



WOOD BADGE FRAMEWORK



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ADULTS IN SCOUTING
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World Scout Bureau,
Global Support Centre
Kuala Lumpur

Suite 3, Level 17,
Menara Sentral Vista, No 150
Jalan Sultan Abdul Samad
Brickfields, 50470
Kuala Lumpur, MALAYSIA

Tel.: + 60 3 2276 9000
Fax: + 60 3 2276 9089

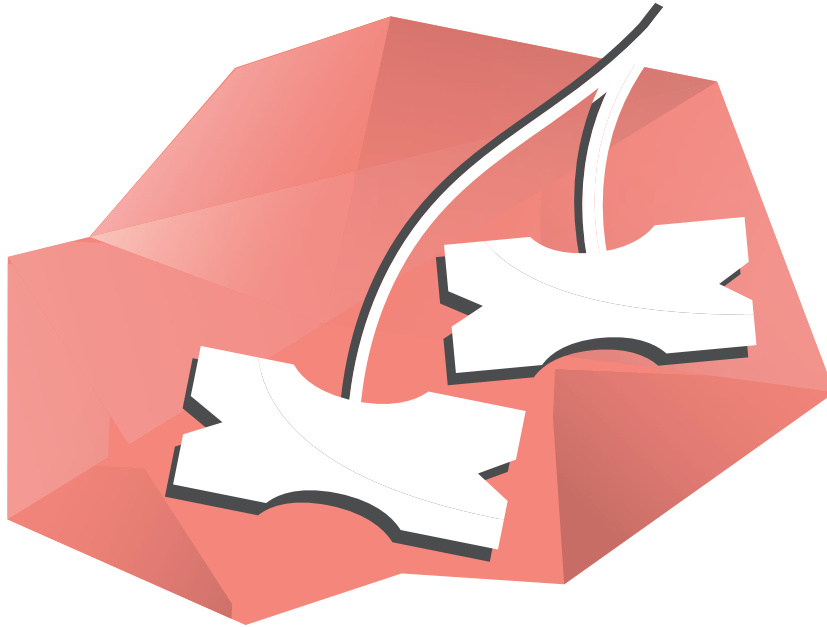
worldbureau@scout.org
scout.org

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WOOD BADGE FRAMEWORK



"THE WOOD BADGE WILL
MAKE QUITE CERTAIN THAT
WHEN I AM GONE, THE FUTURE
LEADERS OF SCOUTING WILL
REALLY UNDERSTAND WHAT IT
IS ALL ABOUT AND WHAT MY
INTENTIONS HAVE BEEN".



INTRODUCTION

Wood Badge Framework contributes to offer “Better Scouting for more young people” through the permanent improvement of quality training and development for adults involved in the Movement, and by strengthening their sense of unity.

The Movement’s long training history confirms the sustainability of both these goals (see Appendix 1). The image of Scouting can also benefit from quality Wood Badge Training in many National Scout Organizations/National Scout Associations (NSO/NSA).

The need to have a clear definition and/or a formal Wood Badge Framework, and the willingness to maintain and improve the ‘quality’ of the Wood Badge was expressed at the 38th World Scout Conference in Jeju-do, South Korea, July 2008. In Resolution 13/08, the Conference, highlighting the recognition issues of our training systems by external bodies and actors outside of Scouting, recommended having an evaluation process for existing training systems. Using the symbolism of the Wood Badge, it was also recommended that a framework for the official recognition of national training systems is created, which will remain optional for National Scout Organizations in accordance with the World Adult Resources Policy.



At the 39th World Scout Conference in Curitiba, Brazil 2011, in Resolution 11/11, the Conference requested that guidelines which support the implementation of the World Adults in Scouting Policy (including the Wood Badge scheme) and the application of the Policy in relation to professional staff be prepared. The Wood Badge Framework document was subsequently released in 2012. A decision to revise the Framework was taken after the 41st World Scout Conference in Azerbaijan, 2017 in light of the World Adults in Scouting Policy and other resources approved by the Conference. It was also found at this Conference that some Wood Badge content associated with the 3rd and 4th Beads required further attention.



Why we need to train and develop our Adults

A key purpose of the training offered to adults is to provide them with the means to make a significant contribution to the accomplishment of the Mission of Scouting.

This includes better programme delivery for young people, improved effectiveness, commitment and motivation of adult leadership, more effective and efficient NSO/NSA and a competitive advantage and impact on social or external well-being.

We need to manage training positively from a developmental perspective with the aim of finding out what support is required by adults to enable them to perform better in assigned roles/jobs.

Therefore, the training of adults should follow the Key Principles in Adults in Scouting (AiS) and enable continuous personal development, and the acquisition of additional skills and knowledge.

All training efforts must be in accordance with the World Safe from Harm Policy. All involved should promote respect and benevolence anywhere and at any time, and stand up for Safe from Harm principles and the values of Scouting.



Key Principles of the World Adults in Scouting Policy


Congruence: The systems in place complement the main principles of the organisation (Promise and Law, Values), and is in accordance with other policies (e.g. World Youth Programme Policy, World Safe from Harm Policy, etc.) and other appropriate strategies.

Youth Involvement: Promoting and encouraging young people who fulfil the requirements and who have the necessary competencies, giving them access to roles or functions.

Gender Equity: Distribution of roles and functions is based on competencies and not gender. This principle addresses any imbalances on the allocation of resources, programmes, and learning and development opportunities based on gender. Consequently, it aims at changing organisational practices that hinder the participation of women or their access to any role or function. Equally, age should not be a restriction.

Sustainable Leadership: The development of succession practices leads to the overall stability and sustainability of the organisation. Organisational structures should become more flexible instead of strictly hierarchical, and adults should be encouraged to take 'sideways moves' instead of only vertical. It is essential to design organisational structures and roles or functions so that the mentoring of young leaders can take place, and personal advisory processes can be implemented.

Proximity in Decision-Making: Decision-making processes must take place at the nearest level to the adult, meaning the local level should take as many decisions as possible before referring 'up the line' for someone else to make the decision for them. Proximity in decision-making (e.g. management and training) helps to generate trust within all levels of the organisation.



Learning Organisation: Individual and organisational learning are part of a cycle when people learn and develop, the organisation itself also learns and develops. The learning process of adults is enhanced by the day-to-day interaction with other members of the organisation, prompt sharing of information and learning, strengthening the individual, group and the organisations learning capacity.

Meaningful Learning: Training and development opportunities should focus on the knowledge, skills and attitudes needed for practical action within a variety of roles or functions (particularly for those supporting young people on meeting their needs and aspirations). It is important to ensure that every adult is closely guided, monitored and supported in their personal learning and development process throughout their life cycle.

Accessibility and Flexibility: The system must be able to respond to the needs of the individual and of the organisation at all levels and encompass different learning models and strategies. All adults must be able to access a variety of learning and development opportunities, internal and external to the organisation, and be encouraged to do so. A variety of methods to develop competencies should be available.



Competency-Based: Distribution of roles and functions are based on demonstrated competency (knowledge, skills and attitudes). It is expected that all adults are provided with equal opportunities for acquiring, developing, updating and renewing competencies on a continuous basis.

Personalisation: Management and training must adjust to the profile of each individual, equally considering personal development needs and functional performance. Recognising (prior) individual attainment, experience and competencies that meet role descriptions and organisational needs.

Participation: Involving and encouraging active participation of every adult in their own learning and development as well as in management processes throughout the Life Cycle. Shared decision-making processes will increase mutual understanding, trust and transparency throughout the organisation.

Technology-Oriented: Technology provides great opportunities for good management practice in Scouting. Developing online recruitment strategies, delivering training, using membership data systems for adult management (e.g. profiles storage or training logs), accessing distance learning and development opportunities, and coaching and team management – are just a few examples.



WOOD BADGE FRAMEWORK

Definition

The Wood Badge is a common standard that identifies the levels of training and development required by Adults in Scouting to perform certain roles. This includes the basic levels expected and also those at a more advanced level which lead to the attainment of the Wood Badge. It is an indicator of high-level training competencies, quality training systems, and individual opportunities for development in NSO/NSA.

It provides development opportunities for adults to acquire and/or further develop competences to better perform in different roles/ positions in Scouting, and also in other aspects of their lives.

Who Is It For?

The Wood Badge Framework is aimed at all Adults in Scouting over the course of their ongoing personal development in whatever role they undertake. The system should take into account the following considerations of the individual:

- the diverse background and abilities,
- the relevant experience,
- the relevant skills, knowledge, and educational background,
- the motivation and interest,
- appeal to different modes of learning,
- be challenging, stimulating, inclusive and achievable.

Purpose

The purpose of the Wood Badge Framework is to:

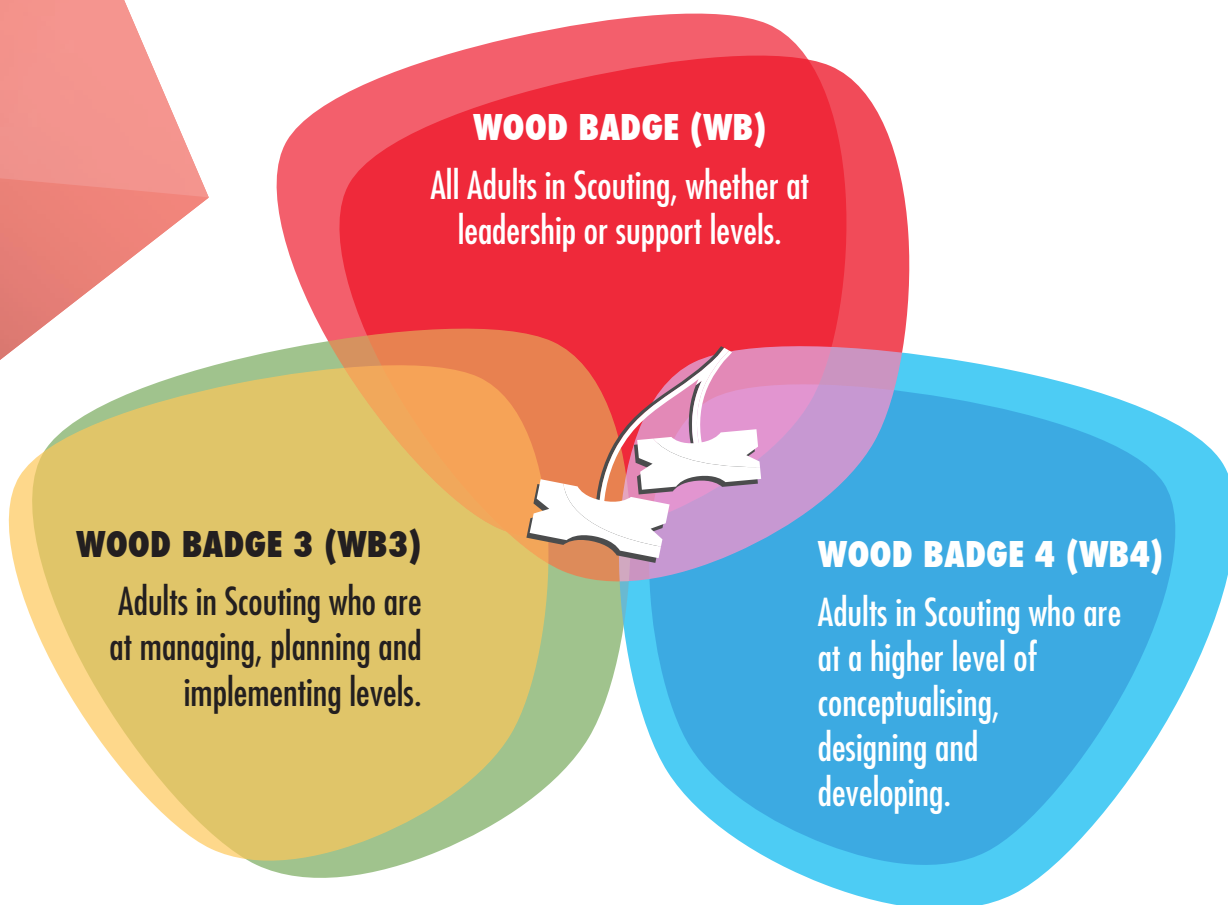
- Provide a framework for the training, development and recognition of Adults in Scouting regardless of their role.
- Equip Adults in Scouting with the needed and essentials competencies at basic and advanced levels to support NSOs/NSAs.
- Grow a common understanding across the organisation about the main global principles of Adults in Scouting and ways in which NSOs/NSAs might implement them.
- Provide opportunities for Adults in Scouting to develop their interest and learn new skills as part of the lifelong learning process.
- Strengthen the sense of unity and belonging to the Scout Movement.

The Wood Badge Framework outlines the essential supporting structure underlying the Wood Badge Training Scheme. It provides for NSO/NSA, the theory and practice to represent motivational elements for more adults to join Scouting and increase adults engagement. It leads to higher retention in the long run to acquire the competencies needed to support Scouting, and thus contributing to the growth of the Movement.

The Wood Badge Training Scheme which is the focus of the Framework should be complemented by other learning and training opportunities that allow adults in Scouting to develop the competencies in terms of knowledge, skills, attitude and behaviour required for delivering a relevant Scouting experience to young people. Recognition of prior learning such as academic achievements, courses and experiences should be considered in the process of adult training and development.

The Wood Badge is the symbol of recognition granted to all Adults in Scouting who satisfy the training criteria required of "Wood Badge" training. Wood Badge training consists of a wide range of internal and external learning opportunities that help adults have a more impactful and meaningful role.

The Wood Badge is awarded when it is recognised that an individual has attained a certain level in a given set of competencies. This should be assessed by organisations according to a recognition and validation system established for this purpose, based on this framework.



Wood Badge Training Scheme

The Wood Badge Training Scheme consists of a Training programme for all Adults in Scouting, whether at a leadership or support level (Wood Badge)². It can be divided in 2 levels (basic and advanced) and can have several provisions for different age sections (Cubs, Scouts, Rovers)².



Wood Badge (WB)³ – All Adults in Scouting, whether at leadership or support levels. The Training programme offers adults the opportunity to develop competencies for:

- Leading young people and/or supporting the implementation of the Youth Programme;
- Leading and assisting Adults in Scouting.

Additionally, within the Wood Badge Training Scheme, other training and development opportunities for developing additional competences can be offered. This Training programme is aimed at adults whether at design or development levels. It can be divided in 2 levels (Wood Badge 3 and Wood Badge 4)⁴.

² At NSOs/NSAs sole discretion.

³ The WB refers to the training programme recognised by 2 beads

⁴ Historically, the wearing of a 5th bead or 6th bead has been a tradition emanating from the Founder's day and is still a practice in a number of NSOs/NSAs today mainly due to specific appointments. The Framework responds to the Wood Badge with 2 Beads and the wearing of the 3rd and 4th beads.



Wood Badge 3 (WB3) – Adults in Scouting who are at managing, planning and implementing levels. The Training programme offers adults to develop competencies for:

- Facilitating adults performing roles within Youth programme;
- Facilitating adults working in areas like Safe from Harm, Diversity and Inclusion;
- Facilitating training teams, training events, learning process of Leaders etc;
- Facilitating national events and teams of adults.



Wood Badge 4 (WB4) – Adults in Scouting at a higher level of conceptualising, designing and developing. The Training programme offers adults the opportunity to develop competencies for:

- Developing a strategy to implement Youth programme or Adults in Scouting Lifecycle;
- Conceptualising and designing support systems for adults working in areas like Safe from Harm, Diversity and Inclusion etc;
- Developing the training system and training events;
- Conceptualising, designing and management of national, regional and world events.

It should be the goal of every adult in Scouting to complete the Wood Badge Training programme. This is a great way to improve personal competencies and as a sign of recognition of this achievement, to be awarded the Wood Badge. Therefore, every encouragement should be given to Adults in Scouting, depending on their personal development pathway, to gain wider development opportunities such as those provided by the training programme for WB3 and WB4.

It has been recognised that the attaining of the WB3 and WB4 should embrace a wider context and include other areas of Scouting. A Training programme towards the WB3 and WB4 should cover areas more than just training specifically, and as such, after completion and recognition, adults wear a 3rd or 4th bead at the level appropriate to the competencies acquired.

According to the needs assessed by the NSOs/NSAs, the Training programme of WB3 and WB4 could be expanded (not replaced) to recognise the expertise of Adults in Scouting in implementing and developing the strategic approach of other areas of Scouting such as Youth Programme and Diversity and Inclusion etc. at the national level.

Equally, the Wood Badge Training Scheme is not progressive in the sense that all adults must progress to WB3 and WB4 levels. This decision is made by the NSOs/NSAs according to its needs and requirements.



Principles underpinning the Wood Badge Training Scheme

The NSO/NSA should, when organising Wood Badge training, take into account the following considerations:

- **Continuous development:** Adults in Scouting are continuously developing and learn through a variety of modes, attaining new skills, knowledge, and competencies. Both internal and external learning opportunities (sometimes referred to as “recognition of prior learning”) need to be recognised.
- **Essential areas:** A Wood Badge Training Scheme should cover the areas of Fundamentals of Scouting, Leadership and Team Management, Project management, Communication, and Adult development. Where Wood Badge recognition is mostly linked to a set of competencies, these should be clustered in a purposeful and logical way. Clustered sets need to include areas as listed above.
- **Progressive with multi-entry points:** The acquisition of a certain number of beads can happen when an adult joins the Movement, depending on the validation process of their prior learning and experience, and additional training and leadership opportunities along the individual’s training pathway.
- **Not time-bound:** There shouldn’t be any time constraint to attain a higher level of development. Each individual progresses at their own pace. However, a reasonable period of completion should be foreseen (depending on the situation, suggested within three years).
- **Adaptable:** The Wood Badge Training Scheme needs to be adaptable and flexible and needs to respond to the changing needs of young people, adults and the NSO/NSA.

- **Recognising and using the Scout Method:** The Scout Method is the fundamental approach and educational tool we use on how we achieve the purpose of Scouting. In the Wood Badge training context, all elements of the Scout Method contribute to the successful implementation of the training, with a clear focus on 'learning by doing'. At the same time, elements of the Scout Method adapted to the adult learning process assists in building a stronger understanding of how adults can find a way to support the implementation of the Youth programme.
- **Acceptance of the principles and practices of Safe from Harm:** Safe from Harm should play a strong moral and value-based foundation for all activities and actions of adults. Understanding and adherence to the principles of Safe from Harm should be at all levels of implementation before, during and after Wood Badge training.
- **Recognition of Individual Development:** the current level and individual progress of an adult should be assessed and cross-matched by checking against a set of criteria or requirements, relevant to the respective role. Levels and requirements should be agreed on at the national level. The Wood Badge (at all levels) is awarded when it is recognised that an individual has attained a certain level in a given set of competencies. This should be assessed by the organisation according to a recognition and validation system defined for this purpose.

Wood Badge Competencies⁵

As mentioned in the Principles underpinning the Wood Badge Training Scheme, A Wood Badge Competence Framework should cover development of the competencies in the following topic clusters:

- **Scouting (fundamentals) essentials** such as Essential characteristics of Scouting, Youth Programme implementation, Vision and growth, Safe from Harm etc.
- **Leadership and Management** such as situational leadership, team management & development, taking initiative, leading change, learning organisation, etc.
- **Project management** such as generating ideas, working on plans and solutions, achieving results, evaluating success etc.
- **Communicating meaningfully**, effectively and with cultural sensitivity.
- **Adult development** such as facilitating learning, organising training, providing coaching and mentoring support etc.

Every suggested topic should have a list of competencies developed through various training programmes. The examples of the Wood Badge Competencies are presented in the WOSM services.

⁵ A competency is the ability to apply a combination of knowledge, skills, attitudes and values, which is applied when faced with a certain situation, allowing the successful resolution of the challenges posed.



Signs of Recognition

At the 15th World Scout Conference in Canada 1955, the Wood Badge Training Scheme and the various emblems used in connection with the Wood Badge system of training were adopted.

Today most countries use emblems or symbols as follows:

- **The Wood Badge Woggle** - a "Turk's Head" scarf slide of two strands made in a round leather thong;
- **The Wood Badge Wooden Beads** - a facsimile of the Dinizulu necklace, worn on a leather thong or cord round the neck;
- **The Wood Badge Neckerchief or Scarf** - bearing a MacLaren Tartan patch on the point;
- **The Wood Badge Certificate** as a written confirmation of achieving requirements.

Wood Badge training programmes should award completion with a different number of the 'wooden beads':

- 2 Beads for all Adults in Scouting (WB) whether at leadership or support level,
- 3 Beads for Adults in Scouting (WB3) at managing, planning and implementing levels,
- 4 Beads for Adults in Scouting (WB4) at a higher level of conceptualising, designing and developing.

External Recognition

It is understood that external recognition normally associated with universities, colleges of technical and further education, vocational education and training, government departments and administrative bodies, schools and companies exists. There may be existing arrangements of the NSO/NSA with external bodies, where possible learning opportunities are available.

While these additional adjuncts value-add to the training and personal development opportunities available through Scouting, specific pathways or ways to develop these relationships are not covered within this Framework. NSOs/NSAs need to recognise these possibilities for additional enhancement to their Wood Badge Training Schemes, but they should not take precedence over the promotion of the Wood Badge in all its levels.





GUIDELINES FOR IMPLEMENTATION

Every organisation should:

- Develop or review the job description for each of its respective roles or appointments.
- Assess the current Training Scheme and/or adult development programme based on the needs and current National Adults in Scouting Policy.
- List the competencies that the NSO/NSA considers relevant for all adult positions. Take existing external recognition into account when defining sets of competencies.
- Cluster (categorise) the competencies in different Wood Badge programmes, as well as opportunities in areas such as the Youth Programme.
- Define the structure(s) and/or team(s) that will be responsible for preparation, implementation and follow-up.
- Establish the procedure to implement the Wood Badge Training Scheme; modular schemes, other areas of development, and different methods of implementation such as e-learning, residential training, experiential learning, etc. are encouraged during this process.



- Design and develop evaluation tools and strategies for the Wood Badge Scheme.
- Establish measurable levels of progress and performance of adults participating in Wood Badge programmes.
- After design/review, a pilot or trial implementation phase could provide overview and support further improvements.
- The Wood Badge Scheme should also act as a tool to assist in the recruitment and retention of adults and should be approached in a flexible and dynamic way. It should be reviewed periodically (e.g. every 5 years), based on the changes in the Youth Programme or Adults in Scouting.



AVAILABLE SUPPORT

Find resources: In the Adults in Scouting Service you can access a wide range of resources ranging from policy and position papers, toolkits and guidelines to e-learning courses, in-person support (both online and face-to-face), workshops, and training courses. These include not only resources produced and provided by Scouting at World and Regional levels, but also NSOs/NSAs best practices and relevant external resources.

Ask for support: Consider reaching out to your respective WOSM Regional Support Centre for support and advice. Completing the Adults in Scouting Self-Assessment Tool should help you assess the needs of your NSO/NSA and request for support. You can submit a Service Request through the WOSM Services Platform and WOSM Support Centres can provide service support.

Networking: Participate in a Regional Adults in Scouting Network or event and make a network of NSOs/NSAs with similar challenges. Prepare a common project and apply for external funds. Alternatively, network with NSOs/NSAs who have resolved challenges similar to yours to gain ideas of good practices.



STRUCTURES AND RESPONSIBILITIES

National, Regional and World levels have particular roles and responsibilities in implementing the Wood Badge Framework.

National Level:

- The development or review of the National Adults in Scouting Policy by integrating the Wood Badge Framework structure and training programmes,
- The implementation of the Wood Badge Scheme, according to the WOSM's Wood Badge Framework proposal,
- The evaluation of the training content, Wood Badge Training Scheme, training team structure, its impact on the quality of the Youth programme delivery and Scouting development in general,
- The administrative management of Wood Badge holders,
- The communication of the revised Wood Badge Training Scheme to the World Scout Support centre through adultsinscouting@scout.org.



Regional Level:

- Support of NSOs/NSAs in adopting, establishing, improving and reviewing their Wood Badge Framework and training system. This can include various support measures mentioned above,
- Identification of expertise and tools that might help or inspire national organizations,
- Encouragement of NSOs/NSAs to establish (or use) regional networks to share their experiences in this area,
- Collection of the NSOs/NSAs recommendations and initiatives in reference to the Wood Badge scheme implementation that could benefit all national organizations and sharing them among the other Scout regions.

World Level:

- Promotion of the Wood Badge Framework and its continuous improvement on the basis of national and regional recommendations,
- Development and coordination of the production of general tools and materials to support NSOs/NSAs. Generic tools shall constitute, in the end, a common system of reference for WOSM members,
- Monitoring and evaluation of the Wood Badge Framework implementation is updated when necessary and reviewed together with the World Adults in Scouting Policy every nine years.
- Collection of the reviewed NSOs/NSAs Wood Badge Training Schemes and management of a database of the NSOs/NSAs implementing the Wood Badge Framework.



LIST OF WOSM REFERENCES AND RELATED PUBLICATIONS

[World Adult in Scouting Policy 2017](#)

[World Scout Conference Resolutions 1920-2021](#)

[World Youth Programme Policy 2017](#)

[World Youth Involvement Policy 2015](#)

[World Safe from Harm Policy 2017](#)

[The Essential Characteristics of Scouting 2019](#)


[The Scout Method 2019](#)



APPENDIX 1: THE WOOD BADGE

Where do we come from?

The aim of the World Adults in Scouting Policy is, as with the World Scout Youth Programme Policy, to support the Mission of Scouting. This is achieved by developing the ways and means by which the quality of leadership at all levels can be improved through providing better support and management for all adults, resulting in the provision of better services for young people. This is by no means a recent policy, but brings together long-established traditions and practices. It is the amalgamation and interpretation of all previous policies.



Scouting started in 1907 with the experimental camp on Brownsea Island, the training of its Leaders is almost as old as the Movement itself. Although most of his time was used to spread his ideas and “support the natural growth of Scouting”, Baden-Powell, in the very early days, also attended to the training of Scoutmasters.

He personally conducted two courses, in 1911 and 1912, which consisted of a series of talks/lectures during evening sessions. These lecture notes were published in two booklets “The Scoutmasters’ Training Lectures”, the second book being from the Birmingham Course. The main lines and characteristics of what was to become “Wood Badge Training” were established as early as 1913. Training was provided through the patrol system and a balanced mix of theory and practice. This however was not formalised into a training pattern until after the First World War, when over 5,000 Leaders and older Scouts were killed during the conflict, and many more injured. When Scouting resumed its incredible growth, Baden-Powell personally addressed the question of adding proper training to the benevolence and enthusiasm of leaders “to make quite certain that when I am gone, the future leaders of Scouting will really understand what it is all about and what my intentions have been”.

In 1918, W.F. de Bois Maclaren, a District Commissioner from Roseneath, in Scotland met with P.B. Nevill at Roland House in Stepney, East London and offered to purchase a camping ground for the Scouts from the East end to carry out their ‘Scouting’. A local Scoutmaster informed them of a rundown estate on the edge of Epping Forest, where he used to go bird watching. It had been ‘For Sale’ for some years. This offer was most fortuitous as this would also help Baden-Powell in his own search for a training centre. The place, Gillwell Park was visited and whilst Baden-Powell was in United States of America, he was informed that they wanted Baden-Powell to visit on his return to England. Thanks to the generosity of Maclaren, the original 54 acres was purchased together with Gillwell Hall, (now called the White House) and handed over to The Scout Association (UK) in 1919, to be developed into a camping ground for Scouts and a training centre for Scout Leaders. The title of the estate changed in 1929 to ‘Gilwell Park’.



First Wood Badge course

Francis Gidney was appointed Camp Chief, and the first official training course started there on 8 September 1919, running along the basic lines laid down in 1913. Gidney took on the role of Scoutmaster and the participants were split into three Patrols - Bulls, Ravens and Cuckoos, so they would understand what it was like to be a member of a Scout Troop. The course syllabus included a range of practical skills, pioneering, woodcraft, fieldwork and pathfinding. There was also in addition lectures of a theoretical element to cover the fundamental principles and practice in a 'one-week camp', and eventually an administrative part to be completed in the field. From the very beginning, through the place, the method, quality and personality of those who conducted these courses - including Baden-Powell himself, meant those Scout Leaders had a unique and direct exposure to the not so easily defined 'Scout spirit' from which they developed a sense of vision of the role of Scouting, their role in the Movement and a very high level of motivation. The course ended with a visit to Scout Headquarters at 25 Buckingham Palace Road in London, and a lunch meeting with Baden-Powell.

The Rev. Charles Hines attended the pilot course. He later recalled how he received his Wood Badge created by Baden-Powell using one of the beads from 'Dinizulu's necklace'.



"This historic necklace consisted of small beads, shaped like miniature double edged axe heads, tightly threaded, crisscrossed, on a leather thong which was as stiff as a backbone. Taking one of these beads and a replica made from Epping Hornbeam Baden-Powell threaded them on a short leather lace, tied to a brass curtain hook, pinned it on my lapel and announced that he had decided to make it the official award for efficiency in Woodcraft and camp management – and to be known as the Dinizulu Woodcraft Badge. He then presented to each of my brother officers one of the original beads together with a small piece of Epping Hornbeam from which to shape a duplicate and assemble their badge."

The further development of leaders' training

Following the successful completion of the first experimental course, on December 1919 Baden-Powell wrote to those who attended, here is a short extract from that letter:

"I sincerely hope that if you are able to find time during the winter you will try and impart some of the ideas you picked up at Gilwell Park to other Scoutmasters in your neighbourhood by means of talks, study circles or weekend camps. I am sure that many of them would eagerly welcome such training and it would be most helpful to them in developing efficiency on the right lines."

Baden-Powell's book 'Aids to Scoutmastership' was published 1919. In May 1921, the first training course for Cub Leaders was held. Rather than receiving the Wood Badge, leaders were presented with a replica wolf fang on a leather lace known as the Akela Badge. An Akela Leader, who delivered training courses, could wear two fangs.

In 1926, it was decided that the Wood Badge design would be used for both Scout and Cub leaders, although the names would continue to be Akela Badge for Cubs and Wood Badge for Scouts. To differentiate between the section of the leaders, a coloured bead was added above the wood beads to show which section they belonged to. Yellow beads were used for Cub leaders, green for Scout and in 1927 a red bead was introduced for Rover Scout leaders. This idea proved to be very unpopular and ceased to be used from 1928, and at this point the badge became universally known as the Wood Badge.

Wood Badge symbols

Baden-Powell's suggests: "Scoutmasters who pass through Gilwell Park should have some form of badge to wear!" He suggests a Tassel with ornamented ends to be worn in the hat. This issue had not been concluded by the time the course was running. On 15 September 1919 Eileen Nugent (Baden-Powell's secretary) wrote to Percy Everett saying:

"The Chief Scout has suggested to Capt. Gidney the following decoration for Scoutmasters passing the training course, in place of the cords around the hat a bead at the end of the lacing of the hat in three grades: Wood, Bronze and White metal".

He has asked Capt. Gidney to go ahead in getting some beads made (like those of the Chief's which you have) ready for award at the end of the course.

But what about the Wood Badge?

Since that first Scoutmasters' Course in September 1919, adult volunteers in the Scouts have been awarded the Wood Badge on the completion of their leader training. The basic badge is made up of two wooden beads worn at the end of a leather lace. This iconic symbol of Scouting has become shrouded in myths, and its origins and development confused. Having completed extensive research using the Scouts (UK) heritage collection, we have pieced together the story.

The Wood Badge's final design took inspiration from a necklace brought back from South Africa by Scouting's Founder, Robert Baden-Powell. In 1888 Baden-Powell was serving with the British Army in Africa. During his pursuit of Dinizulu, Baden-Powell entered an abandoned camp where Chief Dinizulu, a local chief had been based. In 1925, Baden-Powell recalled what he found:



"In the hut, which had been put up for Dinizulu to live in, I found among other things his necklace of wooden beads. I had in my possession a photograph of him taken a few months beforehand in which he was shown wearing this necklace round his neck and one shoulder."

Photo: Chief Dinizulu, photographed around the time Baden-Powell found the necklace.



Assuming the necklace was the same one as in the photo, Baden-Powell took the necklace as a souvenir of the campaign and always referred to it as "Dinizulu's Necklace".

To expand on the symbol of the wood badge beads, Mangosuthu Buthelezi, the grandson of Chief Dinizulu remarked that those "were considered highly valuable by Zulu warriors, not because of any intrinsic value in the bead, but because it represented their triumph in some test or battle, or the distinction of some heroic deed."

After many decades of demanding the return of all of the original beads to their rightful owners, which would have been impossible as they were now dispersed across the world in the form of Wood Badges, an opportunity to create justice arose. In 1987, a necklace of four Wood Badge beads were presented as a symbolic act to the family of Chief Dinizulu, at an important Scout rally in South Africa. Buthelezi remarked about this many years later:



"I was honoured to receive this gift, because to me it was an acknowledgment that a Movement of such enduring dignity and success was birthed in our own country, among our own people. Today, much of what has become international practice in training Scouts has been taken directly from my own Zulu culture, and from the cultures of other African peoples. I am proud to know that the training and education of young people through such an admirable curriculum as that employed by the Scouts, was originally inspired by features so familiar to us as Africans."



The necklace was not the only souvenir of his military career which would come to be important to Scouting. In 1899-1900, Baden-Powell was the British Army Commander during the Siege of Mafeking (2nd Boer War, South Africa). During the siege he had a conversation with an elderly South African gentleman. He presented Baden-Powell with a leather lace which he wore around his neck saying his mother had given it to him for luck, and now he would pass that gift on to Baden-Powell.

The beads are presented together with a taupe neckerchief bearing a tartan patch of the Maclaren clan, honouring William de Bois Maclaren, who donated the £7000 to purchase Gilwell Park in 1919, plus an additional £3000 for improvements to the house that was on the estate. The neckerchief with the braided leather woggle (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".

Wood Badge training scheme

The Wood Badge tradition has been maintained throughout the years and in many Scout Associations, the Wood Badge is still awarded to Leaders upon completion of their Wood Badge Training. All this, of course, refers primarily to the development of the Movement in the United Kingdom which - at this stage - can hardly be dissociated from the growth and development of Scouting worldwide. Immediately after the second 'International Scout Conference' (now World Scout Conference) in Paris in 1922, a number of delegates crossed the Channel to attend a Scout Course. Gilwell Park had gained an international dimension, which with the agreement of Member Associations, would retain officially for almost fifty years.

During the following years, under the leadership of their 'Deputy Camp Chiefs' (DCCs) - who were appointed by the Camp Chief at Gilwell Park - National Associations developed their own training, mainly on the Gilwell model. Indeed, this has been a very important contribution to maintaining unity in the Scout Movement and The Scout Association, through Gilwell Park, has rendered invaluable services to World Scouting.

During the first twenty years, however, there was no scheme for training the Deputy Camp Chiefs, which is for training those who trained the Unit Leaders. Potential Deputy Camp Chiefs were simply asked to attend a second Wood Badge Course and so were Group Scout Leaders and Commissioners.

An experimental course for Deputy Camp Chiefs of the United Kingdom was held in 1947, at Gilwell Park. In the following years, other associations - notably Canada - held similar courses. But it was not until 1956 that the first official 'Training the Team Course', as it was then known, was held at Gilwell Park under the direction of the Camp Chief. This course was successful and in the following year, the 16th World Conference, held in Cambridge, looked forward "to considerable development along these lines".

This development took place and the course, which subsequently became known as the 'International Training the Team Course', was held in many parts of the world - usually under the personal direction of the Camp Chief. But, with the passage of time and with the continual growth of the Movement throughout the world, the circumstances and the needs of Associations in the field of Unit Leader Training were constantly changing and becoming increasingly varied. The established training pattern, which had so adequately satisfied the needs of most Associations for a long time, lacked the flexibility necessary to satisfy the widely diverging needs of the rapidly growing number of Associations.



Training committee structure

In 1961, the World Training Committee was established as a subcommittee of the World Committee and recommendations were made for the appointment of National Training Commissioners. This was a first move towards the creation of a specific training infrastructure at world level. A few years later, the World Training Committee prepared a comprehensive report on the situation of Adult Leader Training and made suggestions for the introduction of a new policy which was accepted by the 22nd World Conference, in Helsinki in 1969.

The new policy reaffirmed the principle of the voluntary acceptance of a process of co-ordination of the methods of training of Unit Leaders and of those who, in their turn, train them. It was based on the dual principle of unity and flexibility and encouraged National Scout Organizations to develop training schemes to suit their own needs and build up their National Training Teams.

Regional Training Committees were gradually established in all Regions to support National Associations and assist them in the development of a training pattern, and the training of trainers. This policy was further completed in 1977 when the 26th World Conference held in Montreal entrusted National Scout Organizations with the responsibility of training their own trainers. After an initial test period, the World Training Committee submitted a positive evaluation report to the World Conference in Dakar, which reaffirmed the validity of the policy.

In the meantime, a new version of the 'International Training Handbook' was published to assist National Training Commissioners in implementing the policy. The World Scout Bureau - at world and regional levels - provided direct assistance to Associations, to help them develop relevant training patterns, organise their own courses and increase the skills and ability of their trainers.



Adults in Scouting

A document, 'Adults in Scouting' was presented at the 32nd World Scout Conference in Paris. The document outlined the basic principles for managing adult resources, which covers, among other things, the training elements of managing adult development. Based on those principles, it became the 'World Adult Resources Policy' which was adopted at the 33rd World Scout Conference, in Bangkok, 1993. Hence, Adult Leader Training has become an integral part in the management of adult resources.

This policy emphasises the need to address all aspects of the Management of Adult Resources (recruitment, support and training, follow-up) as an integrated whole and, at the individual level, introduces the concept of a 'Life cycle of leaders in the Movement' also to be approached as a whole. In the area of support and training, the policy puts the emphasis on flexibility in training and easy access for all to training opportunities, as well as on the need to take into account the personal development of adult leaders, on equal footing with their functional training (training in the competencies required to fulfil an assigned task).

Under this new approach, the training and support functions of an Association and the role of those who provide support and training are not devalued. They have become a part of the bigger picture, and the actual range of competencies they cover has been extended considerably with the inclusion of all adult functions within the system and the extension into the personal development of adult leaders.



Wood Badge framework

If the responsibility of NSOs/NSAs in training has never been questioned since the World Conference in Helsinki, on the contrary, it was reconfirmed in 1993 by the adoption of the World Adult Resources Policy and most recently by the World Adults in Scouting Policy adopted by the World Scout Conference in Curitiba 2011. This policy “requests the World Scout Committee to develop and distribute guidelines which support the implementation of the World Adults in Scouting Policy, including the Wood Badge scheme and the application of the Policy in relation to professional staff as soon as possible after the World Scout Conference concludes.” The P\previous statement responds to the need to have a clear definition and formal Wood Badge framework expressed by many NSOs/NSAs. Based on the resolution, the WOSM’s Wood Badge framework was developed in 2012.

After the adoption of the World Scout Youth programme Policy in Slovenia in 2014, the process of the World Adults in Scouting policy alignment started. A revised version was presented at the World Scout Conference in Azerbaijan in 2017. This act established conditions for refreshing the Wood Badge framework, aimed at bringing transparency and clarity overall.

The Wood Badge continues to be awarded to adults in Scouting who attain a high standard in their training. It is awarded to Scout Leaders around the World and all those who achieve their Wood Badge automatically become a member of the 1st Gilwell Park Scout Group. The holding of the Wood Badge should not be considered as a sign that you have completed your training. Training is an ongoing process and you can never really state it has been completed.



APPENDIX 2: WORLD SCOUT CONFERENCE RESOLUTIONS

Resolution 2008-13: Adult Resources

The Conference

- noting the results achieved in the matter of adult resources since the adoption of the World Adult Resources Policy in 1993
- underlining the importance of training in the management of Adult Resources and in the accomplishment of our mission
- highlighting the issues of the recognition of our training systems by external bodies and actors outside Scouting

The Conference recommends to the World Scout Committee and the World Scout Bureau to:

- engage in a process of evaluation of training systems in place in the Movement
- using the symbolism of the Wood Badge, draw up a framework for the official recognition of national training systems, which will remain optional for National Scout Organizations in accordance with the World Adult Resources Policy
- submit the results of this work to the next World Scout Conference.

Resolution 2011-11: World Adults in Scouting Policy

The Conference

- reaffirming previous World Scout Conference Resolutions 1993-04, 2005-10, 2008-12 and 2008-13 focusing on Adults in Scouting
- considering the necessity to integrate major recent policies and other key approaches adopted by WOSM such as "Gender policy", "Child protection", "Reaching out", etc.
- emphasising the key role played by adults to support the growth of the Scout Movement
- welcoming the celebration in 2011 by the United Nations of the 10th Anniversary of the International Year of Volunteers

The Conference

- welcomes the work done by the World Scout Committee and World Scout Bureau to update the World Adult Resources Policy
- recognises that the "Adults in Scouting" framework adopted in 1990 can be used to manage both volunteers and professionals in Scouting
- adopts the World Adults in Scouting Policy as representing WOSM's policy on the acquisition, retention, training, personal development and management of adults within the Scout Movement
- resolves that the policies and procedures on adult recruitment, appointment, support, training and retention as established by previous resolutions are now modified by the adoption of the provisions of the World Adults in Scouting Policy
- invites National Scout Organizations to implement the provisions of the World Adults in Scouting Policy
- requests the World Scout Committee to develop and distribute guidelines which support the implementation of the World Adults in Scouting Policy including the Wood Badge scheme and the application of the Policy in relation to professional staff as soon as possible after the World Scout Conference concludes.



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Creating a Better World



Years of Shaping Leaders

Wood Badge Centenary

Since the establishment of the Scout Movement in 1907, the training and development of adult leadership has been a core element in achieving our Mission. Today, the Wood Badge training remains as an important mechanism for shaping the leaders of our Movement. To grow our movement and empower more young people through Scouting, we need more adult volunteers to commit to our cause and support the implementation of our Vision, Scouting should attract, train, and retain quality volunteers to deliver the Youth Programme. In 2019 Scout Movement celebrate the Wood Badge Centenary.



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ADULTS IN SCOUTING
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World Scout Bureau,
Global Support Centre
Kuala Lumpur

Suite 3, Level 17,
Menara Sentral Vista, No 150
Jalan Sultan Abdul Samad
Brickfields, 50470
Kuala Lumpur, MALAYSIA

Tel.: + 60 3 2276 9000
Fax: + 60 3 2276 9089

worldbureau@scout.org
scout.org