

One Program

The Scouts Australia Journey



Acknowledgment of Country

As Scouts of Australia, we acknowledge Australia's First Nations Peoples, the Aboriginal and Torres Strait Islander peoples, as the Traditional Custodians of this land. We pay our respects to Elders past, present, and emerging.

We're grateful to do our Scouting in this country; we commit to use its resources wisely, and develop our understanding of Aboriginal and Torres Strait Islander cultures.

We also acknowledge any Aboriginal and Torres Strait Islander Scouts who are part of our movement today.

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Scouts
AUSTRALIA

One Program

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Introduction

About This Book

This book outlines a revolution in Australian Scouting. From an initial spark of an idea, Australian Scouting went on a journey of review and renewal over nearly ten years, centered on the youth program. Known as the “YPR”, the Youth Program Review became more than just a simple review – it embraced fundamental changes to how Scouting is understood and implemented in Australia.

This book wraps up the project and celebrates the dedication of the many people committed to ensuring the best Scouting experience for Australian youth.

Read on to learn about the journey, understand the reasons behind our renewed youth program, and be inspired for your own involvement in this global Movement.



Foreword by Reg Williams

The need for a complete review of the Youth Program became obvious to the National Team during discussions about the outcomes of the 2010 round of Sectional Branch Commissioners Workshops conducted by John Clarke, National Commissioner Youth Program. There had been considerable curriculum creep and duplication over the years, as the younger sections adopted concepts and activities from the older sections to satisfy the growing demands from their youth members. These changes had not only severely disjointed the continuous program concept, but importantly, did not provide for recognition of personal achievement for youth members when progressing through the sections. There was no common theme across the age ranges, and whilst the Jungle Book was well entrenched in the Cub Scout section it was outmoded and unsuitable for extension to the more senior youth sections.

Notwithstanding the enormity of such a project, we were close to standardising both Wood Badge and Adventurous Activity training across the nation and therefore, were comfortable that we would be prepared from an adult training viewpoint, to implement a new program from 2014 onwards. We were encouraged by the success of the uniform change, which had clearly arrested membership decline and were confident that a new, well - designed program, like those recently implemented in Ireland and Canada would provide the basis for growth over the long term. Thus, the journey began.

Some 12 years later, after wide ranging and detailed research, hundreds of workshops and many thousands of hours work we have in place, a well – designed and integrated educational program that evolved from extensive consultation and trials with our youth members. It is a world class program that will allow Scouts Australia to be recognised as an organisation that delivers on its aim of developing young people. During this journey the difficult issues of the Promise and Law were cleverly addressed, and the quality elements of Plan> Do> Review> were embedded in the program.

The modus operandi of Youth Led – Adult Supported is a critical element in the delivery of the program and has probably been the most difficult concept that Program Support Leaders (PSL) have had to contend with. The One Program assumes that these leaders have sufficient time to work with the youth to develop and manage individual development plans and to supervise the increased frequency of Unit Councils – unfortunately, many Units have insufficient leaders to be able to meet these program requirements. Hence, there is a pressing need for Branches to find ways to support the over worked and stressed PSL, so that they can deliver the important developmental aspects of the program.

This huge piece of work would not have been possible without the personal knowledge, experience, perseverance, and enthusiasm of John Clarke. John has always been a proponent of a Youth Led – Adult Supported Program, but it has been his leadership in firstly researching and designing the Program, and secondly, in driving the very difficult and complex implementation that has largely put it in place. John's success has been facilitated by his ability to select and work with empowered and enthusiastic teams of young adults. Steve Tyas, Peter Fowler, Chris Ritchie-Neilsen were just a few of his committed team leaders who joined the project during my involvement in the first stage of the journey. They were progressively joined by Dylan Hunt, Emma Watson, Esther Lang, Jenna Denley, Luke McIvor, Patrick Denny, Clair Udy and Tom Bettison.

I congratulate and thank the many hundreds of Scouters – highlighted in this publication, for their support and participation in this “once in a life time” project which has resulted in a true youth development program and one that Scouts Australia can be proud of.

Reg Williams AM RFD

Chief Commissioner Scouts Australia: 2009-2014

Introduction

Imagining the Possibilities

The desire for an all-sections review and a renewed youth program had its origins before the 2010/11 Rover Scout section review had begun.

There had been earlier attempts at a quick solution to re-engage Scout Leaders in the Areas of Personal Growth, the Scout Method, and good programming. Planning tools, in the form of an electronic toolkit, had focused on the Scout Method and programming, focused on the six Areas of Personal Growth. Whilst some Leaders adopted these, many did not.

It had become clear that to improve the delivery of the program, in the spirit of the fundamentals of Scouting in a 21st Century world, every aspect of the youth program needed to be reviewed. While these early toolkits provided a starting point for the development of the Scout Central online Program Builder, a bigger piece of work was needed.

We began with imagining what a renewed youth program could look like. A vision of resources that provided clear and consistent support and the engagement of youth members motivated by not just the weekly program, but in its entire planning and delivery cycle, was on our radar.

Sources of Inspiration

Early sources of inspiration included the World Organization of the Scout Movement's (WOSM) *Renewed Approach to Program Toolkit* and the 1st World Scout Education Congress, held in Hong Kong in 2013.

WOSM'S RENEWED APPROACH TO PROGRAM TOOLKIT

An early 2000's document by the European and Inter-American Regions of WOSM, called the *Renewed Approach to Program Toolkit*, set out a clear sequence of steps that a National Scout Organization (NSO) could follow to implement a new youth program or to renew an existing one. Of key importance, the Toolkit emphasises:

- Scouting is a movement of young people, with education as its clear purpose, and
- Young people are to be always engaged in non-formal learning through the Scout Method.

The Toolkit encouraged us to imagine the possibilities – to engage our membership in imagining what Australian Scouting could become. This would be challenging for many and enlightening for others.

1ST WORLD SCOUT EDUCATION CONGRESS

In 2013, the 1st World Scout Education Congress was held in Hong Kong. Not only did this event remind us of the educational nature of Scouting, as defined by the Purpose and Mission of Scouting, but it also linked us with other NSOs already on a journey of program review.

Scouts Canada Scouting Ireland	These two National Scout Organizations became our critical friends, providing ongoing advice and ideas. Elements of the Australian program like Plan>Do>Review> and Outdoor Adventure Skills came from the inspiration of these countries. To help us imagine the possibilities, a working party from Scouts Australia visited Canada and Ireland. Youth program experts from both countries also visited Australia during times of highly focused work on the Review and new program development.
The Scouts (UK) Boy Scouts of America	The review team looked closely at the work of the UK Scout Association and the Boy Scouts of America. Two pathways were open to us. One was to make available a badge for every skill or interest that could be imagined, which these two NSOs evolved and developed over time. The other was to think about the educational outcomes we want our young people to develop in a world full of unknowns, and teach them to set their own goals reflective of their current abilities.
Scouts Aotearoa / New Zealand	A working relationship grew with counterparts in New Zealand. At first we were interested in their standardized term programs, but then realized they could be problematic in an Australian context. Eventually we were intrigued by the thinking differently of New Zealand's new Scout Law. With their permission, we borrowed the concept and developed our own. Scouts NZ then looked at our new program and invited us to work with them to develop similar concepts.
Other National Scout Organisations	The search was ongoing to find new ideas for our program from other countries. This was especially true with the Scout Promise and Scout Law and with personal progression frameworks, and many other countries' versions were looked at for inspiration.



Introduction

World Organization of the Scout Movement – Policies and Resources

Inspiration and essential direction was provided by the policies and resources of WOSM.

The Scout Association of Australia, generally referred to as “Scouts Australia”, is incorporated by Royal Charter – accorded Member status of the World Organization of the Scout Movement (WOSM). This status sets expectations for how Scouts Australia conducts itself, including how the youth program is implemented. NSOs are assessed on these expectations on a regular basis.

Key WOSM documents guided our youth program’s creation and development:

- World Scout Youth Programme Policy
- The Scout Method guide
- The Essential Characteristics of Scouting
- Renewed Approach to Programme Toolkit (superseded by GPS in 2020)
- Guide to Youth Programme in Scouting (GPS)

WORLD SCOUT YOUTH PROGRAMME POLICY

The World Scout Youth Programme Policy, approved in 2014, sets clear implementation expectations for our youth program and the goals to be achieved. This enabled the review team to focus on the latest expectations of the World Scout Movement:

- Participants in the youth program must have the opportunity to plan and run their own program
- The policy goes beyond the youth program and sets expectations for the organisation management levels and community involvement. This is why community involvement and youth leading, adults supporting are two essential elements of the Scout Method.

THE SCOUT METHOD GUIDE AND THE ESSENTIAL CHARACTERISTICS OF SCOUTING

These two publications from WOSM are important resources that were updated and renewed during the course of our program review. New editions of both were published in 2019. This timing was useful and enabled us to check our program design for currency and relevance prior to its widespread rollout.

It is also exciting that Scouts Australia was able to influence the new edition of The Scout Method guide based on the work of our review.

GUIDE TO YOUTH PROGRAM IN SCOUTING (GPS)

The Renewed Approach To Programme (RAP) Toolkit was reviewed and updated in 2020 and became known as Guide to Youth Programme in Scouting (GPS). Scouts Australia was able to provide input into this updated document. It is published in a hyperlinked web format for maximum accessibility.



OTHER WOSM PROGRAMS AND RESOURCES

Other WOSM programs and resources also played an important role in our program development. These included:

- Better World Framework and Messengers of Peace – a series of programs from WOSM offers Scouts from all over the world to engage in priority areas of development, leading to a better world.
- World Scout Youth Involvement Policy - which describes how Scouts Australia should involve young people in decision making, not just in the program but in its management structures as well
- #Scouts4SDGs – The partnership between World Scouting and the United Nations 17 Sustainable Development Goals are important for everyone to understand and take action on.
- Diversity and Inclusion policies
- Safe From Harm policies
- Adults In Scouting policies, and so on.



Burning Platforms and External Research

YPR Stages 1 and 2

Previous Reviews

Previous to The Youth Program Review, an entire program review had not been undertaken in over 40 years.

In 1970 a review of all aspects of the then Australian Boy Scouts Association produced a large volume of recommendations called Design For Tomorrow.

Since the adoption of many of the recommendations from this large-scale review, Scouts Australia has conducted regular smaller reviews. For many years, each age section of the youth program was reviewed and refreshed on a rotating basis – every 10-15 years.

Other reviews, such as age ranges, adults in scouting, adult training, uniform and others, punctuated this cycle. For example, these reviews realised:

- The introduction of female youth into all sections, in 1988
- A new Joey Scout section in 1990, for 6-to-7½-year-olds
- Regular updates to the uniform design, colour, and material

The most recent section-based review was for the Rover Scout section in 2010/11.

Although the section-based program reviews were conducted with the best of intentions, to a high standard, professionally and creatively, it was clear that by the 2010s, we had inadvertently created five sections with five programs and five independent sets of learning outcomes, operating as five quite separate experiences for our youth. We had lost:

- The concept of one developmental progression through the sections and age ranges
- Consistency between sections and in the overall program.
- Understanding of the purpose and desired outcomes for participants of Scouting

We had become very siloed in our thinking of the Scout program.

In Stages 1 and 2 of the YPR, we wanted to know why kids left Scouting after such a short time. We knew from many years of statistics that although Scouting recruited a large number of children and adolescents each year, an even greater number left us. Why was this? What needed to change?

Stage 1 was focused on the Burning Platforms – it ran January 2013-May 2014.

Stage 2 was external research – it ran March 2014-November 2014.

The Burning Platforms – YPR Stage 1

We were acutely aware that although Scouts Australia was recruiting well, we were not retaining members for long. Growth potential would be enormous if only we could halve the losses each year. This left us to examine why retention was poor. Some suggested reasons include a lack of adults to take up roles in groups, poor transition planning between sections, poorly implemented programs, lack of support, and so on.

A survey of members' burning issues in Scouting was conducted in January 2013. The top 10 things the membership of Scouts Australia thought must be covered in the YPR were:

- Adult leader issues connected to the program – training needs, hierarchy, personal qualities
- The “politics of Scouting” affecting a good program outcome
- The qualifications and cost needed to run good activities
- The amount of bureaucratic paperwork
- Diversity, inclusion, and traditions
- Marketing and advertising
- Communication
- Badges and consistency
- Cost of Scouting



Burning Platforms and External Research

YPR Stages 1 and 2

External Research – YPR Stage 2

From November 2013 to June 2014, the YPR considered the following questions, engaging the expertise and knowledge of external research organisations McCrindle Research and BDRC Jones Donald.

- What does the Australian community think of Scouting and where do they think we should be heading?
- A snapshot of Australian youth - What are the desires, needs and predictions for the future of Australian youth?

Research followed four phases :

- Focus group sessions of current and former Scouting members and their families were conducted and outcomes analysed.
- The needs and desires of Australian families were examined.
- Factors shaping the world of Generation Z and Generation Alpha were analysed.
- Information around “Why is retention poor?” was gathered and examined.

The outcomes of the research are documented in the Scouts Australia Educational Proposal document, as well as the YPR reports online.

Some of the societal themes were:

- Social needs
- LGBTI+ young people
- Digital citizenship
- Interpersonal skills
- Mental health
- Social influences
- Religious beliefs
- Young peoples' voice
- Google as the expert
- Formal education and learning styles
- Employment
- Lifestyle and life balance
- Cigarettes, drugs, and alcohol
- Bullying
- Body image
- Overall feelings of safety
- Helicopter parenting
- Sexual activity

In each of these areas, Scouting plays a role in bringing positive outcomes for youth by providing a dynamic, inclusive, and challenging program. These are also discussed in the Educational Proposal of Scouts Australia.

Research clarified why youth were leaving Scouting and what they wanted from the experience of Scouting:

- The social aspect of Scouts is a significant driver of acquisition and retention.
- Learning by doing is fundamental to the program and should underpin all Scout activities.
- Some aspects of Scouting's method are outdated and need to be amended to foster retention.
- Kids would have stayed if the program could better deliver on expectations.
- The five core things that kids were looking for in Scouts were: fun, friends, adventure, new skills, outdoors.
- Two key reasons for leaving were: not socializing, and activities being no longer fun and interesting.
- The badges themselves weren't as important as the sense of accomplishment and the lesson learnt.
- While The Promise content was accepted, the delivery was seen as repetitive, unnecessary and childish. These rituals create discomfort and embarrassment, and contribute to the perception of Scouts being “uncool”.
- Removing references to God in the Promise would contribute to Scouts being seen as more relevant and contemporary.

There was lots to think about!

Focus on Education For Life

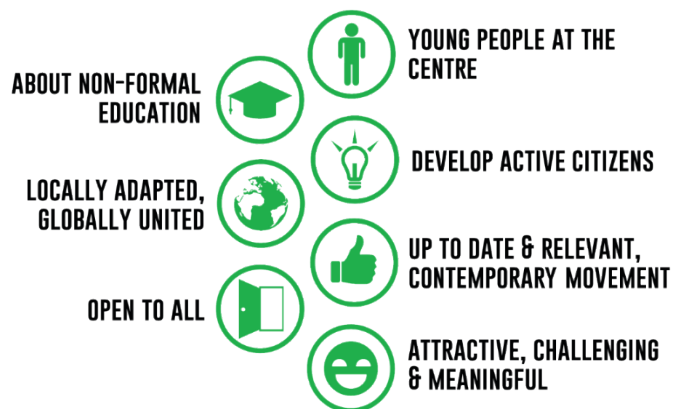
Of critical importance to the success of Scouts Australia was the need to strengthen the outcomes of the program, with a focus on non-formal education and learning which complements formal education offered at schools and tertiary institutes.

This is emphasised in the Purpose of Scouting and captured in the World Scout Movement's vision *creating a better world*, and the condensed mission statement *Educating young people to play a constructive role in society*.

The World Scout Youth Programme Policy was a guiding document for the Youth Program Review. It sets a high expectation for how a Scout youth program has education as its core outcome.

The seven key principles for the Youth Programme, contained in the Policy, guided the development of our youth program.

As a result of this renewed focus, Scouts Australia now offers a program for Australian youth that contributes to their personal growth, develops resilience, and prepares them for challenges and opportunities as they grow up in a globally connected community. Scouting is not just a recreational or leisure activity.



Fundamental Aspects of the Program

To support the personal development of members, the program is divided into age sections based on developmental stages of children, adolescents, and young adults. Detailed research and the engagement of subject matter experts was put into reviewing and developing these age sections.

The Fundamentals of Scouting was an early area examined and reviewed. The three Fundamentals are known as the Purpose, the Principles, and the Scout Method.

THE PURPOSE OF SCOUTING

The Purpose of Scouting describes six areas of personal growth that contribute to the character development of individuals. These six areas are the basis for the Educational Objectives of the youth program:

- Social Development
- Physical Development
- Intellectual Development
- Character Development
- Emotional Development
- Spiritual Development

Although these six areas were well known by members, it was found that programs were being written that targeted individual areas, ignoring the possibility that different members could develop in different areas in the same activity.

The Youth Program Review found that the program needed to focus on personal progression. This focus puts youth at the center and recognises that each individual has unique needs on their developmental journey. Every youth member will develop at different rates, in different ways, and from different experiences.

PRINCIPLES OF SCOUTING

A better understood aspect of the Fundamentals were the three broad Principles of Scouting which represent the Movement's core beliefs, and are known as Duty to God, Duty to Others, and Duty to Self.

Spirituality and spiritual development became a particular focus for the program review. It needed to establish the relevance of spirituality in modern Australia, what personal growth and development in the area of spiritual development might look like, and how this would connect with the fundamental Principle of Duty to God.

All Scouts commit to codes of living known as the Australian Scout Promise and the Australian Scout Law. The Scout Promise encapsulates the three Principles, and members make a promise to do their best to live by these Principles and to the values expressed in the Scout Law.

THE SCOUT METHOD

The activities that Scouts enjoy in the youth program are the means by which development in the six areas of personal growth occur. Central to these activities is the Scout Method.

The Scout Method is a system of progressive non-formal self-education and is made up of elements which work together to provide a rich, active, and fun learning environment. It is the Scout Method that makes Scouting truly unique as an educational movement of young people.

There are 8 elements to the Scout Method.

- Learning By Doing
- Nature & Outdoors
- Personal Progression
- Promise & Law
- Community Involvement
- Patrol System
- Symbolic Framework
- Youth Leading, Adults Supporting

As early surveys and workshops demonstrated that the Scout Method was poorly understood, it was another important focus for the Review. The revised elements were developed over many months and with this work we were invited to help shape the thinking of World Scouting's own review of the Scout Method.

Focus on Education For Life

Relevance for 21st Century Young People

To ensure membership growth, Scouting needs to offer Australian young people and their families in the 21st Century relevant and engaging experiences and learning.

How can the complex needs and desires of young Australians be met by Scouting? This is covered in the Scouts Australia Educational Proposal.

In summary:

- Scouting offers a safe place for adolescents to grow, develop, take risks, and learn.
- With the rise of mental health concerns amongst this age group, Scouting offers the opportunity to be in a positive and supportive social environment, with peers and adults, who can offer important mental health first aid.
- The many opportunities for engaging youth in decision making at all levels of Scouting, and in preparing young adults to be involved in community decision making, also ensures Scouting is a relevant organisation for young Australians to participate in.

A real strength of the Scout Method, and an opportunity found for enhancement in the Review, was that it puts a great deal of emphasis on participants using, and therefore developing, their universal skills (sometimes known as “soft skills” or “21st Century skills”).

In our modern Australian society, we know that contemporary vocations are looking for young people who have strengths in areas such as communication, problem solving, and teamwork. Scouts learn these skills whenever they work in Patrols, learn-by-doing, and given opportunities to Plan>Do>Review>, with adult support.

There is no better way to prepare youth for the future jobs that may be unknown today!

Ensuring Adventure and Challenge

Scouting expresses “adventure” as a responsible risk-taking experience that challenges an individual beyond their comfort zone. It requires an individual to ‘get outside their comfort zone’ in order to reach for a goal. Scouts are offered endless opportunities for new adventures in a safe environment.

To ensure growth and development adventures should be challenging. Challenge can exist in many different ways and varies for each person. The program encourages participants to attempt achievable challenges to grow according to the Educational Objectives.

Scouts reflect on their experiences when they review their adventure. This is part of a process called **Plan>Do>Review>** that Scout members use all the time. The Review> step is a critical step. It helps ensure Scouts are embedding their learning and can apply knowledge, skills and experience in new ways, in subsequent new adventures.



Enabling Personal Progression

The learning and development journey a young person takes through Scouting is a personal progression through the youth program. A Scout Unit does not function like a school where each individual is obsessed with passing tests – rather it is like a group of peers eager for new discoveries and adventures, learning together. Personal progression occurs naturally by participating in activities and using the Scout Method.

This is learning-by-doing.

Plan> Do> Review> supports this personal progression.

We celebrate growth and development by awarding cloth badges indicating progress through the personal progression framework **The Achievement Pathways**.

In amongst all the personal growth and development, it is important to have fun! An important ingredient in ensuring a sense of belonging and engagement in personal progression, is to ensure that having fun is featured in everything that Scouts do.

The Scouts Australia Youth Program is...	Link to WSYP* Key Principles
Adventurous throughout.	Be attractive, challenging, and meaningful
Based on developmental age sections.	Be about education
Catered to the needs of the individual.	Have young people at the centre
Focused on the Purpose and Mission of Scouting.	Be about education Develop active citizens
Communicates clearly a modernised Fundamentals of Scouting.	Be up to date and relevant
Focused on the Areas of Personal Growth (SPICES).	Be about education
Centred on the Scout Method as How we do activities.	Be locally adapted and globally united
Youth-led, adult-supported.	Have young people at its centre Develop active citizens
Open to all	Be open to all
A single, developmental, model of personal progression and a system of award badges recognising progression.	Be attractive, challenging, and meaningful

*World Scout Youth Programme Policy

Adventurous

Fun

Challenging

Inclusive

Focus on Education For Life

Education for Life

Scouting is education for life.

Scouts Australia's youth program is well placed to offer a non-formal educational, fun, challenging, adventurous and inclusive program for children, adolescents, and young adults, strongly complementing formal education in Australia, and the influences of family. Indeed, it "takes a village to raise a child".

As a movement of young people, accessible and relevant to all, with the purpose of developing the whole person, Scouting is genuinely "Education for Life". It is part of a global movement, and therefore Scouts in Australia are truly contributing to "Creating a Better World".

Formal Recognition

Although the strength of the program is in its non-formal learning-by-doing outcomes, it was identified that there is a benefit to linking outcomes with formal learning in two ways:

1. Links to the Australian Curriculum, demonstrating how the Scouts Australia youth program meets the requirements of the 7 General Capabilities and 3 Cross-Curriculum Priorities
2. By providing evidence to the Scouts Australia Institute of Training, older youth members can be recognised with industry standard Certificate II and Certificate III qualifications.



Design Principles

In 2015, a set of program design principles was created for our YPR, which guided decisions about elements of the new youth program.

Strong Foundations	<ul style="list-style-type: none">• The WOSM World Scout Youth Programme Policy is the foundation of the Scouts Australia program.• The Fundamentals of Scouting are integrated throughout the program, support materials, resources, and adult training.• All elements of the program are relevant, contemporary and based on research, evidence, and best practice.• Young people and adults are supported to be self-sufficient to deliver the program. Program materials are designed for volunteers to understand and use.• Program expectations are understood by all adults in Scouting and, in a developmentally-appropriate way, by young people.• Scouts Australia offers a safe environment that is fun, active, and is intergenerational. It is attractive, challenging, and meaningful.• Scouting is inclusive and open to all
Education For Life	<ul style="list-style-type: none">• The program is the procedure through which the educational purpose of Scouting is implemented.• The Scouting program is a non-formal education program for young people, based on the Scout Method.• The program has added value by offering formal industry recognised, school linked, qualifications to youth.• The program caters for a diverse age range, with its most significant impact on adolescents.• Scouting provides a dynamic leadership program, including diverse leadership opportunities, for young people.• Scouting develops active citizens through involving young people in community partnerships.
Youth Led	<ul style="list-style-type: none">• Youth Equity drives all elements of Scouting.• Scouting is a movement of young people, supported by adults
Developmental	<ul style="list-style-type: none">• Scouting provides one youth program that is developmental for young people.• The program develops young people socially, emotionally, physically, intellectually, spiritually, and in their character.• The needs of youth are met through grouping the program into developmentally-appropriate sections.
Adventurous	<ul style="list-style-type: none">• The program is adventurous, has an outdoor focus, and encourages responsible risk taking.• The program is flexible and meets the diverse needs of young people and local communities.• All elements of the program offer meaningful opportunities and experiences.
A Sound Organisation	<ul style="list-style-type: none">• Scouts Australia actively supports its volunteers with appropriate resources and training.

Focus on Education For Life

Intergenerational Teams – YPR Stage 3

A critical stage of the Youth Program Review was to understand the elements that made up a Scout youth program, and make recommendations for how they should be implemented for an Australian society in the 21st Century. We formed eight inter-generational teams with a set of questions to research and answer over a nine month period. This was the beginning of the Stage 3 meetings, surveys, research, investigations, forums, and visits to major events which were conducted from July 2014 to February 2015.

It involved:

- 8 teams
- 61 team members
- 40 meetings
- 30 surveys
- 5 major events
- 19440 hours of work
- 7000+ people surveyed
- 5000+ pages of literature read
- 756 pages of reports written
- 70 focus groups

Reports and recommendations were created. They are:

- “Leadership For All” (published 12 May 2015) looks at the role Scouting can play in leadership development of our youth members.
- “An Adventurous Program” (published 12 May 2015) looks at the concept of adventure in the program.
- “Areas of Personal Growth” (published 21 May 2015) considers the Areas of Personal Growth for our youth members. It validates the relevance of Social, Physical, Intellectual, Emotional and Spiritual Development towards the overarching aim of Character Development.
- “The Scout Method” (published 21 May 2015) explores “how” we do Scouting.
- “Discussion on a Progressive Award Scheme” (published 25 June 2015) provides an initial exploration into this part of the program.
- “Age Sections” (published 05 August 2015) provides an outline of the different stages of youth and adolescent development and how the Scouting age section model fits around these identified milestones. Three possible section models were proposed.
- “The Fundamentals” (published 01 September 2015) provides key insights and findings into our approach and wording to fundamental aspects of the Scouting program in Australia. This exploration of the Purpose, Principle, Mission, Aim, Method, and Promise and Law considers the underlying meanings behind these aspects of Scouting.
- “Duty to God and Spiritual Development” (published 01 September 2015) looks closely at these two aspects of the Scouts Australia program. Duty to God (Fundamentals) and Spiritual Development (one of the six Areas of Personal Growth) are fundamental to the program. The report explores approaches to maintain their places in a 21st Century Scouting program.

“Spiritual development” and “Duty To God” are two phrases that appear in the worldwide Fundamentals of Scouting.

The Fundamentals

Early Review investigations confirmed that although they were not well understood, the Fundamentals of Scouting were as relevant to the success of the movement as ever. They continue to be an expectation that WOSM places on youth programs of the world.

The Fundamentals of Scouting are:

- The Purpose (and Mission)
- The Principles of Scouting, and
- The Scout Method

The Principles

The Principles of Scouting are the fundamental beliefs which represent an ideal, a vision of society, and a code of conduct for all its members. The Principles of Scouting, or values it stands for, are summarised in three categories:

- The relationship to spiritual life
- The relationship to others, to the world, and to nature
- The relationship to oneself

Often these are written simply as “Duty to God, Duty to Others, Duty to Self”.

The latter two categories are well understood. However, how does “the relationship to spiritual life” fit with 21st Century Australia and a movement that is open to all?

Spiritual development occurs in Scouting through:

- Exploring a connection with nature and the world around us
- Searching for meaning in life’s experiences
- Learning about different religions and non-religious belief systems
- Learning about and respecting others’ spiritual beliefs
- Participating in Scouts’ Owns, reflections or other activities



This allows young people to develop, question and refine their spirituality

Through making the Scout Promise, members commit to ‘being true to’ their spiritual beliefs (Duty to God)



A Duty to Our Spirituality

Relationship to the Spiritual Life

In the 110+ years of Scouting history our view of society and spirituality has evolved from an essentially Christian perspective to a more open, world view. Where once the Scout Promise contained the words “do my duty to God”, it became “do my duty to my God”, and has now become “be true to my spiritual beliefs”.

Today we talk about our relationship to our spiritual beliefs in three ways; what is meant by “spirituality”, how spirituality is developed (as one of the six areas of personal growth), and how this connects with the concept of Duty to God.

From the earliest years of the Scout Movement, ‘Duty to God’ has been one of the Fundamentals of Scouting and, along with the related personal growth area Spiritual Development, are key parts of the Scout program. While these concepts remain relevant, understanding of them has changed over time. Where spirituality used to be synonymous with religion, it is now understood to be a much broader concept, incorporating both religious and non-religious aspects. Australian society has also been changing, becoming increasingly secular and culturally diverse. Within this context, the approach taken by Scouts Australia to ‘Duty to God’ and spiritual development has attracted increasing scrutiny, with many expressing dissatisfaction with this aspect of Scouting.

From YPR paper 3-2-3: Spiritual Development and Duty to God: Modernising our approach

Developing Our Spirituality

A number of resources have been made available to help Units and Patrols better understand and develop spirituality.

- SPICES I... Statements are a good starting point and provide four Educational Trails that offer a focus for Units and Patrols to program: exploring beliefs, stopping for reflection, respect for others, being thankful
- The Australian Scout Promise reminds Scouts to pay attention to their own spirituality, however they perceive it.
- The Internal Compass is a tool to help break down the many aspects of spirituality so that members can better understand this aspect of Scouting.
- Promise and Law Programming Guide contains a range of activities to support understanding the Promise, including Scouts’ thinking about spirituality and spiritual development.
- Promise and Law Discussion Guides are a handy set of resources covering all aspects of the Australian Scout Promise and Law. There are sections devoted to spirituality.
- Scouts’ Owns are activities that help us reflect on our connection with nature and the world around us. We reflect on our place in the world and with our community. They are not religious services or observances.
- A new resource from WOSM, Guidelines on Spiritual Development in the Youth Program, published in 2020, provides helpful advice on spiritual development in Scouting.

Accessibility, Diversity, Inclusion, Open To All

Scouts Australia no longer expects a member to have a connection with a formal religious ideal. Scouting is open to all, including people who have no religious beliefs. Scouts Australia welcomes and celebrates diversity and supports members to have a voice in the causes that enhance the lives of young people who find themselves not well included in aspects of society. Importantly, the way in which personal progression is recognised, through the Achievement Pathways, is designed to be human-centered. That is, no matter the ability of each individual, there is something to be achieved.



On My Honour

Concerns about the Scout Promise and Law feeling exclusionary to some members were raised in the National Youth Council's Brownsea Island Patrol's Burning Platforms survey in Stage 1, as well as anecdotally many times before. The Fundamentals team in Stage 1 similarly found a number of concerns about both the Promise and Law, including a finding that many members were choosing to ignore parts of the Promise and, to a lesser extent, the Law.

Key areas of concern that were raised were:

- The phrase "to my God" received only 55% of respondents wishing to keep it, with strong themes in the comments to remove it entirely. The requirement to be dutiful to "my God" was also raised in responses to the question about living up to the Promise, particularly as a reason why the Promise felt meaningless to them.
- The phrase "to the Queen of Australia" received only 46% of respondents wishing to keep it, although there was less commentary in the free text portion.
- "Thrift" was the second lowest rated value, and by far the lowest of any value in the then-Scout Law, receiving support from only 65% of respondents. By contrast, 5 other values from the Law received more than 90% support.
- The language in the Promise and Law was seen as outdated and no longer easily understandable or relatable.

When designing the Stage 3 teams, it was determined that Duty to God and Spiritual Development required their own team, separate but closely linked to the team working on the Fundamentals as a whole. Neither of these teams would design the new Promise and Law, but their research would help inform the team who ultimately worked on it.





My Age, My Development

“Only occasionally in history do massive demographic shifts combine with huge social change, ongoing generational transitions, and rapid technological trends, so that within the span of a few decades, society altogether alters. Today we are living in the midst of one such transformation.”
(McCrimdle Phase 3)

The World Organization of the Scout Movement (WOSM) explains why it is important to divide the youth program into age sections, and why they must be regularly reviewed:

Dividing the educational objectives of the Youth Programme according to different age sections is a very important part of the Youth Programme life cycle. When renewing the Programme, it is important to question whether the sectional divisions already existing within your NSO correspond to the different stages of child development, as well as the age groupings favoured by the school and the social systems in your country. Establishing a well-balanced and coherent system of age sections is a precondition for formulating educational objectives and designing a personal progression scheme.

NSOs should also constantly review and look at their age sections to ensure that they remain relevant in their societal context.

When researching the possibilities for age sections, the following were critical considerations:

- The Purpose of Scouting should be the strongest influence.
- Decisions must take into account the burning platform of poor retention rather than recruiting new members.
- Scouting should have a strong focus on the personal growth and development in the adolescent years.
- The sections, and transitions between sections, should be based on the development needs of the youth member, as part of their personal progression through Scouting.
- A flexible approach to implementing the section age ranges and transition is important.
- The social needs of youth must not be ignored.

A number of issues were identified and investigated in the review:

- The minimum age at which youth can join the program
- The age at which the youth program ends
- What happens, legally, when a youth member reaches the age of maturity
- The primary to secondary school transition
- The significance of Year 9 in a young person's life
- The length of sections, including concerns raised about 10 year olds and nearly 15 year olds in the same section.

The outcomes of some of these investigations are detailed below, and further details are available in the published reports.



Developmental Brackets

The Scouts Australia age ranges have been based on youth developmental brackets. Sections are designed to group young people together who are within the same or similar developmental brackets, although it is acknowledged that every individual develops at their own pace. Age is a rough approximation of youth development, rather than a definitive classification.

Theories of child development define milestones in cognitive ability, socialisation and moral development. The Shape of the Australian Curriculum, a report created to guide development of the Australian National Curriculum, outlines the following developmental brackets:

- Early years (Foundation – year 2, typically 5-8yo).
- Concrete to abstract thinking (Years 3 to 8, typically 8-14yo)
- Transition to adulthood (years 9-10, typically 14-16yo)
- Choices: pathways through school and beyond (years 11-12, typically 16-18yo)

There are many different developmental models and milestones from a number of areas (eg cognitive, psychosocial, physical) which are outlined in the Loveless development stages report. A snapshot of these is provided below.

Piaget's Stages of cognitive development:	Preoperational stage 2 to 7 years old.	Concrete operational stage 7 to 11 years	Formal operational stage 12 and up
	<ul style="list-style-type: none"> • Children begin to think symbolically and learn to use words and pictures to represent objects. • While they are getting better with language and thinking, they still tend to think about things in very concrete terms 	<ul style="list-style-type: none"> • During this stage, children begin to think logically about concrete events • Thinking becomes more logical and organised, but remains largely concrete 	<ul style="list-style-type: none"> • Abstract thought emerges. • Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning

Erikson's eight stages of psychosocial development:	3. Locomotor 3 to 6 years	4. Latency 6 years to puberty	5. Adolescence Puberty to 20 years	6. Young adulthood 20 to 40 years
	<ul style="list-style-type: none"> • The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings. 	<ul style="list-style-type: none"> • The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence 	<ul style="list-style-type: none"> • Adolescents struggle to find their own identity, while negotiating social interactions and developing sense of morality 	<ul style="list-style-type: none"> • The young adult must develop intimate relationships or suffer feelings of isolation

Rubin, Bukowski and Parker (2007) summarised trends and issues faced at different developmental stages.

Stages used were:

- Early childhood: 2-5 years
- Middle childhood and early adolescence: 6-11 years
- Adolescence: puberty: 12-18 years

My Age, My Development

Educational Objectives

Based on the research developmental outcomes were identified for all ages in the program's Educational Objectives, which describe the specific outcomes we aim for in our youth members across the program.

The ultimate Educational Objectives for our youth program are those of the Rover Scout section. This is the end of the program, when we aim for an individual to be established as a well-rounded global citizen, in line with our Purpose, by the time young adults complete the program as Rover Scouts.

The Educational Objectives describe what most young people would be able to do at the end of the age section, rather than for its whole duration. Young people may not always show all skills or qualities at all times as they are still developing them. Some individuals may develop more quickly or slowly than others in certain areas.

The Educational Objectives have also been written in the form of "SPICES I... Statements" for each age section. These statements phrase the objectives in a way that is easier to understand and work with for members.

We also use the user-friendly form of I... Statements, for:

- Personal Review> within the Achievement Pathways
- Considering when a Scout might be ready to progress to the next age section

What's most important is that Scouts are identifying how they've grown through their active participation in the program, and becoming aware of their own personal progression.

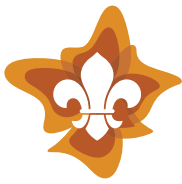
Section Age Range Considerations

A key driving principle for the YPR when determining age ranges was:

All sections deserve a full program and the ability to apply the Scout Method.

Most age sections have been pushed slightly older, which enables greater leadership development opportunities and the Patrol System to function more effectively.





**Joey
Scouts**

Discover Adventure

JOEY SCOUT SECTION AGE RANGE CONSIDERATIONS

Under the previous age range of Joeys of 6 to 7.5/8 years old, many children were in the section for only one year or less (children often did not join immediately on their 6th birthday). This made it difficult for the Joey Scout section to have a meaningful program and for it to align with the new Achievement Pathways, including to have a peak award that was of similar structure to the other sections.

WOSM also has concerns where Scouting's educational program is offered to very young children, and it creates very little support material for the implementation of a Scout program for sections with children under the age of 8. It suggests that Scout associations with the right balance among their age sections will have an equal number of under-12-year-olds as over-12-year-olds. If the balance is too far in favour of the under-12-year-olds, the association risks being seen as a children's organisation rather than a youth development movement. Scouts Australia is in this position and therefore the renewed program works towards engaging older youth for longer in Scouting.

The inclusion of five-year-olds in the program was not recommended by the Youth Program Review. A concern was that the program would need to be overly adapted to suit their needs, disengaging older Scouts in that section. Anecdotally, this had occurred in other similar National Scout Organisations who had introduced 5-year-olds. If, due to this or any other reason, Scouting "lost" youth members who were 8 years old already completed 3 years in Scouting, what is the likelihood of recapturing their interest when they were looking for activities as an adolescent?

Critical questions were asked of ourselves:

1. Were we focusing on achieving the Purpose of Scouting, centred on the needs of youth?
2. If we didn't offer the program to 5 year olds, would Scouting be uncompetitive against sports that started at age 4 or 5?
3. Some children start school close to their 6th birthday, whereas others are still 4 years old. Was it fair that some children could start Scouting in their first year of school, while their peers had to wait more than a year?

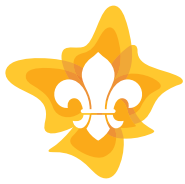
Ultimately, Scouts Australia chose to accept 5-year-olds who are already attending school, into Scouting.

In order for the Scout program to be 'Scouting', the Scout Method needs to be applied. Youth members need to be ready for working in Patrols, understanding and living by the Scout Promise and Law, and ready to give leadership a go. Attendance at school, where some similar skills are taught, is used as a guide for this when thinking about when a 5 year old can start Scouting.

New Joey Scout age range: 5 (and at school), 6 and 7 year olds

(Ideally progress after 8th birthday)

My Age, My Development



Create the Path

Cub Scouts

CUB SCOUT SECTION AGE RANGE CONSIDERATIONS

Previous to the YPR, the Cub Scout section was 7.5–10.5 year olds.

10 year olds and nearly 15 year olds have very different developmental needs and desires, and concerns about these children being in the same section (Scouts) were raised, as well as difficulties that the youngest members of the Scout section had staying awake until the common finishing time of 9:30pm. It was therefore determined that 10-year-olds are more suited to a slightly older Cub Scout section.

Having the Cub Scout section slightly older (i.e. retaining Cub Scouts until their 11th birthday and not receiving Joey Scouts into the section until after their 8th birthday) also enables greater leadership opportunities in the Cub Scout section. Cub Scout Patrol Leaders are more capable of leading their small teams, a component of the Scout Method.

New Cub Scout age range: 8, 9 and 10 year olds

(Ideally progress after 11th birthday)



Explore the Unknown

Scouts

SCOUT SECTION AGE RANGE CONSIDERATIONS

Under the previous age range, the Scout section was 4 or more years long (10.5–14.5/15 years). Developmental research suggested that about 3 years should be the maximum age range of a section. WOSM strongly advises section lengths of 3 years because it is difficult to implement the small team system where there are large differences in age and interests. There is a tendency for the section to offer activities geared towards the youngest members, and lose the interest of the older ones. It was also noted that most sports for the 10–18 age group only have a maximum of 2 years in a level.

In addition, Year 9 represents a distinct shift in teaching methods and young people's lives, as they choose academic paths and also frequently alter their friendship groups. It is a time when many schools offer alternate education settings and adventure programs, akin to, and potentially in competition with, Scouting.

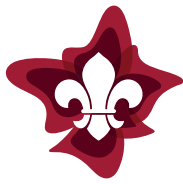
In **The Essential Characteristics of Scouting** it says

“Scouting is particularly suited to the adolescent age range—and not primarily for children. To adolescents in particular, the Scout Method provides the opportunity to develop the ability to make their own decisions and reach a higher stage of autonomy—an essential step in their development.”

Allowing youth members to move to Venturer Scouts early on in year 9 (when many are still 14) allows that section to better cater to the needs of adolescents. It enables Venturer Scouts to experience close to 3 years of the program before the time pressures of year 12 studies.

New Scout age range: 11, 12, 13 and 14 year olds

(Ideally progress before 15th birthday)



Look Wide

Venturer Scouts

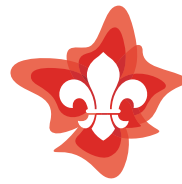
VENTURER SCOUT SECTION AGE RANGE CONSIDERATIONS

Previous to the YPR, the Venturer Scout section was for 15–17 year olds.

Many young people turn 18 during their year 12 studies, which makes a transition to Rover Scouts more difficult. Many of our young members reported feeling they had lost social supports and were not ready to be trying out a new section at this time of their life. In schools, 18 year olds continue to mix with 17 year olds in classes and friendship groups, and even on school camps. It was agreed, therefore, that members who are completing year 12 studies after turning 18 could wait until the following year before progressing to Rover Scouts.

New Venturer Scout age range: 15, 16 and 17 year olds

(Ideally transition before 18th birthday or at end of year 12)



Beyond the Horizon

Rover Scouts

ROVER SCOUT SECTION AGE RANGE CONSIDERATIONS

It is important to define the program ending age, as it influences the Educational Objectives. However, globally there is no one accepted definition of the term “youth”, and age ranges between different organisations and countries considerably.

There was some debate about whether the Rover Scout section should end at their 26th birthday, or earlier. Ultimately, it was felt that young adults at this age are all in very different life situations; work, family, higher education, apprenticeships, and so on. For these reasons, keeping the age range of this section quite long allows for these young people to settle in to the directions they have chosen, knowing they have the peer support offered by Scouting, for as long as they might need. Some will feel they have completed the program earlier than 26, some not until 26. We celebrate their personal progression no matter their involvement.

Rover Scout age range: 18th birthday or at end of year 12 to 26th birthday



Redefining the Role of Adults

The last 20 years has seen an enormous emphasis by World Scouting to involve youth in decision making at all levels of the Movement.

In 2002, at the 36th World Scout Conference, Youth Involvement in Decision Making was adopted as WOSM Strategic Priority No 1.

By 2015, a new global policy had been developed and published, setting a clear expectation for all National Scout Organizations. The basic principle is:

Scouting is a Movement of young people, supported by adults; it is not a Movement for young people managed by adults only. Thus, Scouting offers the potential for a learning community of young people and adults, working together in a partnership of enthusiasm and experience.

This basic principle should be reflected both in the Youth Programme of a National Scout Association and in the management structures of the organization.¹

It was time to genuinely put this principle into action. Australian Scouting introduced the concept of a “youth-led program”. This language of youth-led Scouting was initially inspired by other countries’ approaches and the concept was shared across the country.

1

World Scout Youth Involvement Policy, 2015



Redefining the Role of Adults

However, feedback suggested that there was a fear that this approach meant adults were no longer needed in Scouting. A revised phrase was developed that better captured the intended meaning – “youth leading, adults supporting”. This established a much stronger link to the intentions of the World Scout Youth Involvement Policy, and indicated that the role of adults might have shifted, but that adults are still critical to a successful Scout program.

When the renewed Scout Method was developed and published, this concept was embedded as the element *youth leading, adults supporting*. Embedding this wording in the Scout Method ensures that it is a fundamental aspect of Scouting and will feature in all activities in the youth program, in a developmentally appropriate way.

To support this, tools and resources were created:

- Plan>Do>Review> for all youth and adults in Scouting
- The gradual release of a responsibility model for youth leading, adults supporting
- A change in the role of adults, as supporting youth to learn and develop by giving youth the responsibility to plan and implement their own program ideas
- A far more open-ended personal progression framework that encourages youth to pursue their interests and challenge themselves at their own level, supported by peers and adults around them
- Youth leading, adults supporting checklists for each section
- An explanation of the role of adults in each section in supporting their youth to lead, and to gradually release responsibility to Scouts to give it a go
- A guide to implementing youth leading, adults supporting for all sections
- An evolution in adult training that engages leaders in the Scout Method, Challenge Areas, SPICES, incorporating leadership development, and international dialogue – all core to the achieving the best outcomes of the youth program.
- Enhancing the attitudes, skills, and knowledge of adults working with young people, coaching, mentoring, advising, and supporting youth to be empowered to give it a go, and to learn from their mistakes.



Concepts for a New Youth Program

An intense period of work was completed in 2015-2016 when a large group of members of all ages came together in Melbourne for a week-long camp. Known as YPR Stage 4, this began the development of how the program will look for each age section. By February 2016, a new document had been created called *The New Program Concepts* and was presented to Scouts Australia key decision makers for discussion and feedback. Concepts were shared and workshopped around the country, providing much feedback for the Youth Program Review coordinating team to work through. Some of the presented concepts evolved, some were discarded, and others remained the same.

These key concepts made up the proposed new program:

- A new set of section names helped build a symbolic framework of one continuous journey through five developmental age sections. In this concept paper they were referred to as Discovery Scouts, Tracker Scouts, Explorer Scouts, Venturer Scouts, and Rover Scouts. When the program was rolled out, these names were not taken up and the original section names remained.
- A strong emphasis was placed on the six areas of personal growth. We continued to use “SPICES” as a way to remember this fundamental aspect of the program.
- Four key words describe all experiences in Scouting: adventurous, fun, challenging, inclusive.
- A process for organizing activities helps individuals learn and develop. “First we Plan> then we Do> then we Review>”. This evolved into “Plan>Do>Review>”.
- A clear statement of Why we do what we do (the Purpose), How we do what we do (the Method), and What we do (the activities).
- The objectives of the program were spelt out in detail. Later these would become the Educational Objectives and would be rewritten as “I... statements...”.
- A rewritten, carefully researched and thought-out Scout Method was published. Some differences from previous versions were:
 - » “Community Involvement” rather than Community Service,
 - » The Scout Method was designed to be adapted to work with all developmental age sections.
- » “Small Team System” would later become the Patrol System.
- » “Symbolic Framework” was added back in after being left off recent versions of the Method. To help understand this element, a three-tier system was devised to describe different kinds of symbolism in the Scout program.
- » A strong emphasis on enabling and empowering youth members to be involved in running their program, through the element youth leading, adults supporting.
- New thinking on transitions between sections was proposed, with the emphasis on a personalized approach where the youth member themselves has the strongest voice in deciding when and how they would like to make that transition.
- A formal statement on completing the program was made. This encapsulated the idea that the program objectives for the Rover Scout section are the same as the program as a whole, and therefore this is the section where a young person has completed their personal development as a youth member in Scouting. It also acknowledges that each individual’s journey will be different and therefore the time when they feel ready to leave the program is also an individual choice.
- Symbolically, the journey through the sections by a Scout was proposed as: *Scouting is... One consistent journey, from **discovering** the beginning of the path; through **tracking** out the journey; to **exploring** new territory with a group of friends; **venturing** into the wider world; and **finding** one’s independence; **roving** as a global citizen, adventuring beyond the horizon.* This would eventually evolve and change as feedback was received.
- A new approach to balanced programming, by introducing four Challenge Areas for Scouts to inspire activity ideas: Community, Outdoor, Creative, and Personal Growth.
- Using SPICES as the main tool to review program and personal development.

Concepts for a New Youth Program

- Establishing revised age ranges of each section, within the existing range of 6 to 25 years of age. The whole group of Scouts in each section would be known as “Units”. E.g. the Tracker Scout Unit. This was also modified as feedback from the trials of five year olds was added.
- An entirely new award scheme would be known at that time as the Personal Progression Framework. It was to be based on contemporary approaches to education and learning. It was pictured as a mountain with multiple pathways to the peak.
 - » Personal Progression A was depicted as the base of the mountain and represented active participation in the regular Scout program. It was based on the idea that the regular program, based on Challenge Areas, would be the main contributor to personal growth across the Program Objectives.
 - » Personal Progression B was in two parts: Outdoor Adventure Skills and Special Interest Areas. It took Scouts on a pathway to personal growth beyond the regular program, if Scouts chose to do so.
- The Outdoor Adventure Skills were a continuum of skills development in nine different outdoor pursuits. Some would be core “Scouting skills” and others would be specialty skill areas that Scouts might be interested in.
 - » Core Skills were Campcraft, Bushcraft, Emergencies, and Bushwalking. These would be open to all Scouts across the country to achieve.
 - » Specialty Skills were Alpine, Cycling, Paddling, Boating, and Vertical. These were a bit more limited to geographical areas.
 - » All the Outdoor Adventure Skills were designed to be independent of the section a Scout was from. Scouts would keep counting their progress in the 9 skill areas no matter which section they are in.
 - » The Special Interest Areas encouraged personal goal setting and the exploration of new and existing interests in a broad range of areas. The Plan>Do>Review> process would be the key to success for Special Interest Areas. At this point the areas had not been created or defined.
- The term **peak award** was introduced for youth members who wished to reach the summit of the mountain. It allowed Scouts who wanted more out of their Scouting experience to be challenged and reach their potential.
 - » For each section, a defined combination of Personal Progression A and Personal Progression B was required to achieve the peak award for the section. Additional, final requirements were included: a leadership course, an adventurous journey, a personal journey reflection, and a Plan>Do>Review> journal.
 - » At this stage, no names for the peak awards were proposed.
- Trail Cards were introduced as a tool to give inspiration to Scouts and Units to Plan> Do> and Review> activities in Challenge Areas.
- The Internal Compass was introduced as a tool to support spiritual development area of SPICES and the Program Objectives.
- For each age section, the concept handbook outlined how all elements of the program would work in a developmentally appropriate way. Concepts such as youth leadership, adults’ roles, programming, the small team system, youth mentorship, symbolic framework, age range, Unit Councils, and so on.
- For Discovery and Tracker Scouts, the idea of a Journey Map was introduced, to help the age group navigate the Personal Progression Framework and Challenge Areas. This idea was eventually dropped, based on feedback from membership.
- Discovery Scouts were to be guided by six Australian native animals exhibiting particular traits, that would help them in their journeys. They were called Program Guides and were a dingo, kangaroo, owl, kookaburra, koala, and turtle. This was also dropped, based on membership feedback.

Programming for Personal Progression

Personal progression is a learning journey that focuses on challenging the individual to do their best through a wide range of experiences. Units must focus on ensuring that each individual is striving to reach their best possible goals, and the Unit must support each individual during this process.

In the past, programming for Scouts involved picking one of the SPICES areas and building a program around that area of personal growth. Although this made sense if the goal was to develop young people according to the six areas, it tended to box us into the idea that only one SPICES area could be developed at a time, or that everyone involved would develop in the same SPICES area. This concern led to a new concept in program planning, while still focusing on personal progression across the same six SPICES areas.

Programming for personal progression is now guided by:

- The Scout Method, the educational method of Scouting worldwide, as an essential system for achieving the educational purpose of the Scout Movement. It is what makes Scouting a unique educational movement. All activities in the Scout program use the Scout Method.
- Plan>Do>Review> is the process by which all programs and activities are run. This process supports Scouts to have a voice in their own Scouting experience, encourages good practices when it comes to building plans and activities, and developing adventurous, fun, challenging, and inclusive programs.
- Programs are inspired and developed around one of the four new Challenge Areas: Creative, Community, Outdoors, and Personal Growth.
- The Review> step uses SPICES as a review tool. This can be personalized, or be about the Patrol or Unit more wholly.
- We Plan> using Challenge Areas, we Do> with the Scout Method, we Review> using SPICES.
- This keeps at the forefront two important points:
 - » A single program can promote personal growth across many SPICES areas
 - » Each Scout will personally progress in different ways through the same activity
- When we take the time to Review> a program, learning is embedded. The Review> can be about:
 - » Positive experiences from the program
 - » Things that could be done better next time
 - » Ways in which participants grew and developed
 - » Challenges, adventures, and fun
 - » The inclusive nature of the program
- The program takes this contemporary approach to learning a step further, by asking Scouts to set goals, and review those goals. This happens at:
 - » The start and end of a Scout's time in an age section
 - » The start and end of a Milestone achievement
 - » The time just before earning a peak award
- It is important that Review> doesn't become a formal activity. To help Units and Patrols keep it a natural and fun part of any program, some tools were developed: the Review> Thumb Ball and the SPICES Playing Cards, both have versions for older and younger members, and encourage game playing as a way to Review> an activity or program.

Programming for Personal Progression

Leadership Development

We consider **leadership development** as an educational outcome of the Scout program, although it's not explicitly a SPICES area. In fact, the youth program in its entirety is viewed as a course in leadership and teamwork training. Therefore:

- Scouts have both formal and informal opportunities to practice and learn leadership and teamwork skills every time they do a Scouting activity using the Scout Method.
- Scouts aren't given leadership roles because they are the oldest or most experienced in the Unit, but because there is an opportunity for leadership development for any Scout.
- Instead, any Scout can choose to complete a Personal Development Course as part of their leadership and personal development. They are required to do one of these courses to earn a peak award.
- Other universal skills (soft skills) are also learned in this way.

Ceremonies

Ceremonies across the program were reviewed and a new guide written. The language of “parades” and “opening/closing ceremonies” was removed as these are not aligned with the approach of the program. A much stronger emphasis was also placed on utilising the Scout Method in openings, closings, and other ceremonies, especially the element youth leading, adults supporting.

Scouts | Terrain

In 2020, we launched Scouts | Terrain, our digital and online personal progression and programming tool. From the outset, it was designed to support the educational approach of the program. The vision and design brief have been clear – to create the best support tool for youth members and adults alike.

- Plan>Do>Review> is built in to everything that happens in Scouts | Terrain.
- The Unit Council is central to approving goals and achievements for Unit members.
- Programming with Challenge Areas and Milestone achievements leads to recognition of personal progression in the system.
- Scouts | Terrain is more than just a system for “ticking off” what Scouts have done.



Celebrating Personal Progression

Scouting is known for its badges, but what is the role of badges in the program? Badges are a way of celebrating and recognising the achievement of goals in Scouting.

The program embraces open-ended self-directed learning. It is about the individual developing through shared experiences, with friends, having fun, being challenged, being adventurous, and learning to be inclusive.

The goal for participants in the program is not about accumulating as many badges as possible, even to earn a peak award. Instead, we think about badges as part of celebrating the *personal progression* of individual Scouts. We use small ceremonies to present a cloth badge that indicates a degree of personal growth, in front of peers, by peers. This is worn on the Scout's uniform to show others the kinds of personal growth achieved by active participation in the program, as well as going further "up the mountain". Doing this is part of our *symbolic framework*.

Achievement Pathways

From the idea presented in the Program Concepts Handbook of the "Personal Progression Framework" evolved the "Achievement Pathways", the new award scheme.

Each element of the program is designed to keep all that we know about non-formal education and learning at the forefront. This is echoed in the way in which the Achievement Pathways has been designed.

Personal Progression: Highlighted as a Scout Method element, personal progression is a concept that is central to the program. It recognises that every individual is different, especially in their interests and the ways in which they learn. The Scout program offers a place where an individual can grow and develop with the support of their Patrol and Unit, sometimes learning on an adventure together, and sometimes following their own goals.

Challenge Area based Program Essentials and Milestones: The four Challenge Areas are designed to encourage program diversity, and therefore a diversity of personal progression. In the past, programs were built around one of the SPICES, but it is now acknowledged that individuals grow and develop in different ways across the SPICES. Now Units can review their programs for a diversity of SPICES and celebrate personal progression in the many ways that they may occur. Scouts will develop by active participation in a program of their age section, by leading activities and events for their section, and by assisting to lead those activities and events, and achieving Milestones in the Program Essentials – the things that happen every week at Scouts.

Special Interest Areas: Special Interest Area projects are designed to be open ended and to take a Scout into a new area of interest, or to push them further in an area that they are already interested in. It is important to personal progression that Scouts set their own goals for their projects since everyone has different knowledge and experiences as their personal starting point. Plan>Do>Review> helps Scouts focus on their Special Interest Area project.

Outdoor Adventure Skills: Outdoor Adventure Skills are designed to recognise specific skills developed in the outdoor pursuits that Scouting is traditionally known for. Where Special Interest Area projects are very open ended and based on a Scout's interests, Outdoor Adventure Skills prescribe a set of skills necessary to be capable at different stages of competency. Nevertheless, personal progression is still achieved by recognising that an individual's age doesn't dictate the skill level, and that goal setting and review is still built into the Outdoor Adventure Skills. Further, Scouts are encouraged to also teach and assess their peers, though the two-down system, further improving their own competencies.

Personal Development Courses: The role of courses external to a Unit's weekly program were carefully considered and a revised approach to leadership courses was implemented. Recognising that leadership development happens within the program, new courses were developed to take Scouts to the "next level". Personal Development Courses help Scouts to identify their own strengths, and to build on universal skills like problem solving, communication, planning, and so on.

Celebrating Personal Progression

Adventurous Journey: The Adventurous Journey occurs close to the end of a Scout's pathway to achieve a peak award, and is designed so that a Scout can take all their learnings of the age section and put them to use in an outdoor adventure. It fully embraces the concepts of adventure, fun, challenge, and inclusion. Putting our learning into practice helps us embed what we have learned and gives real meaning to our journey through personal progression.

Peak Award: A peak award is available in each age section, and represents the peak of the mountain. It is the ultimate recognition of personal progression in each age section. Each Scout will have made it up the mountain following very different pathways, which is the true definition of learning and personal progression. Some Scouts won't make it to the peak, and that's ok! We celebrate the learning that has occurred for those Scouts as well.

It is clear that this program, with the Achievement Pathways as a scaffold, is very much built around contemporary understandings of how youth learn through experience and having-a-go. The previous award schemes often presented learning as ticking off a series of requirements that didn't recognize the diversity of abilities, interests, starting points, or prior knowledge that humans bring to their own learning. This program is now truly a learning-by-doing and non-formal learning and education experience, that complements the formal education that happens in schools and universities, and the informal learning at home and with friends.



Global Sustainable Development Goals (SDGs)

The program now makes it easy to embed the Global Sustainable Development Goals (SDGs). World Scouting has embraced the 17 goals as part of its Better World Framework. The open-ended nature of Special Interest Areas makes the SDGs a source of ideas for Scouts to set project goals. Scouts who complete a project that contributes to the SDGs can make an entry on to the global logbook and be entitled to also wear the Messengers of Peace badge.

Program Completion

The completion of the program for a young person happens at the end of the Rover Scout section. Within the one journey framework, Scouts aim to reach the point where their adventures take them beyond the horizon. The horizon marks the end point of the program.

Testing Our Thinking

Through the journey towards a new program, concepts needed testing, new approaches needed to be put in place, and members needed to prepare for change.

Incremental changes were made to the existing program:

- After the **Scout Promise and Law** were reviewed, revised, and approved there was no reason to wait until the new program was implemented to introduce it into Australian Scouting. Resources were developed to support youth and adults to get the most out of them, and a strong youth-led emphasis was given allowing Scouts to make their own decision about which version of the Promise to make. The new **Australian Scout Law** and choice between the old and new **Australian Scout Promise**, came into being on 1st September 2017.
- World Scouting had been working on **improving the role that youth play in decision making in Units, in the institutional levels of Scouting, and in the community** for some time. The idea of developmentally appropriate youth-led programs for all sections was shared across the country. It evolved through discussion and feedback into the Scout Method element **youth leading, adults supporting**. It was picked up and trialed years ahead of the transition to the new youth program.
- The programming and planning tool **Plan>Do>Review>** was inspired by similar tools that Scouts Canada and Scouting Ireland had already put into place. It was quickly seen by members as a useful learning tool for developing programs and activities and was enthusiastically adopted once it was first shared. Of note was a new emphasis on reviewing activities as an equal step to planning and doing. It was well known that Australian Scouting is fantastic at planning and doing amazing things, so adding the review step to ensure we learn and improve was important.
- A diagram of a pathway up a mountain was used to describe the personal progression journey a Scout might travel along in the new program, achieving milestones as they went. Thus, when a Scout reached the peak of the mountain, it symbolized earning the highest award in the age section. The term **peak award** came into use and was embedded into everyday language for those highest awards, well before the new program and the Achievement Pathways were introduced.

Some very generous Scout Groups bravely offered to test out new elements of the program:

- **Groundbreaker Scout Groups** based in Melbourne took an early version of the program manual that was developed from the New Program Concepts publication. They trialed the concepts and provided feedback.
- Scout Groups in every Australian Branch nominated to be trained as **Pioneer Scout Groups**. These youth and adults were trained to transition to the new program when the program had become resourced and was ready to implement, based on feedback from Groundbreakers. Pioneer Scout Groups provided the final test and feedback of the program before each Branch implemented its full rollout plan.



The Adventure Begins

In 2018, a year-long activity called **The Adventure Begins** introduced fundamental aspects of the new program to all members. It aimed to prepare all Groups and Units for their transition to the new program by ensuring these elements were already embedded, and applied to all age sections:

- The Principles, Purpose and Mission of Scouting
- The SPICES and their Educational Objectives
- The Scout Method (with emphasis on youth leading, adults supporting; community involvement; and Promise and Law)
- Unit Councils
- Plan>Do>Review>



Creating New Resources

Key to the success of the new program would be providing a set of easy to use, accessible, purposeful, and nationally consistent resources. This realisation took us back to the original outcomes from the Burning Platforms discovery. Resources would need to be designed to support the intent and philosophy of the program and enhance the activities that happen in Patrols and Units every week.

Publications and resources needed to consider:

- The design principles of the program
- Target audiences, such as younger youth, older youth, adult leaders, parents, the community
- Diversity and inclusion principles
- Youth engagement in decision making in all that happens in Units and Patrols
- Plan>Do>Review>, Scout Method, SPICES
- Supporting the symbolic framework One Program, One Journey

Print (or eBook) Publications for Purchase

Some resources became print (or eBook) publications, available for purchase. These are the key reference materials that document the program in its entirety:

- **Program Handbook** – purposely designed as one handbook for all age sections
- **Youth Member Guides** – a mini-handbook for youth members with information more specific to each age section.
- **Record Books** – contain the same content as the Youth Member Guides, with additional space to record achievements.
- **Outdoor Adventure Skills Record Book** – contains the complete Outdoor Adventure Skills for all stages and streams. Space is provided for youth members to record their achievements.
- **Guide To Ceremonies** – a completely rewritten guide to openings, closings, and ceremonies for Australian Scouting.
- **Elements of the Program Poster** – an A0 sized wall chart for Scout Groups to put up on the walls and learn the program and all its elements in one place.

Some other purchasable resources were created to support Units, Patrols, and individuals to engage in aspects of the program:

- **Review> Balls** are designed to mix up the ways in which Scouts can review their activities and programs, in a more dynamic and engaging way
- **SPICES Playing Cards** gamify the understanding and engagement with the SPICES areas of personal growth.
- **Uniform badges** cover all the achievements of the Achievement Pathways.



Free Downloadable Resources

To support Scouts and Unit Councils in operating the program, for the first time there is a central repository of downloadable resources created nationally. These resources complement the Program Handbook and Youth Member Guides and are completely free to download by anyone. These include:

- **Fundamentals of Scouting** and the program resources to help youth and adults understand core ideas that make the Scout program what it is.
- **Programming** resources that give support to Scouts, Patrol Leaders, Unit Leaders, and Unit Councils with their Plan>Do>Review> programming cycle in the four Challenge Areas.
- A wide range of resources supporting Scouts and their personal progression in the **Achievement Pathways**.
- **Scouts | Terrain** guides, system update documentation, videos, and an FAQ knowledge base
- And **Other** resources that might be useful for Groups to use, as well as others who are interested to know more. These include videos, the Ceremonies Guide, the Elements of the Program Poster, and the very popular Uniform and Badge Layout for Youth Members.

Online Tools

A new range of online tools has also been created, which improves accessibility and the turnaround time to get updates and revisions to the program out to members.

The flagship online tool is **Scouts | Terrain**. Designed from the start as more than simply ticking-off requirements, it is an integrated planning and achievement recording system that encourages key concepts of the program, such as youth members taking ownership of their program and their personal progression. For the first time in Australian Scouting, this provides a centralised system that will give us information about how Scouting is progressing, and facilitates responsive improvements to the program or resources.

The **Program Resources** website (pr.scouts.com.au) is more than a place to download PDFs. It has evolved into a more interactive portal to get the latest on the program and Scouts | Terrain. There is:

- An FAQ knowledge base to support Scouts | Terrain
- A place for members to send feedback on program resources
- An opportunity for members to sign-up to be notified when program resources are updated, or new ones added
- Video guides for all aspects of the program
- Links to program items available for purchase from the online Scout Shop, like badges, handbooks, etc.
- Contact details for members to obtain program support in each Branch

The **Scheme-To-Pathways Converter (S2P)** is a simple tool to guide Scouts in converting their old program award scheme badges to be recognized in the Achievement Pathways. It is intended that this system be eventually shutdown when all members have converted to the new program.



Beyond the Program

Since its foundation, Scouting has been a non-formal educational movement. The Scout program is the procedure through which our Movement implements its educational purpose. Scouting is an educational movement of young people based upon the Fundamentals of Scouting: its purpose, principles, and method. The youth program is the main medium through which young people are educated for life. Hence the youth program is the central element of Scouting, the vehicle through which the purpose of Scouting is achieved. Without the youth program, there is no Scouting¹.

It is no surprise that a revolution of the youth program is leading to changes in other areas of Scouts Australia and perhaps even influence changes in other parts of the Scouting world.

- A new, 21st Century youth program for young Australians needed a modern, refreshed brand to help promote Scouts Australia as offering a relevant place to belong. A new logo and branding was revealed in 2019.
- Although the Scouts Australia uniform itself was not a part of the Youth Program Review, the new program has fundamentally changed how badges are worn on the uniform, and opportunities have been found to make incremental and much needed improvements to the uniform itself.
- The program drives adult training, and therefore a new program has required a complete review of both eLearning and face-to-face learning for new and existing adult leaders, and even older youth members. Challenges for adult training included ensuring members properly understood the Scout Method especially across all age sections, youth engagement in decision making, SPICES and educational objectives, the open-ended nature of the program, and intergenerational dialogue.
- Major events needed to be reimagined to align with the philosophies and objectives of the program, the Educational Objectives, and the Achievement Pathways.
- Branches and the national organisation continue to be challenged to rethink their management structures to support the program in new and more effective ways, especially involving youth in decision making roles.
- Professional Scouters are now employed to specifically support the program on a day-to-day basis.
- Globally, Scouts Australia's support to other National Scouts Organizations, to the Asia-Pacific Region, and to the World Organization of the Scout Movement, has led to our program influencing changes globally: the Guide to Programme in Scouting (GPS), the revised Scout Method, spiritual development, youth leading, adults supporting, and tools like Plan>Do>Review>, the SPICES Playing Cards, and the Review> Ball.

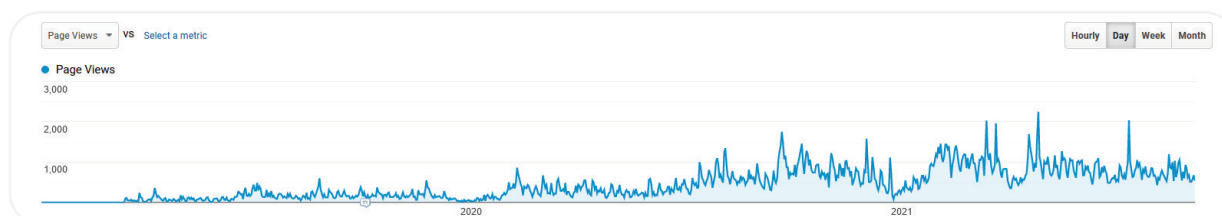
A Movement That Doesn't Stop Moving

The Youth Program Review challenged us to think differently, to imagine the possibilities, and to create a relevant program for young Australians living in the 21st Century. Scouting is a movement, and a movement by definition will keep on moving. So how far have we travelled and where will we go next?

The project had some big statistics. Up until September 2021:

- Total Survey Responses: 17,457
- Scheme-To-Pathways Conversions: 27,751
- Program Resources Website hits: 429,356
- Scouts | Terrain hits: 525,234
- Milestones awarded (in Scouts | Terrain): 583
- Special Interest Areas awarded (in Scouts | Terrain): 2,958
- Outdoor Adventure Skills progressions (in Scouts | Terrain): 39,225

This graph shows the steady increase in view of pr.scouts.com.au as more and more members transitioned over to the renewed youth program.



This isn't the end.

Scouting is a movement and the youth program needs ongoing revision, after all we now know how to Plan>Do>Review>! The World Organization of the Scout Movement reminds us:

The Youth Program of an NSO should be evaluated regularly to remain up-to-date and in tune with the interests of young people, while remaining faithful to the fundamentals of Scouting, which are timeless and universal. A major review should be carried out at least every 5–10 years. Such a review should take into account current research by formal and non-formal education experts, as well as the views of young people. Regular interim reviews (e.g. every 3–5 years) are also recommended to allow for periodic adjustments to the Youth Program².

Scouts Australia will no longer do “section reviews”. In the spirit of **one program**, reviews (minor or major) will always consider all age sections.

A Movement That Doesn't Stop Moving

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A Movement That Doesn't Stop Moving

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**One Program
One Journey**