YOUTH PROGRAMME:
A GUIDE TO PROGRAMME DEVELOPMENT

AGE SECTIONS/SECTION EDUCATIONAL OBJECTIVES

World Organization
of the Scout Movement
Organisation Mondiale
du Mouvement Scout

S

STRATEGY

THIS DOCUMENT IS A
PART OF THE IMPLEMEN-
TATION OF THE STRATEGY

GLOSSARY

The following words and phrases are used in specific ways and with specific meanings in this document and others in the same series. The definitions are explained simply below; in most cases, the are elaborated upon in the text of the booklets.

Activities

In the simplest terms, what Scouts *do*. However, from an educational perspective, activities can be defined as "a flow of experiences, based on actions and relationships, which offer the young person the opportunity to acquire knowledge, skills and attitudes envisaged by a given objective".

Age section

Also referred to as: programme section. A subdivision of the total youth membership of a National Scout Association according to approximate age ranges. The resulting groupings are usually referred to by names such as "Cub Scouts", "Scouts", "Venture Scouts" etc., and each one has a particular programme emphasis, including educational objectives, application of the Scout method, and progressive scheme.

Applying the Scout method

The application of the various elements of the Scout method, as defined in the Constitution of the World Organization of the Scout Movement, to the particular socio-cultural environment of a National Scout Association and the age ranges of the young people it serves.

Educational objectives

Written statements which describe the Movement's purpose, provide the direction towards achieving it, and constitute a basis on which progress can be evaluated. Educational objectives usually take two forms:

- Final educational objectives, which describe the final achievements in each of the personal development areas which youth members might be expected to have accomplished upon leaving the Movement (i.e. at the end of the senior age section).

- Section educational objectives, which describe the achievements, in each of the personal development areas, which youth members might be expected to have accomplished upon completing an age section; they are an intermediary step towards the achievement of the final objectives.

Educational proposal

A written statement which describes what Scouting commits to offer to young people in a particular society. The word "proposal" is used to emphasise that, in accordance with the voluntary nature of the Scout Movement, what Scouting offers is being proposed to young people in society, not imposed upon them.

Final educational objectives

See: Educational objectives.

Personal development areas

The different aspects of the human personality which evolve and develop during a young person's growth as a person. The five personal development areas usually considered by Scouting as representing the different dimensions of a person are physical, intellectual, emotional, social and spiritual.

Personal educational objectives

Section educational objectives, as accepted by a youth member of that section, based on his or her specific characteristics, needs and aspirations, following dialogue with an adult leader. The youth member thus makes a personal commitment to work towards achieving these objectives within a particular time frame.

Programme section

See: Age section.

Progressive scheme

A tool to support the element of the Scout method related to "personal progression and evaluation", designed to motivate young people to progress step-by-step towards the achievement of their personal educational objectives and to evaluate and reward that progress.

Scout method

Scouting's unique approach to the education of young people. The Scout method is defined in the Constitution of the World Organization of the Scout Movement. See full text in Appendix 1.

Section educational objectives

See: Educational objectives.

Stages of development

Distinct periods of life during which the behaviours and needs of a young person in a particular socio-cultural environment are clearly characteristic and can be considered as relatively stable. During the process of personal growth, a series of successive stages of development can be identified. These stages can be described in terms of an age range, although age is only an approximate criterion.

Youth Programme

The Youth Programme is, in its most basic form, "the totality of *what* young people do in Scouting (the activities), *how* it is done (the Scout method) and the reason *why* it is done (the purpose)". (World Programme Policy, 1990)

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INTRODUCTION

This document is one of a series designed to help National Scout Associations ensure that their Youth Programme is always relevant, challenging and attractive to young people, responding to their needs and expectations in the context of the society in which they live, while remaining faithful to the fundamentals of Scouting.

As is explained in the *Overview* document (the first in the series), this goal can be attained in a variety of ways:

- through the continuous process of *adapting and updating* aspects of an existing Youth Programme;

- by conducting an occasional full, systematic *review and revision* of a Youth Programme;

- and occasionally – for example when a new National Scout Association is getting off the ground in a country where the Movement has not previously existed or has been dormant for some time – by *designing* a new Youth Programme from scratch.

As the title of this series of publications – *A Guide to Programme Development* – indicates, these three alternative approaches can be described collectively as the process of *programme development.*

In the *Overview* document which introduces the series, we describe the essential steps that need to be followed in the process of developing a Youth Programme, irrespective of which of the above situations applies:

- Define the **educational proposal** of your National Scout Association, by describing what Scouting has to offer young people in your society, taking into account the purpose, principles and method of the Scout Movement and the needs and aspirations of the young people in your country.

- Take into account the different **personal development areas** identified by Scouting for the development of all dimensions of the human personality: physical, intellectual, emotional, social and spiritual.

- Set the **final educational objectives** that your association believes could be achieved by a young person in each of the personal development areas upon leaving the Movement at the end of the senior age section.

- Decide on the **age sections** for which your association will offer the Youth Programme, paying particular attention to the different **stages of development** of young people that will be reflected in the membership of each age section.

- Establish, for each age section, the **section educational objectives** in each personal development area.

- Describe how to **apply the Scout method** to the particular socio-cultural environment of your country and to the specific characteristics and needs of each age section, and thus also contribute to the achievement of section educational objectives.

- Collect and describe **activities** that could offer young people the kind of experiences that will contribute towards helping achieve the section educational objectives.

- Develop a **progressive scheme** which will enable the youth members and adult leaders in your association to understand their section educational objectives, and motivate and recognise youth members' progress towards achieving them.

In this publication, we deal in depth – and as practically as possible – with two of these steps:

- deciding on **age sections**, taking into account **stages of development**

- establishing **section educational objectives.**

Other documents in the series treat the remaining steps in a similar way.

The approaches suggested in this booklet, and the tools that are proposed, should not be seen as the only ones that can be used by a National Scout Association. Each association is encouraged to adapt them and to develop others. Neither should any of the examples that are given in this booklet be considered as "models", ready to be copied for use in your association; they are simply intended to illustrate what is suggested, to help make the idea more concrete and understandable. Copying examples taken from other associations without any adaptation to your own circumstances runs completely counter to the whole idea of programme development, which is to apply a basic set of elements – the purpose, principles and method of Scouting – to a given situation, namely the specific needs and aspirations of young people in your country today.

We hope that this publication – and the others in the series – will prove to be helpful references and guides for all efforts related to programme development within your National Scout Association.

It is strongly recommended that you read the Overview document carefully before beginning to work through this booklet or any other in the series!

THE SCOUT ASSOCIATION OF ZUTANIA

The Scout Association of Zutania was established in 1994, following the collapse of the former communist government in Zutania and the end of the two-year civil war that ensued. The association has recently been recognised by the World Organization of the Scout Movement.

The association now has 16,000 members, male and female, in three age sections: Cub Scouts (ages 8-11); Scouts (11-14) and Senior Scouts (14-18).

The National Programme Commissioner and his team have recently been asked by the association's National Executive Committee to develop a completely new Youth Programme for all three age sections, based on the needs and aspirations of the youth of Zutania in the current social, political and economic context of the country.

Many years of a dictatorial regime and the civil war seriously disrupted all aspects of life in the country. Democratic government has only recently been established. The country is rebuilding its infrastructure, but unemployment, especially among young people, is high. In addition, with the collapse of a rigid but well-known framework, many problems affecting young people, such as drug abuse and crime, are on the increase.

AGE SECTIONS AND STAGES OF DEVELOPMENT: OVERVIEW

INTRODUCTION

Each National Scout Association must decide, on the basis of its educational proposal and other considerations, the minimum and maximum ages of the young people to whom it will propose its Youth Programme. Each association must also decide what age sections it will establish, as sub-divisions of that overall age range, as a means of facilitating the development, delivery and implementation of its Youth Programme.

One particular factor to consider in making these decisions is the analysis of the stages of development of young people in your society. To be able to achieve Scouting's purpose of contributing to the development of the full potentials of young people presupposes that their needs and aspirations, and in particular how they grow and develop, are well understood. It is on this basis that a Youth Programme that is truly adapted to their potentials at any particular age can be developed.

The establishment of age sections and the identification of the stages of development of young people directly influence the setting of section educational objectives for each of these age sections, the application of the Scout method to the age section concerned, the choice of appropriate activities and the design and implementation of a progressive scheme suited to each age section.

WHAT ARE AGE SECTIONS AND STAGES OF DEVELOPMENT? WHY ARE THEY IMPORTANT?

Age sections are subdivisions of the total youth membership of a National Scout Association according to approximate age ranges. The resulting groupings are usually referred to by names such as "Cubs", "Scouts", "Rovers" etc., and each one has a particular programme emphasis, depending on the particular needs and aspirations of the young people in the particular age group, including educational objectives, application of the Scout method, and progressive scheme.

The overall age range of young people which a National Scout Association chooses to serve, and the age sections it establishes, will be based on a number of factors including:

- the association's underlying philosophy, and resulting policy, on the provision of educational opportunities for young people in the society in which it operates, as described in its educational proposal; this includes consideration of such things

as the needs of girls and boys, young women and young men in the community; the advantages and disavantages of catering for younger children as well as adolescents; provision made by similar or competing youth organisations; and generally accepted age of becoming an adult, beyond wich provision of a "youth programme" would no longer seem appropriate

- the human, material and financial resources available to the association to properly support the development, delivery and implementation of the Youth Programme in a particular number of age sections, especially considering the need for trained leaders, programme resource materials and other support specially designed for each one

- complementarity with other factors in society, such as major points of transition for young people within schools systems or other "rites of passage"

- characteristics of "peer groups" (natural or spontaneous grouping of young people of similar age, sharing similar interests) within society. Taking into account the natural tendency of young

people to mix with others of their own age who have common interests, Scout associations usually set up relatively homogeneous age sections; this helps to ensure that the programme that is offered to each section is interesting for all the members. However, the educational experience that Scouting provides is also based on the interaction between younger members and older members in a unit. In defining the age sections for your association, therefore, you will need to strike a balance between the need for homogeneity and the complementarity that comes from interaction between members of slightly different ages.
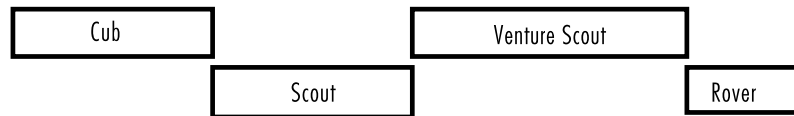
Here are some examples of how age sections could be established:

Age: 6   7   8   9   10   11   12   13   14   15   16   17   18+

The classical pattern

Cub		Rover

Scout

The 4 section approach

Cub		Venture Scout

Scout		Rover

The 5 section approach

Cub		Venture Scout

Pre-Cub	Scout	Rover

The overlap

Cub		Venture Scout

Pre-Cub	Scout	Rover
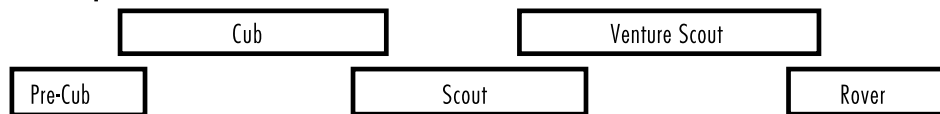
While a young person is a member of any particular age section, he or she will grow and mature. During the process of personal growth (when, for example, the ability to walk and to coordinate, or to reason and make judgements, develops and increases) a series of successive stages of development can be identified. A stage of development can be defined as a period of life during which the behaviours and needs of a young person are clearly characteristic and can be considered as relatively stable. Although each individual is of course unique, the main characteristics of the stages of personal development of young people can be described in general terms that apply to everyone. These stages can be described in terms of an age range, although age is only an approximate criterion. Thus, the stages of development of young people are intrinsically linked to any consideration of age sections.

The analysis of the personal development of young people and the definition of their stages of development is a task that is best carried out by experts in human sciences. Your task, as a member of the programme development group, is at this stage mainly to gather information from such experts. Their analysis will need to cover each of the personal development areas that have been established

as the basis for the Youth Programme of your association. For each stage of development, the particular characteristics of young people in each area of their personal development will need to be described.

For example, the experts may say that there are six stages of development in young people during the time when they can be members of the Scout Movement:

- mid-childhood: ages 7 - 9

- late childhood: ages 9 - 11

- pre-puberty: ages 11 - 13

- puberty: ages 13 - 15

- adolescence: ages 15 - 17

- youth: ages 17 - 20

The experts should describe the particular characteristics of young people during each of these stages of development, from the point of view of their physical, intellectual, emotional, social and spiritual development.

Note: Each stage of development may be further divided into sub-stages, to distinguish, for example, between the characteristics of a 7 year-old and a 9 year-old, although both of them might be described as being in "mid-childhood".

Depending on the age span covered by each stage of development, and the age ranges of the sections, there may be more than one stage of development represented within each age section – and, indeed, one stage of development may overlap two age sections. The definition of stages of development, and seeing how they fit within the age sections, will help you to set the section educational objectives, and therefore make sure that the Youth Programme for each age section is suited to the general characteristics of the young people you want to serve.

THE SCOUT ASSOCIATION OF ZUTANIA

Here is an example of what the experts who were consulted by the programme development group of the Scout Association of Zutania said:

A young person in late childhood (ages 9-11) may be characterised as...

in terms of physical development...

- acquiring physical equilibrium, becoming at ease in a well-proportioned body over which he or she has increasing control; physical growth continues, puberty begins around age 10-11 in a girl, age 11-12 in a boy

in terms of intellectual development...

- beginning to think logically and concretely, developing the ability to classify objects into categories, to sort them by increasing or decreasing order, and acquiring a notion of numbers

in terms of emotional development...

- living through a "latency period" which lasts until puberty; energy is diverted towards such things as the thirst for knowledge, cultural interests, etc.; identification with his or her parents, appropriating certain ideals or attitudes from them

in terms of social development...

- developing ability to see things from the other person's point of view, and ability to agree on new "rules of the game" by mutual consent; experiencing the "golden age" of social adaptation – at ease in his or her family as well as at school

in terms of spiritual development...

- accepting, not yet questioning; still finds difficulty in coping with abstract ideas such as God, who is seen as a real, parent-like figure.

Generally, there is a coherence between the characteristics of each personal development area (physical, intellectual, emotional, social and spiritual). For example, the "latency period" in emotional development also applies to the other personal development areas, although it may be less pronounced. Late childhood is a period of stability, when there is a high dependency on the family.

LINKS TO OTHER STEPS IN THE PROCESS

Any action taken with respect to any step in the process of programme development will have some kind of impact on other steps in that process; none of the steps is in isolation from the others.

Thus the decision on age sections, taking into consideration the different stages of development of young people, will be linked to other steps:

- One major influence will be the **final educational objectives** that have been established. These indicate what your association believes could be achieved by a young person in each of the personal development areas upon leaving the Movement at the end of the senior age section. (These final educational objectives usually also serve as the section educational objectives for the senior age section.)

- Another key link is to **section educational objectives** for each age section. These can not be established until the age sections have been decided, based on the definition of stages of development.

- Similarly, the establishment of age sections and the identification of the stages of development of young people directly influence the **application of the Scout method** to the age section concerned, the selection of appropriate **activities** and the design and implementation of a **progressive scheme** suited to each age section.

And there may be other implications for other steps in the process of programme development. What is important to remember is that any change made to any aspect of the Youth Programme – such as a change in age ranges or age sections – may have implications for another aspect of the programme that need to be considered and worked through.

CHARACTERISTICS OF STAGES OF DEVELOPMENT

THE SCOUT ASSOCIATION OF ZUTANIA

One reference source consulted by the programme development group of the Scout Association of Zutania presented the following characteristics of stages of development of young people:

AGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL	SPIRITUAL
7-10 years	Slower growth. At ease with one's body	Intellectual curiosity. Development of the capacity for logical reasoning on concrete data. Notion of conservation, ability to classify, make series and count.	Latency period. Affective balance. Affective attachment which goes beyond the family circle.	Reciprocal exchanges. Adoption of different roles; ability to imagine oneself in another person's situation. The child tries to adapt to a group and be appreciated.	Acceptance of familily's spiritual heritage. Conformity to conventional morality. Orientation towards "law" and "order".
10-11years (girls) 11-12 years (boys)	Onset of puberty; acceleration in growth (first height, then weight); clumsiness. Appearance of secondary sexual characteristics.	Stage of concrete logical operations. Development of the capacity for logical reasoning on abstract data.	Awakening of sexual impulses with the onset of biological puberety. Strong but confusing emotions. Need to assert oneself as an individual. Identification with heroes.	Childhood rules and regulations called into question. Ability to create new rules through mutual consent. Groups established for the purpose of commmon activities.	Development of moral autonomy. Acceptance of moral principles as a way of sharing rights and responsibilities within a group.

AGE	PHYSICAL	INTELLECTUAL	EMOTIONAL	SOCIAL	SPIRITUAL
13-15 years	Ill at ease with one's body. Sexual maturity.	Stage of formal logical operations reached (reasoning through hypotheses and deductions).	Development of sexual identity. Adolescent crisis, idealism and depression. Age of friendship. Attraction towards the opposite sex (earlier among girls).	Period of social destructuring. Rebellion against authority. Efforts to define personal moral values. Notion of contract and democratic acceptance of the law.	Childhood religious practices called into question. Use of symbols to express spiritual meaning. Individual awareness of principles ("personal code of honour").
15-16-years	Development of strength in boys, of physical form in girls.	_	Solidarity with peers. Worries, intense excitement. Need for security, success and accomplishment.	More closely-knit groups formed, based on mutual trust. Search for a common identity.	Interest in ideologies and religions. Acceptance of universal values (e.g. human rights).
17-20 years	Physical growth completed.	_	Relationships founded on intimacy and complementarity. Sentimental relationships.	Recognition of enrichment due to accepting individual differences. Search for a social role. Problem of social and professional integration.	Orientation towards a universal ethic.

HOW TO ESTABLISH AGE SECTIONS

There are several steps which you and your programme development group should follow when deciding on age sections.

These include:

- Evaluating the existing system

- Identifying the criteria for a well-established system of age sections

- Proposing solutions

- Choosing a development strategy.

These steps are described in detail on the following pages.

EVALUATING THE EXISTING SYSTEM

HOW IS THE MEMBERSHIP SPREAD AMONG THE AGE SECTIONS?

First, check the membership statistics of your association.

Are the numbers shared more or less equally among the age sections or can you identify an imbalance between certain sections? In associations which have a good balance among the age sections, the number of under-12 year-olds is approximately equal to the number of over-12s. If, however, you note a significant imbalance between these two figures, for example a ratio of 2/3 under 12s: 1/3 over 12s, (see illustration) you certainly need to review the programme of the older age sections.

It is also interesting to check carefully the links between the age sections: for example – in the traditional three-section approach – how the 11-12 year-olds are shared between the Cub and Scout sections, or how the 15-16 year-olds are shared between the Scout and Rover sections. This comparison will enable you to check whether the older age sections are attractive enough. In the following example, you can identify a significant overlap between the Cub and Scout sections, which could imply that the Scout section is unable to attract Cubs.

(a) Total

(b) Cub Scouts

(c) Scouts
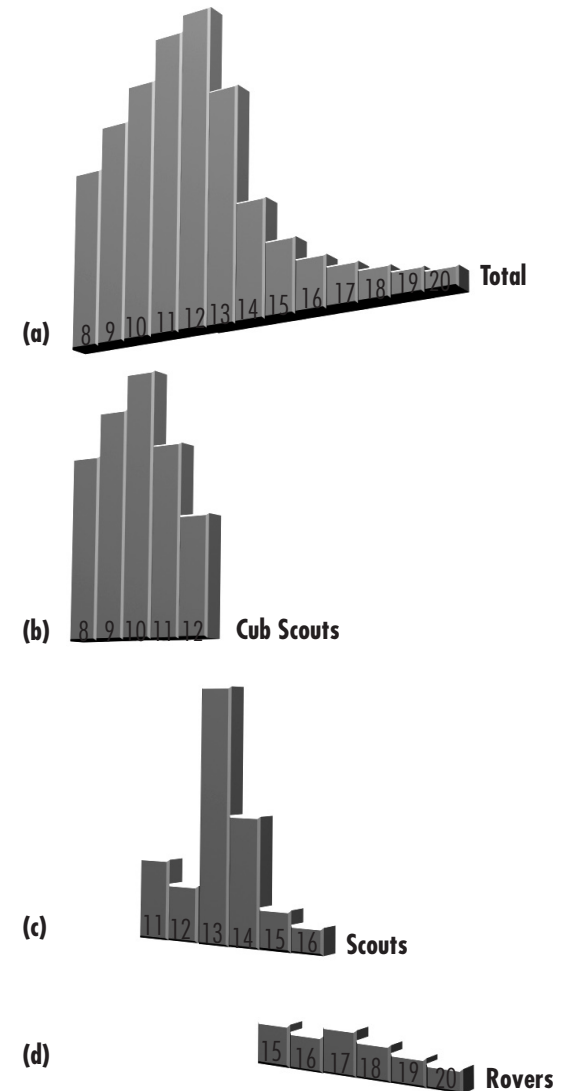
(d) Rovers

Similarly, you can note that the 15-16 year-olds are shared almost equally between the Scout and Rover sections – which may constrain the programme potential in both sections!

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

- The Youth Programme for one section is of low quality. If this is the case, the section educational objectives, the application of the Scout method in that section, the activities, and the age section's progressive scheme should be reviewed.

- The system of age sections is not adapted to the needs of the young people concerned. We will come back to this question later.

WHAT IS THE AGE DISTRIBUTION WITHIN EACH AGE SECTION?

You should next consider how the ages are distributed *within* each age section.

In the same example shown above, you can identify an imbalance between the 12-13 year-olds and the 14-15 year-olds in the Scout section. A different system of age sections may enable this problem to be solved.

WHAT IS THE TURNOVER OF MEMBERSHIP WITHIN EACH AGE SECTION?

Sometimes young people are attracted to the Movement but are soon disappointed by the low quality of the programme. In this case, there is a very high percentage of new members each year, but they soon leave.

Depending on how your association's membership is reported, it may be difficult to spot this, because the constant arrival of new members hides the fact that older members are leaving. If this is the case in your association, you may want to consider undertaking a survey in some units to check the proportion of members arriving and leaving each year.

IDENTIFYING THE CRITERIA FOR A WELL-ESTABLISHED SYSTEM OF AGE SECTIONS

IT RESPECTS THE STAGES OF DEVELOPMENT OF THE YOUNG PERSON

Even if the pace of personal development is not the same in all cultures, there are common factors which should be taken into account. It is important, for example, to avoid having a childhood section which extends beyond the age of 12; or having an adolescent section which has too wide an age range, mixing early adolescence and young adulthood. You will certainly be able to find psychology publications in your country which describe the stages of development of young people in your particular culture. These may be useful as reference documents.

IT TRIES TO BALANCE "PEER GROUP" AND "AUTONOMY" APPROACHES TO THE SMALL GROUP

In all age sections, young people are organised in small groups (six, patrol or team) each under the responsibility of one young person (sixer, patrol leader, etc.). The aim of this team system, as Baden-Powell himself explained, is to give the maximum amount of responsibility to young people while enabling them to develop their own interests to the full.

The team system can be approached from two angles:

- **The "peer group" approach**. Young people who are similar in age, who share common concerns and who are willing to cooperate, form small groups. This enables the young people to develop close-knit relationships among equals (peers).

  This dimension is emphasised in small groups where the young people are virtually all of the same age; as a result there will be more common interests within the group, it will be easier to organise activities and the group will function in a more democratic manner, enabling all members to take part in decision-making and share responsibilities; but, on the other hand, a large proportion of the group will be newcomers each year and it will be difficult to pass on experience, learning and "traditions". Age sections that cover a limited age-range (for example, 2 years) will encourage the peer group dimension.

- **The "autonomous team" approach**. The small group is led by one of the young people who is slightly older than the others. He or she is responsible for managing the team and passes on experience and knowledge to the younger members. The development of autonomy of a team requires differences in maturity, experience, etc.

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

Care should, therefore, be taken to maintain a balance between these two approaches.

IT TAKES EXISTING SOCIAL GROUPS INTO ACCOUNT

If the secondary school caters for young people aged 12-16, this is a strong argument for establishing an adolescent section corresponding to this age range. It is always necessary to compare the theoretical definition of stages of development, established by child psychologists, with social reality.

You may want to consider organising a seminar, bringing together psychologists, educators, social workers and Scout leaders to discuss this issue and draw useful conclusions.

IT TAKES THE ASSOCIATION'S HUMAN AND MATERIAL RESOURCES INTO CONSIDERATION

Even if you have good theoretical reasons for changing the number of age sections in your association, it is preferable, before taking a decision, to check whether your association has sufficient resources, both in quantity and quality, to undertake this reform successfully. Establishing a new age section will require new adult leaders, probably trained in a different way from your existing adult leaders, as well as new publications and other programme support.

Any kind of reform requires an efficient system of leader recruitment and training, as well as other material support.

PROPOSING SOLUTIONS

OPERATIONAL AND WELL REASONED

It is your task to prepare an operational and well-reasoned proposal:

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

Well-reasoned: Remember that your proposal will most likely have to be approved by another decision-making body in your association, such as the National Executive Board or perhaps even the General Assembly. It is certainly not easy to take decisions relating to the system of age sections. Because of the power of tradition, there is often a great deal of resistance to change. Your arguments will, therefore, have to be solid and based on a detailed analysis of the stages of development of young people in your culture and society, as well as taking resistance to change into account.

Keep the following points in mind...

OPTING FOR FLEXIBILITY

The pace of development varies according to the individual. An overlap of one year between each age section gives more flexibility to the whole system and makes it easier to adapt to individual needs, as well as ensuring a smoother passage from one section to the next. Moreover, such a system can be adapted to the different rhythms of development between girls and boys, young women and young men. For example, since puberty occurs on average one year earlier among girls than among boys, girls may move up earlier from the younger age section to the next age section.

OPTING FOR SIMPLICITY

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

TAKING THE MOST IMPORTANT CRITERIA INTO ACCOUNT

Three criteria are most important:

- An age span of about four years ensures a good balance between the "peer group" approach and the "team autonomy" approach within the small group.

- Respect the main stages of development.

- Remember that the more age sections there are, the more difficult it is to find the human and material resources needed.

The following solutions more or less fulfil these three criteria:

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

The second solution seems to be more suitable for new associations. As each age section can cover a span of up to four-five years, the leadership aspect of the small group is favoured over the peer group aspect, yet a certain balance is still maintained. Since there are only three age sections, it is less demanding in terms of human and material resources.

Cub Scouts	Scouts	Venture Scouts	Rovers

5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
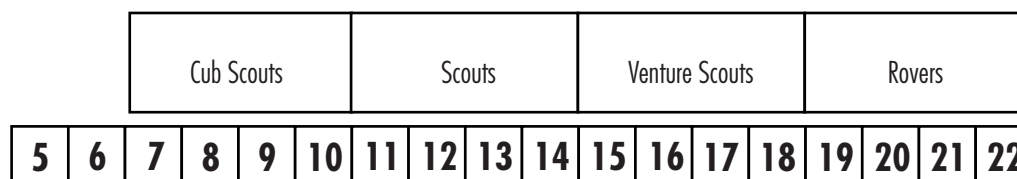
(a) 4 age sections, each covering 4 years

Cub Scouts	Scouts	Rovers

5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
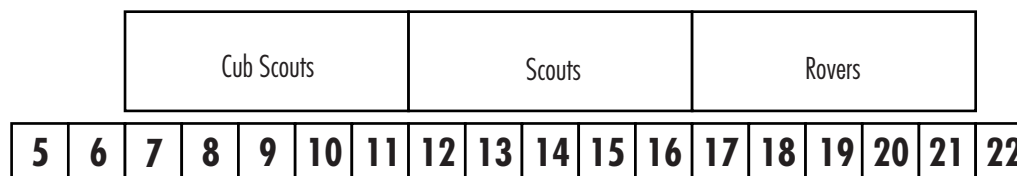
(b) 3 sections, each covering 5 years

CHOOSING A DEVELOPMENT STRATEGY

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

GIVING PRIORITY TO THE YOUNGER AGE SECTIONS

This gives a fast "return on investment". Membership in the Cub section – and even more so in a pre-Cub section (approximately age 6-8) – can grow very quickly. The decision to join the Movement at this age is more often made by parents than by the children themselves. In many countries, there is a strong social demand for children to be looked after during their leisure time. Moreover, it is usually easier to implement a programme for these age ranges than for adolescents and young adults.

However, serious negative effects should be noted:

- The first is a "snowball effect". Due to an imbalance in favour of the younger age sections, the association will be seen as a children's movement, which will result in adolescents leaving.

- The second negative effect will be on adult leaders. By giving priority to the younger sections, there may be a strong temptation for local leaders to use young adults, or even adolescents, as leaders. As a result there are some associations which have a large number of "adult leaders" aged only 15-18.

- At this age, it is possible to be a good activity organiser, but not to have enough life experience to be a genuine educator. If the association does not try to compensate for this by developing a senior section for 16-20 year-olds, and by making considerable efforts to recruit and train older leaders, it will be obliged to limit the scope of its Youth Programme to the capabilities of its leaders. The Youth Programme may gradually be reduced to a catalogue of repetitive activities.

- In this way, the older age sections will stop developing. The pre-Cub and Cub sections (6-11 year-olds) will soon represent four-fifths of the membership and the Scout section, which will then become effectively the senior age section, will in reality no longer go beyond 14 or 15 year-olds. It is possible

to be satisfied with this situation, but it means accepting failure.

GIVING PRIORITY TO THE OLDER AGE SECTIONS

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

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

• First, because this corresponds to the original goal of the Movement. It should always be remembered that Scouting aims to help young people play a creative role in society. This goal cannot be reached by providing a programme which only caters for children up to the age of 12 or 13.

• Also, because it is by achieving the educational objectives of the senior section that the programme of the younger sections will be developed. In education, success is measured by the results attained at the age of 18-20, not at 12-13. It is not possible to measure the relevance of an educational objective for children, if it is not possible at the same time to observe what this implies in terms of progression until adulthood, in other words for young people aged 18-20.

• The development of the senior age section will pull the adolescent section up by making it take its rightful place as an intermediate section between childhood and youth.

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

• Finally, the development of the senior section will have a positive effect on adult leadership. On the one hand, it will avoid the need for having leaders who are too young, and on the other hand – although this is not the purpose of the senior section – it will improve leader recruitment. This will in turn have a beneficial effect on the younger age sections. In many countries it is noticeable that the associations which have a strong senior section, representing a large proportion of their members, are also the most dynamic and develop the most successful programmes for all.

SECTION EDUCATIONAL OBJECTIVES: OVERVIEW

INTRODUCTION

Each National Scout Association needs to have its own statement of educational objectives for its Youth Programme. These educational objectives usually take two forms: final educational objectives and section educational objectives.

We will deal in this chapter with section educational objectives; final educational objectives are the subject of a separate booklet in this series.

WHAT ARE SECTION EDUCATIONAL OBJECTIVES? WHY ARE THEY IMPORTANT?

Section educational objectives are statements which describe the achievements, in each of the personal development areas, which youth members might be expected to have accomplished upon completing an age section; they are an intermediary step towards the achievement of the final objectives.

It is on the basis of the section educational objectives which are proposed to them that each youth member, with the guidance of the adult leader, will determine his or her own personal learning objectives. (If there is more than one stage of development represented in any age section, which may be the case if the age range in the section is wide, you may choose to have two series of educational objectives for that age section. However, if the section educational objectives are well formulated, the process of agreeing on personal learning objectives with each youth member should provide the necessary flexibility to work within a single set of section educational objectives.)

Section educational objectives describe, in quite detailed terms, the aim of the Youth Programme that has been developed for a particular age section, such as Cubs, Scouts or Rovers. (Section educational objectives for the senior age section, for example Rovers, are usually considered to be the same as the final educational objectives for the Youth Programme as a whole.)

For each final educational objective, therefore, you will need to define a sequence of section educational objectives, each representing progress towards achieving the final educational objective. If you define them well, the section educational objectives will guide the smooth progression of youth members through the Youth Programme offered in each age section, towards the achievement of the final educational objectives.

Since section educational objectives must suit the characteristics of the young people within a particular age range, they will need to reflect the stage(s) of development of these young people. This will help you ensure that the section educational objectives will be challenging but also achievable (in other words, neither too difficult nor too easy) for the young people concerned – a key motivational factor!

Remember that Scouting considers all aspects of the human personality – physical, intellectual, emotional, social, spiritual – which together constitute a "whole person", and encourages young people to take responsibility for the development of their potential in each of these five personal development areas. As a result you will need to define the section educational objectives – just like the final educational objectives to which they are linked – for each of these personal development areas that have been determined as a basis for your Youth Programme. This should ensure that the section educational objectives cover in a balanced way the growth and development of the whole human personality.

You also need to make sure that the section educational objectives cover, in an equally integrated and balanced manner, the acquisition of knowledge, skills and attitudes related to each of these dimensions.

Finally, section educational objectives are one of the essential pre-requisites for the application of the Scout method to the age section concerned and also provide one basis for the selection and planning of activities and the design of the progressive scheme for that section. A key part of your task therefore is to write them in a simple and attractive way, and make sure that they are communicated to local unit leaders and youth members to help them relate everything they do in their units to the educational objectives of their section.
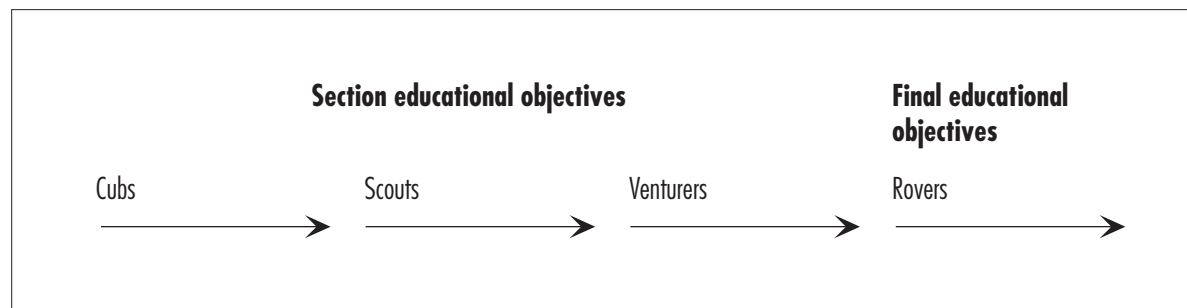
Note: Separating the whole human personality into five distinct personal development areas has both advantages and disadvantages. On one hand it helps us to analyse the human personality, and identify its component elements; on the other, it may lead us to assume that every section educational objective will "fit" naturally into one of these five "categories", to the exclusion of the other four. That is not necessarily true: while many section educational objectives will indeed relate to only one of the five personal development areas – physical, intellectual, emotional, social and spiritual – others will not; they will touch on more than one personal development area. An example of such a sectional educational objective is given in the section on "Test the New Section Educational Objectives".

Section educational objectives   **Final educational objectives**

Cubs   Scouts   Venturers   Rovers

THE SCOUT ASSOCIATION OF ZUTANIA

Here are some examples of section educational objectives from the Scout Association of Zutania, showing their relationship to a final educational objective. (Note: only one example is given for each age section; however, since final educational objectives are often expressed in rather broad terms, it would be quite normal to have more than one section educational objective related to each final educational objective.)

Physical development:

Final educational objective: *Take responsibility for the health and functioning of one's body*

Section educational objective for Scouts: *Show and understanding of what a healthy balanced diet involves, and reflect this through practice*

Section educational objective for Cubs: *Show an understanding of the elements of personal hygiene and reflect this through regular practice in one's personal habits*

Intellectual development:

Final educational objective: *Demonstrate the capacity to adapt to situations through effective management of information, creative thinking and use of intuition*

Section educational objective for Scouts: *Show the ability to select the best solution to problems from among various alternatives*

Section educational objective for Cubs: *Show curiosity and inquisitiveness*

Emotional development:

Final educational objective: *Recognise, integrate and manage one's emotions in one's daily life*

Section educational objective for Scouts: *Be aware of one's emotions and explore ways of expressing them in relation to others*

Section educational objective for Cubs: *Discover and express one's emotions*

Social development:

Final educational objective: *Demonstrate the capacity to communicate with others from different backgrounds and cultures*

Section educational objective for Scouts: *Demonstrate the ability to form a personal opinion and express it, while respecting the opinions of others*

Section educational objective for Cubs: *Show that one can express oneself clearly and listen to others*

Spiritual development:

Final educational objective: *Recognise the existence of a Spiritual Reality that gives meaning and direction to life, and reflect that in one's daily life*

Section educational objective for Scouts: *Develop the ability to see beyond the immediate, the physical and to reflect upon that ability and one's position within creation*

Section educational objective for Cubs: *Explore one's world and the wonders of nature and life*

LINKS TO OTHER STEPS IN THE PROCESS

Clearly section educational objectives are closely linked to other steps in the process of programme development and will therefore be affected by any changes in these other aspects of the Youth Programme, and vice-versa.

- First, they are of course directly related to the **age sections** that your National Scout Association has decided to establish, based on an analysis of the **stages of development** of young people in your society.

- They are also closely related to the **final educational objectives** of your Youth Programme since they constitute progressive intermediary steps towards the achievement of these final objectives.

- Since section educational objectives must cover all of the **personal development areas** that your association has agreed should be the basis for the Youth Programme, there is another link here.

- Section educational objectives are a necessary prerequisite for your association to be able to complete the development of a Youth Programme for each age section, including:

  – the **application of the Scout method** to suit each age section

  – the selection of **activities** suited for members in each age section

  – the development of a **progressive scheme** which will enable the youth members and adult leaders in each age section to understand the section educational objectives, and motivate and recognise youth members' progress towards achieving them.

CHARACTERISTICS OF SECTION EDUCATIONAL OBJECTIVES

THEIR PURPOSE

Section educational objectives:

- describe the educational aim of the Youth Programme offered by your association to young people in a particular age section

- constitute the framework within which each youth member, with the help and counsel of the adult leader, will define, informally, his or her own personal learning objectives as he or she moves through the age section concerned

- provide a basis for evaluation of personal progress of youth members within the age section in each personal development area

- provide one basis for the design of high quality activities that can stimulate the Scouting experiences that lead to the acquisition of knowledge, skills and attitudes

- constitute one factor on which the effectiveness of the Youth Programme of the age section concerned can be measured.

DIFFERENT TYPES

In each of the personal development areas (physical, intellectual, emotional, social and spiritual), you need to formulate section educational objectives that describe:

- knowledge to be acquired or deepened... ("learning to know")

- skills to be learned or improved... ("learning to do")

- attitudes to be developed or reinforced... ("learning to be").

Taken together, the section educational objectives will reflect a good balance between these three different types and the five personal development areas.

OTHER CHARACTERISTICS

A good educational objective is written in clear, easy-to-understand language and has the following characteristics:

- specific – it deals with only one topic and is expressed in clear, precise terms

- observable – expressed in terms of observable behaviour

- attainable – corresponding to the capabilities of the young people concerned

- realistic – achievable under the existing conditions (e.g. time, resources)

WHO ARE THEY WRITTEN FOR?

Section educational objectives are written primarily for use by adult leaders and youth members in the age section concerned.

The section educational objectives provide the frame of reference proposed by your association within which youth members in the age section, guided by their adult leaders, may set their own personal learning objectives and make their own choices and decisions concerning their personal development.

Thus, although they are defined at national level by your association, the section educational objectives are intended to be used primarily at local level by unit leaders in implementing the Youth Programme of the age section, and in guiding youth members in the process of making the personal choices and decisions that will affect their own growth and development. They must therefore be written and disseminated in simple and attractive form that can be understood by these adult leaders and young people.

Similarly, section educational objectives must be defined in terms that are sufficiently flexible that they offer real possibilities to be adapted to the different needs and aspirations of each youth member.

HOW TO SET SECTION EDUCATIONAL OBJECTIVES

There are several steps which should be taken when setting section educational objectives.

These include:

- Review the final educational objectives.

- Keep in mind the age sections and stages of development.

- Evaluate existing section educational objectives.

- Set new section educational objectives.

- Test the new section educational objectives.

- Get approval of the new section educational objectives.

- Disseminate the new objectives throughout the association.

These steps are described in detail on the following pages.

REVIEW THE FINAL EDUCATIONAL OBJECTIVES

WHAT DOES THIS INVOLVE?

An essential prerequisite for setting section educational objectives is to have a written statement of the final educational objectives of your association's Youth Programme. You will have formulated these on the basis of the educational proposal of your association and the personal development areas (physical, intellectual, emotional, social and spiritual) of the human personality the potential of which Scouting seeks to develop. You will have analysed each of these personal development areas and identified a number of component elements, or educational "threads", upon which to base your final educational objectives. Your section educational objectives will be based on the same "threads" or elements.

If your association has not yet developed final educational objectives for its Youth Programme, that's where you need to start! You will find suggestions on how to do that in another booklet in this series dealing with final educational objectives.

WHAT DO YOU NEED TO DO?

So you need to ensure that all those who are going to be directly involved in setting the section educational objectives – whether for one age section only, or for all of them – are thoroughly familiar with the final educational objectives and the basis on which these were formulated.

There are various ways in which you can become familiar with, or remind yourself of, the final educational objectives and the basis on which they were developed. Here are some suggestions:

- Ask a member of your programme development group – ideally someone who was personally involved in the process of developing the final educational objectives – to prepare a presentation describing these objectives and the thinking that lies behind their formulation; the presentation should also serve as a reminder of the educational proposal of your association, upon which the final educational objectives are based.

  This presentation should be made to all the members of your programme

development group who will be involved in the setting of section educational objectives. After the presentation, hold a group discussion to clarify any points that are not clear and to answer questions.

- Assign five members of your programme development group to consider one of the five personal development areas (physical, intellectual, emotion, social and spiritual); ask each one to study the educational "threads" that run through the area and the final educational objectives that have been developed to match these "threads". Ask them also to look for possible overlaps or connections to other personal development areas.

  Invite them to prepare a verbal presentation or a brief written paper describing their conclusions and to make specific concrete suggestions on how they think the task of developing section educational objectives should proceed.

- Ask all members of your programme development group to study the final educational objectives and related background material that may be available (it is always a good idea to keep detailed notes at all stages in the process of programme development, for future reference) and to share their views at a meeting of the whole group.

It is important to make sure that all members of the programme development group have a good understanding of the final educational objectives before proceeding to the next stage.

KEEP IN MIND THE AGE SECTIONS AND STAGES OF DEVELOPMENT

WHAT DOES THIS INVOLVE?

This is another area that you and your programme development group need to have clearly in mind before you undertake the task of setting section educational objectives.

Your association has no doubt decided what its age sections will be and the age ranges that each section will cover. That may have been a recent decision, or it may have been taken a long time ago. Whenever it was made, the decision should have taken into account an analysis of the stages of development of young people – boys and girls, young men and young men – in your society. An earlier chapter in this booklet describes the process that should be followed in making these decisions.

You and your fellow programme development group members need to know and understand the reasons why the age sections were established the way they were, and especially the stages of development of the youth members in each age section in your association. There may be one stage of development per age section, or it is possible that an age section will cover more than one defined stage of development. Knowing this will make it easier for you to set section educational objectives that respond to the needs and aspirations of the young people in the age section(s) concerned.

There may be times in your National Scout Association when the whole Youth Programme (i.e. the programme of all age sections) is reviewed or developed at the same time. There may be other occasions when the programme of only one age section is reviewed or developed. What is important to bear in mind is that any decisions made concerning one age section in an association will usually have some impact on other age sections. If, for example, you change the age range of one age section, that inevitably affects the younger and the older age sections; if you change the section educational objectives of one age section, that too will potentially have consequences for the section educational objectives of the younger and older age sections, especially since all section educational objectives are intermediary steps towards achieving the final educational objectives and there must be a consistent and coherent progressive flow between them.

WHAT DO YOU NEED TO DO?

As in the case of reviewing the final educational objectives, you and your programme development group will need to

carry out some research into the factors and considerations that led to the decision on what age sections your association would have in its Youth Programme, and the stages of development of young people in your society that were used as a basis for making that decision.

Hopefully, reference papers and documents will be available to you to enable you to carry out this research easily. If you find that this information is not available, or that the decision on age sections and the research on stages of development dates back several years, you may want to consider whether or not it would be timely to re-examine the current situation and see if any changes should be made.

> *If a review of age sections and stages of development is necessary, you will need to complete that task before looking again at section educational objectives.*

EVALUATE EXISTING SECTION EDUCATIONAL OBJECTIVES

QUESTION TO ASK

1. Does your association already have section educational objectives?

    YES: Go to "What does this involve?"

    NO: Go to next paragraph

> *Clearly, if there are currently no section educational objectives for your Youth Programme, you have nothing to evaluate... so you can move right on to the next step!*

WHAT DOES THIS INVOLVE?

If your association already has section educational objectives for its Youth Programme, it will be helpful for you to evaluate how effective they are – how well they are working. Are they well known by youth members and adult leaders in the local units? Are they understood? Are they being used as they are intended to be, especially to help each youth member, with the help and advice of his or her adult leader, to establish personal learning objectives? Are they achieving their purpose?

The evaluation of existing section educational objectives will have to be carried out at several levels within the association: at national level, at provincial level and at local level. The results of all the evaluations will then need to be collected by you and the other members of your programme development group and considered carefully.

- At national level, the focus will be on *programme development* (review or design): how effectively the existing section educational objectives fit within the overall framework of the Youth Programme, as it is conceived at national level within the association.

- At provincial level, the evaluation of existing section educational objectives will need to look at *programme delivery* (training and support): how effectively the section educational objectives are communicated and explained by "leaders of adults" – those leaders in your association whose function it is to provide training and support to local-level unit leaders – and in support materials such as handbooks.

- At local unit level, the questions to be asked will need to concentrate on

programme implementation: how effectively the section educational objectives are used to make the Youth Programme work as it is intended, to make it a reality. This will focus particularly on how youth members, with the guidance and counsel of their adult leaders, use the section educational objectives to set personal learning objectives. Related to this are questions such as: are the section educational objectives written in good, easy to understand words? are they expressed in terms which make it possible to personalise them, and then to facilitate measuring individual progress?

WHAT DO YOU NEED TO DO?

At each level – national, provincial and local – there are a number of questions that need to be asked. Some of these can be answered by your programme development group itself; the answers to others may need to be sought from people who are more directly involved with using the existing section educational objectives. Finding these answers may involve a number of activities, such as:

- researching the feedback received by your national headquarters during the time the section educational objectives have been in use (for example in letters that have been sent in, or the questions that have been asked at training courses, seminars or conferences, etc.);

- carrying out surveys, perhaps by using questionnaires, to obtain a cross section of input from adult leaders and youth members (especially those from the older age sections); try to get feedback from some youth members who have left your association, as well as those who are still members!

- organising "focus groups" where small groups of youth members and of adult leaders are invited to meet with one or more members of your programme development group for a structured interview, using questions prepared in advance; if you try this approach, make sure that the groups come from different parts of the country, not just the capital city or big towns!

And you will probably think of other approaches that you could also use...

What are the kinds of questions that need to be answered?

At national level... focusing on programme development

- How effectively do the existing section educational objectives fit within the framework of the Youth Programme? Do the section educational objectives flow progressively and cohesively through the age sections towards the final educational objectives? Taken together, do they comprehensively cover all five areas of personal development (physical, intellectual, emotional, social and spiritual) with a good balance between knowledge, skills and attitudes?

At provincial level... focusing on programme delivery

- How effective are the various means used to communicate the section educational objectives to those who need to use them: unit leaders at local level? Are the section educational objectives effectively explained in support materials for leaders at all levels, such as handbooks? Are they covered adequately in your association's guidelines for leader training activities?

- How effective are the "leaders of adults" in your association, during their training and support activities, in explaining the section educational objectives to unit leaders? Are the section educational objectives known and understood by "leaders of adults"? How effectively do these leaders carry out their role of helping unit leaders to know and understand them, and use them as they are intended to be used? During leader training activities, what opportunities are given for leaders to question and clarify the section educational objectives and how they should be used?

- Based on their contacts with unit leaders – during training activities, when providing direct support in the units, etc. – what is the perception of "leaders of adults" concerning how effectively the section educational objectives are used within the local units? Do the section educational objectives seem to be well known and understood by unit leaders? Does it appear they are being used effectively? Does it appear that the function of section educational objectives is fully understood?

At local level... focusing on programme implementation

- Do unit leaders and youth members know the section educational objectives and use them to plan and prepare unit programmes? Are they used to help youth members make personal choices and set their own personal objectives for their growth and development? Are the section educational objectives easy to use? Are they expressed in language that motivates youth members and adult leaders? Are they of a consistent level of challenge for the age range concerned, or are there some that are too "easy" and others that are too difficult to achieve? Are they comprehensive, or are there gaps or overlaps?

What is important is to try to carry out as good quality an evaluation as possible, based on the real experience of those who have used the existing section educational objectives, and avoiding the danger of drawing conclusions from subjective opinion or too narrow a range of views.

SET NEW SECTION EDUCATIONAL OBJECTIVES
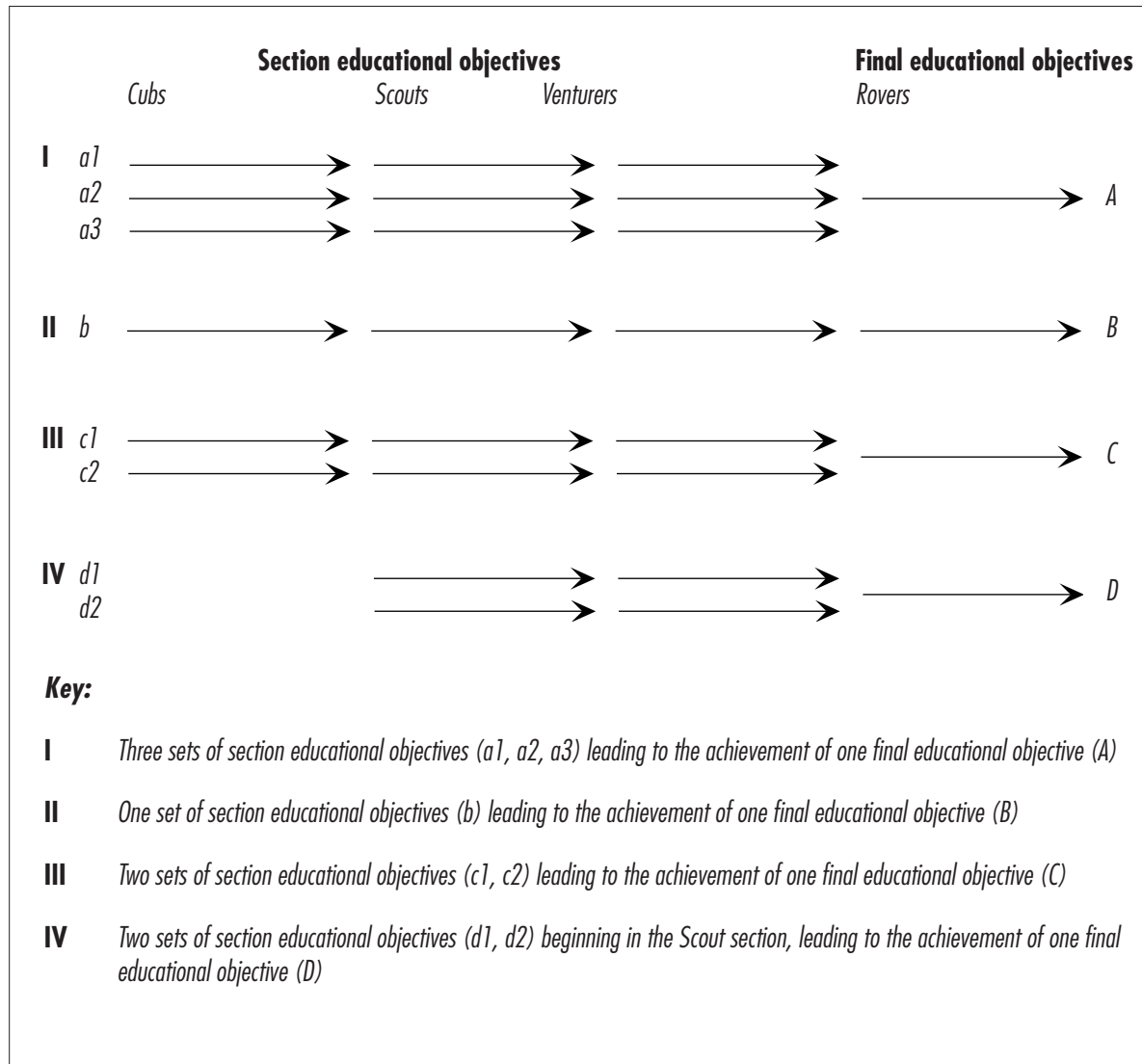
WHAT DOES THIS INVOLVE?

Having completed your evaluation of existing section educational objectives (if your association already has some), the next step is to set new section educational objectives for the age section(s) whose programme is being developed or reviewed.

If your evaluation has shown that many existing section educational objectives are still valid, this step may be a relatively simple one, making some modifications to those that exist, filling gaps, etc. But the task will be a more complex and comprehensive one if you are starting from scratch, or if many existing objectives need to be changed.

Remember that you will need one or more section educational objectives for each final educational objective – and that these are in turn based on the educational "threads" that run through the five personal development areas that Scouting considers form part of the human personality (physical, intellectual, emotional, social and spiritual).

Each section educational objective represents a step towards the achievement of one of the final educational objectives of the Youth Programme. Thus, each final educational objective is broken down into one set (or more) of section educational objectives, each set representing a continuous progression through the age sections towards that final educational objective.

Section educational objectives **Final educational objectives**

	Cubs	*Scouts*	*Venturers*	*Rovers*

I a1 ⟶ ⟶ ⟶
    a2 ⟶ ⟶ ⟶ ⟶ A
    a3 ⟶ ⟶ ⟶

II b ⟶ ⟶ ⟶ ⟶ B

III c1 ⟶ ⟶ ⟶
     c2 ⟶ ⟶ ⟶ ⟶ C

IV d1   ⟶ ⟶
    d2   ⟶ ⟶ ⟶ D

Key:

I   *Three sets of section educational objectives (a1, a2, a3) leading to the achievement of one final educational objective (A)*

II   *One set of section educational objectives (b) leading to the achievement of one final educational objective (B)*

III *Two sets of section educational objectives (c1, c2) leading to the achievement of one final educational objective (C)*

IV *Two sets of section educational objectives (d1, d2) beginning in the Scout section, leading to the achievement of one final educational objective (D)*

Note: As will be seen from Example IV in the diagram, not all sets of section educational objectives need to begin in the youngest age section.
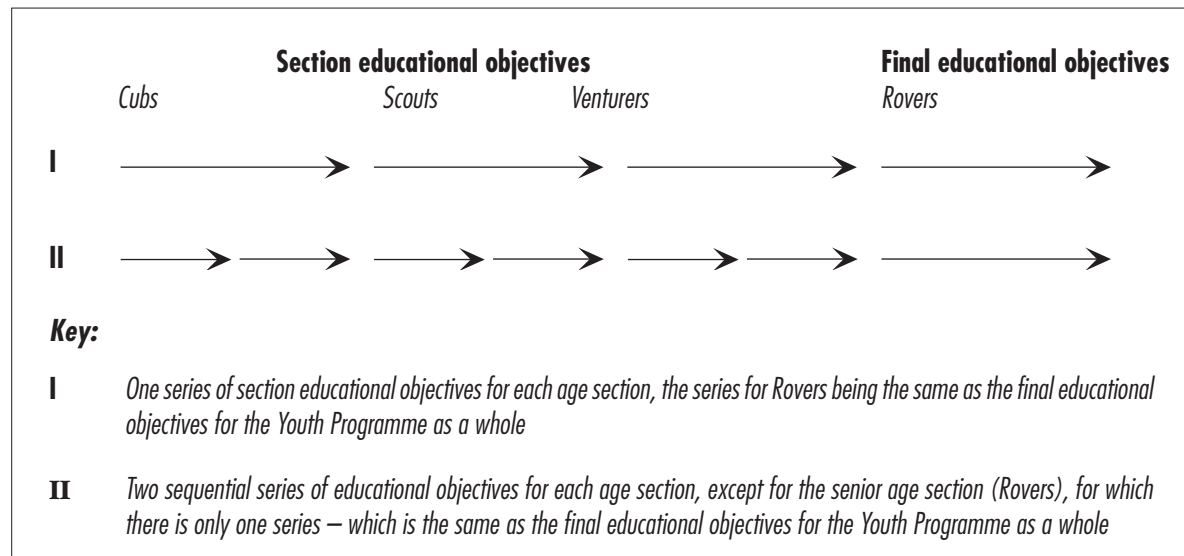
If there is more than one stage of development represented in an age section, which may happen if the age range is wide, you may decide to develop two sequential series of educational objectives for that age section, each covering a particular stage of development.

WHAT DO YOU NEED TO DO?

Here's one approach that you may want to consider:

- Choose one of the five personal development areas (physical, intellectual, emotional, social or spiritual).

- Choose one of the educational "threads" that you identified within that personal development area.

- Review the final educational objective that you have already formulated for that educational "thread" within that personal development area.

- Now set a section educational objective for the youngest age section (e.g. Cubs) on the same educational "thread". To do this you should take into account the stage(s) of development of young people in this age section, and their consequent needs and capabilities. Use simple words and action verbs.

- Then define a section educational objective for the next age section (e.g. Scouts), taking into account the stage(s) of development and the resulting needs and capabilities of young people in that age section.

- Check that the series of objectives, from the section educational objective of the youngest age section up to the final educational objective – which is usually also the section educational objective for the oldest age section (e.g. Rovers) – is progressive in terms of degree of difficulty or challenge.

- Repeat the same process of all the educational "threads" in each of the five

Section educational objectives

Cubs   *Scouts*   *Venturers*

Final educational objectives

Rovers

I

II

Key:

I   *One series of section educational objectives for each age section, the series for Rovers being the same as the final educational objectives for the Youth Programme as a whole*

II   *Two sequential series of educational objectives for each age section, except for the senior age section (Rovers), for which there is only one series – which is the same as the final educational objectives for the Youth Programme as a whole*

personal development areas. You may write one or possibly two educational objectives for each "thread"; if we assume there is an average of three "threads" in each personal development area, you will end up with between 15 and 30 educational objectives for each age section.

- Try to avoid having too few or too many section educational objectives for any age section! If you have too few, this will not ensure the progression of a youth member over several years in that section; if there are too many, this will make progression – and especially making personal choices – too difficult. Remember that, under normal circumstances, each young person should be able to reach all the section educational objectives proposed to him or her in the section, without undue difficulty, by the time he or she leaves the section.

TEST THE NEW SECTION EDUCATIONAL OBJECTIVES

WHAT DOES THIS INVOLVE?

Testing the new section educational objectives that you and your programme development group have formulated is an important step before launching them throughout the association.

What you want to do is make sure that the section educational objectives you have developed are coherent and comprehensive, and understandable by those who will eventually have to use them: adult leaders and youth members in the age sections concerned.

Here are some questions to ask:

- Are the section educational objectives coherent, both within a personal development area and between personal development areas?

- Taken together, are they comprehensive, forming a "whole"?

- Is there a clear and logical progression among the objectives in each age section?

- Is there unnecessary repetition? Has anything important been left out, forgotten?

- Is the overall list too long, or too short?

- Are the objectives understandable by the audience for whom they are written: the youth members and adult leaders in the relevant age section in local units?

- Are they expressed in simple enough language?

- Will they serve to motivate youth members to set their own personal learning goals and progressively grow and develop throughout their years in the age section concerned?

WHAT DO YOU NEED TO DO?

If, when you were checking the final educational objectives for the Youth Programme of your association for coherence and comprehensiveness, you sought the views of an external expert – someone, either from within your association or from outside, who had not been involved in developing the objectives – then it may be appropriate to ask the same person to review your section educational objectives. After all, he or she should by now be familiar with the work you have been undertaking.

But it is equally – perhaps more – important to get the views of a cross section of adult leaders and youth members from the age sections concerned. If you can identify the people who may have been involved in assessing the existing section educational objectives, they may be ideally suited to check and comment on the new set; or you may want to invite a different group of people to test the new section educational objectives.

Finding adult leaders to take part in such an exercise should not be too difficult. Try to find some experienced leaders, who will bring one perspective to their tests; but try also to find some relatively new and less experienced leaders, who will be able to bring a somewhat different perspective to the task.

Getting feedback from youth members is also very important! Finding youth members, especially from the younger age sections, who are able to provide meaningful comments on the draft section educational objectives, may be more difficult but it is worth persevering. Perhaps youth members and adult leaders could undertake the exercise together – a good test in itself of the validity of the section educational objectives, since they should be readily usable in that kind of setting. Or perhaps you can invent some kind of exercise or game to help youth members explore their experiences in Scouting, so as to better understand what the educational objectives really mean. And don't forget that you can ask Scouts who have recently left the Cub section to comment, based on their recent experience, on the draft section educational objectives for the Cub age section.

The example opposite demonstrates two things:

- the importance of testing draft section educational objectives with leaders from local, grassroots level

- that, while the separation of the dimensions of the human personality into five personal development areas – physical, intellectual, emotional, social and spiritual – is an important means of ensuring that the section educational objectives are comprehensive, i.e. cover the knowledge, skills and attitudes in all five areas, it is also important to consider the development of the human personality from a holistic perspective; in other words, some important objectives may not fit neatly into a single area or category.

THE SCOUT ASSOCIATION OF ZUTANIA

The programme development team of the Scout Association of Zutania held a meeting with local leaders of the Scout section to get feedback on the draft section educational objectives...

During the meeting, the local leaders expressed some concerns that they had which did not seem to be reflected in the draft set of objectives.

One of these concerns related to parents' worries that the youth members in the Scout age section were spending a lot of time on Scouting activities and were not always getting their school homework done on time.

After some discussion, and a review of the personal development areas, a new section educational objective was added: "Taking responsibility for managing one's time".

This objective was felt to touch on both the intellectual and emotional development of the youth members.

GET APPROVAL OF THE NEW SECTION EDUCATIONAL OBJECTIVES

WHAT DOES THIS INVOLVE?

The section educational objectives you have developed will need to be approved by some decision-making body within your National Scout Association. The constitution and by-laws of your association, and the terms of reference of your programme development group, will no doubt make it clear which body has that authority.

WHAT DO YOU NEED TO DO?

Try to make sure that the members of the body that has to approve the section educational objectives have a clear understanding of the task you have been asked to carry out, the process that you have followed (especially those steps that have involved consultation with adult leaders and youth members at local level, and with qualified experts), and the reasoning that lies behind your proposals. This will help to ensure that the decision-makers make a sound decision, rather than an ill-informed one.

DISSEMINATE THE NEW OBJECTIVES THROUGHOUT THE ASSOCIATION

WHAT DOES THIS INVOLVE?

Dissemination means getting the information into the right hands within your association – and all of them!

For section educational objectives to be of any use, they must be known and used by the people for whom they are intended: primarily unit leaders at local level, who use them to help and guide their youth members in the process of setting their own personal learning objectives as a basis for their Scouting adventure.

This means that section educational objectives need to be included in adult leader handbooks and training courses and in handbooks for the youth members of the age section. They should also be promoted through newsletters and magazines and in any other media that your association uses to communicate with the interested audience.

WHAT DO YOU NEED TO DO?

- Use as many means of communication as possible, paying particular attention to those that are aimed specially at the people – adult leaders and youth members – who will need to use the section educational objectives. Make sure the language you use is suited to the audience – keep it simple, exciting and attractive!

- Don't just print the section educational objectives. Elaborate on them, explain what they mean – and give as many examples as possible of how they should be used by adult leaders and youth members. Remember that it is the section educational objectives that form the basis, or framework, within which youth members make personal choices and, with the help of their unit leaders, decide on personal learning objectives and goals to guide them through their Scouting experience.

- Remember too that parents, and other educators such as teachers and church leaders, or even politicians and other decision-makers in the community, will be interested to know what the educational objectives are in Scouting's age sections such as Cubs, Scouts and Rovers. So use the section educational objectives, along with the final educational objectives and your association's educational proposal, as part of your ongoing efforts to explain

to all these audiences what your National Scout Association is offering to young people of specific ages in your society.

- Don't forget the importance of training courses, conferences and other meetings as opportunities to explain section educational objectives. These are occasions when unit leaders can ask questions to help them understand better what the section educational objectives are intended to do, and how they should be used.

- And don't forget the importance of local support: "leaders of adults", such as local commissioners, whose role is to support unit leaders by providing on-the-job training and other forms of encouragement and advice, must know and have a thorough understanding of the section educational objectives and how they should be used within the unit, especially in helping youth members – with the aid of their adult leaders – to set their own personal learning goals. So the subject of section educational objectives should also be dealt with carefully in courses and meetings for "leaders of adults" within the association.

CONCLUSION

In this chapter, we have looked at section educational objectives. As you will have noticed, there are many similarities between section educational objectives and final educational objectives (which also serve as section educational objectives for the senior age section, e.g. Rovers).

Now that you have formulated your section educational objectives, you will need to consider what implications there may be for other steps in the process of programme development for the age section(s) concerned, or on the programme of other age sections. Remember that none of these steps, or programmes, operates in total isolation.

A GENERAL CONCLUSION TO THIS BOOKLET

In this booklet, we have covered two of the eight steps in the process of programme development: deciding on age sections based on stages of development, and formulating section educational objectives.

Other booklets in the series cover the remaining steps in similar detail, and there is also an *Overview* publication which summarises all eight steps.

The World Scout Bureau would be interested to receive feedback on how you have been able to use this booklet, so that future editions, and further booklets in the series *A Guide to Programme Development* can be made even more helpful.

Please send your comments to:

Programme Service
World Scout Bureau
P.O. Box 241
1211 Geneva 4
Switzerland

Or you can send an e-mail message to: worldbureau@world.scout.org