would be "Scout programme for Scouts" and not "Scout programme for young people".

- Can affect the young people's harmonious development, making it difficult to assess their progress in the different growth areas, which is done specifically through the experiences generated by the variable activities.

- May make the programme rather boring and prone to becoming obsolete very quickly.

ii. A programme with too many variable activities and not enough fixed activities

- Runs the risk of de-characterizing the Unit. It may well still be an attractive and useful "youth group", but will have little "Scout flavour", which would threaten the cohesion of the group and the young people's sense of belonging.

- Diminishes the overall educational impact of applying all the elements of the Scout Method together, as the atmosphere created by the continuity of the fixed activities will be lacking. May turn the programme into activity for its own sake, in which the young people do not reflect about what they are doing and the group has difficulty in achieving stability.

(Handbook for the Leaders of the Scout section)

c. From activities to projects

As we have already seen, the involvement and level of responsibility taken by adult leaders in the activity process should gradually diminish as the young people acquire more skills and experience and thus take on more responsibilities. This evolution is not aimed at making the adult leader's task easier. In fact, it corresponds to a fundamental goal of Scouting, which is to help young people become responsible for themselves.
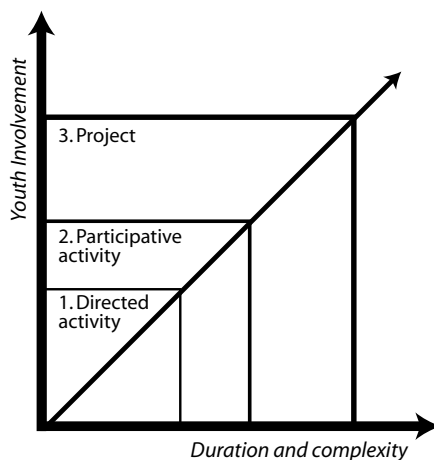
Fig. 14

Types of activity vary according to their complexity and to the level of young people's participation and responsibility.

Fig. 14 proposes a way of classifying activities based on two criteria: the level of young people's participation in decision-making and organisation; the length and complexity of the activity.

i. Directed activities

At the most basic level, we have what could be called a *directed activity*. It is the adult leader who prepares, organises and proposes the activity. This is an essential step, especially with a new group or with young children. This type of activity is generally undertaken over a short period of time; if it is carried out well with good results, it has the advantage of energising the group and increasing self-confidence (on condition that it corresponds to the young people's interests). However, the educational impact of this kind of activity is necessarily limited; it is usually restricted to the acquisition of practical skills. Moreover, since most of the responsibilities for preparing and organising the activity are taken by the adult, it is difficult to use all the elements of the Scout method (especially the team system).

ii. Participative activities

If the activity lasts a bit longer and enables each patrol to have a specific role in its implementation (or in its preparation), the next stage is reached, namely that of a *participative activity*. This type of activity has a higher educational content: it offers young people the chance to try out different roles and take on a wider range of responsibilities, which increases participation and enriches the experience.

iii. Projects

At the highest level of participation, the activity may be considered a project. A project, in the sense used here, is one in which the young people are involved at all levels from selecting, preparing and organising to implementing it. A project usually combines several activities on a common theme or with a common goal over a fairly long period of time.

An example to illustrate this could be: canoeing, which is an activity. It lasts for a short time and young people usually have a limited role in its preparation. On the other hand, by combining this activity with others (such as photographing birds, fishing in a river, organising a camp, learning to swim and rescue another swimmer or exploring a river bank), it is possible to organise a river expedition project. As part of this project each patrol would be in charge of various missions, each young person would take on real responsibilities and have a real taste of adventure. Each activity would have its own goal, which would contribute towards the project's goal. The educational content of the project would be much richer than that of a single activity.

It is, of course, only possible to reach the project stage with a group of young people who are already able to manage simpler activities.

One fact has to be stressed: the more young people are involved in choosing, preparing and organising an activity, the more intense and diverse their experience will be and the more they will learn from it.
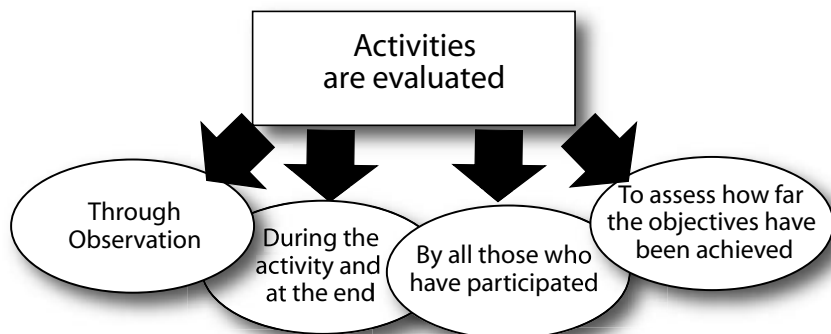
Fig. 15

3. The characteristics of an educational activity

A good educational activity has four characteristics:

a. It is challenging

The activity should present some difficulties, stimulate creativity and inventiveness and encourage the participant to do his or her best. The challenge should, nevertheless, remain within the limits of the capabilities and level of maturity of the young people.

b. It is attractive

The activity should arouse the young person's interest and desire to participate, because it appeals to him or her, because it is original or because he or she feels drawn to the values inherent in the activity. Young people's interests vary according to their stages of development, as well as to their socio-cultural background, so it is necessary to offer a wide range of possible activities suitable for different situations.

c. It is rewarding

Participating in an activity should give the young person the feeling of having derived some benefit for him or herself: pleasure from taking part in something exciting; pride in doing something for the first time or in unexpectedly achieving something; joy at having his or her contribution recognised by the group.

d. It is useful

The activity should provide experiences, which enable young people to discover and learn new things. An activity, which is merely spontaneous, involves action for its own sake or is repetitive, is not always educational. The main characteristic of an educational activity is that it enables a young person to make progress.

Several activities can contribute towards achieving the same objective. This means that the desired change can be brought about and reinforced from different angles.

On the other hand, a single activity, if well chosen, can help achieve several objectives at the same time, even those in different areas of growth.

4. Evaluating activities

Activities are evaluated on two levels (fig.15):

- Firstly, the way the activity was prepared and implemented;
- Secondly, the experience created by the activity, taking into account the relationships within the group and between the young people and the adult leaders, as well as the knowledge, skills and attitudes which each individual has been able to acquire as a result of this experience.

It goes without saying that young people have a key role to play in evaluating both the activity itself and their personal experience. Helping young people to do this is an important part of leader training.

The Patrol Councils, the Unit Assembly and the Unit Council are used to evaluate activities.

5. How to design activities

The quality of a Scout programme largely depends on the quality of the activities. Too many Scout associations overlook this fact. They have an interesting educational proposal, relevant educational objectives and innovative section methods, but they do not invest enough effort in ensuring that their activities are varied and of high quality. The educational principles are good, but their implementation is mediocre. Young people are attracted by the principles, but they lose motivation if the activities do not live up to their expectations, and then they leave. It is mainly due to the low quality of activities that there is a rapid turnover of members.

For this reason, *the Renewed Approach to Programme* places a strong emphasis on activities. To illustrate this point, you could say that a good Scout leader is one who is able to both understand and help young people reach educational objectives and to be inventive and creative in organising activities. A Scout leader is not only expected to be able to explain the Movement's principles and method, but more concretely, to also be able to show Cub Scouts how to make a kite, to organise a patrol hike with Scouts by explaining how to pack a rucksack, or to help Rovers set up a band.

Adult leader training sometimes seems to overlook this aspect.

a. Training the leaders

There are two main unit leader profiles:

i. The activity manager

This type of leader is often a novice leader in the 18 to 25 age range, who is expected above all to be able to help young people implement high-quality activities. Such leaders must have a good practical knowledge of Scouting, and be skilful in several leadership or outdoor techniques, e.g. camping, pioneering, drama, hiking, etc. The basic unit leader training should enable them to reach this level.

ii. The Scout educator

The more experienced leader is expected to be an educator. The word education is not to be feared. It is indeed used by Baden-Powell on almost every page of *Aids to Scoutmastership*. Being an educator means being able to assess the needs and aspirations of young people, to understand and handle educational

objectives, and to master the relationship between the educational objectives and the activities. Traditionally, the term Scoutmaster is used in Scouting to describe this type of leader. A Scoutmaster is a master of Scouting, and the success of the Scout programme depends on having Scoutmasters at unit level and not just at managerial level.

Being a Scout educator requires a certain maturity and a certain level of experience. Although there are recognised exceptions to this rule, it is rare for young people in the 18 to 20 age range to achieve this level. Such leaders tend to be in the 25 to 45 age range.

It is not possible to train unit leaders in every kind of activity, but it is possible to help them develop their own creativity and their personal resources. A good way of doing this is to develop a system of activity handouts, listed and classified, at national level.

The Interamerican Scout Region has successfully developed such a system, which could be a good source of inspiration.

b. Developing activity handouts

To start with, a leader has to propose well-chosen activities. This means that he or she has to have access to as wide a range of activity ideas as possible.

To help meet this need, *RAP* proposes to develop a large collection of activity handouts. A handout gives a brief but complete presentation of the elements, which are essential to carry out an activity. Each activity handout emphasises one specific area of growth and is intended for a particular age

section (whilst recognising that it may also contribute to growth in other areas, as they are closely linked).

Leader training should encourage leaders to collect or invent new activities and create their own activity handouts. A network could be set up to enable leaders to share the handouts, which they have developed.

c. The elements of an activity handout

i. Identification

Name; illustration; code; age section; area of growth; date of publication.

For the purposes of organization, the **activity handout** has a name and indicates the growth area, which it benefits most in terms of the types of behaviour the activity helps to develop.

ii. General presentation

Place; duration; number of participants; materials.

Next, the activity sheet indicates where the activity is best carried out, how long it lasts, how many participants it involves, how they take part and what they will need for the activity.

iii. Objectives

Objectives of the activity itself; section educational objectives to which the activity may contribute.

It also indicates the objectives the activity is intended to achieve and the specific educational objectives it contributes to. It then describes the activity itself and gives some hints on making the most of it.

iv. Description of the activity

Prerequisites; preparation; implementation.

When the activity requires particular technical knowledge that the Leaders might not normally be expected to have, this is summarized in one or more **technical appendices**. These provide the information in an accessible way and avoid the Leaders having to consult large volumes of material or researching different sources.

v. Evaluation

A little questionnaire giving the user the opportunity to send a feedback.

d. The handout collection

The activities may cover different fields of action or topics, according to the priorities set by the national Scout association, such as:

- Nature and the environment;
- Service and community development;
- Technical and manual skills;
- New technologies;
- Artistic expression;
- Peace education;
- Development education;
- Health;
- Affective and sexual education;
- Intercultural learning;
- Education for participation, democracy and human rights.

6. Resource centre and network

The best way to produce a large number of activity handouts is to set up a network involving unit leaders and young people (Cub Scouts, Scouts, Rovers), in order to collect their suggestions and criticisms. This network could communicate through regular mail or the Internet.

A resource centre can be established and placed under the responsibility of the national programme committee. It should be suitably equipped to collect documentation and produce publications (fig. 16).

The secretary of the national programme committee should work there in liaison with the network members and undertake the following tasks:

- Call for new ideas, by inviting members of the network to propose ideas linked to specific objectives for a particular age section;
- Collect all the ideas, analyse them and select the most interesting ones, i.e. those which correspond to the interests of a particular age range and are relevant to the educational objective under consideration;
- Lead a team of experts and specialists (writers, artists, etc.) responsible for preparing and editing the handouts;
- Liaise with the members of the network to disseminate, field-test and evaluate the handouts;
- Organise a database to classify the handouts and disseminate them in paper form and/or via the Internet.
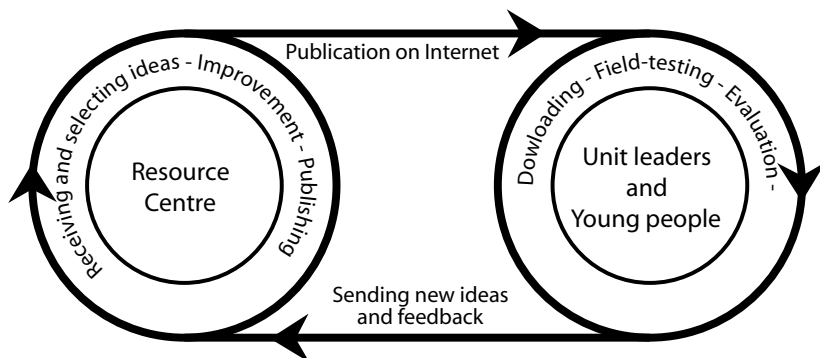
Fig. 16

The Scout Method and the Section Methods

The Scout Method is an essential part of the Scout educational system. It may be defined as a system of progressive self-education, which is complementary to the family and the school, and is based on the interaction of several elements. The key elements of the Scout Method are: progressive system of educational objectives; stimulating adult presence; learning by doing through play, life in nature, and serving others; adherence to the Promise and Law; symbolic framework; Team System.

1. A dynamic system

It is possible to single out these elements. However, in order to understand the Scout Method we have to grasp how they work together in combination and appreciate the connections and processes between them. The Method is what it is because the elements that make it up are coordinated and balanced.

If some instruments are missing from an orchestra, or out of tune or too loud, the totality will never sound tuneful and harmonious.

Often the elements of the Method are analysed in an isolated and fragmented way, which hinders our understanding of how the whole works. If we take an equally fragmented approach to applying the Method, we may expect only poor results.

Like any other system, the Scout Method has a certain dynamic complexity, but if we understand the links between the different parts, as leaders, we may gradually become familiar with these mechanisms and incorporate them naturally.

a. The people

Firstly, the Scout method implies relationships between people: the **young people** and the **adult leaders**. At the top of the diagram below (fig. 17) are the young people, and at the bottom are the leaders, who are adults of different ages; with the arrows representing a two-way relationship between them.

This represents:

• The central role of the interests and educational needs of young people in the Scout Method.

• The stimulating adult presence, i.e. the Leaders –adults of different ages– who are at the bottom of the diagram, symbolizing their educational and supportive – not hierarchical – role.
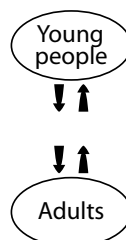
Fig. 17

- The contribution that young people make to group life, whether individually or through their Patrols.
- The interactive relationship of educational cooperation and mutual learning between young people and Leaders.

b. What we want to achieve

The second relationship concerns the **educational objectives** and the **activities**, which help to attain them (fig. 18).

At the sides of the diagram are the activities on the left and the young people's personal development objectives on the right, joined by arrows showing the relationship between them. This means:

- That in the Teams and the Scout Unit everything is done through activities which emphasize discovery, in keeping with the principle of learning by doing.
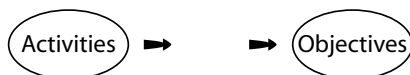
Fig. 18

- That young people are asked to set themselves educational objectives which are agreed between each young person, the other members of the Team and the Leader who monitors his or her development.
- That the activities give the young people personal experiences which, little by little, enable them to achieve those objectives, with the help and mediation of their friends and Leaders (fig. 19).

c. How to achieve it

In the centre of the diagram below (fig. 19), all the other aspects of the Method form a continually rotating circle of:
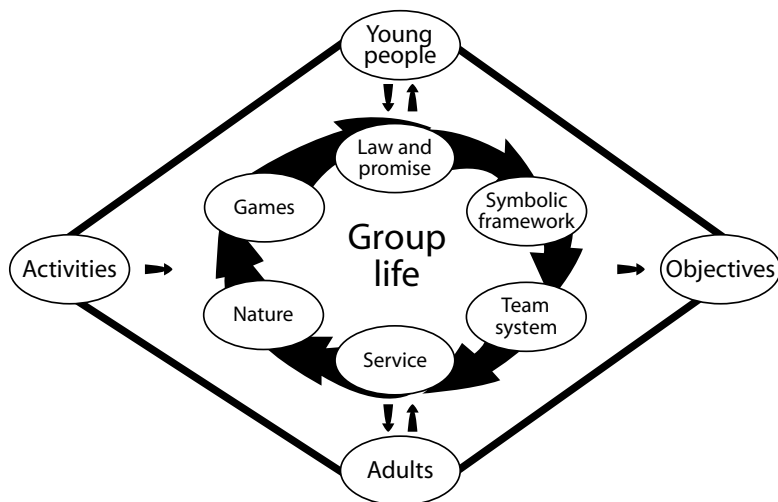
Fig. 19

- The Scout Law, a code of conduct which sets out the principles that guide us in language that is readily understood by the young people; and the Promise, a voluntary and personal commitment to live in accordance with the Scout Law.

- The symbolic framework, which conveys the Scout proposal to each age range, through various symbols.

- The Patrol System, which organizes the mechanisms of the informal peer group into a learning community and gives to each Scout a role and a say in the decision-making process.

- Service to others, which is fostered by the habit of individual good turns and consists of activities and projects which bring the young people closer to those most in need, generating a permanent willingness to serve.

- Life in nature, a special environment in which to carry out many of the activities of the Patrol and Scout Unit.

- Learning through play, which is attractive to young people, facilitates their integration into the group, helps them to discover their abilities and encourages an interest in exploring, adventure and discovery.

d. Group Life

Group life results from the application of the Scout method.

The main result of applying the Scout Method as a whole is that a special environment is created in the Unit and in the Patrols, a particular atmosphere, which we call *group life* (fig. 20).

This special atmosphere is generated by a combination of things:
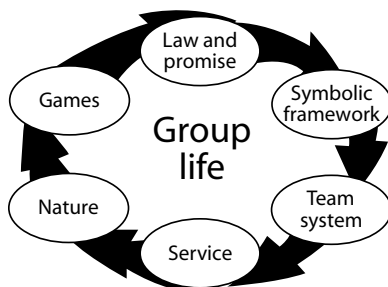
Fig. 20

- The rich experience of life in the Patrol

- The welcoming attitude of the Leaders

- The attractive activities

- The challenge of the personal objectives

- The values of the Law and the spontaneous rules which govern shared life

- The commitment generated by the Promise

- The sense of purpose provided by the symbolic framework

- The attractiveness of life in the outdoors

- The joy of serving others

- The democratic decision-making processes

- The sense of belonging that comes from the symbols

- The significance of the celebrations

- The games and songs.

In short, everything that happens as a result of the coordinated application of the Scout Method.

Group life is what makes young people stay

Group life is what makes Scouting attractive to young people. This atmosphere is so powerful that anyone coming into the Scout Unit immediately realizes that they are in a different environment that it is worth making the most of. The fact that they perceive this is what makes them stay. The richness of group life leads them to prefer Scouting to any other option.

If group life is rewarding, the Patrol System will unfold all its potential, the young people will come to identify powerfully with it and it will never cross their minds to leave.

2. Adapting the elements of the Scout Method to each age range

The section methods are merely an adaptation of the elements of the Scout method to the characteristics of each age range (see TB 004).

In each age section, from Cub-Scouts to Rovers, the same methodological elements are present: Scout Law and Promise, team system, learning by doing, symbolic framework, life in nature, personal progression, etc.; however they take a form adapted to the characteristics, aspirations and capacities of each age group.

All the elements of the Scout method have to appear, in an adapted form, in the method for each section. They will be adjusted according to the characteristics of each age range, such as the capacity for autonomy, degree of demand for responsibility, need for emotional security, methods of expression, capacity for

cooperation within the group, etc.

Consequently, the role of the adults in the group will also vary according to the age range in question.

One can describe the changes taking place from the Cub-Scouts to the Rovers in the following way.

a. Widening the frameworks

At first limited to the immediate family and environment, the living and playing environments widen. The same evolution takes place in Scouting.

Activities and camps are organised in an increasingly vast field of action and offer the opportunity for increasingly varied contact and discovery. At the level of Cub-Scouts, activities are short and take place in the immediate environment. At the Rover age, international gatherings and service or solidarity activities enable young people to become aware of the intercultural dimension.

b. From the imaginary to the reality

A small child's imagination is fired by the magic of legends. At the end of childhood and beginning of adolescence, girls and boys easily identify with mainly imaginary heroes whose qualities and success they want to emulate.

In adolescence, the characters with whom a teenager identifies come from real life: champions, contemporary stars, and scientists, etc. "Play" takes a foothold in reality. The young person no longer plays "Cowboys and Indians", but prepares for a mountain-bike trip.

c. From the small group to society

The activities and life of the group form part of an increasingly vast network of

relationships, in which the young people themselves take on greater responsibility. Gradually, the activities put the young people in direct contact with real social life, and allow them to experience true adult roles through social service or community development projects.

d. From the rules of the game to universal values

Through life in the pack, Cub Scouts discover the Scout law as the rule of the game. The Scout law helps young adolescents to discover living values: loyalty, trustworthiness, etc. Through their projects, Rovers gain direct experience of the meaning of universal values such as democracy, the right to be different, tolerance, etc.

Synoptic table of section methods

SCOUT METHOD	CUB SCOUTS	SCOUTS	VENTURE SCOUTS	ROVERS
SYMBOLIC FRAMEWORK	The 'Jungle Book'; Mowgli the man-cub; The free people of Seonee; Akela and the pack.	Being a 'Scout', an explorer; Exploring new territories with a team of friends.	Being a 'venturer'. Doing something we've never done before.	To take the 'road'; to travel around the world to discover and change the world.
LEARNING BY DOING	Short activities, games. The imaginary world plays an important role.	Activities last longer and start to have to do with social reality. Community service appears.	Unit and team projects: mastering new technologies, serving the community, acquiring useful and recognised skills.	Discovering society, identifying problems and challenges, experiencing adult roles. Travel, service and vocational preparation.
LIFE IN NATURE	Discovering natural elements. Limited exploration, short camps. Learning the value of natural environment.	Nature is the favoured setting for activities. Introduction to ecology.	Confronting natural elements on outdoors expeditions. Environmental conservation projects.	Physical pursuit outdoors; Experiencing the concept of sustainable development through community projects.
TEAM SYSTEM	Limited team autonomy. Most activities on pack. First steps towards involvement in decision-making.	The team system operates fully. Teams more autonomous, team leader's role more substantial.	Teams of very close-knit friends. Unit Council and Unit Assembly run more directly by young people. Inter-team task groups.	Very autonomous teams. The Rover unit is a youth community run by young people themselves.
LAW & PROMISE	Tangible rules of behaviour. Short text, simple and concrete words. Promise is a commitment to respect group's rules.	Learning to set rules together at the light of the Scout law, a concrete and positive code of living.	A code of behaviour which already conveys universal values. The Scout Promise is a commitment for life.	A 'charter' which conveys universal values on which scouting is based. The Rover explains his life plan during the "Departure" cermony.
ADULT SUPPORT	Adult-led activities. Adults provide physical and emotional security and try to give children real responsibilities.	Adults share responsibilities with young people. Growing youth involvement in decision-making.	Adults opening up to young people fields of experience and responsibilities. Youth-led activities.	Youth-led community; adults being advisors and trainers helping young people to develop leadership skills.

Personal Progression

In Scouting it is above all each individual who counts.

"Why worry about individual training? … Because it is the only way by which you can educate. You can instruct any number of boys, a thousand at a time if you have a loud voice and attractive methods of disciplinary means. But that is not training - it is not education".
(Aids to Scoutmastership)

It is clear that the role of a Scout leader is to pay attention to both the group and the individuals within it, but we should not forget that the group is only the means whereas the ultimate goal is to help each individual to develop his or her full potential. When we talk about personal development, this does not imply a desire to train perfect little individualists. The kind of man or woman that Scouting tries to promote is someone who is both autonomous and cares for others. The quality of a community and its potential for development can be measured by the quality of the individuals of which it is made up.

The personal progressive scheme is not aimed at forcing young people to grow in a pre-determined way, but rather to make the most of all the potential in each individual and to help him or her become fulfilled as a unique and autonomous person.

For this reason the progressive scheme is not a competitive system. Baden-Powell placed a great deal of emphasis on this aspect. In his words, our goal should be to develop in each young person:

"Ambition and hope, and the sense of achievement which will carry him on to greater ventures".

(The Scouter, October 1923)

1. Considering each person's strengths

Being concerned with each individual's development is not a sign of elitism. Any individual is not only capable of developing, but has a right to do so. Scouting does not seek to reach model children. It aims to be open to all and especially to those who need it most.

In Aids to Scoutmastership, Baden-Powell describes his vision of child development and the role he envisages for the adult leader:

"There is five per cent of good even in the worst character. The sport is to find it, and then to develop it on to an 80 or 90 per cent basis".

Finally, if we have decided to emphasise individual development, it is because each person has to take responsibility for his or her own development. Education is not possible without the individual being committed to learning.

"The secret of sound education is to get each pupil to learn for himself, instead of instructing him by driving knowledge into him on a stereotyped system".

(Aids to Scoutmastership)

2. Progression based on educational objectives

The earliest attempts at constructing a progressive scheme resulted in lists of activities of increasing difficulty being drawn up and classified according to various categories, such as manual skills, expression, observation, life in nature, etc. In each category, young people had to pass tests to prove that they had acquired the necessary knowledge or skills.

The advantage of this pragmatic approach is that it provides leaders with a catalogue of activities on which they can draw if they run out of ideas and, at the same time, a simple system for assessing the progress of each young person. However, it also has its disadvantages. The most serious of these is that it leads people to consider activities as an aim in themselves and to forget the intended educational objective. Another danger is that of limiting the practical application of Scouting to a catalogue of repetitive activities, which do not take young people's interests into account.

For this reason, the *Renewed Approach to Programme* proposes to distinguish between educational objectives on the one hand and the activities through which they can be achieved on the other hand.

The progressive scheme is above all a reference framework designed to orient and assess each young person's progress. Yet it should not be followed slavishly. The scope of Scout activities is unlimited and the first priority is to satisfy young people's interests and aspirations. It would be a serious mistake to restrict them to a limited and repetitive catalogue governed by the need to gain a certain number of "badges". Young people join the Movement to experience exciting adventures, not to gain mini diplomas!

We, therefore, insist on one point: it is no longer appropriate to develop a progressive scheme in the form of a series of tests to assess whether the young person is capable of carrying out the activities or not, for example, being able to use a map and compass, put up a tent, etc. In fact, this creates confusion between the activity and the educational objective, and the scope of activities is likely to be restricted to the contents of the progress booklet. It is better for the progressive scheme to propose a whole range of educational objectives, written in terms of knowledge, skills and attitudes to be acquired. In this way, the adult leader and the young people are free to invent all sorts of activities. At the same time, however, they have sufficient, specific reference points to be able to assess how each young person has progressed as a result of what he or she has experienced.

3. Role models and interaction with peers

However, educational objectives alone are not enough to encourage and assess progression. There are two motors, which push a young person to progress: on the one hand, the example of his or her elders (other young people or adults); on the other hand, interaction within his or her peer group. The famous Swiss psychologist, Jean Piaget, illustrates this point in a little known

text in which he praises Scouting (*Moral Education at School, Delachaux et Niestlé, 1997*). He was writing about moral education at the time, but it is possible to extend this idea to other fields of education without misrepresenting his words. He distinguishes between what he calls "unilateral respect" (i.e. the respect shown by younger children for their elders or an adult's influence on a youngster) and "mutual respect" (i.e. the reciprocal influence which two people of equal status exert on each other).

Baden-Powell understood very well, not that role models are everything in education, but that relationships between individuals constitute the true source of moral imperatives. Moreover, and that is not the least of his achievements, he also understood that moral duty represents only one stage in the development of conscience, and that unilateral respect has from the very beginning to be tempered by mutual respect, until the time when the latter definitively takes over from the former. This is why the Scout leader's ideal is to be a trainer, not a commander:

The Scoutmaster has to be neither schoolmaster nor commanding officer, nor pastor, nor instructor…. He has simply to be a boy-man, that is: he must have the boy spirit in him; and must be able to place himself on a right plane with his boys as a first step".

On the one hand, there is the example and influence (or role model) of elders and, on the other, cooperation within a group of equals. When the adult leader or patrol leader explains or reminds a younger member about Scouting's educational objectives, he or she listens because he or she adopts the attitude

of "unilateral respect" mentioned by Piaget. This respect is based on the fact that the elder or more experienced person is a living example of what he or she is proposing. The young person understands and accepts the educational objectives because they are presented through an interpersonal relationship and he or she can understand clearly what is being proposed by taking the person making the proposal as a model.

If this were as far as it went, a young person would risk becoming totally dependent on his or her elders. It is for this reason that many educators, including in Scouting, are reluctant to propose educational objectives or see themselves as role models. However, it is important to remember that there is no such thing as education without educational objectives and that a child has to identify with successive models in order to develop his or her autonomy. However, as Piaget pointed out, it is necessary to counterbalance "unilateral respect" with "mutual respect". It is by cooperating within a peer group that a young person tests the usefulness of adopting a particular attitude or developing a particular skill. Let us quote Piaget once more when he describes what he calls "self-government", or what we know in Scouting as the "patrol system".

By formulating their own laws to ensure school discipline, by electing their own government to be in charge of implementing these laws and by themselves forming the judiciary with the power to curb offences, children are given the opportunity to learn through experience what it means to obey the law, belong to a social group and to

accept personal responsibility.

What Piaget describes as taking place in certain experimental classes has been widely practised within Scouting for decades. Within the peer group, action among individuals is governed by the notion of reciprocity. Piaget states that cooperation among individuals leads to mutual criticism, which reinforces the objectivity of judgements and enables each young person to discover more about him or herself.

The educational objectives are no longer only a model proposed by an adult. They become meaningful through the life within the group, the efforts of each individual to fulfil the responsibilities, which he or she has accepted, and the opinions expressed by the group during collective evaluations. Thus, by interacting with the rest of the group, the young person will gradually be able to integrate the educational objectives proposed to him or her into his or her own plans.

4. The aim of the personal progressive scheme

The personal progressive scheme has to enable each young person to go through three essential stages with the support of adult leaders:

- Understanding the educational objectives;
- Personalising educational objectives and assessing progress towards them;
- Having his or her progress acknowledged.

a. Understanding the educational objectives

In *Aids to Scoutmastership*, Baden-Powell wrote:

"It is not the slightest use to preach the Scout Law or to give it out as orders to a crowd of boys: each mind requires its special exposition of them"...

It is the same for educational objectives. It is the role of the adult leaders to present and explain the educational objectives, which the Movement proposes to each young person. This should be done using appropriate language as soon as the young person joins the group. It should not be a formal explanation, but instead take the form of a friendly conversation during which the adult leader explains the relevance of the proposed educational objectives to the young person's daily life and aspirations. At the same time the leader should give him or her a progress booklet.

b. Personalising the educational objectives and assessing progress

Once the educational objectives have been explained, what counts most is participating in the activities and in group life. The objectives are not forgotten, but they are pushed to the background. In fact, it should be repeated once more that young people do not become Scouts to be educated, but to have fun, make friends and discover new things through exciting activities.

A Scout unit should not function like a school where each individual is obsessed with passing tests and exams, but like a joyful gang of friends eager for new discoveries and adventures.

Physical development

Creativity
or Intellectual development

Affective development

Social development

Spiritual development

Character development

Fig. 21 - The seals

Personal progression occurs naturally by participating in activities and group life.

However, this cannot take place without the support of an adult leader, which takes three forms:

a. Observing each young person to detect changes and new attitudes and skills as they appear. Motivating leaders to observe young people and giving them the skills to do so should be one of the main objectives in leader training;

b. Organising collective evaluations within each team as well as the whole group, in order to evaluate both the activities and also the level of participation and the new skills demonstrated by each individual;

c. Informally discussing experiences with each young person, in order to help him or her to become aware of what he or she has already achieved and new challenges ahead. This intervention by adults should be aimed at developing the young person's autonomy, in other words the ability to assess him or herself and make decisions concerning his or her own development.

c. Having personal progress recognised

Young people need to see their progress recognised both by adults and by their peers. It is an essential means of strengthening their self-confidence and motivating them to make progress. Nevertheless, we should not forget the warning given by the founder of our Movement:

"Scouting is not a show where surface results are gained through payment in merit badges, medals, etc.".
(Aids to Scoutmastership)

The frenzied race for certificates or ongoing competition to collect the maximum number of badges has nothing to do with genuine personal progress. Yet the excesses of some should not be an excuse for abolishing all forms of recognition. It is necessary to find a sensible and simple way of acknowledging progress.

A good solution could be to set up a double system which, on the one hand, enables the attainment of educational objectives to be acknowledged and, on the other, marks the acquisition of specialised skills which correspond to particular interests and roles fulfilled within the group.

5. How to develop a personal progressive scheme

The personal progressive scheme has to be clear, easy for everybody to understand, particularly young people, and easy to implement. It is based on two complementary elements:

- Progress stages;
- Proficiency badges.

a. Progress stages

The first task is to define the successive stages, which young people will need to go through in order to reach the educational objectives within each age section.

Let us take the example of the scheme proposed in the International Handbook for the Leaders of the Scout Section, published by the Intermerican Scout Office.
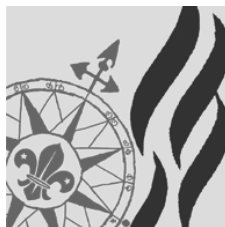
Track stage

Trail stage
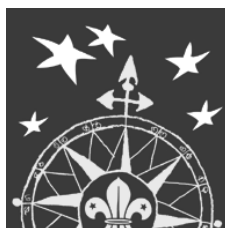
Course stage

Traverse stage

Fig. 2 - the progress stages

i. Achievement of personal objectives

"At the end of a programme cycle (see Youth Involvement Toolbox), when conclusions are drawn about the evaluation of the young people's progress and certain objectives are considered to have been reached, that achievement is recognized by affixing a seal, corresponding to an area of growth, in the Log beside the objective in question (see fig. 21).

The seal signifies the acknowledgement that progress has been made in exploring new territories. It connects personal development with the symbolic framework of the Scout section in a visual manner.

Units often stamp the seal with the Unit or Group stamp. This gives the Log the appearance of a *passport*, which is highly appropriate for those who are crossing frontiers to explore new territories. Each growth area has a differently designed seal".

ii. Four stages

There are four progress stages. Each stage corresponds to a group of objectives (fig. 23).

The names of each have a symbolic significance. A different badge corresponds to each stage. The badges are given by the Unit Council, at the suggestion of the Adult Leader in charge of monitoring the young person.

1. The *track* stage - This badge may be given when a boy or girl begins working on the personal objectives for the 11 to 13 age group.

2. The *trail* stage - This is given when a boy or girl has achieved around half of the personal objectives for the 11 to 13 age group.

3. The *course* stage - This is given when a girl or boy has achieved more or less all of the personal objectives for the 11 to 13 age group.

4. The *traverse* stage - This stage begins when a girl or boy has successfully achieved approximately half of the personal objectives for the 13 to 15 age group.

The Promise is independent from the progress stages. Indeed, it is not linked to progress in achieving objectives, and there is no specific point in their personal progress when young people can or should make their Promise.

A young person can make his or her Promise at any time after the end of the introductory period. The only prerequisite is that the young person wants to make the Promise and asks the Patrol Council to accept. The fact that he or she is at the beginning of the progress stages or has joined the Unit only recently are not reasons to postpone a Promise that has been proposed by the Patrol Council...

Progress badges are usually given at the end of the introductory period (to recognise achievements made before the young person has joined the unit) or after a personal progress assessment, at the end of a programme cycle (see "Youth Involvement Toolbox").

This calls for a small ceremony at which the central theme is acknowledgement of the progress made. Badges may be given to several people at the ceremony, but they must all have an individual moment

to receive their recognition. This should be a simple and brief celebration restricted to the Unit members. It can be held at the end of a meeting or during an outing or camp. A few words of encouragement from the respective monitoring Adult Leader will be much appreciated and afterwards a small party is certainly in order".

d. Proficiency badges

The second element is what has traditionally been known as proficiency badges. Baden-Powell placed a great deal of importance on the badge system. It encourages young people to explore their own interests and personal strengths and it can help them to choose a career by enabling them to experiment with and discover genuine professions such as mechanic, reporter, ecologist, computer programmer, accountant, etc. according to their capacities at each age.

The two elements of the personal progressive scheme should be planned so that they reinforce each other: reaching an educational objective can motivate a young person to specialise in certain fields; gaining a proficiency badge can help a young person to work towards an educational objective.

e. Recognition

As stated previously, the decision about when to award a progress badge or a proficiency badge should be taken during the evaluation phase, which is part of the section method. Both the peer group and the adult leaders should be involved. The leaders should encourage the group to recognise the progress made by each

individual and play the role of mediators to ensure that the group evaluates in a sensible and objective way.

The best way of assessing and acknowledging personal progression is by observing how each young person behaves within and outside the group, how he or she shows interest in doing different things and how he or she takes on responsibilities. The most important thing is not attaining a standard objective measured through a test, but evaluating the effort made by each young person and the progress he or she has made in relation to him or herself.

"Our standard for badge earning is not the attainment of a certain level of quality of knowledge or skill, but the amount of effort the boy has put into acquiring such knowledge or skill. This brings the most hopeless case on to a footing of equal possibility with his more brilliant or better-off brother." (Aids to Scoutmastership)

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One World One Promise

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Un Mundo Una Promesa

Один Мир Одно Обещание

2007: One World One Promise - The dawn of a second century of Scouting

Eén Wereld Eén Belofte

ひとつの世界 ひとつのちかい

Um Mundo Uma Promessa

ร่วมโลกเดียวกัน หนึ่งคำสัญญา

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Ένας Κόσμος Μια Υπόσχεση

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