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10 ޖަނުވާލީ 2024	ތާރީޚް:
SAM/CIR/2024/007	ނަންބަރު:
ސަލާމު ހިންގާ ޖަމިއްޔާތަކުގެ ނަންބަރު	ސަލާމު ހިންގާ ޖަމިއްޔާ:
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މި ލިޔުންތަކުގެ މަސައްކަތްތަކުގެ ބޭރުން ދެނެގަތުމަށް ނަސީބު ވާނީ ސަލާމު ހިންގާ ޖަމިއްޔާތަކުގެ ފަރާތުންނެވެ.

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ސަލާމު ހިންގާ ޖަމިއްޔާތަކުގެ ނަންބަރު

މި ލިޔުންތަކުގެ މަސައްކަތްތަކުގެ ބޭރުން ދެނެގަތުމަށް ނަސީބު ވާނީ ސަލާމު ހިންގާ ޖަމިއްޔާތަކުގެ ފަރާތުންނެވެ.

ސަލާމު ހިންގާ ޖަމިއްޔާތަކުގެ ނަންބަރު ދެނެގަތުމަށް ނަސީބު ވާނީ ސަލާމު ހިންގާ ޖަމިއްޔާތަކުގެ ފަރާތުންނެވެ.

Wood Badge Competencies and Learning Outcomes

The goal of Wood Badge is to empower adults to accomplish the mission and goals of The Scout Association of Maldives through competent leadership training that leads the way for youth development and empowerment.

This document outlines a set of competencies for Wood Badge, aimed at achieving the above-mentioned goal. The Wood Badge training scheme will be developed based on these sets of competencies.

The competencies were compiled based on the various interactions held with the Leaders implementing Scouting at Group level and on the knowledge, expertise, and the experience of the members of the compilation team, derived from the training courses held locally and to some extent internationally as well.

Drafted in January 2024 by the Wood Badge Course Development Team.

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List of Wood Badge competencies and Learning Outcomes

Below is the list of competencies and learning outcomes for achieve the respective competency.
 The list of competencies is grouped under the 5 themes defined in the WOSM Wood Badge Framework

Theme	Topics	Competencies	Learning Outcomes
Scouting Essentials	Fundamentals	1. Understand Fundamentals of Scouting.	1.1. Describe the characteristics, purpose, principles, and Method of Scouting. 1.2. Understand deeply the educational approach of Scouting. 1.3. Fluently articulate the Scout Law and Promise, understanding their significance in guiding the behavior and values of young and adult members. 1.4. Integrate Scouting values into personal and professional decision-making, demonstrating commitment to the Scout Law and Promise. 1.5. Plan and lead diverse Scouting activities, incorporating the Fundamentals of Scouting to enhance the overall experience for participants. 1.6. Educate and mentor others on the significance and practical application of the Fundamentals of Scouting.
	History of Scouting	2. Understand the origins, and development of Scouting nationally and internationally.	2.1. Demonstrate comprehensive understanding of the history of Scouting both nationally and internationally. 2.2. Identify key figures and summarize notable achievements and milestones in the development of Scouting nationally and internationally. 2.3. Demonstrate understanding of Wood Badge history and identify and understand the symbols of wood badge including Yoke, Beads, Scarf, McLaren Tartan, Axe and Log Totem, and Kudu horn.

Theme	Topics	Competencies	Expected Specific Learning Outcomes
			2.4. Identify Wood badge as an element of the symbolic framework within Scouting.
	SAM and WOSM	3. Identify with SAM & WOSM's Mission, Vision and Strategy for Scouting and effectively recognize and articulate the direct impact and significance of individual roles in fulfilling the global Mission and Vision of World Scouting.	3.1. Understand the salient features of incorporation of the Scout Association of Maldives. 3.2. Understand the organizational structure of Scouting at the national and international level, including key committees, leadership roles, and governance. 3.3. Exhibit a basic understanding of SAM and WOSM's strategies for Scouting, recognizing overarching goals and key approaches outlined in their strategic plans. 3.4. Recognize and articulate how individual and collective roles within the Scout Community align with the core values and principles embedded in SAM and WOSM's Mission and Vision for Scouting.
	International aspect	4. Promote the wider national and international aspect of Scouting and guide and mentor young people to prepare for national, Regional and Global events.	4.1. Promote the importance of the global dimension in scouting. 4.2. Guide the development of skills and knowledge necessary for successful engagement in national and international level scouting activities. 4.3. Apply effective communication and collaboration strategies to work with diverse groups of leaders and youth in scouting. 4.4. Comprehend the cultural differences and practices in scouting globally and apply this knowledge to cultivate an inclusive and culturally sensitive environment.

Theme	Topics	Competencies	Expected Specific Learning Outcomes
	Scout Method	5. Apply the Scout Method in all aspects of work.	5.1. Develop an in-depth understanding of the Scout Method and be able to explain the interconnectedness between the elements of the Scout Method. 5.2. Demonstrate the understanding of the role of the Scout Method in shaping the Scouting experience for young people. 5.3. Apply the elements of the Scout Method fully, integrating it seamlessly into all Scouting activities. 5.4. Provide support to other leaders for effective application of the Scout Method, adapting it to evolving educational and societal contexts.
	Characteristics	6. Support youth members in their personal growth by demonstrating a comprehensive understanding of their characteristics	6.1. Understanding of the general characteristics and developmental needs of youth members relevant to the age section. 6.2. Knowledge and skill to address the six growth areas (S.P.I.C.E.S) in a balanced and comprehensive manner.
	Youth Programme	7. Implement the Youth Program, aligning its objectives and	7.1. Apply the knowledge of the six growth areas (S.P.I.C.E.S) and align Scouting activities with the developmental needs of individual youth members, ensuring a customized and impactful Scouting

Theme	Topics	Competencies	Expected Specific Learning Outcomes
		activities with the needs of the individual youth member.	<p>experience that matches between program elements and their personal growth.</p> <p>7.2. Demonstrate understanding of the concept of Youth Programme and the role of Educational Objectives and activities within the Youth Programme.</p> <p>7.3. Provide support to youth members by offering guidance and encouragement in their personal growth journey within the context of Scouting.</p> <p>7.4. Articulate the importance of individual and peer assessment in assessing the development of Youth Members and the timely recognition and rewarding of achievement.</p> <p>7.5. Understand & promote values of peace, understanding, and cooperation as integral aspects of being a responsible global citizen.</p> <p>7.6. Foster engagement with the broader Scouting community, to contribute and share experiences for collective efforts aimed at enhancing the personal development of Youth.</p>
	Programme Planning	8. Practice programming tools such as Plan-Do-Review in Programme Planning with youth-adult collaborative leadership	<p>8.1. Explain the Plan>Do>Review cycle, its application in Scouting and its contribution to the Scout Method and S.P.I.C.E.S.</p> <p>8.2. Facilitate a democratic participatory process with active engagement of young people in planning, doing and reviewing their programme cycle.</p> <p>8.3. Facilitate and guide young people in planning, implementing and reviewing weekly meetings.</p>
	Ceremonies	9. Conduct the various ceremonies in Scouting	9.1. Demonstrate understanding of the purpose of ceremonies and its role in reinforcing Scouting values.

Theme	Topics	Competencies	Expected Specific Learning Outcomes
	Camping and outdoors	0. Proficiency in Camping and outdoor skills including Camp Craft, Campfire, Orienteering and Backwoods skills.	<p>9.2. Apply the understanding of the purpose of ceremonies in Scouting and conduct Investiture, awarding and going-up ceremonies.</p> <p>0.1. Demonstrate the ability to educate and adhere to Leave No Trace principles, promoting environmental stewardship and minimizing the impact of camping activities on natural surroundings.</p> <p>0.2. Demonstrate camping skills, including knowledge of equipment, camp setup and the ability to adapt camping to various outdoor environments and conditions.</p> <p>0.3. Demonstrate basic backwoods skills, including minimal-impact camping, outdoor cooking, and basic survival skills.</p> <p>0.4. Demonstrate knowledge and skills in orienteering, understanding basic map reading, compass navigation, and the ability to lead orienteering activities in outdoor settings.</p> <p>0.5. Build and manage a campfire, emphasizing safety practices and incorporating creative elements into campfire experiences.</p> <p>0.6. Facilitate and guide young people in planning and implementing camping and outdoor activities, providing clear demonstrations, step-by-step guidance, and constructive feedback to enhance their learning experience.</p> <p>0.7. Ensure outdoor initiatives are inclusive, adapting strategies to accommodate diverse backgrounds, abilities, and preferences among participants.</p> <p>0.8. Exhibit awareness of safety protocols and emergency procedures related to camping and outdoor activities, emphasizing the well-being of participants.</p>

Theme	Topics	Competencies	Expected Specific Learning Outcomes
			0.9. Take a leadership role in emergency response situations, demonstrating the ability to coordinate and lead effective responses to unforeseen challenges during outdoor activities.
	Risk Management	1.1. Provide appropriate supervision and carry out risk management in programs and activities.	1.1.1. Understand basic risk management concepts and the need to identify and mitigate potential risks in various programs and activities. 1.1.2. Understand the importance of adult supervision in programs and activities, recognizing the role it plays in ensuring the safety of young people. 1.1.3. Provide supervision during programs and activities, employing strategies to monitor participants and address emerging issues promptly to ensure participants are engaged in a safe manner. 1.1.4. educate and guide young people on safety protocols and procedures, ensuring they are aware of and understand essential safety measures. 1.1.5. Demonstrate the understanding of established safety protocols and emergency response procedures, and the ability to follow these procedures and protocols to ensure basic safety measures are in place during programs and activities. 1.1.6. Contribute and engage in efforts to improve risk management practices, regularly reviewing and updating protocols based on feedback, incident reports, and industry best practices.
		Apply Basic First Aid skills	1.7. Know how to attend to minor injuries and illnesses common to camps and outdoor activities. 1.8. demonstrate first aid techniques with clear explanation.

Theme	Topics	Competencies	Expected Specific Learning Outcomes
			<ul style="list-style-type: none"> 1.9. prepare a basic first aid kit. 1.10. know the steps necessary to assess and handle a medical emergency until help arrives. 1.11. understand and explain when an insect or bee sting could be life threatening and what action should be taken for prevention and for first aid. 1.12. Have a general understanding of our environment and poisonous species and know what to do if in an unlikely case of an incident involving such species.
	Safe from Harm	2. Proficient in Safe from Harm practices.	<ul style="list-style-type: none"> 2.1. Explain the principles and importance of Safe from Harm in Scouting. 2.2. Understand potential risks that may pose threats to the well-being of individuals. 2.3. Participate in monitoring and evaluation of SfH practices and identify areas of improvement. 2.4. understand different types of harm. 2.5. recognize potential hazards in various settings such as home, school, troop/pack meetings, camps. 2.6. identify signs of stress, anxiety, or depression, and support to develop healthy coping skills. 2.7. practice Safe from Harm, including respecting privacy, confidentiality, and consent.
		13. Implement safeguarding practices.	13.1. Recognize and protect all information that constitutes personal data in Scouting activities and records.

Theme	Topics	Competencies	Expected Specific Learning Outcomes
			<p>13.2. Understand safeguarding practices and regulations relevant to Scouting and apply the knowledge in collection, storage, and processing of personal information.</p> <p>13.3. Implement and enforce strong security measures to safeguard personal data against unauthorized access, ensuring secure storage, and employing encryption or other relevant technologies to protect sensitive information.</p> <p>13.4. Actively contribute to creating a culture of data protection awareness.</p> <p>13.5. understand core principles like transparency, purpose limitation, data minimization, and individual rights.</p> <p>13.6. identify potential data breaches, such as unauthorized access, loss, or misuse of personal data.</p>
	Inclusivity	14. Create and maintain an inclusive environment.	<p>14.1. Gain a foundational understanding of inclusion principles, recognizing the importance of creating environments that embrace diversity.</p> <p>14.2. Foster a culture of inclusivity, promoting an atmosphere where everyone feels welcome, respected, and valued.</p> <p>14.3. Demonstrate the ability to adapt activities and assessments within the Youth Programme to ensure inclusivity for participants with diverse needs.</p> <p>14.4. Continuously evaluate the inclusiveness of the Scouting environment and make improvements as necessary, ensuring ongoing commitment to creating a welcoming and supportive space for all members.</p>

Theme	Topics	Competencies	Expected Specific Learning Outcomes
Leadership and Management	Youth-led democratic governance	1.5. Encourage, support, and maintain youth led democratic governance within the Group Structure.	<p>1.5.1. Demonstrate understanding of how the Scout Group is divided into Units or Sections based on age groups and how these Sections interact within the overall structure.</p> <p>1.5.2. Clearly define a Scout Patrol, focusing on its composition and its purpose in fostering teamwork, peer-to-peer education, and leadership development.</p> <p>1.5.3. Clearly articulate the meaning of Patrol Spirit and identify and describe various symbols and their importance in promoting Patrol unity.</p> <p>1.5.4. Reflect on the significance of Patrol meetings, especially for personal growth and progression and express the role of adult leaders in promoting and facilitating regular Patrol meetings.</p> <p>1.5.5. Describe the role of Patrol Leaders Council (PLC) as a dynamic and effective forum for decision-making, planning, and leadership development within the troop.</p> <p>1.5.6. Demonstrate the ability to guide and support PLCs to be well-organized and purposeful.</p> <p>1.5.7. Explain how the structure of the Scout Group, as a youth-led governance mechanism, empowers youth members to take on leadership roles and participate in decision-making processes.</p> <p>1.5.8. Illustrate and explain the adult-youth leadership sharing model, reflecting on the role of adult leaders in providing mentorship and support to young leaders in enhancing their leadership capabilities.</p> <p>1.5.9. Apply a reflective feedback approach to patrol activities, enabling members to learn from experiences and continuously improve their teamwork and leadership skills.</p>

Theme	Topics	Competencies	Expected Specific Learning Outcomes
	Interpersonal relations	16. Develop and maintain productive relations.	<p>16.1. Illustrate, with visual representations, such as charts or diagrams, the hierarchical and functional aspects of a Scout Group and explain the various leadership roles within the Group.</p> <p>16.2. Describe the roles and responsibilities of different adult positions in the Group.</p> <p>16.3. Demonstrate collaborative leadership ability in effectively delegating various functions and responsibilities among Adult Leaders.</p> <p>16.4. Demonstrate skills to collaboratively identify and address challenges within the leadership team, fostering a positive and cohesive environment through effective problem-solving techniques.</p> <p>16.5. Demonstrate the ability to effectively identify, address, and resolve conflicts within the leadership team, promoting positive and cohesive working relationships.</p>
	Finance and Physical Resources	17. Manage financial and physical resources for delivery and development of Scouting	<p>17.1. Devise and implement fundraising strategies to supplement troop finances, demonstrating creativity and innovation in securing additional financial support.</p> <p>17.2. Demonstrate proficiency in planning fundraising activities by setting clear goals, developing detailed budgets.</p> <p>17.3. Explore and implement strategies to ensure that fundraising activities are youth-led, in an age-appropriate way, promoting the involvement and empowerment of young people.</p> <p>17.4. Demonstrate ability to provide clear and transparent communication of fundraising plans to stakeholders.</p>

Theme	Topics	Competencies	Expected Specific Learning Outcomes
			<p>17.5. Establish effective record-keeping practices to track financial transactions and maintain accountability for funds, promoting transparency and responsible financial management.</p> <p>17.6. Understand and adhere to relevant financial regulations and ethical standards in managing finances.</p> <p>17.7. Plan for identification and acquisition of physical resources, considering current and future needs, ensuring preparedness for upcoming activities.</p> <p>17.8. Manage physical resources efficiently, ensuring that an organized inventory system is maintained.</p> <p>17.9. Integrate resource management into budgeting processes, with the understanding of the financial aspects of obtaining and managing physical resources.</p>
	Management and Administration	18. Manage and administer a Scout Group	<p>18.1. Proficiently maintain accurate and organized records of the Scout Troop/Group, ensuring all essential information is documented and all paperwork, communication, and other administrative responsibilities are managed efficiently.</p> <p>18.2. Prioritize timely documentation of troop activities, ensuring that records are updated promptly to provide current and relevant information for planning and decision-making.</p> <p>18.3. Facilitate and manage logistical details, scheduling, and communication to ensure smooth and well-organized youth-led Troop Meetings and Troop activities.</p> <p>18.4. Describe the purpose of a Troop Assembly and demonstrate the ability to practice participatory leadership in planning, organizing, and reviewing a Troop Assembly</p>

Theme	Topics	Competencies	Expected Specific Learning Outcomes
			<p>18.5. Describe the purpose of a Group Assembly and demonstrate the ability to practice participatory leadership in planning, organizing, and reviewing a Group Assembly.</p> <p>18.6. Clearly articulate the primary purpose and key functions of the Group Council and demonstrate the ability to practice collaborative leadership in organizing and reviewing a well-organized Group Council that aligns with Group goals and objectives.</p>
	Emotional Intelligence	19. Navigate and respond to emotional cues from Scouts and leaders, prioritizing their well-being fostering a positive and inclusive Scout community.	<p>19.1. Apply emotional intelligence skills to identify and manage personal emotions effectively and use emotional intelligence to interpret and respond to the emotional needs of others.</p> <p>19.2. Develop and maintain strong interpersonal relationships, building trust and rapport with individuals.</p> <p>19.3. Contribute to a positive organizational culture that values emotional well-being as an integral component.</p>
	Leadership	20. Apply core leadership qualities.	<p>20.1. Demonstrate understanding of the value-based nature of leadership in Scouting.</p> <p>20.2. Demonstrate understanding of situational leadership that involves collaboration towards a shared purpose.</p> <p>20.3. Demonstrate understanding that Leadership in Scouting is characterized by the active facilitation for purposeful change.</p> <p>20.4. Explain the Leadership in Scouting model, understanding its four dimensions and how these skills contribute to effective leadership within the Scouting context.</p>

Theme	Topics	Competencies	Expected Specific Learning Outcomes
	Critical thinking and problem solving	21. Analyze information, make informed decisions, and solve problems effectively.	<p>21.1. Demonstrate the ability to apply critical thinking skills to effectively analyze information, make informed decisions, and solve problems.</p> <p>21.2. Demonstrate the ability to apply a systemic problem-solving approach.</p>
	Change Management	22. Proficiency in adapting to and managing changes.	<p>22.1. Apply change management strategies that effectively guide the Scout Troop through transitions.</p> <p>22.2. Apply adaptive practices within the troop that enhance troop dynamics, resilience, and responsiveness to evolving situations.</p> <p>22.3. Navigate routine changes to the scouting program with ease, demonstrating flexibility in planning and execution.</p>
Project Management	Sustainable Projects	23. Carry out sustainable projects through collaborative leadership.	<p>23.1. Apply the knowledge of sustainability and collaborative leadership in actively involving young people in the planning, execution, and evaluation of sustainable projects.</p> <p>23.2. Demonstrate the ability to design sustainable projects, incorporating personal growth and development of young people.</p>
	Project Management Cycle	24. Competent in Project Management.	<p>24.1. Demonstrate understanding of project management cycle.</p> <p>24.2. Effectively guide and empower young people in applying the skills of Project Management Cycle.</p>
Communicating Meaningfully	Marketing and Negotiation	25. Proficiency in communication strategies, marketing initiatives, and negotiation skills.	<p>25.1. Demonstrate the ability to communicate routine changes promptly and effectively.</p>

Theme	Topics	Competencies	Expected Specific Learning Outcomes
			<p>25.2. Apply effective communication and negotiation strategies to initiate and foster partnerships.</p> <p>25.3. Demonstrate the ability to organize promotional events, and utilize media platforms to promote Scouting.</p>
	Communicating positively and appropriately	26. Apply effective communication techniques.	<p>26.1. Demonstrate the ability to celebrate the personal qualities, talents, and unique contributions of young people.</p> <p>26.2. Display the ability to adapt communication style to the developmental stages and understanding of young people.</p> <p>26.3. Display the use of effective communication techniques to promote positive interactions among young people.</p> <p>26.4. Demonstrate the ability to adapt to evolving contexts and needs.</p>
Adult Development	Adults in Scouting	27. Apply the Adults in Scouting Life Cycle	<p>27.1. Describe key components and stages of 'Adults in Scouting' Life Cycle and the rationale behind its holistic approach.</p> <p>27.2. Identify effective strategies for recruiting volunteers and support them in their initial recruitment stage, and their performance and development.</p> <p>27.3. Demonstrate understanding of the pathways for further training and development as Adults in Scouting.</p> <p>27.4. Display understanding of the importance of lifelong self-learning in the context of Adults in Scouting.</p>