



**YOUTH PROGRAMME:**  
**A GUIDE TO PROGRAMME**  
**DEVELOPMENT**  
**FINAL EDUCATIONAL OBJECTIVES**



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# STRATEGY

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## 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, they 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 one of these steps: setting **final educational objectives**. Other documents in the series treat the remaining seven 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.



# FINAL EDUCATIONAL OBJECTIVES: OVERVIEW

## INTRODUCTION

*“Before setting out on any journey, you must know where you plan to go – otherwise you will never know when you get there!”*

Objectives, in any context, provide a target to aim for, a sense of direction, and, eventually, a basis for evaluation. Scouting’s educational objectives do the same; they describe the Movement’s purpose, provide the direction towards achieving it, and constitute a basis on which progress can be evaluated.

The purpose of Scouting is to help young people develop their full potential as individuals, physically, intellectually, emotionally, socially and spiritually, and thus become responsible members of society. The purpose of Scouting is not to train young people to conform to any preset model of an “ideal” citizen: Scouting recognises and accepts that each young person is unique, with different needs, aspirations, capacities, interests and potentials.

As a result, young people who join the Scout Movement are offered the opportunity – not in any “formal” way but purposefully nonetheless – with the advice and guidance of adult leaders, to set their own objectives for

their personal development and to decide on their own course of action, within the broad frame of reference provided by the Movement’s educational objectives. It is from this “dialogue” between what Scouting offers the young person in terms of his or her personal development and the personal choice of each individual that the Movement’s unique educational process derives.

Each National Scout Association, therefore, needs 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 booklet with the first of these: final educational objectives.

## **WHAT ARE FINAL EDUCATIONAL OBJECTIVES? WHY ARE THEY IMPORTANT?**

Final educational objectives are statements 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).

The final educational objectives describe what your association offers to young people who choose to join the Movement and who go on to complete the programme of the senior age section of the association. They are “final” in terms of what Scouting sets out to offer, but not for the person: personal development is never completed – it is a process that extends over one’s entire life. However Scouting’s contribution to this development is limited to a specific period of time. The final objectives, therefore, indicate a direction proposed by the association for the personal development of a young person; they represent a marker, or milestone, at a particular moment, the end of the Scout “trail”.

You, along with other members of the programme development group in your National Scout Association, will need to formulate one or more specific final educational objectives for each of the personal development areas – those dimensions of the human personality which evolve and develop during a young person’s growth as a person – that form the basis for your programme (i.e. physical, intellectual, emotional, social and spiritual). Although final educational objectives are often expressed in rather broad terms, the ones you set will cover, in a balanced way, knowledge, skills and attitudes. The final

objectives will also be expressed in a positive way, to be motivating, and will be written in simple and understandable terms.

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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 final 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 final 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.



## THE SCOUT ASSOCIATION OF ZUTANIA

*Here are some examples of final educational objectives from the Scout Association of Zutania.*

*Each of them is one of several final educational objectives in each of the personal development areas.*

- Take responsibility for the health and functioning of one’s body (*Physical*)
- Demonstrate the capacity to adapt to situations through effective management of information, creative thinking and use of intuition (*Intellectual*)
- Recognise, integrate and manage one’s emotions in one’s daily life (*Emotional*)
- Demonstrate the capacity to communicate with others from different backgrounds and cultures (*Social*)
- Recognise the existence of a Spiritual Reality that gives meaning and direction to life, and reflect that in one’s daily life (*Spiritual*)

## LINKS TO OTHER STEPS IN THE PROCESS

Final educational objectives cannot be developed or revised in isolation from other steps in the process of programme development

Three of the most important links with other steps in the process are described below.

- One necessary prerequisite is an **educational proposal** for your National Scout Association. The educational proposal is a written statement which describes what Scouting commits to offer to young people in your particular society, based on the specific needs and aspirations of its young people at a particular time. 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.

The final educational objectives will be based fully on this educational proposal, reflecting the commitment contained in the proposal in the more tangible, observable terms associated with drafting educational objectives.

- Another prerequisite is a clear identification and understanding of the

various **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 considered by Scouting as representing the different dimensions of a person are physical, intellectual, emotional, social and spiritual.

Your final educational objectives will need to cover all of the personal development areas on which your Youth Programme is based.

- Final educational objectives are necessary for your National Scout Association to be able to develop coherent **section educational objectives**. These 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.

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Note: The section educational objectives for the senior age section are normally the same as the final educational objectives.

Apart from these three key links, developing or revising the final educational objectives of your Youth Programme will inevitably have some impact on the other steps in the process of programme development.

For example, the final educational objectives obviously can't be set until your association has decided on the upper age limit of its Youth Programme provision – which could typically be anywhere from 18 years of age to the mid-twenties. This is because the objectives are directly related to the age – or, more accurately, the stage of development – of the young people to whom they will apply. Thus, final educational objectives established for a Youth Programme that serves young people only up to the age of 18 will be significantly different from final educational objectives set for young people who may stay in the Movement up to the age of 25.

Similarly, since the final educational objectives normally serve as section educational objectives for the senior age section, they have a direct impact on the application of the Scout method, the activities and the progressive scheme in that age section.

So remember to check for implications on other steps in the process of programme development that may result from any changes you make to your final educational objectives!

# CHARACTERISTICS OF FINAL EDUCATIONAL OBJECTIVES

## THEIR PURPOSE

Final educational objectives:

- reflect Scouting's educational proposal in simple, realistic and observable terms
- provide adult leaders across all age sections with a common vision of the direction their efforts should be headed in
- describe the final achievements in each personal development area that a young person could have accomplished at the end of the senior age section
- enable coherent section educational objectives to be established for younger age sections
- provide a basis for the evaluation of personal progress in each personal development area within the senior age section
- constitute one factor on which the effectiveness of the overall Youth Programme of the association can be measured.

## DIFFERENT TYPES

In each of the personal development areas (physical, intellectual, emotional, social and spiritual), you need to formulate, in accordance with your association's educational proposal, final 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 final 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).
- language appropriate to their stage of development, of the knowledge, skills and attitudes that can be expected of someone who leaves the Movement at the end of the senior age section; it simply means that the specific formulation of the final educational objectives is not directly relevant to them at this stage.

### **WHO ARE THEY WRITTEN FOR?**

Final educational objectives are primarily of use and interest to adult leaders, especially those working with youth members in local units. They provide a vision of the direction that all their efforts should be headed in – towards a final “target” or “destination” – irrespective of the age section in which the adult leader serves.

The final educational objectives are of less direct relevance and interest to youth members themselves than are the section educational objectives (except in the senior age section, where the final educational objectives usually also serve as the section educational objectives). This does not mean that youth members in the younger age sections should not have some idea, presented to them in

# HOW TO SET FINAL EDUCATIONAL OBJECTIVES

There are several steps which you should take when formulating final educational objectives.

These include:

- Review the educational proposal of your association.
- Evaluate existing final educational objectives.
- Identify the main component elements, or educational “threads”, which make up the personal development areas on which your Youth Programme is based.
- Formulate a final educational objective for each of these educational threads.
- Check that the final educational objectives are coherent, comprehensive and understandable.
- Get general agreement and acceptance of the final educational objectives.
- Disseminate the final educational objectives throughout the association.

These steps are described in detail on the following pages.

# **REVIEW THE EDUCATIONAL PROPOSAL OF YOUR ASSOCIATION**

## **WHAT DOES THIS INVOLVE?**

Basically this means that the members of the programme development group in your association should review the educational proposal of the association and satisfy themselves that each person in the group has a good understanding of it – and shares a common vision of what it means for your association in your society today.

## **WHAT IS AN EDUCATIONAL PROPOSAL? A REMINDER...**

You will recall that a National Scout Association's educational proposal is a written statement which describes what Scouting commits to offer to young people in a particular society, based on the specific needs and aspirations of its young people at a particular time.

As an educational Movement, Scouting complements other influences on the lives of young people: the family, the school and other educational institutions, religious communities, peer groups, the media, etc. However, Scouting has its own specific character defined by its stated educational purpose and by the unique method it uses to achieve that purpose, and therefore makes a specific contribution to the education of young people.

The purpose, principles and method of Scouting are defined at world level in the Constitution of the World Organization of the Scout Movement; but these need to be expressed and applied by each National Scout Association in the context of the particular conditions of its own country as they affect young people. This is achieved through the development of a written educational proposal.



## QUESTIONS TO ASK

1. Does your association have a written educational proposal?  
If YES: Go to question 2.  
If NO: See text in box
2. Is it still relevant to the situation of young people in your country today?  
IF YES: Go to “What do you need to do?”  
IF NO: See text in box

***If your association has not yet developed an educational proposal along these lines, or if you conclude from your discussions on an existing statement that it needs to be revised, that should be the first task for you and the other members of the programme development group in your association.***

*Any work on setting final educational objectives – or on any other step in the process of programme development – is not likely to be productive unless and until a good educational proposal is established, agreed upon by the decision-making bodies in your association, and disseminated throughout the association.*

## WHAT DO YOU NEED TO DO?

This review of the educational proposal of your association can be achieved through individual study of the statement, followed by questioning, discussion and debate during one or more meetings of the programme development group, until you are sure that you share a common understanding of what the educational proposal means, and are confident that it is still relevant to the needs and aspirations of the young people in your country in its current context.

If any documents exist within your association to support or explain the educational proposal, or which may provide background information on the thinking that led to its original formulation, study these too to help gain a deeper understanding of the text.

When studying the text individually, keep these two questions in mind:

- What does each part, each element, of the educational proposal mean to me?
- What does this imply in terms of final educational objectives?

Remember that the final educational objectives for the Youth Programme are a description, in

operational terms, of what a young person might be expected to have achieved on leaving the Movement at the end of the senior age section, based on the educational proposal of the association.

As you study the educational proposal, make notes of your ideas. Use these notes when you meet to discuss the educational proposal with the other members of your programme development group.

With the other members of the group, try to reach a common vision and understanding on the various elements of the educational proposal. You may want to invite an outside expert, someone who is knowledgeable in the field of non-formal (i.e. out-of-school) education of young people, to help you come to this common understanding.

In the group, then make a preliminary list of as many draft final educational objectives as possible arising from your discussion of the educational proposal.

Keep in mind that final educational objectives:

- focus on what a young person might be expected to have accomplished on leaving the Movement at the end of the senior age section;

- must cover all the personal development areas (physical, intellectual, emotional, social and spiritual);
- must encompass knowledge, skills and attitudes.

But don't worry about form or comprehensiveness at this stage; this is a preliminary list – not much more than the result of a brainstorming exercise – that may bear little or no resemblance to the final educational objectives you eventually agree on.



### THE SCOUT ASSOCIATION OF ZUTANIA

*Here are a few key elements of the educational proposal of the Scout Association of Zutania:*

*and some "first draft" final educational objectives that their programme development group came up with in their discussions...*

- "Our purpose is to help each young person to develop his/her full potential, to ensure his/her personal well-being and enable him/her to become the type of active and responsible citizen that our country needs. We do this by providing opportunities for experiences that enable the young person to "be" today the kind of autonomous, supportive, responsible and committed adult we need tomorrow."
- "We recognise the specific difficulties faced by young people in the situation of change that our country is undergoing, including... unemployment."
- "We also recognise positive elements in our society on which we wish to base our approach, such as... a spirit of enterprise."
- "We want to help young people to discover their abilities, develop their self-confidence, and prepare themselves to cope with change... through making a personal commitment to a growth ideal, taking charge of their lives, taking action today..."
- Recognises his/her possibilities and limitations, has a critical awareness of him/herself, has a constructive approach to life and has a good image of him/herself. *(Physical)*
- Makes creative use of available resources, strives to become financially independent and values his/her own work and the work of others. *(Intellectual)*
- Is able to work as part of a team, communicate effectively, manage collective projects and serve actively in the local community, influencing the process of change for the common good. *(Social)*

# EVALUATE EXISTING FINAL EDUCATIONAL OBJECTIVES

## QUESTION TO ASK

1. Does your association already have final educational objectives?

If YES: Go to “What does this involve?”

If NO: See text in box

***Clearly, if there are currently no final 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 final 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? Are they understood? Are they being used at unit level? Are they achieving their purpose?

The evaluation of existing final 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 final educational objectives fit within the framework of the Youth Programme, as it is conceived at national level within the association.

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Note: In this booklet, we deal only with the evaluation of existing final educational objectives as such. Insofar as these final educational objectives also serve as section educational objectives for the senior age section, further elements of evaluation may be required in that particular context. These elements are explored in a separate booklet dealing with section educational objectives.

- At provincial level, the evaluation of existing final educational objectives will need to look at *programme delivery* (training and support): how effectively the final 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 unit leaders use the final educational objectives to make the Youth Programme work as it is intended, to make it a reality.

## WHAT DO YOU NEED TO DO?

### At national level... focusing on programme development

- Compare the list of existing final educational objectives to the list of draft educational objectives you and the other members of the programme development group compiled as part of your review of the educational proposal of the association.

- What are the similarities between the two lists? What are the major differences?
- Does it appear that significant revisions may need to be made to the existing final educational objectives? For example, are there apparent gaps between the existing educational objectives and those that appear on your new draft list?
- Have new areas of concern appeared in your new draft list that were not reflected in the existing final educational objectives?
- Check consistency and comprehensiveness.
  - Are the final educational objectives fully consistent with the educational proposal of your association? Do they reflect the fundamental principles of the Movement and the needs and aspirations of the young people in your society today?
  - Are the final educational objectives sufficiently comprehensive,

covering all five areas of personal development (physical, intellectual, emotional, social and spiritual) and with a good balance between knowledge, skills and attitudes?

### At provincial level... focusing on programme delivery

- Check the effectiveness of the various means used to communicate the final educational objectives to those who need to use them: unit leaders at local level.
  - Are the final educational objectives effectively explained in support materials for leaders at all levels, such as handbooks?
  - Are the final educational objectives covered adequately in your association’s guidelines for leader training activities?
- Find out how effective the “leaders of adults” in your association are in explaining the final educational objectives to unit leaders during their training and support activities.
  - Are the final 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 final 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.
  - check the perception of “leaders of adults” on how effectively the final educational objectives are used within the local units.
  - Do the final 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 final educational objectives, of providing adult leaders across all age sections with a common vision of the direction their efforts should be headed in, is fully understood?
- Is there a clear continuity of progress, through all the age sections, towards achieving the final educational objectives, evidenced by continuing membership of young people from one section to the next; or is there a drop-out problem between age sections?

**At local level... focusing on programme implementation**

- Check how effectively the final educational objectives are working in the units.
  - Do unit leaders know final educational objectives exist? Do they know what they say? Do they find them easy or hard to understand?
  - Do unit leaders understand the purpose of final educational

- objectives in providing them, across all age sections, with a common vision of the direction their efforts should be headed in?
- Do unit leaders use the final educational objectives properly and effectively? Do they understand the relationship between their section educational objectives and the final educational objectives?
- Do they find the final educational objectives help them to make the Youth Programme work effectively with youth members?
- Do unit leaders find they can use the final educational objectives to convey to their youth members, in language appropriate to their stage of development, an attractive idea of what Scouting offers them a chance to achieve if they stay in the Movement long enough, in other words something that youth members would see as a “target” worth striving to work towards?

## Drawing conclusions

From all these inquiries, several possible scenarios may emerge at local level – which is, after all, where the final educational objectives need to be used, and to work effectively:

- Unit leaders are not aware that their association has published final educational objectives for the Youth Programme.
- Or, they may be aware they exist, but don't know them.
- Or they know them, but don't understand what they mean.
- Or they may understand them, but still find it difficult to make any use of them within their section programme.

These scenarios reveal problems that are quite different in nature:

- The problem may be linked to the way in which the final educational objectives have been formulated at national level:
  - are the objectives not adapted to the realities of the young people's

needs and aspirations in their society today?

- are there too many objectives?
- are the ideas and concepts too vague or too complicated or too sophisticated...?
- Or the problem may be related to the way in which the final educational objectives have been disseminated within the association:
  - how was this done?
  - are the communications media that were used (e.g. printed handbooks, seminars, leader training activities) not working effectively for the target audience?
  - is the language too complicated or otherwise inappropriate?
- Or the problem may be linked to the capacity of the unit leaders to understand or use them:
  - was the right choice made when the unit leader was appointed?

- what personal support and training was provided to help leaders know about the objectives, understand them and use them effectively?

The subsequent action you and the other members of your programme development group take will depend on the nature of the problem(s) you identify at this stage.

- It may be that you conclude the existing final educational objectives need to be changed because they no longer reflect the needs of the young people in your society (i.e. a *programme development* task).
- Or you may conclude the existing final educational objectives are fine as they are but need to be communicated differently to unit leaders to improve understanding and acceptance (a *programme delivery* task).
- Or you may conclude that a problem exists at the level of *programme implementation*, perhaps requiring greater resources, support or training for unit leaders at local level to increase their ability to make use of this aspect of the Youth Programme effectively.

## **CONDUCTING A SURVEY**

To carry out an evaluation of existing final educational objectives properly, you will need to make your inquiries as soundly-based as possible. It would not be advisable to rely solely on the views of some leaders at national level, based on their personal experiences – which may have been rather a long time ago – or their assumptions about the current situation.

One approach is to conduct a survey, at all levels of the association – national, provincial and local – using questionnaires and/or individual or group interviews. Different questionnaires or interview guides will likely be required for each “target audience”, such as unit leaders or “leaders of adults”.

You may need to get some expert advice on how to design such a survey, so as to be sure you have a good cross-section of informed opinion from within your association. This may be especially important if you are planning a survey involving youth members, since the language and style of such a survey may have a significant impact on the quantity and quality of the responses! It is not necessary – and rarely practical – to survey 100% of the leaders and youth members in your association, but a well-

designed sample will provide you with dependable feedback that you can use to make proposals for the future.



## THE SCOUT ASSOCIATION OF ZUTANIA

Here is a sample questionnaire used by the Scout Association of Zutania for unit leaders. The person who completed this form got all the factual answers correct!

1. How many personal development areas (the different aspects of the human personality which evolve and develop during a young person's growth as a person) have been identified by our National Scout Association as the basis for the Youth Programme?

Five

2. From the following list, place a tick (✓) beside the personal development areas that you think have been identified by our association:

- ✓ physical development
- manual skills
- Scout skills
- ✓ intellectual development
- character
- creativity
- ✓ emotional development
- ✓ social development
- development education
- ✓ spiritual development
- education for peace
- family life education
- environmental education
- camping and outdoors activities
- knowledge of Scouting

Obviously all the other items mentioned – which are of a different nature – fall under one or the other of the five personal development areas!

3. From the following list of current final educational objectives of our association, place a tick (✓) beside those that you recognise as being part of the Youth Programme. Beside each final educational objective that you have ticked, write the personal development area to which you believe it corresponds.

- ✓ Take responsibility for the health and functioning of one's body (Physical)  
Be able to run 10 km in less than 30 minutes  
Collect facts, analyse them and solve problems
- ✓ Demonstrate the capacity to adapt to situations through effective management of information, creative thinking and use of intuition (Intellectual)  
Demonstrate the ability to control your anger
- ✓ Recognise, integrate and manage one's emotions in one's daily life (Emotional)
- ✓ Demonstrate the capacity to communicate with others from different backgrounds and cultures (Social)  
Visit another country and meet its people  
Attend a religious ceremony regularly
- ✓ Recognise the existence of a Spiritual Reality that gives meaning and direction to life, and reflect that in one's daily life (Spiritual)

4. Do you think that any of the final educational objectives shown on the above list could be explained more simply? If so, note them here and then write in your own words what they mean to you.

"Demonstrate the capacity to adapt to situations through effective management of information, creative thinking and use of intuition"

Show, in a variety of different situations, that you can make good decisions or judgements based on the right information, without being influenced by others or doing just what seems easiest or most obvious.

5. Can you easily relate the section educational objectives you use in your unit to these final educational objectives? If yes, how? If not, why not? (Which age section do you work in?)

Yes. They help me to explain to my Scouts what they can look forward to when they go up to the Senior Scouts. An they help me to understand how the Scout Programme follows the Cub Scout programme and leads on into the Senior Scout Programme.

6. Are there personal development areas that you think about, or concentrate on, more often – or less often – than others? Which ones? Why?

I try to keep a good balance of all five personal development areas over a period of time.

7. Are there some final educational objectives you refer to or emphasise more often – or less often – than others? Which ones? Why?

In our democracy, where more freedom of thought is now possible and especially religious groups are starting up, I try to put an emphasis on making good decisions, respecting others, and taking a quite broad "spiritual" look at life, through nature, etc.



# **IDENTIFY THE MAIN COMPONENT ELEMENTS, OR EDUCATIONAL “THREADS”, WHICH MAKE UP THE PERSONAL DEVELOPMENT AREAS ON WHICH YOUR YOUTH PROGRAMME IS BASED**

## **WHAT DOES THIS INVOLVE?**

This is where the real work of developing final educational objectives begins.

First of all, it involves an analysis of each of the personal development areas (physical, intellectual, emotional, social and spiritual) one after the other, to identify the main component elements, or educational “threads”, running through each one.

The main component elements, or educational threads, of a personal development area, are the sub-divisions, or the ideas that emerge, when you “dig below the surface” or explore in more depth the general phrase. In other words, what do you mean when you refer to “physical development”, or to “social development”, or to any of the three other areas of personal development? What do you have in mind when you use these terms?

Your programme development group should be able to define approximately three or four main threads for each personal development area. If you identify more than that, you may be “splitting hairs” and you will complicate matters later in this process of formulating final

educational objectives as you get tied up in too many details. So, if necessary, make choices based on priorities. While the main threads that you decide on now will remain in place for some time, they are not decided for ever; they can be reviewed and, if necessary, modified the next time you carry out a review of your Youth Programme.

## **WHAT DO YOU NEED TO DO?**

Here are some ideas:

- With the other members of your programme development group, discuss what you understand by the terms “physical development”, “intellectual development”, “emotional development”, “social development” and “spiritual development”.

Compile a list of our ideas and try to reach consensus on three or four points that sum up your understanding of the main components, or threads, of each phrase.

In the *Overview* booklet in this series, physical, intellectual, emotional, social and spiritual development were described as follows. These are not comprehensive definitions, but they may help you in your discussions as you explore what you understand by each term:

- Physical development: taking responsibility for the growth and functioning of one’s body
- Intellectual development: developing the capacity to think, to innovate and to use information in an original and relevant way
- Emotional development: recognising one’s own feelings and learning to express them in a manner that will reach and maintain an inner state of freedom, equilibrium and maturity
- Social development: developing a sense of interdependence with others and the capacity to cooperate as well as to lead
- Spiritual development: discovering the Spiritual Reality that gives a sense to life and reflecting that in one’s daily life; acquiring a better knowledge and understanding of the spiritual heritage of one’s community, while respecting the spiritual choices of others.

Taken together, these five personal development areas make up the whole human personality. Scouting’s purpose is to help young people to discover and fully develop their potentials as human beings, in each of these five personal development areas. These personal development areas should not be confused with other aspects of the Youth Programme, such as community development, environmental education, development education, or the like; these may describe areas of Scouting’s educational work or activities, but do not constitute the areas of personal development on which the Youth Programme is built.

- Consult the written works of experts in such fields as human development or education – or speak to some in person – to find out how they analyse these terms. (Try to find experts who are knowledgeable in non-formal [i.e. out-of-school] education, not just formal [in-school] education.) Remember to consider the development of knowledge, skills and attitudes.

- Ask yourselves the following question:

What does the following statement mean to us, in concrete terms, in each of the personal development areas?”

*“Scouting’s purpose is to contribute to the personal development of young people, to enable them to become individuals who are:*

- *autonomous (i.e. able to make their own decisions and to manage their own lives),*
- *supportive (i.e. able to actively care about and for others),*

- *responsible (i.e. able to assume the consequences of their own decisions, to keep their commitments and to complete what they undertake) and*
- *committed (i.e. able to live according to their values, to support causes or an ideal which they find important)."*
- Check what is stated in the educational proposal of your association. What are the particular emphases in that statement that affect the personal development areas, as a result of the specific socio-cultural context in which your association operates? Make sure any choices you make are consistent with the priorities reflected in your association's educational proposal.
- Finally, based on all of your research and discussions, come to an agreement with the other members of your programme development group on what the three or four main components, or threads, of each personal development area are.

Don't discard any notes or additional ideas that may elaborate on the meaning of any of these; they will be useful in the next step: formulating final educational objectives corresponding to each of these educational components.

## SOMETHING TO HELP YOU

The following chart may help you to consider and present your ideas:

		Main educational "threads"			
		A	B	C	D
Personal development areas	Physical				
	Intellectual				
	Emotional				
	Social				
	Spiritual				

Note: There is one obvious disadvantage in having to try to "squeeze" ideas into narrowly defined "boxes": some ideas don't quite seem to belong there, perhaps because they overlap more than one personal development area. Learning psychomotor skills, for example, touches intellectual development as well as physical development; learning leadership skills involves intellectual, emotional and social development. The holistic dimension of the human personality should not be lost in the focus on the five component personal development areas.



## THE SCOUT ASSOCIATION OF ZUTANIA

*Here is an example of a completed chart from the Scout Association of Zutania:*

		Main educational "threads"			
		A	B	C	D
Personal development areas	Physical	Coordinating one's movements with one's thought processes (psycho-motor skills)	Taking responsibility for the growth, functioning and health of one's body	Coming to terms with one's physical limitations	
	Intellectual	Pursuing interests, solving problems and adapting to situations	Perceiving patterns, connections and relationships	Extracting meaning from one's experiences	Judging things for oneself, thinking through the implications of one's decisions
	Emotional	Recognising and accepting one's feelings and emotions	Expressing one's feelings and emotions	Taking responsibility for managing one's feelings and emotions	
	Social	Listening and expressing oneself	Recognising the interdependence of humankind, and of humankind and the natural world	Cooperating, supporting and leading	Fostering relationships and intercultural awareness
	Spiritual	Acknowledging and exploring a dimension beyond humankind	Exploring the spiritual heritage of one's community and discovering others	Integrating spiritual values into one's daily life	

# FORMULATE A FINAL EDUCATIONAL OBJECTIVE FOR EACH OF THESE EDUCATIONAL THREADS

## WHAT DOES THIS INVOLVE?

Having identified the main component elements, or educational “threads”, which make up the personal development areas on which your Youth Programme is based, it is now time to begin formulating final educational objectives. You will need one final educational objective for each of the threads that you have identified running through the personal development areas.

## WHAT DO YOU NEED TO DO?

- To begin, review the different types and characteristics of final educational objectives described earlier in this booklet.
- Review also the conclusions you and your programme development group drew from your evaluation of existing final educational objectives.
- Look again at the list of draft educational objectives that you and your programme development group came up with when you reviewed the educational proposal of your association. Now is the time to see if any of these might “match” one or another of the threads you have

As stated earlier in this document, in the part entitled *Final Educational Objectives: Overview*,

“Final educational objectives are statements 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).”

Final educational objectives are, you will recall, “final” only in terms of what Scouting sets out to offer to a young person. They are not final for the person, for personal development is never completed — it is a process that extends over one’s entire life. But Scouting’s contribution to this development is limited to a specific period of time.

Final objectives, therefore, do two things: they indicate a direction proposed by your association for the personal development of a young person; and they represent a marker, or milestone, at a particular moment in that personal development — the end of the Scout “trail”.

Final educational objectives are defined taking into account what is possible at the end of the Scout experience and what will be useful on the threshold of adult life. They deal with “learning to know”, “learning to do” and “learning to be” — in other words, with knowledge, skills and attitudes — and need to reflect a balance between these three.

Lastly, they need to be expressed in language that is positive and motivating, using simple, understandable words adapted to the local unit leaders who will use them.

identified as main component elements of the personal development areas.

- Finally, draft one final educational objective for each educational thread that you identified as running through the personal development areas.

Use any notes or additional ideas that you may have kept from that previous exercise, that may elaborate on what you meant by the phrases you used to describe the threads.

Remember, when formulating final educational objectives, what is important is neither activity nor method, but the young person him/herself and his or her development. Thus:

- the subject is always the young person,
- the timeframe is always the end of the Scout experience or “trail” or, in other words, the moment of leaving the Movement at the end of the senior age section,

- the verb describes a knowledge, a skill or an attitude,
- the object and other complementary elements describe what Scouting offers a young person the possibility to take with him/herself in his/her rucksack when he/she leaves the Scout Movement to continue on the journey of life.

Since every young person is unique, with different needs, aspirations and capacities, the final educational objectives must be formulated in a way that is sufficiently flexible to be adapted to each individual.

*Some verbs which can be used in Educational Objectives related to...*

**Knowledge**

describe  
explore  
explain  
express  
discover  
analyse

**Skills**

be able to  
show  
participate (in)  
develop (the ability to)  
create  
make  
carry out  
undertake

**Attitudes**

accept  
respect  
value  
behave  
judge  
recognise  
appreciate  
act  
commit (oneself to)



## THE SCOUT ASSOCIATION OF ZUTANIA

*Here are some more examples of final educational objectives from the Scout Association of Zutania:*

### **Physical development**

- Take responsibility for the health and functioning of one's body
- Recognise one's physical possibilities and limitations, have a critical awareness and good image of oneself and a constructive approach to life
- ...
- ...

### **Intellectual development**

- Demonstrate the capacity to adapt to situations through effective management of information, creative thinking and use of intuition
- Demonstrate the ability to make considered judgements in the handling of difficult or challenging issues, and to accept and manage the consequences
- ...

### **Emotional development**

- Recognise, integrate and manage one's emotions in one's daily life

- Be able to express one's emotions in honest and appropriate ways, keeping in mind one's own emotional health needs and those of others

- ...
- ...

### **Social development**

- Demonstrate the capacity to communicate with others from different backgrounds and cultures
- Be able to work as part of a team, manage collective projects and serve actively in the local community, influencing the process of change for the common good.

- ...
- ...

### **Spiritual development**

- Recognise the existence of a Spiritual Reality that gives meaning and direction to life, and reflect that in one's daily life
- Demonstrate personal commitment to the principles and values of one's own religious faith, and show openness and respect for the shared or differing views of others

- ...

# CHECK THAT THE FINAL EDUCATIONAL OBJECTIVES ARE COHERENT, COMPREHENSIVE AND UNDERSTANDABLE

## WHAT DOES THIS INVOLVE?

Having followed the previous steps, you now have in front of you a list of final educational objectives. Before accepting this as a definitive list, a last check is necessary – a double check, in fact. The first is to check the coherence and comprehensiveness of the final educational objectives; and the second is to check that they are understandable.

- Are the objectives coherent, both within a personal development area and between personal development areas?
- Taken together, are they comprehensive?
- Is there unnecessary repetition? Has anything important been left out, forgotten?
- Is the overall list too long?
- Are the objectives understandable by the audience for whom they are written, the adult leaders in the local units?
- Are they expressed in simple enough language?
- Will they serve to motivate the leaders and, through them, the young people?

In other words, the task now is to check that the final educational objectives have been well conceived and are usable.

## WHAT DO YOU NEED TO DO?

### Checking the final educational objectives are coherent and comprehensive...

As far as checking the coherence and comprehensiveness of the final educational objectives is concerned, perhaps the best approach is to seek the opinion of an outside expert. This could be someone from within your association who is experienced in programme development but has not been involved in the process on this occasion; or it could be someone from outside your association who has professional knowledge and experience in, say, the field of non-formal (i.e. out-of-school) education or adolescent development.

By virtue of having been concentrating on a task, it is sometimes difficult to stand back and take an objective look at the results, to be able to spot an error or an omission. The fresh look that someone from the outside can give may help you to see things that you cannot see for yourself.



However, on the other hand, by *not* having been involved in the whole process of setting the final educational objectives, the outside expert will not always know the reasons for certain choices having been made. Any comments he or she makes will have to take this into account. If he or she identifies, for example, some deficiency in the list of objectives which, for you, corresponds to a deliberate choice on your part, don't re-open the question. But if it identifies something you have overlooked, then this outside review, this expert opinion, will have been useful.

### **Checking the final educational objectives are understandable...**

When it comes to checking whether the final educational objectives are understandable, there is no better way than testing with the "target audience".

Consult a cross-section of adult leaders from all levels of the association: local, provincial, national. Include in your sample some young leaders who were previously youth members.



## **THE SCOUT ASSOCIATION OF ZUTANIA**

*Here are some examples of questionnaires that the Scout Association of Zutania used:*

### **For an outside expert...**

Dear expert,

Thank you for having accepted to take some time to examine the enclosed list of final educational objectives of our National Scout Association. Your opinion is particularly important for us. We are especially interested to know if the enclosed list is indeed coherent and comprehensive. An objective examination by someone who has not been involved in the process of developing the list seems to us to be particularly useful.

We also enclose, as background information, a copy of the educational proposal of our association and a list of personal development areas. The final educational objectives were formulated taking these into account. You should also know that young people finish our Youth Programme at the age of 22.

We invite you, therefore, to reply to the following questions:

- Does the list of final educational objectives seem to you to be complete? Does anything important seem to you to be missing? If so, please indicate what, and the reasons why you believe this to be the case.
- In your opinion, does this list of final educational objectives reflect the choices our association has made, and its priorities, as presented in the educational proposal of our association?
- For each of the personal development areas, are there too many final educational objectives, or not enough?
- Is there repetition, or overlaps, between several objectives in the same personal development area, or between several personal development areas?
- Could several objectives be regrouped into one? Or could certain objectives be split into more than one?

Enclosures:

- Educational proposal of our association
- List of personal development areas and final educational objectives

./.

**For Scout leaders...**

Dear Scout leader,

Thank you for having accepted to take some time to examine the enclosed list of final educational objectives of our National Scout Association. The opinion of grassroots leaders is particularly important for us. We are especially interested to know if the final educational objectives are indeed understandable and usable by unit leaders. We invite you, therefore, to reply to the following questions:

- In general, how would you rate the understandability of these final educational objectives? (Tick one response)

Very easy       Easy       Difficult       Very difficult

- Mark the ones that you find difficult or very difficult to understand.
- For each of the personal development areas, are there too many final educational objectives, or not enough, or is the number about right?

	Too many	Not enough	About right
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiritual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Are there any final educational objectives that you think it is unreasonable to expect a young man or young woman to have achieved if they stayed in our association until the age of 22? If yes, which one(s)?

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- Are any of them not challenging enough? If so, which ones?

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- Does this list of final educational objectives help you to understand better the overall educational purpose of the Youth Programme of our National Scout Association, and help you to see how the programme of your age section can contribute to achieving that overall purpose?

Yes                       No

Enclosures:

- Educational proposal
- List of personal development areas and final educational objectives

# **GET GENERAL AGREEMENT AND ACCEPTANCE OF THE FINAL EDUCATIONAL OBJECTIVES**

## **WHAT DOES THIS INVOLVE?**

This means submitting the list of final educational objectives for the approval of whatever body in your National Scout Association has the authority to do so. Depending on the constitution and by-laws of your association, the way in which it is organised, and the degree of authority that has been delegated to your programme development group, this may mean getting the approval of some other group or body within your association.

The setting of final educational objectives is more than a purely technical matter, since it relates directly to the purpose of Scouting and has direct impact on all the other aspects of programme development. It is probable therefore that these final educational objectives will need to be approved and accepted by some senior body within your association, such as an Executive Board or possibly even the General Assembly.

In that case, it will be helpful to involve representatives of that body in the work from the early stages – or, at the very least, to keep them informed of progress being made. Don't wait until the last moment!

## **WHAT DO YOU NEED TO DO?**

It is difficult to be very specific in this part of the booklet, for each National Scout Association is different and has its own way of working and of making decisions.

In general, however, keep in the mind that the decision-makers will need to have some advance documentation to help them understand the proposals you are making. This will obviously include the list of final educational objectives, and probably some background information on the process that led to the list being finalised, and the reasons for any major changes that are being proposed, compared to what currently exists.

It may also be necessary to prepare a presentation to be made by the chairperson or a member of your programme development group at the meeting at which the list of final educational objectives is to be considered and approved. This presentation should be prepared carefully, using if possible some audio-visual aids, and be kept as simple as possible.

# DISSEMINATE THE FINAL EDUCATIONAL OBJECTIVES THROUGHOUT THE ASSOCIATION

## WHAT DOES THIS INVOLVE?

The formulation of final educational objectives is only one step in the process of programme development. These final educational objectives will serve as the basis for establishing section educational objectives for each age section. It is these section educational objectives that will be used by unit leaders to accompany each youth member in his or her personal progression.

However, unit leaders also need to know the final educational objectives, to be able to situate their work and efforts in their own unit and age section in the wider context of the total educational process offered by your association to young people.

The target audience for dissemination of the final educational objectives is, therefore, adult leaders in local groups and units.

## WHAT DO YOU NEED TO DO?

The essential elements of this task are to define the means of dissemination and put them in place.

You should envisage several methods of dissemination. These can include written

materials, audio-visual media, electronic communications and leader training activities.

- A chapter in all leader handbooks (for all age sections) needs to be dedicated to the final educational objectives of your National Scout Association. As far as possible, this should be well illustrated, especially where abstract ideas or concepts are being described.
- Today, we live in a visual world, a world of images. Written communication is increasingly being replaced by visual communication. In Scouting, we also have to consider this trend. Our message will be better understood if we can pass it on visually.

Preparing an audio-visual presentation requires time and both technical and financial resources. It may be difficult to imagine an audio-visual presentation focusing only on the final educational objectives of Scouting, but such content could certainly form part of a

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*Note:* Since final educational objectives normally also serve as section educational objectives for the senior age section, they are also addressed to youth members in that age section; for further information on that use of the objectives, see another document in this series on Section Educational Objectives.

presentation with a wider purpose and perspective.

- Today, electronic means of communication – such as the Internet – are developing rapidly. Here too Scouting must also explore the possibilities of using this medium for communicating ideas and messages.
- Leader training activities of all kinds are essential in making the final educational objectives known to – and understood by – unit leaders. Direct contacts between those who are responsible for programme development (national level leaders) and, especially, programme delivery (provincial level leaders), and those who are responsible for programme implementation (local level leaders), allows the key messages to be passed on more easily.

Training modules and tools designed to help unit leaders know, understand and use the final educational objectives of your association will need to be developed. As is always the case with good leader training methods, don't be content just with theoretical approaches but look for ways to use participative or even play techniques.

# CONCLUSION

Now that you have established your final educational objectives, there are two avenues that need to be pursued.

## **From programme development... to programme delivery... to programme implementation**

There is no point in having invested great time and effort in establishing good final educational objectives if they are not effectively delivered and implemented throughout the association. All “leaders of adults” and unit leaders have their part to play in ensuring that the final educational objectives are used – and used effectively.

## **From final educational objectives... to other steps in the process of programme development**

In particular, what now needs to be done with the section education objectives in the various age sections, so that they will be consistent with the final educational objectives? Indeed, do the age sections themselves need to be examined, based on the stages of development of young people in your society?

And, since the final educational objectives are usually also the section educational objectives for the senior age section, what implications are there for other steps in the process as they affect

that section, such as how the Scout method is applied in that section, the choice of activities, and the design and operation of the progressive scheme in that section?

These are questions that you and your programme development team now need to consider... Other booklets in this series of programme development tools – *A Guide to Programme Development* – should be able to help you.

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:

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