



Public Submission

Education of Boys Standing Committee

June 2000



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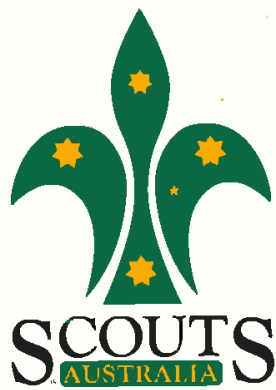
The Education of Boys – Standing Committee

Table of Contents

1. **Scouting started because it was what young people wanted to do – 25 million young people still want to be in Scouts**
2. **Scouting today**
3. **The “Education of Young People – a Statement at the dawn of the 21st century”**
4. **Scouting is ‘non-formal’ educational organisation with a role in the education processes for young people.**
5. **Scouting worldwide has a vision for the young people our communities need.**
6. **The issues facing young people**
7. **Some Governments have implemented ‘school based’ non-formal education programs to address youth issues.**
8. **Scouts recommend the following**

Attachments:

1. **The Educational Objectives of Scouting by Age Range**
2. **“Scouting – the way to success”**
3. **“Education of Young People – a statement at the dawn of the 21st century”**



Public Submission

The Education of Boys – Standing Committee

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The value of non-formal education and the role of the non-formal education organisations in the education of young people needs to be formally recognised as do the skills and knowledge acquired by the young people.

Scouts Australia appreciates the opportunity to respond to your request for written submissions. Our organisation is totally committed to contributing to the personal development of young people. We are vitally interested in the work of your Standing Committee and its outcomes. We recognise that the Standing Committee is specifically focused on boys. Eighty percent of young people in Scouts in Australia are boys. Whilst our comment below is not gender specific our comments are highly relevant to boys and the education of boys.

Scouts want to be involved with the Government in the development of policy and strategies to assist all young people in their transition from dependence to independence. We see our role as complementing the roles of “formal” and “informal” educational organisations.

1.0 Scouting started because it was what young people wanted to do – 25 million young people still want to be in Scouts

The founder of Scouting was Lord Baden Powell of Gilwell, England. He was born in 1857 and as a boy had a busy and adventurous life. He spent much of his spare time in open-air pursuits hunting in the woods and on expeditions with his brothers on land and in boats. Thus he developed his love of nature, his powers of observation and resourcefulness as well as acquiring many useful skills.

He joined the army on a scholarship and spent many years in India. During this time he tried out his ideas of training soldiers in “scouting” and taught them how to develop experience in stalking and fending for themselves, and to be observant of all signs that would give them advantage as soldiers. He set down his ideas in the book “Aids to Scouting” which was used as a textbook for many years.

After the siege of Mafeking, Baden-Powell, who was in charge of the defending force, returned to England as a hero. He was then asked to set down his ideas on how he would apply ‘scouting’ to the training of boys, so he first conducted an experimental camp in 1907 on Brownsea Island off the Dorset coast. Here, with 20 boys and chosen adults Baden-Powell taught the boys what he meant by ‘scouting’. They lived in tents and cooked their own food, and learned many valuable skills through games. The camp was a great success, so Baden-Powell decided to set down his experience in a book called “Scouting for boys”. Published first in January 1908, in fortnightly parts, it sold readily to boys in England who started to carry out Scouting as they read the book.

Thus, Scouting started with young people forming themselves into small teams and then seeking adults to help them. Soon there were thousands of Scouts all over England. Scouting spread to Australia, New Zealand and India in 1908 and other countries followed shortly after.

In those early years Scouting was seen as an activity for boys but despite this it attracted many girls. To satisfy the needs of the young girls, Baden-Powell's sister, Agnes, formed the Girl Guides in 1910. Later his wife Olave Baden Powell led the Guides as World Chief Guide.

2.0 Scouting today

2.1 Scouting throughout the World

Scouting is a voluntary, non-political, educational movement for young people. Scouting is open to all.

The **AIM of Scouting** is to encourage the physical, intellectual, social, emotional and spiritual development of young people so that they take a constructive place in society as responsible citizens, and as members of their local, national and international communities.

The **PRINCIPLES** of Scouting are that scouts should serve a God, act in consideration of the needs of others and develop and use their abilities to the betterment of themselves and their families and the community in which they live.

World Scouting is growing rapidly. There are more than 25 million Scouts, young people and adults, male and female, in 216 countries and territories. In 1990 there were 16 million scouts in 197 countries. This growth is due to the systematic introduction of Scouting into schools in some Asia-Pacific countries and the fall of the Iron Curtain.

All Scout organisations have in common the **AIM, PRINCIPLES** and the **SCOUT METHOD**.

The World Scout Bureau, the world governing body for Scouting, is based in Geneva, Switzerland.

2.2 The Scout Program for young people

The Scout program has clearly defined overall educational objectives as well as educational objectives for each age range for the five training sections for young people between the age of 6 and 26 years old. These are detailed for Scouts Australia in Attachment 1.

The Scout program has a flexible range of activities adapted to the needs of the community in which it exists. Activities are based on the interests of young people involved with an emphasis on useful skills and service to others. Many Scout activities take place in outdoor settings with a spirit of adventure and challenge. The Australian Scout program incorporates many contemporary issues such as youth health, adventurous activities, vocational skills, environmental issues, issues of indigenous people and leisure pursuits.

Universally, the Scout program is delivered to young people through the use of the **SCOUT METHOD**. The Scout Method includes a number of interdependent elements that constantly interact to form a unified and integrated whole. These essential elements are:

- A personal and self-imposed commitment in the presence of one's peer to a code of living (Law and Promise),

- Learning by doing,
- Working in small groups (teams) under youth leadership and supported by adults,
- Progression in one's own way and at one's own speed
- A symbolic framework
- The use of the natural environment

2.3 Scouting in Australia

Scouts Australia is the largest youth organisation in Australia with 72,000 youth members, both male (80%) and female (20%), and about 18,000 adult leaders. In addition there are a further 40,000 to 50,000 parents and supporters. Scouting provides progressive youth programs for young people aged from 6 to 26 years of age. The 18 to 26 years old young people are self-governing in every aspect. Youth members come from all parts of Australia with most races, cultures and religions represented. Scouts meet in 2,300 locations throughout Australia.

2.4 Scout Volunteers and Professional Staff

The vast majority of adults in Scouting are volunteers who are supported by a small number of professional staff. In total they number 18,000. Volunteers come from all sections of the community. Scouting is extremely fortunate to have highly qualified professionals working in a voluntary/honorary capacity in their adult and youth leadership and training roles.

All volunteers and professional staff in Scouting work within strict guidelines in regards to their Duty of Care and all volunteers and most professional staff are required to personally commit to a formal Code of Conduct on joining both organisations.

The professional staff manage the day to day personnel, property, finance, marketing, communication and administration issues. The professional staff working for Scouts would number in total less than 150. They are distributed around all States and in the National office.

One or two professional staff and a small number of volunteers are involved in delivering or supporting the delivery of a Scout/Guide based youth program to 20 state secondary colleges in Victoria and Scout based youth programs to a number of secondary colleges in Queensland. Similar programs are being developed in South Australia under an agreement between the South Australian Government and Scouts in South Australia.

2.5 National Finance

Nationally, Scouts is funded through membership fees from individual members and through the returns earned from investments of a number of trust funds. The Association enjoys community and corporate support through fund-raising, on a need basis, for particular programs and projects. No financial support is received from the Commonwealth Government for operational funding of Scouts. In general, States are similarly funded although some have trading activities and the States and Territories with smaller populations receive limited financial support from their State and Territory Governments.

2.6 Adult Training and Development – a National role

Scouts Australia is responsible for designing and operating a very comprehensive system for the training and development of adult leaders (volunteers) in all functions and at all levels.

Broadly the training can be classified as training to become a

- Trainer (“Train the Trainer”)
- “Leader of youth”
- “Leader of adults” – adult management
- “Adventurous activities trainer” (examples are bush-walking, abseiling, rock climbing, sailing, white water canoeing, alpine)

The Certificate of Leader Development program and the Training of Trainers program have been recognised by the Australian National Training Authority (ANTA) since 1994. Whilst the accreditation of Leader Development has lapsed, we expect that all programs relating to the training of adults will be accredited by early 2000 in a new format offering Certificate 1 to 6 qualifications in Leadership of Youth Development (Scouting). This is being done in close collaboration with ANTA, VET and the Small Business ITAB.

2.7 National Publications

Scouts Australia produces over 100 publications to support the youth program and the training and development of adults. In addition, for the past 8 years, Scouts have produced and distributed to the parents of youth members Parents Guides covering major issues faced by young people and their parents. The titles have included such topics as Child Abuse Protection, Drug Abuse Protection, Employment, Youth Suicide Prevention, Young People Crime and Society, Adolescent Health and Relationships. The Parent Guide released in February 2000 addresses the issues of bullying and building resilient young people.

2.8 How successful is Scouting at developing community leaders?

Many past and current youth and adult members of the Scout movement are also members of other service organisations such as Red Cross, St John, the State Emergency Services, Lifesaving groups, Rotary, Lions, Bush Fire Brigades etc.

Within the Asia Pacific Region, Australian Scouts have contributed to a number of international service and community development projects. Recent examples are:

- The Guide and Scout “Bangladesh-Australia Child Health” (BACH) project where Australian Scouts and Guides worked with doctors and other volunteers to immunise children in a number of selected villages throughout the country. The project has had a dramatic impact on child health in the project villages. It ran from 1986-92.
- From 1993 to 1998 a Scout International Service project with the Nepalese Scouts, known as the NATURE project focussed on the reforestation of the Kristi Landslide. This has recently been completed and is currently being formally evaluated.
- A team of Australian Scouts with the Mongolian Scouts in 1999, using the Global Village concept visited remote Mongolian villages and focused on community health issues. Nine thousand children visited this mobile education center. The project was jointly funded by UNICEF, the World Health Organisation, the Mongolian Government and Scouts Australia.

- Scouts are involved in the Australian Youth Ambassador programs as a partner organisation. Six Scouts were selected in the first three programs to work on community development projects in Nepal, Thailand and Mongolia.
- A number of Scouts and ex Scouts have been members of the Governments Youth Roundtable. In 2000 these people number 4 or 8% of that population which is many times the number of Scouts as a percentage of the target population.

As Scouts Australia have not maintained a database of ex-scouts, quantitative data is not available to demonstrate with numbers how effective scouting has been in contributing to Australia's community leaders. However, if asked, many very successful leaders from all sections of the community acknowledge the contribution that scouting has made to their personal life and career. To demonstrate this, a small number of these leaders are acknowledged in a booklet Scouts Australia has published called "Scouting – the way to success". This is attached as Attachment 2.

Dr Jacques Moreillon, Secretary General, World Organisation of Scout Movements (WOSM), travels to all countries which have Scout organisations. Some of these countries do have 'hard' data. In a speech made in Sydney during his visit in 1998, he said:

"I think I can safely say without fear of being challenged that the percentage of former scouts amongst decision makers is five to ten times the percentage of former scouts in society. In the USA 15% of the youth are scouts; 75% of all Congressmen have been scouts; 80% of all astronauts have been scouts. In France out of all the Governments since the Second World War – right wing, left wing, center – more than half the Ministers have been scouts."

Scouts Australia is currently developing Scouting programs focussed on building the self-esteem and self worth of young people in isolated indigenous communities. Once funding arrangements are in place to ensure sustainability, these programs will be tested in 6 selected communities and ultimately it is planned that they will offered to all young people in isolated communities. The very nature of these programs and the extent of the commitment to the indigenous communities means professional staff will be employed to support the volunteer leaders in the communities. A significant fund raising project led by Sir Gustav Nossal, AC, KBE is being undertaken to finance this project. The Governor General and Chief Scout, Sir William Deane, AC, KBE in his capacity as Chief Scout of Australia has been encouraging and assisting Scouts Australia with this project. He has identified this project as the most important initiative with which he has been associated with its potential to address the indigenous disadvantage and to achieve true reconciliation. The Aboriginal and Torres Strait Island Commission, the Council for Aboriginal Reconciliation and the Australian Sports Commission are all committed to and actively support the project.

3.0 The "Education of Young People – a Statement at the dawn of the 21st century"

At a world level, the world CEO of Scouts along with five other large international youth organisations (Girl Guides, YMCA, YWCA, Red Cross and The International Award Association) jointly developed a Statement in 1997 on the "Education of Young People – a statement at the dawn of the 21st century". Their objective was to draw attention to the need for countries to:

- develop a long term , consensus based, multi-sectorial National Youth Policy
- emphasise the need to look at education as a broad concept, and
- have their organisation's roles as providers of 'non-formal' education to be better understood and recognised.

This Statement is attached as Attachment 3. The views expressed in this submission are consistent with those expressed in that Statement.

4.0 Scouts is a 'non-formal' educational organisation with a role in the education processes for young people.

In contrast to the traditional view which normally reserves the common usage of the word 'education' to *formal* education systems (e.g. schools and universities) Scouts consider a more accurate definition to be

Education as a life long process that enables the global and continuous development of a person's capabilities across the five dimensions as expressed in our Aim both as an individual and a member of society.

This broader definition of education throughout life is based on the four pillars of education being learning to know, learning to do, learning to live together and learning to be.

Education is therefore both a personal and social process. It should support the development of a person as an individual and as a member of society.

Further, Scouts believes a variety of educational agents make a contribution to the full personal and social development of an individual. The UNESCO definition generally accepted shows three distinct types:

Formal Education is a hierarchically structured chronologically graded, education system running from primary through to tertiary institutions.

Informal Education is a process whereby every individual acquires attitudes, values, skills and knowledge from daily experience with family, friends, peer groups, the media and other influences and factors in the person's environment.

Non-Formal Education is organised educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives – often described as including “Life Skills” development.

Each of these three types of education plays a specific role which complements the other two and all are necessary to produce the desired results. As 'non-formal' educational agents, Scouts plays a complementary role to the other educational agents.

5.0 Scouts worldwide have a vision for the young people our communities need.

Whatever the environment in which they live, all young people have the same basic needs: they need to acquire the ability to cope and the ability to become architects of their own development as individuals who are:

autonomous – able to make choices and to control their personal and social life as an individual and as a member of society,

supportive – able to show concern for others, to act with them and for them to share their concerns,

responsible – able to take responsibility for their actions, keep commitments and complete whatever they undertake,

committed – able to assert themselves in respect of values, a cause or an ideal and to act accordingly,

thereby developing their full potential as individuals and as members of society. This goal can only be reached if appropriate educational opportunities, which cover the totality of their needs are offered to young people.

6.0 The issues facing young people

The key issues addressed in the Standing Committee's Terms of Reference include issues related to:

- the development of young people's social skills,
- their ability to form and develop relationships,
- their development of a value system that results in acceptance of personal responsibility for their own behaviour, and
- the consequential outcomes of acquisition of leadership and team skills.

Reference to the Educational Objectives of the Scout program, see Attachment 1, will demonstrate that these topics are fundamental to all elements of the Scout program

One of the major issues facing Australia is the inability of an increasing number of young people to manage the transition from dependence to independence, their personal life as individuals and their relationships with others and as members of society. This inability is due to deficiencies in the skills and knowledge that are generally learnt through:

- 'informal' education processes (attitudes, values, skills and knowledge learnt from daily experience with family, friends, peer groups), and
- 'non-formal' education processes (organised educational activity with identifiable learning objectives provided by organisations such as Scouts).

It is Scouts opinion that the above are consequences of a number of interacting factors which include:

1. The focus by Governments on the formal education processes with little or no recognition of the role the informal and non-formal education processes play in the education of young people as individual and members of society.
2. The contribution of informal and non-formal education is not considered by Governments in the formation of youth policy even though they are major contributors to the holistic education of young people.
3. With globalisation and increasing competition, schools are becoming more and more curriculum driven. As a consequence, teachers whether they like it or not are in a situation where their time is taken more and more in transmitting knowledge and less and less time is available for developing the character and personalities of their young people.
4. With the increasing number of single parent families and families with two parents working, young people are getting more and more independence or less and less personalised care at a younger and younger age. Further, the quality time available to parents as providers of 'informal' education has reduced significantly. This contributes to young peoples' lack of personal skills and knowledge to manage the transition to independence and their relationships with others with consequential frustration, anger and in some cases physical aggression.
5. In their spare time young people have an increasing number of passive activities, examples being TV, videos, video games, computers, computer games, the internet all of which, whilst fun, contribute little or nothing to the development of the young person's social and behavioural skills, character or personality.
6. The enormous media focus on sporting success (winning), winners and on participation in sport has led to an enormous emphasis on the physical development of young people. This is usually at the expense of the more holistic approach to the development of character and personality which includes not only the physical dimension but also the intellectual, spiritual, social, and emotional dimensions. It also disadvantages and leads to feelings of being less worthy by those who are less physically adept but do want to enjoy outdoor activities and develop their skills without the need to win or to compete against others.
7. Further, many so called sporting heros are, in terms of their personal, interpersonal and behavioural skills, far from good role models. This undoubtedly leads to very mixed messages about what is acceptable and unacceptable behaviour.

7.0 Some Governments have implemented 'school based' non-formal education programs to address youth issues.

In many countries, because of its strong focus on the development of the personality and character of young people and its community development activity, Scouting has been introduced as a school-based activity. This is particularly so in the Asia Pacific region.

Further, the Boy Scouts of America has developed a special school based program to address the social problems in the large cities in the US. This program called “Learning for Life” takes place in the classroom for about one hour per week over the full time the young person is at school. It is focussed on developing a value system in young disadvantaged people.

Scouts would be pleased to discuss this further. We do believe some form of school based non-formal educational processes may ultimately be one of the options to be considered. If this is the case we wish to both bring our international experience to the task and to be involved in the process. (An overview of The Learning for Life program can be seen at www.learning-for-life.org)

8.0 Scouts Australia recommends the following

1. There is a need to develop and articulate a clear vision of the kind of men and women Australia as a nation needs to meet tomorrow’s challenges.
2. It is recommended that as a starting point for determining the clear vision of the kind of men and women Australia as a nation needs to meet tomorrow’s challenges, the qualities defined in the statement on “The Education of Young People – a statement at the dawn of the 21st century” be adopted. These being that the kind of future youth and citizens we need will be:

autonomous – able to make choices and to control their personal and social life as an individual and as a member of society,

supportive – able to show concern for others, to act with them and for them to share their concerns,

responsible – able to take responsibility for their actions, keep commitments and complete whatever they undertake,

committed – able to assert themselves in respect of their values, a cause or an ideal and to act accordingly,

3. It is recommended that Governments formally recognise that education is an holistic concept and a whole of life process that includes:

Formal Education - a hierarchically structured chronologically graded, education system running from primary through to tertiary institutions.

Informal Education - a process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as family, friends, peer groups, the media and other influences and factors in the persons environment.

Non-Formal Education - organised educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives.

4. Further, there needs to be formal recognition that each of these three types of education plays a specific value adding role that complements the other two and all are necessary to produce the qualities that we seek in individuals.
5. It is recommended that Governments formally recognise that the providers of 'non-formal' education to young people, are part of the education processes and that they play a significant role in the education of young people.
6. Whilst catering for young people in the 6 to 26 year old age range, Scouts recognises that there are behavioural and personality and character building benefits associated with the existing "cadet" style, school based, non formal education programs which target the 14 to 18 year old age group. It is recommended that a means be found to ensure that young people who participate in these programs and achieve agreed competency levels are able to have these competencies recognised nationally within the VET processes.
7. Similarly, it is recommended that young people who acquire agreed competency levels through accredited training in non-formal education organisations (Scouts) are able to have those competencies nationally recognised within VET processes.
8. Scouts as the largest provider of 'non-formal' education in Australia with a membership of 72,000 youth members, formally seek a role in the process to take this matter forward.

Dr Bruce Munro, AM
Chief Commissioner
Scouts Australia
June 2000

Attachment 1

The Educational Objectives of Scouting by Age Range

	Joey Scouts 6 & 7 years old	Cub Scouts 8 to 11 years old	Scouts 12 to 15 years old	Venturer Scouts 15 to 18 years old	Rovers 18 to 26 years old
	An educational program in a scouting atmosphere	Provides an opportunity to develop physically, mentally, socially, emotionally and spiritually through participation in an exciting educational program based on individual needs.	Provides opportunities to participate in challenging educational activities in a progressively self directing environment, aimed at developing their confidence and self esteem.	Provides opportunities to participate in a wide range of educational activities in a self directing environment aimed at developing inter-personal skills, confidence, self esteem and citizenship qualities	Provides opportunities to provide service to the community and the Scout Movement, to develop their personal abilities and to equip themselves to lead an active and satisfying life as responsible citizens.
Physical		Develop fitness skills	Develop an understanding of personal health and fitness	Develop fitness, an understanding of personal and community health issues, Develop survival skills Develop activity skills	
Intellectual	Learn through participation	Develop creative skills Develop concepts of options and decision making Provide opportunity to learn by doing	Develop creative skills Provide for and encourage individual hobbies, interests and skills and through them a sense of individual achievement.	Develop interests, resourcefulness, creative ability	

The Educational Objectives of Scouting by Age Range – continued

	Joey Scouts 6 & 7 years old	Cub Scouts 8 to 11 years old	Scouts 12 to 15 years old	Venturer Scouts 15 to 18 years old	Rovers 18 to 26 years old
Spiritual	Develop a spiritual awareness	Develop the individual's spiritual awareness	Develop the individual's spiritual awareness	Develop the opportunity to express and respond to their own spiritual needs. Develop values and express them through personal relationships.	
Social and emotional	Develop a sense of sharing Provide means for personal expression Develop a sense of personal identity Develop a sense of belonging Develop a sense of responsibility for one's self and one's actions	Provide an opportunity for interaction in small groups Develop an understanding of leadership Develop a sense of fair play and justice Create the feeling of belonging and a sense of achievement	Develop leadership skills Develop a sense of fair play and justice Promote a knowledge of and provide experience in the local and wider community. Provide opportunities for training in community service Provide and appreciation of and experience in the out of doors.	Develop responsibility to local, national and international community Develop leadership skills Develop a sense of democracy and justice. Develop a sense of own identity Develop a better understanding of the world's people	