



**THE BHARAT SCOUTS AND GUIDES : NATIONAL TRAINING CENTRE,
PACHMARHI, MADHYA PRADESH.**

Personal Project

Self Learning Modules to Himalaya Wood Badge Course (S)

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Course for Leader Trainers (Scout Wing)

Personnel Project: Self Learning Module HWB(S)

Topic 01: CONSERVATION

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Introduction:

Poverty, lack of ecological knowledge, lack of alternative possibilities, political conflicts and war have contributed led to erosion which in turn has resulted in the deterioration of land, lower productivity and death. The destruction of land, together with the population explosion is leading to an increase in the number of starving people in the world.

Various forms of pollution (Water, Air and Sound) and depletion of resources is threatening the survival of humanity throughout the globe. The environment concern rank a today's "Global Issued No. 1" problems such as destruction of the ozone layer pollution of the seas and extinction of wild life affects us all whether we live in a the North of in the South or indeed in the East of the West of the solutions to these issues will be found only by a concerted and co-operative effort involving young and old across national, political and cultural borders. Scouting has to play an active role in responding to these concerns, what we can do? Perhaps it would be better to ask What Can't We Do?

Objectives:

At the end of the Module, you should be able to:

1. Define conservation.
2. Identify some of the outdoor activities that are possible in each participant's area.
3. Organize and conduct a summer nature rambling and expedition.
4. Identify major ecological problems in the world.
5. Explain how human behavior & work affecting the nature.
6. List out the scouting activities useful in the conservation field.

Thought for Reflection:

"The abuse of environment is not local or national but global. Air currents waft poisonous gases around the world. Sewage and oil pollution of the seas and oceans touch many shores and the international rivers carrying harmful wastes and poisons across natural boundaries. Protecting man's environment is therefore, a global problem"

- P.R.Gupta , India Ecologist

Conservation Definition:

Conservation is an ethic of resource use, allocation, and protection. Its primary focus is upon maintaining the health of the natural world, its fisheries, habitats, and biological diversity. Secondary focus is on materials conservation, including non-renewable resources such as metals, minerals and fossil fuels, and energy conservation, which is important to protect the natural world. Those who follow the conservation ethic and, especially, those who advocate or work toward conservation goals are termed conservationists.

The terms *conservation* and *preservation* are frequently conflated outside of the academic, scientific, and professional literatures. "Conservation and preservation are closely linked and may indeed seem to mean the same thing. Both terms involve a degree of protection, but how that is protection is carried out is the key difference. Conservation is generally associated with the protection of natural resources, while preservation is associated with the protection of buildings, objects, and landscapes. Put simply, *conservation seeks the proper use of nature, while preservation seeks protection of nature from use.*

"Conservation means keeping our environment safe for the future".

The World Conservation Strategy:

The world is approaching an ecological collapse. The Government, Non-governmental organization and experts throughout the world have been involved in preparing a global plan, The World Conservation Strategy.



The Strategy says:

1. Only by working with nature can man survive,
2. Conservation is in the mainstream of human progress,
3. We must recognize that we are part of nature, and
4. We must resolve that all our actions take this into account.

Our work:

Figure 1.2 Interlinkages between major types of global environmental change



Source: McMichael et al. (2001)

To conserve habitat in terrestrial eco-regions and to stop deforestation is a goal widely shared by many groups with a wide variety of motivations.

To protect sea life from extinction due to overfishing or climate change is another commonly stated goal of conservation — ensuring that "some will be available for future generations" to continue a way of life.

The consumer conservation ethic is sometimes expressed by the **four R's: "Rethink, Reduce, Recycle, Repair"**. This social ethic primarily relates to local purchasing, moral purchasing, the sustained, and efficient use of renewable resources, the moderation of destructive use of finite resources, and the prevention of harm to common resources such as air and water quality, the natural functions of a living earth, and cultural values in a built environment.

The principal value underlying most expressions of the conservation ethic is that the natural world has intrinsic and intangible worth along with utilitarian value — a view carried forward by the scientific conservation movement and some of the older Romantic schools of ecology movement.

World Scout Environment Programme:

The principles and aims for environment education in scouting are:

Principles:

The environment is central to the scout programme and a key element of developing good citizens of the world.

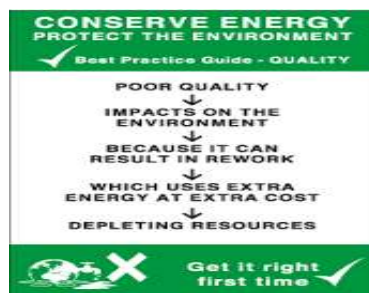
Scouting provides opportunities to experience and connect with the natural world.

Scouts actively engage in educational programmes to make informed choices about the environment, people and society-choices that reflect the Scout Promise and law.

Aims:

Scouts are working towards a world where:

1. People and natural systems have clean water and clean air.
2. Sufficient natural habitat exists to support native species.
3. The risk of harmful substance to people and the environment are minimized.
4. The most suitable environmental practices are used.
5. People are prepared to respond to environmental hazards and natural disaster.



SCENES Centre:

A scout visiting a SCENES Centre could work on activities and projects that support their earning the World Scout Environment Badge. A SCENES Centre could also become a scouts of the World Award Base, supporting young adults to explore the schemes of environment, peace and development. More information can be found at www.scout.org/scoutsoftheworld/

SCENES Centres can develop partnerships with local, national or international organization to support environmental education experiences

for scouts or to improve their environmental management practices. They may serve as important natural habitats or contribute to the protection of plants, animals and habitats in the local area.

One of the main strengths of SCENES is that it provides a place for young people to have direct experience with nature and the environment in a fun and hands-on way. These experiences can help them to apply what they have learnt when they return home. The SCENES Network further strengthens these experiences by connecting the individual SCENES Centres to work in co-operation with other SCENES Centres and scout throughout the world for the benefit of the environment. More can be achieved when working together in co-operation than by many individual actions alone. SCENES Centres can open the eyes of the Scout visitor to the diverse natural wonder throughout the world and make a lasting impression on them.

An Educational Exercise:

Conservation is one of the important subjects itemized in the Four Point programme launched out by the WWF (World Wide Fund) and WSB (World Scout Bureau) together; it can be explained in clear and definite terms as the spread and dissemination of knowledge. There is no gain saying the fact that there are millions and millions of men and women in the world, who have not yet got an adequate idea of what conservation is, what its aims and purposes are and what role every one of them must play in order to promote the cause of the present ecological crusade. A world wide propaganda on the subject is very urgent and necessary and all men should be given an opportunity to know and realize the urgency and emergency of the situation and summoned up to render all possible assistance to meet it, lest the bogey of exploitation should continue to hold its way and sway the deprive the poor endangered species of their chance of survival. It is for this reason that the great European Conservation Campaign of 1970 in which twenty countries took part has formulated the following aim and tried its best to carry out it.

"To make conservation problem clearer to everyone so that there will be better support for any measures needed to deal with them"

Any kind of delay in our salvaging operations will have a very serious impact and repercussion on the Wildlife population as a whole. There is no time to lose, not even a minute. Referring to the urgency of the situation, what Sir Peter Scott has said is veritably true and he has cautioned us saying, "It is a fire brigade action, where time is not on our side". But how

we can do this on a world-wide basis is the crux of our problem. Since pollution and exploitation are world-wide and multination is vogue, they must positively be combated from all quarter of the globe.

Remarkably, it is also the same case with exploitation of the Wild life, which is running and vibrating in every nook and corner of our planet earth as has been explained already earlier.

Because the Scout Movement is a world-wide and international organization with the mammoth strength of millions of scouting serving about 150 countries, because it is a movement of youth who are endowed with a powerful spirit of achievement and idealism and because it is an organization with a firm basis and a strong bias for the principles of woodcraft and consequently ecosystem as seen already, it is best calculated to strengthen and further the cause of conservation on a global and multinational scale. This poses itself as the strongest and the most persuasive argument for scouting to take part and co-operate in the current conservation campaign.

A unique Form of Service:

The declaration of intent calls on the Scout Movement to help carry out a very educative and comprehensive scheme of establishing information centers in different parts of the globe. Every community is advised to set up a Nature Reserve of its own in close proximity to or in contiguity with national Training and Campaign centers for scout, Of course, the scout concerned will be only too glad to render all the necessary help and assistance to them in this regard. They may even go to the extent of managing the centers themselves, provided necessary facilities are afforded to them by the community in charge.

The second plan which is of equal importance opens a new and unique avenue of serviced for scout and particularly for the Senior and rover scouts to furnish the necessary details about the Wild life and Conservation to visitor s and others, who call at the National Parks a zoos and Reserves.

Thirdly, the scout movement is requested to explore the possibility of sitting new training camps and resetting the old ones on the basis of the conservation principles and objectives as adumbrated in the WSB manual. It is believed that this sort of reorientation of camping and training is quiet easy for scouts to introduce since all that they have got to do is to amplify or intensity their usual programmes, which are more or

less in consonance or rather in harmony with the fundamentals of ecosystem as explained already.

Reasons for the participation of the Scout Movement in the present Ecological Crusade:

Conservation vis-a-vis constitution: Not only the Scout Movement but also all other youth organization of all denomination, not only scout but also non-scouts are cordially invited to participate in the present worldwide crusade against Pollution and exploitation. Most of us are aware that conservation has been incorporated into the Indian constitution as one of the ten basic and fundamental duties of every Indian citizen. It therefore follows logically that that he cannot make any excuse for any kind of neglect or dereliction in this regard and what is more significant is he is liable to prosecution and penalty for his failure to obey the legislation of the country. Conservation holds such a high, legal and moral status that none of us can disregard or disobey it with impunity.

Scouting and Eco System:

Let us remember that Scouting is a Wood craft Movement by which is meant and organization vitally connected with the different ramifications of Nature. Wood craft itself needs some clarification. It can be defined as the practical knowledge of plants and trees, animals and birds and all other objects, both animate and inanimate which occupy the domain of nature.

The scout is also expected to have a few working ideas about wind, weather and climate. In the words of Lard Baden Powell, the founder of the Movement, it s **"Knowledge of animals and Nature"**; It is of so much importance to Scout training that he has devoted for its three **camp Fire Yarns 14,15 & 16** in his famous book scouting for Boys. The most interesting, romantic and thrilling manner in which he describes it to scout stands par excellence. He writes "By the term "Scouting" is meant the work and attribute of backwoodsmen, explorers and frontiersmen". Every scout is enjoined to cultivate the virtues and emulate the example of a backwoodsman, who is inevitably conversant with Nature, his objects and environment, A good backwoodsman is assuredly a good ecologist. So also a scout.

There is a very striking analogy between wood craft and ecosystem, which is worth our deep consideration at this state. A careful and comprehensive study of the two subjects will bring home to us how the

former is in several ways a practical and pragmatic form of the latter as testified by its methodology. The practical knowledge above referred to is gained and collected by scouts through such out-of-door activities as observation and exploration, pioneering and surveying, stalking and tracking, camping and hiking, which are all identified as woodcraft methods and which are obviously best calculated to bring them into intimate contact with the wildlife, nature and environment. Citing an example, let us take stalking, which is a very interesting and important subject for scouts and it gives them a very good opportunity to see and yet not be seen by the deer or another wild animal whose habitats they want to observe and thereby increase their knowledge of wildlife and nature lore. It goes without saying that such outdoor practices will positively and gradually instill and develop in them deep interest and profound love of Nature and her objects, while at the same time serving as a very valuable aid and auxiliary to the eco system which we know is vitally concerned with the natural world and environment.

God and Promise:

It is the most distinctive feature of scouting that it has assigned the first and foremost place to God in the Promise, which all scouts must take on the occasion of induction. Every scout is duty bound to pray and worship, thanking Him for creation and all other gifts and blessings bestowed on him. Almost all systems of faith affirm that mere deification or adoration is not enough or adequate but that it must be coupled with something practical, which devolves on us the duty of helping and serving our neighbor. We will do well to recall in this context the new and modern concept of godliness, which lays more than enough emphasis on a two-fold commandment enjoining on us to love God with all heart and soul and to love our neighbor. Now the pertinent question arises who is my neighbor. It is quite certain that many of us would not feel happy to know that in all ages past the word neighbor was restricted to mean only the human being, losing sight of all other beings such as animals and birds, which are living side by side sharing the earth as their home in common with man. Yes animals and other creatures are equally worthy of our love and care, protection and service. May be it is this high and lofty ideal of creation and religion that has been working at the back of his mind when the founder of the Scout Movement formulated the Fifth point of Scout Law "A Scout is a friend to animals"(as originally conceived). It is reassuring that every Scout is trying his best to live up to this law of friendship and neighborliness to animal and other objects of Nature. The scout movement which is wedded to such a high ideal of loving and

serving all living creatures alike and indiscriminately cannot but come forward to help and cooperate in the ecological campaign, which aims at the same scout idealism, In this connection.



IDEAS FOR ACTION

I. The Earth and Us:

1. Read Scouting for Boys and some of the other books written by the founder in which he discusses his attitudes towards the natural environment. Discuss with young patrol how these beliefs are reflected in scouting today, Take B.Ps techniques for looking at animal tracks and try to tell the story behind tracks you can find in your local area.
2. Choose a sport in inspiring surrounding and find a reading, poem or personal statement which expresses how you and your culture relate to the environment. Take your group of scouts/guides there, as them to sit comfortably and look at nature around them. Then to close their eyes and simply listen-first to the environment itself.. Wind in the trees, birds, insects or just silence. Ready your surrounding is emphasized. Allow the Scout to sit quietly walk, lie down, or enjoy nature as they see fit.
3. Find out the creation stories as told in various religions and share them with other scouts during appropriate opportunities in the outdoors such as campfires, spiritual reflection or devotions etc.
4. Find out about ancient beliefs in your culture related to nature. Try to show through drama, the most significant elements in these relationships. Compare this with current practice in your country and culture.
5. During a scout camp, take three day hike and try to survive without relying on traditional energy sources. Based on your experiences, find ways of using these alternative approaches at home.

6. Identify with your patrol all the appliances in your home that consume energy. Discuss what you can do to reduce the amount consumed, such as switching off lights and appliances that are not being used.
7. Install solar appliances in Scout Camps using the technology available.
8. Mount an information campaign among car driver to encourage them to switch off their car engine when stopped.
9. Create a composite pile to serve your local needs. This could be in your own garden or in a public area. Use your compost to fertilize a garden and demonstrate its value to your community.
10. Organize painting, drawing, writing or singing festivals to celebrate the beauty of the natural environment.

II. Atmosphere:



11. Set up an exhibition showing the effects of various energy sources on the environment (oil, coal wood, gas, nuclear power, solar energy, wind mills, etc)
12. Visits your local government head quarter and find out what regulation or legislation exists governing the location and operations of industry with regard to pollution standards.

III. Chemicals:

13. Invite a doctor, nurse or health worker to discuss with your group the proper use of medicines and the dangers of drug abuse. Also discuss the proper storage and handling of medicines.
14. Organize a community effort to rid parks and other public spaces of weeds by hand in order to avoid the need to use herbicide.

IV. Desertification:

15. Tree planting. Select the right season for planting trees. Select the right place to plant a tree is to become responsible for one's tree. Therefore make sure that you go back regularly to see how it is growing and whether it needs your help or not.

16. Learn soil conservation techniques and reclaiming techniques that can be shown to the local community.

17. using appropriate technology, demonstrate the most efficient use of wood for fuel. Show to the community that other types of fuel can be substituted for wood and that wood has to be preserved. Demonstrate wood cutting techniques that do not harm trees and discourage cutting green woods.

18. Adopt village well or a water source and take the best possible care of it.

19. Develop an illustrated list of ideas to conserve water and discuss with your community the theme of "Save Water, Save Life".

20. Prepare an educational campaign to help the community and especially adults to understand the direct relationship between over population and desertification.

V. Forest:

21. Establish tree nurseries.

22. With your Scout Group, adopt a forest or a small wooded area and be responsible for its proper development and protection.

23. With the help of local experts or conservation groups, create the right conditions for reintroduction of species of trees that have disappeared from your local area.

24. With your Scout Group, select a limited area of a natural forest and find out how many species of tree, plants, flowers, mushrooms etc., live in that area. Interview older people to know whether other species of trees existed there in the past and why they would have disappeared. Find out if many of these plants are threatened by insects, diseases, extensive logging etc. After discussion in groups propose effective solutions to remedy these problems. Similar operation can be carried out for birds and other animals living in the area.

25. In small groups, organize outing which give opportunity to become aware of the richness and the beauty of wild life in forests.

26. Through exhibitions and information campaigns, try to raise the awareness of the public and politicians to the precarious situation of the forests.

27. Invite experts to show your troop or patrol the results (on site) of soil erosion, to explain the process and consider ways of preventing such erosion.

VI. Fresh Water:

28. Visit a water treatment plant or reservoir and prepare and illustrated report on you findings. Organize and exhibition on the water cycle and high-light the problems created by heave pollutants.

29. Organize public meeting, talks, interviews etc., to highlight important points concerning safe guarding fresh water sources.

30. Ask your troop members to make lists of misuse and wastage of water at home, at schools in the community, in agriculture, in industries etc. Organize a campaign to make better use of the water in all situation of life.

31. In your Scout Group or Patrol, make lists of howl you can save water in original and creative ways.

32. Build roof gutters (lead pipes/channels) and water tanks to accumulate rain water to increase the water supply for your home/school/Scout den.

33. In small groups, find out the effect of agricultural chemicals on underground water and on surface water (rivers, ponds, lakes etc.). On the basis of your findings, organize discussion with the farmer and suggest way of improving the situation while maintaining productivity and quality, reducing the overall pollution.

34. With other youth groups, undertake a survey to show the level of river pollution from industrial waste. Identify the sources of pollution and organize a campaign to sensitize people to their potential effects on the community, especially on children and adolescents.

35. Organize a cleaning campaign to raise the awareness of the community and the community affected concerning the pollution.

Activities can include building latrines, distribution of litter bins, river and lake cleaning-up campaigns etc.

VII. Genetic Diversity:



36. With your Scout Group identify crops that are traditionally cultivated in your area. Undertake a survey to compare their nutritional value with nutritional value of crops grown by scientific methods, as perceived by your community. Such a survey can be undertaken at the market place where you can also estimate the proportion of such crops sold compared with non-traditional crops.

37. Find out from your parents, grand parents and other elders in your community, the types of plants which have been used for medicinal purposes, how they were used and for what curative purpose, Find some of these medicinal plants, grow them and demonstrate their use.

38. Set up an exhibition to show the inter-dependence between nature and human beings.

39. Go camping close to a protected area and undertake a series of activities to discover that area and to offer you services for the benefit of the place.

40. Find out as much as you can about the issue of destruction of tropical rain forests in the world. Show on a world map the area where tropical rain forests exist. Discuss with your patrol the economic and social factors in the countries concerned which contribute to the destruction of the rain forests. Also consider how question of international trade affects the situation. Invite an expert to tell you about the possible repercussions of such destructions on the resources of genetic diversity.

VIII. Oceans:

41. Carry out anti-litter campaigns and clean-up drives.

42. Set up a permanent intervention group able to reach quickly in case of natural disasters such as floods, cyclone.

43. In small groups go on a one or two day excursion on a fishing boat. Live with fishermen and observe their fishing techniques. Ask questions concerning other fishing techniques. Find out whether some are destructive.

44. Organize an exhibition to educate people about the pollution of the seas.

45. Visit an aquarium or talk to an expert to find out about endangered marine life in your area, country or continent.

IX. Wild Life:

46. Identify endangered species in your country or region or elsewhere in the world.

47. Find out about national laws to protect wild life.

48. Visit a National Park or Reserve or a Wild Life Sanctuary and find out how wild life is protected in these areas.

49. Compose songs or poems, prepare drama presentations, publish literary works and display photographs to spread the message to the public about endangered wild life. Organize drawing or writing competitions for Scouts/Guides or school children to stimulate interest about the endangered species.

X. The Environment and Our Health:

50. Campaign against vehicles which pollute the atmosphere unnecessarily through bad maintenance.

Thought for Reflection



An Attempt to Recollect:

Having gone through so far, you can now try to test your memory by answering the following question:

1. What is definition of conservation?
2. What are the four R's?
3. In which campfire yarn BP discussed ecological problems?

Fill in the blanks:

1. Conservation andclosely linked with same meaning.
2.can be as the practical knowledge of animals & nature.
3. Only be working withcan man survive.
4. Scouting provides opportunities to experience and connect with.....

Suggested Activities:

1. Select an area of your village or town and do survey on problem related to pollution.
2. Help to plan and take part in a project of improve the greenery.

For Further Reading:

1. Scouting for Boys.
2. Romantic and Utilitarian conservation traditions in America.
3. The posthumous publication of Henry David Thoreau's *Walden* established the grandeur of unspoiled nature as a citadel to nourish the spirit of man.
4. From George Perkins Marsh a very different book, *Man and Nature*, later subtitled "The Earth as Modified by Human Action", catalogued his observations of man exhausting and altering the land from which his sustenance derives.
5. M.Sc. Environmental Science Books of Universities of India.

How much have I got it right?

Here are the answers to your memory test:

1. What is definition of conservation?
Ans. "**Conservation means keeping our environment safe for the future**".
2. What are the four R's? Ans. "**Rethink, Reduce, Recycle, Repair**".
3. In which campfire yarn BP discussed ecological problems? Ans. **14,15&16**

Fill in the blanks:

1. Conservation and ***Preservation*** closely linked with same meaning.
2. ***Wood Craft*** can be as the practical knowledge of animals & nature.
3. Only be working with ***Nature*** can man survive.
4. Scouting provides opportunities to experience and connect with ***Nature***.

Course for Leader Trainers (Scout Wing)

Personnel Project: Self Learning Module HWB(S)

Topic 02: NEEDS OF THE YOUNG PEOPLE AND PERSONAL DEVELOPMENT

Introduction:

The boy of Scout age is an adolescent is in a turbulent stage. He is passing through a crisis resulting from physical change, psychological change and social change.

Our Movement deals with growing individuals i.e. developing individuals who have not yet reached maturity and adulthood.

The essential task of Scouting is to help such individuals complete the different stages of their development happily.

Objectives:

At the end of the Module, you should be able to:

1. List out the characteristics, needs and the interest of the young people of Scout age.
2. Recognize that these characteristics, needs and interests can develop the young people mentally, physically, socially and spiritually.
3. Explain how the social structure and the educational system affect these characteristics, needs and interests.
4. Identify the means of bringing about personal development in the young persons.

Thought for Reflection:

When you are acting as scout or guide for a party, move ahead of it and fix your whole attention and all your thought on what you are doing".

– Lord Baden Powell

Chapter:02, Camp Fire Yarn:05, Page:70

NEEDS OF YOUNG PEOPLE:

Our Youth are backbone for the development of our country, if youth are physically, mentally strong then the country will develop economically, physically, politically, socially and spiritually. So we should look after the youth or young people. The purpose of the scout guide

movement is to contribute to the development of young people in achieving their full physical, mental and spiritual development.



Needs of Young People:

- Look for the future.
- Get Employments.
- Become a good citizen.
- Make a place in the society.
- Take perfect decision.
- Accommodate him accordingly to the situation.
- Adjust in the modern life style.
- Create new source of income.
- Make good social life style.
- Develop Skills
- Involvement in Voluntary Organizations.
- Become self-dependent.
- Keep self respect.
- Courage to face the difficulties in life
- Decision Maker.
- Behave like adult.
- To get love and; affection from others.
- Knowledge of good literature.
- Active participation in literacy, Polio, Sanitation Promotion, Blood Donation etc.
- Assured future.
- Development of personality
- No restriction.
- Freedom of movement
- No question.
- Day dreaming.
- Independence
- Appreciation & Recognition.

General Expectation from the Movement: (Needs of Young People)

- ☞ Wants Action – to do things.
- ☞ Wants adventure action.
- ☞ Needs achievement.

- ☞ Needs of a sense of belongings.
- ☞ Needs Fun.
- ☞ Chance for Service.



Aspiration of Young People:

Human life is full of ambition. Ambition makes strong motivation, it is fixed. Through ambition any person can reach at the target and feel happiness. It is closely related to the Qualification and Development.



ASPIRATION:

1. Achieve success in their own field.
2. Good Employment.
3. Present skills and crafts in society.
4. Create good impression in society.
5. To get power.
6. High standard of Social and Economical life style.
7. Proceed in every field.

8. An ideal representation or personality.
9. Maintain good health.
10. Represent himself attractively in the society.
11. Faith in the religion.
12. Follow the Aim, Law, and Ideas of Dharma.
13. Service.

Personal development:

Personal development is brought about through: Personal Contact, Personal Support, Encouragement, building self-confidence, building self esteem, proper guidance, Career guidance, creating leadership opportunities, developing communication skills, training in problem solving etc.

Personal development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance the quality of life and contribute to the realization of dreams and aspirations. Personal development takes place over the course of a person's entire life.^[1] Not limited to self-help, the concept involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations.

Personal development may include the following activities:

- improving self-awareness
- improving self-knowledge
- improving skills and/or learning new ones
- building or renewing identity/self-esteem
- developing strengths or talents
- improving wealth
- identifying or improving potential
- building employability or (alternatively) human capital
- enhancing lifestyle and/or the quality of life
- improving health
- fulfilling aspirations
- initiating a life enterprise or (alternatively) personal autonomy
- defining and executing personal development plans (PDPs)
- improving social abilities

Personal development can also include developing other people. This may take place through roles such as those of a teacher or mentor, either through a personal competency or through a professional service (such as providing training, assessment or coaching).

Beyond improving oneself and developing others, "personal development" labels a field of practice and research. As a field of practice, it includes personal development methods, learning programs, assessment systems, tools, and techniques. As a field of research, personal development topics increasingly appear in scientific journals, higher education reviews, management journals and business books.

Any sort of development—whether economic, political, biological, organizational or personal—requires a framework if one wishes to know whether a change has actually occurred. In the case of personal development, an individual often functions as the primary judge of improvement or of regression, but validation of objective improvement requires assessment using standard criteria. Personal-development frameworks may include goals or benchmarks that define the end-points, strategies or plans for reaching goals, measurement, and assessment of progress, levels or stages that define milestones along a development path, and a feedback system to provide information on changes.

Psychology:

Psychology become linked to personal development. A young man has the developmental task of giving it greater definition and finding ways to live it out. It makes a great difference in his growth whether his initial life structure is consonant with and infused by the Dream, or opposed to it. If the Dream remains unconnected to his life it may simply die, and with it his sense of aliveness and purpose.

Self-confidence functions as a powerful predictor of success because:

1. it makes you expect to succeed
2. it allows you take risks and set challenging goals
3. it helps you keep trying if at first you don't succeed
4. it helps you control emotions and fears when the going gets rough

We have discovered that there is a set of human strengths that are the most likely buffers against mental illness: courage, optimism, interpersonal skill, work ethic, hope, honesty and perseverance. Much of the task of prevention will be to create a science of human strength whose mission will be to foster these virtues in young people.

Personal Development and Education:

Personal development has been at the heart of education. seven vectors of personal development for young adults during their study age:

1. developing competence
2. managing emotions
3. achieving autonomy and interdependence
4. developing mature interpersonal relationships
5. establishing identity
6. developing purpose
7. developing integrity

a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development;
objectives related explicitly to student development; to improve the capacity of students to understand what and how they are learning, and to review, plan and take responsibility for their own learning.



An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

- 1.What makes strong motivation to human life?.
- 2.What are the Needs of Scout age boy?
3. How Scout Movement contribute to development of boys?.

Fill in the blanks:

1.became linked to personal development.
2. Personal development has been at the heart of
3. Personal Development frame work may include.....
4. Personal Development may also include developing.....

For Further Reading:

1. Aids to Scoutmaster ship.
2. Scouting for Boys
3. Hand book for scout masters.

How much have I got it right?

Here are the answers to your memory test:

1. What makes strong motivation to human life?. Ans. Ambitions
2. What are the Needs of Scout age boy?
Become a good citizen, Make a place in the society, Take perfect decision.
3. How Scout Movement contribute to development of boys?.

Ans. Scout movement is to contribute to the development of young people in achieving their full physical, mental and spiritual development.

Fill in the blanks:

1. **Psychology** became linked to personal development.
2. Personal development has been at the heart of **education.**
3. Personal Development frame work may include **goals.**
4. Personal Development may also include developing **other people.**

Course for Leader Trainers (Scout Wing)

Personnel Project: Self Learning Module HWB(S)

Topic 03: PROFICIENCY BADGE ACTIVITIES.

Introduction:

Baden Powell instituted a badge system in scouting because of the basic human desire to achieve and to be recognized. The pattern for achieving "status" in scouting is geared to the needs, the aspiration, the activities and interests that appeal to the youth of scouting age and to the nature of the group whose opinion is important to them. The plan involves a series of recognitions for achievement within the frame work of the programme (training the boy along the objectives of the scout movement). Badges then become the stimulus for a quality programme and the symbols of achievement for participating in it. This true learning experience highlights the values and attitudes of scouting's fundamental principles. Badges should not be achieved for the sake of quantity alone or becoming "ends rather than means". The recognition Plan (or badge Scheme) helps to attract the youth to the scout movement and stimulate participation in a well-rounded scouting experience by appealing to this natural desire to achieve and to be recognized. It caters to individual tasks by providing incentive (recognition through badges) for progressing along the lines suggested by the scout's particular interest and abilities. The emphasis should be on individual accomplishment or achievement and /or participation in ground task/projects/work. It measures the extent to which the youth have been helpfully guided and motivated through the successive stages of a scouting experience. It also measures the success of scout unit in stimulating youth interest and encouraging progressive participation in the programme.

Objectives:

At the end of the Module, you should be able to:

1. List out the types of Proficiency Badges of scouts.
2. Explain the purpose of the Proficiency Badge Scheme.
3. Write Categories of Proficiency Badges.
4. Explain difference between Interest Badges & Pursuit Badges.

Thought for Reflection:

"Boys gaining extra Proficiency in other activities scout craft felt the desire to show their ability with a distinguishing mark"
- **Baden Powell**

Proficiency Badge:

When someone is Proficient means that he is an expert on a subject or can do something well. Proficiency Badges mean special proficiency or merit badges and not efficiency badges like Pratham Sopan, Dwitiya Sopan, Tritiya Sopan.

The system of proficiency Badges was in Baden Powell's original scheme and has always been distinctive feature of scouting.

Proficiency Badges are aids to character training and to develop qualities of good citizenship and to help to remedy defects and to develop character and physical health.

They offer the boys incentives for progressing along with the lines suggested by his own tastes and abilities. Working for Proficiency badges helps the scout to widen his interest, to explore and develop new skills. They should not, however, be regarded in the same way as the Sopan tests.



Three Main functions of Proficiency Badges are as follows:

1. The Badge acts as an incentive to extend boy's knowledge in any of the subjects that interest him- Aids to the enjoyment throughout his life and leads towards the career.
2. The Badges provide a ready means of encouraging the dull or backward boy. In such a wide range of subjects even dullard can choose some subjects to retain his self respect and gain self-confidence.

3. Higher awards for groups of Proficiency Badges like Rajayapuraskar Award, President's Scout Award etc. will contribute for the continued and progressive training scouts.

The more interesting points are:

1. They help the Scout Master in studying each and every scout of his troop to find out his desire and inclination in choosing the badges.
2. They also keep the intelligent boy occupied in the useful trades and skills.
3. Scouts make good use of their leisure time to promote higher and broader-based scouting.

Thus they have a very definite function to awaken and stimulate the boys interest in their own orbits, yet in the general work of scout programmes.

Some useful Tips on:

A) Motivation to Proficiency Badge Work:

1. Charts on Proficiency Badges can be hung in the Troop Den.
2. Syllabus of different Badges can be made available to scouts (available in APRO-II).
3. Books on different badge subjects can be made available in Troop/Patrol Libraries.
4. Close study of individual scouts is essential for finding their inclination.
5. Active assistance of ASMs, PLs and other sources like the Rover Crew, old Scouts may give good co-operation.

B) Instruction to Proficiency Badge Work:

1. Badge work can conveniently be dealt with in Troop meeting in a general way.
2. Troop as a whole, acquiring considerable knowledge of some essential badge subjects will be wonderful.
3. Barring Pratham Sopan scout from such instruction is a mistake- No water-tight compartment please.
4. No objection to have special badge instruction meetings to a selected few or the interest groups.

5. But make sure that knowledge in the subject is primary and badge is incidental.
6. Organized field trips to places of special interest, e.g. Workshops, exhibition etc, will be helpful.
7. Talks or demonstration by experts.
8. Rover Instructors and other internal public.
9. Old scout who gained the badges previously can inspire well.
10. Parents will willingly help.
11. All other possible sources are to be trapped.

C) Examination of Proficiency Badge:

1. When the Scout Master is confident that a scout is ready for test and immediate arrangement for the examiner is to be made-it is his responsibility.
2. Keep in touch with the District Association/Local Association for the deputation of an examiner.
3. If there is no appointed Examiner for a subject to be tested, he can suggest or recommend (if he knows anybody qualified) for appointment.
4. The Examiner must be made to understand that:
 - a. He should first discuss about the badge system (if he is new) in general and about the boys in particular with the scout master. Remember that a Scout Master is the liaison between the scout and the Examiner.
 - b. Effort of the boy is equally important to achievement for assessment.
 - c. Same method of testing may not work in all cases.
 - d. Practical efficiency in case of Public Service badges is more important.
 - e. They should create right atmosphere for the boy to express himself freely and thoroughly.
 - f. Mass testing is neither effective nor inspiring. – Many times confusing.
 - g. He must be frank in telling the reasons of a scout's failure and be able to suggest ways and means of further attempts.

Suggestions for the Trainer:

1. As this is the most neglected part of Scout Training, try to make the Session as lively as possible.
2. Prepare good aids including the chart of Proficiency Badges or Badges stitched on a cloth.
3. Have a copy of the APRO Part-II with you and read out the syllabus of some of the very easy badges which the boys can gain very quickly without strain to the scout master and appeal to them to take this part of training very seriously.
4. See reaction – ask for doubts and questions, try to answer them confidently, convince them about the importance of badge system.
5. Make them understand the correct place of various badges on uniform.
6. Tell them to make a note of all relevant rules of APRO pertaining to the subjects.

Importance of Proficiency Badges:

The general scheme of training in the scout troop covers a very wide range of subjects-Many of which require progressively higher standards of skill and knowledge at various stages of the scheme. It is clearly impracticable, however, for the scheme to embrace every subject in which boys of scout age may find an interest, or to give training in all subjects to the highest standard that a boy may be capable of reaching.

For some boys, the training offered by the scout progress scheme is all that they can reasonably assimilate in their time with the troop. Others are well able to cope both with their normal scout training and with additional interests and pursuits that are not specifically catered for in the general training scheme. Many more find their interest in some subject interest by acquiring more knowledge or skill than the scout progress scheme requires.

The Proficiency scheme is designed to cater for these individual tastes by providing, separately from the progress scheme but within the frame work of the troop, incentives for progressing along the lines suggested by the scout's particular interests and abilities. Properly used, the scheme provides a valuable adjunct to the general pattern of training offered in the scout troop, not only by encouraging scouts to make good use of their leisure time but also by promoting a generally higher and broader based standard of scouting and by leading them on to higher standards of achievement relative to their age and capability.

Scouts may enter for Proficiency Badges at any stage in their scout training. Some badges are clearly intended for the young scout. While other are designed to meet the needs of boys who have reached a fairly advanced stage of scout training. But age alone should provide no bar to the scout's entry for a particular badge-the important factors are his interest in the subject, the effort that acquiring the badge demands of him, and his ability to satisfy the badge requirements. The badges are so grouped, however, the requirements so drafted that boys normally tend to enter for the particular types of badges that are best suited to their age and development.

Categories of Badges:

There are four categories of Proficiency Badges, each of which is aimed primarily at a different level of attainment and at scouts of different ages and different stage of level of attainment and at scouts of different ages and different stages of development.

1. Interest badges:

The first group contains a limited number of badges, that are designed to appeal to the younger scout. The subjects covered are generally those in which young boys may find a passing interest or which may attract them as hobbies requiring only an elementary standard of skill. For these badges the requirements are simple and straight forward, and in most cases the knowledge necessary can be acquired readily in the normal practice of the particular subject. Entry for the badge can often have the desirable effect of co-ordinating the scouts thoughts and actions in a purposeful direction.

Example: Artist, Cook, Florist, Games Leader, Poultry Farmer.

2. Pursuit Badges:

Aimed generally at scouts of 13 to 14 years of age, Pursuit badges form the main stream of the proficiency scheme. The requirements are intended to extend the boy's knowledge and skill in sport, Technical and Scout craft subjects, his interest in many of which may follow the training he has received under the scout progress scheme. The standard required for Pursuit Badges is generally higher than for the individual parts of the President's Scout Award in the particular pursuit concerned in certain subjects, entry for a Pursuit Badge may be concurrent with the Scout's progress in the general training scheme, the gaining of the badge being acceptable as qualification in that subject in the scout progress scheme.

Example: Ambulance Man, Athlete, Carpenter, Camper, Electronics, Computer Awareness, Map Maker.



3. Service Badges:

To encourage older scouts in carrying out worthwhile forms of service both to the movement and to the public, this special group of practical badges has been devised. In the requirements for the badges emphasis is laid on carrying out actual service using the knowledge acquired in gaining the badge. Service badges are particularly suitable for scouts of 14 years of age and above, and, where appropriate requirements are in line with the recognized standards of specialist bodies outside the Movement.

Example: Community Worker, Civil Defense, Rural Worker, Sanitation Promoter.



4. Instructor Badges:

This group of badges carries forward the principle of service to the movement by offering scouts opportunities for qualifying as instructors in subjects that are within the teaching ability of boy of 14 to 16 years of age.

Each badge requires a high standard in its particular subject, and in his progress towards gaining the badge the scout must be given instruction in training methods and is expected to use the skill he has acquired by undertaking the training of other scouts in that skill.

The subject covered by the Instructor Badges are those in which young men up to 16 years of age are capable of reaching such advanced standards of knowledge and experience that the instruction they give to younger members of the Troop can be expected to be thorough, practical and worthwhile.

It is important to note, however, that none of the subjects involves the degree of personal risk demanded by such pursuits as rock-climbing or mountaineering, for it would clearly be wrong to expect the candidate for an Instructor Badge to assume direct responsibility for the safety of scouts under instruction in pursuits of this nature, and wrong to expose the scouts themselves to anyone but an acknowledged specialist in such pursuits.

Example: Literacy, Games Leader.



Badge Requirements:

The individual requirements for all proficiency badges are given in full in APRO Part-II. The following general notes however, serve as a useful guide to the typical make-up badge requirements and show the distinctions between the four groups.

Interest Badges: typical requirements

- Elementary theoretical and practical knowledge of the subject.
- Reasonable knowledge of materials, tools or other appropriate equipment.
- Simple demonstration of practical ability in the subject at the time of examination.

Pursuit Badges: typical requirements

- Good working knowledge on the use and maintenance of appropriate equipment.

- Understanding of safety precautions of appropriate equipment.
- Sound ability in a reasonably comprehensive range of practical aspects of the subject.
- Appropriate, demonstration of skill in collaboration with other scouts.

Service Badges: typical requirements

- Demonstration of high standard of practical ability in the subject.
- Use of practical ability in the service of the Movement or community over a period of time.

Instructor Badges: typical requirements

- Hold the Proficiency Badge in the same subject.
- Attendance is recognized course of training in technical skill and training methods.
- Good working knowledge on basic principles of the particular skill, including good knowledge and understanding of safety precautions where appropriate.
- Demonstration of practical ability at a more advanced level than that required for the corresponding proficiency badge.
- Assist the training of scouts in the subject over a period of at least 3 months.

Standards of Qualification:

It is impractical to assume that in every case the holder of a Proficiency Badge is an expert in the particular subject covered by the badge. It is, nevertheless, important that the standard of knowledge he possesses should be in accordance with his age and capabilities. And there is no merit in awarding a badge to a candidate who, by lack of sufficient effort or through reasons of age and development, cannot meet the requirements.

For badges in the Interest group it is usually unnecessary to define fixed standards. The prime purpose of these badges is to encourage progress on sound lines and clearly the scouts who enter for them will have reached varying stages of advancement and skill. What is important is that the standard demanded should involve some effort on the part of individual boy in order that he may sense real achievement in gaining the badge and feel encouraged to proceed further with his interest. To pitch the standard impossibly high defeats the object of the badge and could, in

some cases, kill the boy's enthusiasm for his subject or deter him from attempting other badges at later stage of his scout training.

Pursuit badges require the scout to show a more definite standard of technical knowledge or skill, but in assessing the boy's achievement there must be some latitude to cater for individual circumstances. Among the factors that should be taken into account are the scout's age and level of intelligence, the effort he has applied in working for the badge, and the opportunity he has had of gaining practical experience. More difficult to assess than these factors, but nevertheless an important consideration, is the Scout's genuine interest in the subject covered by the badge-there is little point in him gaining the badge unless his interest in it extends to a real desire to make use of the knowledge he has acquired.

For badges in the service section the conditions must be strictly adhered to, for it is highly important that the scout's knowledge of any subject in the group should be practical and thorough. A major feature of badge in the service group is the requirement of actual service to the movement or to the public. Such service cannot properly be carried out unless the scout is fully competent in the entire badge requirements, and it is right to expect high standards from the holder of this type of badge.

Similarly, a high level of attainment must be expected from scouts who enter for Instructor badges. Here the requirement is for thorough, practical knowledge of the subject coupled with the ability and desire to instruct other scout to a reasonably high standard. Instructor badges are primarily intended for the older scout who wishes to specialize in a particular subject, and the standard is such that, if effective and worthwhile use is to be made of the candidate in carrying out his instructional role, it is unreasonable to expect any young man to qualify for more than two badges in the group.

Badge Instruction:

Certain badge in each of the four groups cover typical scout craft pursuits. For these subjects necessary instruction can usefully form part of the troop's normal programme.

Instruction in the subjects covered by some other badges may demand technical knowledge for which the services of lay instructors may be required. Such Instructors can sometimes be found among the parents or friends of scouts in the troop, or may form part of a panel of Instructors recruited by the District Council. As a means of using the service of Instructors to the best advantage it is usually advisable to form

small special instruction groups composed of scouts with similar interest either from scouts in the same Troop, or from scouts drawn from several troops in the District.

For subjects involving advanced specialist knowledge or the use of special equipment or facilities that cannot be provided within the scout frame work, sometimes the best service that scout master can give the scout is to put him in touch with and help him to join a local club or other organization that specializes in the subject. For example, scouts who are interested in specializing in photography would find their interest well served by a photographic club. While those who are keen on marksmanship could obtain the practice they require as member of the junior section of a rifle club.

Whenever the services of outside Instructors are used in the training of Scouts, it is of prime importance that such Instructors are fully acquainted with the conditions and purpose of the badge for which their instruction is intended. In this way they can plan their instruction to cover the badge requirements fully to the set standard and can include such further instruction as the scouts may require or be capable of accepting. It is not enough that their public should be presented merely with sufficient information and practice to gain the badge. Rather the aim of the Instructor should be to arouse such interest in the subject that the scouts are encouraged to progress eventually to a more advanced standard of attainment that the badge demands.

Examination:

Proficiency badges in the Pursuit, Service and Instructor groups are awarded by the District Council on the recommendation of an Independent Examiner – One of a panel of recognized Examiner appointed by the District. The scouter is, however, responsible for arranging for the examination of his scouts in the Interest group of Proficiency Badges.

Before a scout presents himself for examination in any proficiency badge, the Scoutmaster should ensure that the scout has reached a sufficiently high standard for a reasonable expectation of success, It is clearly discourteous to the Examiner, and waste of his time, to expect him to deal with scouts who are ill prepared to meet the badge requirements.

The boy himself must have a full appreciation of the scope for the test and must be briefed in whatever condition applies locally for its conduct. This too, is the scoutmaster's responsibility.

Having satisfied himself on these important preliminaries, the scoutmaster should arrange for the scout to enter for the badge at the earliest opportunity. The actual procedure to be adopted for *making* badge examination arrangement is largely a matter of District organization and the scout master should acquaint himself with the particular procedure that applies locally.

THE BHARAT SCOUTS & GUIDES
KARNATAKA, BENGAL & SI-NORTH DISTRICT

SECTION: _____

NAME: _____

ADDRESS: _____

AGE: _____

NAME OF THE BADGE EXAMINER: _____

ADDRESS: _____

NO. OF PENDING BADGE: _____

FOR COMPLETE THE BADGE EXAMINATION AS PER
APRO PART II DISTRICT OF THE BHARAT SCOUTS & GUIDES

NAME: _____

PHONE: _____

AGE: _____

DEPARTMENT OF THE DISTRICT: _____

DEPARTMENT OF THE DISTRICT: _____

DEPARTMENT OF THE DISTRICT: _____

DEPARTMENT OF THE DISTRICT: _____

Proficiency Badges in APRO Part-II:

Scout can learn about sports, crafts, science, trades, business, and future careers as Scout earn Proficiency badges. There are 100 Proficiency badges in the APRO Part-II, and any Scout Boy may earn any of these at any time. The syllabus for these badges is as given in the APRO Part-II

The Proficiency Badges are issued on the basis of certificates issued by qualified and independent examiners appointed by the Local/District Association. These certificates are issued when a Scout successfully completes the test to their satisfaction.

All Proficiency Badges unless otherwise stated, shall be worn on the right-arm in parallel rows. The Ambulance man Badges are worn one each on both arms just below shoulder badges on right and left shoulders. These badges can be worn by scouts only. All Proficiency Badges of the scout section will be in green on grey background with exception of Ambulance Man Badge.

Holder of a Proficiency Badge should always keep his knowledge up-to-date. If not found so the badge can be withdrawn by an appropriate authority.

An Attempt to Recollect

Having gone through so far , you can now try to test your memory by answering the following question:

1. What are the main functions of Proficiency Badge work?
2. Who award the Proficiency Badges to Scouts?
3. Who appointed the Independent Badge Examiner?
4. Give some example to Pursuit Badges?

5. Give some example to instructor Badges?
6. What should be drawn/pasted on the cover page of PB note book/
7. Artist isBadge.
8. Service badge examples.....

For Further Reading:

1. Books published by the Bharat Scouts and Guides, National head quarter, New Delhi.
2. APRO Part-II

How much have I got it right?

Here are the answers to your memory test:

1. What are the main functions of Proficiency Badge work?
A. Incentive to extend boys knowledge, provide a ready means of encouraging, contribute for the continued and progressive training .
2. Who award the Proficiency Badges to Scouts?
A. District Association
3. Who appointed the Independent Badge Examiner?
A .District Association.
4. Give some example to Pursuit Badges?
A. Ambulance man, Map maker, Carpenter.
5. Give some example to instructor Badges?
A. Games leader, Literacy
6. What should be drawn/pasted on the cover page of PB note book/
A. Emblem of Proficiency Badge.
7. Artist is **Interest** Badge.
8. Service badge examples: **Community Worker, Sanitation promoter.**

Course for Leader Trainers (Scout Wing)

Personnel Project: Self Learning Module

Topic 04: KNOWLEDGE OF WORLD SCOUTING

Introduction:

The Scout Movement is a voluntary non-political educational movement for young people. The organization of the Scout Movement at the world level, "World Scouting", is governed by the **World Organization of the Scout Movement (WOSM)**.

Objectives:

At the end of the Module, you should be able to:

1. Narrate the history of the WOSM.
2. List the Regions of WOSM.
3. State, in brief the functions of World Scout Conference, Committee and Bureau.
4. Tell how world scouting grew.
5. List out the world scout centers
6. Explain the Fundamentals of Scouting

Thought for Reflection:

We must depend upon
the Boy Scout
Movement to produce
the MEN of the future

Daniel Carter Beard
PICTURE QUOTES .COM

PICTURE QUOTES .COM

History of WOSM:

The First International Conference held at Olympia (London) in 1920 during the first World Scout Jamboree. In the conference leaders created

the Boy Scouts International Bureau (BSIB). An office was established at 25, Buckingham Palace Road, London, and the then International Commissioner of The Boy Scouts Association of the United Kingdom, "Hubert S. Martin", was appointed as Honorary Director.

The first task of the bureau (BSIB) was to co-ordinate the discussions and to prepare the Second International Conference in Paris in 1922. At that conference the **World Association of the International Scout Movement (WAISM)** was founded. In 1961 the WAISM was renamed as World Organization of the Scout Movement. The Boy Scouts' International Conference was later superseded by the World Scout Conference.

The needs of Scout youth in unusual situations have created some interesting permutations, answerable directly to the World Scout Bureau.

In 1947 at the 11th International Conference the "Displaced Persons Division" of the BSIB was established to register and support Scouts in Austria, Northern Italy, and Germany. These Scouts did not receive the right of membership in the Boy Scouts International Conference but gained recognition as Scouts under the protection of the Bureau until they took up residence in a country that had a recognized National Scouting Organization, which they then could join. The D.P. Division was closed on 30 June 1950.

The WAISM decided to admit and recognize the exile Russian Scout group as the "Representatives of Russian Scouting in Foreign Countries" on 30 August 1922 and the Armenian Scouts in France were recognized as a "National Movement on Foreign Soil" on 30 April 1929. The Boy Scouts of the United Nations began in 1945 and for years there was an active Boy Scouts of the United Nations with several troops at Parkway Village in New York City, with 14 members in 1959. The International Boy Scouts of the Canal Zone, a group in Panama with Scouts that claimed British and not Panamanian nationality was originally placed under the American Scouting overseas of the BSA but, in 1947, was transferred under the International Bureau. In 1957 the group had over 900 members and existed as a directly registered group until the late 60s. The third category in the directly registered groups, the "mixed-nationality troops", were registered after discussions concerning such troops took place at the 3rd International Conference of 1924 at which the BSIB was authorized to directly register such groups. It seems that the discussion at the 1924 International Conference was prompted by a letter to Baden-Powell from the Scoutmaster of one such troop in Yokohama, Japan. Janning's troop became the first troop directly registered by the

BSIB. Only a few troops were directly registered as soon the practice was discontinued and new "mixed" groups were encouraged to join the National Scout Association of their country of residence. In 1955 only two such groups were still active, a troop in Iraq that disbanded that year, and the first group to be registered, the International Troop 1 in Yokohama. The international troop in Yokohama is the only remaining active troop of the small group of the originally directly registered mixed-nationality troops.

WOSM:



World Organization of the Scout Movement (WOSM) is the International Umbrella Organization for Scouting in the World, Composed of National Member Organizations who have accepted the principles of membership and are working on the lines laid down by the founder, Lord Baden Powell.

The World Organization of the Scout Movement (WOSM /wuzm/) is the largest international Scouting organization. WOSM is a non-governmental organization with General Consultative Status to the United Nations Economic and Social Council (ECOSOC). WOSM is an independent, non-political, non-governmental organization that is made up of 164 National Scout Organizations (NSOs). These NSOs are located in 224 countries and territories around the world. With over 40 million members in some one million local community Scout Groups, WOSM is one of the largest youth movements in the world. WOSM was established in 1922, and has its operational headquarters at Kuala Lumpur, Malaysia and its legal seat in Geneva, Switzerland. It is the counterpart of the World Association of Girl Guides and Girl Scouts (WAGGGS).

Secretary General: Scott Teare,

WOSM Programme:

The WOSM is associated with three World Scout Centers. The World Scout Jamboree is held roughly every four years under the auspices of the WOSM, with members of WAGGGS also invited. WOSM also organizes

the World Scout Moot, a Jamboree for 17 to 26 year olds, and has organized the World Scout Indaba, a gathering for Scout leaders. The World Scout Foundation is a perpetual fund governed by a separate Board of Governors and supported by donations for the development of WOSM associated Scouting programs throughout the world.

Purpose of WOSM:



The purpose of WOSM is to promote unity and the understanding of Scouting's purpose and principles while facilitating its expansion and development. The WOSM's current stated mission is "to contribute to the education of young people, through a value system based on the Scout Promise and Scout Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society".

For more information, read the following: The Constitution of WOSM, which governs the operation of WOSM in a kindred spirit of world cooperation and friendship Scouting – Education for Life, our flagship brochure, is available in English, French, Arabic, Spanish and Russian

WOSM Central Office:

World Scout Bureau-Kuala Lumpur Office ,
World Organisation of Scout Movement,
Suite 3, Level 17, Manara Sentral Vista,
150 Jalan Sultan Abdul Samad,
Brickfields, 50470 Kuala Lumpur, Malaysia.

World Scout Bureau: Geneva, Switzerland.

Secretary General's Office: Kuala Lumpur Malaysia

Organization of WOSM:

WOSM is organized into regions and operates with

1. World Scout Conference.
2. World Scout Committee and
3. World Scout Bureau.

1. The World Scout Conference (WSC):

The World Scout Conference is the policy making/governing body (Like National Council). The World Scout Conference is the general assembly of Scouting and is composed of six delegates from each of the member Scout associations. Each national Organization got one vote irrespective of the size of its membership visitors are allowed in to the conference depending on the strength of the membership. If a country has more than one association, the associations form a federation for coordination and world representation. The basis for recognition and membership in the World Scout Conference includes adherence to the aims and principles of the World Organization of the Scout Movement, and independence from political involvement on the part of each member association.

The Conference meets once in every three years and is hosted by a member association. At the World Scout Conference basic cooperative efforts are agreed upon and a plan of mutual coordination is adopted. The Conference directed the move of the World Scout Bureau from Ottawa, Canada to Geneva on 1st May, 1968.

2. The World Scout Committee:

The World Scout Committee is the executive body (Like National Executive Committee) of the World Scout Conference and is composed of elected volunteers. The Committee has 14 members. Twelve, each from a different country, are elected for three-year terms by the World Scout Conference. The members, elected without regard to their nationality, represent the interests of the movement as a whole, not those of their country. The Secretary General and the Treasurer of WOSM are *ex-officio* members of the Committee. The chairmen of the regional Scout committees participate in the World Scout Committee meetings in a consultative capacity.

The World Scout Committee represents World Scout Conference between the meetings of the full conference. The World Scout Committee is responsible for the implementation of the resolutions of the World Scout Conference and for acting on its behalf between its meetings. The

Committee meets twice a year, usually in Geneva. Its Steering Committee, consisting of the Chairman, two Vice-Chairmen and the Secretary General, meet as needed.

World Scout Committee Chairman: Joao Goncalves.

The World Scout Committee has set up work streams to address the top strategic priorities, as defined by the World Scout Conference, which at present include:

Youth involvement

Volunteers in Scouting

Scouting's profile (communications, partnerships, resources)

Standing committees include:

- Audit
- Budget
- Constitutions
- Honours and Awards
- *Working With Others*- a consultative committee of the WOSM and the World Association of Girl Guides and Girl Scouts (WAGGGS), composed of members of the World Committee/World Board of both organizations

3. The World Scout Bureau (WSB, formerly the International Bureau): The World Scout Bureau (WSB) is the secretariat of the World Organization (Like NHQ) that carries out the instructions of the World Scout Conference and the World Scout Committee. The Bureau is directed by the Secretary General of WOSM, who is the Chief Administrative Officer of the World Organization. The Secretary General is appointed by the World Scout Committee. The WSB is administered by the secretary general, who is supported by a small staff of technical resource personnel. The bureau staff helps associations improve and broaden their Scouting by training professionals and volunteers, establishing finance policies and money-raising techniques, improving community facilities and procedures, and assisting in marshaling the national resources of each country behind Scouting.

The staff also helps arrange global events such as the World Scout Jamborees, encourages regional events, and acts as a liaison between the Scouting movement and other international organizations. A major effort in the emerging nations is the extension of the universal Good Turn into an organization-wide effort for community development.

The World Scout Bureau comprises of approximately 120 staff, based in 8 locations around the world:

- World Scout Bureau Global Support Centre - Kuala Lumpur, Malaysia
- World Scout Bureau Global Support Centre - Geneva, Switzerland
- World Scout Bureau Africa Support Centre - Nairobi, Kenya
- World Scout Bureau Arab Support Centre - Cairo, Egypt
- World Scout Bureau Asia-Pacific Support Centre - Makati City, Philippines
- World Scout Bureau Eurasia Support Centre - Kiev, Ukraine
- World Scout Bureau Europe Support Centre - Geneva, Switzerland and Brussels, Belgium
- World Scout Bureau Interamerica Support Centre - Panama City, Republic of Panama

The legal seat of the World Scout Bureau is located in Geneva, Switzerland. The Secretary General's Office is located in Kuala Lumpur, Malaysia.

Functions

As the secretariat of the World Organization, the World Scout Bureau has a number of constitutionally defined functions:

- It assists the World and Regional Scout Conferences, and the World and Regional Committees and their subsidiary bodies in the fulfillment of their functions. This includes the preparation of meetings and the provision of the necessary services to implement the decisions of the various bodies.
- It provides services for the promotion of Scouting throughout the world.
- It maintains relations with National Scout Organizations (NSOs) and helps them develop Scouting in their country.
- It promotes the development of Scouting in countries where it does not exist.
- It supports the organization of international and regional Scout events such as World and Regional Jamborees.
- It maintains relations with international organizations whose activities are concerned with youth matters.

The World Scout Bureau's operations are financed partly from the annual registration fees paid by National Scout Organizations, based on

their membership. Other support comes from foundations, corporations, development agencies, and individuals. Support also comes from the World Scout Foundation.

Secretary General

The Secretary General is appointed by the World Scout Committee of which he/she is an ex-officio member. He/she is the Chief Executive Officer of WOSM and directs its Secretariat, the World Scout Bureau. The role of the Secretary General is to promote and safeguard the interests of the Movement.

ADDRESS:

World Scout Bureau Global Support Center, Kuala Lumpur
Suite 3, Level 17, Menara Sentral Vista
150, Jalan Sultan Abdul Samad,
Brickfields, 50470 Kuala Lumpur, MALAYSIA.
Tel.: +60 3-2276 9000. Fax: +60 3-2276 9089
[Website: worldbureau@scout.org](mailto:worldbureau@scout.org)

Move to Kuala Lumpur:

In August 2013, Secretary General "Mr.Scott Teare" announced his intention to relocate the World Scout Bureau Central Office (WSB-CO) to Kuala Lumpur. The Bureau was first established in London, England in 1920, moved to Ottawa, Canada in 1959 and has been located in Geneva, Switzerland since 1968.

World Scout Programme:

The *Better World Framework* combines the Scouts of the World Award, Messengers of Peace and World Scout Environment Programmes as programme initiatives administered by the World Scout Bureau.

World Scout Badge:



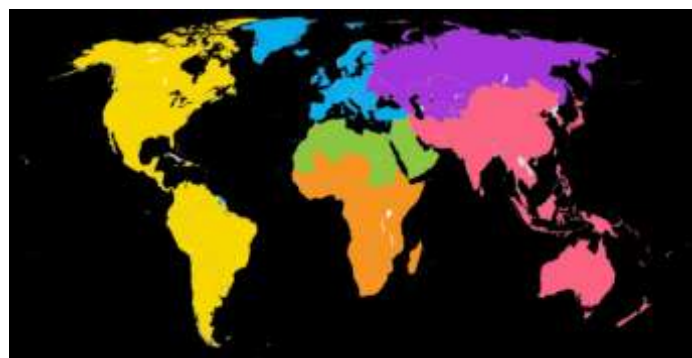
The WOSM membership badge is the World Scout Emblem, a purple, circular badge with a fleur-de-lis in the center, surrounded by a length of rope tied with a reef knot. Baden-Powell first used the fleur-de-lis on a badge awarded to British Army scouts and subsequently adopted and modified the badge for Scouting. The arrowhead represents the North point on a compass, and is intended to point Scouts on the path to service and unity. The three points on the fleur-de-lis represent service to others, duty to God and obedience to the Scout Law. The two five-point stars stand for truth and knowledge, with the ten points representing the ten points of the Scout Law (Now 9 points only in BS&G, India). The bond at the base of the fleur-de-lis symbolizes the family of Scouting. The encircling rope symbolizes the unity and family of the World Scout Movement.

Bronze Wolf Award:



The Bronze Wolf Award is the only distinction awarded by WOSM, awarded by the World Scout Committee for exceptional services to world Scouting. It was first awarded to Robert Baden-Powell, by a unanimous decision of the then-*International Committee* on the day of the institution of the Bronze Wolf in Stockholm in 1935.

Six Regional Offices of WOSM:



European Region:
 Arab Region:
 Africa Region:
 Asia-Pacific Region:
 Interamerican Region:
 Eurasian Region:
 Grey areas such as Laos and Cuba have no Scouting

1. Africa Region-Office at Nairobi, Kenya
2. Arab Region- Office at Cairo, Egypt.
3. Asia-Pacific Region- Office at Manila, Philippines.
4. Eurasia Region- Office at Kiev, Ukraine.
5. Europe Region-Office at Geneva, Switzerland & Brussels, Belgium.
6. Inter America Region-Office at City of panama, Republic of Panama.

Each world center has its own sub-committee of members from all over the world. They review the progress and formulate the plans and proposals for its development various international events are organized at these centers.

1. Africa Region:



The **Africa Scout Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Nairobi, Kenya, with satellite offices in Cape Town, South Africa, and Dakar, Senegal. Currently, the region has 35 member National Scout Associations/Organizations and 11 potential members. There are about one million registered Scouts in Africa, though it is suspected that there are about twice that number in the region. The large nations of Mali, Guinea-Bissau and the Central African Republic, and several smaller nations, are not yet WOSM members, for various reasons.

This region is the counterpart of the Africa Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

2. Arab Region:

The **Arab Scout Region** also known as the **Arab Scout Organization** is the divisional office of the World Scout Bureau of

the World Organization of the Scout Movement, headquartered in Cairo, Egypt. By 1954, Scouting had become so popular in Arab countries that WOSM established the Arab Scout Region in Damascus.



The Region comprises 18 members of Scouting in Western Asia and North Africa, including Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Syria, Sudan, Tunisia, the United Arab Emirates, and Yemen.

Although Iraq is at present not a WOSM recognized nation, it has a Scouting movement and is among the first founders of the Scout Movement in the Arab Region. Scouting is also being developed in Western Sahara with the assistance of Scouts from the Canary Islands. This region is the counterpart of the Arab Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

The region was originally headquartered in Beirut. **The Cairo International Scout Center** is a lavish six-floor building next to Cairo International Stadium that welcomes all Scouts, non Scout organizations and individual guests. It hosts both conference areas and hostel quarters.

Director: Dr. Atif Abdelmageed Abdelrahman Ahmed

3. Asia-Pacific Region:



The **Asia-Pacific Scout Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Makati City, Philippines, with satellite offices in Australia and Japan. The Asia-Pacific Region services Scouting in the land area of Asia south

of Siberia and east of Central Asia, and the bulk of the Pacific Basin, with the exception of the Federated States of Micronesia, the Marshall Islands and Palau, which are under the Interamerican Region by way of the Aloha Council of the Boy Scouts of America.

The Asia-Pacific Scout Region has witnessed the births and rebirths of national Scout organizations since the region was founded in 1956. Starting with ten founding members, it grew to 25 member countries by 2003, out of which 23 are full-fledged members and two are associate members, encompassing 17 million Scouts. Eight of the 15 largest Scout associations in the world are in the Region. All the formerly communist states of Central Asia and the Soviet Union have developed or are developing Scouting in the wake of the renaissance in the region. For several years, communism repressed Scouting in Afghanistan, where it has newly returned, as well as in Mongolia, which had been the first Soviet satellite state since 1924. On the other hand, the World Scout Committee accepted in 2009 the declaration of Gerakan Pramuka Indonesia of having 17 million members for the census 2008. This has directly affected and changed the membership figure in the region, resulting in an increase of 9 million members, which now stands at a total of 24.7 million.

Widely separated by uneven resources, cultures, ethnic groups and technological resources, Scouting in the Asia-Pacific Region generally enjoys the respect of the public and by governments, a wide array of volunteers encompassing public and private sectors, and is powered by a small but committed group of professionals in the Scouting service.

The Present Regional Chairman is Chao Shou-Po of the Republic of China, and the current Regional Director is Jose Rizal Pangilinan of the Philippines.

This region is the counterpart of the Asia Pacific Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

4.Eurasia Region:

The **Eurasian Scout Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Kiev, formerly located at Gurzuf near Yalta-Krasnokamianka, Ukraine, with a branch office in Moscow. All the formerly communist states of Central and Eastern Europe, Central Asia and the Soviet Union have developed or are developing Scouting in the wake of the renaissance in the region.



In 1997, WOSM created the new Eurasian Region, ostensibly to assist in the rebirth of Scouting in the 12 former Soviet Republics: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan. Several of the organizations in the Region were borne from existing Scouts-in-Exile organizations. Russian was made the working language is printed in the branch office in Moscow. The report states, "The regional office will regularly translate WOSM documents into Russian." The executive director of this region is Iurie Emilian of Moldova.

The five national Scouting organizations that were first accepted as members in the World Organization of the Scout Movement-Armenia, Belarus, Georgia, Moldova and Tajikistan, were designated by WOSM as the founding members of the Eurasia Region. Azerbaijan, Russia, and Ukraine have since been accepted into WOSM. In countries where there is more than one Scouting association, like Kyrgyzstan and Ukraine, these associations can choose to cooperate and form a National Scout Organization.

A WOSM joint Eurasian-and-European Scout meeting was held in Kiev in April 2009.

5. Europe Region:



The **European Scout Region** is one of six geographical subdivisions of the World Organization of the Scout Movement, headquartered in Geneva, Switzerland, with a satellite office in Brussels, Belgium; additional out-offices are situated in Belgrade, Serbia and Veles, Macedonia.

The European Scout Region comprises 41 National Scout Organizations that are members of the World Organization of the Scout Movement.

The European Scout Region comprises 41 National Scout Organizations that are members of the World Organization of the Scout Movement, and services Scouting in Western and Central Europe, excluding the former Soviet republics (which comprise the Eurasian Scout Region.. The World Organization of the Scout Movement recognizes at most one member organization per country. Some countries have several organizations combined as a federation, with different component groups divided on the basis of religion (e.g., France and Denmark), ethnic identification (e.g., Bosnia-Herzegovina), or language (e.g., Belgium).

All the formerly communist states of Central and Eastern Europe and the Soviet Union have developed or are developing Scouting in the wake of the renaissance in the region. These include Albania, Bulgaria, East Germany, Hungary, Poland, Romania, and the successor states to Czechoslovakia, Yugoslavia and the Baltic nations independent of the former Soviet Union. Of these, Poland, the Czech Republic and Hungary have been most successful in re-growing their Scout movements and are very well-developed, thanks in part to the existence of Scouts-in-Exile movements for the Diasporas of each nation.

6. Inter America Region:



The **Interamerican Region** is the divisional office of the World Scout Bureau of the World Organization of the Scout Movement, headquartered in Ciudad del Saber, Panama. The Interamerican Region services Scouting in the Western Hemisphere, both North and South America. Until the 1960s, the "Inter-American Scout Advisory Committee" serviced only Mexico, Central and South America, with Canada and the United States serviced through the then-named "Boy Scouts International Bureau" in Ottawa, Canada. Even today, the Interamerican Region exists more for the benefit of countries south of the Rio Grande, as evidenced by the website being only in Spanish until 2011;

consequently, the United States and Canada did not participate as vigorously in regional activities as other national organizations around the world.

The headquarters of the Interamerican Region moved progressively southward from its inception until 2010, starting in Havana, Cuba, from 1946 to 1960; moving briefly to Kingston, Jamaica, in 1960; immediately relocating to Mexico City, Mexico, between 1960 and 1968; then to San José, Costa Rica, between 1968 and 1992; Santiago, Chile, from 1992 to 2010, most recently relocating to Ciudad del Saber, Panama.

The Scouts of the nations in the Caribbean basin host their own sub-regional jamborees.

The Interamerican Region contains one of the five countries with no Scouting organization, Cuba, due to political constraints within the country.

This region is the counterpart of the Western Hemisphere Region of the World Association of Girl Guides and Girl Scouts (WAGGGS).

World Scout Centers:

World Scout Centers are a brand of the WOSM, but the three World Scout Centers are operated by regional divisions of WOSM and an independent body:

1. "Kandersteg International Scout Center" in Switzerland, operated by the *Scouts International Home Association*.
2. "Cairo International Scout Center" in Egypt, operated by the *Arab Region*.
3. "Picarquín World Scout Center" in Chile, operated by the *Interamerican Region*.

1. Kandersteg International Scout Center:



The Kandersteg International Scout Center (KISC) is the World Scout Center of the World Organisation of the Scout Movement.

KISC is one of the three World Scout Centers of the World Organization of the Scout Movement (WOSM). It is an international Scout Center located in Kandersteg Village, Switzerland. Kandersteg is a small, traditional Swiss village of Kandersteg (inhabitants approximately 1,200) is situated at 1,200 metres above sea level, 65 kilometres south of Bern, in the canton of Bern, near the Lotschenpass and the Gemmipass. The village is known for sightseeing and exploring the Swiss Alps. The Center provides lodges, chalets and campsites covering 17 hectares of land. It is open to Scouts year round, as well as to non-Scouts for most of the year. More than 11,000 young people from over 50 different countries visit the Center every year.

Kandersteg can be reached by road and rail: it is situated on the main railway line from the north to Italy, and the station is served by fast trains. The Scout Center is at the southern end of the village. During high season, a regular bus runs from the local railway station.

History of Kandersteg Center:

In the first Jamboree held in London during 1920 Lord Baden-Powell expressed his wish of a Permanent Mini-Jamboree where Scouts from all over the world could meet. In 1921 during a holiday in Kandersteg, **"Mr. Walter von Bonstetten"** (then Chief Scout of Switzerland) discovered a disused Chalet. The buildings had originally been used as accommodation for the workers and their families who built the Lotschberg railway tunnel but had long since been abandoned. In 1922 Mr. Von Bonstetten wrote to Baden-Powell telling him of this magical place he had found, inviting him for a visit. In February 1923 the "Scouts International Home" Association was set up. On 12 April 1923 the Chalet and some land was bought and the Center came into existence. In 1930 Baden-Powell visited the site himself.



Staff:

In 1973, Kurt Metz was appointed as the first full-time director, thanks to the support of Kenneth Macintosh and the US Foundation for International Scouting. Volunteer staff are recruited in various numbers according to the time of year to assist with the running of the Center's facilities and the programme offered.

Staff uniform colour used to change each year but from 1989 red became pink and never changed again. From then on the staff members were known as *pinkies*. As well as their pink T-shirts and sweatshirt, they also wear a neckerchief to represent their Scouting background.

Facilities in Kandersteg Camp site:

The campsite can accommodate up to 1,400 persons on more than 60 different sites. On average during the summer, the site has around 750 guests at a time. While close to other groups, each group can be sure of their own campsite, ensuring both an international atmosphere and privacy. The sites have running water nearby and there are toilets and showers with hot water close at hand, which the visiting groups help to look after during their stay. There is a shop open on the campsite during the summer and a campsite office that is open most of the time. There is also a drying room and multiple picnic and barbecue facilities.

Kandersteg Camps & Activities:

The site has a history of camps, starting with the 50th Gilwell Scout course, organized in 1926. The first World Scout Moot was conducted in 1931, Total 2,500 Rover Scouts from 23 countries had attended to the Moot. In 1953, the 5th World Scout Moot was conducted in Kandersteg with 4,000 Rovers from 22 countries, and in 1992 again the 9th World Scout Moot Conducted with 2,500 people from over 50 countries. In the year 2008, the Center ran the first ever World Scout Winter Games.

The activity programme offered by the Center is based on three themes of International Friendship, High Adventure and Eco Adventure, designed to help guests learn, develop and have lots of fun. In the summer they offer, within the three themes, a fixed weekly in-camp programme including International Campfire, Pioneering Competition and BBQ, as well as a wide range of daily activities such as trails, nature workshops, hiking, rock climbing, crafts, mountain biking, paragliding, river rafting and trips to various parts of Switzerland. In the winter, the programme offers a range of alpine snow activities such as downhill or cross country skiing and snowboarding. There are also a

variety of other activities in and around Kandersteg, like sledding, curling, ice skating, ice climbing and snow shoeing.

Throughout the year, Kandersteg offers programme activities for groups. Options vary with season and exact time of the visit. By participating in the programme, guests can work towards the award that exists for each of the themes. These are designed to bring together guests of all ages, nationalities and cultures, while encouraging them to experience, learn about and appreciate the alpine environment.

Kandersteg General Assembly:

General Assembly is held every two years to decide the overall direction of the Center. The General Assembly is the most important part of the Association's structure and always takes place at the Center. At this meeting, the reports and accounts of the past years are presented for approval, elections for the Committee are held, official legal issues are decided and decisions on large expenditures taken. Each member can have their say at the Assembly to ensure that the best possible options are pursued.

The operation of the Center is co-ordinate by an international committee elected by the General Assembly. They meet regularly to receive reports, review what has been happening and decide the future policy of the Center. The actual operation of the Center is the responsibility of the Operational Director and the Staff team. The current committee consists of a total of 17 people, with one co-opted member for specific work.

Note: It is in the Rashtrapathi Scout Award Syllabus (APRO Part-II, Scout Section Rule:14 (B)(7), Page No:50)

2.Cairo International Scout Center:



The Cairo International Scout Center organized by the Arab Region. It is situated in No: 2 Youssef Abbas Street. Nasr City, Cairo, Egypt Country. The Cairo International Scout Center is a lavish six-floor building next to Cairo International Stadium that welcomes all Scouts, non Scout

organizations and individual guests. It hosts both conference areas and hostel quarters.

It has sports facilities, six floors are designed. Arab Scout Center is the ideal base for international work meetings, seminars and conferences where the conference room contains a major number nine hundred and thirty individual equipped with simultaneous translation in three language in that one and the latest means of display and audio. Scout Center and contains the latest audio-visual equipment as well as specialized and different office and departments to assist in administrative, technical and secretarial work, printing and imaging means of the center, clubhouse, library and documentary scouting and the Museum of scouting memorabilia and collectibles. It also contains a center for services and communications. And is providing services in the case of the masters of the guests. Guest House: Containing the guest house the center on five single rooms, thirty three double rooms, twelve Quad room, and two wings. Can accommodate up to one hundred and twenty individual equipped with finest furniture, all rooms air conditioned and all of its own bath room, TV, refrigerator, and telephone. There is also a service Internet as well as laundry.

3. "Picarquín" World Scout Center:



Picarquin, Chile was the site of the 19th World Scout Jamboree, held in December 1998 and January 1999, which brought together 31,000 Scouts and Guides from all over the world. It is located in the commune of Mostazal, in the northern portion of the Libertador General Bernardo O'Higgins Region. Since December 2011 Picarquín is the site where Mystery Land Chile takes place.

An Attempt to Recollect:

Having read through so far , you can now try to test your memory by answering the following question:

1. When and Where first International Conference held?
2. Where the WOSM Central Office situated?
3. What is the Governing Body/General Assembly of WOSM?

4. What is the Executive Body of World Scout Conference?
5. What is Secretariat of World Scout Conference?
6. Where the Kandersteg international scout center situated?
7. Which region of WOSM organized Cairo International Scout Center?
8. How many WOSM regional offices are there?
9. What is the Highest Award presented by WOSM?
10. What is the website address of World Scout Bureau?
11. What is the website address of Asia Pacific Region?

For Further Reading:

1. *"Constitution of the World Organization of the Scout Movement" World Organization of the Scout Movement. January 2011.*
2. *"World Scouting".*
3. *"Who We Are". World Organization of the Scout Movement. Retrieved 14 May 2016.*
4. *"The Mission of Scouting". World Organization of the Scout Movement. 2007. Retrieved 30 May 2007.*
5. *"WOSM and the UN". World Organization of the Scout Movement. 2016.*
6. *"World Scout Committee". WOSM World Scouting. Retrieved 1 January 2012.*
7. *"World Scout Bureau fact sheet". WOSM World Scouting. Retrieved 2 February 2006.*
8. *"World Scout Bureau - Relocation of Central Office" (PDF). WOSM Circular N° 20/2013. Retrieved 11 September 2013.*
9. *"History and Location". WOSM World Scout Bureau. Retrieved 1 September 2013.*
10. *"The World Membership Badge" The Scout Association. 16 May 2006.*
11. *"Historical Documents". International Boy Scouts. Retrieved 30 January 2013.*
12. Books published by the Bharat Scouts and Guides, National head quarter, New Delhi.

Website Addresses:

World Scout Bureau:	http://www.scout.org
European Scout Region:	http://www.scout.org/europe
Arab Scout Region:	http://www.scout.org/arab
Eurasia Scout Region:	http://www.scout.org/eurasia
Asia-Pacific Scout Region:	http://www.scout.org/asia-pacific
Interamerican Scout Region:	http://www.scout.org/interamerica
African Scout Region:	http://www.scout.org/africa

How much have I got it right?

Here are the answers to your memory test:

1. When and Where first International Conference held?
A. In 1920 at Olampiya(London)
2. Where the WOSM Central Office situated?
A. Kuala Lumpur, Malaysia.
3. What is the Governing Body/General Assembly of WOSM?
A. World Scout Conference.
4. What is the Executive Body of World Scout Conference?
A. World Scout Committee.
5. What is Secretariat of World Scout Conference?
A. World Scout Bureau.
6. Where the Kandersteg international scout center situated?
A. In Kandersteg village, Switzerland.
7. Which region of WOSM organized Cairo International Scout Center?
A. Arab Region.
8. How many WOSM regional offices are there?
A. Six
9. What is the Highest Award presented by WOSM?
A. Bronze Wolf.
10. What is the website address of World Scout Bureau?
A. Website: worldbureau@scout.org
11. What is the website address of Asia Pacific Region?
A. <http://www.scout.org/asia-pacific>.

Course for Leader Trainers (Scout Wing)

Personnel Project: Self Learning Module HWB(S)

Topic 05: EXTENSION SCOUTING

Introduction:

Extension Scouting is a programme within Scouting which caters for young people with special needs. Extension scouting for young people with special needs was originally called *Scouts Malgré Tout*, which is French for "Scouts despite Everything". It aims to meet the mandate from the founder of Scouting Robert Baden-Powell that the programme be made "open to all".

Many young people with special needs join with Scout Groups on a regular basis, but some organizations provide a parallel programme specifically tailored to these members. The extension scout programme is especially for scouts, both boys and girls, with disabilities.

A boy may have a handicap which prevents him from taking part in all the activities of a Scout Troop. He may be blind or deaf, spastic or delicate, or be without an arm or a leg. A handicap does not stop boy from joining the Scouts. A Scout with a handicap may not be able to play all the games, but where he may not take apart he might be able to help the Leaders to run them instead. He might be unable to do every troop project. But some things he may do better than the other scouts. Because the scout programme contains a lot of choice, leaders will be able to help him pick projects which will develop his own skills and interests.

Objectives:

At the end of the Module, you should be able to:

1. State what is meant by Extension Scouting.
2. Explain the need for Extension Scouting.
3. Suggest some alternate activities for the handicapped boys.
4. List out other agencies and resources that are helpful in running an extension Scout Group.

Thought for Reflection:

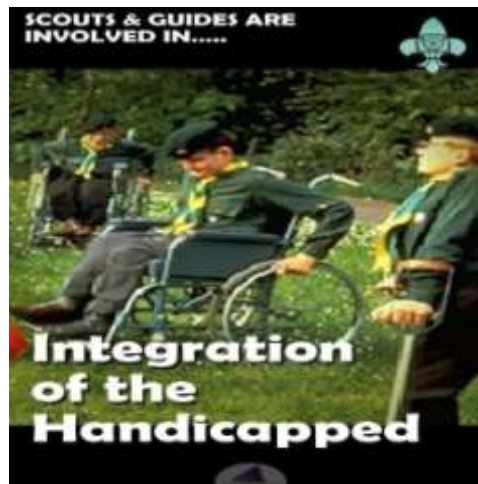
Scouting rises within you and inspires you to put forth your best

- Juliette Gordon Low.

The following are the Special Branches of Scouting

- A. Extension Scouting.
- B. Sea Scouting Branch.
- C. Air Scouting Branch.
- D. Venture Club of BSG.
- E. Grameen Rover

A. Extension Scouting:



Scouting provides the Boys with activities like playing, meeting people, making friends, working together and helping others. Scouting is fun for them. We know the boys like to do the unusual and they will not hesitate to take risk. That is their nature. Even if he is handicapped physically, his mind craves for all the above mentioned things. If his physical disability becomes desperate he may feel isolated. This is quite unfortunate. This should not happen. Quoting B.P's last message, "God sent us to this jolly world to be happy and enjoy life. Be contented with what you have and make best of it. Look on the bright side of things instead of the gloomy one".

Here they need activities that suit them. Their activities should help them to mingle with other boys of their age and taste. We know that Scouting activities are well designed to cater to the needs and interests of the boys in general. A slight alteration in the programme of Scouting will help the disabled ones. We can be proud of claiming that Scouting is the only uniformed youth organization that extends training to the disabled, whether it is by birth or by diseases or by accidents both physically and mentally.

Extension Scouting is a branch of Scouting (The word 'Scout' shall include a 'Cub' as well as 'Rover') for boys who suffer from physical or mental handicaps such as blindness, deafness, dumbness, physical deformation or mental deficiency.

What the youth need is a background. We have a background to give them in Scouting and it is the background that God has provided for everybody – The open air, happiness and usefulness. He finds himself doing greater things than possibly what he fore-saw in taking up the job, for he finds himself rendering a life – worth service for man and God. As Socrates has rightly said, "No man Goethe about a more Godly purpose than he who is mindful of upbringing not only his own but of other people's children". Here he refers the case of normal children in general. When it turns to the disabled children it becomes more divine. It is what we are doing in extension Scouting.

We provide them with Scouting and make them feel that they too can be healthy, happy and helpful. The only thing is that, they should be exempted from the activities which they are unable to do due to their handicap. For example, a blind boy not be able to participate in seeing Kim's game. Like this, a lame boy can participate in all activities except foot drill or vigorous running events.

There are alternative activities for handicapped boys at all Sowan levels. As per A.P.R.O. Part II, an extension Scout shall pass the tests prescribed for a Scout except those from which he is excepted in view of his handicap. In such case he shall pass the alternate tests prescribed for an Extension Scout. The rules laid down from time to time shall apply to such an Extension Scout.

A Group of Extension Scouts may be formed in a Hospital, Institution, Colony or School. An Extension Scout may also become a member of a regular Scout Group. A group of Extension Scouts shall function under the jurisdiction of a Local or District Association as the case may be.

To be a successful Scoutmaster of a Handicapped Group, one must know much about boys in general and about the disabled in particular. The best way to find out the problems of the handicapped is to meet them and talk to them. You naturally want to find out as much as possible about the problems of the handicapped Scouts. But you must be careful

not to give the impression of trying into things that they would consider private. Explain what you are doing and why, before starting to ask any questions. Don't be too abrupt with your questioning. Be prepared to let the conversation flow naturally if that happens and bring it back later to the things you want to ask.

Conduct survey to find out the facilities we can use for such boys. Go around various public buildings and places such as libraries, post office, shopping centers, public parks and so on. Find out how many public lavatories are there in your area with facilities for the handicapped people. What facilities do the public vehicles have for them? What are the formal education facilities available for them? What about the hospital facilities? Are there any special centers of recreation, hobbies, and vocational guidance for them? After collecting the data, we can put our heads together with like-minded organizations and explore the possibilities of providing better service to the handicapped.

Extension Scouting For Differently abled people

1. A Scout of the extension branch is one who suffers from physical or mental handicap such as blindness, physical deformity or mental deficiency.
2. A handicapped person is also eligible to become a Scout. The rule applicable to a Scout with such modification as may be necessary and special rules laid down from time to time in Appendix shall apply to such an extension Scout.
3. Group of extension Scouts may be formed in a hospital, institution, colony or school; an extension Scout may also become a member of a regular Scout Group; a Group of extension Scout shall function under the jurisdiction of Local or District Association as the case may be.
4. An extension Scout shall pass tests prescribed for a Scout except those from which he is exempted in view of his handicap, in such case, he shall pass the alternate test or tests prescribed for an extension Scout.

(Explanation: The word 'Scout' shall include a 'Cub' as well as 'Rover')



Extension Scouting Objectives:

1. Extend the offer of Scouting to those children in difficult circumstances who might otherwise not get the opportunity.
2. Re-unite the children when and where possible with their parents, families, relatives or well wishers.
3. Bring the children together for joint Scout activities with other Scouts. To offer integration- mixing with other groups of scouts both nationally and internationally.
4. Make the children have a sense of ownership and belonging through Scouting.
5. Education- sponsorship to help these children get education and to Offer knowledge and skills vocational for the children to improve their livelihoods. Starting income generating projects and to learn to be self sufficient.
6. Where possible extend the family support to enable the children to live in a conducive and safe environment.
7. Extend the offer of Scouting to those children in difficult circumstances who might otherwise not get the opportunity.
8. Re-unite the children when and where possible with their parents, families, relatives or well wishers.
9. Bring the children together for joint Scout activities with other Scouts. To offer integration- mixing with other groups of scouts both nationally and internationally.
10. Make the children have a sense of ownership and belonging through Scouting.
11. Education- sponsorship to help these children get education and to Offer knowledge and skills vocational for the children to improve their

livelihoods. Starting income generating projects and to learn to be self sufficient.

12. Where possible extend the family support to enable the children to live in a conducive and safe environment.

Extension Scouting Suggested Activities:

OUR CHALLENGES IN THE PROGRAMME

The programme has had many successes, but it also has its own challenges. The following are some of the challenges that have been encountered:

1. Lack of enough and committed unit leaders. Need for training more unit leaders
2. Lack of sufficient funds to run the programme
3. Most of the units concentrating too much on income generating activities and eventually forgetting our core function of providing the Scouts Programme.

HOW WE ARE WORKING TO OVERCOME THE CHALLENGES

As an Association we are trying to overcome the challenges by:

1. Formulating a Policy Guidelines for those involved in the Extension Scouting Programme. The policy is due to be printed and disseminated
2. Have a committee that is in-charge of the programme
3. Have a full time officer at the Scouts HQs that deals with the programme
4. Encouraging units to participate in joint Scouting activities
5. Working with other partners and well wishers in the programme.

Some practical hints for Scout Masters:

- ☞ Boys like Scouting.
- ☞ Handicapped does not mean total disability.
- ☞ Make the best out of what they are having.
- ☞ Our duty is to make them feel that they also can do many things.
- ☞ Look for the bright side of things instead of the gloomy one.
- ☞ Make them engaged always.
- ☞ Be sincere in attitude and approach.
- ☞ Seek co-operation from all sources.
- ☞ Build faith and get the same as well as love.
- ☞ Have confidence and be optimistic.



B. Sea Scouting Branch:

Sea Scouts are members of the international Scouting movement, with a particular emphasis on boating and water-based activities. These activities can be on the sea, rivers or lakes. Sea Scouts can provide a chance to sail, cruise on boats, learn navigation, learn how to work on engines and compete in regattas. Sea Scouts often have distinctive uniforms. In some countries or scout organizations, Sea Scouting is a program just for older Scouts.

Sea Scouting has the same purpose and goals as any other Scout Troop, however the main difference lays in the method of delivery.

This is because in Sea Scouting, water and nautical activities are used as the basis of delivering the Balanced Programme. Although most of the Scouts have the opportunity for boating activities, such as sailing and canoeing, the Sea Scout programme puts considerable emphasis on water activities and also incorporates many aspects of naval and nautical traditions.



Sea Scout and Sea Rover:

1. Sea Scouts shall form a Sea Scout Troop. Sea Rovers shall form a Sea Rover Crew.
2. There shall be separate Groups for Sea Scouts and Sea Rovers.

3. Ordinarily, Sea Scout Troop and the Sea Rover Crew shall form part of the Local or the District Association, as the case may be. Provided, however, with the approval of the State Chief Commissioner, a separate local or District Association, as the case may be, may be formed of Sea Scout Troops and Sea Rover Crews with a view to impart special instructions in water Craft.
4. Sea Scout Troop or Sea Rover Crew or Local or District Associations, as the case may be, shall forward to the State Association, through proper channel rules in regard to :
 - (i) Inspection of boats or boat used by Sea Scouts and Sea Rovers.
 - (ii) Restriction of said area and the number of persons such boat may carry.
 - (iii) Provision of air tanks, life belts and other safety devices.
 - (iv) Competent person being placed in charge of such vessels.
 - (v) Care and maintenance of the vessels.
5. Instructor in watercraft shall be a person qualified for the purpose.
6. A current valid certificate about seaworthiness of the vessel is necessary.
7. A 'Charge Certificate' is equally necessary.

C. Air Scouting Branch:



Air Scouts are members of the international Scouting movement with a particular emphasis on an aviation themed programme and/or flying-based activities. Air Scouts follow the same basic Scouting

programme as normal Scouts, but they devote certain amounts of time focused on their air activities.

Air Scouting has the same purpose and goals as any other Scout Troop; however the main difference lies in the method of delivery. This is because in Air Scouting, air and aeronautical activities are used as the basis of delivering the Balanced Programme.

Air Scouts often wear a slightly different uniform from the rest of the Scouting movement and/or may have additional badges/insignia.

Most air activities are ground based like visits to airports and air museums, radio controlled model flight, aero modeling and camping on airfields. Depending on age group, country and Scout group the activities can also include parachuting or flights in light aircraft, helicopters, gliders or hot air balloons.

Air Scout and Air Rover:

1. Air Scout or Air Rover shall be instructed in air activities. Air Scouts and Air Rovers shall form a separate Air Scout Troop and Air Rover Crew.
2. Ordinarily Air Scout Troop and Air Rover Crew shall function under the jurisdiction of Local or District Association as the case may be. Provided, however with the approval of the State Chief Commissioner a separate Local or District Association may be formed for Air Scout Troops and Air Rover Crews with a view to impart special instructions in air activities. Air Scout Troop and Air Rover Crew shall confine to special regulations issued by the Chief National Commissioner in this behalf.

D. VENTURE CLUB OF BSG:

A large number of youth in the rural and urban areas are interested in undertaking adventure activities organized by the youth organizations. There is no such youth organization at the grass root level to promote adventure activities. Proposed Venture Club induct to fill up this gap and also to expand the membership of Bharat Scouts and Guides by retaining the youth members leaving the units on attaining the maximum age limit. This is to attract more young people from community to scouting who are eligible for Rover-in-training stage for age facts.



E.GRAMEEN ROVER:

To promote Roving in rural areas special provisions are made in the APRO to include Grameen Roving with syllabus to suit the local needs. Please see the provisions made in uniform, stages of advancement for Grameen Rovers in APRO part – II.

**But the real way to
get happiness is by
giving out happiness
to other people**

from Baden-Powell's Last Message



An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

- 1.What is the meaning of Extension Scouting?.
- 2.What are the Needs of Extension Scouting branches?
- 3.What are the Problems of Handicapped Children?.
- 4.How the disabilities affect the boys in the activities at different Sopan levels?.

Fill in the blanks:

1. Extension Scouting is a branch of Scouting for
2. A handicapped person is eligible to become

Suggested Activities:

Suppose you are having a lame boy and a blind boy in your Unit, how will you help them to participate in your Troop activities? Suggest some alternate activities you wish to include in the Pratham Sopan for them.

For Further Reading:

1. Aids to Scoutmaster ship
2. Scouting for Boys.
3. Alternate Tests for the Visually Handicapped- NHQ publication.
4. Handbook for Scoutmasters.

How much have I got it right?

Here are the answers to your memory test:

1. What is the meaning of Extension Scouting?.

Ans. Extension Scouting is a programme within Scouting which caters for people with special needs

2. What are the Needs of Extension Scouting branches?

Ans: Extension Scouting is a branch of Scouting for boys who suffer from physical or mental handicaps such as blindness, deafness, dumbness, physical deformation or mental deficiency.

3. What are the Problems of Handicapped Children?.

Handicapped Children unable to do all activities like normal scout boy.

4. How the disabilities affect the boys in the activities at different Sopan levels?.

Ans: Handicapped Children should be exempted from the activities which they are unable to do due to their handicap. For example, a blind boy not be able to participate in seeing Kim's game. Like this, a lame boy can participate in all activities except foot drill or vigorous running events.

Fill in the blanks:

1. Extension Scouting is a branch of Scouting for **different abled children**.
2. A handicapped person is eligible to become **Scout**

Course for Leader Trainers (Scout Wing)

Personnel Project: Self Learning Module HWB(S)

Topic 06: HISTORY OF WOOD BADGE

Introduction:

The ultimate purpose of Wood Badge Course is to help adult leaders deliver the highest quality scouting programme to young people to help them achieve their highest potential. It models the best techniques for developing leadership and teamwork among both young people and adults.

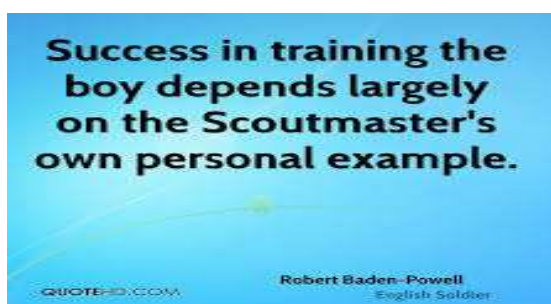
Wood Badge is a Scouting leadership programme and the related award for adult leaders in the programmes of Scout Associations throughout the world. Wood Badge courses aim to make scouters better leaders by teaching advanced leadership skills, and by creating a bond and commitment to the Scout movement. Courses generally have a combined classroom and practical outdoor based phase followed by the project phase. By "working the Project Phase", participants put their newly gained experience into practice to attain ticket goals aiding the Scouting movement.

Objectives:

At the end of the Module, you should be able to:

1. Narrate the history of the Wood Badge.
2. List out the presented items after completion of Wood Badge.
3. Explain importance of Wood Badge Beads and thong.
4. Write the story of Dini Zulu.
5. Explain early HWB courses conducted in India.

Thought for Reflection:



History of Wood Badge.

On completion of the Wood Badge Course, participants are awarded the Wood Badge beads to recognize significant achievement in leadership and direct service to young people. The pair of small wooden beads, one on each end of a leather thong (string), is worn around the neck as part of the Scout uniform. The beads are presented together with a taupe Scarf (Neckerchief) bearing a tartan patch of the Maclaren clan, honoring William de Bois Maclaren, The Scarf (Neckerchief) with the braided leather woggle, Scarf (Neckerchief) slide) denotes the membership of the *1st Gilwell Scout Group* or *Gilwell Troop 1*. Recipients of the Wood Badge are known as *Wood Badgers* or *Gilwellians*.

The First Wood Badge Course:



Baden Powell founded scouting early in the 20th century, and just in a few years, the movement exploded. Baden Powell quickly recognized the need for adult leaders to complete training in a hands-on outdoor environment. On Monday, 8th September, 1919, Nineteen men clad in shorts and knee socks gathered around a flagpole at Gilwell Field near London. Organizing a training course, these men launched the Sign for what ultimately has become Wood Badge for the 21st century.

The first Scoutmaster's training course was held at Gilwell from 8th September, 1919 to 19th September, 1919. Nineteen Scout Masters participated in the camp. It followed the pattern B.P. had used with boys on Browne Sea twelve years before. The Patrol system was again put to test with the nineteen participants divided into patrols and living a patrol life. The instructions also to the same form as Browne Sea. Each day a new subject was introduced and covered in demonstrations, practices and game. The Kudu Horn that had called the boys into action on Browne Sea was used for all signals. B.P. laid it down that the training courses should run in a camp with the scoutmasters forming a scout troop or in the case of Cub Master, a cub pack B.P. intended that as far as possible instruction is put into practice to make quite sure that the training of the boy is also kept very practical and very active

Baden Powell's Scouting for Boys and Aids to Scoutmaster ship were 'textbooks' for this outdoor class room, and during the 11 day course, the scouters learned the skills to pass on to their eager scouts. Troop organization, camp craft, pioneering, woodcraft, sign craft, games, field work, study circle work and path finding. Upon completion of the course.

The first Wood Badge training was organized by Francis "Skipper" Gidney and lectured by Robert Baden-Powell and others at Gilwell Park (United Kingdom) in September 1919. Wood Badge training has since spread across the world with international variations.

The Boy Scouts of America conducted its first official Wood Badge course in the United States in 1948. Since then, training professionals and volunteers have updated the Wood Badges syllabus to provide the best methods to adult Scouters for teaching leadership and program delivery.

What should these men be given as a token of having finished their training camp? The usual and obvious thing would be some kind of certificate but B.P. did not care for certificate. He searched his trophies and mementos for suggestion and pulled out the long string of wooden beads he had found in Dinizulu's deserted hut in "**Ceza Bush**" Mountain during the Zulu War in 1888. He presented each man who had taken part in the camp with one of these beads.

Baden Powell awarded each of the scouters a hand carved bead tied to a leather thong, the Beads a prize he collected from Zulu Chief Dinizulu during the British Ashanti campaign in 1888.

Dini Zulu's Story:



Zulu Tribe, a section of the Bantu Negro family which originally occupied the South East Seaboard of Africa from Delagoa Bay to

the Great Fish River is a race of superior physique and intellectual endowment and inclined to a quiet pastoral life.

In 1879, the British under "Mr. Lord Wolsely", broke the Power of the Zulu Kingdom, which under "Cetchwayo" had been constant nuisance with its raids on both Boer and British Territory.

"Cetchwayo" the Chief of the Zulu Nation divided the whole Nation into 8-tribes, each under a separate Chief. One of these tribes was under Dini Zulu, son of "Cetchwayo".

In 1888, Dini Zulu raised a rebellion among the tribes against the British. Two of the Tribes however, elected to side the British force. B.P's uncle General Sir Henry Smyth took out a force against Dini Zulu. Baden Powell acted as Military Secretary and Intelligence Officer.

"Dini Zulu" after a few engagements took refuge in a mountain strong hold called the "Ceza Bush", just on the border of Transvaal. B.P reconnoitered the place with a few scouts; and their forces were brought into position to take from three sides. Just before attacking, B.P went into position with his scouts at early dawn, and found that the enemy had just hurriedly evacuated (Vacated) it leaving most of their food and kit behind and had crossed the border into Transvaal, where of course they could not follow them.

In the hut which had been put up for Dini Zulu to live in, Baden Powell found his necklace of Wooden Beads among his other belongings. B.P had in his possession a photograph of Dini Zulu taken a few month before hand, in which he was shown wearing the necklace around his neck and one shoulder.

Dini Zulu was at that time a splendid type of young savage (Wild & Cruel), full of resource, energy and pluck. He eventually surrendered to us, was kept prisoner for some time and was then returned to his tribe on condition that he would behave himself. But later on he broke out again, and involved us in a further campaign, which resulted in our final taking over the Zulu Land and annexing it !

These simple wooden Beads signifying the completion of the training course soon became one of the most highly prized possessions a Scoutmaster could want. The beads gave the training it name of Wood Badge Course.

As the number of courses all over the world increased, and as the stock of these beads in the necklace of Dinizulu exhausted, the Gilwell park started preparing own beads for presentation to the Scouters.

It is satisfying to note that even though with the change of times, the Associations in various countries and also the World Bureau have brought about considerable change in the syllabus content and conduct of these courses, the Beads are still accepted as the insignia for these scouters who complete this training.

Gilwell Field:

Baden Powell held the first wood badge course at Gilwell park near London. Till date, Gilwell is considered the international home of Wood Badge. Wherever on the globe a course is organized, the main assembly area is known as Gilwell Field.

Axe and Log:



The axe and log is the totem(Sign) of Gilwell Park. The axe and log logo was conceived by the first Camp Chief, Francis Gidney, in the early 1920s to distinguish Gilwell Park from the Scout Headquarters. Gidney wanted to associate Gilwell Park with the outdoors and Scout craft rather than the business or administrative Headquarters offices. Scouters present at the original Wood Badge courses regularly saw axe blades masked for safety by being buried in a log. Seeing this, Gidney chose the axe and log as the totem of Gilwell Park.

MacLaren tartan:



In 1919, a scouts man named W.F.de Bois MacLaren, a district commissioner for scouting in Scotland, purchased Gilwell Park and presented it to the British Boy Scout Association. He donated the £7000 to purchase Gilwell Park in 1919 plus an additional £3000 for renovation of the house that was in the estate. He explained that one of his purposes in doing so was "to provide a training ground for the officers of the Scouting Movement" in perpetual appreciation for his generosity to scouting, Wood Badge adopted the tartan of the MacLaren clan. It is this tartan that appears on the Wood Badge Scarf (Neckerchief).

Wood Badge Beads:



The origins of Wood Badge beads can be traced back to 1888, when Baden-Powell was on a military campaign in Zululand (now part of South Africa). He pursued Dinuzulu, son of Cetshwayo, a Zulu king, for some time, but never managed to catch up with him. Dinuzulu was said to have had a 12-foot (4 m)-long necklace with more than a thousand acacia beads. Baden-Powell is claimed to have found the necklace when he came to Dinuzulu's deserted mountain stronghold. Such necklaces were known as "*iziQu*" in Zulu and were presented to brave warrior leaders.

Much later, Baden-Powell sought a distinctive award for the participants in the first Gilwell course. He constructed the first award using the beads from the necklace he had recovered, and threaded them onto a leather thong given by an elderly South African in Mafeking, calling it the *Wood Badge*.

The beads were first presented at the initial leadership course in September 1919 at Gilwell Park. The Wood badge program takes its name from the beads. Since then, more than 1,00,000 Scouters worldwide have completed Wood Badge Course and can wear replicas of the original wooden beads.

While no official knot exists for tying the two ends of the thong together, the decorative diamond knot has become the most common. When produced, the thong is joined by a simple overhand knot and various region specific traditions have arisen around tying the diamond knot.

Kudu Horn:



The kudu horn is another Wood Badge symbol. Baden-Powell first encountered the kudu horn at the Battle of Shangani, where he discovered how the Matabele warriors used it to quickly spread a signal of alarm. During his military service in Africa, Baden Powell observed members of the Matabele tribe blowing on the horn of a kudu to signal to one another.

He brought a kudu horn back to England with him, and in the summer of 1907, when he held his first experimental camp on Brown Sea Island, Baden Powell sounded the horn to assemble his campers. The same horn was entrusted to Gilwell Park in 1920 for use in scout training courses. It is used from the early Wood Badge courses to signal the beginning of the course or an activity, and to inspire Scouters to always do better. Since then, the Kudu Horn has been a symbol of the Wood Badge Courses throughout the world.

Leather Thong:

The Dini Zulu's Necklace of Beads and the Kudu Horn, two articles of great sentimental value and general scout interest have already been mentioned. Similarly the third article is the Leather Thong or a Boot Lace. Scouters who qualify for the Wood Badge receive as the badge, two replicas of the original Beads strung on the ends of a Leather Lace.

The story of thong (leather lace) is also closely connected with the defense of Mafeking. The Thong is another link with B.P.'s past. One early morning during the last days of the siege of Mafeking, B.P. was returning from one of the dawn tours of the defenses and for once looking a bit down cast. An old native who was employed as scavenger came up to him and asked him why he was not whistling as usual. B.P. admitted that he was rather worried, The native at once took off a leather thong he was wearing round his neck and gave it to B.P. saying "Wear this my mother

put in on to me for luck, now it will bring you luck' B.P. took the thong and placed it in the pocket of his uniform with a word of thanks and smiled as usual. Luckily that day the news came by heliography (a method of signaling by means of the sun's rays flashed from mirrors. Messages in this manner can be transmitted very far. It was at one time of extensive use in the military operation) that a relieving column was reaching Mafeking. At last Mafeking was relieved. What else a fitting memento of Good Luck could have been to the scouters?

Scarf (Neckerchief) and Woggle:



Wood Badge beads, Scarf (Neckerchief)-tan with a patch of MacLaren tartan and woggle may be worn with the official uniform of the Bharat Scouts and Guides.

The Scarf (Neckerchief) is a universal symbol of Scouting and its MacLaren tartan represents Wood Badge's ties to Gilwell Park. The Scarf (Neckerchief), called a "necker" in British and some Commonwealth Scouting associations, is a standard triangular scarf made of cotton or wool twill with a taupe face and red back; a patch of Clan MacLaren tartan is affixed near the point. The pattern was adopted in honor of a British Scout commissioner who, as a descendant of the Scottish MacLaren clan, donated money for the Gilwell Park property on which the first Wood Badge program was held.

Originally, the Scarf (Neckerchief) was made entirely of triangular pieces of the tartan (a plaid woolen cloth), but its expense forced the adoption of the current design. The Scarf (Neckerchief) is often worn with the Gilwell woggle.

Training Ground & Gilwell Oak:

The grass fields at the back of the White House at Gilwell Park are known as the Training Ground and The Orchard (ground with fruit trees), and are where Wood Badge training was held from the early years onward. A large oak, known as the *Gilwell Oak*, separates the two fields.

The Gilwell Oak symbol is associated with Wood Badge, although the beads for the Wood Badge have never been made of this oak.

Gilwell Song:



The Gilwell Song has been sung by generations of wood badge participants-always energetically, but with wildly varying degrees of harmonic success.

Wood Badge in Cubing:

Wolf Cub Leaders briefly followed a separate training system beginning in 1922, in which they were awarded the **Akela Badge** on completion the course. The badge was a single fang (a long pointed tooth or tusk) on a leather thong. Wolf Cub Leader Trainers wore two fangs. The Akela Badge was discontinued in 1925, and all leaders were awarded the Wood Badge on completion of their training. Very few of the fangs issued as Akela Badges can now be found.



Wood Badge Courses in India:

The First Gilwell Wood Badge Course in India was held at Calcutta in Tolly Gunj from 03.02.1922 to 12.02.1922. Sir Alfred Pickford, Dy.Camp Chief acted as the Scoutmaster and Mr. J.S.Wilson, Dy. Camp Chief as Asst Scoutmaster and Rev. Earle as the Troop Leader.

The Second Gilwell Wood Badge Course was also held again at Tolly Gunj, Culcutta from 19.01.1923 to 30.01.1923 with Mr. J.S.Wilson, Dy. Camp Chief as the Scoutmaster and Mr. J.A.Krishnan, Dy. Camp Chief as Asst Scoutmaster and Rev. Earle and N.N.Bose acted as the Troop Leader.

Later Sardar Hardial Singh a Scouter of World fame was appointed as the camp Chief and the Akela Leader for the Punjab. He was also running the Training Centre as well as the Camping Center for Pujab at Tara Devi (near Simla) on the same pattern of Gilwell and many more D.C.C s and Akela Leaders in various Provinces and State of India were also authorized the Gilwell Wood Badge Course before the formation of the Bharat Scouts & Guides.

It is also happy sign that in our country also after the formation the Bharat Scouts & Guides in 1950, The wood badge (now named as the Himalaya Wood Badge) was retained as insignia for completion of Adult Leader Training and also as a symbol of unity in World Scouting, and our National Training Centre situated at Pachmarhi, Madhya Pradesh prepare and issued the beads from the wood available at the centre itself.

Three courses Cub, Scout and Rover were held at Pachmarhi on the bank of the Lake near Pachmarhi Bazaar and in 1956, the Madhya Pradesh Government made a grant of land in Pachmarhi for the establishment of the National Training Centre. This provided a most suitable place for Wood Badge Courses for the country.

**"Leadership is the keynote to success— but leadership is difficult to define, and leaders are difficult to find. I have frequently stated that "any ass can be a commander, and a trained man may often make an instructor; but a leader is more like the poet— born, not manufactured."
Baden-Powell**



An Attempt to Recollect:

Having gone through so far , you can now try to test your memory by answering the following question:

1. What is the ultimate purpose of wood badge ?
2. How could it be modeled to young and adults?
3. Why are wood badge awarded?
4. Who and When organized the first wood badge training?
5. What is the significance of Gilwell park?
6. What is the importance of axe and log?
7. How and when could wood badge beads be organized?
8. What is diamond Knot? Where could the Diamond knot be tied?
9. What is the Universal symbol of scouting?
10. In which year first Wood Badge camp conducted in India?

For Further Reading:

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6. *Wood Badge for the 21st Century – Staff Guide. Boy Scouts of America. 2001.*
7. "History of Wood Badge". *Green Mountain Council Boy Scouts of America. 2007.*
8. *Rogers, Peter (1998). Gilwell Park: A Brief History and Guided Tour. London, England:*
9. The Story B.P by R.D.Eswar Singh.
10. Books published by the Bharat Scouts and Guides, National head quarter, New Delhi.

How much have I got it right?

Here are the answers to your memory test:

1. What is the ultimate purpose of wood badge ?

A: To help adult leaders deliver the highest quality scouting programme to young people to help them achieve their high potential.

2. How could it be modeled to young and adults?

A: It models the best techniques for developing leadership and team work among both young people and adults.

3. Why are wood badge awarded?

A: To recognize significant achievement in leadership and direct service to young people.

4. Who and When organized the first wood badge training?

A: It was organized by Francis Skipper Gindey at Gilwell park in Sep 1919.

5. What is the significance of Gilwellpark?

A: Gilwell is considered the Inter National home of wood badge wherever on the globe a course taken place the main assembly are is known as Gilwell field.

6. What is the importance of axe and log ?

A: Scouters present at the original wood badges courses regularly saw axe blades masked for safety by being buried in a log. Axe and log is the totem of Gilwellpark.

7. How and when could wood badge beads be organized?

A: It can be traced back to 1888 B.P found a necklace with Dinzulu. The beads were first presented at the initial leadership course in sep 1919 at Gilwellpark.

8. What is diamond Knot? Where could the Diamond knot be tied?

A: To tie the two ends of the thong it was diamond knot used and had become the most common.

9. What is the Universal symbol of scouting?

A: The scarf.

10. In which year first Wood Badge camp conducted in India?

A: Tollygunj in Calcutta from 03-02-1922 to 12-02-1922.

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