



Renewed Approach to Programme

User's Guide



World Organization of the Scout Movement

European Scout Office

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RAP USER'S GUIDE

Preface 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.

We would like to thank our colleagues in the Interamerican Scout Office, and in particular its director, Gerardo Gonzalés Erba, who pioneered and developed the *MACPRO* method. Without their kind support, we would not have been able to devise *RAP*.

We would also like to thank the many national Scout associations which have been partners in this adventure by participating in the *RAP* network and agreeing to test the approach proposed here, as well as our colleagues in the World Scout Bureau for their support and assistance, in particular, Malek Gabr, Philippe and Samantha Pijollet, Jim Sharp and Jean-Luc Bertrand.

Last but not least, we would like to express our gratitude to our friends Ermanno Ripamonti, member of the European Scout Committee, and Mircea Stefan, an eminent member of the Romanian Scout Association, Cercetasii Romaniei, and a professor of education at the University of Bucharest, as well as to Perrine Lecoy, a family psychotherapist, for their valuable advice.

We hope that this introduction, and the eight *RAP* tools which follow it, will help many national associations to understand and use *RAP*, in order that we can advance together towards our common goal of “better Scouting for more young people”.

Dominique Bénard
Regional Director

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*Youth Programme
Director*



GENERAL INTRODUCTION

THE WORLD PROGRAMME POLICY

The 32nd World Scout Conference adopted the principle of a *World Programme Policy*, based on the idea that 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 in the VIP lounge at the University of Chile, Baden-Powell described his concept of education by recalling that the bait that the fisherman puts on 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 its programme has been designed by adults alone, 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 a 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 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 (*diagram 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

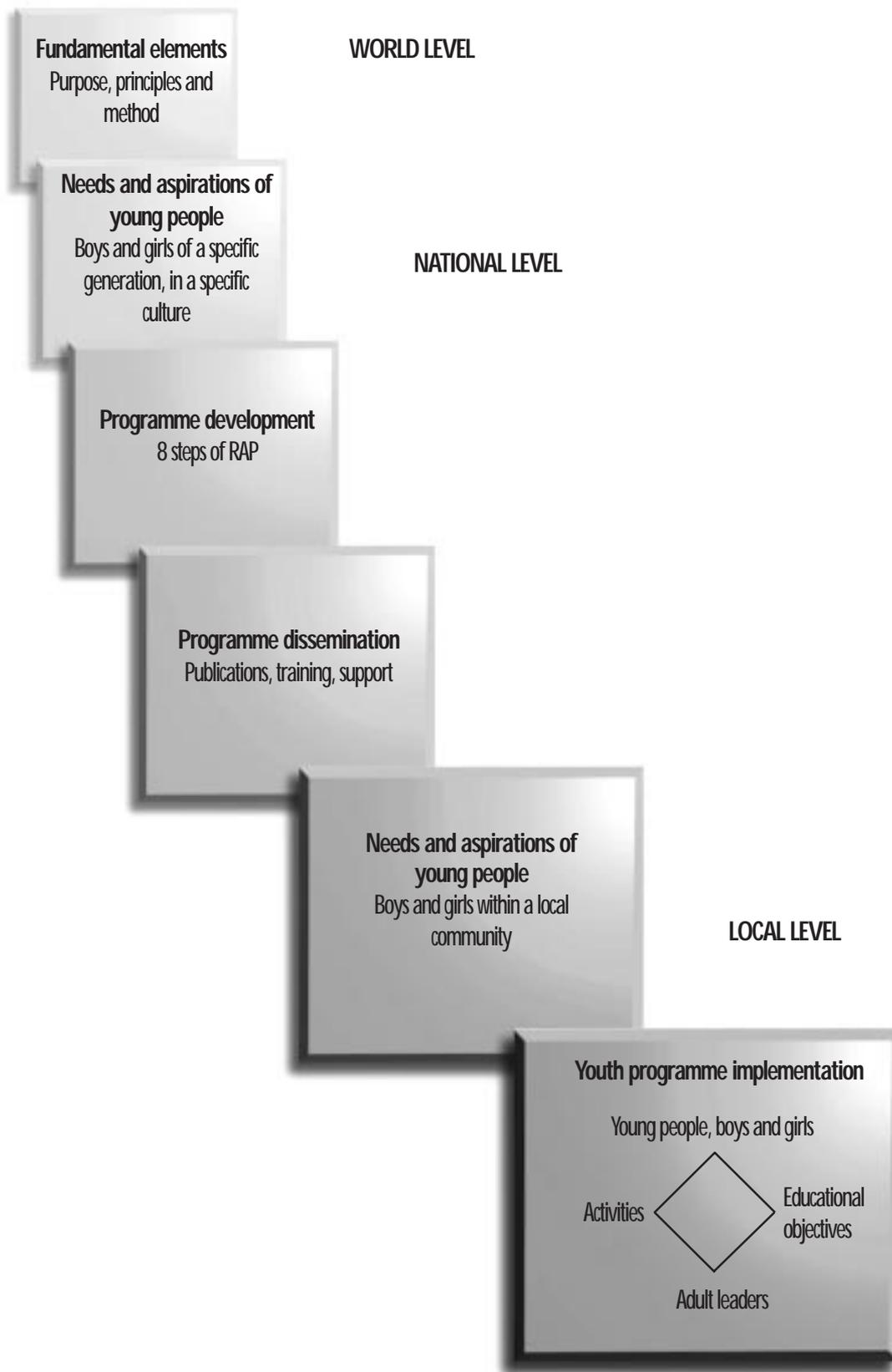


Diagram 1 - From the fundamentals to programme implementation



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.

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 (see *Conclusion: The Adults we Need*).

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 quickly appeared 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.

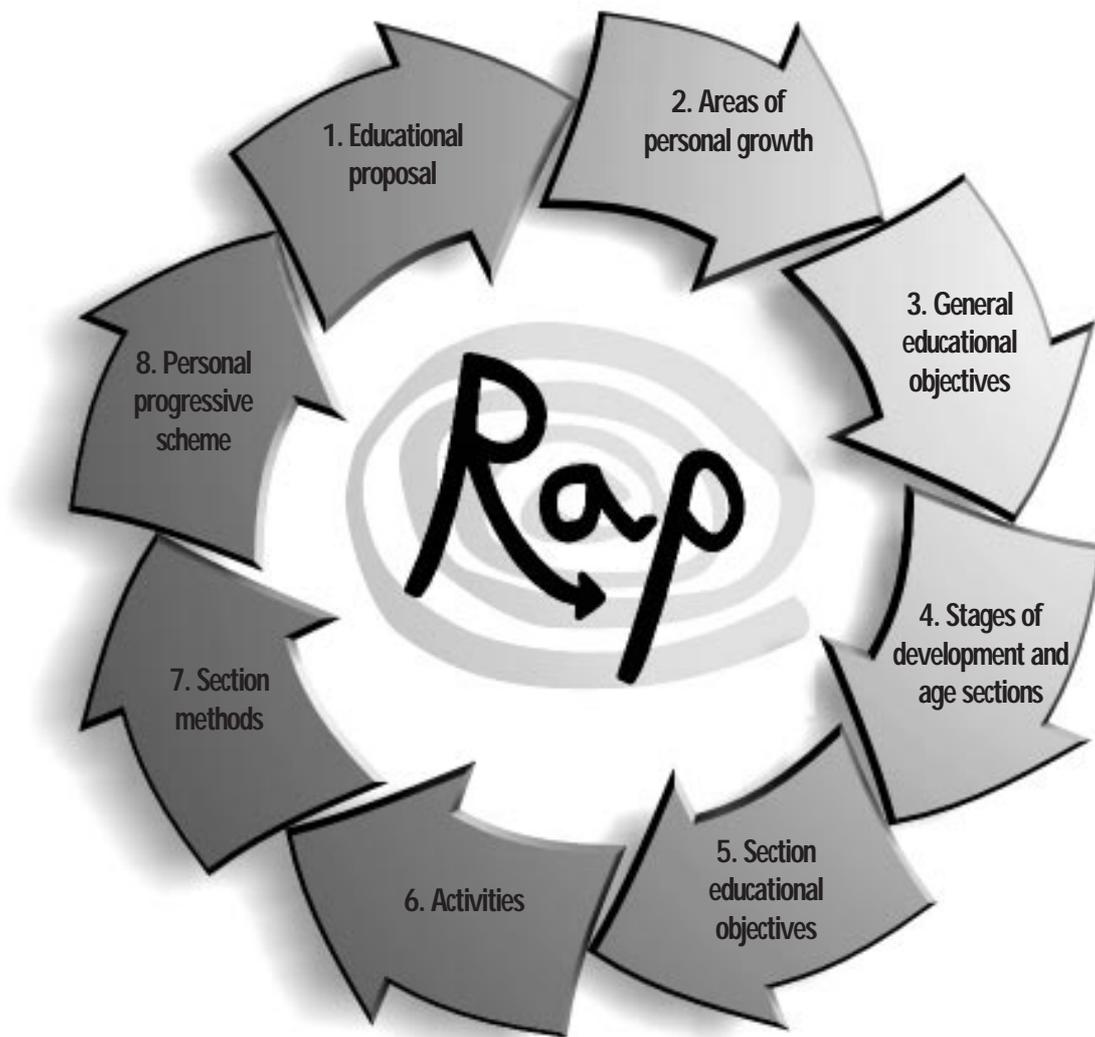


Diagram 2 - The eight steps in the RAP process

THE RENEWED APPROACH TO PROGRAMME (RAP)

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 (*diagram 2*):

- 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 she or he 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.
 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.

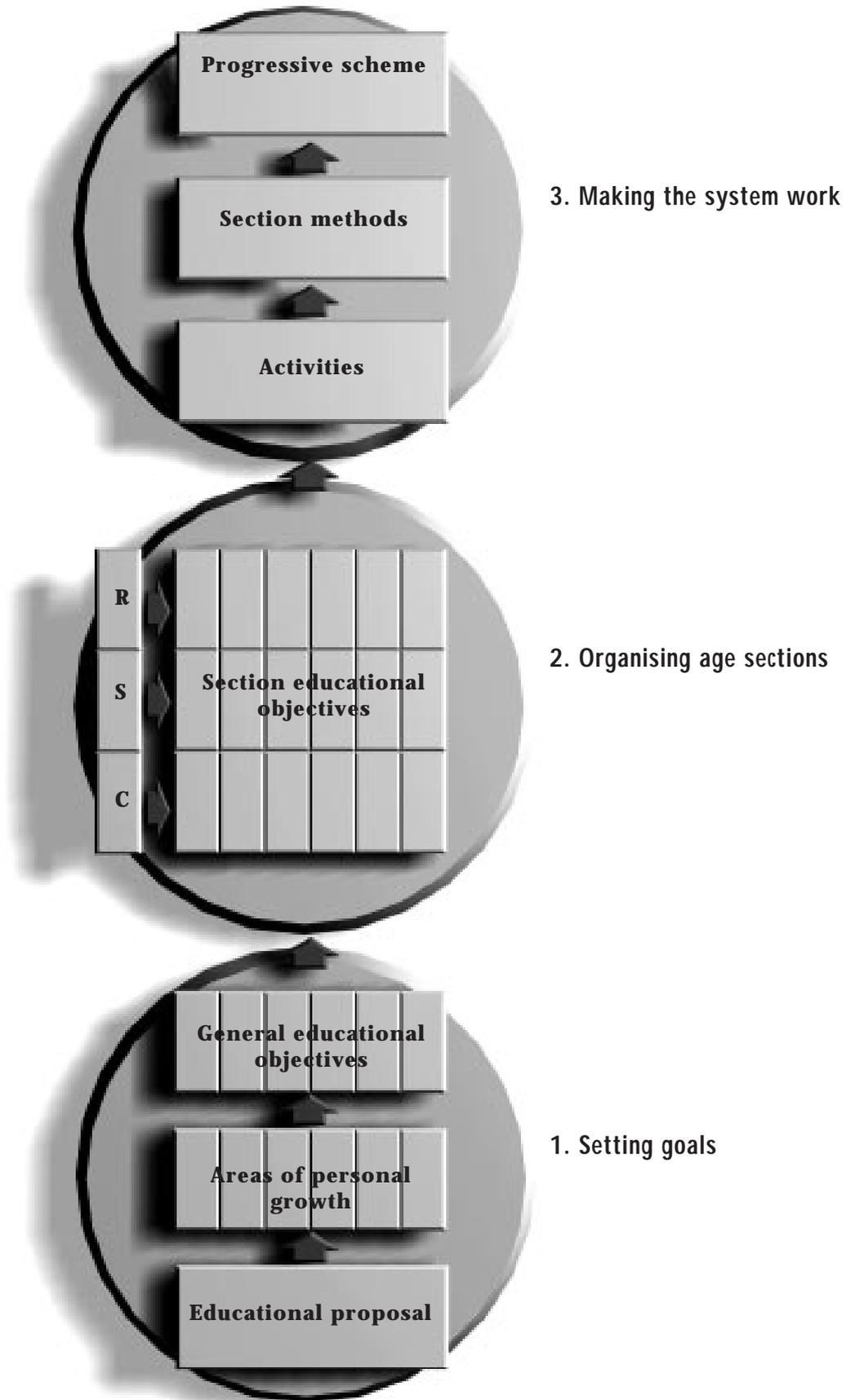


Diagram 3 - The three main phases of RAP



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 (*diagram 3*):

- 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).

- **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.

- **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.

- **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.

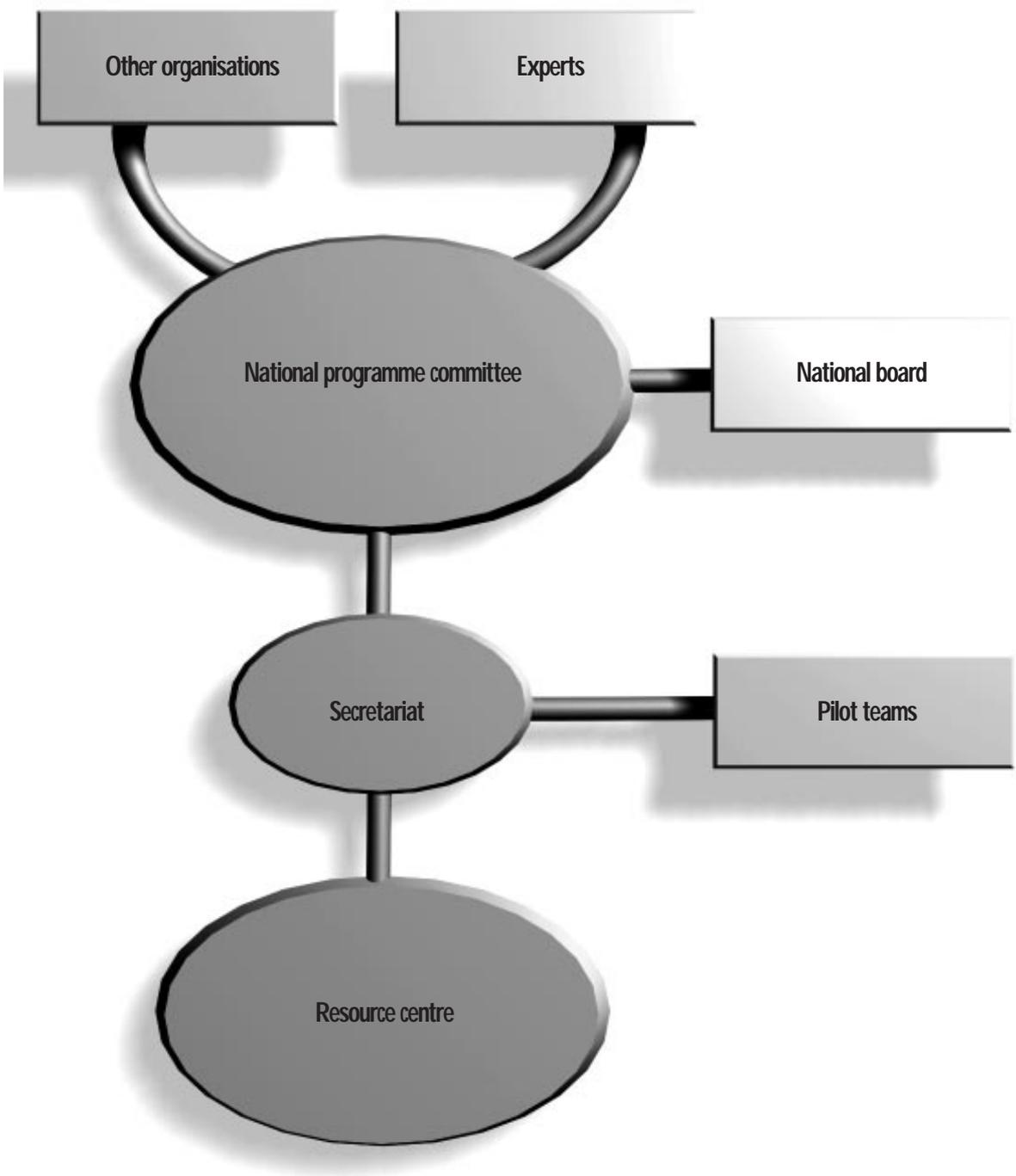


Diagram 4 - Organisational chart



*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 (*diagram 4*):

- 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.).

Plan of action and budget

Youth programme revision or development, even if only partial, is a long and delicate task. The implementation of the eight steps inevitably takes several months or even years to accomplish. It is, therefore, vital to establish a plan of action to identify the various tasks and those responsible for them, and to draw up a timetable. Similarly, a budget should be prepared, to cover the various costs involved: meetings, travel, mail, telephone, preparing and photocopying reports, etc.

RAP tools

Before getting down to work, those responsible within the National Programme Committee firstly have to familiarise themselves with *RAP*. For this purpose, the European Scout Office has devised:

- The eight *RAP* tools, numbered 1-8, presenting each step in the process;
- In *Conclusion: The Adults We Need*, a presentation of the *Adult Resources Policy* which is closely linked to *RAP*.
- *The Green Island*, a story based on imaginary characters showing how a team of national leaders discovers and uses *RAP*.



RAP Tool 1

EDUCATIONAL PROPOSAL

INTRODUCTION

This *RAP* tool is designed to help you develop the educational proposal of your association. This is the first step in the *RAP* process. We recommend that you start by reading the first chapter of *The Green Island*, which shows one way of tackling this task. Your proposal should be reviewed every few years to ensure that it is still relevant and attractive.

It is important to firstly identify the key elements of an 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 purpose, principles and method of the Movement.

- 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 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 she or he 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. Making a situation analysis

The National Programme Committee, or a working group appointed by the committee, should start by analysing the current situation, in terms of the services the association provides. A Scout association cannot hope to attract and keep its members unless it meets their needs. Likewise, it cannot obtain and continue to benefit from the support of its partners (authorities, local communities, churches, etc.), unless it meets at least some of their expectations. It is, therefore, necessary to draw up a list of the most important users and partners and identify the expectations which will affect the association's work.

a. Identifying users and partners

Young people

As stated in the *Constitution of the World Organization of the Scout Movement*, Scouting is: an educational movement for young people. "Young people" means males and females aged 26 and under. The Scout programme is not appropriate after this age.

Working with young people does not only mean analysing their needs and aspirations, but also giving them opportunities to express their views and take part in the decision-making process within the Movement. This takes place firstly within local units, in an appropriate way for each age: Cub Scouts, Scouts and Rovers are encouraged to take on direct responsibility for the running of their team and unit. They participate in the selection, organisation and evaluation of their activities. In this way their interests, needs and aspirations are expressed directly and analysed. The eldest (Venture Scouts and Rovers) are encouraged to play an even greater role in developing and adapting the youth programme by taking part in council meetings and forums. This corresponds to our Founder's recommendation to: *Ask the boy*.

However, it is not enough for young people to constantly express their views within the Movement. Finer and more systematic analyses also need to be

undertaken, focusing not on only those young people who are members of the Movement but also those whom it would like to reach. The Movement aims to be open to all and the term “young people” includes various categories:

- Boys and girls, young men and young women.

For at least half a century, the Scout Movement has been open to all young people regardless of sex. However, the educational impact of this choice has not always been sufficiently taken into account. Does our educational proposal respond to the needs of both girls and boys? How do we ensure that we provide the same opportunities to both and that we help them learn to cooperate in a climate of mutual understanding and respect?

- Young people in different age ranges, with a particular emphasis on adolescents.

The Scout method can, in fact, be used as soon as a child is able to cooperate within a group, but it is particularly suited to adolescents. The proportion of adolescents among an association’s members is a good indicator of the quality of its youth programme.

- Young people from different socio-cultural backgrounds.

To fulfil its mission, the Movement has to make efforts to reach those who are most in need of educational support. It should not limit its recruitment to those from the middle classes or those from the most privileged backgrounds. Young people from underprivileged areas and those with physical, mental or social disabilities also have the right to take part in Scouting. The Movement has to show a great deal of creativity in adapting its youth programmes and structures to meet their expectations. It also has to ensure that the image it projects does not deter young people from different backgrounds from joining.

Partners

- Parents

It is essential for an educational movement to arouse the interest and win the confidence of parents. Many parents today are deeply concerned about their children’s education. They expect school to provide young people with various kinds of knowledge, but

realise that it is not always able to help them acquire essential values or develop well-balanced personalities. For this reason, parents may consider that it is worth supporting a movement such as Scouting. Moreover, if their expectations are given due consideration, parents can become very effective supporters, or even take on an active role within the Movement.

- Teachers

Many Scout leaders are professional teachers or educators. They view Scouting as a natural complement to their professional activity, especially since it focuses on the young person's personality as a whole and enables them to have more informal and probably closer relationships with young people. It is, therefore, natural that Scouting should find partners and allies within schools, both in terms of potential adult leaders and of providers of moral and material support (information, facilities, premises, etc.).

- Churches

Historically, churches and other religious groups have given considerable support to the Movement. From both a moral and material point of view, they have contributed significantly to its development. Likewise, Scouting has done much to maintain or revive the dynamism of many religious communities. This is still true today, and it is very important for the Movement to value this cooperation.

- Local and national authorities

Authorities, whether within local communities or at national level, cannot be indifferent to the issues of young people's education and leisure time. The Movement should present itself to them as an attentive and reliable partner. It is the Movement's role, alongside that of other youth organisations, to contribute to the development of policies which truly take the needs and aspirations of new generations into account. It should also seek recognition for its activities from the authorities, in addition to the moral and material support that it deserves.

- Companies

Companies may also be keen to support Scouting, in order to help young people acquire useful skills and thus improve the company's own image. Partnership with a successful and popular company, which shares Scouting's values, may make Scouting more attractive to young

people and other partners.

- Other youth organisations

Other youth organisations have valuable experience in working with young people. By establishing partnerships with these organisations, knowledge and skills can be shared and Scouting may be able to play a stronger role in determining youth policies.

b. Identifying needs and expectations

Two or three members of the committee should be responsible for finding all the relevant statistics and surveys on children and young people in the country. This will give a clear picture of the number of girls and boys in each age range and the proportion involved in Scouting (penetration rate).

Available statistics

Information of a quantitative nature can be gleaned from available statistics, such as:

- Distribution of young people by the socio-professional categories of their parents;
- School success or failure rate (proportion of young people completing the different school cycles with or without gaining qualifications, by socio-professional category);
- Main health problems of children and adolescents (school health service statistics or Ministry of Health statistics);
- Composition of families: number of children per family, percentage of divorces, single-parent families, etc.;
- Percentage of youth members of voluntary organisations: sports clubs, cultural associations, etc.

There are also surveys available on the interests and aspirations of young people, which may highlight extremely interesting points, such as preferred leisure activities, the main problems encountered in the family or at school, expectations of relationships with adults, questions about the future, values, etc.

To identify the expectations of parents, parent-teacher associations could usefully be approached. Family associations also conduct surveys among their members, the results of which could be of interest to Scouting.

Specific surveys and questionnaires

It is worth considering undertaking a specific survey on young people in general or on members of the Movement in particular. Several Scout associations in Europe have already conducted surveys of this type. The cost of such surveys is relatively high, but the help of private partners (companies, foundations) or public partners (universities, research centres, Ministry of Education or Ministry of Youth) could be enlisted. Sociological institutes, for example, may be interested in cooperating with a Scout association. An institute may be able to provide teams of volunteers, who can be trained to conduct interviews with young people based on a questionnaire. It is also possible for several youth organisations to cooperate in conducting such a survey, for example within the framework of the National Youth Council. In any event, the Scout association should insist on being involved in the pilot group, to enable it to introduce questions on the issues which are most relevant to it.

Although a survey involving young people outside the Movement may be considered more interesting because it covers a non-selected sample of the population, it is also useful to conduct an internal survey. This enables the interests and aspirations of youth members to be identified and the extent to which the Movement meets them to be determined.

This can be done by means of a questionnaire published in the Scout magazine for example, or a questionnaire sent to all local groups and completed through in-depth discussions. Surveys of this type could also include a special section covering the expectations and views of parents.

Professional technical support is essential for preparing questionnaires or interview grids correctly. From the earliest stages in designing a survey, it is also necessary to consider which techniques would be most appropriate for the association to use when processing and presenting the data collected. Partnership with a university or an institute of higher education is certainly the best course to follow.

Advice could be sought from Scout associations which have successfully conducted such internal surveys.

Symposia and panels

Using surveys is probably not the best way of identifying the expectations of the Movement's other partners. It is better to organise symposia at regional and national level, during which Scout leaders can discuss with panels composed of members of the clergy, representatives of local authorities, teachers, etc. Such meetings give these partners the opportunity to express their expectations relating to the education of young people and Scouting.

The National Programme Committee will have to produce a background document to support the organisation of such symposia. The results of the surveys previously conducted among young people and parents could be submitted to the panels for their reactions and comments.

2. Discussing the findings

Once the results of the questionnaires and symposia have been processed, a list can be drawn up of the needs and aspirations of young people on the one hand, and the expectations of the various partners on the other hand (*diagram 5*). 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.

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

Members should discuss the feedback from the surveys and 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.) and collected by the National Programme Committee, to be incorporated into the educational proposal.

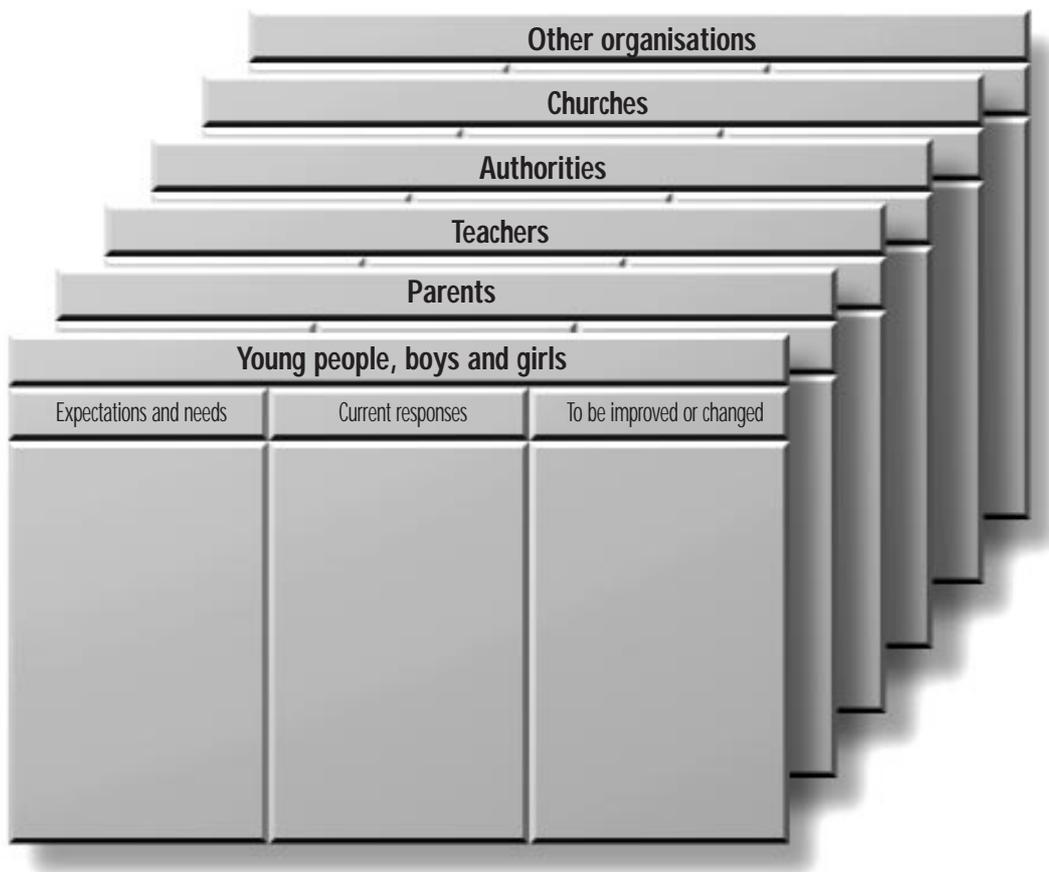


Diagram 5 - Our users and partners

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 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.

3. 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 or 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 text has been drafted by the National Programme Committee, 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. This was the method used by the European Region to develop a *Charter for Guiding and Scouting in Europe*, which was adopted after discussion and amendment by the 8th European Guide and Scout Conference in Salzburg in 1995 (*appendix 2*).

Appendix 1

CONSTITUTION OF THE WORLD ORGANIZATION OF THE SCOUT MOVEMENT

Chapter 1

THE SCOUT MOVEMENT

Article 1

- Definition* 1. The Scout Movement is a voluntary non-political educational movement for young people open to all without distinction of origin, race or creed, in accordance with the purpose, principles and method conceived by the Founder and stated below.
- Purpose* 2. 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.

Article II

- Principles* 1. The Scout Movement is based on the following principles:
- **Duty to God**
Adherence to spiritual principles, loyalty to the religion that expresses them and acceptance of the duties resulting therefrom.
 - **Duty to others**
 - Loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and cooperation.
 - Participation in the development of society with recognition and respect for the dignity of one's fellow-man and for the integrity of the natural world.
 - **Duty to self**
Responsibility for the development of oneself.

*Adherence to a Promise
and Law*

2. All members of the Scout Movement are required to adhere to a Scout Promise and Law reflecting, in language appropriate to the culture and civilisation of each National Scout Organization and approved by the World Organization, the principles of Duty to God, Duty to others and Duty to self, and inspired by the Promise and Law conceived by the Founder of the Scout Movement in the following terms:

The Scout Promise

On my honour I promise that I will do my best
To do my duty to God and the King
(or to God and my Country);
To help other people at all times;
To obey the Scout Law.

The Scout Law

1. A Scout's honour is to be trusted.
2. A Scout is loyal.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all and a brother to every other Scout.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders of his parents, Patrol Leader or Scoutmaster without question.
8. A Scout smiles and whistles under all difficulties.
9. A Scout is thrifty.
10. A Scout is clean in thought, word and deed.

Article III

Method The Scout Method is a system of progressive self-education through:

- A promise and law.
- Learning by doing.
- Membership of small groups (for example the patrol), involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character, and the acquisition of competence, self-reliance, dependability and capacities both to cooperate and to lead.

- Progressive and stimulating programmes of varied activities based on the interests of the participants, including games, useful skills, and services to the community, taking place largely in an outdoor setting in contact with nature.

Appendix 2

A Charter for Guiding and Scouting in Europe

*We are helping Young
People to grow:*

- by promoting their development and defending their individual freedoms within the framework of Children's Rights and Youth Rights;
- by contributing to the development of a personal system of moral and spiritual values through participation in a progressive programme of self-education, in partnership with their peers;
- by encouraging them to interact more closely with the natural environment, understand more fully their relationship with it and, therefore, appreciate better the need to respect it;
- by offering a positive relationship with adults, based on trust, in which young people will find appropriate educational responses to their developing sexual maturity, emotional needs and general well-being.

*We are helping Society
to grow:*

- by providing youth information services: young people can only integrate themselves fully into society when they are fully informed on the opportunities and the issues which concern them, directly or indirectly;
- by providing an education for democracy: societies can only function with the full participation of young people in the decision-making processes which will ultimately affect their lives;
- by practising equal opportunities: each person, without distinction of gender, origin, race, creed, abilities or wealth must be encouraged and assisted to achieve her or his full physical, intellectual, social and spiritual potentials;
- by seeking and creating partnerships with the marginalised: young people and adults from the marginalised sectors of society must be welcomed and accepted openly into our organisations if they are to challenge and overcome the causes of their exclusion from general society.

*We are helping Europe
to grow:*

- by helping young people overcome barriers to their mobility, often created by limited access to information and communication networks, suitable transport, or accommodation;
- by challenging xenophobia and racism: intercultural learning opportunities for young people challenge nationalistic stereotyping and provide an education for peace and tolerance;
- by actively contributing to the development of better and more effective youth policies in Europe, to the benefit of all of Europe's young population and not just to the benefit of our members;
- by building bridges of friendship in and beyond its border: as Europe grows, its young people must grow in friendship with all their neighbours in every part of the world.

An educational proposal

Interamerican Scout Organization

(Extracts)

The man and the woman we would like to be

Our aim is that every young person who has shared the experience of the Scout Movement should always do his or her best to be:

A person with freedom and integrity

clean of thought and true of heart
strong of will, responsible and self-reliant,
with a personal commitment for their life
constant and true to their word.

Ready to serve others

involved in their community,
defender of other people's rights,
pledged to democracy and committed to development,
lover of justice and promoter of peace,
who values human labour,
and builds their family on love,
is aware of their own dignity and that of others,
and who shares with everybody joyfully and affectionately.

A creative person

who leaves the world better than they find it,
and strives for the integrity of the natural world,
learning continually and searching
for ways still unexplored,
who does their work well
and, free from the hunger to possess,
is independent of material things.

A spiritual person
with a transcendental sense of life,
who opens their heart to God,
lives their faith joyfully and makes it part of their daily
life
and who, open to dialogue and understanding,
respects others' religious beliefs.



RAP Tool 2

AREAS OF PERSONAL GROWTH

INTRODUCTION

This *RAP* tool is designed to help you implement the second step in the *RAP* process: defining the areas of personal growth. You can also consult chapters 2-8 of *The Green Island* on this subject.

Bear in mind that these areas of growth have not been defined in an arbitrary manner, but in accordance with Scouting's purpose. They were clearly explained when the Movement was founded, and take all the dimensions of the human personality into account.

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

The aim of the Scout training is to improve the standard of our future citizenship, 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.

RAP recognises six areas of personal growth:

- Physical development;
- Intellectual development;
- Affective development;
- Social development;
- Spiritual development;
- Character development.

You will certainly notice that the main change which we are proposing is the inclusion of the area called

affective development. 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.

CONCEPTS

Scouting takes all the dimensions of the human personality into account and, therefore, identifies several areas of growth.

Each young person is encouraged to take responsibility for his or her own development.

Scouting’s educational objectives are based upon the areas of growth, which should not be considered separate elements, but as parts of a whole.

RAP proposes the model illustrated in *diagram 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 (*diagram 7*). In the same way, when the human personality is developing, the six areas of growth interact with each other, but they can only be described correctly from different perspectives.

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 affectivity and social relationships. Disorders such as obesity are often due to affective or relationship problems. The spiritual dimension is related to the meaning of life. It cannot develop independently from one’s relationship with

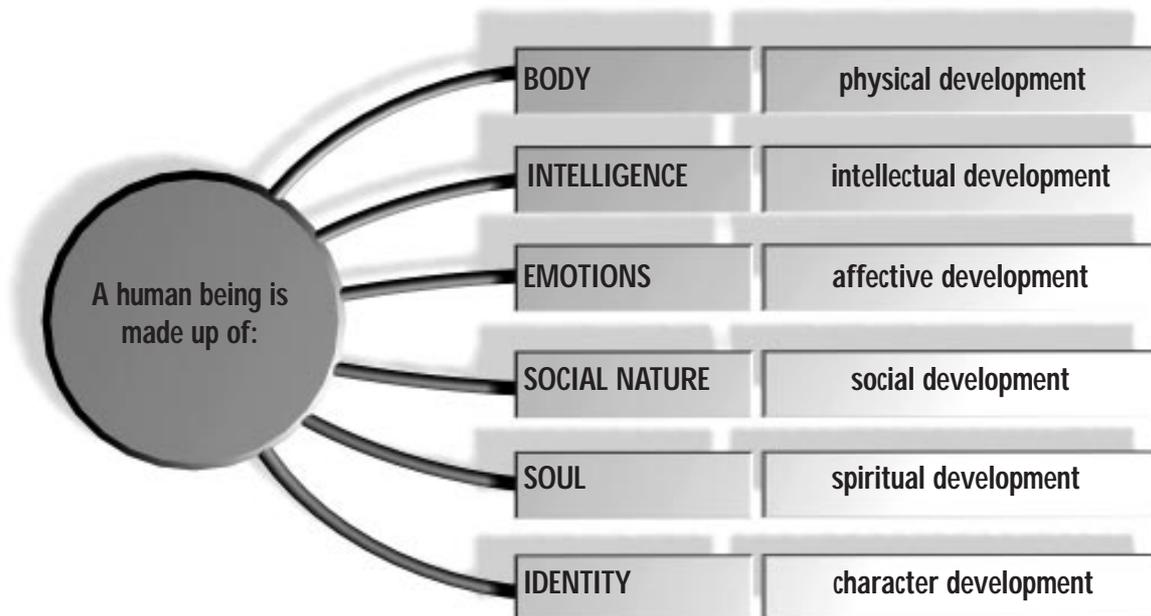


Diagram 6 - Areas of personal growth

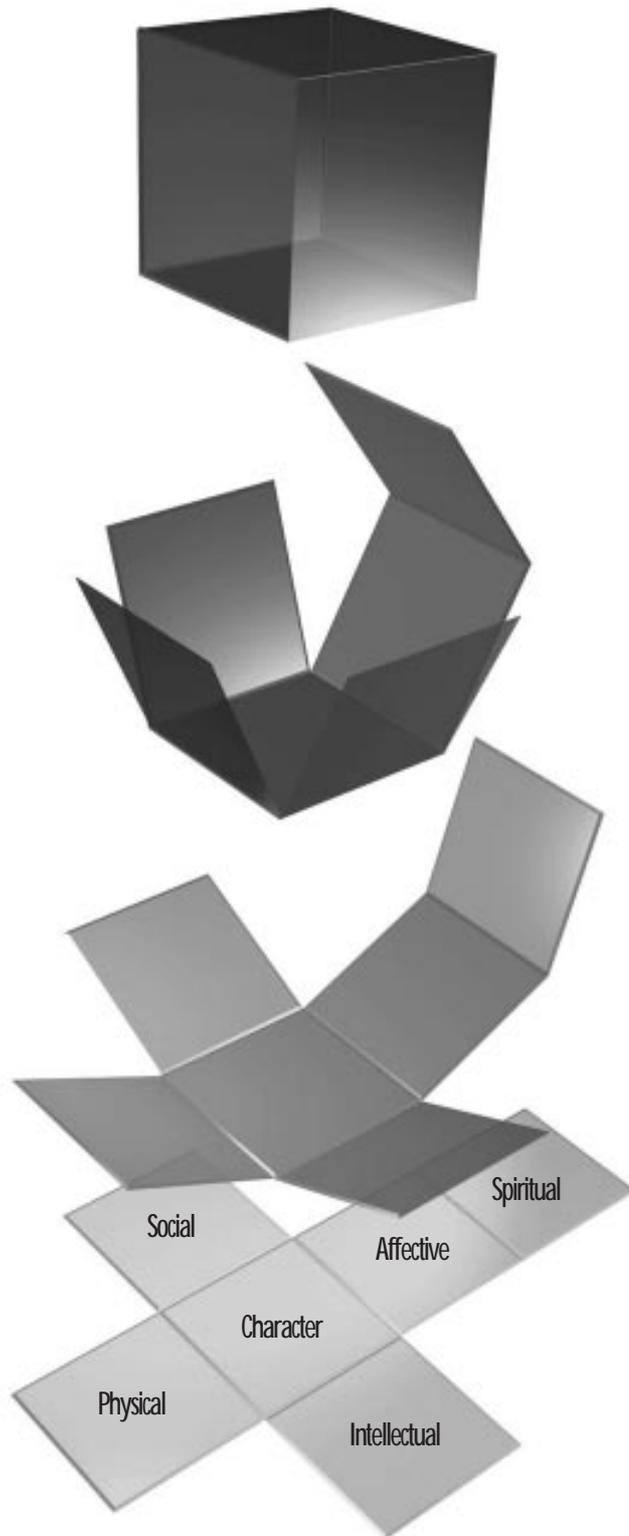


Diagram 7 - A cube

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, as defined in the *Introduction to RAP*. At this stage, therefore, national associations do not have to demonstrate a great capacity for invention, but they do need to check that their future programmes cover all the dimensions of the individual's personality.

At the end of this tool, you can find a summary of the elements proposed in *The Green Island*. For each area of growth it provides a definition and suggested educational trails which could be used during the next step to define the general educational objectives of your programme (RAP Tool 3: *General Educational Objectives*).

Definition We have tried to define each area of personal growth in educational terms in the simplest and most concrete way possible. You are not obliged to accept this proposal. You may have a different idea or a more complete proposal. Please feel free to change the formulation.

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. *RAP* aims to propose an approach, not the content. It aims to stimulate your imagination and your creativity.

HOW TO DEFINE THE AREAS OF PERSONAL GROWTH

In chapters 2-8 of *The Green Island*, Ewa, Vladimir and their friends spend the weekend in the countryside with Professor Kessel, to learn about these dimensions. It is a fairly long part of the book, it attempts to give an overview of human development in an educational perspective which is coherent with the original proposal of Baden-Powell.

We recommend that you read chapters 2-8 of *The Green Island* carefully, and follow it up with a team discussion, for example within the National Programme Committee, to determine which new elements you would like to adopt to enrich your youth programme.

A second suggestion, which is certainly more rewarding but also more demanding, would be to follow the example of our characters in *The Green Island* and to organise a two or three-day seminar on the subject of the areas of personal growth, with the participation of specialists in youth health and educational issues, such as:

- Doctors, health specialists and/or physical

education specialists for the area of physical development;

- Educationalists and/or teachers for the area of intellectual development;
- Psychotherapists and/or specialists in artistic and dramatic expression for the area of affective development;
- Sociologists, social workers and/or family specialists for the area of social development;
- Philosophers and/or experts on different religions for the area of spiritual development;
- Psychologists and/or educators for the area of character development.

Care should be taken in selecting these specialists, to ensure that they are also familiar with the different stages of development, from childhood to youth, including adolescence. Competent Scout leaders with sound experience of the different age ranges should also be invited.

Each participant should receive a copy of chapter 2 of *The Green Island* and of this tool in advance, which will ensure that everybody will be able to contribute actively to the discussion. The aim of the discussion will be to clarify the content of the different areas of growth, the different stages of development, the key educational issues at each age and for each sex, in the context of your country and culture, and the educational trails to be chosen in order to ultimately build the general educational objectives of your programme.

Above all, step 2 of the *RAP* process is designed to place your future youth programme on solid foundations. It is an essential step which will enable you to build your educational objectives upon a clear understanding of the development of the individual.

Appendix 4
Areas of personal growth: examples

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.

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.

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.

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.

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.

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.



RAP Tool 3

GENERAL EDUCATIONAL OBJECTIVES

INTRODUCTION

This third *RAP* tool is designed to help you develop your association's general educational objectives. In *The Green Island*, chapter 9, you can read how the National Programme Committee undertakes this task.

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. 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.

Thus, "general" 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 a 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.

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.

CONCEPTS

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 be quantitative, in which case it defines desired changes in quantity, or qualitative, in which case it defines desired changes in quality.

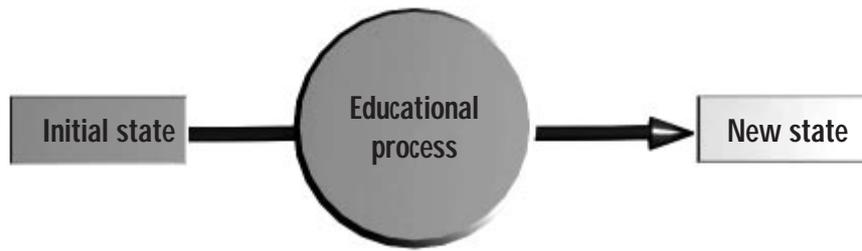
It is important at this stage to make a clear distinction between different concepts:

- 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.

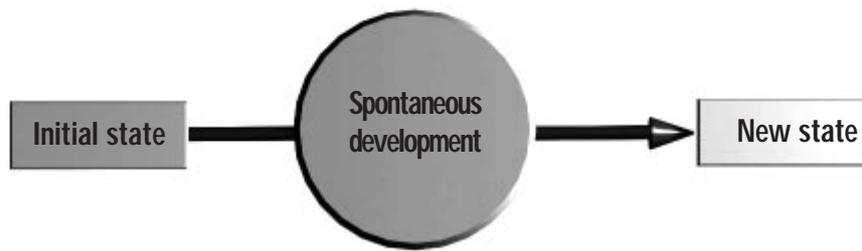
Educational goals usually focus on the educator, expressing his or her concerns or intentions, whereas educational objectives focus on the learner, his or her progress and achievements.

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

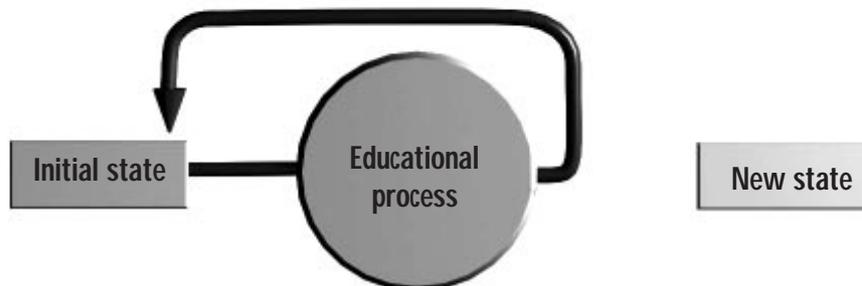
If the learner goes from this initial state to the new state on his or her own, this does not constitute education. For example, all young people usually grow rapidly from the age of 9 to the age of 12. No educator can boast of having obtained this result (*diagram 8 b*).



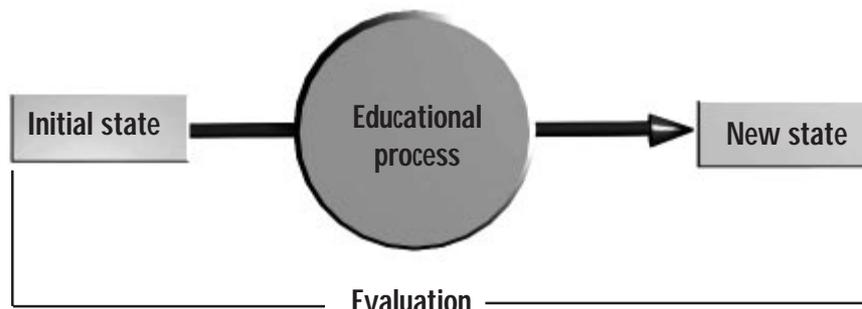
(a)



(b)



(c)



(d)

Diagram 8 - An educational process

If the new state is identical to the initial state, no learning has taken place. If the learner has not learned anything new, this means that he or she has merely taken a detour and returned to the starting point (*diagram 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 (*diagram 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 the young people'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. *Two main strategies* There are two main strategies in education:

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

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 (*diagram 9*).

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

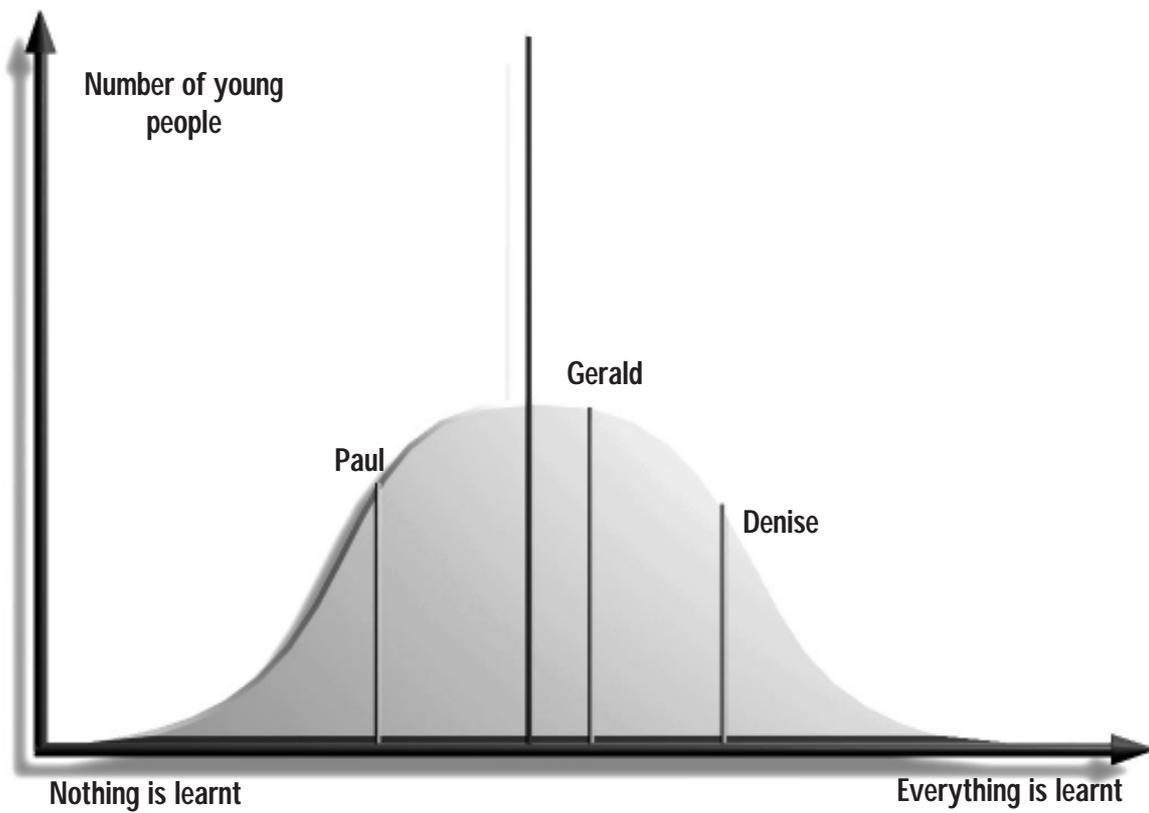


Diagram 9 - Normative evaluation

or in relation to an external norm (the group level). This is normative evaluation.

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

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 *RAP*.

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 (*diagram 10*).

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. This will be examined more closely in *RAP Tool 8: Personal Progressive Scheme*.

3. *Why is it necessary to define general educational objectives?*

Defining general educational objectives enables us:

- To express Scouting’s goal of helping young people to reach their full potential in realistic, measurable terms. What is most important is neither the activity nor the method, but the young person him or herself and his or her development.

- To enable coherent educational objectives to be determined for all age sections (section educational objectives).
- To provide a solid basis for the evaluation of personal progress in all areas of growth (*RAP Tool 8: Personal Progressive Scheme*).
- To gain commitment from adult leaders in the Movement to a common goal.

4. *Different types of general educational objective*

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).

5. *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;
- Attainable (A) - it corresponds to the capabilities of the young people concerned;
- Realistic (R) - it can be achieved under the existing conditions (time, resources);
- Time scale (T) - a time limit has been set.

HOW TO SET GENERAL EDUCATIONAL OBJECTIVES

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

1. *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

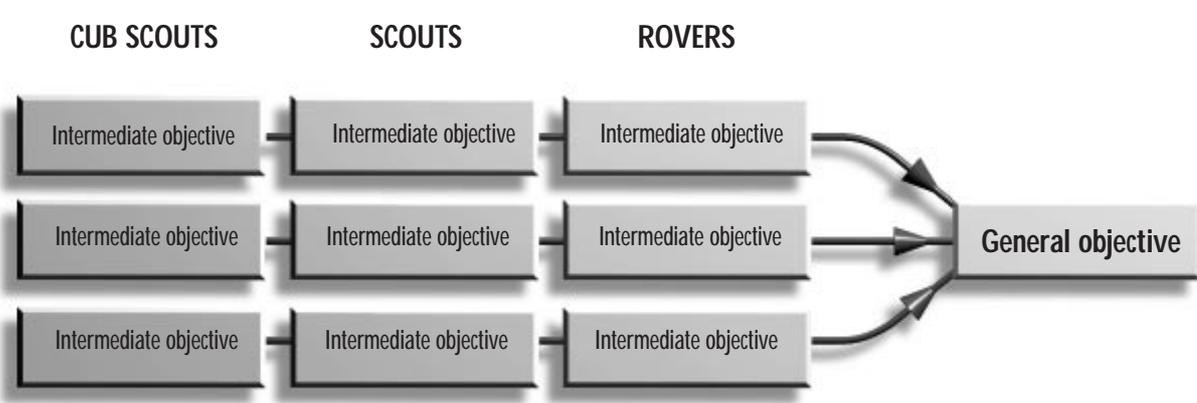


Diagram 10 - Section objectives leading to general educational objectives

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, realistic and with a time scale).

2. Considering the needs of girls and boys

Just as the general educational objectives have to be declined progressively and expressed in different terms for each age section, it is worth discussing whether they should also vary according to the sex of the young person concerned. Should there be specific educational objectives for girls and specific educational objectives for boys?

Differences between the sexes should not be ignored: for example, physiological differences, as well as differences in the rhythm of development (*RAP Tool 4: Age Sections*). Most traditional societies are based upon the existence of different roles for each sex. Even in Europe today, many women have the traditional role

of “housewife”, responsible for the household and bringing up children. However, traditional gender roles are being brought into question more and more. People are no longer willing to accept discrimination. It is difficult to understand why certain social roles or occupations are denied to women.

From an educational perspective, the most important issue is to enable each individual to develop his or her full potential without being restricted to traditional male or female roles.

The continuation of these social roles has undoubtedly had a strong impact on the education of both girls and boys. Even today, family upbringing and the influence of traditional social structures may lead to a preference for different educational goals for girls and for boys. For boys, emphasis may be placed on fighting, a competitive spirit, the ability to be assertive and to face conflicts; for girls, emphasis may be placed on seduction, conviviality, negotiating skills and relationships.

These different educational approaches are often considered to be based on natural differences between girls and boys, when in fact they are merely due to the influence of the traditional sharing of social roles.

If we want to help girls and boys reach their full potential, it is necessary to counterbalance these traditional learning processes. This means that boys should be given opportunities to develop their relationship and communication skills, and girls should be given opportunities to develop their assertiveness, competitive spirit and ability to deal with conflicts.

There is, therefore, no need to define different educational objectives for girls and boys, but the educational objectives set should be adapted according to individual needs. We will examine this more closely in *RAP Tool 8: Personal Progressive Scheme*.

3. Formulating general educational objectives

a. Training

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 (*diagram 11*). You should not use verbs like know, understand or learn, because

| KNOWLEDGE | SKILLS | ATTITUDES |
|------------------|--------------------|-----------------------|
| Explain | Be able to | Accept |
| Describe | Demonstrate | Respect |
| Explore | Show | Value |
| Identify | Participate | Behave |
| List | Develop | Judge |
| Tell | Create | Recognise |
| Express | Make | Appreciate |
| Discover | Implement | Act |
| Analyse | Undertake | Commit oneself |

Diagram 11 - Examples of verbs for educational objectives

it is not clear whether an individual knows or understands except if he or she is able to explain or show.

b. Examining examples

You can find some examples of general educational objectives for each growth area at the end of this tool. It may be useful for your National Programme Committee to discuss the relevance of these examples, before formulating your own. Examples may also be obtained from other national Scout associations or other educational organisations.

c. Drafting objectives

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

Example:

In *RAP Tool 2: 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.

Appendix 5
 General educational objectives: examples

Physical development

| Educational trails | Educational objectives |
|--------------------------|---|
| <i>Identifying needs</i> | 1. Accepts his/her own share of responsibility for the harmonious development of his/her body. 2. 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. |
| <i>Maintenance</i> | 3. 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. |
| <i>Efficiency</i> | 4. Develops his/her senses (sight, hearing, taste, smell, touch) and physical fitness, compensating for any disabilities. |

Intellectual development

| Educational trails | Educational objectives |
|-------------------------------|--|
| <i>Collecting information</i> | 1. Develops his/her sense of curiosity and systematically collects information to expand his/her knowledge. |
| <i>Processing information</i> | 2. Is able to analyse and classify information and apply it to his/her own experience and environment. |
| <i>Problem-solving</i> | 3. Is able to adapt to different situations, developing a capacity for thought, innovation and adventure. 4. Is able to solve problems by making hypotheses, experimenting and drawing conclusions. 5. Demonstrates a spirit of invention and creativity by using his/her technical and manual skills. 6. Values science and technology as ways to understand and help people, society and the world. |

Affective development

| Educational trails | Educational objectives |
|--|--|
| <i>Self-discovery and awareness</i> | 1. Is able to recognise and accept his/her emotions and understand the causes and the effects which they can have on other people. |
| <i>Self-expression</i> | 2. Is able to express different kinds of emotions using a variety of creative techniques (e.g. music, dance, theatre, painting, poetry, role-play). |
| <i>Responsibility and self-control</i> | 3. Behaves assertively and is affectionate towards other people without being inhibited or aggressive, respecting his/her integrity and that of others. 4. Accepts and respects his/her sexuality and that of others as an expression of love. 5. Is able to appreciate the good things of life in order to compensate for difficulties and maintain a state of emotional balance and happiness. |

Social development

| Educational trails | Educational objectives |
|--|---|
| <i>Relationships and communication</i> | <ol style="list-style-type: none"> 1. Is keen to explore other ways of life and considers diversity enriching rather than threatening. Is able to recognise and challenge sexual and ethnic stereotypes. 2. Is able to identify various causes of conflict, masters conflict prevention and conflict solving skills and applies them in daily life in order to contribute towards peace. |
| <i>Cooperation and leadership</i> | <ol style="list-style-type: none"> 3. Is able to work as part of a team, communicate effectively, manage collective projects and serve actively in the local community, influencing the process of change for the common good. |
| <i>Solidarity and service</i> | <ol style="list-style-type: none"> 4. Is able to explain how everything in the world is part of an interconnected and balanced system and that sustainable development involves the interdependence of many human and environmental factors. Is able to link local action to a wider global context. 5. Is able to explain the principles of human rights and the many ways in which these can be denied or promoted through social, economic, political and cultural factors, applying them to his/her life and taking action accordingly. |

Spiritual development

| Educational trail | Educational objectives |
|---|--|
| <p><i>Welcome, Wonder, Work, Wisdom</i></p> | <p>1. Searches for a Spiritual Reality through: discovering the wonders of nature; empathising with other people; co-operating with others to improve the world; taking responsibility for his/her own development.</p> |
| <p><i>Worship</i></p> | <p>2. Is able to recognise and explain the spiritual significance of personal and collective experiences.</p> |
| <p><i>Spiritual discovery</i></p> | <p>3. Explores the spiritual heritage of his/her community and communicates with everybody, regardless of their religious beliefs, seeking to establish communion among people.</p> <p>4. Makes his/her spiritual principles part of his/her daily life, achieving consistency between them, his/her personal life and his/her participation in society.</p> |

Character development

| Educational trails | Educational objectives |
|--------------------|---|
| <i>Identity</i> | 1. Recognises his/her possibilities and limitations, has a critical awareness of him/herself, accepts the way he/she is and preserves a good image of him/herself. |
| <i>Autonomy</i> | 2. Approaches life cheerfully and with a sense of humour. 3. Takes responsibility for his/her own development and sets objectives to achieve it. 4. Demonstrates a critical awareness of the world around him/her, is able to make his/her own choices and accept the consequences. |
| <i>Commitment</i> | 5. Expresses his/her own views assertively, makes commitments and perseveres in spite of difficulties. 6. Makes efforts to become financially independent and values his/her own work and the work of others. |

RAP Tool 4

STAGES OF DEVELOPMENT AND AGE SECTIONS

INTRODUCTION

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.

So from the very beginning, the Scout programme was developed in a specific way for each age section. But which age sections should be maintained? The Scout method was originally intended for young adolescents aged 12 to 16. It was for young people of this age that Baden-Powell chose to organise his first experimental camp on Brownsea Island in 1907. Soon afterwards, a need was felt to extend the Movement to younger boys: to “Cubs”, originally aged 8 to 11; then to older boys, “Rovers”, aged 17 to 20. Scouting traditionally identifies three main age ranges: childhood (8-11); adolescence (12-16); youth (17-20).

Many Scout associations throughout the world have preserved this traditional division into three age sections. However, as part of your work to renew the programme, it is important to question whether the section divisions already existing within your association correspond to the different stages of 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.

This fourth *RAP* tool aims to assist you with this task. In chapter 10 of *The Green Island*, you can read how the members of the National Programme Committee established a system of age sections for their association

and which problems they encountered when dealing with this task.

CONCEPTS

1. Stages of development

Psychologists have identified several successive stages in the development of children and young people. The different areas of personal growth which we have identified earlier (physical, intellectual, affective, social, spiritual and character) 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 integrating the different areas of growth.

Although certain constant factors may be observed, development stages are not universal. Sociological and economic factors have an impact on purely physiological and psychological factors, creating different rhythms and steps according to 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 7 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 before the age of 7 or 8 (*RAP Tool 7: Section Methods*).

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 child is at ease in his or her body, demonstrates intellectual curiosity, accepts the authority of adults and is easily integrated into a group. This is the “Cub Scout” age.

Puberty

This stability will be 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.

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. 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.

2. *Age sections* 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.

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.

Different models

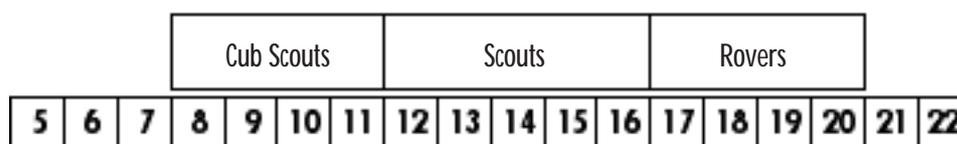
In Europe today, several models can be seen. *Diagram 12* presents several of the most significant.

Several associations, such as the British, have added a *Pre-Cub* section, covering the 5th, 6th and 7th years. Others, such as the Danes, have developed a system with very narrow age sections. There are evidently all manner of possibilities depending on national, social and cultural characteristics. It is, nevertheless, important to take various criteria into account before making a final choice.

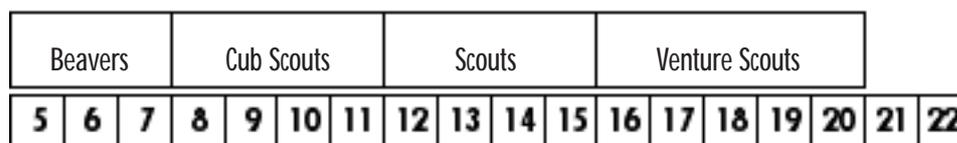
a. Total length of the proposed Scout experience and balance between the age sections

We have seen that 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. This period is theoretical, since in reality only a small proportion of young people stay for the whole period. On the one hand, it is difficult to offer programmes which are attractive and varied enough to cover all age sections;

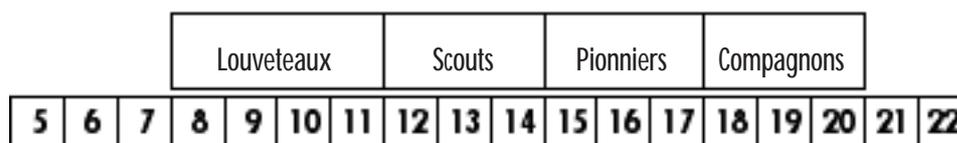
(a) Traditional model



(b) British model



(c) French model



(d) Danish model

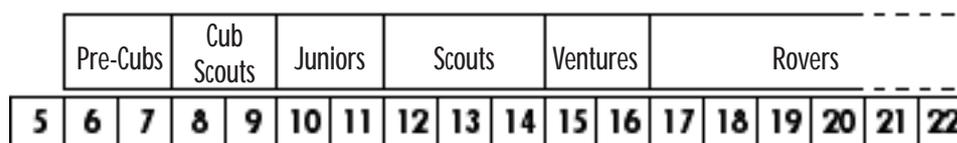


Diagram 12 - Various models of age sections

on the other hand, competition with other activities and life's upheavals (moving house, changing schools, etc.) prevent young people from prolonging their membership.

Since enrolment in the younger age sections is often a decision taken by parents rather than a personal choice, there is generally 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 results in a sharp reduction in the proportion of over-14 year-olds in the Movement. In some associations, children aged 5 to 10 represent more than 75% of the membership. This gives Scouting the image of a children's movement and puts even more adolescents and young people off.

b. Implementing the team system

In all age sections, 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 (*RAP Tool 7: Section Methods*).

The team system can be described from two angles:

1. The peer group

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). In *diagram 13*, this is shown on the horizontal axis.

2. Leadership

The small group is led by one of the young people. He or she is responsible for managing the team and passes on experience and knowledge to the younger members. This creates a different kind of relationship based on a certain level of inequality: the relationship between younger and elder, or new and older members. In *diagram 13*, this is shown on the vertical axis.

The team system therefore creates a double system of natural training: through cooperation within a peer group (learning through interaction and mutual influence); through the transmission of experience and

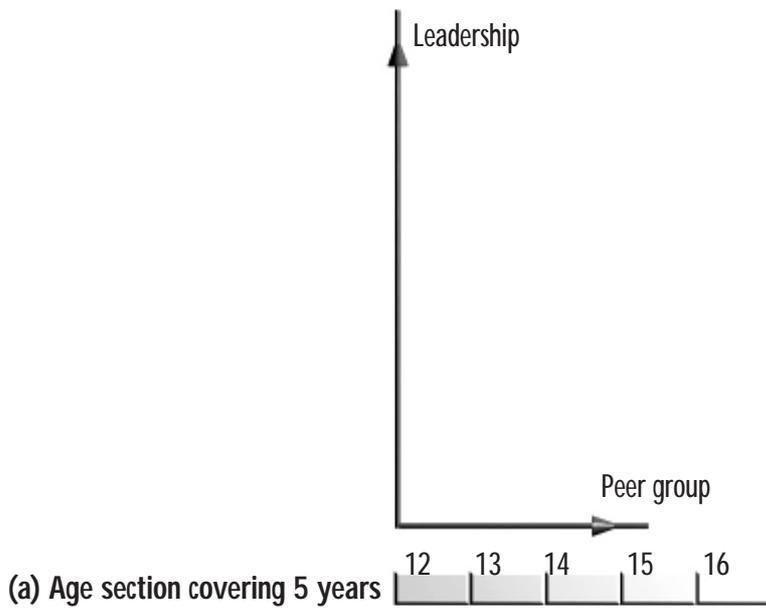
knowledge from the eldest to the youngest.

These two aspects, peer group and leadership, may conflict. If priority is given to the peer group, teams will be formed of young people of the same age (*diagram 13 a*). As a result, the leadership will be weak on account of the small difference in levels of maturity and experience between the team leader and the other members of the team. If priority is given to leadership, there is a tendency to give responsibility for managing the team to an older young person who has already gained a lot of experience. This means that there will be a greater difference in age and interests among the team members and the peer group aspect could even disappear altogether.

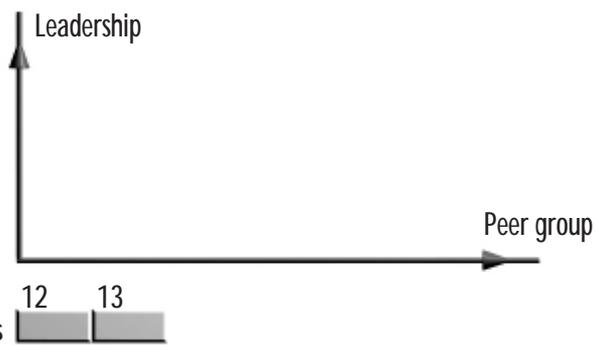
There is a risk of two negative consequences: if the eldest and youngest have widely differing interests, it will be difficult to develop interesting activities for everybody. Since it is easier to offer activities for the youngest, the eldest will lose interest and will leave the group. In associations 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 (*diagram 13 b*). 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”.

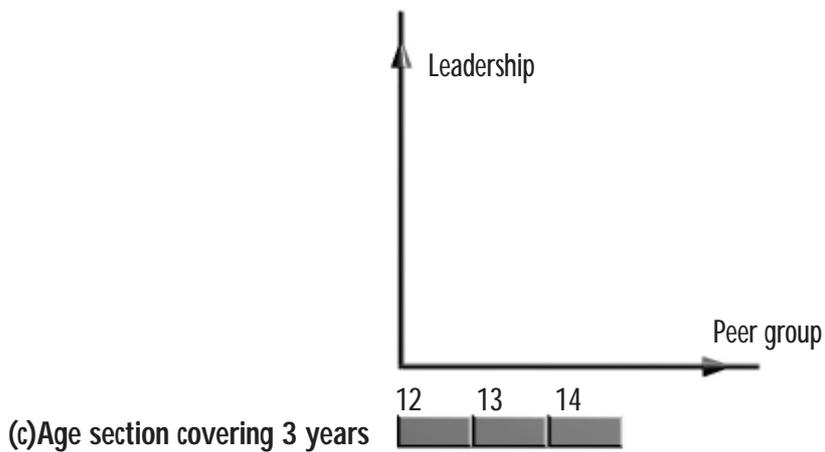
Care should, therefore, be taken to maintain a balance between these two aspects (*diagram 13 c*).



(a) Age section covering 5 years



(b) Age section covering 2 years



(c) Age section covering 3 years

Diagram 13 - Two aspects of the team system

HOW TO ESTABLISH AGE SECTIONS

Your task is to check whether your association's system of age sections is suitable and, if necessary, to propose modifications.

1. *Evaluating the existing system*

The first thing to do is to evaluate the existing system of age sections.

• **How is the membership spread among the age sections?**

Check the membership statistics. Are the members shared more or less equally among the age sections or can you identify an imbalance between certain 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, however, you note a significant imbalance between these two figures, for example a ratio of 2/3 under 12s:1/3 over-12s (*diagram 14 a*), 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 (*diagram 14 b*): for example, how the 11-12 year-olds are shared between the Cub Scout and Scout sections; or how the 16-17 year-olds are shared between the Scout and Rover sections (in the case of a traditional system). This comparison will enable you to check whether the older age sections are attractive enough.

In the example given in *diagram 14 c*, you can identify a significant overlap between the Cub Scout and Scout sections, which could imply that the Scout section is unable to attract former Cub Scouts. Similarly, you can note that the 15-16 year-olds are shared almost equally between the Scout and Rover sections, which poses a problem.

• **What is the age distribution within each age section?**

You should next consider how the ages are distributed within each age section. In the example in *diagram 15b*, you can identify an imbalance between the 12-13 year-olds and the 14-15 year-olds in the Scout section. A different system of age sections may enable this problem to be solved.

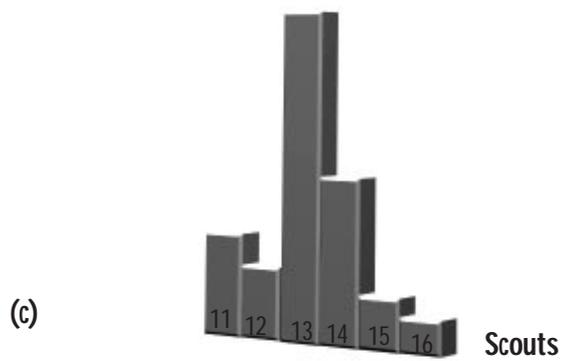
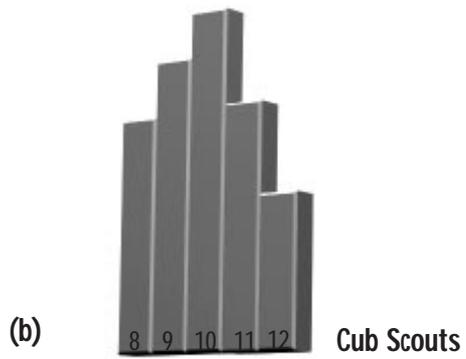
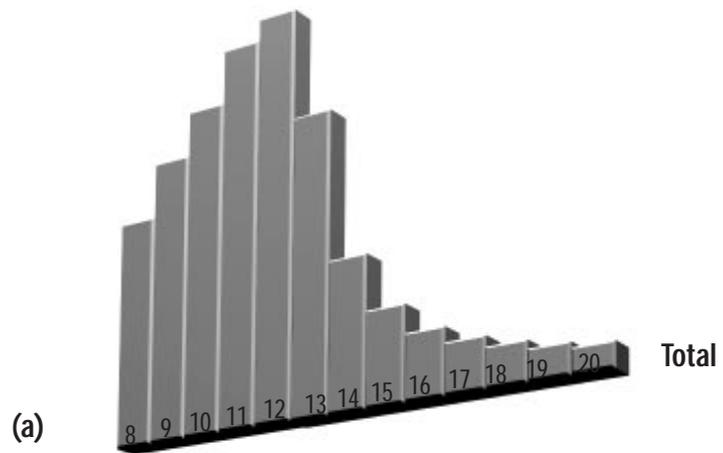


Diagram 14 - Analysing the distribution of membership

- **What is the turnover of membership within each age section?**

Sometimes young people are attracted to the Movement, but are soon disappointed by the low quality of the programme. In this case, there is a very high percentage of new members each year. It may be difficult to spot this, because it is hidden. It is, therefore, necessary to undertake surveys in some units in order to check the proportion of members arriving and leaving each year.

2. *Criteria for a well-adapted system of age sections*

There could be two reasons for an uneven distribution of members between different age sections:

- The youth programme for one section is of low quality;

If this is the case, the section educational objectives, the activities and the application of the method in this section should be reviewed. We will examine this problem later.

- The system of age sections is not adapted to the needs.

What are the criteria for a good 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. 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. You will certainly be able to find psychology publications in your country which describe the stages of child development. They may be useful as reference documents.

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 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.

3. *Proposing solutions* It is your task to prepare an operational and well-reasoned proposal:

Operational - Your proposal has to work at the grass-roots level. It will be necessary to field-test it among several pilot groups before paying attention to all the details.

Well-reasoned - Remember that your proposal will have to be approved by your association's National Committee and probably by the General Assembly. It is certainly difficult to take decisions relating to the system of age sections. Due to tradition, there is usually a great deal of resistance to change. Your arguments have to be solid and based on a detailed analysis of the stages of development, as well as taking resistance to change into account.

RAP has no intention of limiting your creativity by proposing ready-made solutions. Nevertheless, some advice may be given by way of a conclusion:

• **Opting for flexibility**

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.

- **Opting for simplicity**

Do not be over ambitious. The simplest solutions are usually the best. A sophisticated proposal will be difficult for both leaders and young people to understand and it may not be implemented properly.

- **Taking the most important criteria into account**

An age span of four years ensures a good balance between the peer group aspect and the leadership aspect within the team; respect the main stages of development; remember that the more age sections there are, the more difficult it is to find the adult resources needed. Solutions a and b, presented in *diagram 15*, more or less fulfil these criteria.

The first solution takes more account of the three main stages of development (childhood, adolescence and youth), whilst permitting a distinction to be made between first and second adolescence. However, it requires more adult resources.

The second seems to be more suitable for new associations. As each age section can cover a span of up to five years, the leadership aspect is favoured over the peer group aspect, yet a certain balance is still maintained. It is less demanding in terms of adult resources.

4. A development strategy

Choosing a system of age sections is not only a major educational choice for the association; it also means choosing a development strategy. No association can do everything at the same time. It has to set priorities, for example:

Giving priority to the younger age sections

This gives a fast “return on investment”. Membership in the Cub Scout section, and even more so in the Pre-Cub section (age 5-7), can grow very quickly. The decision to join the Movement is more often made by parents than by the children themselves. There is a strong social demand for children to be looked after during their leisure time. Moreover, it is usually easier to implement a programme for these age ranges than for adolescents and young adults.

However, some negative effects may be noted:

- The first is a “snowball effect”. Due to an imbalance in favour of the younger age sections, the association will be seen as a children’s

| | | | | | | | | | | | | | | | | | |
|------------|---|---|---|--------|----|----|----|----------------|----|----|----|--------|----|----|----|----|----|
| Cub Scouts | | | | Scouts | | | | Venture Scouts | | | | Rovers | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |

(a) 4 age sections, each covering 4 years

| | | | | | | | | | | | | | | | | | |
|------------|---|---|---|---|--------|----|----|----|----|--------|----|----|----|----|----|----|----|
| Cub Scouts | | | | | Scouts | | | | | Rovers | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |

(b) 3 age sections, each covering 5 years

Diagram 15 - Two possible choices of age sections

movement, which will result in adolescents leaving.

- The second negative effect will be on adult leaders. By giving priority to the younger sections, there will be a strong temptation for local leaders to use young adults, or even adolescents, as leaders. As a result, there are some associations which have a large number of leaders aged 15-18.
- At this age, it is possible to be a good activity organiser, but not to have enough life experience to be a genuine educator. If the association does not try to compensate for this by developing a senior section for 16-20 year-olds, and by making considerable efforts to recruit and train older leaders, it will be obliged to limit the scope of its programme to the capabilities of its leaders. The Scout programme will gradually be reduced to a catalogue of repetitive activities.
- In this way, the older age sections will stop developing. The Pre-Cub and Cub Scout sections (5-12 years old) will represent four-fifths of the membership and the Scout section, which will then become the senior section, will in reality no longer go beyond 14 or 15 years old. It is possible to be satisfied with this situation, but it means accepting failure.

Giving priority to the older age sections

The other possible strategy is to give priority to the adolescent and young adult sections. This clearly means accepting challenges. At these ages, joining the Movement is a personal choice. Any young person who is disappointed in the programme will leave. Young people are more demanding and more difficult to support.

Consequently, the “return on investment” is much slower. It may need more than ten years of effort to gain several thousand members in the 16-20 age range. Yet this represents a successful strategy in the long term.

- Firstly, because this corresponds to the original goal of the Movement. It should always be remembered that Scouting aims to help young people play a creative role in society. This goal

cannot be reached by providing a programme which only caters for children up to the age of 14.

- Also, because it is by achieving the educational objectives of the senior section that the programme of the younger sections will be developed. 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 aged 19-20 (*RAP Tool 3: General Educational Objectives*).
- The development of the senior section will pull the adolescent section up by making it take its rightful place as an intermediate section between childhood and youth.
- Strong Scout and Rover sections will ensure a balance among the ages and come closer to the optimal state of having 50% of the 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 avoid the need for having 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. In Europe, 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.

Appendix 6
Stages of Development

First and second childhood

| AGES | AREAS OF PERSONAL GROWTH | | |
|---------------------|---|---|---|
| | 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). 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 and elder siblings, based on confidence and admiration. Artistic skills develop. |
| 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 | AREAS OF PERSONAL GROWTH | | |
|--------------|---|---|--|
| | 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). | The first experiences of relationships provide the foundation upon which the first image of God is built. | 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 language (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 | AREAS OF PERSONAL GROWTH | | |
|---|---|---|---|
| | 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. Affective 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. | 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 | Ill at ease with one's body. 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. |
| 17-20 years | Physical growth completed. | | Relationships founded on intimacy and complementarity. Sentimental relationships. |

Late childhood, adolescence and youth

| AGES | AREAS OF PERSONAL GROWTH | | |
|---------------|--|--|--|
| | 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 destructuring. Rebellion against authority. Efforts to define personal moral values. Notion of contract and democratic acceptance of the law. | Childhood religious practices called into question. Use of symbols to express spiritual meaning. Individual awareness of principles ("personal code of honour"). | Identity crisis. Search for new identifications to develop one's personal identity (hero worship). |
| 15-16 years | More closely-knit groups formed, based on mutual trust. Search for a common identity. | Interest in ideologies and religions. 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. Search for a social role. Problem of social and professional integration. | Orientation towards a universal ethic. | Confirmation of personal choices. Search for a social role. |

RAP Tool 5

SECTION EDUCATIONAL OBJECTIVES

INTRODUCTION

This fifth *RAP* tool is designed to help you develop section educational objectives for all the age sections of your association. In *The Green Island*, chapter 11, you can read how the National Programme Committee prepared a grid of educational objectives, based on the general objectives, starting with the senior section and going to the section objectives for the younger age sections. This kind of grid is useful both for leaders and for young people. It helps them to evaluate their personal objectives and motivates them to make progress. This point will be examined in more detail when dealing with section methods and the progressive scheme.

CONCEPTS

1. *What is a section objective?* 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 to another, to the achievement of the general educational objectives.
2. *Aim*
 - 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.

HOW TO DEVELOP SECTION EDUCATIONAL OBJECTIVES

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

1. *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.

2. *Drafting section objectives* If they are to motivate young people, section objectives should be both challenging and achievable. 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 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 (*diagram 14*):

- a. Choose one area of growth, for example: intellectual development.
- b. Choose one educational trail, for example: collecting information.
- c. 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.

- d. 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.

- e. 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.

- f. 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.
- g. 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.
- h. The general educational objective should correspond to the last step of the senior section.

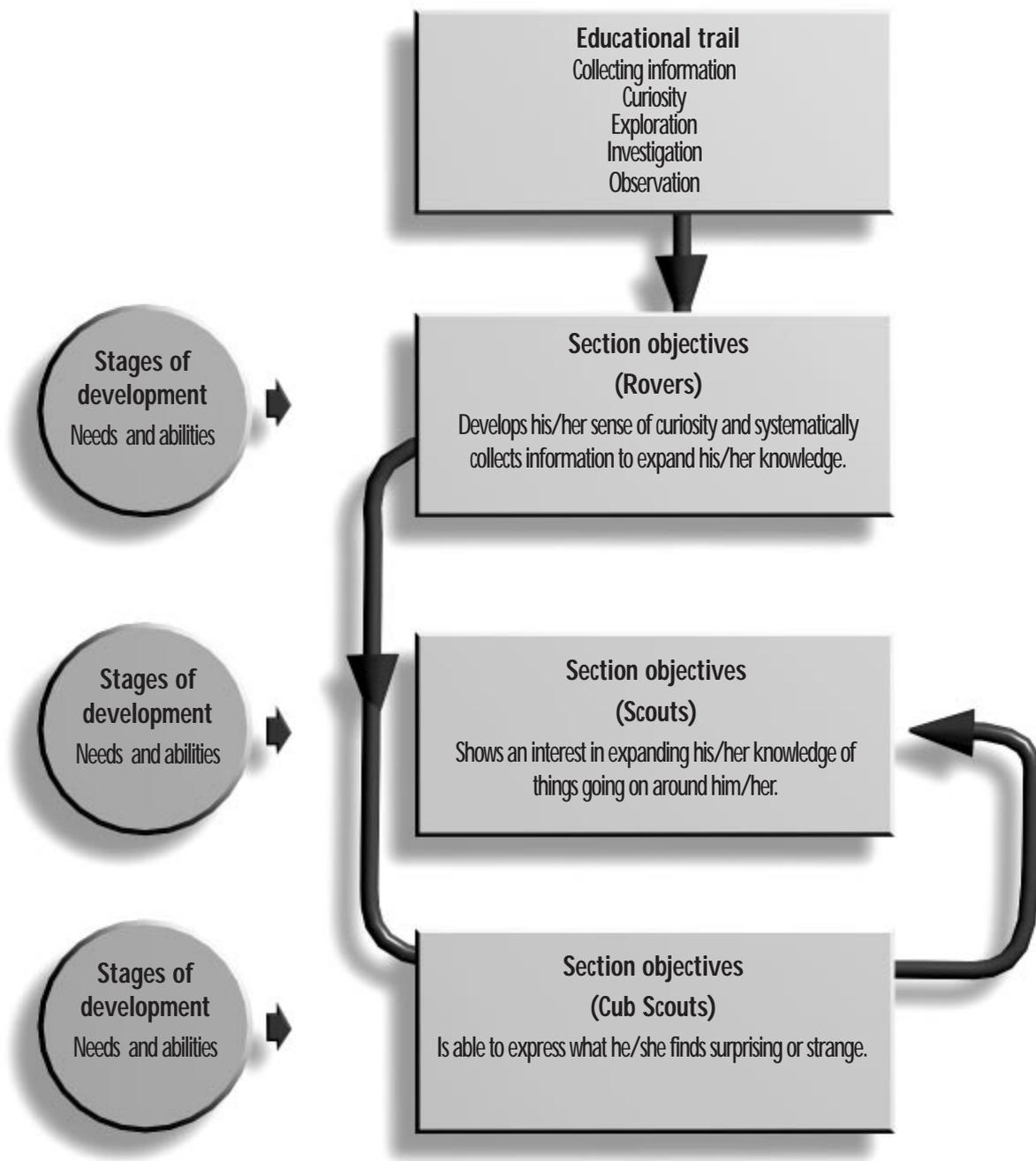


Diagram 16 - Developing section educational objectives

3. *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 6 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 (*RAP Tool 8: Personal Progressive Scheme*). 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.

Appendix 7

Section educational objectives: examples

| Physical development | | | |
|--|--|---|--|
| Educational trails | CUB SCOUTS | SCOUTS | ROVERS |
| | Judges the level of risk involved in his/her actions. | Keeps him/herself in good physical condition. | Accepts his/her own share of responsibility for the harmonious development of his/her body. |
| Identifying needs | Shows that he/she knows where the main organs of his/her body are. | Recognises the changes which are happening in his/her body as it develops. | Is aware of the biological processes which regulate his/her body. |
| Maintenance (keeping fit and healthy) | Develops good habits to protect his/her health. | Takes suitable measures in case of illness or accident. | Protects his/her health, accepts his/her physical capabilities. |
| Efficiency | Participates in sporting activities, knows their rules and accepts losing. | Chooses a sporting discipline and trains in accordance with its techniques. | Develops his/her senses (sight, hearing, taste, smell, touch) and physical fitness, compensating for any disabilities. |

| Intellectual development | | | |
|-------------------------------|--|--|--|
| Educational trails | CUB SCOUTS | SCOUTS | ROVERS |
| Collecting information | Is able to express what he/she finds surprising or strange. | Shows an interest in expanding his or her knowledge about things going on around him/her. | Develops his/her sense of curiosity and systematically collects information to expand his/her knowledge. |
| Processing information | Explains the conclusions which he/she draws from stories, tales and characters in them. | Demonstrates an ability to analyse a situation from different standpoints. | Is able to analyse and classify information and apply it to his/her own experience and environment. |
| Problem-solving | Shows an interest in finding out the causes of the phenomena he/she sees. Describes how the objects he/she knows can be used. | Is able to identify the main elements of a problem. Applies the specialised skills he/she has acquired in daily situations. | Is able to solve problems by making hypotheses, testing them and drawing conclusions. Demonstrates a spirit of invention and creativity by using his/her technical and manual skills. |

| Affective development | | | |
|--|--|---|--|
| Educational trails | CUB SCOUTS | SCOUTS | ROVERS |
| Self-discovery and awareness | Identifies and describes his/her emotions and feelings. | Identifies the causes of his/her reactions and impulses. | Is able to recognise and accept his/her emotions and understand the causes and the effects which they can have on other people. |
| Self-expression | Participates in drama, mimes and other means of expression. | Expresses his/her artistic interests and abilities through various media. | Is able to express different kinds of emotions using a variety of creative techniques (e.g. music, dance, theatre, painting, poetry, role-play). |
| Responsibility and self-control | <p>Accepts criticism made of him/her in the pack in good spirit.</p> <p>Says what he/she thinks without hurting his/her companions or making fun of them.</p> <p>Shows that he/she has accepted the physical differences between men and women as something natural.</p> | <p>Makes an effort to control his/her reactions and stabilise his/her behaviour.</p> <p>Discovers the value of friendship and of his/her friends and avoids being oversensitive in his/her relationships.</p> <p>Is able to give correct and appropriate sexual information to his/her companions in a natural way.</p> | <p>Is able to appreciate the good things of life in order to compensate for difficulties and maintain a state of emotional balance and happiness.</p> <p>Behaves assertively and is affectionate towards other people without being inhibited or aggressive, respecting his/her integrity and that of others.</p> <p>Accepts and respects his/her sexuality and that of others as an expression of love.</p> |

| Social development | | | |
|--|---|---|---|
| Educational trails | CUB SCOUTS | SCOUTS | ROVERS |
| Relationships and communication | Shows respect for other people's opinions. | Is open to different opinions, social classes and ways of life. | Is keen to explore other ways of life and considers diversity enriching rather than threatening. Is able to recognise and challenge sexual and ethnic stereotypes. |
| Cooperation and leadership | <p>Accepts rules and demonstrates a sense of fair play in games.</p> <p>Carries out the duties assigned to him/her within the pack.</p> | <p>Is able to play the role of mediator in case of conflict in his/her patrol.</p> <p>Shows an ability to take decisions jointly and act upon them with the team.</p> | <p>Is able to identify various causes of conflict, masters conflict prevention and conflict-solving skills and applies them in daily life in order to contribute towards peace.</p> <p>Is able to work as part of a team, communicate effectively, manage collective projects and serve actively in the local community, influencing the process of change for the common good.</p> |
| Solidarity and service | Renders a small individual service every day. | Makes suggestions and assists in the organisation of social service projects undertaken by the patrol or troop. | Is able to explain the principles of human rights and the many ways in which these can be denied or promoted through social, economic, political and cultural factors, applying them to his/her life and taking action accordingly. |

Spiritual development

| Educational trails | CUB SCOUTS | SCOUTS | ROVERS |
|---|---|---|--|
| Welcome Wonder Work Wisdom | <p>Admires and enjoys nature.</p> <p>Notices and recognises his/her companions' good deeds.</p> | <p>Prepares and leads activities which enable him/her to discover a Spiritual Reality in nature.</p> <p>Shows a willingness to listen and learn from people around him/her.</p> | <p>Searches for a Spiritual Reality through: discovering the wonders of nature; empathising with other people; cooperating with others to improve the world; taking responsibility for his/her own development.</p> |
| Worship | <p>Participates actively in meditation or prayer.</p> | <p>Participates with his/her patrol in shared activities which express his/her faith or spiritual experience.</p> | <p>Is able to recognise and explain the spiritual significance of personal and collective experiences.</p> |
| Spiritual discovery | <p>Shows an interest in finding out about his/her family's religion.</p> <p>Shows that he/she understands that the value of his/her faith is expressed in his/her attitudes towards friends and family.</p> | <p>Deepens his/her knowledge of the religion or spirituality he/she professes.</p> <p>Shares with people of different faiths without discriminating.</p> <p>Perseveres with commitments which he/she has undertaken according to his/her faith or spirituality.</p> | <p>Explores the spiritual heritage of his/her community and communicates with everybody, regardless of their religious beliefs, seeking to establish communion among people.</p> <p>Makes his/her spiritual principles part of his/her daily life, achieving consistency between them, his/her personal life and his/her participation in society.</p> |

| Character development | | | |
|-----------------------|--|--|--|
| Educational trails | CUB SCOUTS | SCOUTS | ROVERS |
| Identity | Appreciates what he/she is capable of doing. | Is capable of accepting and evaluating criticisms made about his/her behaviour. Recognises his/her capacity to reach beyond his/her own limits. | Recognises his/her possibilities and limitations, has a critical awareness of him/herself, accepts the way he/she is and preserves a good image of him/herself. |
| Autonomy | Accepts difficulties cheerfully. | Cheerfully faces up to and overcomes difficulties. Is able to make decisions by him/herself and to implement them. | Approaches life cheerfully and with a sense of humour. Demonstrates a critical awareness of the world around him/her, is able to make his/her own choices and accept the consequences. Makes efforts to become financially independent and values his/her own work and the work of others. |
| Commitment | Gradually discovers that his/her Scout values are reflected in his/her attitudes towards companions and friends. Generally fulfils the tasks he/she undertakes. | Shows constant effort to be consistent. Carries out the responsibilities which he/she is given. Seeks information in order to make choices about studies and employment. | Takes responsibility for his/her own development and sets objectives to achieve it. Is able to manage his/her personal time, respecting priorities set. Expresses his/her own views assertively, makes commitments and perseveres in spite of difficulties. Makes efforts to determine his/her own lifestyle and plans his/her social and professional integration. |



RAP Tool 6

ACTIVITIES

INTRODUCTION

When dealing with young people, adults unfortunately have a common tendency to give lessons, by referring to their own past experience. But lessons bore young people! They do not readily agree to sit still and listen to adults. They want to do things themselves, make experiments and be active. Scouting recognises the value of young people's spontaneous activity. *Aids to Scoutmastership* starts with a long quotation selected by Baden-Powell from a text written by a British educator¹, an expert in active methods. Here is an extract:

The code of the teacher... is in favour of silence and safety and decorum. The code of the boys² is diametrically opposite. It is in favour of noise and risk and excitement.

Fun, fighting, and feeding! These are the three indispensable elements of the boy's world...

According to public opinion in Boydom, to sit for four hours a day at a desk indoors is a wretched waste of time and daylight. Did anyone ever know a boy - a normal healthy boy, who begged his father to buy him a desk? Or did anyone ever know a boy, who was running about outdoors, go and plead with his mother to be allowed to sit down in the drawing room? Certainly not. A boy is not a desk animal. He is not a sitting-down animal. Neither is he a pacifist nor a believer in "safety first", nor a book-worm, nor a philosopher. He's a boy - God bless him - full to the brim of fun and fight and hunger and daring mischief and noise and observation and excitement. If he is not, he is abnormal.

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.

Is it not possible to treat boys as boys? Can we not adapt grammar and history and geography and arithmetic to the requirements of the boys' world? Can we not interpret our adult wisdom into the language of boyhood? Is not the boy right, after all, in maintaining his own code of justice and achievement and adventure? Is he not putting action before learning, as he ought to do? Is he not really an amazing little worker, doing things on his own for lack of intelligent leadership? Would it not be vastly more to the point if the teachers were, for a time, to become the students and to study the marvellous boy-life which they are at present trying vainly to curb and repress? Why push against the stream, when the stream, after all, is running in the right direction?³

The Scout character of an activity is not so much determined by what it enables young people to do, as by the educational objectives which orient it (the **why**) and by the use of the Scout method (the **how**).

¹ M. Casson, in *Teachers' World*

² The word *boy* should be understood as a *young person*

³ M. Casson, in *Teachers' World*

CONCEPTS

1. Definition 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.

2. 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.

A Scout activity in the broadest sense is not a single task which young people accomplish all together. A Scout activity offers young people the opportunity to work towards a common goal by trying out a variety of roles, which on the one hand are adapted to the needs, aptitudes and interests of each individual, and on the other hand permit mutual support and stimulation.

3. Activities and boys and girls

Personal experience

Even if an activity is oriented towards achieving certain educational objectives, the experience it produces will undoubtedly be different for each participant. This experience will be coloured by each young person's personality, personal background, aspirations and particular interests. This is why the real educational impact on each individual may deviate substantially

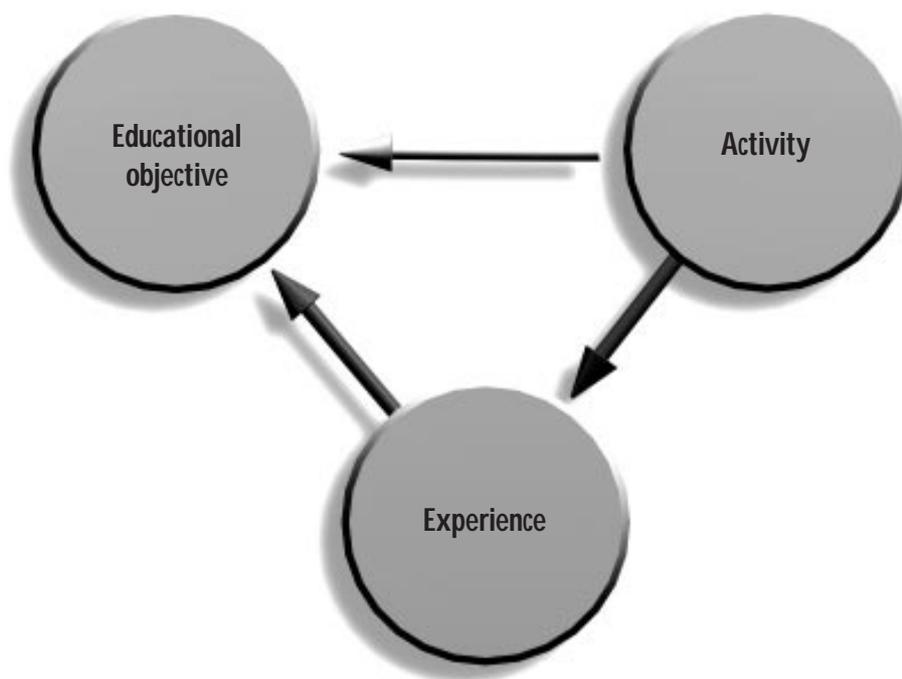


Diagram 17 - Learning through personal experience

from the intended objectives. It is, therefore, important to bear in mind both the theory (objectives, results you would like to achieve) and the practice (the real experience) in order to make readjustments if necessary (*diagram 7*).

Experience arises when there is interaction between the young person and a situation in his or her life which provides opportunities for discovery or learning. Consequently, it is personal experience which is educational, not the activity itself.

The term “learning by doing” is somewhat misleading. It is impossible to determine the exact relationship between an activity and an educational objective. Every educator would clearly like to find the activity which corresponds directly to a given educational objective. Yet reality is far more complex; each young person will experience an activity in his or her own way and the resulting educational impact will vary widely from one individual to another. We cannot intervene in an experience, nor can we manipulate it or predict it with any degree of certainty, since it is the result of an intimate personal relationship between a young person and reality.

However, we can take action to ensure that an activity induces or permits experiences which are likely to lead to the acquisition of desirable knowledge, skills or attitudes.

4. *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 col-

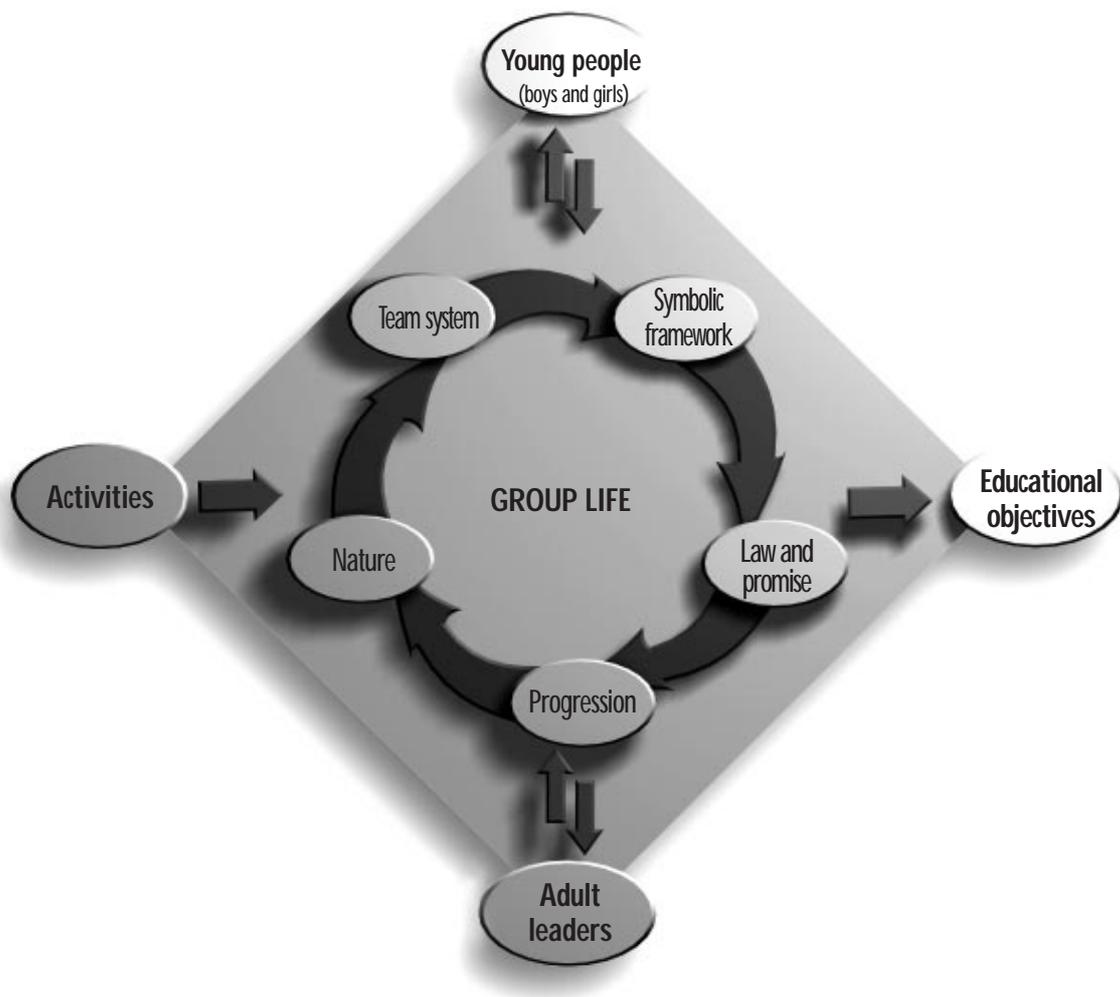


Diagram 18 - The diamond of Scouting

lective, “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).

5. *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, at local level, 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 can 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 the “conception” of the activity may be limited to choosing one type of activity from several proposals.

6. Different kinds of activities

• Variable activities and fixed activities

There are two main kinds of activities, if you take group life into account: variable activities and “fixed” activities. The former are aimed at stimulating new experiences: exploration, hiking, building, service to the community, etc. The latter are aimed at maintaining the cohesion and smooth functioning of the group: relaxation games, practical tasks (cooking, supplies, clearing up), patrol council meetings, troop council meetings, evaluation sessions, ceremonies, etc. The second type are more repetitive than the first.

Both are essential for group life and personal progression. The key is to ensure a good balance between the two types. 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. If fixed activities fill the whole programme, there is a risk that boredom may set in and group life will deteriorate.

• 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.

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

Diagram 19 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.

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).

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.

At the highest level of participation, the activity may be considered a project. In this case, 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.

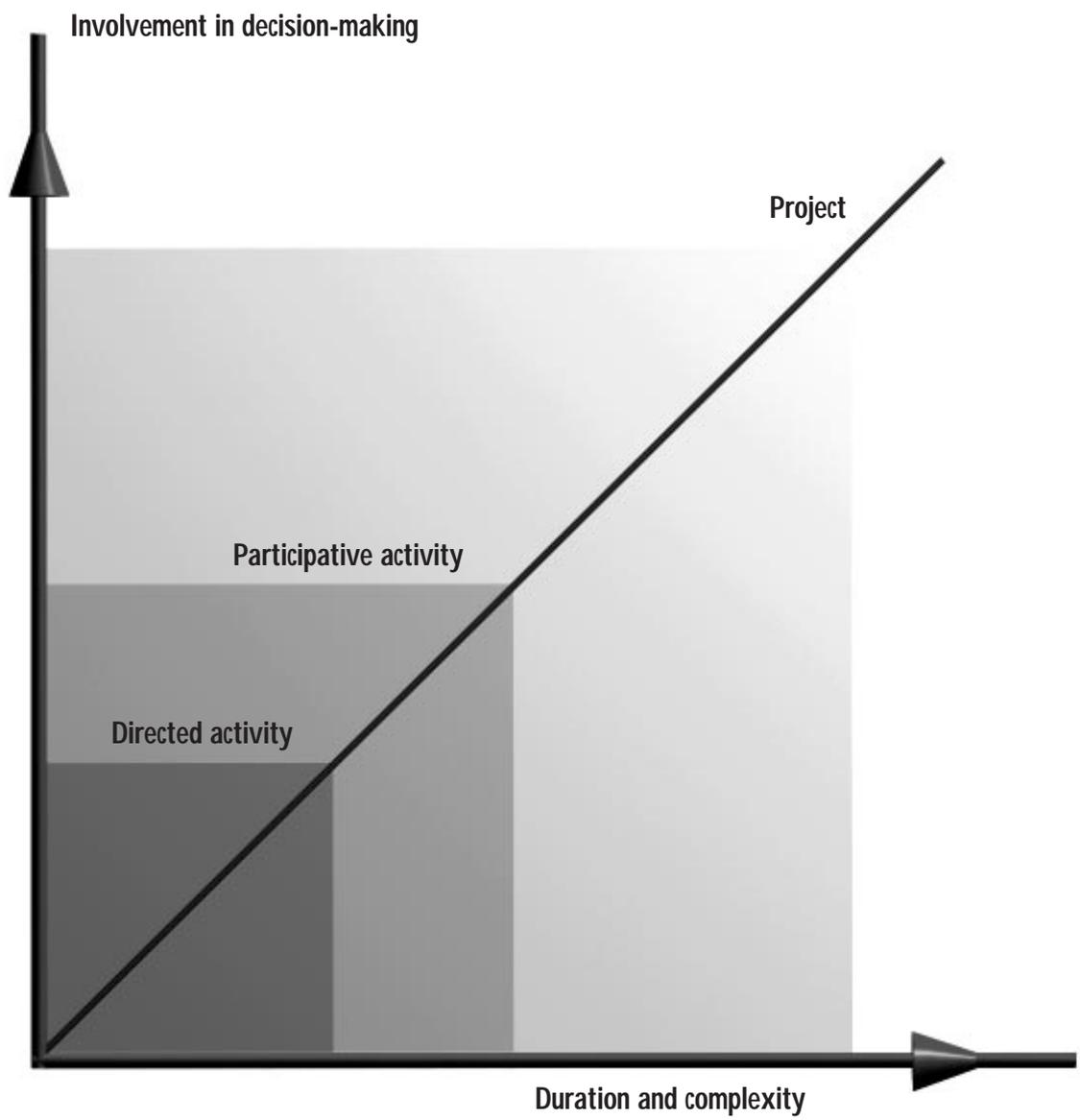


Diagram 19 - From activities to projects

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.

7. The characteristics of an educational activity

A good educational activity has four characteristics:

- **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.

- **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.

- **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.

- **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.

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.

8. *Evaluating activities* Activities are evaluated on two levels (*diagram 20*):

- 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.

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, *RAP* 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.



Diagram 20 - Evaluating activities

Adult leader training sometimes seems to overlook this aspect.

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.

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 they have developed.

The elements of an activity handout

1. Identification: name; illustration; code; age section; area of growth; date of publication.
2. General presentation: place; duration; number of participants; materials.
3. Objectives: objectives of the activity itself; section educational objectives to which the activity may contribute.
4. Description of the activity: prerequisites; preparation; implementation.
5. Evaluation.

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
- Integration of young people with disabilities

RAP recommends that recreational games and songs are not included in the activity handouts.

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 (*diagram 21*). 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 data base to classify the handouts and disseminate them in paper form and/or via the Internet.

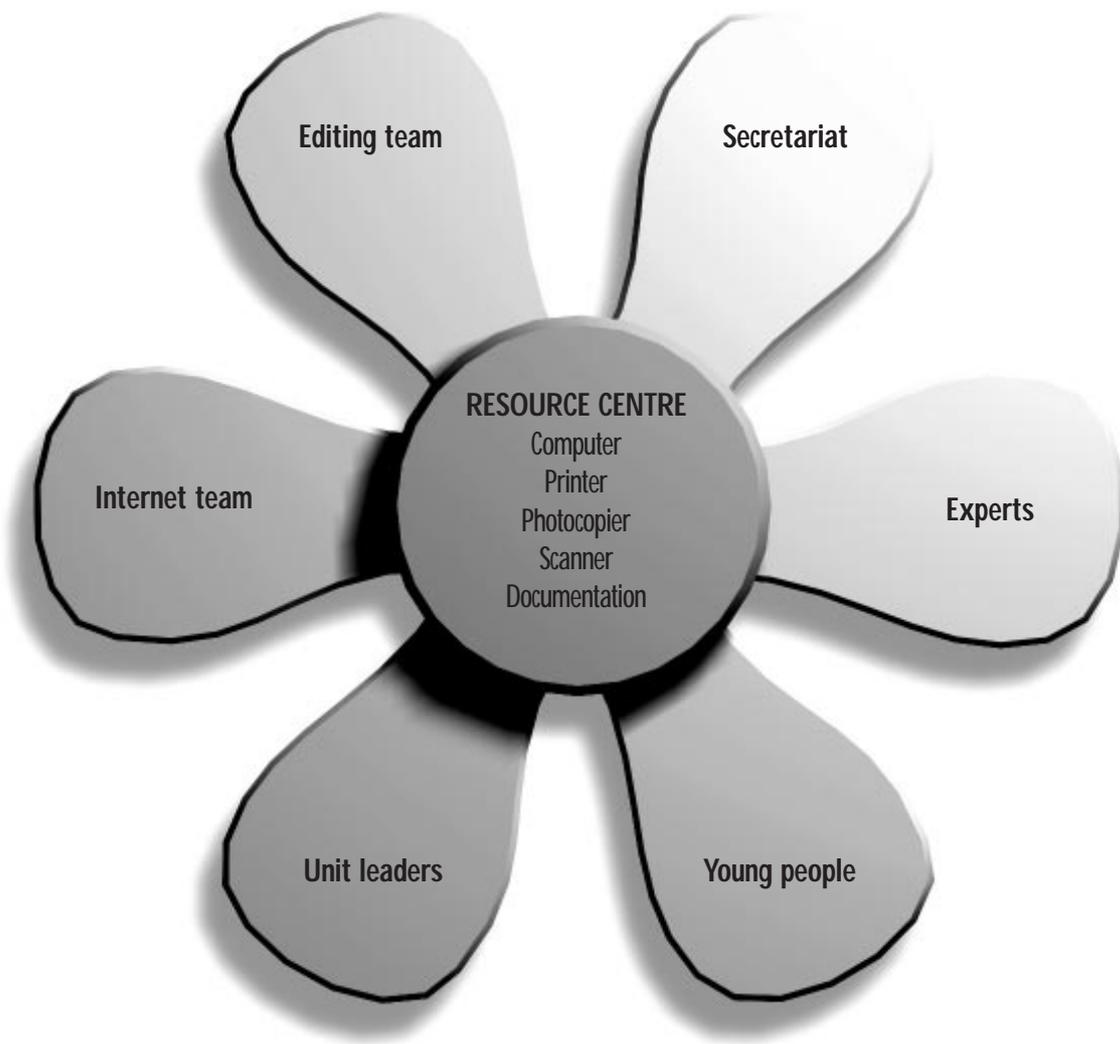


Diagram 21 - A resource centre

Appendix 8
Activities: examples

| Physical development | | |
|----------------------|--|---|
| AGE SECTION | SECTION OBJECTIVE | ACTIVITY |
| CUB SCOUTS | Participates in sporting activities, knows their rules and accepts losing. | <p>The "Olympiad"</p> <p>Each six represents a different country and has to prepare its kit, flag and champions to compete in different sporting events.</p> |
| SCOUTS | Takes suitable measures in case of illness or accident. | <p>Safety course</p> <p>A cycling course is organised in the countryside (on minor roads and tracks). The competitors have to respect the highway code, answer questions about security regulations and intervene in simulated accidents to apply life-saving skills and give first aid.</p> |
| ROVERS | Protects his/her health and accepts his/her physical capabilities. | <p>Exhibition on "young people's health"</p> <p>The Rovers interview health specialists (hospital staff, doctors, social workers, etc.) about the health problems of adolescents and young people. They prepare an exhibition on young people's health in their town's youth centre. This enables them to use varied communication techniques: recording interviews, taking photographs, developing and enlarging photographs, making video productions.</p> |

| Intellectual development | | |
|--------------------------|---|---|
| AGE SECTION | SECTION OBJECTIVE | ACTIVITY |
| CUB SCOUTS | Is able to observe details and collect and classify objects according to precise criteria. | <p>Nature trail</p> <p>In a forest or park, each six receives a list of things to find and identify. Example: 3 wild plants, 3 insects, 3 leaves from different trees, 1 feather, 1 animal print. Each six has to prepare a panel presenting its discoveries, giving the name of the animal or plant and explaining its characteristics.</p> |
| SCOUTS | Demonstrates an ability to analyse a situation from different standpoints. | <p>The "scene of the crime"</p> <p>2 groups compete: the "bandits" and the "detectives". The "bandits" have to prepare the "scene of the crime", i.e. put clues in different places, left by a group of criminals whilst committing their crime: footprints, pieces of material, hair, etc. The "detectives" have to find these clues and analyse them to find out what has happened and who is guilty.</p> |
| ROVERS | Demonstrates a spirit of invention and creativity by using his/her technical and manual skills. | <p>"Inventors' fair"</p> <p>This activity can be organised every two years at district level. Young people aged 17-21 are invited to exhibit their inventions. The "fair" is open to all Rovers as well as to other young people of the same age. It can be given a special theme, such as "transport", "communication", "robots", "saving energy", etc. Local industries could sponsor the event and give prizes for the three best inventions.</p> |

| Affective development | | |
|-----------------------|---|--|
| AGE SECTION | SECTION OBJECTIVE | ACTIVITY |
| CUB SCOUTS | Accepts criticism made of him/her in the pack in good spirit. | The “pack magazine” Every evening at camp, a different six has to prepare a sketch on the main events of the day showing in a humorous way the small failings of each person. |
| SCOUTS | Expresses his/her artistic interests and abilities through various media. | The “Art and Literature Festival” During two days at camp, creative workshops are organised: painting, drama, poetry, sculpture, etc. A festival is organised to present the productions from the various workshops. |
| ROVERS | Is able to recognise and accept his/her emotions and understand the causes and the effects which they can have on other people. | The “Theatre of the Emotions” With the help of an expert (e.g. drama student), the Rovers act out different emotions and prepare a show on this theme for the group party. |

| Social development | | |
|---------------------------|--|---|
| AGE SECTION | SECTION OBJECTIVE | ACTIVITY |
| CUB SCOUTS | Renders a small individual service every day. | <p style="text-align: center;">The good turn</p> <p>Each Cub has to find a small service to give in his or her neighbourhood. He or she proposes it to the six and, with the agreement of the pack leader, the Cubs organise themselves to give this service, if possible without being seen.</p> |
| SCOUTS | Is open to different opinions, social classes and ways of life. | <p style="text-align: center;">The explorers</p> <p>Each patrol identifies a village, a part of town or a small region to explore. Having explored it for a day, the Scouts have to bring back something to remind them of the originality of the area: an interview with an elderly person about the lifestyles and customs of the past; an interview with a foreigner or an unusual person; a photograph or sketch of a typical building; a report of a rare or special profession, etc.</p> |
| ROVERS | Is able to work as part of a team, communicate effectively, manage collective projects and serve actively in the local community, influencing the process of change for the common good. | <p style="text-align: center;">Community development project</p> <p>Each Rover team has to identify a social need in their local community, prepare a report on what they have discovered (the problem, its causes and effects) and propose a project to fulfil it. The Rovers vote to adopt the project which they consider the best and organise themselves to carry it out.</p> |

| Spiritual development | | |
|-----------------------|---|---|
| AGE SECTION | SECTION OBJECTIVE | ACTIVITY |
| CUB SCOUTS | Notices and recognises his/her companions' good deeds. | <p>The pack wall newspaper</p> <p>In the pack den, the Cub Scouts make a "wall newspaper". Each six can take turns being in charge of it or an "editing committee" can be set up and changed every month. It is a large panel made of paper or cardboard, on which the events experienced by the pack and by the Cub Scouts are recorded and illustrated with drawings and photos. One column is called, "They did it". It records the good things done by different Cub Scouts.</p> |
| SCOUTS | Prepares and leads activities which enable him/her to discover a Spiritual Reality in nature. | <p>Wonder</p> <p>At camp or during a weekend's outing, one patrol has to discover a particularly beautiful natural spot and invite the whole troop to visit it and admire it. A moment of silence should be planned and then a text praising the wonders of nature could be read, followed by a discussion and a song.</p> |
| ROVERS | Deepens his/her knowledge of the religion or spirituality he/she professes. Shares with people of different faiths without discriminating. | <p>The believers</p> <p>Each Rover team has to identify a community of believers (parish, temple, prayer group, synagogue, mosque, religious community, etc.) and make a presentation on what inspires this community and its faith. A party is organised to share the presentations, and invitations are sent to the representatives of the different communities.</p> |

| Character development | | |
|-----------------------|--|--|
| AGE SECTION | SECTION OBJECTIVE | ACTIVITY |
| CUB SCOUTS | Gradually discovers that his/her Scout values are reflected in his/her attitudes towards companions and friends. | <p>The pack's trumps</p> <p>The pack leaders prepare large sheets of paper which represent giant playing cards. On each card there is an article of the Cub Scout law. The cards are hung on the wall and each Cub Scout is invited to write down the name of one of his/her companions whose behaviour best reflects the article of the law. Next everybody looks at the cards together and discusses: Which cards have the most names on and why? Are there any empty cards and why? Can anything be improved? How can we do that together?</p> |
| SCOUTS | Is able to make decisions by him/herself and to implement them. | <p>Table of personal projects</p> <p>In the Scout hut, each patrol makes a table of personal projects in its own corner. Every month, each Scout writes down a project which he or she decides to do in order to make progress: do something he or she has never done before; learn something new; make up for a lack or a failing; change a relationship with somebody; etc. Once a month, the patrol discusses the projects and each Scout is invited to evaluate what he or she has done.</p> |
| ROVERS | Makes efforts to determine his/her own lifestyle and to plan his/her social and professional integration. | <p>"Internet-future" evening</p> <p>Each team has to find a place equipped with a computer and Internet access to meet for an evening. In a brainstorming session, each person tells his/her dreams for the future. All the ideas are noted and relevant information is sought on the Internet. Each team prepares a poster to share its discoveries. There could be a debate on job prospects, problems and useful tips.</p> |

RAP Tool 7

SECTION METHODS

INTRODUCTION

The Scout method is the “how” of the Scout programme. It broadly defines how the purpose, principles and educational objectives of Scouting should be put into practice in each age section.

The *Constitution of the World Organization of the Scout Movement* (chapter I, article III) defines the Scout method as:

... a system of progressive self-education through:

- * *A promise and law.*
- * *Learning by doing.*
- * *Membership of small groups (for example the patrol), involving, under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government directed towards the development of character, and the acquisition of competence, self-reliance, dependability and capacities both to cooperate and to lead.*
- * *Progressive and stimulating programmes of varied activities based on the interests of the participants, including games, useful skills, and services to the community, taking place largely in an outdoor setting in contact with nature.*

CONCEPTS

The definition of the Scout method given in the *World Constitution* requires further explanation. It is a very comprehensive definition, formulated in sober legal terms, which sets out the four fundamental elements of the Scout method.

A promise and law The promise and law are presented as the first of these fundamental elements. Indeed, many outsiders do not really understand this element of the Scout method, which they find to be cryptic.

Paragraph 2 of article II of the *WOSM Constitution* (adherence to a promise and law) explains that:

All members of the Scout Movement are required to adhere to a Scout Promise and Law reflecting, in language appropriate to the culture and civilisation of each National Scout Organization and approved by the World Organization, the principles of Duty to God, Duty to others and Duty to self, and inspired by the Promise and Law conceived by the Founder of the Scout Movement in the following terms:...

The original promise and law proposed by Baden-Powell are then cited as a historic reference.

Duty to God, duty to others and duty to self are the three fundamental principles of the Movement. The promise is a solemn commitment (*On my honour I promise that I will do my best - to...*), whereas the law sets out the principles and goals of the Scout Movement in the form of a kind of code of behaviour (*a Scout's honour is to be trusted; a Scout is loyal; a Scout's duty is to be useful and to help others; etc.*).

The Scout method, therefore, starts by asking a young person who wants to belong to the Movement to adhere personally to a code of behaviour based upon the principles of Scouting.

Scouting believes that the principles and goals of education should not remain the business of adults, but should be proposed to young people directly, in a language which appeals to them, to call upon them to take responsibility for their own development. For Scouting to remain a system of self-education, in which children and young people are responsible for their own development, the educational goals of the Movement have to be put to them directly (this is the aim of the law), and they have to make a personal commitment to do their best to achieve those goals (this is the aim of the promise).

This requires the law and promise to be formulated in understandable terms, in other words, adapted to the culture and age of the young people for whom they are intended.

The promise and law are not sacred tests which have been revealed once and for all, to be framed, hung on a wall and forgotten about. They are tools that should

be adapted and fine-tuned to do what is expected of them. Consequently, the *World Constitution* wisely leaves it up to each national organisation to formulate the law and promise in terms which are appropriate for the young people in its country.

It is, therefore, permissible and even recommended to have a different text for every country, and even for each age section, to ensure that the goals of the Movement are expressed in an appropriate and comprehensible manner. The coherence of these texts with the purpose and principles of the Movement is verified by the Constitutions' Committee of the World Organization.

Learning by doing Baden-Powell proposed the Scout model to young people because, like the pioneers of the Far West or the explorers, the word "Scout" is synonymous with action and adventure.

Scouting is not based on a series of lessons and exams. To achieve an educational goal, a Scout leader does not start by giving a lesson; he or she proposes an activity to the young people which allows them to discover and actually put into practice the qualities, attitudes, skills and knowledge that the leader wants to help them acquire. If there are comments to make or lessons to be learned, they will occur after, not before, the activity. A young person will indeed understand more easily what he or she is being told if it can be related to an experience that he or she has actually had (*RAP Tool 6: Activities*).

Scouting puts the boys into fraternity gangs which is their natural organisation whether for games, mischief, or loafing. (*Aids to Scoutmastership*)

According to Baden-Powell, if you have a loud voice, you can instruct any number of young people, but if you really want to educate them (i.e. not impose superficial training on them, but enable them to build their character from within) then you can only support a small number at a time.

Team system In traditional teaching methods, a school class is a large unorganised group, with no intermediate structure between the teacher and the group.

In contrast, a Scout troop is organised into several teams (patrols or sixes) of 6 to 8 young people. The main aim

of this structure is to increase interaction and opportunities for cooperation among the young people. Contrary to popular opinion, the larger a group is, the fewer opportunities there are for interaction and cooperation. Ultimately, everyone feels isolated and threatened in a crowd.

This is easily demonstrated by giving the example of a common experience such as a group meal. If you want to organise a special meal with a group of friends or family members, you may decide to have the meal around a large table, to show the family spirit that unites you. The result will be exactly the opposite of what you intended. Indeed, because of the size of the table, guests will only be able to converse with their two immediate neighbours. However, if on the contrary you decide to put the guests around 3 or 4 small tables, you will paradoxically give them more opportunities for interaction. In this case, each guest can converse easily with 6 or 7 other people.

A patrol is not a sub-division of the group. It is the basic unit, the structure upon which the group is built, and which allows each individual to participate more fully in the life and running of the group as a whole: there is active participation within the small group, then within the large group, thanks to interaction between the patrols by means of a system of delegation and councils.

Within the autonomous group that each patrol represents, each young person is given a role, a real responsibility, which is vital to the life of the small group. Each patrol therefore has, for example, a secretary, quartermaster, first-aider, etc., as well as a patrol leader, who is not an adult but a young person who is accepted by the others as being in charge of the small group. The patrol leader is not an autocrat. He or she convenes the patrol council, to give everyone the opportunity to take part in the decision-making process and participate fully in the life of the group. The troop itself, comprising several patrols, is run by a council composed of the adult leaders and the various patrol leaders. It is this whole structure that Baden-Powell called the patrol system, and which he himself described as a system of self-government (*diagram 23*):

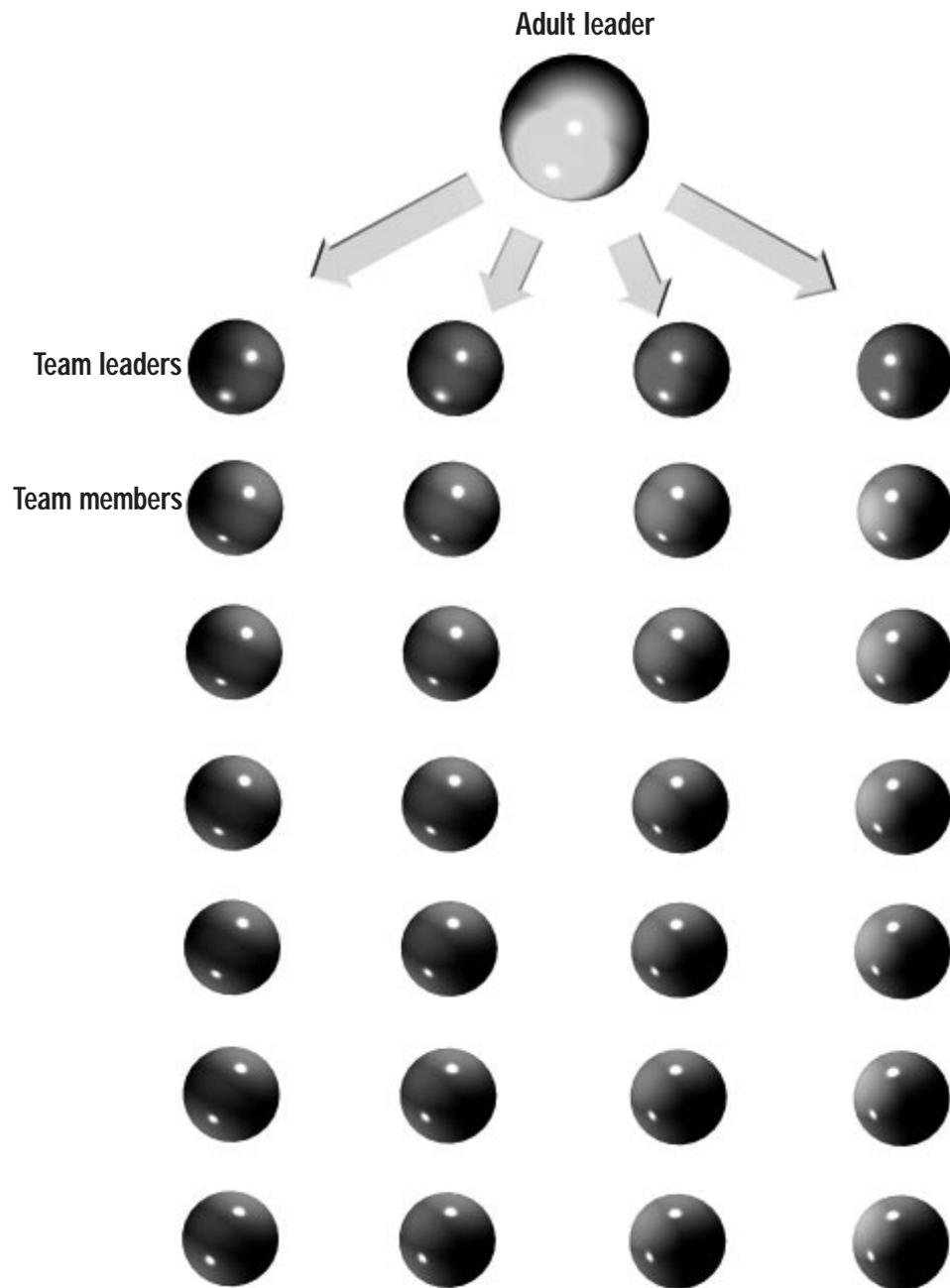


Diagram 22 - A pyramidal system

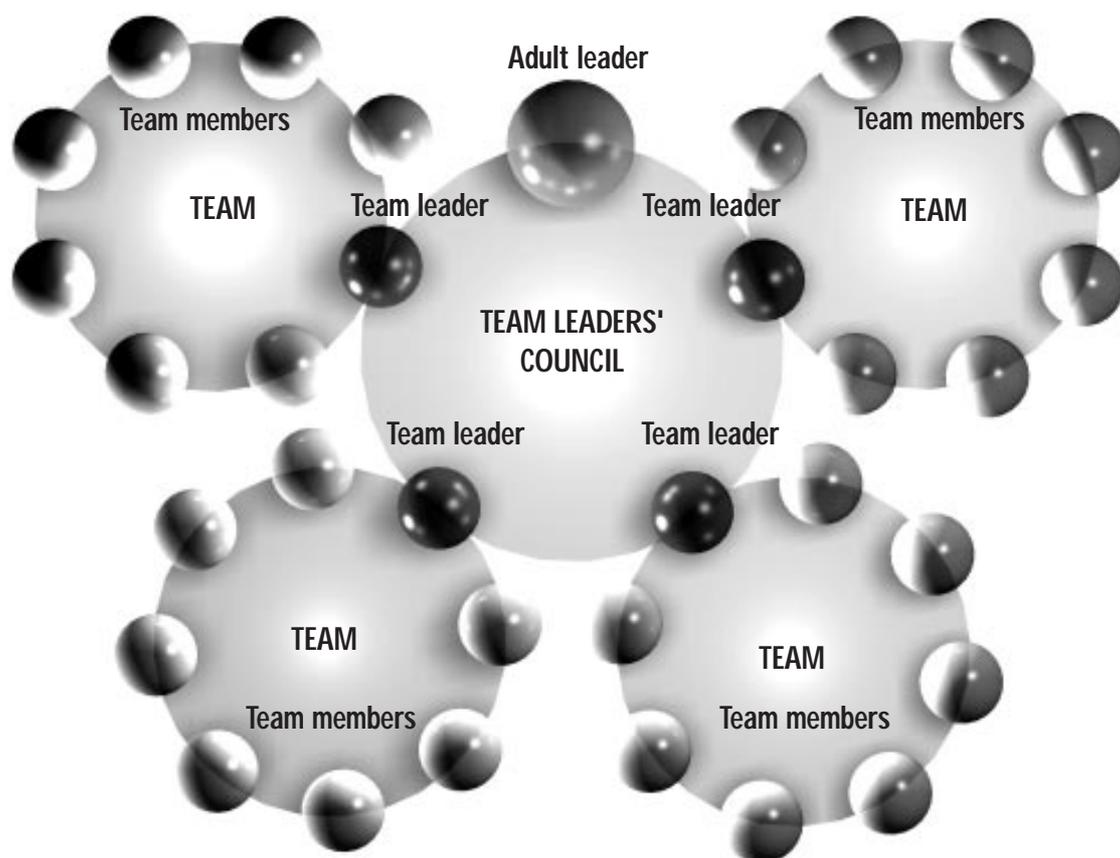


Diagram 23 - A team system.

The patrol system leads each boy to see that he has some individual responsibility for the good of his Patrol. It leads each patrol to see that it has definite responsibility for the good of the Troop.

(Aids to Scoutmastership)

The patrol system should not be likened to a pyramidal and authoritarian system of command, where the only role of the patrol leaders would be to convey the orders of the adults to the other young people (*diagram 22*).

This military-type structure is diametrically opposed to Baden-Powell's ideas.

Thanks to this system of participation, it is possible to allow young people to *discover and gradually accept... responsibilities and training towards self-government*. By exercising real responsibilities within the group, young people acquire new skills and develop their personalities, thereby learning to behave as active members of a community who are careful to serve others and able to *both cooperate and lead*.

Naturally, these basic principles have to be adapted to each age range. The degree of participation of older Scouts (Venture Scouts, Rovers) will be greater than that of younger members (Scouts and Cub Scouts).

Adults are not in charge of doing and organising everything. They are advisors (under adult guidance), who take care to entrust the young people with responsibility. The role of the adult leader is to ensure that young people have the conditions of security that they need, as well as the means to carry out exciting activities which correspond to their interests. He or she is, of course, responsible for ensuring that the educational goals of the Movement are reached, and has to try to help each young person to make progress.

Progressive and stimulating programmes

The fourth key element of the Scout method is the development of *progressive and stimulating programmes of activities*.

We have already seen that Scouting is active education. The educational goals of the Movement are achieved through activities. However, these activities have to meet certain criteria; firstly, they have to be stimulating; then useful; finally progressive (*RAP Tool 6: Activities* and *RAP Tool 8: Personal Progressive Scheme*).

Life in nature Activities take place mainly outdoors, in contact with nature, according to the *World Constitution*. Nature, a club, laboratory and temple as Baden-Powell described it, is the favoured setting for Scout activities.

A natural setting first of all opens up a field of exciting activities which can be adapted to each age range: hikes, exploration, observation of the fauna and flora, camping, etc. These are basic Scouting activities.

Life in nature is always a greatly enriching group experience. Young people have to carry out together all the tasks vital to daily life: decide their route, choose a campsite and set it up, prepare meals, shelter themselves from bad weather, etc. Young people (especially adolescents) love the fact that outdoor and camping activities give them the opportunity to create together and experience all the aspects of a micro-society on their own scale. Paradoxically, activities in nature are an extraordinary means of socialisation.

At a deeper level, life in nature is, in itself, a way of discovering the wonders of nature and creation. It allows a young person to discover Man's place in the universe, and to have access to the spiritual dimension.

A symbolic framework The symbolic framework is an important element of the Scout method which is not mentioned in the *World Constitution*, at least not directly.

With his usual humour, Baden-Powell clearly explained why a symbolic framework was necessary:

Had we called it what it was, viz., a "Society for the Propagation of Moral Attributes", the boy would not exactly have rushed for it. But to call it Scouting and give him the chance of becoming an embryo Scout, was quite another pair of shoes.

(Lessons from the Varsity of Life)

A symbolic framework refers to all those elements with a meaning, e.g. the name of a section (Cub Scout, Scout, Rover), and identification marks, such as the uniform, badges, songs, stories and ceremonies. All these elements help to form a setting, an atmosphere, which bears the values and proposal of the Movement, and makes them more accessible to the young people, in a way that abstract explanations could never do. The symbolic framework allows young people to adopt the

Movement's proposal and to become the subjects, as opposed to the objects, of Scouting's educational system.

Naturally, the symbolic framework is different for each age section, as it has to be adapted to the level of understanding and interests of each age range.

Although many symbolic frameworks have been invented by national associations and applied with success, it is still interesting to look at the symbolic frameworks originally proposed by Baden-Powell, and to see how closely they correspond to the three key stages of development, i.e. childhood, adolescence and youth.

Mowgli, the child of the wilds, and the *Jungle Book*

Baden-Powell found the symbolic force of the Cub Scout section in Rudyard Kipling's famous *Jungle Book*, which is a marvellous story about education. Its hero, Mowgli, is a "wild" child who has been abandoned by men and adopted by a pack of wolves.

What is so fascinating is that Kipling based his story on the legend of the "wolf-children" or "wild children", which is one of the most extraordinary and profound parables on education. In India, as well as in Europe, stories are told of children abandoned or lost and adopted by animals, usually wolves (e.g. "the wild child" of Aveyron adopted by the pedagogue Itard in the 19th century). It is now well-known that these children have probably been mistreated and have never had the benefit of positive relationships with adults or of a normal education. Clinical observations have shown that they suffer from irreversible mental defects and affective disorders. If these children have been brought up by wolves, alas it must be by those of the cruellest species: two-legged wolves, of the human kind. These cases prove one thing: the "little man", as Kipling called him, can only grow and become a real man if, from the earliest age, he is given enough care and affection within a positive relationship in human society.

In the collective imagination in most societies, the wolf is a cruel and almost diabolical animal. It is also a social animal which lives and hunts in a pack. Wolf society appears to be a wild image of human society. Human beings project the dark and sinister aspects of their own instincts and the crimes of their own society onto wolves: as the saying goes, "Man is his own wolf".

The Mowgli story reverses this trend and offers children, who start to experience genuine social life at about the age of 7-8, the symbolic framework they need to understand what Scouting can offer them at their age. In order to grow, the Cub Scout, like Mowgli, needs to learn and accept the "law of the jungle" and the opportunities for development which it offers, understand how the pack functions as a mini child-sized society with its own structures ("sixes", the "Council Rock", etc.) and finally experience a certain level of "self-government" with the support of adults who are also able to join in the child's game by agreeing to adopt the personalities of Mowgli's friends: "Balou", "Akela", "Bagheera", etc.

The famous psychotherapist Bruno Bettelheim (author of *Psychoanalysis of Fairy Tales*) demonstrated that symbolic language is used to portray the world and characters in fairy tales to enable a child to explore and master his or her own fears and complex affective relationships within his or her own subconscious. In the same way, the *Jungle Book* is a tale which used symbolic language to explain to a child how to become involved in social life, take his or her place within a group, develop relationships with other children and adults, learn new things and develop autonomy. Scouting uses the *Jungle Book* to explain to children its educational proposal for the Cub Scout section, the elements of the Scout method and the pack's structures.

Robinsons

In *Aids to Scoutmastership*, Baden-Powell himself describes the development model that he proposes for young adolescents:

By the term "Scouting" is meant the work and attributes of backwoodsmen, explorers, hunters, seamen, airmen, pioneers and frontiersmen.

By observing young adolescents it is possible to identify three interests which are particularly strong at this age:

- Love of adventure and exploration;
- Desire to conquer territory and organise it;
- Gang mentality.

Of course, these interests also exist at other ages, but they occupy a special place among the spontaneous

activities of young adolescents. Baden-Powell was aware of this, as were numerous authors who wrote about young people of this age. In fact, the three themes of exploration, territory and gang can be found in a large number of novels like *Huckleberry Finn* by Mark Twain and *Treasure Island* by Robert-Louis Stevenson. The way that adolescent gangs are organised and operate include the same elements: a territory with the gang's signs, a secret meeting place, rites and rules.

It can be concluded that these interests express deep psychological needs which are characteristic of this age range. Early adolescence is, in fact, an age of rapid change in all the areas of personal growth (physical, intellectual, social, affective, spiritual and character). The stability of late childhood is called into question. The young adolescent feels as if he or she is on the threshold of a new world which will need to be explored and conquered in order to build his or her identity. This is both exciting and worrying for the young person and his or her family and friends. Adventure and exploration become particularly important. Nothing pleases young people of this age more than confronting the unknown. Discovering and occupying new territory, such as an attic, a part of the woods or a cellar, to make a den, reflect the need to build one's own identity. Finally, being in a gang gives each young person the reassurance that he or she is not alone and that others share the same fears and dreams. Within the gang, the members do not try to be different from each other. In fact, they join because they resemble each other. They seek anything which strengthens this group identity: a name, initiation rites, similar badges and clothes, a secret code, etc.

Scouting was originally made for young adolescents. The indisputable success which it has had is due to the fact that it fulfils their deep aspirations and interests.

The "Scout" model is extremely well adapted to the dynamism of this age range. What 12 to 14 year-old has not formed a small "gang" of friends (of either sex) and established a secret place deep in the woods? At this age, children dream of reconstructing a small-scale human society in a corner, like Robinson Crusoe did on his island.

Ulysses

In most cultures, late adolescence is the age of journeys. It is the time when young people want to leave their family for a while and discover the world. They feel the need to broaden their horizons and extend their knowledge of people and society. The French poet Ronsard described this need in the following words:

Happy is he who, like Ulysses, has made a long journey, or has conquered the fleece and returned, full of use and reason, to live among his parents for the remainder of his age.

It is as if young people need to go and see how people live elsewhere before finding their own place in society, as in the myth of Ulysses. Baden-Powell, therefore, rightly proposed the name Rovers for the senior section. Rovering is the symbol of life to come, for which a young person is preparing him or herself:

By Rovering, I don't mean aimless wandering, I mean finding your way by pleasant paths with a definite object in view, and having an idea of the difficulties and dangers you are likely to meet with by the way. (Rovering to Success)

For young people, Rovering is also an opportunity to organise themselves and bounce ideas off each other by sharing their observations and discoveries and developing their autonomy. It gives them the chance to discover other cultures, lifestyles and horizons and to broaden their experience to the wide world. Rovering is an adventure which is no longer symbolic or imaginary, since it enables young people to try out real adult roles through service and community development activities. It establishes links of solidarity beyond social, cultural, national or ethnic barriers and encourages social and professional integration. It is an adventure at the heart of real life.

Life is short; yet much of it is wasted by people becoming vegetables, and not very satisfied or satisfactory vegetables at that. Whereas a little roaming about this wonderful globe while they are on it can give them that wider outlook and those greater sympathies which develop the soul in the individual and goodwill and peace in the world.

(African Adventures)

It is clear that the symbolic framework is not an insignificant or imaginary element of the Scout method. In order for it to be meaningful, in other words to transmit the Movement's educational proposal, it has to correspond to the deeply rooted needs of young people at each age and to arouse their interest and enthusiasm.

A natural method

Scouting reaches 25 million young people today. It is estimated that, since it began, it has contributed to the education of more than 250 million individuals. The durability and expansion of the Scout method in the world, within very different cultural and social environments, is proof of its relevance.

The Scout method is simple to implement and generally effective because it is above all natural. Most of the elements that comprise it are drawn from the spontaneous activities of young people.

Baden-Powell wrote that *play is the first great educator*. He also described Scouting as *a game full of gusto*.

Let us briefly consider this concept of play and its significance in education.

Play is often defined as a futile activity of no real importance. It is seen as the opposite of work, which is a serious activity. However, this question should be examined in more depth.

Play constitutes almost all of a child's spontaneous activities.

It is synonymous with freedom and pleasure. This is not, however, a reason to deny its usefulness.

Indeed, all childhood specialists now agree on the importance of play in child development. Let us briefly examine this phenomenon.

Action play

The first games a child plays (even before birth) are action games. The child seems to derive pleasure from practising his or her physical capabilities - moving his or her limbs, catching and throwing an object, crawling, walking, jumping, climbing, etc.

This type of play involves two elements: physical action in a given space. It allows the child to develop his or her sensorimotor skills and explore the space around

him or her. Action play has proven to be useful in developing physical capabilities and sensorimotor coordination, mastering balance and walking. However, it also contributes to intellectual development, by helping a child to discover and understand the logical sequences which make an action successful.

Symbolic play

Between 18 months and 2 years of age, the child learns how to visualise absent objects and events. He or she acquires what psychologists call the visualisation function. He or she can use an object as a symbol of something else, e.g. a box of matches for a car. The child learns how to handle visualisation and symbols and, in addition, rapidly acquires speech. Symbolic play appears, characterised by the phenomenon of visualisation or identification: the child pretends to be somebody else, puts him or herself in a role which is not his or her usual one; he or she uses objects to visualise various functions and situations. For example, by playing with dolls or puppets, he or she explores the father-mother-child relationship by being the “daddy” or “mummy” of the dolls or puppets.

Symbolic play enables the child to explore cultural space and to intuitively understand affective relationships. Moreover, by identifying with a model whose qualities the child wants to acquire, he or she becomes motivated to surpass him or herself and grow. Symbolic play is a key part of affective development and character development (acquisition of autonomy).

Social play

At around 7 to 8 years of age, the child learns how to truly cooperate within a group, and social play appears. This is characterised by three key elements: the acceptance of rules which establish the duties and rights of the group members; the formation of teams; the allocation of roles which allow each member to contribute to the success of the whole.

All of these notions are essential for integration into society. Social play is a key part of social development.

Far from being a futile activity of no importance, play is, as we have just seen, an activity which is essential to the development of the child. It contributes to physical, intellectual, affective and social development.

The elements of play The three main types of play (action play, symbolic play and social play) appear successively in a child's development and are added to each other.

In all types of play, it can be observed that the dynamism of the individual is confronted with the elements of the living environment: confrontation with the physical environment (action play), confrontation with the cultural and relational environment (symbolic play), and confrontation with the social environment (social play). Play is a factor in learning and development because it enables a child to discover his or her environment and to explore his or her inner capabilities.

In English, as in several other languages, the word "play" has two meanings. On the one hand, it means entertainment and amusement, while on the other hand, it means "room for manoeuvre". "There is play" means not being stuck, but being able to move and take initiatives. Adolescents and adults also like to "play". They play cards, chess or basketball, as well as when they draw or paint a landscape, work on their car or play a piece of music. In this sense, any activity which is freely undertaken, and through which a person expresses his or her creativity, is a game.

Ultimately, any situation in which a person has to face something unexpected, show initiative, or meet a challenge, is a situation in which "there is play". Such situations are factors in learning and development.

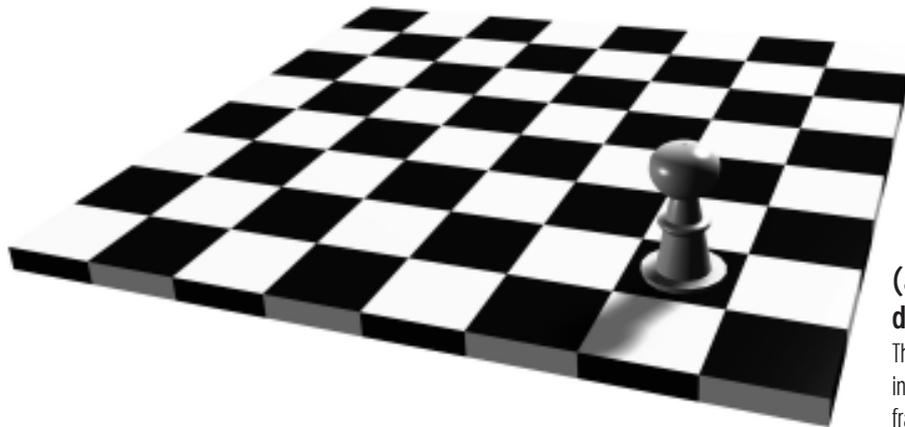
In contrast, activities in which the individual takes no initiative, and has to repeat the same gestures mechanically, comprise no element of play. They do not favour learning and development.

Play and educational relationships The concept of play also throws light on the notion of educational relationships. What attitudes and what kind of relationship should an adult have with young people in order to encourage their development?

The answer to this question is simple. The adult leader should offer as much play as possible, taking account of the capabilities of the young person.

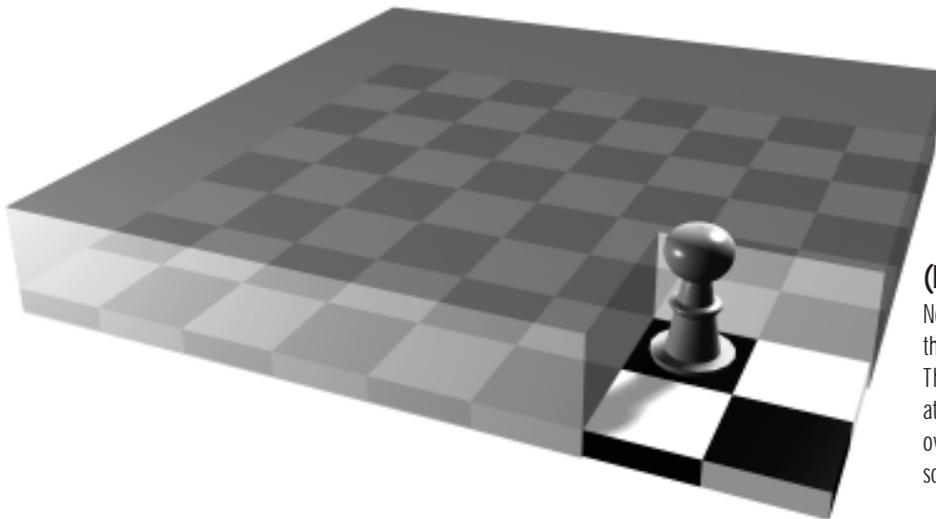
There are two ways of restricting play and, in doing so, limiting opportunities for development (*diagram 24*):

- By blocking any opportunity for initiative and exploration. There is no longer any play because everything is determined in advance, within a



(a) Play can be developed

There is room for freedom and initiative but there is also a framework as well as rules.



(b) Play is limited

Not enough room for freedom; the framework is too tight. This corresponds to the attitude of authoritarianism or overprotection adopted by some adults.



(c) Play is not possible

There is neither framework nor rules. This corresponds to the "laissez-faire" attitude.

Diagram 24 - To play or not to play

rigid framework. This is the attitude of authoritarianism and overprotection adopted by some adults.

- Play can also be prohibited by refusing to establish any framework or rules. There is no longer any play because there is no longer any confrontation between the dynamism of the individual and reality. This is a “laissez-faire” attitude.

Elements of play and the Scout method

It is interesting to see that there is a definite link between the different elements of play, as they appear successively, and the elements of the Scout method:

1. The promise and law - the central element
2. Learning by doing
3. Membership of small groups (teams and councils)
4. The presence of an adult who advises and guides
5. Life in nature
6. Personal progression
7. The symbolic framework

These elements interact with each other. They form a system (*diagram 25*). Each element strengthens the effectiveness of the others, and if one of the elements is missing, or poorly used, the whole system is destabilised.

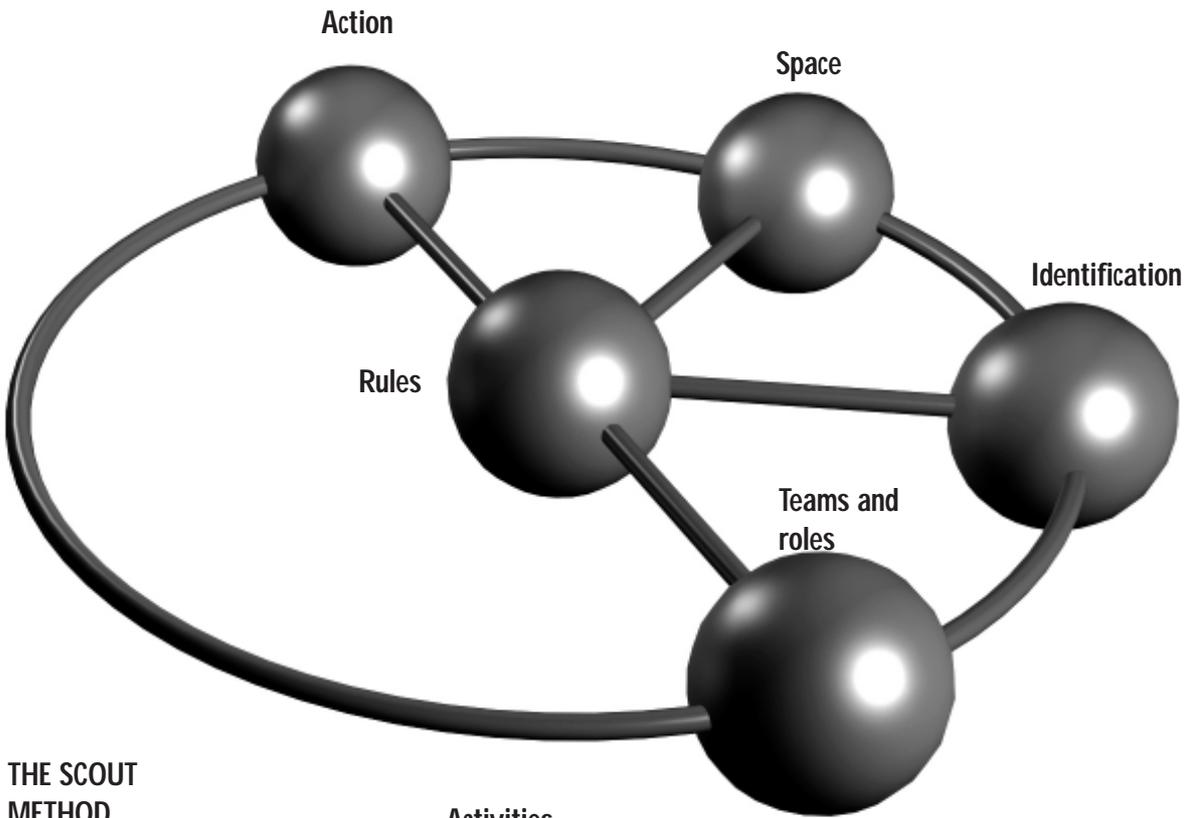
Scouting is, therefore, a natural method based on play and the spontaneous action of the child, designed to guide him or her fully towards the development of his or her character, thanks to the presence of adults who play a guiding and facilitating role.

This is close to the definition of Scouting proposed by Baden-Powell:

Scouting is a jolly game in the out of doors, where boy-men and boys can go adventuring together as older and younger brothers, picking up health and happiness, handicraft and helpfulness.

(The Scouter, January 1931)

SPONTANEOUS GAME



THE SCOUT METHOD

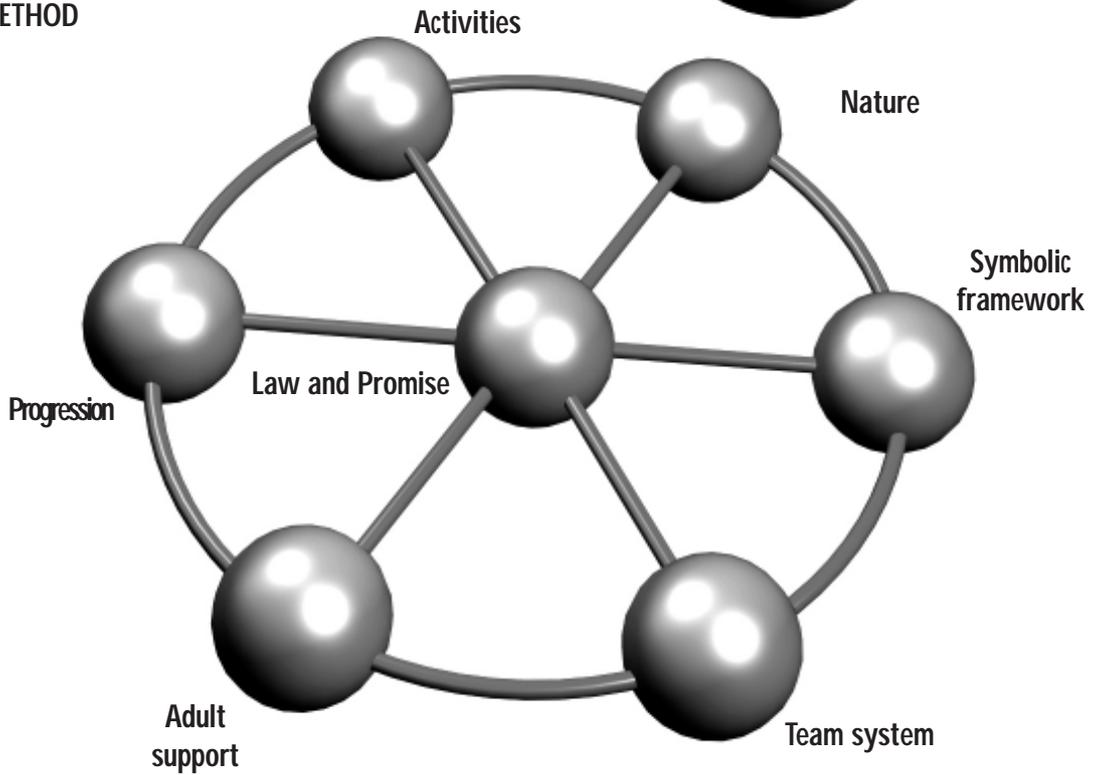


Diagram 25 - Elements of play and elements of the Scout method

HOW TO DEVELOP THE SECTION METHODS

The section methods are merely an adaptation of the elements of the Scout method to the characteristics of each age range.

By 7 to 8 years of age, all the elements of social play are in place. However, play continues to evolve with age. The elements of play (action, identification, place, teams, roles and rules) take on a different flavour .

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 Rover age, international gatherings and service or solidarity activities enable young people to become aware of the intercultural dimension.

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

From the small group to society

The activities and life of the group form part of an increasingly vast network of relationships, where 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.

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.

*Adapting the elements
of the Scout
method to each
age range*

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 (*diagram 26*).

Continuity

It is important to stress that there should be continuity from one age section to the next:

- The section educational objectives are progressive and lead to the same general educational objectives;
- The elements of the Scout method are used in all age sections.

In this sense, it is not a good idea for each age section to become a kind of separate, closed organisation, which does not interact sufficiently with the other sections.

The National Programme Committee plays a key role in defining and evaluating the general educational objectives and facilitating cooperation between the sections.

Breaks

It is also important to propose Scouting to young people in each age range in a different way, in order to arouse curiosity.

For this reason, there should be some breaks between one section and another. The uniform, the symbolic elements, the activities and lifestyle of the group need to be sufficiently different to avoid the boredom that would arise if there were an identical proposal for everyone aged 7 to 20.

The way that the elements of the method evolve from one age section to another may be clarified by using the table* found on page 148.

* Throughout this document, we have, for the sake of convenience, referred to the classic system of three sections: “Cub Scouts”, “Scouts” and “Rovers”. We do not, however, contest the choice of national associations which have adopted different age sections and symbolic frameworks to take account of the specific psychosociological characteristics and culture of their country.

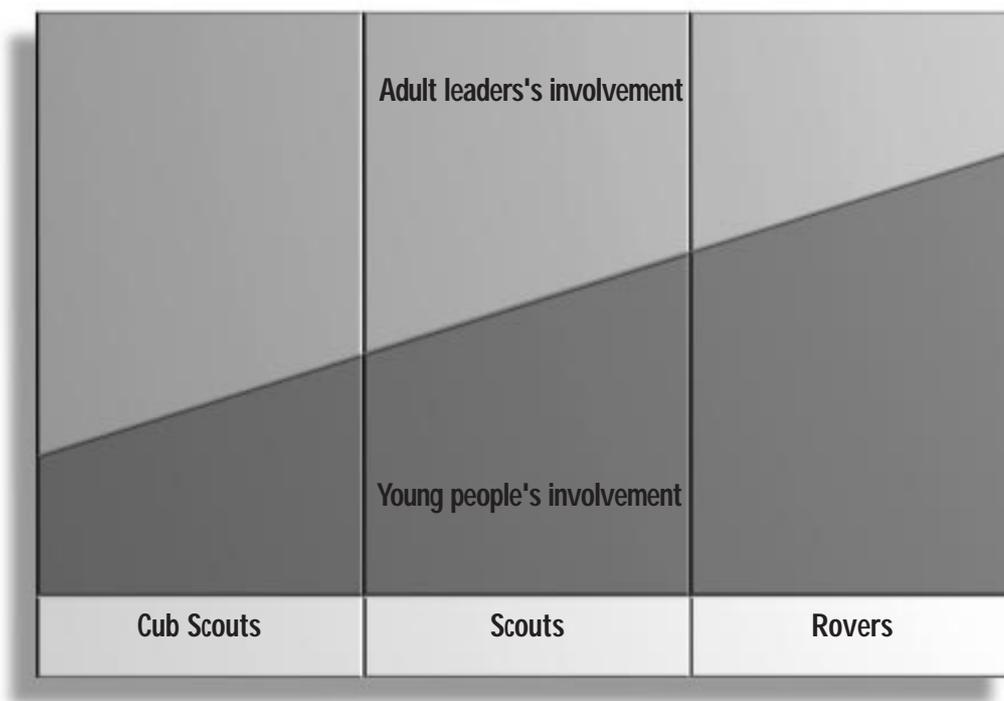


Diagram 26 - Increasing young people's involvement in decision-making

Appendix 9

Adapting the Scout method to each age section

| SCOUT METHOD | CUB SCOUTS | SCOUTS | ROVERS |
|---------------------------|--|---|---|
| Promise and law | Tangible rules of behaviour - short text, simple vocabulary which is easily understood by children. | A code of behaviour expressed in simple terms but which already conveys universal values. | A "charter" based on human rights and universal values. |
| Team system | Teams (sixes) exist but their autonomy is still weak. The Sixers' Council brings together the sixers and the adult leaders for the purpose of organising the group. | The team system (patrols) already operates fully. Each team is given an assignment to carry out joint activities. The Patrol Leaders' Council operates as the government of the troop. | The team assumes greater importance. Most activities are run at this level. The Patrol Leaders' Council is the governing body. The Rover Assembly is led by an elected "Chairman". The adults play an advisory and facilitating role. |
| Symbolic framework | <i>The Jungle Book.</i> | Exploration, discovery, the "Scouts" of the Far West. The Robinson Crusoe story. | The "road", the journey. |
| Nature | Introduction to nature and camping. | Nature is the favoured setting for activities. Introduction to ecology. | Activities in contact with nature, mountain hikes. Protection of the environment. |
| Learning by doing | Short games and pack activities. The imaginary world plays an important role. | Activities can be developed over a longer period. The patrols are given preparatory assignments. Start to take part in service activities. The imaginary world still plays an important part. | Activities are integrated more into social reality. They allow the young people to experience adult roles. Great importance is placed on travelling, social exploration and community service. |
| Progression | Progressive scheme based on the symbolism of the jungle and of the pack. Great importance given to socialisation. | The progressive scheme starts to emphasise the acquisition of skills recognised by the adult world. | The progressive scheme values the acquisition of skills and knowledge which will facilitate direct access to adult roles and the acceptance of responsibility in society. |
| Role of adults | Adults play an essential role in planning and evaluating activities. They try to give real responsibility to children, as far as possible. They provide physical and emotional security. | Adults share responsibility with the young people. The troop truly operates as a small republic of young people. Adults, however, provide the physical and emotional security needed. | Adults play the role of facilitator and advisor. The young people are expected to play a key role in the organisation, planning and evaluation of activities. |

RAP Tool 8

PERSONAL PROGRESSIVE SCHEME

INTRODUCTION

In the process of developing or updating our youth programme, we have taken several steps so far: created our educational proposal based on the fundamental elements of Scouting and the educational needs existing in our country; defined the areas of personal growth and the educational trails to be emphasised within each one; established the general educational objectives of our association's programme; identified the different stages of child development and consequently established our age sections; defined the educational objectives for each age section; collected activity ideas which arouse young people's interest and could contribute towards the attainment of the educational objectives; developed or adapted the method for each age section, based upon the fundamental Scout method. We now need to take the final step, which is particularly important since without it real learning would not take place: developing a personal progressive scheme. *RAP Tool 8* aims to help you with this task.

CONCEPTS

Focusing on each individual

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 fulfil him or herself 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)

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).

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 into account young people's interests.

For this reason, *RAP* proposes to distinguish between educational objectives on the one hand, and the activities through which they can be achieved on the other hand. The personal 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 dangerous 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 attitudes, skills and knowledge to be acquired (*RAP Tool 3: General Educational Objectives* and *RAP Tool 5: Section Educational Objectives*). In this way, the adult leader and the young people are free to think up 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 thanks to what he or she has experienced.

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. On the one hand, he distinguishes between what he calls “unilateral respect”, in other words the respect shown by younger children for their elders or an adult’s influence on a youngster, and on the other hand “mutual respect”, or 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”.

Here we can recognise the two aspects defined in *RAP Tool 7*, “leadership” and “peer group”. 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.

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.

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.

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. 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.

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.

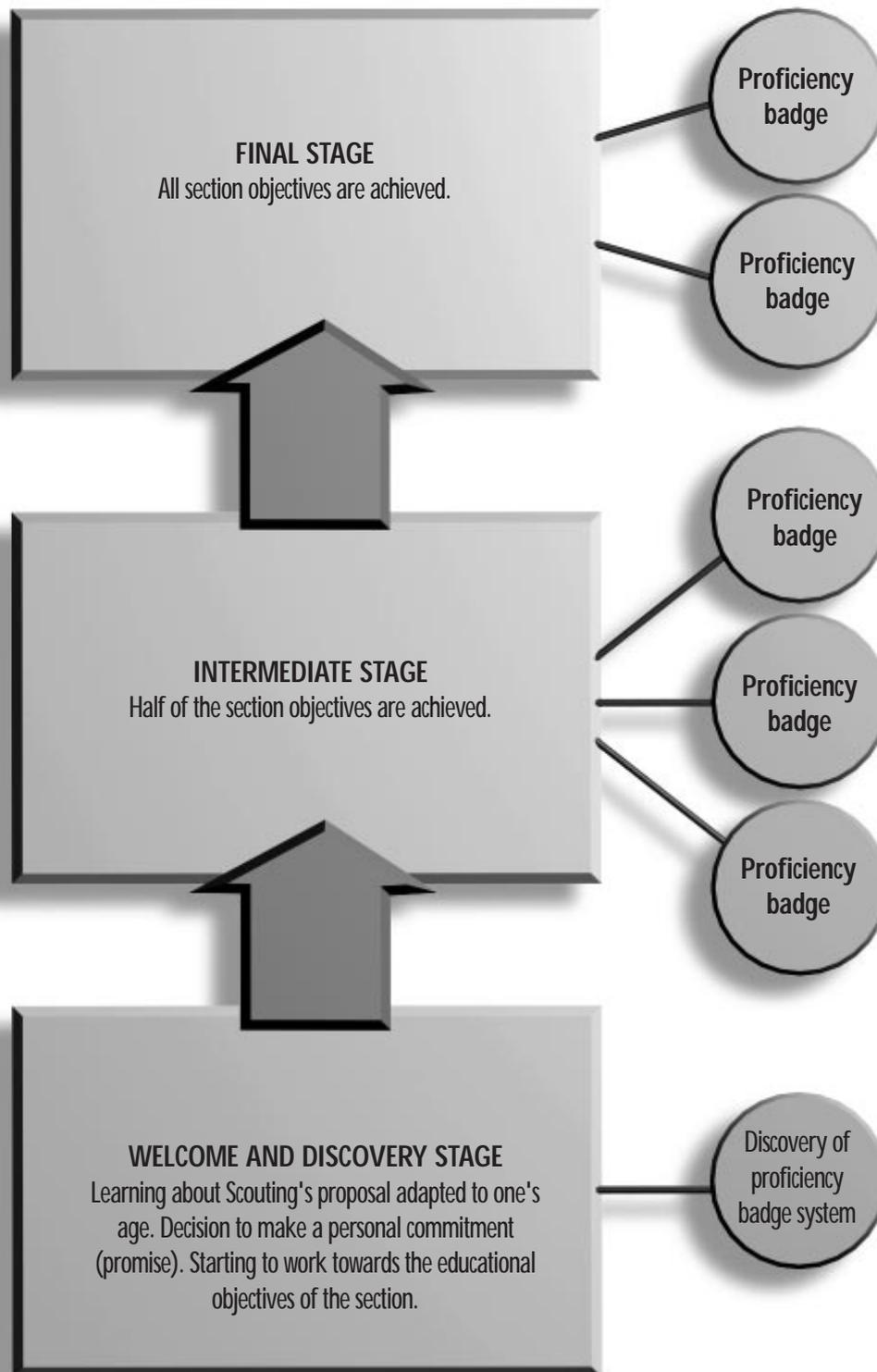


Diagram 27 - Progress stages and a badge system

HOW TO DEVELOP A PERSONAL PROGRESSIVE SCHEME

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

- Progress stages;
- Proficiency badges.

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. Three or four levels could be defined, e.g.:

a. The welcome and discovery stage

During this stage, the young person learns about Scouting's proposal adapted to his or her age and decides to make a personal commitment to do his or her best to live according to Scouting's principles. The promise is made and the young person then starts to work towards the educational objectives of that age section.

b. The intermediate stage

The young person achieves approximately half of the section objectives.

c. The final stage

The young person achieves all the section objectives.

The different progress stages and the corresponding badges are usually referred to by names from the symbolic framework of the age section in question. For the Cub Scout section, the following examples could be used:

- Stage 1- Tender-paw wolf
- Stage 2 - Trail-finding wolf
- Stage 3 - Hunting wolf

(*Cub Scout Leader's Handbook*, Interamerican Scout Region)

In the same spirit, the theme of exploration could be used for Scouts:

- Stage 1 - Novice
- Stage 2 - Pathfinder
- Stage 3 - Explorer

For Rovers, some associations have used the theme of the craftsmen of the Middle Ages who wandered from town to town to learn the secrets of their trade:

- Stage 1 - Apprentice
- Stage 2 - Companion
- Stage 3 - Service Rover

Other associations have opted for more neutral terms which indicate the content of each stage:

- Stage 1 - Discovery stage
- Stage 2 - Research stage
- Stage 3 - Service stage

During the third stage, the young person is in fact expected to use his skills in serving others both within and outside the group.

It is, of course, up to each association to find the terms which are most appropriate for the culture of the particular country. It is important to avoid names which may seem rather obscure or ridiculous.

Badges may be given to symbolise each stage. If so, they should be designed so that they are coherent with the symbolic framework used.

In order to avoid being too scholastic, we recommend that the awarding of progress badges be linked to the decision to work towards an objective, instead of to the achievement of an objective. In other words, the new Club Scout receives his or her “tender-pad wolf” badge when he or she has made a commitment to learn about the pack’s educational objectives and to prepare his or her promise; the Cub Scout who has understood these objectives and declared a commitment to achieve them by making his or her promise receives the “trail-finding wolf” badge to show that he or she plans to achieve 50% of the pack’s educational objectives; once this has been done, he or she will receive the “hunting wolf” badge to show that he or she aims to achieve all the objectives and is becoming an experienced Cub Scout. The advantage of this approach is that it prevents a young person from receiving the last progress badge just before he or she leaves the section.

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.

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 (*RAP Tool 7: Section Methods*). 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)

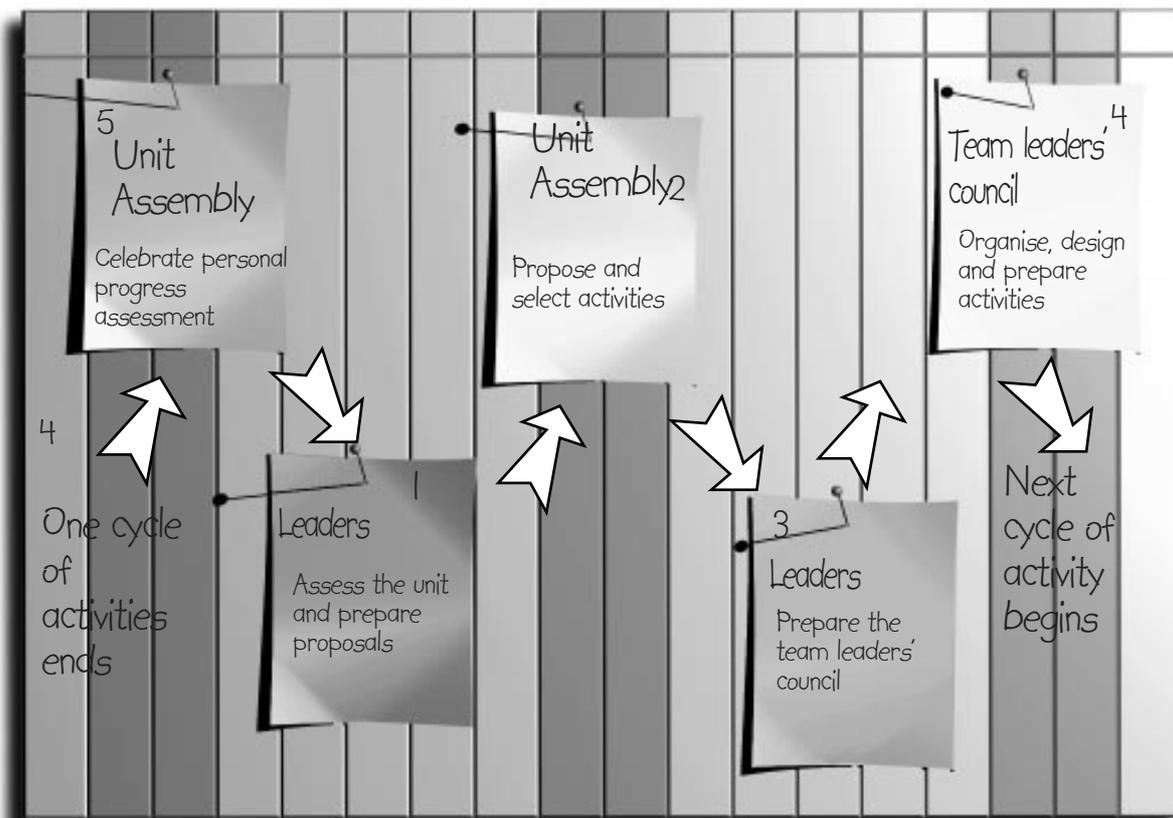


Diagram 28 - The programme cycle

Producing support material To support this work, the national team needs to produce progress booklets for young people, as well as leaders' handbooks containing the same elements but with more detailed explanations.

Progress booklets for young people

These explain in a language which is adapted to each age range:

- The proposal for the age section (symbolic framework and group organisation);
- The educational objectives;
- The progressive scheme.

Leaders' handbooks

These explain the elements of the progressive scheme and give practical hints on how to implement it:

- How to use the progress booklets to present the section educational objectives to each young person and help him or her to adapt them to his or her own particular situation;
- How to analyse the planned activities to identify how they can contribute towards certain educational objectives;
- How to organise the leadership team so that each young person can be observed and have his or her progress assessed;
- How to organise the group life ensuring that there are opportunities for the young people, with the support of adults, to evaluate the activities, assess the progress made by the group and each individual and acknowledge it.

Providing practical training The training offered to leaders through meetings and courses should enable them to implement all these elements in an efficient way. As Scouting is primarily education through action, it is essential to help young people take part in successful activities, otherwise no educational objectives can be reached. The first goal of training should, therefore, be to ensure that adult leaders become competent activity organisers. During the second phase of their training, they should learn how to analyse the capabilities and needs of young people and match the activities chosen with the educational objectives to be reached. This is the role of real educators.

A good way of training leaders to implement a programme efficiently is to enable them to prepare and manage the programme cycle. This is the way in which the group life is organised. It has 5 phases:

a. Assessing the group and preparing activity proposals

The leaders analyse the results obtained at the end of the preceding cycle. They evaluate how well the section method has been applied, how successful the activities have been and the progress that the girls and boys have made in reaching their educational objectives. This overview helps them to identify priorities for the next cycle, especially which type of activity, which areas of personal growth and which educational objectives to emphasise.

b. Proposing and selecting activities

The leaders' role is to orient the young people and stimulate their creativity so that the activities undertaken by the group correspond to the interests of the individuals and lead towards the educational objectives.

In new or younger groups the adults may propose activities directly. In more experienced or older groups the leaders should set up a democratic process to enable the young people to take an active part in sharing ideas and choosing the activities to be organised.

c. Organising and preparing activities

Once the activities have been selected, they need to be scheduled in the group calendar and decisions need to be made about the responsibilities of each team, individual roles and the necessary resources, etc.

The team leaders' council is responsible for completing this task with assistance from the adult leaders. It is important to ensure that the activities are designed in such a way that they arouse everybody's interest and are prepared carefully so that they are likely to be successful.

d. Carrying out and evaluating the activities, and monitoring personal progress

This phase should occupy most of the available time in a programme cycle. Doing things is what interests the young people most. All the elements of the Scout

method (the team system with its roles and councils, the symbolic framework, etc.) are used to enable the young people to be fully involved in carrying out the activities.

The activities are evaluated by both the young people and the leaders as they are done: during the activity itself, at the end and even some time later.

Assessing personal progress is somewhat different. Throughout this phase, the leaders support each individual and each team and monitor the personal experience of each member, how he or she contributes towards the group life and how well he or she progresses. However, the actual conclusions of this monitoring exercise are only drawn at the end of the programme cycle, since it takes time to establish whether the series of varied activities has helped each young person to reach any particular objectives.

e. Identifying and acknowledging personal progress

In this final phase, it is time to identify the progress which each young person has made towards attaining the section objectives. This is done mainly through dialogue between the young person and the adult leader supporting him or her and is based on the observations made during the activities and the evaluations made within the group.

When the leader feels that the young person has successfully completed the current progress stage, the badge for the next progress stage is awarded. Whatever the outcome, there is always a party to finish the programme cycle and to celebrate what has been achieved.



CONCLUSION

THE ADULTS WE NEED

You have just gone through the eight RAP steps designed to enable you to develop or update the youth programme of your association. Before embarking on this task, you must, however, realise one thing, and that is that nothing can be done in the area of programme development without, at the same time, taking into account the question of adult resources. It is pointless to want to improve the youth programme if you are not sure that you have the necessary adult resources to implement it. Consequently, we are proposing by way of a conclusion a discussion paper on the *Adult Resources Policy*. This document is based on the policy adopted by the World Scout Conference and by World Scout Conference Resolutions 5/90 (Paris), 4/93 (Bangkok) and 8/93 (Bangkok). It has been inspired by the Interamerican Scout Region's publication "*The Leaders We Need*", as well as by the results of the "Summer Get-Together" organised by the European Region in Malaga, Spain, in 1996.

THE ISSUES

The various adult functions:

The various tasks which adults carry out within a Scout association can be grouped into three main functions:

- Leaders who implement the youth programme;
- Leaders who are in charge of disseminating the youth programme;
- Managers.

The leaders who are responsible for implementing the youth programme will ensure that each child and young person has opportunities to develop him or herself in all aspects of his or her personality (physical, intellectual, social, spiritual, affective and character). This is done by organising activities adapted to the needs, aspirations and capabilities of young people of different ages, by determining relevant educational objectives and by establishing supportive relationships between adults and

young people and among the young people themselves.

The leaders responsible for disseminating the youth programme will ensure that those responsible for implementation have the information, resources, knowledge, attitudes and skills to implement the youth programme well.

The leaders who organise and manage are responsible for providing the necessary logistical, administrative and financial support to the young people and adults.

Although these functions are clearly distinguishable from each other, many posts within the structure of a Scout association combine tasks corresponding to more than one of these three groups. Such is the case of the group leader who, whilst having essentially a management function, is closely involved in the implementation of the youth programme. There are many other cases of individuals occupying posts which involve different functions. For example, it is quite common for a leader who is involved in recruitment tasks to also have responsibilities directly relating to young people and management.

However, one thing is certain and has to be clearly understood by all, and that is that within Scouting, an educational movement for young people, the most important function is that carried out by the youth leader. On this basis, all the other functions have to be perceived as being of service to the youth leader and designed to facilitate the success of that particular function.

If an association overlooks this principle, it falls into a bureaucratic type of functioning. The mission, i.e. the education of young boys and girls, takes second place, and the functioning or management of the association itself takes priority. One way of identifying a drift in this direction is the number of young people per adult leader. The normal ratio can be said to be about one adult to six or seven young people, although some associations have a ratio of one to three. However, such associations maintain that they have trouble recruiting leaders, which quite simply means that the teams responsible for managing the association at district and regional level are excessive by large. Once a unit leader acquires experience and shows a certain degree of success in his or her work, he or she is “sucked

up” by the structure and finds him or herself at district or regional level. Consequently, most unit leaders are inexperienced beginners who do not stay where they are for long. In an effort to overcome this difficulty, the tendency is to strengthen the support structure, which merely creates a vicious circle, i.e. the younger and less well trained unit leaders are, the greater the effort made to strengthen the support and training structure by taking the good unit leaders away from their function. This vicious circle has to be broken by leaving good leaders in their function as unit leaders and by keeping the district and regional teams as small as possible.

Unit leader profiles There are two main unit leader profiles:

- **The activity supervisor**

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.

- **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.

The recruitment of adults

The age range 18 to 25 is often a period of life marked by instability. Studying, seeking a profession, starting a family etc., all imply frequent and sometimes unexpected changes. For these reasons, some people may believe that it is too difficult to recruit leaders in this age range. However, this is not the case. Associations which have done so have experienced that these young leaders have a very strong commitment to their task and are willing to devote a great deal of time to Scouting. Even though these young leaders may wish to leave when they start a family or a find challenging job, they often agree to come back when their children reach the age of joining Scouting.

Is it possible to recruit older leaders? Of course it is! Men and women in the 30 to 40 age range are often overloaded with their jobs as they advance in the professional world. However, over the last few years many expressions such as: 'I want my spare time to contribute to my personal development'; 'I want leisure time with meaning'; or 'my spare time has to be quality time'; have arisen. This indicates that people from this age range focus, not only on their jobs, but also to a greater extent on the relevance of their spare time. It is exactly this type of person that we can attract to join Scouting as educators.

Is it possible to recruit adults who have never been Scouts? Here again, the answer is yes! The proof exists today as it did when the Scout Movement was created. How could Scouting have been founded and developed if our predecessors had decided to recruit only leaders who were former Scouts? Being educated and being an educator are two quite different situations. Someone may have been an excellent Scout, but not have what it takes to be a good educator. The purpose of the senior section is not to facilitate the recruitment of leaders for the movement, but to train young people to play a creative and dynamic role in society. Some become Scout leaders, but not all. Likewise, the professional or association-related experience of many people prepares them to be excellent educators in Scouting. The opportunity of recruiting them should, therefore, not be missed.

The notion of the educational team

The best system is, indeed, to form teams comprising several young leaders aged 18 to 25, supported by one or two more experienced leaders. Some associations actually seek to recruit couples to fill the latter roles, which has two advantages:

1. The commitment made by a couple is better accepted and supported, as the man and woman in question are not separate and can act together.
2. With a couple, situations of coeducation can be dealt with more effectively. The man and the woman have complementary ways of acting, and their relationship with the young people, particularly adolescents, is more balanced and richer.

When such an educational team is set up, the roles are generally shared out in a well-balanced way among the young leaders who are able to lead high-quality activities in a dynamic way and the older leaders who are able to provide the necessary distance and reflection for a truly educational relationship.

The local group: an educational community

Another important aspect in this respect is the significance of the local group as an educational community.

The local group is the only structure that is able to implement the whole educational proposal of the Movement, across the various age sections, to meet the concrete needs of young people in the reality of the local situation. For this reason, the group structure, which combines the units of the different age sections, is very important.

The group leader is both a manager (as he or she has to manage the group as a local association) and an educator his or her first duty being to ensure that the educational proposal of the movement is implemented properly across the different age sections, from childhood to youth. It is his or her task to set up and support the different educational teams for each section, on the basis of which he or she has to establish a true community of adult educators who are committed to the same mission and share the same objectives.

Within the movement, the local group is the main support structure for adult leaders. A good local group is the first condition for the success of Scouting's

educational proposal, and the first duty of national associations should, therefore, be to set up and support dynamic local groups.

THE ADULT RESOURCES POLICY

The World Scout Conferences in Paris (1990) and Bangkok (1993) adopted and endorsed the *Adult Resources Policy* of the World Organization of the Scout Movement, under the name *Adults in Scouting*. The World Scout Bureau has published many documents presenting this policy and facilitating its implementation. This is how this policy relates to the programme development policy and the implementation of *RAP*:

Adults in Scouting *Adults in Scouting* is a systematic approach to the management of adult resources, which is designed to strengthen the efficiency, commitment and motivation of adult leaders in such a way as to produce better youth programmes, while, at the same time, improving the management of associations. This approach covers the entire process, from the moment when a leader joins the Movement until he or she leaves (*diagram 29*):

- Definition of adult leadership needs
- Selection and recruitment
- Establishment of a clear mutual agreement
- Introduction to the function and appointment for a limited period
- Effective support and training that takes account of the personal development of leaders
- Evaluation of the work carried out
- Decision to be taken at the end of the term of office, i.e. to continue in the same function, to move into another function, or to leave the movement.

Each of these steps is briefly described below, to show how the Adults in Scouting policy is vital to the success of the of the youth programme development:

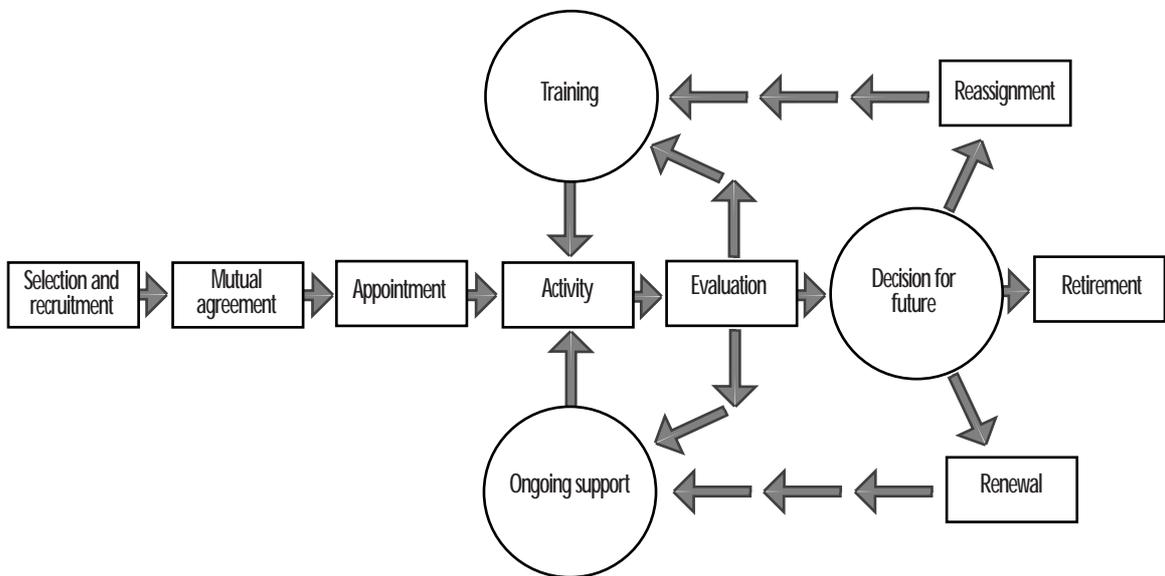


Diagram 29 - The management of adult resources

I. SELECTION AND RECRUTMENT

The first step in the model is recruitment. The association's aim is to obtain a commitment from a sufficient number of leaders and to allocate the right post to the right person. The purpose of this chapter is to propose an example of a systematic process for recruiting adults. This process will involve a series of steps from the assessment of needs to the commitment, appointment and integration into the training system of the people who have been selected.

The issue of recruitment has to be approached with a good dose of realism. Hence the proposal here is adapted to what experience has shown to be possible. Even so, the process suggested represents a considerable challenge, since in general Scout associations lack experience in the systematic recruitment of adults.

The purpose of recruitment is to get the right person to do the right job. This may be done best by recruiting from outside or inside the Movement. However, it is important to bear in mind that the purpose of Scouting is not to educate Scout leaders but to develop young people to reach their full potential, so it is not a given fact that the best leaders are found within the Movement. They may just as well be found outside among people concerned about the development of young people in general. Whatever the approach taken, recruitment is an important part of managing adult resources.

The recruitment process can be grouped into three stages:

- Assessment of needs and defining the job;
- Finding the right person for the job;
- Integrating the new person into the job.

It is envisaged that all three stages in the recruitment process should be carried out, either directly or through support action, at all levels of the association for the three types of leaders mentioned above. Thus, complementary documents will address the three commonest institutional levels: group, district and national level.

Stage 1. Assessing needs This stage incorporates the steps from reviewing tasks to defining exactly what is needed in terms of adult resources expressed in a job description.

Reviewing the tasks to be carried out by adults

This step is simple to carry out, by reviewing the tasks and making a list of them. Reviewing tasks is something which can be done continually or periodically. For dynamic associations this step is practically second nature, since experience shows that it is necessary to make changes in order to improve performance. However, to ensure that thorough consideration is given to this matter, it is recommended that associations undertake a formal review every three to five years.

Making the job description

When it is clear which tasks have to be carried out, they should be allocated to a specific post, so that it is clear exactly what is expected from the person who carries out or will carry out that function. Tasks should be grouped together according to the nature of the post, avoiding the temptation to allocate them according to the abilities of the people currently in the posts under review. This avoids adapting the posts to existing people and limiting future possibilities of finding suitable people. An effort must also be made to avoid grouping incompatible functions together.

When the tasks have been grouped around a new or existing post, some slight adjustments to the order and presentation will yield a job description for that post. Having a job description for each post means:

- Having a basis on which to establish the profile of the person required;
- Avoiding confusion between posts and the resulting personal conflicts;
- Having clear guidelines for evaluation and appraisal later on.

A profile of the person suitable for the post is then drawn up from the job description. This profile should contain both the personal characteristics (aptitudes and attitudes) and the functional ones (knowledge and skills) which the person needs in order to carry out the function assigned to the post successfully.

As well as defining profiles, it is advisable to draw up parameters or indicators to assist in determining whether

the person has the required characteristics and abilities. This will make it easier when it comes to identifying the best person for the post from among several candidates. To make the profile realistic to work with, it is advisable to ascertain whether the characteristics are essential, important or useful, otherwise it is easy to fall into the trap of defining a perfect but not realistic job profile.

Stage 2. Recruitment This stage includes the steps which involve identifying the sources able to provide the adults required, designing and implementing communication, and undertaking specific actions to recruit and select in accordance with the profile drawn up for the post.

Identify sources

The source, be it a place, activity, professional group or social sector, which could provide the adult needed depends on the job description and the profile which have been drawn up for the person. When looking for somebody to assume the responsibility of treasurer, it is a good idea to look for that person among parents who work in the financial or commercial sectors. If a district needs an adult for institutional relations, such a person is most likely to be found among well-known community figures in the public or private sectors. The same goes for the national level: if a leader is required to implement the youth programme, a good source may be schools or professionals working in the field of education. If trainers are needed, they could be sought among experts in adult training without, of course, discounting other possible sources.

It should be remembered that the more specific the source chosen, the more difficult the search, but the more probability there is of finding the right person. On the other hand, if the source is quite general, the search will be simpler and more people will be motivated, but not all of them will fit the profile required. Neither situation need be specifically avoided, but the advantages and disadvantages of each should be taken into account, bearing in mind the time, resources and contacts available for finding the right person.

Sources fall into two categories, internal and external, depending on whether they are located within the national Scout organisation or outside it.

The main internal sources are:

- Current leaders, who are serving in other posts where their abilities are going to waste, or where they do not perform as well as they would in the post they are needed for;
- Leaders' friends, companions or relatives, whether they have been Scouts previously or not, who are generally motivated by what they have heard from the leader who introduces them to the Movement;
- Parents and relatives of young Scouts, who are always an inexhaustible source of adult resources and are usually motivated by the results they have seen in their children or young relatives;
- People linked to institutions which sponsor Scout groups, who, through their involvement in the circles where the group operates, almost always want to know more about the Movement and are interested in its success for the sake of their own institution.

The main external sources are:

- Former leaders, who, if selected, will need a period of training to update their skills, since experience shows that when returning to the Movement they tend to start working in exactly the same way as previously, which could impede change and development processes or give rise to interpersonal conflicts;
- Professionals involved in education, such as primary school teachers, teachers of different specialised subjects, psychologists, teachers of children with special needs, social workers, family educators, etc., who tend to have a greater leaning towards the Scout Movement due to their involvement in teaching and learning processes;
- Students in further education, who are at a stage of their lives which, if duly motivated, they are likely to devote a significant amount of time to voluntary work;
- Spiritual advisors of different faiths who, owing to their interest in the spiritual development of young people, are likely to be favourably inclined to participate in the Movement;

- People who work or help out in non-profit organisations, such as social or community development organisations, non-governmental organisations or service or charitable institutions, which are sensitive to social problems;
- Many other social sectors, the choice of which depends not only on the profile of the person needed, but also on the association's connections with different sources and the leader's imagination in identifying them.

It should be mentioned that when only one or two posts need to be filled and suitable people are identified, determining sources may be an unnecessary step. However, for mass recruitment, the step of identifying sources is indispensable.

Recruit and select specifically for the profile defined

Example:

An association needs leaders to implement the youth programme in popular parts of a district. It has, therefore, directed its efforts towards a target group of employees and workers in local industry. A series of radio and press interviews has been broadcast for the purpose and written material has been circulated. This has raised awareness, but it is unlikely that it will motivate anyone to get in touch with the Movement on their own initiative. So the association has also organised personal promotion at the same time, such as visits, exhibitions and conferences on company premises. During these presentations, the leaders promoting the Movement have made contact with some people who have shown an initial interest. Everything which the association does following that first contact which is directed specifically at those people as individuals forms part of individual recruitment.

Promotion can be considered to be both collective and personal, but recruitment is always individual. Consequently, this part of the process requires numerous Scout staff trained for the job, according to the scale of the recruitment process. Recruitment demands some skill and should be carried out quickly, before initial interest fades away.

Action for individual recruitment may involve the following:

- Personal interviews and conversations, to get to know the interested party better;
- Visiting the Scout group or the relevant structure of the association, so that the person can “get the feel” of the place;
- Invitations to special events or social gatherings, making the prospective new leader feel part of a warm, welcoming team;
- Supplying the person with specific reading material to familiarise him or her with the values of the Movement and what the post involves;
- Participating in outdoor Scout activities;
- Attending talks or audio-visual presentations;
- Visiting training grounds or centres.

During this stage, in which both parties are getting to know each other, information is collected, in order to help make a decision upon whether to select the person or not. It is also during this stage that the association should be prepared to answer all the questions posed by the potential new person. An interested person may already have sought some information about Scouting and therefore having very specific questions about the job. You should be prepared to answer questions like:

- What do you want me to do?
- What does that involve?
- Where and when?
- Who will I be working with?
- What help do I get?
- What equipment and facilities are available?
- What commitment do you want from me?
- What do I get out of it?

The purpose of the selection process is to ensure that the adult who best fits the profile is chosen for the post, and to limit the risk of taking on unsuitable people.

If there is any uncertainty as to the suitability of the person, there are certain tools and methods which can be used to aid the decision, such as interest questionnaires, guidelines for evaluation, etc. Which of these methods is used depends on the scale of the recruitment process underway and the institutional structure in question. For example, it would be unlikely that a Scout group would use a personality test to select an assis-

tant unit leader. In any case, the interested party should be aware right from the first contact that the Scout Movement uses all these tools for selecting adults, in order to avoid creating suspicion. A person who is genuinely interested in taking part should not be surprised that a Movement concerned with the education of young people is careful in selecting its adult members.

Stage 3. Integration This third and final stage in the recruitment process incorporates the final steps, from mutual agreement with the person selected to his or her integration into the work in the association. This stage is closely linked with the section on induction in Part II.

Mutual agreement and commitment

When the person has been selected, the terms and conditions of the agreement have to be clarified. This mutual agreement specifies the reciprocal obligations between the adult and the team in which he or she is to work.

The elements of the mutual agreement, which establish the rights and obligations of both parties, are as follows:

1. The specific post the person will occupy.
2. The trial period which he or she will be required to undergo. For this period to coincide with the first stage of training, it is recommended that it should run for six months to a year.
3. The basic conditions under which the adult will work: the tasks assigned to the job, the objectives for the period, the framework in which the adult will work and the estimated time to be devoted to the job.
4. The nature of the “on-the-job support” which the person will receive from the association for his or her work.
5. The means of evaluation which will be used and when it will take place.
6. Conditions of renewal, reassignment or retirement from the post.

The mutual agreement culminates in a commitment from both parties, the association and the person involved, in which they formally undertake to do all they can to fulfil their agreement. The person should be scheduled to enter into the training system within a reasonable

lapse of time, since this is a fundamental part of the commitment.

The association should develop a standard format for the mutual agreement and provide certain standard clauses, but it should be sufficiently flexible for it to be adapted to different institutional levels and to a variety of situations. The mutual agreement is signed between the adult and the representative of the association.

It is evident that the process of making the mutual agreement is not something done during an hour one evening, but is a process over a longer time span, so that the new person will have the time to gain understanding and experiences to be competent to negotiate and sign the mutual agreement.

Appointment

When the mutual agreement has been signed and the commitment undertaken, the competent authority proceeds to appoint the person for the post, according to the internal rules of the association, awarding the respective warrant or certificate.

If the person recruited has not attained the training level formally required for active membership, then upon appointment he or she will join the association as a helper. This means that the adult has no rights or obligations in the association other than those specified in the mutual agreement. When he or she completes the training required by the internal regulations, he or she becomes an active member, with full rights in the association, including the right to vote and stand for election to representative posts.

In order for the function to be carried out with due care and dedication, it is recommended that a person be appointed to one post only, especially if he or she has been recruited recently and still needs to acquire the skills and experience which the function requires.

INDUCTION, TRAINING AND SUPPORT

The average time a leader stays in many associations is not very long. This is mainly due to a bad introduction to the Movement and the task to be carried out. Training and support are two quite different things, but nevertheless both are essential to the leader. It could be said that training is the tool to make the adult meet

the needs of the Movement and that support is the tool to make the Movement meet the needs of the adult.

Induction When the leader is recruited, he or she should be introduced to the new job. New leaders, particularly those from outside the Movement, will consider a good introduction an important matter. Many new leaders will expect the association to give a proper introduction to educational principles and basic skills. It is often a great satisfaction for a new leader to try basic Scouting activities like putting up a tent, cooking on a fire, etc. The sooner the newcomer feels at ease and sure about what he or she is doing, the more he or she will be able to undertake the work to be carried out.

Different needs

In this phase it is very important to be sensitive towards the different needs of the new leader and the needs of the Movement. This is the most personal phase in the training process. If the new person is a former Scout, teaching him or her how to tie knots is probably not necessary, but explaining some basic principles might be necessary. Similarly, if the new person is supposed to be the treasurer in the district and is a banker in his or her professional life, teaching principles of accounting might not be necessary. Nevertheless, knowing something about the organisation of the district and the forms used in the system might be necessary to the newcomer.

Initial period

Immediately upon appointment, the leader takes up his or her duties within a fixed-period agreement and enters the training system at the same time. This period is effectively the threshold of the training system.

General features:

1. The leader should spend this period in the structure which recruited him or her.
2. This period is common to all the lines in the training system, whether the adult is to undertake functions as a leader to implement or disseminate the youth programme, or a manager.
3. It does not have a fixed duration, but should normally take about 30 days.

4. It is composed of the following stages:
 - introduction to the team;
 - participation in an information course;
 - drawing up a personal development plan, which also contains a plan of action.

The role of the team

The team should accompany and support the newcomer throughout the elementary stage of the training process.

The team's accompanying role consists of:

- Attending an information course with the newcomer;
- Assessing the newcomer's previous training and experience and incorporating any abilities for the function that he or she might have acquired earlier;
- Working out a personal development plan with the newcomer according to the training modules required and agreeing on the reinforcements and corrections the plan requires during the training process;
- Supporting the newcomer before and after participating in the elementary training course;
- Duly supervising and accompanying the newcomer during the practical period in the post to which he or she has been appointed;
- In general, anything which is considered to be necessary to help the participant acquire the abilities needed for the job and the personal training required by the profile for the post.

The information course

The information course is part of the initial period and has the following features:

- It can be held anywhere within the structure of the association. This means that it can be given in a Scout group by the leaders of that group, or in the National Office, for leaders who have begun to work at that level;
- The number of participants is also variable, from a smaller group of four to 30 or 40. If necessary it could even be individual;

- Its only formal requirements are that it is run by a person qualified to do so and that its content is determined by that of the training system;
- It is a standard course and should not last longer than eight hours, so that it could be given in one day. It could also be divided into various sessions, e.g. two evenings over two weeks.

The objective of the course is to give the participant an overview of the Movement and the basic information which he or she will need. Its content is centred on the “Educational Proposal”, an explanation of the way in which the Scout association responds to the educational needs of young people in a given community according to the Movement’s purpose, principles and method. It should also give information about the history, structure and role of adults in the Movement and in the organisation.

The content is compact and should be presented in a dynamic way. The method used is essentially active and consists of the following:

- Brief, concrete and lively presentations;
- Audio-visual material. This could be provided by the association and should be available for all structural levels;
- Exercises, discussions and activities by the participants, according to guidelines which could also be provided by the association for all levels;
- Precise and graphic support material for those running the session and back-up material for the participants.

The personal development plan

The personal development plan is, as mentioned above, part of the team book. The personal development plan organises the team member’s progress through training, activities and experiences which are considered necessary to complete the leader’s profile for the post in question.

The plan should be adapted to the specific circumstances of the practical period or time in the post and may be reduced, extended or reinforced along the way. It is designed for the function the leader has been assigned: to implement or disseminate youth programme or to manage. If the newcomer decides to change function, it will be necessary to reappoint him

| Subject | Duration |
|---|----------|
| 1. History of the Scout Movement and the association | 30 mins |
| 2. Definitions and fundamental convictions | 60 mins |
| 3. Principles of the Scout Movement | 60 mins |
| 4. General concepts of the Scout programme | 60 mins |
| 5. The link between educational objectives and activities | 60 mins |
| 6. Profile of the young person upon leaving the Movement | 60 mins |
| 7. Structure of the association | 45 mins |
| 8. Role of adults in the Scout Movement | 60 mins |
| 9. Role of adults in different lines of action: youth programme implementation, youth programme dissemination or managers | 40 mins |

Diagram 30 - An information course

or her and draw up a new personal development plan. However, completed modules and new skills learned should be incorporated into the new plan if relevant.

Concretely, the plan consists of a page in the team book. The association could print standard forms. This part of the plan is closely linked to the training system. Therefore, the association should make a document containing the objectives and content of all training modules.

Training The association's training system should be designed to train the different kinds of adults mentioned above, namely:

- Leaders who implement the youth programme;
- Leaders who disseminate the youth programme;
- Managers.

General criteria

1. Training is the responsibility of the whole national Scout organisation and each one of its leaders. It is not a task to be delegated to a single specialised group leaving aside the rest of the structure. In this sense, the concept of a learning association is recommended as being fundamental to training.
2. Training spans the entire life cycle of an adult in the organisation and an effort must be made to avoid the tendency to consider it as a mere step or period.
3. Training should be personalised, in the sense that it should address the individual needs of leaders and the cultural and social context in which they act, taking both the functions they fulfil and their individual capacities, aptitudes and needs into account.
4. Personalised training is easiest to apply using flexible curricula and administrative systems.
5. Training processes must focus on learning as the end and teaching as the means, promoting learning for oneself as a tool for acquiring skills more easily.
6. The training system should develop the capacity to learn and the willingness to unlearn and relearn, which are indispensable for adapting to reality, to young people and to change.

7. Notwithstanding its solid educational foundation, training in the Scout Movement, which is normally given by voluntary educators in their free time, should be dynamic, generating active and attractive ways of learning which turn the process into a genuine pleasure. This implies putting an emphasis on changing the attitudes of trainers and the skills they are taught.
8. One of the most suitable ways of developing flexible and personalised training is by means of a system of training modules, which run parallel to on-the-job support and are complementary to formal courses.
9. The abilities or skills acquired by the person outside the Movement either before or during their Scout leader training process, should be assessed and incorporated into the corresponding leader profile.
10. A personal development plan is required to ensure that the training is personalised. This plan is decided between the leader and the rest of the team, and determines the adult's passage through the training modules or courses, activities or experiences which are considered necessary to complete the adult profile corresponding to the function to be carried out.
11. Formal standards of qualification by which to organise, evaluate and certify the learning process, can be established by means of requirements which guarantee elementary training and a coherent set of dynamic goals which motivate ongoing training, avoiding rigid control and excessive bureaucracy in the system.
12. The participation of educational organisations or systems from outside the Movement should be considered. These organisations can give or prepare those modules or training areas which call for specific technical knowledge which they are better able to provide.
13. Leaders should be able to enter directly into different lines in the training system, according to their personal choice and after a common introductory period. They should not be required to pass through any of these lines to accede to any others. This concept is known as horizontal access.

14. It is suggested that training be progressively decentralised, which will allow it to be brought as close as possible to wherever the leader works and will transfer responsibility to the different structural levels of the association.
15. Decentralisation implies strengthening confidence in the leadership at intermediate and grass root levels.
16. The training system should be based on training in teams, either the team in which the leader belongs or in teams created for the event. The basic point is to learn from each other, through each other and with each other.

Links with youth programme

Since the youth programme has a direct impact on the Scouts, it is very important that the training system is closely linked with the youth programme. Youth leaders need to understand the direct link between training topics and their leadership role in the local group. The training system should reflect the priorities in the youth programme. For example, if the association wants to give community development or environmental issues a high priority, these should also be topics in the training system.

However, this does not mean that the training system should focus on activities. It is essential to find a balance between the fundamental principles, which provide a stable framework, and activities, which are adapted to specific needs. If too much emphasis is placed on the fundamental principles, leaders may have a clear idea of the objectives they wish to achieve and how to use the Scout Method, but they may not be able to design suitable activities that attract and challenge young people. On the other hand, if too much emphasis is placed on activities, leaders may be very good at running activities, but this is not enough to ensure that young people develop their full potential.

Different approaches

When a training system is set up or adapted, it is important to remember that the system is not an objective in itself, but that the system should provide a wide variety of learning opportunities and appeal to the users. A training system can be set up in many different ways. However, the most important criterion is that the system

reflects both the needs of the leaders in the association and the needs of the Movement.

Some prefer a strict linear system where each leader is supposed to attend a certain number of consecutive courses. This gives leaders a clear idea of what they are expected to participate in, and the association makes sure that they will assimilate all the important aspects of Scouting.

However, to take into account the skills, knowledge and attitudes gained from earlier experiences, a modular system should be developed, where the leader takes the modules needed to fill in the gap between the skills and knowledge already obtained and the requirements of the Movement. There are, of course, many systems in between. It is also important to remember that a training system is not something to be altered from day to day, as the system has to support long-term priorities. The time span for changing a training system is often years, because it has to be accepted and implemented by all levels in the association.

Motivation for training

It can be quite difficult to motivate a leader to attend a training course. If the association has clear expectations, it is easier for the adults to measure whether they are doing well or they need more training. It is essential to make the training attractive. This can be done by having certain parts of the training recognised by the school system or the business sector. Focusing on personal development through Scouting could be a convincing argument too.

Ideally, adults should attend training because they want to and they can see the relevance of the topics treated. In other words, the individual or the team should feel empowered to seek the education offered through the training sessions. In this matter the team has an important role to play. Training should be part of the personal development plan and should be scheduled in the plan for the team and the individual.

Support As mentioned earlier, support could be considered the Movement's obligation to meet adults' needs. To identify these needs it is necessary to know the adult personally, and therefore the team is the obvious place to conduct support. Of course, the team cannot have all the skills necessary to meet every imaginable need. However,

the collective knowledge and skills of the team should be sufficient to provide initial support and identify more experienced people or a training session on the required topic. A facilitator is also a key person during this stage.

Support in one's own environment

The association has to have realistic expectations of the leaders. An average troop leader will have one weekly meeting with the Scouts and some planning meetings. Furthermore, he or she may have one monthly weekend trip and a summer camp. If the Scout leader also has a family, a job and maybe another interest, there will consequently not be much time for training. It is, therefore, important to be able to offer suitable training and support at convenient times. Expecting the leader to attend one training course of a weekend's duration per year may or may not be realistic, depending on the leader's situation and needs. One way of making training more accessible is by providing it in a leader's own environment. By, for example, offering training on a weekday evening at a nearby location, it is possible to raise the level of knowledge and skills in the association as a whole. Such a location could be at the normal Scout meetings or even at the leader's home.

The role of the team

The team is, as already mentioned, the main source of support to the individual adult. The aim is to develop both the individual and the team as a whole. The team is, of course, not expert in all matters, but it undoubtedly has the best knowledge of local circumstances and is more likely to be able to find a good solution to a specific local problem than an expert, who does not know the local circumstances.

Support may involve the following, though not exclusively:

- Observing, encouraging and helping the leader's participation in agreed training;
- Suggesting and agreeing on additional training;
- Assessing the parallel training obtained by the participant during the training process and outside the Scout Movement;
- Watching the participant at work on the job and helping him or her to apply new knowledge and skills.

- Making suggestions for supplementary action: reading material, interviews, visits, participation in talks, seminars, etc.;
- Suggesting that the participant undertake additional temporary responsibilities in other activities which could demonstrate how much he or she has learned;
- Verifying and certifying that the participant has achieved the profile for the respective level.

Support should consist of a continuous and encouraging presence. It is not a bureaucratic, administrative task amounting to signing test papers. It should be carried out in a friendly way, focused on learning and free of restriction and pressure. The team should create a nice, friendly, educational atmosphere in the process.

Support does not have a fixed duration. The purpose is to improve the work carried out in the age section, so it is a mutual developing process.

THE REVIEW PROCESS

To continuously improve the quality of Scouting, it is necessary to have an ongoing review process. The purpose of this process is to evaluate the activities and appraise the members of the team. This ensures that the person reaches the objectives set for the period and that adults stay in the Movement as long as possible. It should also enable adults to gain access to suitable posts and to decide about their future in the organisation. This process begins when the adult has been appointed to a post within the association. It takes place alongside training and only ends when the person leaves the post.

The benefits of evaluation and appraisal for the individual and the organisation could include:

- Adults more effectively putting policies into practice;
- “Sharper” adults with more clarity about what they are doing and where they are going;
- More committed adults working within a more open culture;
- Better “control” and direction of the work with a stronger organisational image;
- Clearer objectives for work overall and for the

individual's work plan;

- Realistic targets being set at all levels;
- Adults constantly striving to improve their performance and that of their group in the development of work with young people;
- Better motivation and job satisfaction for individuals;
- More effective and efficient use of resources.

As in the earlier phases, the team plays a key role in the review process. How formalised the process should be is probably a cultural question. It is recommended that the team meet frequently to follow up recent activities. This process should, as mentioned earlier, be supported by worksheets accompanying the team book.

Evaluation and appraisal of performance

Evaluation constitutes regular action carried out on specific, previously scheduled occasions, aimed at providing information, checking that the agreed tasks are being effectively carried out and setting up new kinds of support. It gives an indication of quality, either of the work itself or of the contribution of individuals to that piece of work. It should emphasise that we know what "good practice" is and have a method of measuring good, bad or indifferent practice. The evaluation should lead to conclusions and recommendations for future improvements.

Appraisal contains positive praise and constructive and clear critical feedback. It should be a two-way process. We can have self appraisal, peer appraisal or appraisal from a superior. Appraisal is a process whereby somebody ends up with:

- A clearer picture of how he or she has performed;
- Better knowledge of strengths and weaknesses;
- A clear picture of what happens next, both in terms of future work targets and personal development through training and support.

Evaluation and appraisal is a systematic and ongoing activity and an integral part of the follow-up process. Since the purpose is to provide as much information as possible to improve support to the new adult and optimise his or her performance, it can be said to fulfil the following functions:

- *Diagnosing*, since it monitors the extent to which the objectives proposed in the training and follow-up process have been reached, by looking at how close or far the adult's results are to those objectives;
- *Redirecting* the process in terms of structure, functioning and the resources used, in order to make it more effective;
- *Forecasting* the new adult's possibilities, to determine what aspects need extra back-up and to support the decisions that will be taken about his or her future;
- *Monitoring* their performance, to establish how much effort they have made to reach the profile required for the post.

Evaluation and appraisal is incorporated naturally and spontaneously into the usual work of a team of adults. It should be seen as a support to personal development and not as an obstacle to overcome. It should be carried out on the basis of the tasks assigned and the support committed in the mutual agreement. Since the adult took part in defining the agreement, there is an additional motivation to fulfil the commitments made.

It is very important to emphasise that evaluation and appraisal is a two-way process. It is partly an evaluation and appraisal of the adult concerned, but also an evaluation and appraisal of the association. In the mutual agreement there should be, as mentioned earlier, a list of what the association is able to offer the adult to help him or her in carrying out the tasks.

Part of the evaluation and appraisal process will automatically be informal. The more skilled the team is at evaluating and appraising, the better. Nevertheless, sessions should be scheduled to ensure that there will be a formal forum, where the organisation and atmosphere facilitates evaluation and appraisal. It is often easier to be systematic and to talk about less pleasant things, if the set-up is more formal.

Good practice in evaluation and appraisal exists when adults:

- Are clear about their role;
- Have clear targets in their work with young people;
- Have creative ways of meeting objectives;

- Welcome feedback from adults and young people;
- Have structures to enable feedback to be given;
- Are clear about the criteria for the success of a piece of work;
- Are clear about the criteria for the performance of volunteers.

In good practice, bad practice is challenged.

Decisions for the future

These decisions are the result of the assessment of the adult's performance and are based upon the mutual agreement. This assessment may amount to renewal of the adult in the same post, his or her reassignment to another post or retirement from the organisation.

Renewal

This means confirming that the adult will continue in the same post for a new period. This decision is possible only if the leader wishes it, his or her performance demonstrates suitability for the post and the association needs his or her services.

Renewal should not be done tacitly. It requires a formal procedure which allows for the mutual agreement to be reviewed and a new one to be established, taking the experiences acquired into account and including those aspects of performance which need to be improved. There will almost certainly also be a need for new personal objectives and a new personal development plan for the adult.

Reassignment

This decision could be based upon the wish of either the adult or the association. The basic principle is to place the right person in the right post. It is likely that an adult will want to seek new challenges and, therefore, a new post. Reassignment requires a new mutual agreement, a new personal development plan and introduction into a new team. It is very important to ensure that the whole process is undertaken properly.

Retirement

This decision should be seen as an absolutely normal option in adult resources management. The retirement of an adult who is finishing his or her term in a certain post and does not wish to continue working in the association, is a personal decision and is perfectly acceptable.

Nevertheless, there are cases in which the retirement decision will cause frustration. To mitigate the negative effects of such a decision, it should be established beforehand that it is a possibility and the adult should be aware of the criteria which will be used to make such a decision from the very start.

Recognition

Whatever the decision to be taken with regard to the adult, there should always be formal recognition of the work carried out.

