



“Looking to the Future with Cub Scouts”

Cub Scout Strategic Review

2002 - 2003

REPORT

CUB SCOUT 2002-2003 STRATEGIC REVIEW

REPORT

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CUB SCOUT 2002-2003 STRATEGIC REVIEW**REPORT**SECTION 1 - OVERVIEW

The Review commenced in March 2002 with a briefing by the Chief Commissioner of Australia and the National Commissioner for Youth Program. At this briefing it was emphasised that it was ten years since the last Cub Scout Review, during which time there has been a **dramatic “Decade of Decline” in the number of Cub Scouts** (from 44,420 in 1992 to 26,486 in 2002, a decline of 17,934 or 40%). This happened whilst the youth population of Australia, in the 8 to 11 year old age range, had continued to grow, up to the present time, when it has plateaued.

It was agreed at the briefing, that **quality professional research surveys** needed to be undertaken. **The major issues disclosed from such surveys were to form the basis for the Review Team to examine what can and should be done to improve the relevance and attractiveness of Scouting to the youth of Australia in 2003 and beyond.**

An extensive documented report has been produced by Dangar Research, which provides up-to-date objective views both from within and outside Scouting. It has implications, not only for the future of the Cub Scout Section, but the whole of the Scouting Movement. This has a potential impact on the National Strategic Plan and so needs to be examined by the National team.

Members of the Review Team actively supported DACUMs (Developing a Curriculum) for Cub Scout Leaders conducted across Australia in the second half of 2002 by members of the various Branches' Training Teams. The outcomes from these DACUMs have been considered in detail by the Review Team because **Leader issues have emerged from the research undertaken to be in critical need of addressing.**

Details of research undertaken including the DACUMs are set out in Section 4.

In order to ensure active involvement of all levels of Scouting in the Review, thoughtful consideration was given to the composition of the Review Team. As a result, it was agreed that the Branch Commissioners for Cub Scouts (all Branches except for Northern Territory) or their nominees should form the nucleus of the Review Team and those contributing have been: John Mills (Qld), Jan Goodall (NSW), Rob Fredericksen (ACT), David Hills (Vic), Denice Walter (Tas), Janis Macriell (SA), and, Craig Gwatkin (WA). In addition, the Team included National Commissioners Pat Lanham and Peter Blatch assisted by Carol Cope, youth representatives, Claire Ravenswood and Aaron Wardle, also, Jan Bloomfield as Administration Officer and myself as Chairman.

Time taken for the Review has been shorter than previously experienced because of the wide-based professional research commissioned and the direct involvement of the Branch Commissioners for Cub Scouts, or their nominees. Whilst the Northern Territory has not provided a representative, it has been included on the Review Team distribution list. The Branch Commissioners have interacted with Leaders at the various levels within their respective Branches throughout the review process.

Terms of Reference for the Review were drafted and agreed with the full details of these in Section 2 hereof.

The National Strategic Plan was closely studied to identify where the Plan, either directly or indirectly, was likely to impact on Cub Scouts. Details of the identified impacting factors are set out in Section 3 hereof.

Research outcome linked issues have been identified by the Review Team with **individual issues** and **“What to Do” Recommendations** agreed through a series of intensive debates, including workshops. Details of these are included in the following key focus areas with references to the particular Sections where they appear:

- Youth Dissatisfaction/Lapsed Issues – Section 5
- Program Content Issues – Section 6
- Program Delivery Issues – Section 7
- Leader Concerns/Issues – Section 8
- Award Scheme Issues – Section 9
- Image and Promotion Issues – Section 10
- Publications Issues and Ideas – Section 11

Our studies have extended to considering the content and implications of the Cub Scout Review 1993 National Task Force Report (including recommendations as approved by Nation Operations Committee (NOC) in May 1994) and the Scout Section Program Review (October 2001).

Details of referenced reports and other material used in the Review are included in Section 12 hereof.

The Team has approached the Review with great passion, enthusiasm and objectivity (focusing on the big picture). It was determined to identify the most critical issues that need to be addressed to ensure that the Cub Scout program and its delivery are what best suits the needs of young Australians (8 to 11 year-olds) now and in the foreseeable future.

The **most prominent focus areas identified** evolved around the **youth program content and delivery**, with particular emphasis given to the extent of inclusion of camping and outdoor activities, school overlap, boredom and traditions. In addition, perceived shortcomings in **Leader recruitment, role selection/appointment, training and support** have been the subject of wide spread comment and debate.

The **National Operations Committee needs to feel confident that we have the capability and will to at least stabilise youth membership numbers** in the Cub Scout Section within a maximum of three years from now (it will take time) to provide a springboard for growth. This is critical as, **if sufficient people and other resources are not seen as being readily available for corrective actioning, then the organisation has to urgently reassess the order of its priorities and reallocate available resources** to where they are now perceived to have the greatest potential positive impact, be it in the Cub Scout Section or some other part of the Movement. It has become clear through the Cub Scout 2002-2003 Strategic Review research undertaken **that if we do not take decisive action now membership will continue to decline.**

We have sought to concentrate on recommendations that can have a positive impact of some consequence on the Cub Scout Section, whilst at the same time being capable of being implemented within a reasonable timeframe.

What is needed now is an objective study of the issues identified by the Review Team and linked “What to Do” Recommendations with the minimum of delay. It needs to be emphasised that the National Operations Committee should **firstly consider the relevance or otherwise of each individual “Issue”** (as identified by research undertaken), and **secondly, whether each of the Review Team’s Recommendations is the most appropriate response and if not then what is the alternative response.** Cost estimates of the impact of recommendations, if agreed to, have been calculated and will be made available by the National Commissioner for Youth Program at the time of consideration of the Review Report recommendations by the National Operations Committee.

The aforementioned objective study should be followed by the drafting of an implementation action timetable in regard to those recommendations agreed to, setting out who is to action each and when. Then implementation requirements should be communicated to those people made responsible as well as establishing an appropriate ongoing evaluation control mechanism to give the Cub Scout Section its best chance of a relevant and successful future in supporting the personal development of Australia’s youth.

An Executive Recommendations Summary is included and follows hereafter to facilitate consideration of the findings of the Review by the National Operations Committee. This includes responses to the individual Terms of Reference provided at the commencement of the Review.

Yours in Scouting

Hilton Bloomfield
Chairman

SECTION 1 – EXECUTIVE RECOMMENDATIONS SUMMARY

The Review Report identifies over 70 research outcomes based issues and over 200 recommendations for improvement linked to these.

In order to facilitate consideration by the National Operations Committee the recommendations have been overviewed and consolidated using the following criteria:

1. Specific recommendations which must stand alone. These are specific to the Cub Scout Program or make specific reference to Cub Scout Leaders; e.g., the proposed new Award Scheme as per Attachment (I) be accepted; changes to training to include a requirement that all Cub Scout Leaders have completed basic First Aid qualifications.
2. Recommendations that can be amalgamated with others into a larger, stronger recommendation (e.g., those related to Training).
3. Recommendations that form an accepted principle that is actioned by being included into the revised Cub Scout Publications (e.g., Pack Councils must be held. Boredom should be addressed).
4. Recommendations relating to wider Scouting and not specific to the Cub Scout Section to be referred to another National group that has responsibility for actioning this (e.g., recommendations about Adult Leaders be referred to the newly constituted Adult Review Committee, those specific to Image and Promotions to Marketing Committee).
5. Some of the Publishing recommendations are statements of facts and operating principles.

Having regard to the foregoing set out are Review recommendations in summary form:

1. The National Operations Committee notes the Report of the Cub Scout Strategic Review 2002-2003.
2. Branch Chief Commissioners review the extent to which the '*Age Range Taskforce Recommendations*' have been implemented, particularly in regard to older Cub Scouts and report back to National Operations Committee in June, 2004. To assist, an instrument developed by National Commissioner – Youth Program could be used.
3. New challenging activities be included in the Cub Scout program and listed in publications relating to the Section.
4. A national campaign, Excellence in Cub Scouting be developed by the National Cub Scout Program Committee and be available for implementation in each Branch and the National Cub Scout Program Committee develop an instrument that could be used by Cub Scout Leaders to guide their delivery of effective Cub Scout Programs. The campaign will outline the standard for Cub Scout program excellence.
5. The Jungle Book theme be revitalised as the underlying stimulus of the Cub Scout program.

6. The National Commissioner – Adult Training and Development arranges for the content of the national training materials for the Cub Scout Section to be examined and each Branch to report on the delivery of the training program for Cub Scout Leaders. Focus is to be placed on Cub Scouts ‘Learning by Doing’.
7. Branches to review the level of support that is readily available to Cub Scout Leaders.
8. Basic Cub Scout Leader training must include basic First Aid ~~Certificate~~ as a competency. (The issue of First Aid training be referred to the Adult Resources Committee.)
9. Findings collected as part of this Review that relate to adult leadership, with emphasis on role selection and leader support, be referred to the newly formed Adult Review Committee for their deliberation.
10. The updated Award Scheme [as outlined in Attachment (I) to the Review Report], which is more relevant to today’s youth, focussing on uniqueness and minimising school duplication as well as ‘tests’ references, be accepted for implementation nationally from January, 2005.
11. Publications recommendations outlined in Section 11 of the Review Report be included and expanded where necessary in the revised Cub Scout publications.
12. Specific publications as outlined in Section 11 of the Review Report be referred to the Commercial Advisory Committee for consideration and further liaison with the National Commissioner – Youth Program and National Marketing Manager.
13. A national review of ‘e-Scouting for Cubs’ be investigated by National Commissioner – Youth Program.
14. Findings collected as part of this Review that relate to Marketing, Image and Promotions, with emphasis on public relations shortcomings and bias towards conservatism, be referred to the National Team and the Marketing Committee for their deliberation and reporting to National Operations Committee by November, 2004. This will include actions, people responsibilities and timelines.
15. A Video be produced to promote recruitment in the Cub Scout Section and this to be released at the same time as the outcomes of the Cub Scout Review with copies being made for each District (or equivalent) and Branch.

NOTE: The National Operations Committee considered all 15 Recommendations above at their meeting on the 4 July, 2003 and confirmed support for all of them after amending only No. 8.

RESPONSES TO TERMS OF REFERENCE

A brief summary regarding each of the Terms of Reference is provided.

1. Personal areas of growth

The eight areas of growth of the Cub Scout Section Program were examined and confirmed as being relevant. The Review considers that these areas:

- The world about us
- Outdoor Scouting skills

- Responsibilities to self
- Growing awareness of the needs of the wider world, people and culture
- Responsibilities to others
- Growing awareness of the local community
- Creativity
- Pursuits and Interests

provide opportunities for the Cub Scouts assisted by their Leaders to make decisions that affect their growth and development. The Review Team considered that these areas encourage a personal sense of achievement in youth, which satisfies their need for challenge, fun and adventure.

2. Program Participation

Overall, it was considered that the Cub Scout Section Program content was satisfactory however it is not being fully utilised or presented in the most desirable way by some Leaders. The Review Team considers that the current program provides wide opportunities for Cub Scouts and their Leaders. Good preparation and presentation is essential. Difficulties were reported to occur with program delivery. Creativity and flexibility are seen as vital skills for Cub Scout Leaders. To assist, the Committee identified that the Jungle Book theme needs to be revitalised as the underlying stimulus of the Cub Scout program.

Cub Scouts indicated that outdoor activities were most popular and that Cub Scouting should be different to those activities done as part of school. They expressed concern that often the Leaders did not deliver the activities they promised. It was identified there are many exciting outdoor challenging activities that Cub Scouts should be involved with. Ideas regarding new challenging activities have been included in the Cub Scout program publications and training.

To support Leaders in this area it is recommended that: a national campaign, Excellence in Cub Scouting be developed by the National Cub Scout Program Committee and be available for implementation in each Branch. The campaign will outline the standard for Cub Scout program excellence.

The traditions of Cub Scouting were considered as most important. The revised publications should include information about the traditions of Cub Scouting.

The Review Team was asked to respond on specific gender issues. It was considered that differences should be made within the program based on the individual needs of each youth member rather than their gender. There is enough flexibility within the recommended Award Scheme to meet the unique needs of boys and girls. It considers that gender specific activities and gender specific sixes may operate, where appropriate. Gender specific Packs are not supported.

3. Membership process and growth

The Review Team identified a need to review the effectiveness of the current approach to recruitment, advancement, retention and support structures of the Cub Scout Section. This is to ensure that they are relevant, appropriate, user friendly and capable of implementation in respect of the program that is developed during the Review including an assessment of:

- Physical resources - use of technology; e.g., web site, CD - Covered in Section 11 of the Review Report
- Personnel resources
- Training needs, content and delivery

keeping in mind the need to remove or minimise any barriers to growth that may be present in the current organisational structure or in the delivery of the program.

4. Award Scheme

The review of the Cub Scout Award Scheme concluded that elements of the Scheme were meeting the needs of the Cub Scouts, however, modification and modernisation would deliver a better outcome. Issues identified included the need to ensure that the qualifications gained by Cub Scouts external to scouting be recognised as part of the Award Scheme; eg. having a swimming certificate from school or swim club could qualify for the Swimmers Badge; and that skills demonstrated by Cub Scouts for one part of the Award Scheme could be used in other aspects of the Award Scheme.

This has resulted in elements of the total program being reworked to bring it in line with current practice in environmental and technological areas. It has seen an emphasis placed on outdoor and adventure Cub Scouting while retaining a balance of activities that cater to the interests of widest possible cross section of Cub Scouts. To facilitate this, the Achievement Badge component of the Award Scheme has been reduced from three levels; Red, Blue and Green to two levels; Level 1 and Level 2 and the elements of the program categorised into interest groupings with the content adjusted to suit the levels.

The symbols of the Award Scheme are to be reworked and modernised in line with the developments in the Award Schemes of the other Sections. This will involve the development of new badges for the Achievement Badge Scheme with colour coding based on the interest grouping and the Level. The Boomerang Awards will retain the same artwork and colourings but change shape to form three quarters of a diamond shape the fourth quarter to be filled by a new badge, The Australian Cub Scout Award, which will replace the Yellow Cord and Badge.

The research outcomes pointed to the need for the Award Scheme to be developmental and offer a path to improving/gaining additional knowledge, as Cub Scouts grow older and more experienced.

This updated Scheme should be available for implementation nationally from January 2005.

5. Working in small groups

The Review Team confirms the 'six' as being fundamental to the Cub Scout Section. It recognises the importance of operating an effective Pack Council and of training programs being available for sixers and seconds.

6. Youth Empowerment

The Review Team considered that opportunities exist for increased involvement of Cub Scouts in the decision-making and management processes. It considers empowerment is an essential aspect of Cub Scouting. This facet occurs through the basic involvement of individuals in decision making, leadership of youth through participating as a sixer and second, extending the youth through sixer training programs and individual involvement in the selection of activities as part of the weekly program and Award Scheme.

7. The Linking Process

The Review Team examined the current linking process to ensure that the needs of Cub Scouts are met, especially during the linking phases. The impact of the Age Range Review

undertaken during 2000-01 was difficult to evaluate on the Cub Scout Section. It is important to consider the extent of this on the youth program areas within Australia. The Review Team recommends Branch Chief Commissioners review the extent to which the 'Age Range Taskforce Recommendations' have been implemented and report back to National Operations in June, 2004, and that to assist with this, an instrument being developed by the National Commissioner – Youth Program be used.

To assist at the Group level, strategies such as the Group Council organising at least two intersectional activities each year to encourage the linking process between Sections were identified. The importance of stressing the flexibility of age ranges that has been presented by the 'Age Range Report' needs to occur.

8. Adult Leader Selection and Development

The Review Team identified a number of issues related to the selection, recruitment, commitment, satisfaction, support and recognition as applied to adult leaders and youth helpers. The quality of leadership was seen as an issue. A number of leadership concerns including lack of support, parental involvement and litigation were identified as adversely impacting the desire of many Cub Scouts to remain in Cub Scouting.

The Review Team identified Leader issues and concerns as an area in most critical need of effectively and timely action. The need to ensure that skilled-based training programs are being implemented for Leaders performing District roles was identified. The Review Team supports that sectional Leaders unable to fulfil regular weekly commitments be recognised as playing an integral part of adult leadership within Scouting in Australia.

It commends the decision made by National Executive Committee to investigate the area of 'Adults in Scouting'. Findings collected, as part of this Review that relate to adult leadership will be referred to the newly formed Adult Review Committee for its deliberation.

The Review Team concluded that youth helpers are a vital asset to Scouting and encourages their employment in the Cub Scout Section both as a means of supplementing the leadership team of the Section and as valuable strategy in the development of young people in the Youth helper age range.

9. Adult Leader training

The Review Team identified an important aspect was providing Adult Leaders with appropriate training and on-going support. A review of all training used in the Cub Scout Section was undertaken throughout Australia as part of the Review, using a 'DACUM process'. A number of issues such as increasing the awareness of Cub Scout traditions, behaviour management skills and safety were identified. It is considered necessary to ensure that District, or equivalent, support structures are in place to support Cub Scout Leaders. A number of responses suggested that Group Leaders may not be aware of their responsibilities in supporting Cub Scout Leaders especially as related to Pack holidays, outings and camping under canvas. All Cub Scout Leaders need to be reminded that District, or equivalent, support Leaders exist to support them with their role.

It is considered that basic Cub Scout Leader training must include a formal current First Aid Certificate.

The Review Team recommends that National Commissioner – Adult Training and Development arrange that the content of the national training materials for the Cub Scout Section be examined with each Branch reporting on the delivery of the training program for Cub Scout Leaders.

10. Resources

A variety of resources are available to assist Cub Scout Leaders. It was identified that the Packaged Programs are a useful resource and should be continued. Specific publications have been updated and developed to assist Cub Scout Leaders. National and Branches have an important role in ensuring adequate resource support is available to assist Cub Scout Leaders.

11. Other issues

A number of findings arising from the research provided to the Review Team related to Marketing, Image and Promotions. These are to be referred to the National Marketing Committee for their deliberation and reporting to National Operations Committee by November, 2004.

CUB SCOUT 2002-2003 STRATEGIC REVIEW**REPORT**SECTION 2 – TERMS OF REFERENCE

The Terms of Reference for the Review were provided by the National Commissioner for Youth Program. These Terms of Reference were examined in detail by the Review Team, who agreed that no material alterations, deletions or additions were needed to effectively undertake the Review. The focus of the Review was to be on the primary objective of ensuring that the Cub Scout program and its delivery is what best suits the needs of young Australians (8 to 11 year-olds) now and in the foreseeable future.

Further, the Review has been able to be conducted in a way that is focused on ensuring that the World Scout Bureau's "World Program Policy" is followed in the foreseeable future. Also, the factors such as the quality of adult leadership and attractiveness and delivery of the total Cub Scout Section program are adequately provided for.

The seven areas in regard to the youth members as well as the three areas in regard to adults in Scouting included in the Terms of Reference, attached hereto, have been at the centre of consideration by the Review Team throughout the Review. In particular, emphasis was placed on examining the Cub Scout Section Program's "Eight Areas of Growth" and the conclusion reached was that all continued to have relevance both now and in the foreseeable future.

Cub Scout 2002-2003 Strategic Review

Terms of Reference

A review of the Cub Scout Section is to be conducted to ensure that the World Scout Bureau's "World Program Policy" is followed and that the factors such as:

- a) The quality of adult leadership, and
- b) The attractiveness and delivery of the total Cub Scout Section Program

are being adequately addressed.

To research and examine the specific areas as listed below.

Youth Program

1. Personal Areas of growth

Examine the Cub Scout Section Programs current Eight Areas of Growth to ensure that they are still relevant to this section program. Identify opportunities for the Cub Scouts with their leaders, to make decisions that affect the growth and development of themselves. Creating a sense of achievement which will also satisfy the need for challenge, fun and adventure.

The World about us

Outdoor Scouting skills

Responsibilities to self

Growing awareness of the needs of the wider world, people and culture

Responsibilities to others

Growing awareness of the local community

Creativity

Pursuits and Interests

2. Program Participation

Examine the Cub Scout Section Program and establish that the section provides opportunities for the Cub Scout with their leaders to make decisions that affect the growth and development of themselves at relevant levels. To research gender issues in relation to the Cub Scout Section, to include:

- a) Gender specific packs
- b) Gender specific Sixes
- c) Gender specific badges

3. Membership process and Growth

Review the effectiveness of current recruitment, advancement, retention and support structures of the Cub Scout Section to ensure that they are relevant, appropriate, user friendly and capable of implementation in respect of the program that is developed during the review including an assessment of:

- Physical resources - use of technology e.g. web site CD
- Personnel resources
- Training needs, content and delivery and technology requirements

Keeping in mind the need to remove or minimise any barriers to growth that may be present in the current organisational structure or in the delivery of the program

4. Award Scheme

Review the content, structure and operation of the current Award Scheme to ensure that it is still relevant and appropriate to the need of today's eight to eleven year old girls and boys. To be 'inclusive' of all aspects of the Cub Scout Section Program including:

- a) Number and relevance of Achievement Badges
- b) Camps and activities
- c) Section Theme and Traditions

5 Working in Small groups

Recognising that the Six system is fundamental to the Cub Scout Section, review the operation of the Six system and develop mechanisms to improve its effectiveness in the Section

6. Youth Empowerment

Examine methods by which the program that is developed can ensure increased involvement in the decision making and management process by youth at all levels including:

- a) Pack Councils
- b) Leadership opportunities

7. The Linking Process

Examine the current Linking process to ensure that it is meeting the need of both Joey Scouts and Cub Scouts during the linking phase. Determine methods by which the transition can be improved including:

- a) Maturity issues
- b) Linking process
- c) Seamless transition
- d) Flexibility of age ranges

ADULTS IN SCOUTING

1. Adult Leader Selection and Development

To examine and review the following;

- a) selection, recruitment, commitment, satisfaction, support and recognition as they apply to adult leadership (including Youth Helper) in the Cub Scout Section.

2. Adult Leader Training

Examine the Cub Scout Section Leader of Youth Training Program:

- a) To ensure that there is development of knowledge, skills and attitudes relevant to the Cub Scout Section Program.
- b) To ensure the training program is designed to improve the quality of leadership within the Cub Scout Section.
- c) Identifying whether leaders at preliminary and advanced stages feel comfortable with their task, are efficient and successfully able to implement the activities for which they are responsible.

3. Resources

Review the level of support provided to adult leaders including structural support, personal assistance, support materials from all levels and advice.

CUB SCOUT 2002-2003 STRATEGIC REVIEW

REPORT

SECTION 3 – NATIONAL STRATEGIC PLAN IMPACT

At the commencement of the Review a study of the National Strategic Plan was undertaken to identify where it, either directly or indirectly, was likely to impact on Cub Scouts including critical success factors (CSF). A summary showing specific references is set out hereunder:

Mission:

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

For the Cub Scout Section we achieve this through the Five Elements of the Aim of Scouts Australia: Physical, Intellectual, Spiritual, Emotional and Social.

Objectives:

To effectively address the critical success factors included in the National Strategic Plan of Scouts Australia as relate to the Cub Scout Section with specific reference to:

- Grow the Cub Scout Section of Scouts in Australia [CSF2]
- Develop and enhance the image of Scouts in Australia whilst increasing awareness of Scouting amongst young people and parents of Cub Scout age [CSF5]
- Provide leadership, resources and an increasingly flexible approach to delivery, to maintain and enhance the quality of our programs for the education of young people and adults in a fun, challenging and safe environment [CSF6]

Strategies:

- Strategy 2.1 - Develop consistency in all aspects of our approaches to all stakeholders.
- Strategy 4.1 - Identify respective National and Branch roles in developing relationships with all stakeholders.
- Strategy 4.3 - Strengthen communication internally and externally.
- Strategy 6.1 - Implement guidelines to assist Leader evaluation.
- Strategy 6.3 - Continue to respond to community standards for safety – physical and emotional.
- Strategy 6.5 - Understand needs, wants and requirements of customers; understand competitors and their offerings.
- Strategy 6.7 - Empower Leaders to be flexible through defining the core elements of the program to be delivered to young people 6 years to 26 years.
- Strategy 8.1 - Review and progress the implementation of Adults in Scouting Strategy and World Adult Resources Policy.

CUB SCOUT 2002-2003 STRATEGIC REVIEW**REPORT**SECTION 4 – RESEARCH UNDERTAKEN

With the brief for this Review emphasising the need to undertake quality professional, as well as internally facilitated, research, the Review Team explored the most appropriate options.

Further, we were advised that, in order to be responsive to the wants and needs of today's youth, their parents and our Leaders, recommendations arising from the Review needed to be researchbased. As a result, the research undertaken has extended to include the following:

- Surveys carried out across Australia, by Branch Commissioners Cub Scouts, amongst members of Scouting within their respective Branches. In order to ensure a full spectrum of coverage and consistency, our Review Team developed, in workshop, a set of guidelines for questions to be asked and details of these are set out in Annexure "A" hereto.
- Submissions were requested from interested parties all over Australia with Australian Scout Magazine being one of the mediums used to make everyone aware of this opportunity. A number of submissions were received from members of the movement and a summary of the issues and ideas for improvement raised by them is set out in Annexure "B" hereto.
- Professional input was sought in the area of developmental psychology and the response received was very valuable and details of this are set out in Annexure "C" hereto.
- Recognising the need to have the right Leaders doing the right things at the right time in order to provide quality and interesting Scouting to Cub Scouts and to feel good themselves, a series of DACUMs were organised to be held Australia-wide. They were held in the second half of 2002 and were strongly supported by the Branch Commissioners, who are members of the Review Team. The outcomes from these have been documented and are set out in Annexure "D" hereto.
- Dangar Research was employed to provide up-to-date information on the feelings of youth and adults (being present members and parents, past members and parents, plus non-members). The sampling was broadly based and extensive, including face to face meetings in Sydney and Melbourne, mail-outs and telephone interviews.

The Dangar Research documented report presented in October 2002 has been reviewed in depth by our Review Team and is a document that has implications, not only for Cub Scouts, but for the whole movement. The insight provided by it needs to be considered by the National Executive Committee as part of the platform for facilitating the implementation of the existing National Strategic Plan and reviewing the continuing relevance of its content.

A Summary of the key points made in the professional research findings by Dangar Research is set out in Annexure "E" hereto.

SECTION 4 - ANNEXURE "A"

RESEARCH SURVEY QUESTIONS GUIDELINES FOR USE BY BRANCH COMMISSIONERS FOR CUB SCOUTS AS IDENTIFIED BY THE REVIEW TEAM

Youth

Adult

1. Personal Areas of Growth

What badges would you like to have?
What other activities would you like to have?

Is the message of the Jungle Book still relevant today? *friendship/family/honour/loyalty/teamwork/law?
Why?
How do we better integrate the Personal Areas of Growth (book) into the program?

2. Program Participation

Do you like being in a Six with girls and boys?
Yes/No – why?

Can you suggest ways to better manage gender issues?

3. Membership Process and Growth

What do you want in a Leader?
What behaviour is acceptable in your Pack?
What will get your friends to come to Cub Scouts?

How can the Cub Scout Section recruit new Leaders?
What do you need (support/products/resources) to help you run the Cub Scout Section?

4. Award Scheme (for youth and adult content)

Is Jungle Book still relevant? No/Yes
Do you like badges and badgework?
Is the Award Scheme up to date?
What areas need updating and how?
Is age and a 3 tier Boomerang System related? Do you understand the Yellow Cord Award?
Are there too many achievement badges and is the 3 tier system the way to go?
What updates are needed?
Are we too traditional in our Awards?
Is the Six system operating in your Pack?
Do you have a regular and effective Pack Council? If not, why not?
Does the Sixer and Secunder have opportunities to develop their leadership skills?

5. Youth Empowerment

Do other Cub Scouts have the opportunity to develop their leadership skills?

Have the Leaders the necessary skills to develop the Pack Council?

What do the Sixers and Seconds do in your Pack?

- Collect subs
- Arrange equipment – flags, games.
- Prepare six for parade
- Attend Pack Council
- Special act
- Involved in linking program
- Are they a good role model?

6. Transition

Is the Linking System successful? Why/why not? What is your retention rate one year on?

How can we make this process more successful? Why isn't it working?

Are there duplications in the award scheme? What involvement is there/should be in intersectional activities?

7. Adult Leader Training

Is there adequate support for Leaders?

What support is available?

What is your primary source of information?

How do you keep yourself up to date?

Is your training relevant to running a pack? Positives/Negatives.

Seeonee (District Training Meeting) Are they held too often? How often should they be held? What content do you require?

SECTION 4 - ANNEXURE "A"

8. Resources

What are your main resources?	Yes	No
- Scout publications		
- Other Leaders		
- Internet		
- Training, Seonees		
- Ex-Leaders		
- Other books		
- Community notice boards		
- Group Council		
Where and how would you like to get your resources?		
- Scout publications		
- Other Leaders		
- Internet		
- Training, Seonees		
- Ex-Leaders		
- Other books		
- Community notice boards		
- Group Council		

SECTION 4 - ANNEXURE "B"

DOCUMENTED REVIEW SUBMISSIONS RECEIVED FROM MEMBERS

SUMMARY OF ISSUES AND IDEAS FOR IMPROVEMENT

Youth Program Content

- Remove all school like references.
- Get unique properties back into Scouting.
- Many Cub Scout Packs are too craft oriented.

Youth Program Delivery

- Cub Scouts are more advanced for their age than in the past so need to be able to do more challenging activities.
- Cub Scouts who camp in tents are more likely to proceed to the Scout Section than those who camp in bunkhouses.
- Modern children of Cub Scout age are more advanced than those of ten years ago.
- Australian children generally are not as fit as they were ten years ago due to television, computer games and other modern technology. There is a need for them to spend more time outdoors. Many Leaders have a fear of the bush.
- Remove complexity out of Cub Scouts and get back to KISS [keep it simple, stupid].
- We would benefit from having a quality promotional video of a Cub Pack Program for Cub Scouts similar to the one produced by Victoria Branch for the Scout Section.

Youth Award Scheme

- Joeys are more into the imagination side of Cub Scouts and most could handle bronze level Boomerang.
- Overlap of school work with Cub Scout Award Scheme. Some teachers, who are Cub Scout Leaders, could be asked to review this duplication.
- Part of the content in the Pioneer Red level of the Scout Section is likely to be more suited to older Cub Scouts except for Scouts coming in off the street.
- Lose the word 'test' as it too closely relates to school. We need to minimise duplication with school work and linked references.
- Achievement badges could be in one level. The system needs a complete revamp. They have a lot of school like references.
- Consider replacing cloth badges with stickers and a book to put them in.
- Award Scheme needs to focus on learning by doing and not receiving a great deal of instruction. It needs to be promoted in a fashion relevant to today's youth.

Leader Recruitment

- Recruitment and Training procedures not tuned into needs.
- 40 years ago, a large proportion of our Cub Scout Leaders were women not in the workforce and had more time available. There has been a huge societal change in the intervening period.
- "In and Out" Book providing means by which parents must come into the hall to sign their children "in" at commencement of meeting and "out" at the end, first step to parent involvement in the Pack.

Leader Training

- Amount of Training is too onerous for most adults.
- Seemingly endless rigmarole and form filling required before an adult can get to first Training course.
- Cancellation of Training courses at the last minute is unsatisfactory and has to be minimised.
- Courses content in need of review to eliminate unnecessary elements and focus on essential skills to be obtained. Due to limited time availability of most adults, courses should be structured to maximise teaching essential skills required to deliver program and so minimise time required to be spent attending Training courses. Have fewer types of courses but more of them.
- Keep Training simple so as to teach the basics of how to run an effective Cub Pack and not make it too complicated. Leaders have very limited time relative to the past to devote to Scouting.

Leader Development

- Leader burnout due to insufficient Leaders in Pack is a material issue in need of effective actioning.
- Most Leaders and parents work very long hours in their small businesses or management roles and to find the time to do all that the Scout Association expects of them is very difficult.

Publications

- Steve Hastwell, Project Officer Development (SA Branch) advised of the Adelaide Women's and Children's Hospital looking at how to work together to improve performance in the area of nutrition with a view to developing a Nutrition Policy for Scouting in South Australia. Steve feels we need to be aware of this occurring when reviewing publications as part of the Cub Scout Review.

Other

- Give the Six Patch more meaning to Cub Scouts by redesigning it.

SECTION 4 - ANNEXURE "C"

OBSERVATIONS BY A PROFESSOR OF DEVELOPMENTAL PSYCHOLOGY AND FORMER CUB SCOUT LEADER

The Professor is involved with the study of developmental psychology, spent three years as an Assistant Cub Scout Leader (1995 – 1998) and offered the following input:

- (1) SOCIETAL CHANGES IMPACT ON DEVELOPMENT OF CHILDREN
 1. Kids now get exposed to more things because of modern communication and technology.
 2. Boy/girl relationships are forming earlier than in the past (i.e. noticing). The good thing about Scouting is that it provides an experience for kids of the opposite sexes that is not sexual but neutral.
 3. The growing incidence of single parent families is impacting on kids. If a family has less support then it affects the kids leading to increased stress, unhappiness and an inability to cope.
 4. Today's 10 and 11 year olds easily get bored and ask "why do I have to follow all these rules?"
 5. Kids do what you (parents) do, not what you say. Scouting can respond to this by:
 - trying to integrate parents by encouraging the use of their work skills and social interests
 - recognising we have a greater chance of having younger children join as, on average, their parents are younger
 - promoting the concept that successfully seems to work for family camps through the Department of Sport and Recreation
 - showing parents that there are Scouting activities that "we as a family can do and share an experience with our kids".

(2) IMPACT OF SCOUTING ON 8 TO 11 YEAR OLDS

Positives

1. Exciting activities
2. Doing special things that they could not easily be provided with by their parents.
3. Leadership development opportunities.

Negatives

1. The uniform becomes "dorky" pre adolescent.
2. Boring program due to lack of Leader effectiveness.
3. Bullying and program breakdown as there is a substantial proportion of children in any group that are hard to handle. This makes it uncomfortable for the other children.
4. Badgework for 10 and 11 year olds (older Cub Scouts) can be seen by them to be too regimented with getting badges as a reward becoming "dorky". Need for more emphasis on activities over badgework.

(3) LEADER ISSUES

1. Lack of maturity and/or capability of some adults to effectively deal with and manage children.
2. Scouting training program does not adequately address the skills requirements for handling problem children (e.g., rebellious/unco-operative) leading to Leader frustration through lack of skills to deal with the problem. This makes Leaders feel out of control and leads to them communicating this to the children who then feel uncomfortable and so do not get the best out of Scouting. There is a critical need to formally recognise this problem and provide coverage in the formal training. A readily available and easy to use back-up support program needs to be put in place.
3. The need for 8 to 11 year old boys to interface with men and so the need for adequate male as well as female Leaders in each Cub Scout Pack.
4. A reluctance of Leaders to provide the full program including special interesting activities to the children if they as Leaders are not adequately trained and skilled.
5. The availability of Scouting to virtually all children without adequately recognising special needs can place unreasonable pressure on Leaders. This raises the question of the need for special needs Packs and Troops as well as a more in depth examination of applications for youth membership.
6. Many adults are not comfortable with putting on a uniform. It is now an alien concept to be regimented. Leaders are often reluctant to speak out about this although they are not comfortable with the need to wear a uniform.

SECTION 4 - ANNEXURE “C”

(4) IDEAS TO FOCUS ON

1. Target families who like Scouting type activities. This is likely to lead to more parents encouraging their children to join and stay with Scouts, as well as themselves becoming involved, a positive impact on the personal comfort zone.
2. Recognising that Scouting does not appeal to everyone so it is appropriate to target the most likely sectors in the community, using professional research.
3. If you want to have more children in Australia join Scouts you need a commitment of their parents. Possibly encourage family camps so parents can see what activities are being made available to their children and the value of these.
4. Scouting and school programs overlap (e.g. citizenship). There is a need for uniqueness, i.e., “not being like school”.
5. Find a way to clearly show to parents that “the Scouting program is giving something special to my kid so I should be involved”.
6. Place increased emphasis on things that families do not normally do through lack of time or skills/knowledge.
7. Focus on activities more than badges (i.e., places to get to and things to do).

**NATIONAL CUB SCOUT REVIEW
DEVELOPING A CURRICULUM
OUTCOMES FROM AUSTRALIA WIDE MEETINGS OCTOBER 2002 - MARCH 2003**

SCOUTING VALUES incl DUTY OF CARE	Know & understand the life cycle of an Adult in Scouting. Recognition of Service, Gallantry etc	Aims, Principles, Objectives & Mission Statement	Have an understanding of our History, BP, Jungle Book Theme, World Scouting, Promise & Law, Policy & Rules,	OH & S & welfare issues related to young people. Emergency procedures incl administering basic first aid as appropriate	Structure of Orsanisation & procedures. Scouting abbreviations & terminology	Comply with National & Branch policies for all activities & outings – guidelines, ratio, qualifications	Insurance & legal aspects. Brief explanation regarding personal & building policies
	Intro to Risk Management. Balance adventure & safety into program	Non-discrimination – understand anti-discrimination laws & incorporate into program	Be able to apply the Values of Scouting in a leadership & pack management environment. A	Be able to apply and supervise the Duty of Care requirements in the pack environment with suitably trained leaders A	Risk Assessment and Management detailed A	Religion & Cultural restrictions. Food, Allergies, Management Plan. Develop awareness & understanding of different beliefs A	Dissect Promise & Law and find meaning beyond the words. Give practical ideas on the use of Promise & law within the program A
LEADERSHIP & RELATIONSHIPS	Lead by example and be a positive role model	Know the importance of interpersonal relationships Be able to communicate effectively with parents, leaders, youths and the community – incl constant feedback to parents/committees	Instil a sense of tolerance and understanding and understand the importance of self discipline	Counselling – How to identify problems and when counselling is needed and who to turn to.	Be consistent and use a positive approach. Be enthusiastic and provide opportunities to develop self-confidence.	Have a knowledge of strategies to use in cases of shortage of Leaders	Know the time commitments required of a Cub Scout Leader. Incl training time line with RPL/RCC to Diploma considerations Allow time for family and major events
	Improvisation skills – common sense training eg failed or lost equipment, blackouts etc	Be able to apply relationship building skills to foster the building of self esteem in youth and adult members	Conflict Resolution – early techniques. How to approach parents/guardians	Teamwork – be able to lead a team, delegate roles and responsibilities and encourage teamwork to meet the needs of the team in Pack and Group	Life Skills – what are they and how do they get them	Accept change. Understand the need to accommodate change and help others cope with fundamental life changes	Undertake on-going training and participate in Seenees/DTM to update information and skills Hold a current Senior First Aid Certificate

SECTION 4 - ANNEXURE “D”

LEADERSHIP & RELATIONSHIPS	Counselling – Trained to be able to provide initial counselling and what steps to follow after that. A	Disabilities – Where to get additional help in management of special needs – Training in how to involve and integrate disabled carers into Scouting A	Be able to actively promote Scouting to the Community to build the Scouting profile and contribute to the recruitment of youth and adult members A	Problem Solving – enhancing leaders skills in problem solving by further training. Role plays etc A	Be able to apply Behaviour Management & Conflict Resolution techniques to youth members as well as leaders & parents A	Maintain motivation and enthusiasm. Encourage motivation in youths. Prepare for success in life A	Assist in the development of leaders and youths A
SCOUT FAMILY & RESOURCES	Know the roles of GL, Group Council & Group Committee and Branch. Attend Group Council and participate in Group, District & Branch Activities Role & responsibility of C/S leader incl young leaders	Know the elements of Scouting Family and age ranges of each section and value of mixing with other sections. Meet with New Chum Parents	Resources – new methods and incorporate into program. Logistics – Procurement of equipment ie. vehicles/trailers incl. Safety rules for above. Networking, outdoor resources, parents skills incl register, books	Aware of community needs. Promote Scouting in the Community, Schools, newspaper, Service Groups etc.	Equity – To interact with Cub Scout families to ensure equity is maintained A	IT Resources – what it available and contact lists A	Actively promote scouting to the Community to build the Scouting profile and contribute to the recruitment of youth and adult members A
TECHNICAL SKILLS	Basic Navigation, Knotting & Emergencies – Demonstrate and teach these skills Construct a simple gadget using ropes & poles	Fire lighting, safety, construction, extinguish, basic first aid	Be able to use technical skills in a coordinated and integrated way to enhance the Pack Program.. Know how to conduct C/S Ceremonies correctly A	Mapping/Compass – Plotting and follow compass course. Magnetic variations on compass bearings, contour lines, scale, trig points, orienteering, using compass & mapping A	Pioneering – Using ropes and poles and make a free standing construction to hold your weight. Understand how weight support works A		
PROGRAMMING AND THE AWARD SCHEME	Use lateral thinking to develop innovative and imaginative solutions Be an active listener	Know and understand the linking processes between J/S, C/S & S The New Chum training process, and the Yellow Cord requirements	Adult understanding of Promise & Law incl spiritual and cultural aspects. How to incl in the program	What is a Pack Council? How to implement using Sixers and Seconds and the important involvement of Cub Scouts. Incl. Discipline and ownership Use demo/role play at Training Courses	Develop a weekly, term and yearly program. Incorporating the 8 areas of growth, elements and ingredients incl. Practical needs, Pack holidays. Balance & Personnel Develop and conduct a program with challenging aspects	Scouts Own – prepare & hold a Scouts Own incl a simple prayer, reflection & encouragement to others to do the same. Include youth involvement where possible.	Badgework – Understand and implement badge criteria. Encourage youth to participate at their own level and reward them for their achievements

SECTION 4 - ANNEXURE “D”

	Yarn telling – Obtain and tell a yarn adding your own ideas. Make it enjoyable and easy to understand	Games – Implement a games book and run a game successfully. Why use games?	Sewing – Demonstrate a simple stitch to join two pieces of material and sew on a button	Singing – Research song books, sing a song (as best you can) and encourage others to join in	Art & Craft – Demonstrate art/craft ideas and source out ideas and materials	Use the Cub Scout Award Scheme to develop the individual Cub Scout. Learning Styles – Age based and different needs and characteristics. Maintain a high degree of proficiency	Maintain balance between fun & control with a positive manner
PROGRAMMING AND THE AWARD SCHEME (cont.)	Craft – templates, raw materials, ideas and practical A	Pack meetings – Youth Evaluation of Programs Assess program feasibility, fun, educational, new skills. Avoid section creeping (doing scout stuff in Cub Scouts) A	Successful campfires, skits and playacting. Why and How A	Games – run games that are more challenging A	Be able to program for larger and smaller packs and mixed section activities A	Challenging and creative programs – construct a program that will challenge cub scouts and leaders with activities not normally done but suitable to the age group A	Train Sixers & Seconds and include the Six system in the program A
OUTDOOR ACTIVITIES AND THE ENVIRONMENT	Develop and apply outdoor skills	Introduction to Pack Holidays – Know the Pack holiday requirements. Prepare basic meals in house environment. Incl catering, purchase, storage transport and handling, cooking methods & equipment. Small and large numbers	Camping Under Canvas – Know the requirements for camping under canvas, equipment, tentage, safety and paperwork	Be able to conduct a variety of outdoor and environmental activities incl running a campfire and challenging activities A	Be able to plan and conduct a Pack Holiday including all administration requirements A	Be able to plan and conduct a Camping Under Canvas activity A	
PACK MANAGEMENT	Delegation – understand pack hierarchy and delegation	Be able to establish fundamental discipline throughout all facets of pack operations	Know the important ingredients for running a successful pack	Encourage recruitment (cub scout and adults) through positive initiatives with strategies in place to help in the recruitment process	Uniform – composition, badge placement, awards. uniform code and being seen A	Establish budgets for activities. Ensure financial records are kept. Keep records up to date. A	Manage resources in the Pack A

No fill = basic training

A = Grey fill = advanced training

PROFESSIONAL RESEARCH FINDINGS
SUMMARY OF KEY POINTS MADE
BY DANGAR RESEARCH TEAM MEMBERS

Youth

- Equip Scouts for life through unique experiences
- Cub Scouts seen as faded, passive, daggy.
- 30% of lapsed Cub Scouts leave because of boredom and 17% because Packs close.
- Growing concern about increasing overlaps with school activities.
- Cub Scouts like interactive learning.
- Cub Scout Program is largely in good shape.
- Learn by doing more emphasis on outdoor activities needed.

Leaders

- The overall mood of Leaders is one of extreme frustration.
- The key is to make sure your Leaders are looked after.
- Leaders are under more pressure than in the past (41% want help).
- Demands on Leaders are much more than in the past.
- Issue is more about delivery of the program and not so much the content.
- Should have more access to expertise to deal with problem children – this is a significant issue as 8 out of 10 Leaders encounter these.
- Leaders have lost the ownership and need support and motivation to regain this.
- If you want to change you have to get people to own the changes.

Public Relations and Promotion

- The very purpose of Scouting has never been more needed as now – not irrelevant.
- The findings apply not only to the Cub Scout Section but to the whole organisation.
- People involved in the research survey were genuinely wanting to help the organisation.
- Public relations – re-enforce – make sure you are seen. Stories of Scouting in society to be put before the general public using a public relations professional.
- Have a special day 'Regeneration Day'
- Need to expeditiously set up task forces to address issues in the future as they arise (i.e., Action, don't defer) to ensure continuing relevance.

In summing up Liz Dangar, principal of Dangar Research, emphasised that this research project, like other recent ones, clearly indicates Cub Scouts, as well as Scouts overall, is at crisis point with numbers continuing to fall and a bias towards conservatism (60% of Leaders are over 40 years of age) impeding the changes needed to re-energise Scouts. Leader and the related Program Delivery issues need addressing thoroughly and urgently.

CUB SCOUT 2002-2003 STRATEGIC REVIEW

REPORT

SECTION 5 – YOUTH DISSATISFACTION/LAPSED ISSUES

General Comment

When first addressing the Review as it related to the youth members, the Review Team focussed on the World Scout Bureau's "World Program Policy" which points to the attractiveness and delivery of the total Cub Scout Section Program and quality of adult leadership.

This was captured through the Terms of Reference (detailed in Section 2 of this Report) for the Review which addressed Youth issues under seven headings, two of which are addressed in detail in other sections of this report; namely, the Award Scheme in Section 9 and Program Participation in Sections 6 and 7. The remaining five; namely, Personal Areas of Growth, Membership Process and Growth, Working in Small Groups, Youth Empowerment and the Linking Process have been closely examined in arriving at the "What to Do" Recommendations included in this Section.

Dangar Research representatives worked with the Review Team to ensure the most appropriate breath of scope was used in the research surveys. Our workshops identified that Scouting still attracts a significant number of youth of Cub Scout age but **dissatisfaction with the Program and Leadership** leads to a large percentage resigning after a relatively short stay or at the time they would link with the Scout Section. We felt that if we could satisfactorily identify the reasons for this and the ways of overcoming it, the result would be a higher retention membership rate. Further, we felt that high retention would mean more happy and satisfied Cub Scouts who in turn would be most likely to encourage their friends to become Cub Scouts.

In essence, research undertaken revealed that Cub Scouts wanted the emphasis of their Scouting to be outside the hall, there needed to be a perception of uniqueness from school and other activities and Leaders needed to deliver on what they promised.

We discussed the recent Age Range Task Force Report and came to the conclusion that we support the implementation of the recommendations of this for older children in the Cub Scout Section as it addresses the "boredom" issue, which we face with older Cub Scouts.

We also sought and **obtained professional input in the area of developmental psychology due to societal changes that have taken place and their impact on development of children.** A detailed summary in this regard set out in Section 4 Annexure "C" of this report provided by an expert professional paints a very interesting **changing scenario that we must take into account** in looking to the future with Cub Scouts.

Gender issues have also been raised and Aaron Wardle, a member of our Review Team, has prepared a paper in this regard titled “A Critical Analysis: The Differences in Motivation between Girls and Boys to join and stay within Scouting”, which is attached as part of this Section. It is acknowledged that this Report considers a wider age range rthan Cub Scouts but our Review Team has discussed this and fully support it with specific recommendations included in the attached “What to Do” Recommendations under “Y5. Gender Differences”.

CUB SCOUT REVIEW TEAM**A Critical Analysis:
The Differences in Motivation between Girls and Boys
to Join and Stay within Scouting**

The following responses discuss the balance of girls and boys within the movement and evaluate the differences in motivation between girls and boys to join and stay with Scouting. Opinions were gathered from within members of the National Youth Council and contacts in their respective Groups, Districts and Regions. These comments have been compared against research findings documented by Dangar Research for the Cub Scout Program Strategic Review (October 2002).

Growing youth empowerment has seen a greater demand for challenge and excitement. An enormous array of organisations and technological appliances are also competing for the time of young people and adults alike. Parents obviously have a considerable influence in the choice of pursuits of their children, particularly for the Cub Scout age group, however differences between male and female membership trends over the last decade indicate a noticeable variation in the motivations to join and stay within Scouting.

Today, girls have a much greater appreciation and desire for challenging activities. Increasing from a comparatively small base, female membership in the Cub Scout Section has increased by over 150% in the previous decade. This growth in female membership shows that parents are now more inclined to encourage (or allow) their daughter to participate in a more comprehensive program with a greater variety of activities, such as that offered by Scouting. Another perception discussed was that many girls were believed to leave Guides Australia, for example, because Scouting has more appeal. What's more, girls are generally recognised as not being as pressured by negative attitudes and are much better than boys at convincing their friends to join Scouts.

Boys are traditionally active and often outdoors orientated. They are however, significantly more influenced by peer pressure than girls. Unfortunately, Scouts in Australia have a less than desirable stereotypical image. Furthermore, boys typically have greater sporting commitments than girls, which can often be more heavily promoted by parents than other involvements such as Scouting. Thus, when these interests conflict with Scouting activities, sport often wins out. It is thus obvious that a change of community perception is critical, as to is ensuring the expectations of young people are addressed and exceeded by the program of activities offered within Scouting. Boys are of greatest concern to the Cub Scout Section having registered 51% decline in membership in the last decade!

During discussions held within the Scout Section it was identified that because of the increased number of girls, some Scout troops are changing their programs towards less challenging activities, such as Arts and Crafts. We believe that these actions actually have a negative effect because all young people come to Scouts looking for fun and adventure. If girls find that they are not provided with these opportunities then they

will leave not unlike the boys are currently. Some Leaders simply don't accept that girls are attracted to the movement because of challenging activities and thus both the girls and boys miss out on these opportunities.

This observation was again recorded in the Dangar Research where 11% of Cub Scout Leaders stated that boys are more physically active and they need to slow down for girls. An additional 30% of Cub Scout Leaders surveyed identified that girls don't get bored as quickly but they need to hype things up for boys. In total, 41% of Cub Scout Leaders surveyed report a difference in program needs between girls and boys.

Overall however, "the gender mix is not judged to be a major issue although around 25% are saying that this does not run altogether smoothly." This conclusion is consistent with comments received from other sections within the NYC.

The vital areas of development are recognised as program delivery and image. Challenging activities **must** be included in the Scouting program of all sections. As was highlighted by the Dangar Research, there must be "more outdoors activities" and we must "leverage unique life experiences offered by Cub Scouts." It must be ensured that all Groups have immediate access to these facilities or at least have an understanding on how to access these resources through Regional Activity Teams. As the Scouting program is the movement's largest promotional tool, we must ensure that all Groups deliver the most comprehensive and enjoyable program to our youth as possible. This process will necessitate adequate support from District and Regional Leaders to facilitate the most appropriate program for the ages and capabilities of the young people regardless of the qualifications that individual Leaders possess.

In essence, the Scout program should cater for both girls and boys equally however should not be altered because of a greater proportion of girls. Rather, the complete range of opportunities for challenging activities should be pursued. This is something that few Scout Groups in Australia achieve, despite 75% of Cub Scout Leaders surveyed by Dangar Research being positive about the Cub Scout program.

The primary tool to promote Scouting is our program. Whilst it is also necessary to ensure that all Groups have sufficient support to adequately provide each of the activities on offer within the movement, we must actively attract media to write editorially on our strengths and our achievements. We should run events within the community that frequently showcase the opportunities available and focus attention on the benefits that young people receive. We must also be proactive in our marketing to be recognised as the pre-eminent youth organisation in Australia by being available to comment in important debates that concern the young people of today.

Other interesting comments were received during NYC discussions. These were not conclusive and varied considerably between individual Scouts and between individual Groups. These concerns may also be more prevalent in the older Sections and less of an issue within the Cub Scouts, however I have included these comments regardless. One matter raised was that some boys might actually be attracted to the movement by girls. This belief is likely to be in the minority; nonetheless there may still be an opportunity to capitalise on these opinions through our marketing.

Alternative arguments were also presented. It was thought that some boys might actually feel intimidated by the successes or capabilities of girls or feel uncomfortable working with girls, especially in a Patrol camp environment, for example. Efforts are obviously required in the future to learn more about gender dynamics and to alleviate difficulties or promote successes in the interactions between girls and boys.

Another comment received discussed the lack of information gathering from lapsed members as to their reasons for leaving. Recognising that the Dangar Research did attempt to address the population of lapsed Cub Scouts, this is largely an unknown field in all Sections.

And thus in summary, nowadays there are few differences in the program demands between girls and boys. It is essential however that the quality program available within Scouting is delivered effectively. Furthermore, greater community recognition, increased presence and an improved image will provide the largest anchors for securing a reversal to current membership declines.

Aaron Wardle
For the National Youth Council, Scouts Australia

RESEARCH OUTCOMES LINKED YOUTH DISSATISFACTION/LAPSED ISSUES

“WHAT TO DO” RECOMMENDATIONS

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
Y1. Boredom	<p>Y1.1 Better Leader support from GL and District, or equivalent, support Leaders for Cub Scouts be provided</p> <p>Y1.2 Pack Council focus on identifying the early boredom signs</p> <p>Y1.3 Peer tutoring for the youth members be addressed through Pack Council</p> <p>Y1.4 Age review recommendations be implemented for older children in Cub Scout Section</p> <p>Y1.5 More variety and alternate ways to present program be explored</p> <p>Y1.6 Pack Council be mandated</p> <p>Y1.7 Regular use of fun themes and imagination in Pack program</p> <p>Y1.8 ‘Learning by doing’ implementation and minimising ‘talking to’ in presenting Pack program</p> <p>Y1.9 Training and development be structured with emphasis on encouraging Leaders to be more resourceful and dynamic</p> <p>Y1.10 Activities in the Pack program include an element of excitement</p> <p>Y1.11 Identifying a means of optimising the interaction between Sections</p> <p>Y1.12 An initiative be identified to overcome the perception that in most Packs there are insufficient outings/outdoor activities</p> <p>Y1.13 An initiative be identified to optimise the application of Age Range Taskforce recommendations</p> <p>Y1.14 The use of ‘Packaged Programs’ to overcome the various boredom concerns indicated above in presenting the weekly Pack program at local meetings. The Leader needs to have the program documented before the commencement of each meeting and not devised on the run (Victorian Branch has a set of Packaged Programs Volumes I, II and III covering the three year life of a Cub available on request – South Australian Branch also has a similar package)</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
Y2. Pack about to close	<p>Y2.1 District Leader role be clarified and focussed on support to the youth section (District Leader – Coach role)</p> <p>Y2.2 A structured approach, supported by District, or equivalent, support Leaders for Cub Scouts, be introduced to:</p> <ul style="list-style-type: none"> - Identify the signs/why (as early as possible) - Gain support from local bodies - Examine program for short-comings – Encourage Leaders not to be afraid to ask for advice/help 	
Y3. Too much badge work	<p>Y3.1 Presentation, program and delivery of Award Scheme be reviewed</p> <p>Y3.2 Time pressure issues be addressed (i.e., Scouting v. other interests/family priorities)</p> <p>Y3.3 A system be devised to facilitate a District, or equivalent, support Leader for Cub Scouts being able to review if a Leader has ‘own agenda’</p> <p>Y3.4 Delivery of Award Scheme be disguised</p> <p>Y3.5 Formal ‘testing’ be discouraged and elimination of all references to the term ‘test/testing’ as too much like school</p> <p>Y3.6 A system be devised to ensure Leaders are encouraged to link badge-work more to the outdoors</p>	
Y4. Overlap with school activities	<p>Y4.1 Overlap with schools be urgently reviewed, preferably using Leaders who are school teachers and some who are not (mixed group)</p> <p>Y4.2 Emphasis be given in presentation of training, that Cub Scouts want to learn by interaction rather than being spoken/lectured to (learning by doing)</p> <p>Y4.3 Award Scheme be re-focussed to minimise any perception of being school-like</p> <p>Y4.4 Leaders be trained so they feel more comfortable with providing or facilitating challenging as well as general activities (a major concern identified in the Dangar Research)</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
Y5. Gender differences	<p>Y5.1 The Cub Scout Program remain equally challenging and comprehensive for all Cub Scouts</p> <p>Y5.2 All appropriate challenging activities be included in the Cub Scout Section for all Cub Scouts</p> <p>Y5.3 Leaders not compensate for girls in the Pack by adjusting the Cub Scout Section Program</p> <p>Y5.4 Any differences between genders in preference for a particular activity not exclude the other gender from participating in alternative activities</p> <p>Y5.5 Gender specific Packs not be supported</p> <p>Y5.6 Endorsement of the current practice that gender specific activities and gender specific sixes may operate, where appropriate</p> <p>Y5.7 Flexibility within the recommended Award Scheme is being included to meet the unique needs of boys and girls</p>	

CUB SCOUT 2002-2003 STRATEGIC REVIEW**REPORT**SECTION 6 – PROGRAM CONTENT ISSUESGeneral Comment

The outcome from research undertaken included interviews with present and past Cub Scouts both boys and girls, parents of present and past Cub Scouts and present Cub Scout Leaders. Branch Commissioners (Cub Scouts) for the various States also conducted interviews and received submissions from a broad cross-section of Scouting stakeholders. **The overall consensus was that the program content was generally satisfactory.**

There were, however, strong concerns expressed that program content needed to be reviewed to identify areas of duplication with the school system, out of date terminology including the extent of use of rituals and the lack of contemporary relevance in the application of the Jungle Book. Also, the extent of focus on the Queen and Baden Powell was questioned (i.e., out-dated, unnecessary, not in keeping with contemporary living and not adding material value). Further, there was a view expressed that some leaders were not using all aspects of the “Eight Areas of Growth” to the greatest advantage to involve the Cub Scout Section age group. The need to have a “one fits all” program was seen as not recognising the special needs of older Cub Scouts.

The Review Team examined and discussed the foregoing as well as other material issues, all of which are covered, including suggested action responses, in the “What to Do” Recommendations incorporated in this Section.

The research revealed that the **program content available was not being fully utilised or presented in the most desirable form by a significant proportion of Leaders.** This was widely commented upon as being the prime reason for the program content appearing to be deficient when in fact it is the program delivery where the core of shortcomings exist.

RESEARCH OUTCOMES LINKED PROGRAM CONTENT ISSUES
“WHAT TO DO” RECOMMENDATIONS

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
PC1. Use of the Jungle Book	PC1.1 Encouragement as part of normal nightly/ weekend events PC1.2 Incorporation in badge work (Boomerangs ?) PC1.3 It must be kept for morals and values	
PC2. More outdoors – how do we encourage Leaders to go outdoors?	PC2.1 Action be taken to find ways to make it easy to locate resources by providing a list and information on Parks, Scout Camps, etc., where appropriate facilities exist. PC2.2 A system be implemented to ensure there is a Branch resource – where to go and who to contact for information on: - sites - national parks - visits – interest (museums, theatre, local library) - Police, ambulance - international events/support PC2.3 A system be implemented to ensure that badge work is easier to complete/achieve outdoors (as opposed to indoors) so that Leaders are more likely to work outside PC2.4 A system be implemented to empower Leaders to go outdoors – tell them how easy and important it is during Training PC2.5 Adequate front line support be provided PC2.6 Outdoors be incorporated into Boomerang badge work (compulsory) PC2.7 A list of adventurous activity Leaders and resources within Group, District, Region, Branch be readily available PC2.8 Implement a procedure that will ensure information with respect to adventurous activity training courses and skills training courses is readily available	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
<p>PC3. More new things/creative activities</p>	<p>PC3.1 A study be undertaken to determine whether we are giving our front line and support Leaders the most appropriate training including new ideas</p> <p>PC3.2 Training for District Leaders to be examined and reviewed (Job description to be reviewed and defined as needed and given to all)</p> <p>PC3.3 Scout File No.3 be published as a way of achieving the desired outcome</p> <p>PC3.4 A system be introduced that will ensure District and Area/Region Activity Leaders support youth program</p> <p>PC3.5 A means of encouraging inter Pack/Group activities to make each more feasible be identified and actioned</p> <p>PC3.6 A means of actively encouraging networking be identified</p> <p>PC3.7 Special events be used to encourage more creative activities; e.g., ‘Energising Day’ for Leaders sponsored by <i>Energiser Batteries</i> (pink bunny)</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
<p>PC4. Needs of older members of the Pack (more challenging/ combat boredom)</p>	<p>PC4.1 Introduction of a means of encouraging the recognition of the need for careful programming; (i.e., activities cater boys ... girls)</p> <p>PC4.2 Ownership in Pack program be re-enforced</p> <p>PC4.3 Examination of linking (age range review) be undertaken to identify what is required</p> <p>PC4.4 The effective operation of the Pack Council be mandated</p> <p>PC4.5 A system be introduced to ensure peer tutoring is used effectively</p> <p>PC4.6 A study be conducted to identify how best to give more responsibility</p> <p>PC4.7 Training highlight the need to plan activities, recognising needs of older members</p> <p>PC4.8 The timing of training of younger members within Six be reviewed</p> <p>PC4.9 A system for improving the promotion and understanding of the top award be introduced</p> <p>PC4.10 Gold Boomerang be made more challenging – answers and ideas included in Leader’s handbooks</p>	
<p>PC5. Traditions, rituals and history (Ceremonies, etc.)`</p>	<p>PC5.1 The guidelines for the traditions of Cub Scouting be reviewed in terms of format, content, method of delivery and the spirit of how it is done by the National Cub Scout Program Committee and be included into the relevant publications</p> <p>PC5.2 Update photographs of the Queen in halls</p> <p>PC5.3 A study be undertaken to identify whether rituals etc. have to be done every week</p> <p>PC5.4 Jungle Book/ Scouting History be incorporated into Award Scheme</p>	
<p>PC6. The use of packaged Programs as support (Vic. & SA publications)</p>	<p>PC6.1 Packed programs be used as a resource especially for new/inexperienced Leaders</p> <p>PC6.2 Leaders are made aware of the availability, through the training process and communication by District, or equivalent, support Leader for Cub Scouts</p> <p>PC6.3 A set of packed programs (for 3 years) be issued to all Packs throughout Australia</p>	

CUB SCOUT 2002-2003 STRATEGIC REVIEW

REPORT

SECTION 7 – PROGRAM DELIVERY ISSUES

General Comment

Obviously, Program Content and Delivery go hand in hand and as indicated in Section 6, Program Content Issues, General Comment, **the core of shortcomings are seen as existing in the delivery of the program** by a significant proportion of Leaders.

The research identified Leader problems in the area of program delivery to be principally due to their unsuitability, lack of enthusiasm and/or training shortcomings. In addition, this unsatisfactory situation was seen as being **aggravated greatly by lack of effective support given to Cub Scout Leaders** including knowledge of available resources.

A significant proportion of the Leaders interviewed in the research process indicated that **program delivery was being impacted by the need to contend with children with some type of learning difficulty, physical disability or other special need.** Leaders feel that this impacts on most Packs with, on average, two in every twenty children requiring special attention. This places additional pressure on them when delivering the program.

Research produced extensive feedback comments in relation to Program Delivery and the following are some meaningful examples *in the survey participants own words*:

- “Quality” of program delivery should be focused on more than it is at present.
- Some Leaders are very fixed in their ways and not flexible enough; for instance, when Scouting activities clash with school, sporting and other activities.
- When instructing Cub Scouts there is the need to involve them and not just talk to or instruct them as their attention span is relatively short and they are easily bored.
- It is critical that the structure of the delivery of the program is such that Leaders enjoy themselves.
- It is critical to get parents involved.
- Need to drop some traditional things, which are seen as uncool or out of date (some formal parts of regular meetings; e.g., Grand Howl where some Leaders force some Packs to do it until they get it exactly right).
- Some traditions can be a problem (perception) so we should limit the time for instance where Cub Scouts are required to stand to attention.
- Meeting time needs to be surveyed (including days of the week) to ensure minimisation of clashes with school and sports.
- Scouting appeals to children with special needs (e.g., Asperger syndrome, ADD, physical, social and intellectual disabilities) – Achievement at own pace without pressure.
- Leaders should not promise something and not do it as they had described it.

- Cub Scouts want to do things rather than to be sitting and listening (i.e., learning by doing).
- Leaders need to be observed during Pack meetings to identify how they can better deliver the program.
- Leaders of a Pack should be encouraged to issue a program for the full term in advance so the parents have a better idea of what is going on.
- When playing games, it is important to not only have fun but find a way to show the children what they can learn from the game and the way it is played.
- Badge-work works best when it is included as an integral part of the program content and delivery (particularly achievement badges).
- Leaders need more support from Area/Region and Branch Headquarters as at present too much talk but not enough visibility and action.
- Relatively new Cub Scout Leaders feel that they should have a mentor when they are settling into their Scouting roles.

The Review Team, recognising the critical importance of program delivery, has closely examined all inputs including the extensive comments from Leaders. The most important issues identified with suggested action responses are included in the “What to Do” Recommendations incorporated in this Section.

RESEARCH OUTCOMES LINKED PROGRAM DELIVERY ISSUES
“WHAT TO DO” RECOMMENDATIONS

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
PD1. Need for balance in Program		
PD1.1 Camping	PD1.1.1 Camping be incorporated in Pack program with a minimum of one camp per year, wherever possible PD1.1.2 The focus on Pack holidays be raised PD1.1.3 Check list be developed to indicate all necessary components of the program are being covered PD1.1.4 Camping standards be established so Leaders are aware of expectations (a lot, few, none) PD1.1.5 Camping be incorporated in Award Scheme	
PD1.2 Hikes	PD1.2.1 A means be identified for actively encouraging bushwalks/rambles (not overnight) PD1.2.2 Inclusion of bushwalks in Yearly/Term, Night/week checklists (could also be for Pack Holidays) PD1.2.3 Use of the term ‘bushwalk’ as Cub Scout Leaders are often frightened by the term ‘hike’	
PD1.3 Outdoors general	PD1.3.1 Training to focus on actively encouraging Cub Scouts to have activities locally outside the hall as well as challenging activities away from the hall PD1.3.2 An emphasis on the outdoors be included in badge work	
PD1.4 Games	PD1.4.1 In the training and support processes greater use of games for badge work ‘test work’ be encouraged with emphasis on keeping them short and simple (KISS) PD1.4.2 Training provide a focus on understanding the procedure/structure for games within a Pack program PD1.4.3 Training provide an emphasis on the use of time limits on each game so as not to become boring or out of control	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
PD1.5 First Aid	PD1.5.1 Identification of a means of ensuring it is based on the Award scheme PD1.5.2 Restructure be carried out – 8 year olds need basic first aid kit – slings/ bandages remain for older Cub Scouts PD1.5.3 Basic Cub Scout Leader training to include First Aid as a competency PD1.5.4 Incorporation into games/quiz	
PD1.6 Craft	PD1.6.1 A means of emphasising it needs to be practical and where possible, outdoors be introduced PD1.6.2 Craft is a valuable part of the Program and can be included in any activity	
PD1.7 Sleepovers	PD1.7.1 Leaders be encouraged to use sleepovers as a preparation for camping and providing badge work opportunities	
PD2. How do we achieve a greater bias towards outdoor activities in Program delivery? <i>(very important issue)</i>		
PD2.1 Paperwork (including Activity and Medical forms)	PD2.1.1 Need to emphasise to Leaders the reasons we have paperwork including safeguards for them (Duty of Care) PD2.1.2 Each Branch ensure appropriate forms and paper work are presented in the most efficient format	
PD2.2 Insurance/liability concerns	PD2.2.1 Formal training be introduced to ensure that appropriate emphasis on: - making Leaders aware - fill out paperwork, follow rules – there being no material concern if forms are completed and duty of care observed	
PD2.3 Time management	PD2.3.1 Front line support is provided by District, or equivalent, support Leader for Cub Scouts PD2.3.2 Training Courses cover simple basic things/strategies to manage time/self PD2.3.3 Recruitment of more Leaders = less demands	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
PD3. Meeting the expectations of the Cub Scouts in the delivery (not getting what was promised)	PD3.1 Training and Support processes to place emphasis on: <ul style="list-style-type: none"> - Don't promise what you can't deliver - Cub Scout's expectations higher than CSL – don't build up expectations too high - Leaders be aware of limitations (their own, rules and policies, etc.) PD3.2 Cub Scouts have more ownership of the program through the implementation of the Pack Council	
PD4. How do we get best balance of fun and learning		
PD4.1 Question the maintaining of interest	PD4.1.1 The provision of adequate Section Leader support to ensure influence to succeed PD4.1.2 Investigation of the employment of good planning and programming variety by introducing Program Standards for Excellent Scouting Programs (Refer to Scouts Canada approach for possible use) PD4.1.3 Endorsement of the principles of the annual quality Cub Scout Section Award being implemented by Branches, based on the checklist developed by the National Cub Scout Program Committee PD4.1.4 Ensuring that the WOW factor is always a prime focus in the delivery and presentation of program PD4.1.5 Identifying the best process for uncovering new things/resources, including people PD4.1.6 Leader Training identify a means of placing emphasis on being aware of differences in learning capability of each individual Cub Scout	
PD4.2 Passive v. active	PD4.2.1 Reviews to include provision to identify if Leaders are catering for <u>individuals</u> ; e.g., rough v. quiet	

ISSUES	THE REVIEW TEAM RECOMMENDS	NEC Comments
PD5. Traditions/rituals and history		
PD5.1 Grand Howl	PD5.1.1 Identification and implementation during Training of a means of ensuring Leaders understand relevance of Grand Howl	
PD5.2 Jungle Book	PD5.2.1 A means be identified and implemented for improvement of Leaders knowledge of Jungle Book, the importance of its relevance and how to include it in Program	
PD5.3 Wearing of uniform	PD5.3.1 Empowerment of Leaders to make sensible choices about when and where it is appropriate to wear the uniform PD5.3.2 The organisation acknowledge that any uniform may not be suitable for all activities PD5.3.3 Empowerment of the Groups to introduce Group shirts where not already present – activity shirts	
PD6. Parent involvement	PD6.1 A study to identify and implement the best means of re-enforcing to parents that they can be involved in the Program as: – Helpers – Examiners –Leader support even if not regularly each week PD6.2 Leaders be reminded of the need use the standard questionnaire completed by parents identifying their hobbies/ interests and other information that could be of assistance in running the Cub Pack	
PD7. Resource Kits	PD7.1 A study to identify an effective means to encourage the use of a grab bag of resources (Jacaranda Press) Jungle pictures, toys, felt characters, posters-colour to enable Leaders to teach/pass on story – visual impact	

CUB SCOUT 2002-2003 STRATEGIC REVIEW

REPORT

SECTION 8 – LEADER CONCERNS/ISSUES

General Comment

As was indicated in Section 5 when first addressing the Review as it related to the youth members (Scouting's reason for being), the Review Team focussed on the World Scout Bureau's "World Program Policy" which points to the attractiveness and **delivery of the total Cub Scout Section Program and the quality of leadership.**

The Terms of Reference (detailed in Section 2 of this Report) for the Review in addition to addressing "Youth Program issues" also gave equal focus to "Adults in Scouting" with emphasis on selection and development, training and resources.

Dangar Research representatives, working with the Review Team, identified Leader related aims to be targetted when undertaking the research survey interviews involving Cub Scout Leaders. In particular, we wanted to find out how well Leaders felt the Cub Scout Program is executed and, where there are shortfalls, what are the causes including:

- Any differences in catering to varying interests of boys and girls
- Problems associated with coping with child behavioural problems/special needs
- The nature of Leader training
- Personal time pressures
- Personal motivation
- Level of support and encouragement from the organisation
- Available resources
- Scope for Leader initiative

In addition we sought to gauge how those at the "coalface" view the transition process from Joey Scouts to Cub Scouts and Cub Scouts to Scouts.

Survey interviews involving Cub Scout Leaders proved to be very interactive and included hereunder are some of the feedback comments *in the Leaders' own words*:

- Need for recognition of prior learning in an uncomplicated way
- Many Cub Scout Leaders are just hanging on so we need to find ways to motivate them or have them move on to other Leader roles or out of the Movement
- There are mature age Group Leaders and Akelas who are too bossy/autocratic and are out of touch with changes taking place in society. They are frustrating younger enthusiastic Leaders in the Cub Scout Section
- Be much more pro-active in encouraging young adults to be Cub Scout Leaders with particular focus on Rovers in their twenties
- Long standing Leaders are often too autocratic or possessive and can scare off new Leaders
- Training needs to be geared to fit in with people's lifestyles

- There is a perception amongst Leaders in Groups that District, Area/Region and Branch Leaders are not as visible and supportive as they should be. Many Leaders feel they are left to themselves and this leads to dissatisfaction
- One Cub Leader would like to move up to Scouts with his son but as he is the only Leader, this is not possible. He is not happy to be locked in to this position.
- Overcome the public liability issue, which has led to fewer outings in some Packs
- Lack of time to complete training due to shortage of Leaders in Pack
- Qualities of a good Leader include: you have to like kids; right balance between fun and discipline; need to be an effective communicator; need to have the ability to be able to plan a program with meaning and not just to have fun; must be enthusiastic
- Group Leaders support is important in ensuring that all Sections, including Cub Scouts, function well
- We have to find a way to get rid of the perception of Leaders as ‘poofers’
- Frustrations include: **lack of parental support** and **need to find a way to overcome this** (*This is a big issue*); shortage of Leaders in the Section; behaviour of kids just before school terms ends when they become harder to control
- District meetings, including Sectional ones, are not satisfying the needs of the Leaders so the format, timing and locations need to be reviewed

Further, the survey interviews with parents of Cub Scouts provided interesting comments linked to Leader roles and some meaningful examples are set out hereunder *in parents’ own words*:

- Two Scout Leaders from the Troup resigned due to problems with the Group Leader
- Group Leader is a great bloke but has too much on his plate and not good at delegating
- If you don’t get some very enthusiastic Leaders then you don’t keep the Cub Scouts interest
- A good Leader needs to be dedicated to the Scouting movement
- Parent was willing to become a Cub Leader but was not encouraged by the Group Leader
- How can the Scout organisation ensure that there is at least one dedicated and effective Leader in each Cub Pack?
- Effective support for Group Leaders and Cub Scout Leaders is critical to ongoing success in Cub Scouts
- Need to assess the effectiveness of the Leaders by regular reviews
- Sectional Leaders need to be effectively supported by their Group Leader
- Leaders are not informed enough of the resources of the Scout movement (e.g., Leaders are not aware of things such as the Water Activities Base and Air Activity Base)
- The initial training weekend for one of the parents was average but could have been much better in exploring how the communication chain in Scouts works. Focus on the various types of activities and/or experiences that Cub Scouts can do ‘life experiences’
- Have a quality professionally produced video produced and make available to all Group Committees for their representatives to use to ensure the most effective

approach to interviewing prospective Leaders, identifying and communicating acceptance/rejection as well as role suitability.

- Initial training weekend needs the “WOW” factor with Leader recruits being very impressed and enthusiastic at the prospect of helping kids develop, achieve, and have fun. They must leave the initial training session on a high “WOW”. Future training can then pick up on general administrative training.
- Leaders need to be observed to identify how they can better deliver the program to the kids
- Each Pack needs to have sufficient number of Leaders to ensure too much pressure is not placed on any one Leader
- Father who is training to be a Leader was concerned with the personality cult (e.g., ancient photos of the Queen and of Baden Powell).
- Applicants for Cub Scout Leader need to be properly assessed for role capability and the system should provide for counselling if unsuited to such role with possibility for other roles being explored.

The Leader related Prime Out Takes from the Dangar Research survey point to the **Movement not seeming to understand the extent of Leader concern and dissatisfaction leading to performance shortcomings which adversely impact on the desire of Cub Scouts to want to remain involved in Scouting.** Set out hereunder are details:

- There are not enough Leaders in Sections within Groups, which creates self perpetuating difficulties
- Leaders are stretched
- Lack of Leaders is causing fallout 17% of Cub Scouts surveyed left because the Section/Group simply closed down
- There appears to be a degree of morale problem amongst Leaders; only 29% are ‘very motivated’
- Leaders need more support and encouragement generally; from the organisation, and, through some mechanism that facilitates and stimulates mutual support through the Leader ranks.
- Leaders tend to get discouraged by the lack of energy in the organisation itself:
 - Lack of drive to improve the public image of Scouting
 - Too much bureaucracy
 - Seeming inability to fund raise.
- Despite the pressure of short numbers, there are rumblings about too much ready acceptance of poor Leader material. This is borne out by the fact that 18% of kids left Cub Scouts because of some problem with their Leader.
- One urgent matter is the behavioural problems Leaders have to deal with:
 - 8 in 10 encounter these
 - 41% of all Leaders are saying ‘Help!’

The “What to Do” Recommendations relating to Leader concerns/issues are incorporated in this Section of the Report with suggested action responses under the following headings:

- CSL recruitment/selection
- Training of CSL
- Support for CSL

In addition, as the Review Team wishes to ensure that decision-makers have the best possible understanding of the Leader related concerns and issues identified in the research undertaken for this Review, a supporting paper has been prepared using the same headings. .

The Review Team regards the Leader Issues/Concerns as the area in most critical need of effective and timely action if the Cub Scout Section is to give the youth what they need and want as well as achieve satisfactory ongoing development and growth of the Section.

CUB SCOUT REVIEW TEAM
LEADER CONCERNS/ISSUES SUPPORT PAPER
Relating to “What to Do” Recommendations

After further examination of Leader Issues it is obvious that the Review Team cannot solve all of them. Most of these issues are found across all Sections.

The underlining issues of Leaders appear to be lack of support and time, but these two issues are subjective and can mean different things to different people.

The Review Team all recognise that support from the next level up for all Leaders is vital and all Branches must ensure the appropriate structure is in place to support their Leaders. This support will help to ensure our youth members are receiving quality scouting delivered by Leaders who feel supported and appreciated by the Association as a whole.

Outcomes and solutions for these issues may come about through discussion and action when identified.

1. CSL RECRUITMENT/SELECTION “The Right Person for each Role”:

- 1.1 **CSL (Cub Scout Leader) recruitment/selection (person/role fit)** – Preliminary Core Module (PCM) should be better used – who should complete this? This is still a slowing down point. Job descriptions need to be reviewed and should be given to the prospective Leader so that they can make an informed decision early in the process.
- 1.2 **Performance Review (Ongoing)** – Not enough District Commissioners (DC’s) or Group Leaders (GL’s)/Leaders In Charge (LIC) to do an accurate review. The performance review process could be more beneficial and honest if the process was a combined role of GL and District, or equivalent, support Leader for Cub Scouts as this may achieve a more realistic outcome. Both these people observe the Leader in different circumstances and from a different perspective. The performance review must be relevant to the Section and with relevant performance criteria, job description and a standard expectation this can be achieved. All Leaders need to be told of the review process at the initial interview, so they are aware of details such as how often and by whom.

Like all other aspects of Scouting the impact of distance makes the best intentions difficult to follow through on. Review process could be done by submitting a copy of programs, Pack progress reports plus visits from a support person in a certain time frame depending on the distance.

Possibly look at including in the review process a day course to ensure that all Leaders are up to date with current practices. This could be run through local Seeonees allowing for the Leader who attends a Seeonee on a regular basis to gain credit. This process would ensure the relevant people stay in the loop. The performance review should be part of an ongoing process, which will allow the Leader to feel supported, and not isolated or left to their own devices.

1.3 **A Periodic Performance Review** – This should be a formality only with the ongoing review in place. The performance review process should be signing off on ongoing reviews acknowledging that they have been completed. Three (3) years is too long if a problem has arisen early in a Leader's career, which only makes it harder to rectify.

1.4 **Types Of Roles**

1.4.1 **Leader operating on a part time basis** (see notes at end of document) - This process allows for people who feel unable to commit to a full leadership role. Completion of the Preliminary and Basic Core Module (Preliminary Core covers the following plus the appropriate Prohibited Employment Declaration (PED) and police checks) **MUST** be in place before any adult has any unsupervised contact with our youth members. An agreed statement of duties for each member in writing allows all to know the member's role within the Group. This support role could be different from one Group to another. A warning process must be established to ensure that a Group does not end up with all part time Leaders and no one person willing to take on the responsibility of leadership in the group. 1.4.2 **Adult Advisers** - These Leaders can provide great support and extra skills for the Packs allowing for a more varied program. Guidelines should be followed as for Part time Leaders. This role can be utilised in a specialist role as a group/district/region resource and can be utilised as a badge examiner or subject matter expert.

1.4.3 **Other Types of Roles** – Care must be taken to ensure our parents who are a vital resources are encouraged to contribute to the Pack program. Leaders should be mindful that parents come in many various ages and all can contribute in the Pack program.

Our Youth Helpers are a vital asset to Scouting. Their assistance in various roles in our Packs should be encouraged. We should be mindful that their own role as youth members in Scouting must come first at all times. An adult leadership role in the Pack should be encouraged when they have completed their time as a youth member. Along with the assistance from our parents, youth helpers and Leaders we can achieve a balance of experience and youthful vitality in our packs.

2. **TRAINING ISSUES:**

2.1 **The First Training Session, Content, Timing and Next Phase, Plus the WOW Factor: -**

This course should be the catalyst to motivate our Leaders to continue to train, and to seek information that will assist them to be the best Leader possible. All Training should contain action, be hands on and practical.

The new Leader must be aware of their limitations in the delivery of the program.

It must include the Personal Leader Adviser (PLA) from the onset as this adds a support structure that can prepare and guide the new Leader through the maze of information. The formal PLA role can be adopted by a District, or equivalent, support Leader for Cub Scouts or can be a stand-alone position and it is best to use experienced Leaders with easy access to the Leader. The role

should be ongoing and not one that finishes once the Leader has completed a particular section of training. The role should be seen as a mentor role.

The new Leader must be aware that training in the beginning gives them a basic understanding of the **Scouting Way** of doing **Scouting Things**. Further training must be undertaken to add specialised skills to the Leaders repertoire by adding fun hands on experiences. Training must be encouraged by the PLA as on-going reality and not just a chore.

There appears to be huge differences in the delivery of our training courses. A need to maintain enthusiasm in our Leaders must start with enthusiasm in our training people. Training Teams need to address topics from courses and show alternate ways of presenting sessions either in conferences or by workshops within each Region/Area. Training and Section people alike must look at relevance of topics presented at training courses.

Ongoing assessment of Training Team personal from someone outside the Region/Area must be encouraged. In a similar manner as a review would look at the Leaders performance in the Pack so could Training Team members be reviewed to assess their ability to bring fun, knowledge and the all elusive WOW factor into the training courses.. The input of constructive ways of improving sessions for the targeted audience and other relevant comments will assist us in delivering a quality program in a professional manner.

Using a variety of personnel and not relying on the same Leaders that work together all the time will add another perspective to the team plus encourages the less experienced Leaders to share their experiences. This use of leaders should not be seen as only recruitment for the Training Team but as professional development for our less experienced but qualified Leaders. Too often Training Team Members are perceived as being out of touch with what really happens within the Pack.

Too many experienced, long time Leaders on a training course can intimidate the new Leader. By including less experienced but none the less qualified Leaders on training courses the perceptions may change and the new Leader may start to feel that they will be able to run a Pack equally as well once the required training is completed.

At all times the Training Team must endeavour to include the 'WOW' factor in every course, thus encouraging all Leaders to continue training and to encourage others around them to participate as well.

2.2 Next Phase:

Enforcing a requirement that Leaders must complete their Wood Badge does not work. The number of Leaders that complete their Wood Badge is decreasing. Training needs to be seen as ongoing and something which we never complete. Many factors such as other Leader's influence, time and cost influence new Leaders in considering if they will complete their training. The new increased costs for wood beads and scarves will have a considerable impact on some Leaders decision whether to go ahead with their training.

Establishing training funds to off set the cost to some Groups who find it difficult to pay for Leaders to do more training and by establishing a pool for all Groups to contribute to in the long run is worthwhile.

Time is a commodity that we cannot harness but by making the training more relevant and streamlining some topics could assist in reducing the \duration of courses.

Ensuring the PLA stays around not just in the initial training but when decisions are also being made to attend future training courses is an important link in the support of a Leader. Along with a friendly face to take them along to a course or listen to the Leader recount the activities they did on a course the PLA will be a vital link and support for Leaders new and old.

2.3 Short Comings in Current Training System Content, Timing, etc:

We offer Leaders a system that will equip them to lead the young people in their care and to grow themselves. The new Leader often has the situation arising that on completion of their training courses they head back to their Pack excited and enthusiastic eager to try the many new skills they have learnt. To have that spirit dampened by the Leader who has always been doing things their way and can see no reason to change. The experienced Leader that believes theirs is the only way must be reminded of the importance of learning by doing theory. Including the experienced Leader in the training process will also reinforce ways of doing things.

Leaders need to be aware of the training they are required to complete. By sending a written invitation to Leaders who qualify for particular courses assists in avoiding course cancellations, it will also reassure the Leader that they are not forgotten.

Training expectations are often cloudy and an individual training plan to help the new Leader through their training can be organised with their PLA to best suits their individual needs.

There is also a need to look at the order training sessions are accessed to ensure that is the best sequence.

Training aspects need to be examined in detail. The PLA training course must be fully examined and emphasis of the true benefits to all Leaders of being an effective PLA must be highlighted.

Training for Leader of Adult (LoA) Courses will give the Leader in the district, or equivalent, support roles an overall view of leading adults. A more detail role analysis needs to be completed to better equip our District, or equivalent, support Leaders for Cub Scouts who are there to support the line Leaders. The GL's role is a vast one; it is unrealistic to think the GL could be trained in all sectional matters. They glean information from observing; this can create more issues particularly if the observations are wrong. The LIC has even more difficulties to overcome with no LoA Skills they then have to run their own Section and learn about the other Sections. The LIC period should be examined extensively and limited for the benefit of the Group.

Our current system has the GL giving the approval for activities such as Pack Holidays., This is unsatisfactory as the GL as a rule has limited knowledge on the policy or requirements of Pack Holidays This role would be far better handled by a District, or equivalent, support Leader for Cub Scouts who is the subject matter expert.

Our training system is moving forward; in line with other organisations we will be able to offer recognition to all our Leaders. Recognition for Prior Learning (RPL) and Recognition for Current Competencies (RCC) will eventually be part of our culture in training until then time will need to be taken to assure all relevant requirements are covered. This in turn will allow Leaders with outside qualifications to gain credit for the training and skills they learnt elsewhere. Theoretical Training will be the big gain in this process.

Distance Learning Packages are being developed to allow more flexibility in Leaders training. Night courses are also available depending on demand. PLA's play an integral part of this form of training.

Care must be taken that the support and interaction that comes from face to face training is developed in different ways. Ways such as Internet forums, chat lines and teleconferencing can play a part in the training process.

3. SUPPORT FOR CSL

3.1 Role Of Group Leader:

GL's often feel their role finishes after the initial interview. Many don't follow up with the Trainee Leader and offer guidance to the next step in the process. Constant reviewing of the Leaders progress is a must.

A GL can take control of a Section without any formal training in this Section but by comparison a new Leader having completed the necessary clearances cannot be left alone in the Pack. This brings up issues of Duty of Care that must be examined as a matter of urgency in Branches. .

The GL must be seen as a support mechanism to guide the Leaders but not necessarily be the person with all the subject matter knowledge. They must know the required administrative procedures and the best person to give them that information.

3.2 Role of District Team:

The District, or equivalent, support Leaders for Cub Scouts must be able to move around the Packs allocated to them, contributing to the Pack meeting when they attend. This will allow the District, or equivalent, support Leader for Cub Scouts to become a vital resource in any Leader's role. Regular visits are not to be seen as a form of inspection but as a friendly informal way of the District person keeping a finger on the pulse and is also a way to remind us all of our reason for being here.

The other concern arises when no District personnel are available, the role should be covered by the Regional/Area Commissioner Cub Scouts or their delegate.

Seonees (Cub Scout Training) are not necessarily fulfilling their role either. Many turn out to be a whinge session or playing events. These roles can be covered but with more of a training element or swapping ideas which will support the new and experienced Leader. Our Leaders are a resource that we cannot afford to ignore. Leaders responsible for organising these must accept greater responsibility to cover supplementary courses and at the same time cover the training component. A positive observation is that Seonees do help

each other and offer limited assistance to their Leaders. In some Areas this is a vital link for Leaders.

Seeonee specific training package should be developed to assist the District, or equivalent, support Leader for Cub Scouts . These should provide direction and guidance in the delivery of the Seeonee program, and could be included in a District Leader Training Kit.

3.3 When Only One Leader in Pack:

Guidelines need to be developed to encourage the Group to continually recruit even for the Section that is seen to have an abundance of Leaders. The waiting for an emergency method will sadly not produce easy results. As proven before everyone wants to belong to a successful Group.

Parent helpers must be encouraged to continue to support the Pack. Program skills of our Leaders must be encouraged as it is easier to utilise extras if you give them a job to do and on the other hand it's easier in an emergency situation for others to assist if a written program exists.

3.4 Other Support:

Support structures already in place such as Seeonees, Palavers etc are not supported often through a number of reasons including Leaders reluctance to attend by themselves or feeling they are not included (sometimes costs are a deciding factor). Positive advertising must be put in place and actioned. The Area/Regional Commissioner-Cub Scouts is a person who should be out and about their Area/Region encouraging the attendance to these activities and becoming a face with a name. Their overall guidance and support should ensure that these events like our Pack programs must include fun, variety and a feeling of accomplishment for all who attend.

We must separate Training Courses and Palavers, Seeonees etc from each other. If Leaders see the same people running all these events then if one event is unsuccessful the reputation will not flow onto the other events. There appears to be a real need to separate Training Course Leaders from the role of Area/Regional Commissioner-Cub Scouts role.

Accreditation will eventually be seen by many Leaders as an inducement to attend training.

4. SUMMARY

After examining these Leader Issues it is obvious that Training Team and the Cub Scout Section in general need to work more closely together to best support and meet the needs of both our line Leaders and our support Personnel. We identify that our Leaders at times are not necessarily fully trained to do their job or are too time strapped to appreciate the training available. We need to make their on-going training more appealing and cost effective to encourage continual participation by all.

Jan Goodall

Carol Cope

RESEARCH OUTCOMES LINKED LEADER CONCERNS/ISSUES
“WHAT TO DO” RECOMMENDATIONS

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
L1. CSL recruitment/selection		
L1.1 Person/role fit	<p>L1.1.1 The initial interview procedure be reviewed to ensure:</p> <ul style="list-style-type: none"> - full expectations explained - more awareness of roles; e.g., job description provided in writing to clearly point to the true commitment – Leader role options discussed – careful selection and if someone is not suited to a particular role that they be told <p>L1.1.2 Selection criteria be reviewed</p> <p>L1.1.3 The need for references be reviewed</p> <p>L1.1.4 Appropriate male role models for Cub Scouts be recognised</p>	
L1.2 Performance review ongoing	<p>L1.2.1 The need to formalise GL and District, or equivalent, support Leader for Cub Scouts involvement as it leads to better outcomes and is more honest</p> <p>L1.2.2 All Leaders receive formalised feedback early</p>	
L1.3 Performance review periodic	L1.3 Involvement of District, or equivalent, support Leader for Cub Scouts as part of the support function	
L1.4 Types of roles/part-time Leader	L1.4 Review of the variety of roles that can be employed to best garner adult support in today’s rapidly changing society. Also, the Review Team supports that part-time roles be recognised as an integral part of leadership within Adults in Scouting.	
L1.5 Types of roles/Adult Adviser	L1.5 Encouragement of Groups to develop lists of advisers with emphasis on skills, in particular badge work and activities	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
L1.6 Types of roles/Other (including male/female balance – 60% of Leaders over 40 years)	L1.6.1 Barriers to increasing the number of Leaders be identified L1.6.2 Employment of a strategy aimed at increasing the relative number of Leaders under 40 years of age L1.6.3 Introduction of an effective plan aimed at increasing the participation of Venturer scouts/young people as ‘Youth Helpers’	
L2. Training for CSL		
L2.1 The first Training Session Content and Timing (WOW) factor	L2.1.1 Training Team ensure focus on: - Delivery – WOW factor definitely needed – Learn by doing – Practical, hands on – Exciting <u>delivery</u> – Emphasising alternate activities – Being more prepared for what is to come before attending first training session (letter/prerequisites from Training Team) – better outcomes L2.1.2 The critical need for a PLA to be involved from onset, helping overcome concerns and provide visible support L2.1.3 Improving the process for supply of information on activities (who, when, where, they run program....) from District and Area/Region Teams	
L2.2 Next phase	L2.2.1 A process where Advanced Training builds on all phases as per L2.1 above be put into operation L2.2.2 Ongoing training at Seonees or equivalent	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
L2.3 Short comings in current training system content, timing, etc.	L2.3.1 Identification of the best approach to dealing with the following: <ul style="list-style-type: none"> - old Leaders not letting new Leaders try new ways - RCC and RPL systems too long - Empower to take ownership of the Cub Scout program - re-enforce message through PLA, and better training for GL in front line support <ul style="list-style-type: none"> – use of facilitators – front line support - job specific training for front line support - advanced training module shortcomings - restructure Training sessions – not always on weekends - less bureaucracy - Pack holiday and camping under canvass – combine the modules 	
L3. Support for CSL		
L3.1 Role of Group Leader	L3.1 Branch Commissioners Cub Scouts ensure that Group Leaders are reminded of their responsibilities in supporting Cub Scout Leaders, especially as related to Pack holidays, outings and camping under canvas	
L3.2 Role of District Team or equivalent (query Flying Squad and primary accountability)	L3.2.1 All Cub Scout Leaders be made aware of the role of District, or equivalent, support Leaders for Cub Scouts as defined in the publication ‘Guidelines for Cub Scout Leaders’ as per the ‘Personnel Committee Handbook’ with emphasis on support to individual Cub Scout Packs L3.2.2 Branches ensure that District support structures are in place to adequately support Cub Scout Leaders L3.2.3 Skilled based training programs are implemented for Leaders performing District, or equivalent, roles	
L3.3 When only one Leader in Pack	L3.3 Documentation of strategies so a Pack can operate when only one Leader is available. This is seen by Leaders as being one of the most critical issues facing Cub Scouts	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
L3.4 Other support	<p>L3.4.1 A review be undertaken of the use of Seonees or equivalent, particularly in regard to its use as a training and support mechanism</p> <p>L3.4.2 A review be undertaken of how to best provide support through District and Region/Area teams to Leaders in local Cub Packs</p>	

CUB SCOUT 2002-2003 STRATEGIC REVIEW**REPORT**SECTION 9 – AWARD SCHEME ISSUESGeneral Comment

The Review Team spent a considerable amount of time discussing the Award Scheme due to its integral role in the success of Scouting. Many issues were highlighted during the research survey process including some of the activities being seen as more suiting the Joey Scout Section. **Much of the badge-work is considered too passive and there is a concern of increasing overlaps with the school system.**

Twenty issues of significance arising from the research have been identified, discussed and are included with appropriate suggested action responses in the “What to Do” Recommendations included in this Section.

Further, after extensive consideration, the Review Team identified the following guidelines needed to be taken into account when carrying out a detailed review of the Award Scheme:

1. The Award Scheme is an integral part of the Cub Scout program and should be emphasised as such. It should be a part of normal programming and **Cub Scouts should be encouraged to participate to the best of their ability.** The components should not be referred to as ‘tests’ (too reminiscent of school).
2. Due attention should be paid to presenting badges – the Cub Scouts have achieved and should be recognised for it.
3. **The Boomerangs should be developmental and offer a path to improving/gaining additional knowledge as Cub Scouts grow older and more experienced.** The Gold Boomerang in particular should reflect that Cub Scouts are more knowledgeable and have wider experiences than they did in the past.
4. The Eight Areas of Growth should be reflected in the Award Scheme and Leaders should be made more aware of how these apply and can be used in the Pack.
5. There should be only **two levels of Achievement Badges** – an entry level which all Cub Scouts should be able to reach and a more advanced level to extend Cub Scouts with an interest in that area.
6. The Australian Cub Scout Award will replace the Yellow Cord. It will be the highest award that Cub Scouts can achieve but not every Cub Scout should be expected to achieve it.

Using these guidelines, the Review Team has revamped the Award Scheme, including Achievement Badges and the detailed draft ‘Award Scheme Update – Detailed Recommended Changes’ is attached to this Report immediately following Section 12. In carrying out this important task, our focus has been on making the various aspects of the Scheme more suited to the Australian youth of today (i.e., be connected to

modern society); perceived to be unique in application with greater emphasis on outdoors and fun; not seen as school-like in content or terminology, such as using the term 'tests'; and, placing an emphasis on learning by doing rather than requiring too much tedious detail.

The research confirmed that **today's youth are still very keen on achievement recognition**. Also, it highlighted that many children have little likelihood of getting special achievement recognition through awards at school, whereas in Scouting, they get a chance to achieve without necessarily competing with others, thus improving their self-esteem.

**RESEARCH OUTCOMES LINKED AWARD SCHEME ISSUES
“WHAT TO DO” RECOMMENDATIONS**

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
A1. How to increase appeal	<p>A1.1 A detailed examination and update to make more relevant to today’s youth</p> <p>A1.2 Award Scheme update placing more emphasis on the outdoor component</p> <p>A1.3 Award Scheme update focus on being more challenging (not just longer) for all levels (particularly for older Cub Scouts)</p> <p>A1.4 Leaders issue award badges to Cub Scouts as soon as earned</p> <p>A1.5 When presenting training ensure emphasis is placed on:</p> <ul style="list-style-type: none"> - Leaders recognising that each Cub Scout has a different level of ability i.e., don’t expect the same of every Cub Scout - the critical impact of ‘Leader attitude’ - fun 	
A2. Does Award Scheme fulfil educational outcomes?	<ul style="list-style-type: none"> • It be acknowledged that the Award Scheme does fulfil educational outcomes but needs updating • Consideration be given to having two levels of achievement badge • It be acknowledged that all of the following awards reviewed fit the Aim of Scouting: <ul style="list-style-type: none"> <i>Physical</i> – Outdoor games (Fitness – Boomerang and Achievement) <i>Intellectual</i> – New skills <i>Social</i> – Interact, Groups <i>Spiritual</i> – Duty to their God <i>Emotional</i> – Support self esteem – Badge presentation 	
A3. Is it in tune to needs of today’s kids?	<p>A3.1 It acknowledges that Award Scheme is in tune with needs of today’s youth mostly, but review to update</p> <p>A3.2 A way to ensure uniqueness be investigated and actioned</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
A4. Recognition/ Reward relevant today in eyes of kids	<p>A4.1 An update/review be actioned for Boomerang, Achievement, Special and Yellow Cord</p> <p>A4.2 Appropriate ceremony be used to recognise achievement</p> <p>A4.3 Award Scheme, whilst it continues to be one of the principal means of recognition/reward, be tuned into today's youth</p>	
A5. Fitting/using Award Scheme in Program	<p>A5.1 Reinforcement of using all of the Award Scheme in the Program be actioned</p> <p>A5.2 Weekly – Boomerang activities be covered in the program (i.e., integrated component)</p> <p>A5.3 One offs – Achievement/special, etc. linking be incorporated in activities in the program</p> <p>A5.4 Leaders receive feedback and support from GL and District, or equivalent, support Leader for Cub Scouts</p> <p>A5.5 A study be undertaken to identify how best to use Award Scheme in program with creativity and an emphasis on fun</p>	
A6. Needs to be modified?	A6. Award Scheme be modified to stretch capabilities of Cub Scouts	
A7. More consideration for differing situations (Lones, small Packs, etc.)	<p>A7.1 Use of the most appropriate support material – develop games, activities, methods</p> <p>A7.2 Effective use of inter-Pack and/or District activity as a support and supplement to Pack meetings</p> <p>A7.3 E-Cub.Scouting being implemented where needed</p> <p>A7.4 Identification of how to best ensure the existence of an awareness that Leaders can be flexible</p>	
A8. More interesting/ challenging	<p>A8.1 Identification of how to best ensure that up-to-date challenges are used</p> <p>A8.2 Emphasis be placed on challenging activities</p> <p>A8.3 Recognition that Program diversity is critical so adequate training and support can be provided</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
A9. Focus in the Award Scheme on the outdoors	<p>A9.1 Ways be found to ensure flexible delivery</p> <p>A9.2 Identification of the best means to ensure that Award Scheme activities are included in the core module focus on outdoors</p> <p>A9.3 Inclusion of outdoor activities as a compulsory part of Boomerang</p> <p>A9.4 Leaders be encouraged to use outdoors as much as possible (for everything – games, activities, badge-work)</p> <p>A9.5 Keeping the ‘out’ in ‘Scouting’</p>	
A10. Badge work too passive	<p>A10.1 Introduction of a system to ensure District, or equivalent, support Leaders for Cub Scouts, or PLAs support Cub Scout Leaders more effectively</p> <p>A10.2 Where appropriate, incorporation of outdoor component in badge work</p> <p>A10.3 Badge-work requirements be checked to make sure Cub Scouts are encouraged to be active – learning by doing</p> <p>A10.4 Seenee modules are developed to invoke creativity</p> <p>A10.5 Packaged materials be provided for Leaders</p>	
A11. Eight Areas of Growth – are they still relevant?	<p>A11.1 It be acknowledged that the Eight Areas of Growth are still relevant but people, including Leaders, be educated on awareness of how they are achieved</p> <p>A11.2 Training be acknowledged as an issue with how this is achieved, requiring definitions as the Eight Areas of Growth are not generally known and understood</p> <p>A11.3 Confirmation of the Boomerang Awards incorporating the Eight Areas of Growth</p> <p>A11.4 Each Branch run a ‘focus’ group and investigate the correct/ new/ updated areas</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
<p>A12. Pathway through Award Scheme ? simple.</p>	<p>A12.1 Two level achievement (Achievement badge) instead of three</p> <p>A12.2 Bronze/Silver/Gold Boomerang – 3 levels remain</p> <p>A12.3 Alignment of Boomerang Award Scheme (same names/topics for each test) e.g., test 1 for Bronze, Silver, Gold is ‘Fitness’ instead of three different names being ‘Cleanliness’, ‘Health’ and ‘First Aid’. Skills should be developed further at each additional level</p> <p>A12.4 Award Scheme content be examined</p> <p>A12.5 It be acknowledged as age-based but encourage flexibility for individuals (Boomerangs)</p>	
<p>A13. How to introduce more diversity on a regular basis</p>	<p>A13.1 A resource manual/material be established</p> <ul style="list-style-type: none"> - How to find - Where to look - Support mechanisms - Encouragement <p>A13.2 Encouragement of imagination/themes use in training and support processes</p> <p>A13.3 More examples be provided during Training of simple ideas to increase diversity</p> <p>A13.4 Consideration of Scout Award Scheme to avoid conflict</p> <p>A13.5 Programs not be primarily hall based</p>	
<p>A14. Jungle Book relevance</p>	<p>A14.1 The Jungle Book is still relevant and should be incorporated into Training and Program to increase relevance and full understanding</p> <ul style="list-style-type: none"> - Tell your story (Pack name) - Basis – link to Cub Scout today and encourage the use of imagination - Greater need for Leaders to know and understand Jungle Book <p>A14.2 An abridged Jungle Book be located that will relate to today’s young people</p> <p>A14.3 It be acknowledged as a Definite need – incorporate Jungle Book/Scouting history into Award Scheme</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
A15. Rituals/ Traditions when presenting Awards	A15.1 Whilst rituals etc. are still needed and appropriate they should - be kept simple - require greater understanding by Leaders and Cub Scouts - incorporate meaning into badge-work	
A16. Links from Joey Scouts	A16.1 Implementation of age range review A16.2 Situational flexibility be used A16.3 Group Councils organise at least two intersectional activities each year to encourage the linking process between Sections	
A17. Links to Scout Section	A17.1 Implementation of age range review A17.2 Situational flexibility be used A17.3 Removal of Family Badge at all levels A17.4 Greater emphasis be placed on Link Badge A17.5 Incorporation of greater Cub Scout/ Scout activities into program A17.6 Groups of youth, rather than individuals progress for the linking process wherever possible	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
A18. Achievement badges	<p>A18.1 An examination and update of Achievement badges be actioned</p> <p>A18.2 Various badges be checked that they are still relevant</p> <p>A18.3 Identification of how to make some of the badges more challenging</p> <p>A18.4 Replacement of the three tier with a two tier system</p> <p>A18.5 Continuity between levels</p> <p>A18.6 Inclusion of technology in achievement badge system</p> <p>A18.7 Consideration be given to introducing new badges tuned to today's youth; such as, model making, computing, musical instrument</p> <p>A18.8 Introduction of a badge for working as a Team/Six</p> <p>A18.9 Skills demonstrated by Cub Scouts for one part of the Award Scheme be used for other aspects of the Award Scheme (RPL)</p> <p>A18.10 Qualifications gained by Cub Scouts external to Scouting be recognised as part of the Award Scheme; e.g., having a swimming certificate from school could qualify for the swimmers badge (RPL)</p>	
A19. Exit interviews	<p>A19.1 Exit interviews be used to identify the reasons for leaving (including the Award Scheme)</p>	
A20. Yellow Cord	<p>A20.1 Identification of how to best ensure that the highest award in Cub Scouts is recognised and not just seen as an alternative to the Scoutcraft Badge</p> <p>A20.2 The name of the award be reviewed; e.g. Diamond Award</p> <p>A20.3 NO emphasis be made that all Cub Scouts should achieve top award (their own initiative – outward achievers)</p>	

CUB SCOUT 2002-2003 STRATEGIC REVIEW

REPORT

SECTION 10 – IMAGE AND PROMOTION ISSUES

General Comment

The research included a study of Cub Scouts in a competitive environment which reconfirmed the long held view that **Scouts**, including Cub Scouts, are **not ‘top of mind’** in the Australian community and hence our Association is facing increasing pressure. This is in the form of competition in the current environment (school and extra-curricula), time pressures impacting on both parents and their children as well as relatively high profile competitors versus Cub Scouts (seen as more faded, passive and not contemporary).

Dangar Research interviews with parents, youth members (present and past) and Leaders highlighted the ‘inherent potential/essence of Cub Scouts’ but the **existence of a gap between what Cub Scouts can and do offer**. While the Cub Scout Section is clearly seen to have a lot to offer, its ability to actually deliver on all it promises is thought to be hindered by:

- Its poor image,
- The structure and operation of the Scout Association,
- Methods of recruiting and supporting Leaders,
- Perceived resistance to move with the times,
- Competition from other activities.

Further, the Dangar Research team concluded that in addition to the need for revitalisation of **Cub Scouts** from an external marketplace perspective, **its potential appeal and relevance is largely determined by:**

- **Quality of program, program delivery, in particular, including achieving the correct balance between fun and learning;**
- **Selection, training and support of Leaders.**

Research produced significant feedback comments in relation to Scouting image and promotion and the following are some meaningful examples *in the words of survey participants*:

- Society’s attitude towards Scouting (i.e., public perception) is that it is old fashioned.
- Changes in family structures, which have taken place in the past 10 to 15 years, have impacted on children as well as their parents, including attitude towards such things as Scouting.
- When asked if Scouting can impact on more than 3% of the available youth population, the feeling was that modern life and the changes it has made will make it hard to get a greater percentage to join Scouts. However, there was a very strong belief that we could do better.

- No effective support, promotion (public is unaware of what Scouts have to offer) or communication.
- There is a public misperception of Scouts as not enough is done to inform the public at large that the focus is on the development of life skills
 - People catch fish and this is how you do it.
 - There is a plane up there and this is how it flies.
- The promotion of Scouting needs testimonials from famous Scouts who are still well known and respected.
- If you are not involved in Scouting you do not see any promotion of Scouting. It could start with a link through the Education Department enabling promotional material to be distributed through schools.
- Be aware of what the schools are doing in targetting where the youth population is emerging (i.e., changing demographics).
- ‘Where is Scouting’ and how do you find it? This question arises regularly as insufficient marketing/communication carried out.
- Lack of visibility is a big issue.
- Children like posters with real people not drawings as you are more likely to be interested. ‘Scouting is for Everyone’ was the most liked poster as it showed all Sections.
- Not many of the survey participants had previously seen the Scouting posters shown to them at the Dangar meetings. (All currently available posters were displayed.)
- What is Scouts’ strongest selling point?
 - enriching a child’s development
 - skills learnt through the activities that they do in Scouts
 - promote what the Cub Scouts say they like to do in Scouting
 - use testimonials of successful public figures who were Scouts themselves.
- If the Queen is to be included, then update 1960 photos of her (Government could be asked to provide these Australia-wide).
- Ascertain if Cub Scouting is successful and growing in other countries and if so what they are doing different to us now, then take action as deemed appropriate.
- Current promotional material was discussed and it was felt that all these should be kept up to date and be displayed in schools and other public places. Focus on benefits of being involved rather than the Scout organisation and Sections (e.g., on the Cub Scout brochure, do not mention Cub Scouts on the cover, but what they do ‘fun, adventure, achievement’) to attract interest.
- We do not need a variety of posters and brochures but only one poster and one brochure that each focuses on fun, adventure and achievement covering Scouting from Joeys to Rovers and highlighting the life skills benefits of an exposure to Scouting.
- Have a quality professional video produced and made available to all Group Committees for their representatives to use at initial meeting with prospective Cub Scouts, parents and/or Leaders (use Scouts Victoria existing 3 part video including the Patrol System and add the Pack Six System).

Whilst image and promotion issues are organisation-wide, the effective and timely addressing of them is critical to the future success of the Cub Scout Section. The key issues identified in this regard both through the professional research conducted by Dangar as well as our own Branch Commissioners are set out in the “What to Do”

Recommendations incorporated in this Section documenting suggested action responses to each issue.

With technology having an ever-increasing impact on the way we live, the Review Team looked closely at the need for web-site enhancements. A paper on this, titled "Scouts Australia Web-Site Enhancements" has been prepared by Aaron Wardle, a member of our Review Team, and is attached as part of this Section. Our Review Team has discussed this and fully support it with specific recommendations included in the attached "What to Do" Recommendations under "IP9 Web-site Enhancements".

Liz Dangar, the principal of Dangar Research, emphasised that **Scouting is suffering from a major crisis right now** with the continuing concerning decline in membership (Cub Scouts membership down by 40% over past 10 years). This concern demands recognition by the National Executive Committee and a commitment to identify what can be done and then to take the action that is considered to be the most constructive in bringing about positive and timely responses to the recognised critical issues.

Cub Scout Review Team

Scouts Australia Web-site Enhancements

The following report provides feedback on potential improvements to the National web-site, with particular relevance to the Cub Scout Section. Included are descriptions of the type of functions and facilities that would be desirable on the web-site for both young people and adults (both in and out of Scouting). There is also a list of the type of games and activities that may be appropriate for inclusion on the web-site as well as a small sample of suggested links to external web-sites:

- i. with educational relevance,
- ii. that can be used as a resource by Cub Scout Leaders when preparing their weekly programs, and
- iii. with games and activities targeted at young people.

Some feedback has been generated by members of the National Youth Council whilst comments on the web-site were also gathered from the 12th Australian Venture Youth Forum held in Canberra on January 11, 2003.

The Web-site

The Scouts Australia web-site must perform a challenging role. It must be suitable for encouraging young people to use the resources of the site whilst be practical for parents and leaders to obtain the necessary information on Scouting. Furthermore, it must comprehensively provide all information on the Movement that is essential for the efficient application of the Scout program to members, and in a format that is easily accessible and regularly updated.

It has been suggested that on the entrance page to the National site, two icons are provided for visitors to choose between a “young person” dedicated site and an “information specific” site. Not dissimilar to the web-sites of several Branches, this provides the opportunity to include such resources as games and details for upcoming events in an attractive format for young people, whilst simultaneously allowing for the provision of more in depth information on the movement and on other activities for those who desire this resource.

National Newsletter

One of the primary capabilities of our National web-site, however, is not currently being utilised at all. Each month (or at other times when required) the National Office should post a downloadable newsletter, probably in pdf format, which provides a quick reference to the latest National projects. Such a newsletter may include acknowledgement that the Cub Review is ongoing and the Scout Review is just being

finalised, for example. Such information may include an official release of the start date for implementation of the new Scout Award Scheme rather than pure speculation amongst the Scouting community. A listing of current marketing projects around Australia could also be provided so that Scouting supporters can attend promotional events. For example, highlighting the recent sponsorship of a Racing Car in the Bathurst 24-hour endurance race may have increased the number of Scouting members attending, thus increasing our profile more successfully.

Regular updates on National discussions, including those from youth forums and various National sub-committees, and offering the opportunity to provide feedback would be welcome amongst all members. It would also encourage transparency within the Movement and potentially increase recognition of contributions. Furthermore, such a newsletter is simple to prepare. It may only require a short summary on the progress of each initiative provided by the person responsible for each project. Several summaries could be collated into a single page document each month. No doubt this would improve National – member communication and also increase morale.

Scouting Directories

Appropriate directories should be produced and/or placed on the National web-site for easy reference for young people and Adults In Scouting alike. For example, a more comprehensive bulletin board could be located on the National (and/or Branch) web-site with activities listed from all Branches, Regions and possibly Districts. This enables members to more easily identify activities of interest from their own area and across the nation, regardless of the individual program for a particular Group and irrespective of regional boundaries.

Directories with contact details for all web-sites, e-mail lists, newsletters and magazines throughout the Movement should be developed so that members can easily submit material to these media. Furthermore, where appropriate, these resources should be posted onto relevant web-sites for down-load, thus increasing distribution without increasing distribution costs!

Listings of training courses and representational opportunities should be more widely distributed. Contact details for activity centres, Regional activity teams, and other qualified Leaders should also be developed to enable line Leaders to easily contact the relevant people for assistance in running their sectional program. For example, if Cub Scouts in a particular Cub Pack wished to go bushwalking, and without the Cub Scout Leader having or gaining the necessary qualifications themselves, their Leader could either contact their Group's Scout or Venturer Scout Leaders (if they are both available and suitably qualified) or else look up the most suitable person in the directory for assistance in running this activity.

Recognising that not all members have access to (or the desire to use) the internet, providing these resources on the National (and/or Branch) web-site will still greatly enhance our distribution of such information.

On-line Games and Activities

On-line games and activities are an ideal way of encouraging young people to return to the web-site – thus simultaneously keeping up-to-date with the latest news and opportunities. With teenagers the most popular games are first person shooting and racing games and various adventure games. Simple programs such as card games and ‘board’ games however, can be just as effective as more complex games if adequately attractive and may potentially feature competitions with other Scouts on-line. (For example, having played the games that were found on the “Starlight Children’s Foundation Australia” web-site [see below] we have realised that these games can actually be quite addictive!) Obviously, this is an area for future research and development and is understandably limited by our web-site capacity. Furthermore, although being outside the Terms of Reference of this Review, these activities could be highly beneficial in attracting Cub Scout aged children into Scouting.

On-line puzzles, interactive simulations of Scouting activities or live broadcasts from special events may also increase the appeal of Scouting and increase the frequency that young people visit the Scouts Australia web-site.

Web Links

Many web-sites currently available have a multitude of resources that are ideal for Scouting members. Below is just a small sample of such web-sites that could be linked to the Scouts Australia web-site. All of these sites may provide beneficial material for use by our youth members and adult leaders. More extensive searches should be undertaken when listing these links to canvas other appropriate web-sites.

- i. Discovernet
www.amol.org.au/discovernet
 “Johnny” Walker’s Scouting Milestones Pages
www.scouting.milestones.btinternet.co.uk
- ii. Grant’s Scouting Resources
members.iinet.net.au/~oneilg/scouts/index.html
 Scouts Australia Leader Resource Centre
www.scouts.com.au/lrc
- iii. FitSmart
www.fitsmart.com
 NSW Department of Sport and Recreation
www.dsr.nsw.gov.au
 Travelmate – Australian Travel Guide
www.travelmate.com.au/FunTrip/FunTrip.asp?TM_Page=FunTrip
 Starlight Children’s Foundation Australia
www.starlight.org.au
 The Internet Search Engine “Just for Kids” – Searching over 20,000 kid safe sites
www.kids.net.au

Encouraging the use of these web-sites, such as the Scouts Australia Leader Resource Centre, for example, will hopefully develop the exchange of ideas between Leaders in the movement.

Web-site Aesthetics

An undertaking should be made to regularly update and enhance each Scouting web-site in Australia regardless of the size of each Branch. If but one site is lacking in appeal, the entire Movement suffers. There should be an agreement by all Branches to ensure cooperation in maintaining a high standard of presentation, and similarity for ease of use.

In summary, whilst electronic media should not be the sole means of disseminating information and resources within the Movement, e-mail and the internet provide a largely untapped opportunity to supplement and improve communication to our members and to increase the effectiveness of the 'Scout Program'. The suggestions above are but a few first steps in this process.

Aaron Wardle

RESEARCH OUTCOMES LINKED IMAGE & PROMOTION ISSUES
“WHAT TO DO” RECOMMENDATIONS

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
IP1. Motto “Be Prepared”	IP1.1 As Motto is considered to still have relevance in contemporary Australia the Organisation should officially confirm recognition of this and agree to actively focus on it when undertaking promotional initiatives	
IP2. Bias towards Conservatism (60% of Leaders are over 40 years)	IP2.1 Identification of how a greater quality and quantity of Leaders can be recruited to re-energise Cub Scouts. Whilst older Leaders may be very committed, the age profile is conducive to traditional leanings	
IP3. “The Organisation” – needs to be modernised – needs fewer rules – needs more resources – needs less paperwork – needs more consideration for country-based Packs/Groups - is too bureaucratic	IP3.1 NOC recognise the “bias towards conservatism” and then appoint a taskforce to review the relevance and impact of the issues raised in the latest Dangar Research which impact not only on Cub Scouts but the whole organisation, then take appropriate action IP3.2 Existing working groups; i.e., Cub Scouts’ BCs continue to examine relevance as an ongoing concern and act expeditiously to identify issues as they arise (i.e, action, don’t defer) then determine how best to address them	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
IP4. Not maintaining contemporary/Australian relevance (life outside Scouts has changed more than life within)	<p>IP4.1 Appropriate and increased support be given to Public Relations functions within Scouts Australia at National and State/Branch Levels to change poor perception by public, including parents of non-Scouts. This needs to include redefining priorities and accountabilities of present positions and also may necessitate involvement of an external first-class Public Relations Consultant</p> <p>IP4.2 Use of “successful”/prominent current and ex-Scouts as ambassadors for the Organisation</p> <p>IP4.3 A review of all promotional material produced at both National and Branch levels (both Cub Scout specific and generic Scouting) that is/can be used to promote Cub Scouts, making due allowance for research findings</p>	
IP5. Poor communication of activities and benefits of membership to potential Cub Scouts (i.e., poor chain of communication and ineffective distribution of brochures and other promotional material)	<p>IP5.1 Identification of how to best inform about benefits then implement this</p>	
IP6. Uniform	<p>IP6.1 Uniform policy, as it relates to when and where to wear it, recognise that a material proportion of older Cub Scouts and Scouts consider it "uncool" and so make allowances for this e.g., Leader attitude</p>	
IP7. Failure to tap into schools in a big way	<p>IP7.1 Existing approach to the use of paid development officers be reviewed. Identification of what can be done to materially improve effectiveness including accountability</p>	

ISSUES	THE REVIEW TEAM RECOMMENDS	NOC Comments
IP8. Ineffective fund raising including failure to encourage Government funding despite identifiable benefits to the community	IP8.1 Existing method be reviewed and professional advice be obtained on what can be realistically done to materially improve this	
IP9. Web-site enhancements	<p>IP9.1 The Scouts Australia web-site be redesigned to provide a 'young person' dedicated site and an 'information specific' site</p> <p>IP9.2 The recently commenced monthly National E-newsletter be further developed and promoted</p> <p>IP9.3 Directories should be produced and/or placed on the National web-site with information on events, training courses, activity centres, contacts for submitting material to Scouting periodicals, etc.</p> <p>IP9.4 Relevant on-line games, activities, puzzles, interactive simulations and live broadcasts from special events be established on the Scouts Australia web-site wherever possible</p> <p>IP9.5 External web-sites presenting appropriate resources for youth members and adult leaders be linked to the National or Branch web-sites with a moderator to ensure integrity of this linked material</p> <p>IP9.6 Branch Resource Centres restrict information recorded thereon to Branch specific items with a link to the National Resource Centre for anything other than Branch specific matters</p> <p>IP9.7 All Scouting web-sites in Australia be overhauled and standardised to represent the modern expectations of an active and attractive youth movement</p>	

CUB SCOUT 2002-2003 STRATEGIC REVIEW

REPORT

SECTION 11 – PUBLICATIONS ISSUES AND IDEAS WITH RECOMMENDATIONS

Publications are an important support mechanism for ensuring that Cub Scouts have fun and a learning experience presented in a way that best suits today's youth. The Review Team has therefore carried out a broad review of the diverse range of Cub Scout focused publications and a number of recommendations have emerged which we feel will be of material benefit to Cub Scouts and Leaders in the delivery of the program. It has become obvious to us that the form and content of many publications, including certificates and charts, are in need of updating, replacement, merging, modernisation or deletion.

Publications review guidelines were developed by the Review Team and are set out hereunder:

- Books
 - Are we going to keep it?
 - What is its purpose?
 - If no, why not?
 - If yes, why?
 - Is it complementary to something else?
 - Format, design, content
 - Text to come from outcome of Review
- Certificates
 - keep or replace?
 - merge and use one well designed generic form
 - what changes/deletions and why?
- Posters
 - what changes/deletions and why?
- Charts
 - keep or replace - change with Review?
- Identify if there are any publications not at present on general issue which should be added.
- Hard copy or electronic (CD / web-site) practical or not?

The set of Guidelines available from National Headquarters for the publication stages of Scouts Australia Resources (March 2003) are to be followed by all in order to facilitate production of all publications.

The Review Team also discussed sales of publications and made the following observations with ideas for improving the level of sales:

- Because Leaders cannot browse and see publications available – this is why they do not buy them.
- At Training courses publications should be available for sale.
- Publications are not available at local stores so if we are going to sell what publications we have, they need to be available for sale through Snowgum and/or Area/Region/Branch. People want to see them not order through the post. There is a need to develop a system to have publications available to Leaders to use as tools to deliver the Cub Scout Program.

- As 60% of Leaders are 40+ years and not all have computers, information should not only be available on disc but in hard copy for possibly the next 3 to 5 years.
- The Team suggested that the most appropriate size to use when printing publications was A4 with black and white only (no colour) for ease of photocopying various articles for use when programming. Further, a CD placed in a pocket on the inside back cover of publications is desirable.
- It was generally recognised that individual Scout Groups paid for publications used as resource material by Leaders although, when a CD was used and pages printed, the cost was borne by the Leader personally.

The Review Team recommends that a close watch be kept on stock levels during the Review implementation period with a view to minimising possible loss, acknowledging likely cost implications of obsolescence of publications being replaced as a result of the Review, however, accepting that cost should not drive or hinder the implementation.

Full details of publications' issues and ideas with "What to Do" Recommendations are included in this Section.

RESEARCH OUTCOMES LINKED PUBLICATIONS ISSUES AND IDEAS**“WHAT TO DO” RECOMMENDATIONS**

Reference Code	THE REVIEW TEAM RECOMMENDS	NOC Comments
CSK50040	New Chum Kit be reviewed – Book to include Parents Supplement (reference Cub Scout Book of Challenges CSP50004). Kit just to be the New Chum Activity Book see CSP50033 below for comments.	
CSP50001	Cub Scout Leaders Handbook be replaced by a new publication “Guidelines for Cub Scout Leaders”, which will include Pack Programming, Cub Scout Award Scheme and Pack Management. Also, the booklet Trainers Guide and Youth Work Book for Sixer and Second Training will be included.	
CSP50004	Cub Scout Book of Challenges be eliminated with the information going into the following: - My Adventure into Cub Scouts [hard copy] – Cub Scout Record Book (Yellow Book) [hard copy] – Guidelines for Cub Scout Leaders [electronic form + hard copy]	
CSP50005	Cub Scout Challenge Pass Book be renamed Cub Scout Record Book and reviewed so as to be in a more manageable form including adding more details of challenges.	

Reference Code	THE REVIEW TEAM RECOMMENDS		NOC Comments
CSP50011	PAWS - Handcraft Book 2	Retain all 14 PAWS publications in hard copy form and review the content and graphics with a view of producing a CD containing the revised versions.	
CSP50012	PAWS – Outdoor Games		
CSP50013	PAWS - Australiana Games		
CSP50014	PAWS – Games & Activities		
CSP50015	PAWS – More Games & Activities		
CSP50016	PAWS - Promise & Law Games		
CSP50017	PAWS - Pack Holidays		
CSP50018	PAWS - Jungle Lore		
CSP50019	PAWS – Ideas for Pack Meetings		
CSP50020	PAWS - Pack Meeting Programs – Life of BP		
CSP50021	PAWS - Themes for Pack Meetings		
CSP50022	PAWS – Puzzle Time		
CSP50037	PAWS - Cub Scout Cook Book		
CSP50038	PAWS - Quiz Book		
CSP50023	Cub Scout Resource Books – Skits and Puppets [was NSC50023] be kept with no need for change as still relevant and appropriate		
CSP50027	Cub Scout Resource Books - Nature & Outdoors [was NSC50027] be kept with no need for change as still relevant and appropriate.		
CSP50031	The Best of Cub Scout File No.1 stay on issue as it continues to be a very valuable support aid and must be readily available through Area/ Region offices.		
CSP50032	The Best of Cub Scout File No.2 stay on issue as it continues to be a very valuable support aid and must be readily available through Area/ Region offices.		

Reference Code	THE REVIEW TEAM RECOMMENDS		NOC Comments
CSP (NEW)	The Best of Cub Scout File No.3 be produced as soon as practicable modelled on Cub Scout File No.1 and No.2. It can be utilised as a very valuable support aid.		
CSP50033	New Chum Activity Book be replaced with a passport sized booklet to be titled "My Adventure into Cub Scouts" with the addition of a sign-off card. Graphics are to emphasise the Jungle theme. The Activity Sheets that are now in the New Chum Book are to be included in the appropriate section of Guidelines for Cub Scout Leaders (Pack Program) and the resource CD.		
CSP50041	Pack Programs and Record Book be deleted with a template from the book to be inserted into the relevant section in the Guidelines for Cub Scout Leaders and available on CD for all Leaders to print.		
CSP51004	Six Subs Book be kept as is		
CSS51000	Cub Scout – Parents Supplement –be deleted and content now to be included in "My Adventure into Cub Scouts" (refer to CSP50033 above).		
CSS51007	Cub Scout Badges Poster be deleted		
CSS51008	Bronze Boomerang Certificate [was NSC51008]	Be replaced with a generic certificate designed for all occasions/purposes. Have it available in hard copy as well as electronic.	
CSS51009	Silver Boomerang Certificate [was NSC51009]		
CSS51010	Gold Boomerang Certificate [was NSC51010]		
CSS51011	Red Achievement Badge Certificate		
CSS51012	Blue Achievement Badge Certificate		
CSS51013	Green Achievement Badge Certificate		
NSC50040	Cub Scout Certificate		
CSS51014	Sixer Certificate be kept available but upgraded and available on CD		

Reference Code	THE REVIEW TEAM RECOMMENDS	NOC Comments
CSS51015	Second Certificate be kept available but upgraded and available on CD.	
CSS51017	Yellow Cord Certificate be kept but upgraded to match updated award.	
CSS51027	Cub Scout Advancement Certificate be deleted but made electronic	
CSS51022	The Cub Scout Promise poster be combined with Cub Scout Law poster using better graphics	
CSS51023	The Cub Scout Law poster be deleted.	
CSS51025	Card with Promise, Cub Scout Law and Cub Scout Prayer be eliminated but information be put in Record Book (presently named Pass Book).	
NSC51000	Test Card for New Chums be deleted and replaced with the new 'Adventure into Cub Scouts' card.	
NSC51006	As Pack Achievement and Special Badges Chart is not used replace it with electronic form only. [was NSC51018]. A hard copy be also included in the Guidelines for Cub Scout Leaders.	
NSC51016	Register Sheets (in pack of 20 at the moment) be put in Guidelines for Cub Scout Leaders and produced on Cub Scout Leader Resource CD for Leader to print out.	
NSC51017	Pack Progress Chart be in electronic form for Six instead of Pack. A hard copy be included in the Guidelines for Cub Scout Leaders.	
SAP50260	Wolf Cub Handbook be retained in current form	

General	THE REVIEW TEAM RECOMMENDS	NOC Comments
G1	The production of an extra resource book as a support aid for Leaders and Cub Packs covering games, yarns and songs. It is suggested that it have a working title of “Great Games, Yarns and Songs for Cub Scouts” and be drafted by Review Team member, Janis Mackriell. It be produced in a format similar to that used for “Skits and Puppets” and “Nature and Outdoors”.	
G2	A three year set of Packaged Programs be issued to all Cub Scout Packs. These are at present prepared by Victoria and South Australia Branches and the contents were discussed. All agreed that they are an excellent support resource that need to be promoted to all Cub Scout Leaders, Australia-wide. These consist of weekly meeting programs for up to three years, that is the life cycle of a Cub. It was noted that only one of the two volumes of the South Australia Branch packaged programs, being Volume 1 was held by National Headquarters (there is a Volume 2). It is recommended that in future, should any Leader require to obtain any of the Victorian or South Australian programs, then they should make a direct request to the relevant Branch. This will obviate the need for National Headquarters to hold any of these as stock items. Leaders Australia-wide be made aware that a set of District Training Meeting (Seeonee) Programs have been prepared by Victoria Branch and are available on CD. It is recommended for further consideration by National Cub Scout Program Committee including CD availability Australia-wide.	
G3	Produce Cub Scout Leader Electronic Resources (CD) contents of which are set out on pages following.	

Cub Scout Leader Electronic Resources (CD)

Contents

Templates:

- “My Adventure into Cub Scouts” Activity Worksheets
(New and in addition to “My Adventure into Cub Scouts” Booklet – formerly CSP50033)
- Pack Program
(Template from previous “Pack Programs and Record Book” – CSP50041)
- Pack Record Sheets
(Selected templates from previous “Pack Programs and Record Book” – CSP50041)
- Pack Achievement and Special Badges Chart [A4/A3]
(Updated for new award scheme from previous “Pack Achievement and Special Badges Chart” – NSC51006)
- Register Sheet
(Template from previous “Register Sheets (20 Pack)” – NSC51016)
- Six Progress Chart [A4]
(Redesigned from previous “Pack Progress Chart” – NSC51017)
- Trainers Guide and Youth Work Book for Sixer and Second Training
(Existing)

Cub Scout Award Scheme *[To be confirmed - otherwise to be included in “Guidelines for Cub Scout Leaders”]*

(Updated and redesigned for new award scheme and as derived from previous “Cub Scout Leaders Handbook” – CSP50001 and “Cub Scout Book of Challenges” – CSP50004)

Cub Scout Promise and Law Poster

(Combination of previous “Cub Scout Promise Poster” – CSS51022 and “Cub Scout Law Poster” – CSS51023)

Cub Scout Award Scheme Certificate

(New generic certificate established to replace previous award scheme certificates – CSS51008 to CSS51013)

Sixer Certificate

(Redesigned and replacing previous “Sixer Certificate” – CSS51014)

Second Certificate

(Redesigned and replacing previous “Second Certificate” – CSS51015)

Yellow Cord Certificate

(Redesigned and replacing previous “Yellow Cord Certificate” – CSS51017)

Cub Scout Advancement Certificate

(Redesigned and replacing previous “Cub Scout Advancement Certificate” – CSS51027)

Cub Scout Uniform Badge Placement Template

(New)

Notes:

- Templates as listed above would be appended to the “Guidelines for Cub Scout Leaders” hard copy publication for personal duplication purposes in addition to being provided as separate files on the CD. Furthermore, these components will no longer be available as separate publications once existing equivalent stocks are depleted.
- The Cub Scout Award Scheme publication (*to be confirmed*) and the Cub Scout Promise and Law Poster are to be made available in hard copy as individual publications in addition to being available on this CD.
- Each of the certificates should be made available in hard copy, however emphasis should be made on encouraging leaders equipped with their own colour printers to print their own certificates from this CD.
- This resource CD will NOT include the PAWS series of publications nor other existing program related publications.
- Files on this CD should be in Adobe Acrobat Read-Only format and with word search capabilities. A “Read-Me” file should also be provided outlining how to access and use these resources.

List of Cub Scout Publications Available – eg:

Guidelines for Cub Scout Leaders (*New and replacing CSP50001*)
 Cub Scout Award Scheme [*to be confirmed*] (*New and replacing CSP50004*)
 The Cub Scout Record Book (*New and replacing CSP50005*)
 PAWS Series [CD] (*New*)
 Cub Scout Resource Book – Skits and Puppets (*CSP50023*)
 Cub Scout Resource Book – Nature and Outdoors (*CSP50027*)
 Cub Scout Resource Book – Great Games, Yarns and Songs for Cub Scouts (*New*)
 The Best of Cub Scout File (1) (*CSP50031*)
 The Best of Cub Scout File (2) (*CSP50032*)
 The Best of Cub Scout File (3) (*New*)
 ‘My Adventure into Cub Scouts’ (*New and replacing CSP50033*)
 Card for ‘My Adventure into Cub Scouts’ (*New and replacing NSC51000*)
 Six Subs Book (*CSP51004*)
 Cub Scout Award Scheme Certificate (*New and replacing CSS51008 to CSS51013*)
 Sixer Certificate (*New and replacing CSS51014*)
 Second Certificate (*New and replacing CSS51015*)
 Yellow Cord Certificate (*New and replacing CSS51017*)
 Cub Scout Advancement Certificate (*New and replacing CSS51027*)
 Cub Scout Promise and Law Poster (*New and replacing CSS51022 and CSS51023*)
 Wolf Cub Handbook (*SAP50260*)

List of Scout Activity Centres and Permanent Campsites, their Location, their responsible District/Region/Branch, and their appropriate contact details

Cub Scout Clip Art

Existing Cub Scout Section Promotional Material [eg. Brochures and Video Clips if capacity of CD permits]

Links to Scouts Australia and Branch Websites and their Leader Resource Centres

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SECTION 12 – REFERENCED REPORTS AND OTHER MATERIAL

- Scouts Australia National Strategic Plan 2000-03 update
- Cub Scouts Program Strategic Review Research by Dangar Research – October 2002 (in both hard copy and overhead form)
- Positioning and Image Research (Qualitative) Report by Dangar Research – December 2000
- Quantitative Supplement to Positioning and Image Research Report by Dangar Research – December 2000
- Cub Scout Review Guidelines – February 1993
- Cub Scout Review 1993 National Task Force Report (including Recommendations as approved by NEC in May 1994)
- Scout Section Program Review – October 2001
- Scouts Australia Membership Census Report and Participation % Trends – November 2002
- Age Range Taskforce Report – August 2001
- Market Research Report by Ideas & Directions and Piazza Consultants - July, 2000
- Programs for Cub Scout Leaders Volume 1 (Revised 2000) by Scouts Victoria
- Programs for Cub Scout Leaders Volume 2 (July 1997) by Scouts Victoria
- Programs for Cub Scout Leaders Volume 3 (September 1998) by Scouts Victoria
- Planning and Running a Pack Holiday Guidelines (1st Edition, August 1999) by Scouts Queensland
- The Patrol System Welcome to Scouting Video 3 Pack by Scouts Victoria
- Program Standards for Excellent Scouting Programs by Scouts Canada (The Leader Magazine, October 2002)
- The C.R.O.C.C. Report – March 1983 [i.e., Report of the Cub Review Organising and Co-ordination Committee as submitted to H.K. (Chick) Carey, National Commissioner of Research]