Asia-Pacific Region
TRAINING TOOLS PACKAGE
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Foreword

The Scout Movement has always been dynamic with the support of adult leaders and responsive to the needs of our young people. At this point when challenges are emerging at a fast pace, we cannot afford to be left behind. With this view in mind, the review and revision of the content and syllabi of the adult leader and trainer training courses were undertaken.

On behalf of the Regional Scout committee, I would like to congratulate Dr Evelina M. Vicencio and her team for a job well done in producing the APR Training Tools.

We believe that this is another project that we, the Regional Committee and the Adult Resources Subcommittee, are supporting so as to enhance the quality of training for adult leaders.

I encourage all National Scout Organizations in the Asia-Pacific to make full use of this package in adult training activities, either as reference materials when conducting adult training courses, or as a model for any training module tailored to meet the needs of the organization.

Jejomar C Binay
Chairman
Asia-Pacific Regional Scout Committee
Preface

The Adult Resources Sub-Committee of the Asia-Pacific Regional Scout Committee (2001 – 2004) created a Task Force to prepare training syllabi and training modules for various adult leader training courses. The six-member Task Force for Training Tools Development was created in November 2002 with Dr. Evelина M. Vicencio as Coordinator.

The Task Force had been working since then, guided by the policies set forth in the Adult Resources Handbook, developing the syllabi for training courses for Cub Pack Leaders, Scout Troop Leaders, Senior Scout Troop Leaders, Rover Leaders, Leaders of Adults, Assistant Leader Trainers, and Leader Trainers.

In the process, the Task Force developed questionnaires, which were sent to NSOs to validate their work. The responses received from the targeted NSOs were very encouraging.

The functions/responsibilities based on the roles of the Unit Leaders, Leaders of Adults, and Trainers identified by the Task Force were validated.

The ten most important personal or core life skills to be developed into modules for the adult leaders and trainers were also identified. For the basic Scouting subjects in the Introductory Course, modules called self-contained, Organized Unit of Training (SCOUT) Modules were developed.

All the SCOUT Modules use learner-centered strategies, whether ‘Wrap-around Module” (accompanying a book, a canned reference or multi-media material) or “Standalone Module.”

With the completion of the Asia-Pacific Region Training Tools, it is our sincere hope that the National Scout Organizations will make the most advantage of the training tools provided, and will align such training for the adults, by reviewing and revising their existing training courses.

I am delighted to note that another milestone has been added to the development of training tools in the Asia-Pacific Region. I would like to thank the members of the Task Force, editors, writers of Modules, and those who have contributed to the production of the training tools.

“We commit to the betterment of Scouting for more young people.”

Abdullah Rasheed
Regional Director
World Scout Bureau/Asia-Pacific Region
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We would like to thank the following who have contributed to the success of this Training Tools Package:

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We hope that the National Scout Organizations of the Asia-Pacific Region and of other Regions would find this book useful in developing, localizing, and improving their scheme of training.

Abdullah Rasheed
Regional Director
World Scout Bureau/Asia-Pacific Region
Executive Summary

The Asia-Pacific Regional Task Force for Training Tools Development humbly presents this APR Training Tools Package. The Training Package is the result of a collaborative effort among the members of the Task Force who belong to different National Scout Organizations (NSOs). It is also the result of exhaustive research/documentary and empirical research, which the Task Force did to develop standard training and instructional designs that take into account the nature of the Courses and the situation in different NSOs in the Region.

The Training Package is suggestive and not prescriptive tool. Although the Task Force painstakingly did research to have a sound basis for its design, it recognizes that there are extraneous factors prevailing in NSOs that will necessitate adaptations to specific aspects of the Package. The NSOs are therefore encouraged to make these adaptations to make training relevant, authentic, meaningful, and effective.

For consistency the Scouting terminologies used in the Training Package were those used by Lord Baden-Powell because different NSOs use different Scouting terminologies. The Task Force leaves it to the NSOs to translate them using their own terminologies.

The World Adult Resources Handbook guided the work of the Task Force, and it adhered to its provisions as closely as possible.

Content of the Training Package

The Training Package contains the following:

- Foreword
- Preface
- Introduction
- Guidelines for the Conduct of Courses
- Introductory Course
- Syllabus
- Self-Contained, Organized Unit of Training (SCOUT) Modules
  - History of Scouting
  - Fundamentals of Scouting
  - Mission of Scouting
  - Youth Programme
  - Adults in Scouting
  - Structures of WOSM and World Scout Bureau/Asia-Pacific Region
  - Structures of WOSM and World Scout Bureau/Asia-Pacific Region (workbook)

- Syllabi of Unit Leader Training Courses
  - Pack Leaders
  - Scout Leaders
  - Senior Scout Leaders
  - Rover Leaders
  - Leaders of Adults

- Trainer Training Courses
  - Course for Assistant Leader Trainers
  - Course for Leader Trainers

- Modules of Electives
  - Motivation
  - Creativity
  - Planning and Organizing Activities
  - Management of Resources in Scouting
  - Problem Solving
  - Feedback: To Give or Not to Give
The content of the Training Package is presented in both hard and soft copies. The special folder serves two purposes: (1) to keep the content of the Package; and (2) to use as a stand for teaching aids when teaching a Patrol or a small group.

Preparing the Training Package was a tedious, arduous, and challenging task. It is hoped that the NSOs would be able to maximize its use in their training courses. Then the purpose for which the Task Force was created would have been fulfilled. Finally, the Task Force expresses its gratitude to the APR Adult Resources Committee and the World Organization of the Scout Movement-Asia Pacific Region for the opportunity to be of service through training.

Evelina M. Vicencio  
Coordinator  
APR Task Force for Training Tools Development

Reiko Suzuki  
Chairman  
APR Adult Resources Sub Committee
Introduction

The publication of the *World Adult Resources Handbook* (WARH) in 2001 which was revised in 2005 necessitated a review of the training schemes of the National Scout Organizations (NSOs) of the World Organization of the Scout Movement (WOSM). The Handbook contains the provisions of the World Adult Resources Policy—Adults in Scouting adopted at the 33rd World Scout Conference in Bangkok in 1993. The NSOs were thus able to align their training schemes with the new policies and processes of WOSM. Immediately after its publication, the Asia-Pacific Regional Adult Resources Subcommittee created the Asia-Pacific Regional Task Force for Training Tools Development to facilitate the implementation of pertinent provisions related to adult training in the Region.

In the accomplishment of its charge, therefore, the Task Force tried to be as faithful as possible to the provisions of the World Adult Resources Policy. This is evident in the development of a standard training pattern, as well as in the design of training courses for the Region, which are reflected in this APR Training Package.

Training Pattern
The APR Training Package follows the training pattern in the *WARH* (2001: 504.7-504.9):

Courses/ Stages or Phases

**Introductory Course**
The Introductory Course is the first formal training course taken by Unit Leaders or Leaders of Adults, if they are new to Scouting. It may also be called an Explanatory Course, General Information Course, Preliminary Course, Orientation Course, or Information Course. It is usually short and may last for three hours, several evenings, or at most, a whole day. The course is common to all appointments. It focuses on the WHAT of Scouting; hence the content is concerned with providing information and developing a general understanding of the Movement. The Introductory Course is a pre-requisite to the Basic and Advanced Training Courses.

**Basic Course**
The Basic Course is the second formal training course taken by a Unit Leader or a Leader of Adults. It satisfies the training needs of an Assistant Unit Leader/Unit Leader/Leader of Adults. It is longer than the Introductory course and may last for two weekends or a number of evenings. It focuses on HOW Scouting works in the leader’s own situation. Within the Woodbadge Training scheme this leads to the presentation of the Gilwell Woggle.

**Advanced Course**
The Advanced Course is usually the final formal training course to prepare a full-fledged Unit Leader or a Leader of Adults for his/her job. The course satisfies the training needs of a Unit Leader/Leader of Adults. It is a course usually held around 6 days (or its equivalent) in camp. It focuses on WHY Scouting works and HOW to improve its efficiency. Within the Woodbadge Training scheme this leads to the presentation of the Woodbadge, parchment, and Gilwell Woggle.

**Training Studies (TS)**
Training studies are either written or presented as discussion questions concerning the job of the Unit Leader or a Leader of Adults. These aim to reinforce learning by encouraging the leader to reflect on what s/he has learned and to apply it in his/her situation. If written, it can be accomplished before or after a training course. If discussed orally with a trainer, it can be done during the training course or at a later convenient time.

**Training Assignments (TA)**
Training assignments may be an alternative to the TS. They are practical projects designed by the Course Leader from which the participants may choose and carry out with their units, to ensure that the leaders apply the competencies that have been learned. They can be accomplished either between weekends of a training course, or at the end of a continuous course.
The diagram below (Figure 1) illustrates the different emphases of the training courses (WARH, 508, p. 46).

![Figure 1. Emphases of different unit leader training courses.](Image)

**Course Development**
At the outset, the Task Force was committed to adopt the design of the Competency-Based Approach in Training (CBAT) stipulated in the WARH (509).

**Competency-Based Approach in Training (CBAT)**
Competency-based training design is an approach in developing training courses that starts from an analysis of roles to be filled on completion of training. CBAT is outcome-directed and assessment-oriented. It requires participants to demonstrate mastery of what they can do—to put knowledge and principles into practice.

The following steps were followed in the development of the training courses (Figure 2):

- **8. Development of Course Design**
- **7. Development of Performance Assessment**
- **6. Identification of Content of Training**
- **5. Classification of Competencies**
- **4. Identification of Competencies for Each Function/Responsibility**
- **3. Identification of Functions/Responsibilities for Each Role**
- **2. Identification of Roles**
- **1. Situational and Documentary Analyses**

![Figure 2. Steps in the competency-based approach to training.](Image)
1. **Situational and Documentary Analyses**
   
The *WARH* was studied and used as the main guide in the development of the courses.

NSOs were requested to submit training course syllabi and other training materials they were using, preferably in English or translated into English. The following NSOs submitted documents for consideration:
- Scouts Australia
- The Bharat Scouts and Guides (India)
- Bhutan Scouts Association
- Scout Association of Hong Kong
- The Scout Association of Maldives
- Scouts New Zealand
- The Scout Association of Papua New Guinea
- Boy Scouts of the Philippines

The documents were studied and analyzed to determine commonalities in training patterns; functions/ responsibilities of Unit Leaders/Leaders of Adults/Trainers; course and instructional designs, content, scope and sequence, strategies used, and evaluation instruments employed.

2. **Identification of Roles of Model Unit Leaders/Leaders of Adults/Trainers**
   
The roles of model Unit Leaders, Leaders of Adults, and trainers were organized, resulting in the following clustering of major roles:

- **Unit Leader:**
  - Program Planner, Implementer, and Evaluator
  - Administrative Leader
  - Trainer

- **Leader of Adults:**
  - Leader
  - Initiator, Planner, Innovator
  - Recruiter
  - Motivator/Source of Inspiration
  - Source of Information/Trainer
  - Relationship Person/Liaison Officer

- **Trainer:**
  - Instructor
  - Group Counselor
  - Facilitator
  - Course Leader
  - Program Facilitator
  - Administrative Facilitator

3. **Identification of Functions/Responsibilities for Each Role**
   
For each role of the Unit Leader/Leader of Adult/Trainer, functions/ responsibilities were identified. The clustering of roles was finalized after identifying the functions/responsibilities.

A questionnaire was developed to validate the roles and functions/ responsibilities of the Unit Leaders, Leaders of Adults, and Trainers. The questionnaire was pilot-tested at the APR Workshop on Training Systems Development held in Brunei Darussalam in December 2003 to determine applicability to different NSOs, revised, and revalidated at a Senior Leader Trainers Conference of the Boy Scouts of the Philippines in February 2004 to determine completeness and comprehensibility. The questionnaire was finally administered to leaders and trainers of NSOs who attended the Scout Youth Forum in Japan in March 2004 and finally sent to other NSOs in July 2004. The list of NSOs which responded to the questionnaires are in Figure 3.
Figure 3. Respondents to the questionnaires.

4. Identification of Competencies for Each Function/Responsibility
The functional competencies for each position common to all NSOs were identified and stated in behavioral terms as objectives.

Competencies were grouped into knowledge, attitudes, and skills (KAS) to ensure balance among the domains of learning.

5. Classification of Competencies
The competencies deemed necessary to be developed in training courses were classified into three groupings:

- Functional competencies
- Personal/Key competencies/Life skills
- Scouting competencies

Functional competencies are skills directly related to the roles of Unit Leaders/Leaders of Adults/Trainers and therefore necessary to fulfill their functions.

Personal/Key competencies/Life skills are general skills that are needed by most people in order to participate in all aspects of life, whether Scouting, work, education, and social aspects (WARH, p. 50). A straight listing of the personal/key competencies/life skills identified in the WARH (509.5, 509.8) and in the International Training Handbook (307, 308, 703, 704) was included in a questionnaire administered to the different NSOs. The respondents were requested to choose and rank what they thought were the 10 most important life skills, which resulted in the following:

1. Needs assessment
2. Leadership skills
3. Management of resources
4. Problem solving
5. Planning and organizing activities
6. Creativity
7. Setting objectives and selecting strategies to meet them
8. Giving and receiving feedback
9. Helping others
10. Motivation

Scouting competencies are knowledge, attitudes, and skills specific to Scouting (WARH 506.2). The Scouting knowledge competencies became the foci of the Introductory Course.
6. Identification of the Content of Training
The content, stated as topics, was identified based on the competencies or specific objectives.

The topics were then assigned to the appropriate Courses - Introductory, Basic, or Advanced according to the specifications in the WARH (504.7)
• WHAT of Scouting in general—Introductory Course
• HOW—Basic Course of the particular Section
• WHY—Advanced Course of the Section

This means that the "How" of Scouting is emphasized in the Basic Courses, but the "What" is also taken up, with minor emphasis. In the Advanced Courses, the major emphasis is on the "Why," and the "How" receives minor emphasis.

Electives in the form of self-instructional modules can be offered in the Advanced Unit Leader Course, Course for Assistant Leader Trainers, and Course for Leader Trainers as Spare Time Activity (STA), or there can be a designated schedule for accomplishing Elective modules.

7. Development of Assessment Instruments
An essential characteristic of CBAT is the development of assessment instruments to measure the performance in each course (during or after) of Unit Leaders/Leaders of Adults/Trainers based on the successful demonstration of competencies, after the training. A range of evidences or alternative assessments could be used to support attainment of competencies – for example, samples of previous work, documented evidence of achievements, references from persons familiar with the participants’ achievements (which can be used in portfolio assessment) and if necessary, demonstration of performance by practical assessment.

8. Development of Course Design
Course design is the arrangement of the components of the course: (a) Goals or general objectives; (b) Subject matter or content; (c) Learning activities or strategies; and (d) Evaluation. The sequence of the components is determined in the course design. A description of the course is included in the course design to provide an overview of the whole course. Goals and objectives are formulated to determine outcomes of instruction. The specific objectives for each session are stated in terms of competencies to be developed.

The content in all the courses are topics based on the competencies that are related to the roles and functions deemed significant and validated by the NSOs. However, NSOs have the liberty to add other topics relevant to their national thrusts and the situations prevailing in their organizations. Integration of content is encouraged to provide meaning and authenticity to the participant, although the ultimate responsibility for integration of content lies with the participant.

The sequence or order of content is determined using the following criteria:
• Logical arrangement
• Complexity of skill—simple to complex, concrete to abstract
• Prerequisite learning—what should be learned first that has a bearing on subsequent content
• Whole-to-part learning or vice versa

The credit hours are assigned to each topic based on the significance of the content. They are, however, suggested rather than prescribed.

The strategies or learning experiences observe andragogical (adult learning) principles and are therefore learner-centered.

There are suggested methods of evaluation, with preference for alternative assessment, for example, competency-based checklist or rating scales, verifications, or performance tests. Portfolio assessment is recommended, especially for Advanced Courses.

Modular Training
Modular training individualizes instruction and allows the participant to learn at his/her own pace. It is self-directing, self-pacing and self-correcting. It may contain one or more objectives relating to the same topic. The WARH (506.2) states that modular training will be used when feasible, which can be provided through Scouting or through alternative routes. Modular training can be done by personal study or delivered through the distance mode (for example, e-training), because the module can be in print or can use multi-media techniques through the Internet or by compact disc (CD).

Self-instructional modules called Self-Contained, Organized Unit of Training (SCOUT) Modules can either be wrap-around or stand-alone modules. Stand-alone modules are complete modules that contain the text of the content and do not refer the participant to other sources of information. Wrap-around modules revolve around a book, a printed material, or a canned reference or multi-media material, for example, tape, diskette, movie, or an official website.

Modules have been developed for the sessions in the Introductory Course as well as for electives as options to training sessions or face-to-face instruction.
Guidelines for the conduct of training courses

The training of the youth calls for dedicated leaders. Men and women, imbued with character and vision and who are properly trained to serve as Scout Leaders, bring to fruition in the lives of young people the objectives and ideals of Scouting. A member of the team has the unique opportunity through training activities to impart to young people and to other adults the skills, knowledge, and attributes of an ideal Scout leader. Many National Scout Organizations (NSOs) entrust Training Teams with the responsibility of molding their leaders. The promotion of training and the maintenance of training standards largely determine the quality of Scouting that the youth will get from their leaders.

The Administration Of Training
Training activities in Associations are a joint responsibility of the Training Committee, Training Commissioner, and Training Team. One attends to the administrative aspect while the others take care of the technical aspect of training. Each plays a distinct role in the promotion of training to meet training needs and objectives in the Region.

Planning Annual Training Goals, Courses, and Events
The records and surveys of training needs are the bases for the preparation of a preliminary draft of the training plans. The number and location of qualified leaders still to be trained are first considered. This helps in determining the number of courses and events to be held and the proposed venues. Then the inclusive dates and course or activity leadership are determined.

The financial subsidy is also projected in the plan.

Promoting Training Courses and Events
Promotion of training courses and events is carried out usually by means of circulars or memoranda. The following should be included in the announcement:

• Dates
• Venue and how to get there, including transportation cost, sketch map, if possible
• Registration fee (which should state what are included)
• Qualification of participants
• Physical Examination Form (to be accomplished by a physician)
• Checklist of what to bring
• Application Form
Physical Arrangements

The following specifications can serve as a guide in the selection of training site:

• Open space for outdoor assemblies, games, and ceremonies
• A general session hall that can accommodate all the participants
• Separate areas or rooms for group discussions
• Separate sleeping and kitchen areas - tents may serve the purpose
• Separate toilets and bathing facilities for men and women
• Staff room/area
• Staff quarters
• Utility room for support staff and documentation services
• Dining hall and kitchen
• Chairs and tables as needed
• Facilities for outdoor/aquatic activities

Course Budget

The Course Leader’s major concerns are the instructional and qualitative aspects of training. In addition, s/he needs to have a working knowledge of how the course is financed and devote part of his/her time to monitoring the budget and expenditures during the course. Training standards should never be allowed to suffer because of financial problems.

A course that is properly managed financially has adequate outlay for all necessities. A typical course will have most of the following items included in its budget:

• Estimated Income
  o Registration fees of participants
  o Subsidy (if any)
  o Solicited donations

• Projected expenses
  o Food expenses for participants and staff
  o Accommodation
  o Training materials and handouts
  o Recognitions and awards
  o Staff transportation
  o Contingencies

Course Recognition

The NSO issues an appropriate Course Recognition Certificate after satisfying the following conditions:

• That a qualified staff shall conduct the course. The minimum number of training staff is six (6) for Advanced and Trainer Courses and four (4) for other courses. This is to ensure that personalized instruction will be provided;

• That the prescribed course syllabus shall be followed. Any deviation from the syllabus should be properly reported and explained;

• That the attendance should follow the NSO’s minimum and maximum standards;

• That trainees have demonstrated competence in all identified areas as per the syllabus.
The Conduct of Training

Staffing

The Course Leader should normally be notified in advance—usually three to six months before the course.

The Course Leader may recommend half of the members of the staff; the NSO selects the others. This practice gives the Course Leader the option to work with staff with whom s/he can work harmoniously while stimulating the development of new members of the Training Team.

Course Staff Composition

- Course Leader
- Asst. Course Leader for Program
- Asst. Course Leader for Administration
- Course Scribe
- Quartermaster
- Counselors
- Course Coordinator (usually a Professional Scouter)
- Support Staff
- Officer of the Day (rotated daily among the Counselors)

Minimum Qualifications and Duties

Course Leader (CL).

Must be a Leader Trainer (LT) for Advanced Courses; at least an Asst. Leader Trainer (ALT) for Basic Courses

- Responsible for the overall operation of the Course as chief trainer and morale officer
- Ensures that required standards for training are maintained
- Maintains liaison with the host Training Commissioner
- Makes himself/herself available the entire duration of the Course for problems, needs, and moral support of the staff
- Checks facilities at the training site
- Ensures that Course objectives are attained
- Confers with training staff on progress of the Course and participants and makes suggestions for improvement
- Gives the staff the necessary guidance and support
- Conducts staff meetings
- Prepares and submits the following:
  - Course Leader’s Report
  - Financial Report
  - Logbook of the Course (optional)

Assistant Course Leader (ACL) for Program

Must at least be an Asst. Leader Trainer, with training in the same type of course s/he is serving

- Assists the Course Leader on matters concerning program, namely—
  - Content of sessions
  - Instructor assignment and time schedule of subjects
  - Selection and preparation of training materials
  - Coordination and implementation of plans for special activities – for example, opening and closing programs, campfire, socials, birthdays, special occasions, educational tour, etc.
  - Methods and techniques to be used
  - Evaluation of daily activities
  - Alternate program (Plan B) as the need arises
• Sees to it that the session discussants/presenters are ready for their sessions and have their session plans and teaching aids
• Assists the Course Leader in liaison work, for example, with instructional staff, resource persons, and guests
• Conducts group leaders’ meetings
• Supervises the work of the Duty Group for Program
• Assists the Course Leader in evaluating the implementation of the program as planned
• Substitutes for the Course Leader in case of temporary absence
• Performs other program duties as may be assigned by the Course Leader

**Assistant Course Leader (ACL) for Administration**

Must at least be an ALT with training in the same type of Course he/she is serving
• Checks the physical facilities of the Course venue
• Sees to it that the Course is supported with adequate accommodation, equipment, materials, handouts, forms, certificates, awards, etc.
• Monitors the expenses and implements the budget
• Assists the Course Leader in the preparation of the financial report
• Attends to health and safety needs of the Course
• Supervises/coordinates meal preparations
• Sees to it that group feedbacks are collected, edited, and reproduced (if necessary) for distribution
• Supervises the preparation of—
  o Course directory, which should include the following—
    - Names of Staff and Participants
    - Birth date
    - Council/Association
    - Scouting Position
    - Occupation
    - Office Address and Telephone No.
    - Home Address and Telephone No.
    - Photograph
  o Session schedule in the staff room
  o Names of staff and session titles for posting during their session
  o Duty Group (Service and Program) tablets of duties
  o Activities Chart
• Supervises work of the Service Group
• Maintains attendance records and makes a final report to the Course Leader
• Performs other duties as may be assigned by the Course Leader

**Scribe**

Preferably someone who is being developed to become a good trainer
• Keeps a log of the general proceedings of the Course, including minutes of staff meetings
• Keeps an accurate record of the participants and the staff
• Keeps attendance record
• Takes note of recognitions and awards
• Takes charge of announcements in the Bulletin Board, with clearance from the Course Leader
• Monitors Group logbooks
• In consultation with Course Leader, prepares the draft of the narrative report of the Course
• Performs such other duties as may be assigned to him/her by the Course Leader
**Quartermaster (QM)**

Someone who has been trained in the same type of course s/he is serving

- Takes charge of all Course equipment and supplies and keeps an inventory of the same, as well as those issued out to the different Groups
- Initiates the procurement of the equipment and supplies needed by the Course
- Issues and retrieves equipment to Groups and sees to it that they are in good condition before issuance and after retrieval
- Works with Assistant Course Leader for Administration in the issuance of supplies (food, fuel, etc.) and on physical arrangements
- Prepares all equipment and material needs of the staff for their individual sessions; sees to it that they are ready when needed and, if necessary, suggests substitutes or alternatives
- Introduces ways and means by which wastage of materials may be minimized, if not totally avoided
- Performs such other duties as may be assigned by the Course Leader

**Counselors**

Preferably those with training in the same type of Course they are serving

- Serve as link between their assigned Group and the staff
- Serve as facilitators during group discussions
- Whenever assigned to assist in sessions, see to it that the session objectives are attained
- Provide necessary support, guidance, and inspiration to the group and give advice and feedback when sought for, but should not be directly involved in the Group's activities
- Be totally detached from their Group when the latter is engaged in activities that require group effort
- Be available to the Group at all times
- Remind the Groups about the day's activities that need immediate attention
- Distribute, collect, and evaluate the assignments of their Group
- Attend all sessions to be effective in guiding the participants in group discussions and projects
- As much as possible, Counselors should not accept assignments as instructor-in-charge of sessions where considerable preparation and coordination work is needed, but they may accept assignments as "base instructors."
- Perform such other duties as may be assigned by the Course Leader

**Support staff**

Not necessarily members of the Training Team

- Property Custodian/Officer – supervised by the Quartermaster
- Computer encoder – supervised by the Scribe
- Artist – supervised by any staff member so designated
- Mess Officer – supervised by staff member so designated

**Course Coordinator**

Preferably host executive or commissioner

- Coordinates with the Course Leader regarding—
  - Venue
  - Program
  - Selection of staff
  - Screening of candidates
  - Logistics
- Provides assistance to the staff and participants regarding problems and needs – for example, laundry services, postal services, library, audio-visual equipment, etc.
- Serves as liaison between the staff and the community (e.g. religious services, community goodwill project, etc.)

**Officer of the Day (OD)**

Assigned to a Senior Patrol Leader or rotated daily among the Counselors

- Sees to it that punctuality is observed by the staff (especially the instructor) and the participants
- Assists the Duty Group for Program in preparing for the flag ceremony
- Attends all sessions and activities of the day
• Sees to it that the Course is ready and in proper order for the first session in the morning, in the afternoon, and in the evening.
• Assists in supervising the work of the Duty Groups
• In charge of announcements (to be cleared with the Course Leader)
• Performs such other duties as may be assigned by the Course Leader

**Staff Meetings**

**Before The Course**
The initial staff meeting should be held at least one month before the scheduled date of the Course. This is presided over by the Course Leader, and may have the following general features:

• Introductions
• Welcome – by the host (if the meeting is held in the proposed training venue)
• Course attendance and profile
• Course budget
• Staff organization and duties
• Session assignments and other responsibilities (Distribute session materials)
• Pointers to the Training Staff
• Points for clarification, if any
• Team’s tour of training venue

If the training venue is within reasonable traveling time and reach of the staff, it is advisable to hold the initial meeting at the site. This enables the staff to assess the facilities and physical arrangements made at the site, besides their getting to know the hosts and the local hosts as well as the local personnel who will assist in the administrative and logistical aspects of the course.

It is recommended that the Course Leader hold a second staff meeting two or three weeks prior to the Course to check on preparations made by the staff on all aspects of the Course, as well as to submit a list of materials that will be needed. Training teams usually hold the last pre-Course staff meeting at the training site, in the afternoon or on the eve of the Course opening, to check on last-minute preparations and unforeseen problems.

**During The Course**
The Course Leader should convene the staff for a meeting preferably before dinner (1730 H) or at the end of every day. The purpose of this meeting is to assess staff preparations for the following day and to review the conduct of the day’s session’s and activities.

**Suggested Agenda:**

• Discuss sessions/activities for the following day
  o Staff requirements
  o Materials needed
  o Methodology to be used, etc.

• Reading of the logbook
• Evaluation of the day’s activities
• Counselors’ report on participants
• Problems
• Other matters
**Last Course Meeting**  
This necessarily is an evaluation meeting of both the Course and the participants.

- Evaluation of Course  
  - Session evaluation  
  - Results of Groups’ evaluation  
  - Counselors’ evaluation of participants  
  - General evaluation of the course and recommendations
- Financial Report
- Course Leader’s Report
- Other matters

**Course Evaluation**

- This is done every day and also at the end of the Course.
- Evaluation may be done in the following ways:  
  - Checklist or rating scale  
  - Oral, in the form of an interview  
  - Observation  
  - Daily reflection by representatives of each Group
- Both staff and participants should be involved in the evaluation process.
- Evaluation of the participants
- Course Leader’s Report

**Pointers to the Training Team**

**For the Course Staff**

**Philosophy of adult training**  
We are training responsible adults for Scouting. The nature of our training sometimes calls for participants to role-play the part of Scouts during some sessions. This role-playing situation, when conducted, should be explained beforehand to the participants with immediate reversion to their adult roles at the end of the session.

Members of the staff should avoid treating participants as Scouts during the Course.

**Training team concept**  
The image of the staff as a unified, cohesive, coordinated, and disciplined team must be maintained at all times by the Course Leader and his staff. This generates trust among participants in the ability and integrity of the training team.

- Announcements and assignments by any member of the staff should have prior clearance from the Course Leader to avoid conflict and confusion.
- Humor and jokes have a natural place during training but this must be kept strictly within the bounds of good taste.

**Staff decorum and participant-staff relationship**

- Course staff must serve as models in grooming, action, and language.
- An invisible barrier between the participants and staff usually helps to promote discipline and good order, especially during the first few days.
• Staff members must be cautioned against undue fraternization with participants, especially the opposite sex, to avoid creating a wrong impression of the image of the staff.

• Members of the staff should avoid favoritism.

• Visits in the Group sites after evening sessions should be discouraged. It is unfair to rob the participants of much-needed rest and sleep by keeping them awake beyond sleeping time. Instructors, especially Counselors may, however, make themselves available in the session hall in case participants want to consult them or seek their assistance.

• Only lady staff members should visit the ladies’ quarters.

**Staff attire**

• The Course Leader sets the example for the staff and the participants by wearing the correct uniform.

• All staff members must be in full uniform during sessions, ceremonies, programs, and other formal occasions with the participants.

• Suitable attire for outdoors, but with neckerchief, may be worn when handling bases, hiking, and other outdoor activities.

**Punctuality**

• Staff members and participants must strictly observe time schedules in all sessions and Course activities.

• Staff members must know the time allotment for their respective sessions and plan their presentations accordingly. “Overshooting” a session robs the next speaker of valuable time.

**Program Aspects**

**Sessions**

**Session assignments**

• Sessions are selected by the Staff and each is given the option to select his/her method in presenting the subject.

• In giving session assignments, the Course Leader should encourage the staff to accept sessions they have not tried.

• Staff members handling a session for the first time should not feel embarrassed to seek advice from the more senior staff members.

• Back-up staff should be assigned for all sessions

**Session preparation**

• Staff members should have a mastery of the session. “You cannot give what you do not have.” To gain confidence in the presentation of sessions, staff members should review and practice/rehearse their presentation, if possible.

• Support materials and training equipment needed should be made available in every session.

• Support staff should be advised as to the sequence of events, time schedule, and materials required for the session.
**Training aids**

- **Standard Training Aids**
  - While it is advisable for the Association to prepare standard training aids for certain subjects, any Trainer, after clearing it with the Course Leader, may make his/her own aids in his/her subject assignment.
  - A rough guide for lettering:
    - For 10 people, about 3 meters away—at least 1.3 cm high by 3mm thick
    - For 50 people, about 1.5 meters away—at least 3.8 cm high by 1cm thick
  - Chart size—preferably at least 1m x 1.2m
  - Lettering—visible enough to be read by the participant in the last seat; Size—3.8cm to 5cm in height; color—dark (preferably black or blue)

- **Songs during training**
  - Types of songs – Choose songs appropriate for each session.
  - Difficult songs may be supplemented with song sheets (with notes, if possible), standard songbook, or taped music.
  - All songs to be taught/ sung, especially ceremonial songs, should be agreed upon by the staff.

- **Other training aids**, including computers, multi-media projector, overhead projector, cassette tape, slides, opaque projector, videotape, movie, etc. should be explored and the Staff briefed on how to operate and take care of them.

**Ceremonies**

Ceremonies should be smart, brief, and meaningful.

- **Opening Ceremony – Day-1 Activity**
- **First Day Flag Raising**
- **Turn-over Ceremony/Rotation of Group Responsibilities**
- **Closing Ceremony**

**Course and Group logbook**

The logbook may be the size of short-size typewriting paper. One logbook is accomplished by the Course Scribe where the day-to-day’s proceedings are recorded. This logbook will be read during the staff meeting.

Each Group will also have its own logbook. Entries therein will consist of activities undertaken during the day, their observations, suggestions, impressions, etc. The Group Scribe shall take the responsibility of making entries on the Group Logbook. This will be read during the time agreed upon by the Group at their site.

**Spare Time Activity (STA)/ Follow-up Activities (FUA)**

This is a special activity for each participant to accomplish daily and must first be cleared with the Course Leader before assignment. For standard appreciation, it should be coordinated with the other members of the staff.

**Daily inspection**

Daily inspection is conducted at the Group site starting from the 2nd day till the last day of Advanced Courses. Comments and suggestions should be made to the Patrol/Group Leader at the time of inspection.
• Suggested items for Inspection

o Personnel
   - Good grooming
   - Hair, nails
   - Handkerchief, etc.
   - Patches
   - Buckle
   - Stockings
   - Neckerchief
   - Belt
   - Garter tabs
   - Slide
   - Shoes

o Tents and Kits
   - Layout
   - Drainage
   - Flaps rolled in
   - Cleanliness
   - Pegs
   - Personal belongings
   - Orderliness
   - Knots
   - Tools and equipment

o Sanitation
   - General surroundings
   - Dry pit, wet pit
   - KYBO, urinals

o Food and Storage
   - Proper food storage
   - Disposition of leftover food
   - Absence of insects

o Gadgets
   - Fireplace
   - Dining table
   - Wash stand
   - Dish rack
   - Glass rack
   - Shoe rack
   - Mud scraper

• Scheme of Inspection – The following is a suggested scheme for daily camp inspection:

   o Team of Staff with specialized assignments inspects Group sites one after the other. This is done very thoroughly to set the camping standards.

   o Staff members with the same assignment as during the first inspection, separately and simultaneously inspect all sites.

   o Group sites are simultaneously inspected by individual Staff on all items

   o Group Leaders inspect Group sites other than their own

   o Group Leaders inspect their own sites

   o “Deliberate mistake” – After cleaning their sites, Patrols are instructed to introduce a deliberate mistake (only one) for each item that will be inspected. If the staff does not discover this, the Group earns an additional point. However, the Group loses a point if the Staff-inspector discovers this, plus another mistake.

• Inspection Standard

   o A standard is set for each day, which increases daily, for example, 6 points out of 10 for the first day and 7 out 10 on the second. Rating starts from 10 points per item to be inspected. The Group loses a point for every mistake or infraction on each item being inspected. A point, however, is added for every improvement over the previous.
Each Group will be issued a clearance, duly signed by the Counselor and the ACL for Administration.

**Games**
- Each staff member should be given the opportunity to conduct a new game in the morning.
- The game should be of high standard and appropriate for the Program Section.
- The equipment to be used should be in functioning condition.
- Safety precautions should always be observed and exercised.
- Participants should be in comfortable attire during the games.

**Songs**
- Songs appropriate for the Program Section, that are not specified in the sessions and that are easy to learn, should also be taught during the Course, especially during breaks between sessions or while waiting for the next activity.
- They should not, however, occupy the time allotted for the session.

**Entertaining questions**
- Session facilitators may entertain questions about the session, if time permits. If this is not feasible, and for questions not related to the session, they may be written down and reserved for the Open Forum.
- Some questions may be presented to the Counselor during the evening counseling session.
- If one does not know the answer, s/he should honestly admit so and promise to take it up with the other members of the Staff.

**Bases**
Essential requirements for the handling of the bases:
- Bases must be set up in advance and be properly equipped and staffed. The equipment to be used must be of high standard.
- The amount of time required at each base must approximately be the same.
- Bases should be properly identified.

- A “Standard” pennant is awarded to a Group which meets the required points for the day (increasing by 5 points thereafter), for example, 30 pts. for the first day and 35 pts. for the second day. This is equivalent to 1 point per item in the rating sheet, which are: Personnel, Tents and Kits, Camp Gadgets, Sanitation and Feeding.

- The “Honor” pennant is awarded to the Group which earns points beyond the required standard for the day.

  - **Final Inspection** - Responsibility of the ACL for Administration. With the Group Counselors s/he shall conduct a final inspection of the campsite, particularly the Group campsites. Focus of inspection will be—
    - Campsite – Clean; all gadgets dismantled; all refuse disposed of; all pits/ditches covered
    - Equipment – Clean and returned; losses paid

Each Group will be issued a clearance, duly signed by the Counselor and the ACL for Administration.
Campfire.

- Laying of Fire
  - Once lighted, there should be no adding of firewood
  - Fire lay should be lighted on top.
  - Use candle scrap or oil instead of gasoline or kerosene for starting fires

- Suggested Program for a Campfire
  - Entrance of participants led by the Officer of the Day (OD)
  - Opening
  - Action Songs
  - Games
  - Stunts
  - Yells
  - Quieting Song
  - Yarn
  - Announcements
  - Closing Prayer
  - Exit of Participants led by OD

- Testimonial Campfire (last evening)
  - Entrance
  - Song
  - Oral Impressions (may be individual if the course is not too big, or by representatives of each group)
  - Writing and Burning of Grudges (ill-feelings)
  - BP’s Final Message
  - Parting Song
  - Prayer
  - Getting ashes while singing “In My Dreams”
  - Trek back to camp to the tune of “In My Dreams”

- Socials
  - There must be a relevant and appropriate theme.
  - Working committees should be organized, with functions clearly defined—
    - Program Committee – To take charge of activities – for example, dancing, singing, games, talent show, icebreakers, etc. This may be assigned to the Program Duty Group.
    - Physical Arrangements Committee – Seating arrangements, lights and sounds decorations, facilities/materials for the activities; may be assigned to the Service Group
    - Refreshments Committee
    - Awards and Recognitions Committee
    - Reception and Invitation Committee
  - Costume, if required, should be relevant to the theme of the socials. Information about this should be included in the notice memorandum sent to the field so that the participants can come prepared.
  - Duration – 2-3 hrs
Clearing house/Open forum

There will be a Clearing House or Open Forum before the end of the course. All members of the staff should be present during the Clearing House/Open Forum.

The participants may ask questions relevant to the Course and to Scouting. Such questions and other matters brought out by the participants for clarification may be answered by any member of the staff, with priority to the instructor of the session referred to by the participant.

Meal arrangements

• Meal schedule should be announced.

• Welcome luncheon on the first day should be properly arranged to express the sincerity of the welcome for the participants.

• Below are different suggested arrangements for the meals of the participants and the staff:
  o Participants cook all their meals by Groups; administration caters for the staff
  o Participants cook breakfast and supper with staff as supper guests; lunch is by common catering
  o All meals through common catering, except breakfast, which participants cook by Group (minimum arrangement)

• Appreciation Banquet scheduled on the last evening should have a special menu.

• Whatever arrangement is convenient, special dietary needs of the participants, especially for health and for religious reasons, should be respected.

Adjustments during inclement weather

In case of adverse weather or other emergencies where adjustments have to be made in the program, particularly as to venue, the Course Leader must remember that NONE of the practical activities must be omitted. A change of venue and time in the conduct of activities should suffice. When evacuation is necessary, the Course Leader, in consultation with the Course Coordinator, makes the decision and assumes full responsibility for it. An alternate program (Plan B) in case of inclement weather should be ready for implementation.

Religious observance

• Arrangements should be made in advance to allow participants to observe their respective religious obligations.

• Prayers during the Course should be ecumenical.

• Encourage participants to have prayers before and after meals.

• Each day should begin and end with prayers.

Administrative Aspects

Arrival and Registration

Registration/Form filling

Application forms should attach a medical certification of fitness to attend the Course. Special dietary requirements should be relayed to the kitchen staff.
Medical check-up and sick call
Participants should attach with their application a copy of a medical certificate of fitness properly accomplished and duly signed by a physician. Inability to present this certificate may be a cause for the disqualification of the candidate from the course. An alternative is to ask the participants to take full responsibility for their own health requirements. Participants should be advised about strict observance of the medical examination requirement.

The camp physician may perform a physical recheck of participants before the start of the Course. Applicants who do not pass the physical recheck must either take full responsibility for their own health requirements or may not be accepted in the Course.

A camp physician, preferably a Wood Badge holder, should be present or on call during the Course. Representations may be made with the nearest medical center for possible emergency cases.

Briefing
Briefing on settling in should also be given upon registration, including location of quarters and amenities of the venue, meal arrangements, assembly time, and attire.

Grouping
Group composition should be from 6-8 only. A smaller group would be too taxing for members, as there are many things to do, especially in Advanced Courses. On the other hand, a bigger group would be too unwieldy. Some members might not have anything to do at all.

Uniform
Participants should wear the correct uniform during ceremonies and specific formal sessions or when special guests are expected.

Session Venues
Unless impractical or impossible, all sessions should be held outdoors. Otherwise, a spacious session hall should be made available to accommodate the whole group. Separate areas or rooms should also be available for group discussions.

Seating arrangements
Each participant should be seated comfortably in the session area, giving each one a clear view of the instructor handling the session or of whatever activity is going on, preferably with a table for each Group. A space at the center of the hall may be provided for demonstration purposes.

The seating arrangements for the Group and within the Group should be rotated daily to enable each one the chance to sit in a more comfortable location.

Course Equipment
- Course equipment must be made available and ready at least a week before the opening of the Course.
- Equipment should be cleaned before issuance to participants.
- Equipment should be issued out to the Group on opening day under the direct supervision of the ACL for Administration. S/he should also see to it that equipment is properly cared for.
- Equipment should be cleaned before returning to the QM.
- Group members will be held jointly responsible for any loss and/or damage to equipment.

Distribution of Handouts
Enough handouts should be printed preparatory to the conduct of the Course. These shall be distributed as desired by the one handling the session.

Original handouts issued should be included in the Course Leader’s Report.

Photo Session
This should be scheduled on the opening day. Before the activity, the venue for the picture taking should have been prepared to minimize waste of time.

Trading Post
Provision for a place in camp where participants may secure personal necessities, like uniform parts and patches or toilet article, is desirable.

Visitors
In general, entertainment of visitors should be discouraged. Unexpected visitors of the Course staff and participants should be cleared with the Course Leader.