



**WORLD
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Implementation Guidelines for the Wood Badge Framework in the Africa Scout Region

**World Scout Bureau
Global Support Centre, Kuala Lumpur
Africa Support Centre, Kenya**

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World Scout Bureau
Global Support Centre
Kuala Lumpur

Suite 3, Level 17
Menara Sentral Vista
150 Jalan Sultan Abdul Samad
Brickfields
50470 Kuala Lumpur,
MALAYSIA

worldbureau@scout.org
scout.org

Elaborated by:
Paul Parkinson, Mostaff Matensawa,
Jorge Salas Cuzquen

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Section 1. Introduction: Why Shift from the Classic Model?

This annex supports National Scout Organizations (NSOs) in implementing the Wood Badge Framework in ways that reflect their realities, priorities, and strategic needs.

For many years, the classic model followed a linear path – WB2, WB3, and WB4 – primarily focused on training delivery, with WB3 and WB4 reserved for trainers. Today, adults in Scouting contribute in many other ways: leading programmes, managing teams, shaping policy, and supporting strategy.

The Wood Badge Framework recognises this shift. It introduces a flexible, role-based approach that links development to actual responsibilities rather than just to training roles.

This guide helps NSOs move from a one-size-fits-all system to a model where:

- Learning aligns with the adult’s function and level of responsibility
- Recognition can be adapted to local culture and context
- Implementation paths reflect each NSO’s capacity and direction

While flexibility is encouraged, it is recommended that NSOs apply a structured, sequential progression: WB2 before WB3, and WB3 before WB4. This staged approach ensures a common foundation as adults take on greater responsibilities.

The goal is simple: to offer better support and more meaningful development opportunities for adults—so they, in turn, can better support young people.

Section 2. The Classic Model

For many NSOs, the traditional approach to Wood Badge training has followed a fixed, linear path:



In this model, the progression is primarily intended for those involved in training delivery:

- WB2 is considered advanced training for adult leaders working with young people, following completion of the NSO basic training requirements.
- WB3 and WB4 are often reserved for trainers or those managing training systems
- Recognition is commonly linked to the Wood Badge and the number of Wood Badge beads worn (2, 3, or 4)

While this approach has provided a strong identity and structure with the current WB3 & WB4, it presents key limitations:

- It focuses heavily on training as a function, rather than on other strategic areas such as governance, policy, programme design and delivery, or support roles.
- In most cases, it assumes all adults follow the same learning path, regardless of their actual role.
- It overlooks the needs of NSOs that are evolving or diversifying their leadership structures.

This model helped build unity in the past, but it no longer matches the diversity of roles and contributions adults make today.

In the Africa Region, while recognising these limitations, it is recommended that NSOs retain the structured progression of the classic model – not in terms of roles or training focus, but in terms of development levels. Adults should complete WB2 before progressing to WB3, and WB3 before advancing to WB4. This ensures a consistent foundation while still allowing for diverse learning pathways aligned to different responsibilities.

Story: Joseph's Journey Hits a Wall

Joseph is a dedicated District Youth Programme Commissioner. For years, he's supported Scout leaders, helped redesign the programme to make it more relevant, and led workshops on inclusion and Safe from Harm. His peers look up to him, and young leaders often come to him for guidance.

Joseph wants to continue developing. He asks about accessing WB3 or WB4 to deepen his learning. But the answer he gets is always the same: "You're not a trainer. Only trainers can go beyond WB2."

He starts to wonder: "If I'm not a trainer, does that mean my contribution matters less?"

Despite his passion for Scouting, Joseph feels stuck. The system around him only values one path – and it's not the one he's on.

This kind of story is common. Many adults want to grow in their roles, but the rigidity of the 'classic model' makes them feel excluded from recognition or learning.

Section 3. The Ideal Model

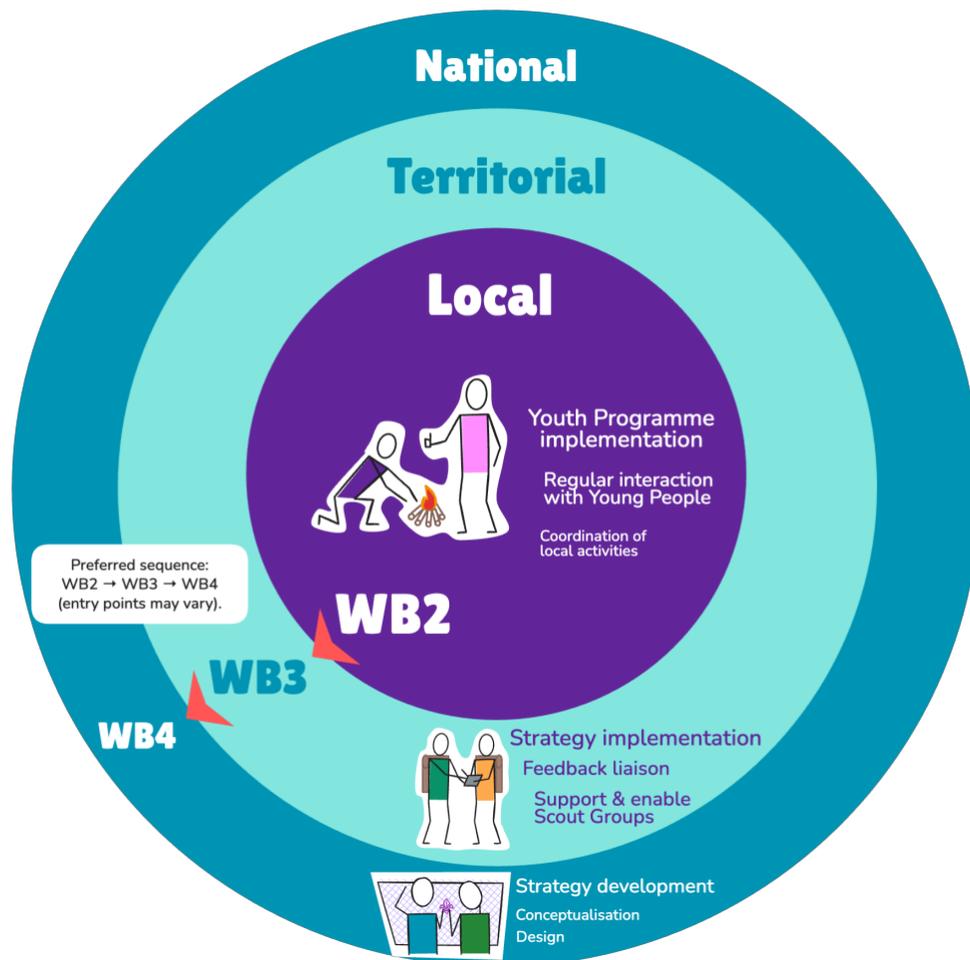
The Wood Badge Framework presents a modern approach to adult development. One that is flexible, role-based, and aligned with how adults actually contribute to Scouting today.

Unlike the Classic Linear Model, the Wood Badge Framework recognises that adults support Scouting in many strategic areas:

- Some work directly with young people in programme delivery
- Others lead at sub-national or national levels
- Many take roles in policy, governance, diversity, Safe from Harm, or NSO strategy
- Others with major event roles in national events or world events, like a World Scout Jamboree

Instead of following a single global pathway, the framework encourages multiple role-based learning journeys. It is recommended to follow a clear sequence aligned with the role's increasing responsibility: WB2 before WB3, and WB3 before WB4.

It is better visualised as a tiered system: flexible in recognising different entry points, but with a clear development path that encourages progression from WB2 to WB3 to WB4, rather than a rigid staircase, as shown in the following diagram:



"The Wood Badge Framework in the Africa Region is applied as a tiered system of adult development. While adults may enter at different levels depending on their role, the recommended sequence is WB2 → WB3 → WB4, reflecting the increasing responsibilities from local implementation to national conceptualisation."

Everyone starts where they are. Adults develop what they need, and in accordance with their NSO's needs and strategic direction. The recognition of the respective Wood Badge beads follows contribution, and positive engagement, not just course sequence and completion.

Adults can develop and be recognised through, for example:

- WB2 for roles in Programme delivery, other adults at group level (Tier 1 – Local, but WB2 can be accessed by all adult appointments - District, Zone, and higher levels).
- WB3 for those in support and coordination roles and responsibilities (Tier 2 – Sub-national, but can be attained by other appointments depending on NSO needs)
- WB4 for strategic roles and systems design (Tier 3 – National, but can be attained by other appointments depending on NSO needs)

What makes this model ideal?

- Inclusive: It recognises all strategic contributions, not just training roles.
- Relevant: It links learning to what adults are actually doing and to significant personal development.
- Flexible: It allows NSOs to adapt learning pathways to their structures and priorities.
- Motivating: It gives adults meaningful opportunities to grow, develop and be recognised.

Importantly, **this is not about changing the spirit of the Wood Badge**; it's about updating how we apply it in today's Scouting.

While the Framework is designed to reflect a variety of roles and responsibilities, it is expected that adults complete WB2 before undertaking WB3 or WB4, ensuring a foundational understanding of Scouting principles before progressing into broader leadership or strategic roles.

Story: A New Path for Aisha

Aisha used to be an Assistant Leader Trainer. She was proud to wear her three beads and support training for new Scout leaders. But when her NSO asked her to step into a new role, as National Commissioner for Communications, she felt excited... and uncertain.

"In the old system," she says, "I wouldn't have known where to go. Communications wasn't part of the training path. I had three beads, but I needed a whole new set of skills."

Luckily, her NSO had recently adopted WOSMs Wood Badge Framework. A new WB4 pathway had been designed specifically for higher-level roles like hers. It included modules on strategic messaging, media relations, internal communication, and crisis response.

"I didn't need to 'go backwards' or repeat what I already knew. I had a new development path for a new responsibility. That made me feel both valued and prepared."

Aisha is now helping lead national visibility campaigns, and mentoring others who are following similar paths across different areas.

Section 4: Understanding Roles in the Wood Badge Framework

The Wood Badge Framework shifts the focus from a one-path training scheme to a system in which growth, development, and recognition are based on an adult’s role and level of responsibility, not their position within a traditional training hierarchy.

In this model, the level of Wood Badge (WB2, WB3, or WB4) is aligned with the function a person performs, whether they work with young people, support other adults, or shape national strategies.

Role-Based Recognition Tiers

Tier	Example Roles	Focus	WB Level
1 Local implementation	Unit Leaders, Group Leaders - but can also be accessed by all adult appointments (District, Zone, and higher levels).	Programme delivery and youth interaction, adult support appointments	WB2
2 Sub-national coordination	District/County Commissioners, major activities leads at the sub-national level, Support Advisers - but can also be attained by other appointments depending on NSO needs.	Management, coordination, and functional support	WB3
3 National/Strategic roles	National Commissioners, National Advisors, Board Members, Policy Leads, Contingent Leaders – Major events, but can be attained by other appointments depending on an NSO’s needs.	Strategy, systems design, governance, leadership	WB4

Note 1: WB2 can be accessed by all adult roles/appointments at District, Zone, and higher levels, both uniform and non-uniform roles/appointments, and should be a prerequisite for WB3, which is a prerequisite for WB4.

Note 2: While recognition is aligned to role and function, NSOs in the region are recommended to structure their development systems sequentially – ensuring WB2 is completed before WB3, and WB3 before WB4 – so that each adult builds from a shared foundation before advancing.

This approach allows adults to develop based on where they are contributing, not just which course they have completed.

Story: From Events to Strategy – Emmanuel’s Path

Emmanuel led major Scout events in his region for years. He managed logistics, coordinated volunteers, and made sure thousands of participants had a great experience. Everyone knew him as “the guy who gets things done.”

Recently, he was asked to take on a new challenge: helping design the NSO’s national Safe from Harm strategy. At first, Emmanuel felt out of his depth. He had WB2, but this was a very different kind of role.

“I thought, do I need to become a trainer now to get WB3 or WB4? But I’m not a trainer—I’m a strategist and organiser.”

Thankfully, his NSO had implemented WOSMs Wood Badge Framework. Emmanuel could now access a WB3 and WB4 learning path focused on national-level safeguarding and system development—not training delivery.

“It felt good to know I didn’t have to ‘change who I am’ to continue growing. I just had to follow the right path for the role I now have.”

Key Messages

- You don’t need to be a trainer to access WB3 or WB4.
- Growth and development are based on function and contribution, not formality or status.
- Recognition is linked to role, not rank.

The Wood Badge Framework allows adults to grow within their own path – and still be recognised for it.

Section 5. Recognition: A Flexible Approach for Each NSO

The Wood Badge has long been a symbol of growth, identity, and unity in the Scout Movement. While the Framework provides a global structure for development, it leaves the form of recognition entirely in the hands of each NSO.

NSOs can choose how to recognise adults who have developed and demonstrate competencies relevant to their roles. This may include:

- Expand the use of WB3 or WB4 to other strategic areas.
- Introducing new symbols such as colour badges, patches, pins, certificates, or digital badges, as well as maintaining and utilising the traditional ways of recognition with the Gilwell Scarf, relevant additional bead(s), and certificate.

What matters most is that recognition:

- Reflects meaningful achievement and responsibility
- Is clearly linked to the NSO's strategic and development paths
- Feels accessible and motivating to adults across all strategic areas

Story: Fatou's Colours of Impact

Fatou is a member of her NSO's Diversity and Inclusion Committee. She's been instrumental in launching initiatives to bring underrepresented youth into Scouting and train local leaders in inclusive practices.

When it came time to recognising her contributions, Fatou didn't quite fit into the NSOs old Wood Badge structure and was not eligible for one of her NSO's adult recognition awards. She wasn't a trainer. She didn't lead a unit. But she had led national initiatives of impact.

Her NSO, embracing WOSMs Wood Badge Framework, created a new symbolic recognition system: coloured pins to match strategic areas. Fatou received a purple pin for her work in diversity and inclusion, and was also awarded WB4 for her strategic leadership through a number of special projects.

"That little pin meant the world to me," Fatou says. "It showed that my work mattered—even if it didn't follow the old Wood Badge path."

Now, Fatou proudly wears both her Wood Badge beads and her purple pin as a sign of her journey and her area of contribution.

Your NSO, Your Decision

The Wood Badge Framework encourages NSOs to be creative and inclusive in their recognition systems. The approach must:

- Fit your cultural context
- Reflect your structure, needs and strategic direction
- Stay true to the values of Scouting

There is no "one right way" to recognise adults, only the way that makes sense for your NSO.

Section 6. Choosing Your Development Path

Every National Scout Organization (NSO) operates in a different reality. Some have robust adult development systems with modular learning and recognition across areas. Others are just beginning to adapt beyond a traditional, trainer-focused model.

The Wood Badge Framework allows for progressive implementation. It meets NSOs where they are and supports a flexible, role-based approach to adult development.

However, it is recommended that NSOs implement a sequential approach to the Wood Badge levels.

This means structuring the adult development system so that individuals complete WB2 before progressing to WB3, and complete WB3 before advancing to WB4. This staged progression helps ensure a consistent foundation of competencies and understanding before adults take on broader coordination or strategic responsibilities.

For NSOs, the key is to reflect on your current capacity, your strategic direction, identify your priorities, and choose a path that supports meaningful growth, development, and recognition for adults in your context.

Story: The Turning Point for Lesedi's NSO

Lesedi is part of the National Adults in Scouting team in a small but growing NSO. Their Wood Badge courses were consistent, but only focused on unit leaders, training delivery and occasional courses for other roles at the basic and advanced levels.

She knew there was more to adult development. Her team was supporting Board members, Safe from Harm coordinators, and event managers—none of whom had access to relevant learning or recognition.

"We realised we weren't growing leaders. We were only running training courses," she says.

So, the team paused and reflected. They asked:

- *What are our current adult roles?*
- *What are the actual functions these adults perform?*
- *Are we recognising and supporting them?*
- *How can we provide for their needs as well as our NSOs needs and direction?*

With help from a WOSM Consultant, Lesedi's NSO requested a service and began building its first competency-based WB2 course for district support roles. It was their first step on a new development path; and it was the right step for where they were.

Self-Reflection: Where Is Your NSO Today?

Ask yourself:

- Do we have a *National Adults in Scouting Policy*, and is it clear in intent and purpose?
- Is our Wood Badge adult development system accessible to all adults in Scouting, regardless of role/appointment (e.g., WB2)?
- Are our WB3/WB4 adult learning and development opportunities limited to trainers or accessible to other functions?
- Have we defined role-based development paths across strategic areas?
- Do we use a competency-based approach or still rely on fixed content or traditional approaches?
- Are we using symbols of recognition (beads or otherwise) in a way that reflects current contributions?

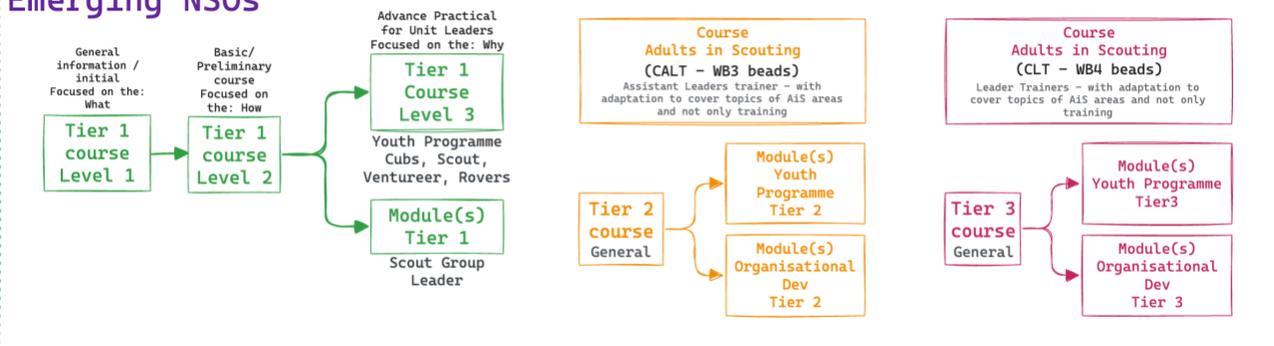
Your answers will help you decide whether your NSO is best positioned to follow an **Emerging, Developing, or Advanced** development path.

Visualising the 3 Possible Development Paths

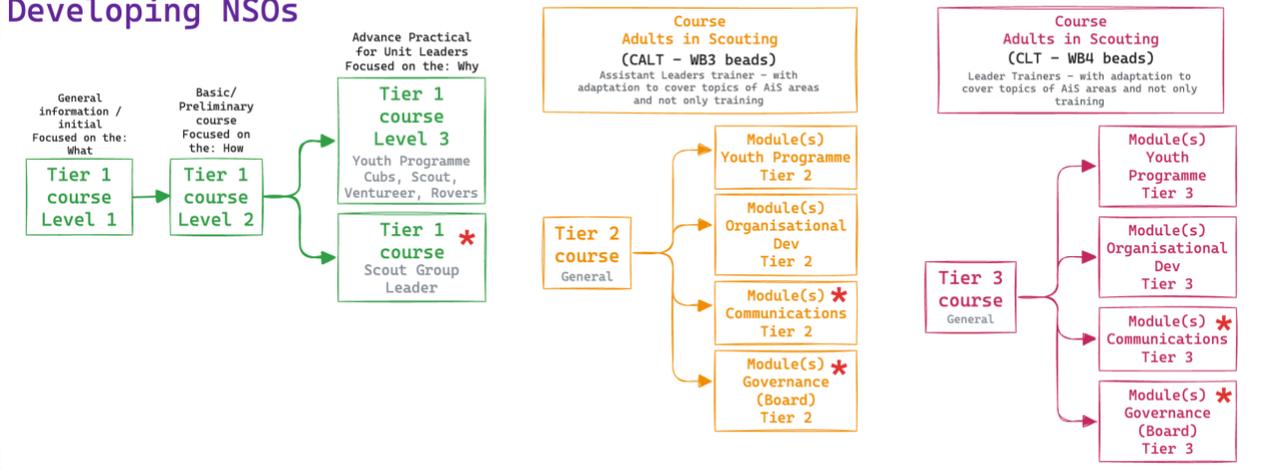
To support this reflection, the diagram below shows three examples of development pathways based on the maturity of an NSO's adult development system.

Each path includes examples of courses and modules relevant to WB2, WB3, and WB4 levels—linked to implementation tiers and areas such as Youth Programme, Adults in Scouting, Organisational Development, Communications, and Governance.

Emerging NSOs

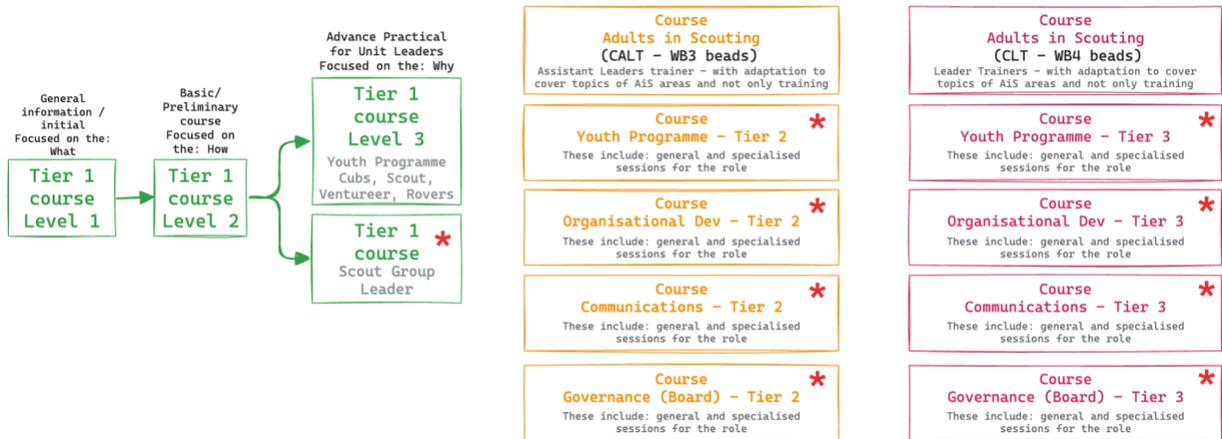


Developing NSOs



These examples are not mandatory templates. They are flexible options you can adapt, combine, or simplify based on your priorities, capacity, and strategic direction.

Advanced NSOs



These examples are not mandatory templates. They are flexible options you can adapt, combine, or simplify based on your priorities, capacity, and strategic direction.

Need Support?

You don't have to figure this out alone.

- You can request a WOSM Service through treehouse.scout.org/wosm-services
- You can work with a WOSM Consultant to reflect and co-design a custom implementation plan
- You can use the Adults in Scouting Self-Assessment Tool to evaluate your current system

Implementation is a journey – not a checklist. The most important step is to start with honesty and purpose.

Section 7. Development Path: Emerging NSO

An **Emerging NSO** is just beginning to expand its adult development approach beyond traditional training delivery. These NSOs may still rely heavily on fixed content or offer WB2 only to unit leaders. They are likely exploring how to diversify roles, integrate strategic functions, and provide clearer learning pathways.

The focus at this stage is on foundational structure—ensuring that basic courses are in place and that adults in key roles have access to relevant training, especially at Tier 1 (local) and Tier 2 (sub-national) levels.

Story: Building from the Basics in Sekou’s NSO

Sekou volunteers with the Adults in Scouting team in his NSO. For years, they had one course – WB2 for unit leaders. It worked, but many volunteers in other functions were left out.

“We had great people in organisational support and youth programme development, but no learning offer for them,” Sekou explains.

The team began by redesigning their WB2 to include content on Group leadership and programme implementation. They also introduced Basic Tier 2 content that combined core Adults in Scouting principles with Youth Programme and Organisational Development modules.

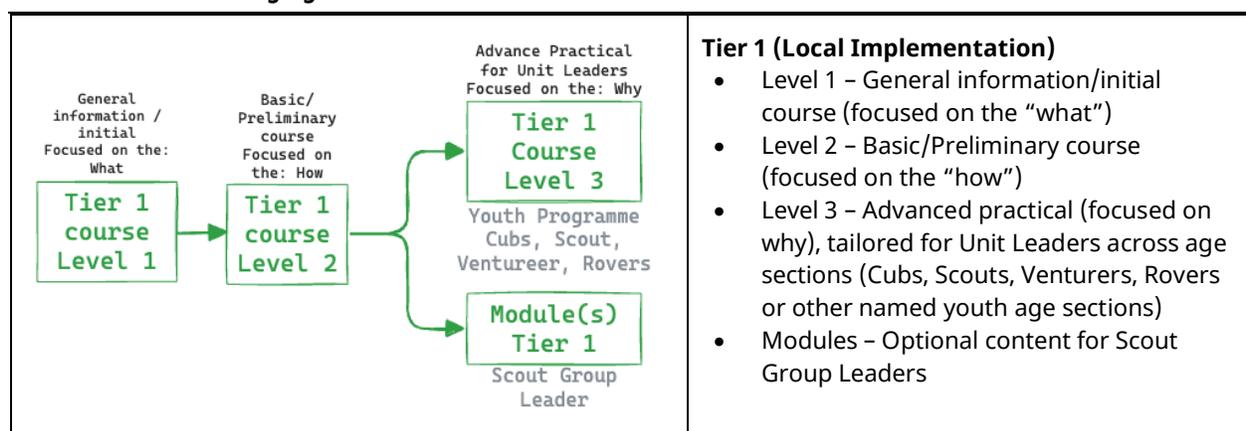
“It wasn’t about doing everything at once. It was about taking a real step forward for those we were forgetting.”

Sekou’s NSO is now delivering its first WB3 pilot course for Assistant Leader Trainers – with content tailored to strategic support, not just training skills.

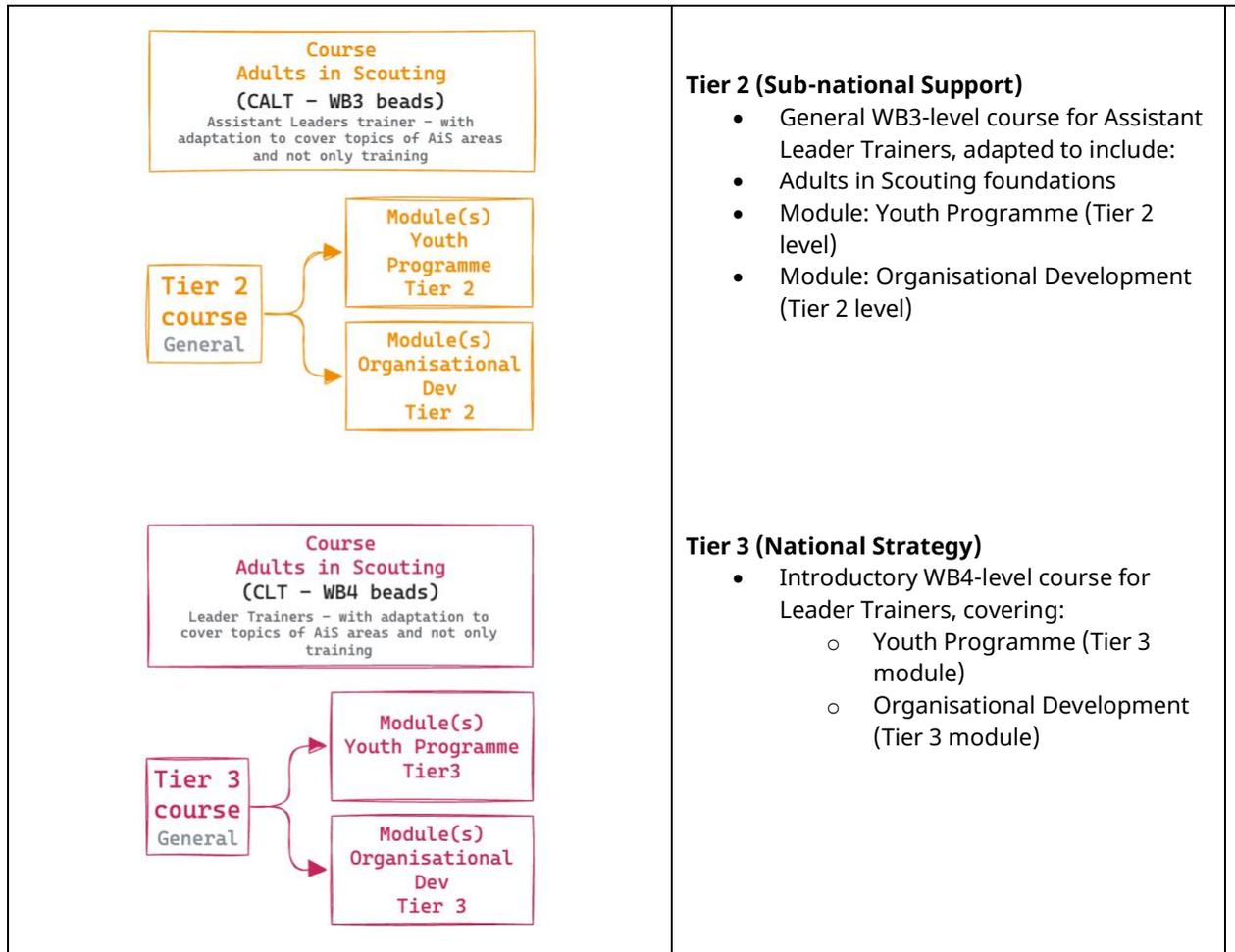
Components of the Emerging NSO Path

This development path includes three progressive levels at Tier 1, plus introductory offers at Tier 2 and Tier 3. The aim is to build basic structures across the most relevant areas. The same applies to the colours and font colours used in the diagrams below.

Emerging NSO Path



Emerging NSO Path (Continuation)



Key Priorities for Emerging NSOs

- Start with modular WB2 courses for local delivery roles
- Ensure foundational understanding of Adults in Scouting
- Include non-training support functions in your WB3 and pilot to ensure fit for purpose
- Introduce simplified WB4 elements only when there's a clear leadership need
- Use the WOSM Wood Badge Competencies to align learning outcomes

Note: NSOs at this stage are advised to begin by structuring WB2 as the essential entry point. Progression to WB3 or WB4 should only be made available after WB2 is completed.

Implementation Tip

You don't need to wait for the perfect conditions. Start by adapting one WB2 course for one new role. Pilot or test it. Learn from it. Then expand.

Section 8. Development Path: Developing NSO

A **Developing NSO** is actively expanding its adult development system beyond traditional training models. It may have already piloted new course modules, introduced recognition for non-trainer roles, or aligned some content with the Wood Badge Framework.

At this level, the NSO begins to integrate structured and role-specific learning for adults in functional and coordination roles, such as Commissioners, project leaders, area-level coordinators, and national support functions.

In developing NSOs, Wood Badge training and learning opportunities:

- Includes WB2 as a standard foundation across roles
- Begins to introduce WB3-level modules aligned with sub-national responsibilities or functional coordination
- Uses recognition that reflects role and responsibility
- May still rely on a single national Adults in Scouting course, but is working to diversify and tailor it

As part of this evolution, NSOs may begin to identify adults operating at the **WB4 – Adults in Scouting Conceptualising and Designing level** and explore how to support their learning needs. While a full WB4 course may not yet be in place, the **suggested modules in Section 10** can serve as a reference to guide the development or enhancement of national-level content.

It is expected that an NSO's standard course already includes **practical components** such as project planning, teamwork, and applied learning in related practical activities. This framework helps connect this to recognised competencies and prepares the NSO to move toward full implementation.

Story: Nadia's New Track

Nadia began her Scouting journey as a Unit Leader. After completing WB2, she grew into a regional role supporting adult leaders and later became involved in board communications at the national level. But when she looked for development opportunities in her new role, she hit a wall.

"I had experience, but no learning opportunities to match my new responsibilities," she says.

Her NSO had just transitioned into the Developing stage. They added a WB3 communications module focused on internal and external engagement, messaging, and managing platforms. Nadia was one of the first participants.

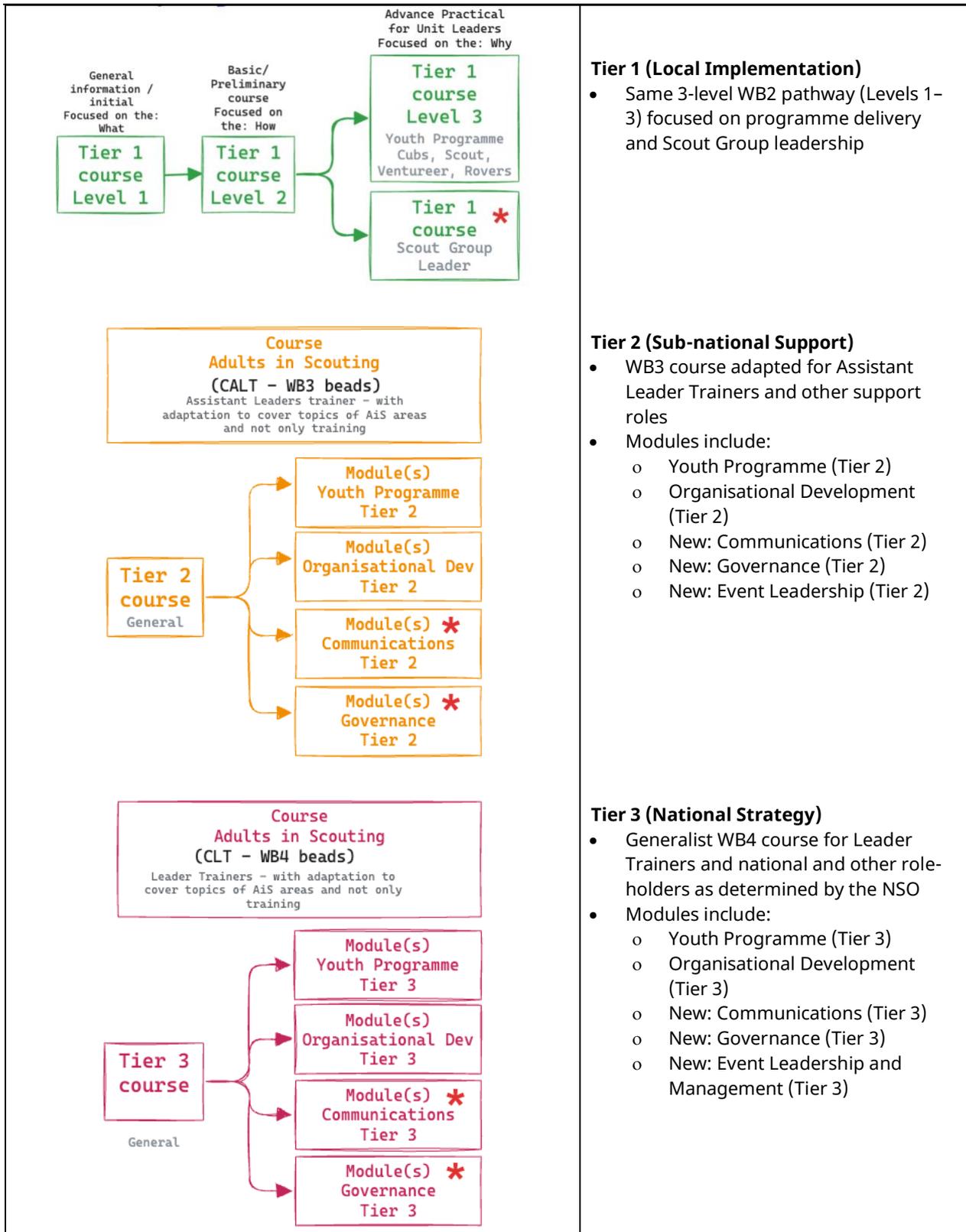
"It was a turning point. I finally felt like the organisation saw what I was doing—and helped me do it better."

Today, Nadia co-facilitates communications sessions for other adults stepping into similar roles. Also, she completed her development Path and earned a WB3 in Communications.

Components of the Developing NSO Path

This path builds on the Emerging model by adding specialised modules at Tier 2 and Tier 3, enabling adults in non-training roles to access relevant learning and recognition.

Developing NSO Path



Key Priorities for Developing NSOs

- Expand WB3 to include non-training functions
- Offer flexible, modular content based on real role needs
- Begin systematically piloting WB4 with a wider leadership pool
- Use personal projects or assessments to validate competencies across areas
- Encourage cross-functional mentoring between experienced and new role-holders
- Ensure alignment with national direction and strategic priorities (this dot point could be placed higher up, or it can stay as a last reminder)

Note: NSOs in this stage are encouraged to clearly define WB3 as accessible only after WB2 has been completed, and WB4 after WB3. This reinforces a consistent system of development and recognition.

Implementation Tip

Create cross-functional learning spaces – bring together Safe from Harm Coordinators, Communications leads, Major Event and Governance volunteers. Let them learn from each other as they develop context-specific modules.

Section 9. Development Path: Advanced NSO

An **Advanced NSO** has moved beyond pilot efforts and limited adaptations. At this level, the Wood Badge Framework is fully embedded across the organisation – offering structured, role-specific, and strategic learning for all key adult roles in accordance with the NSO’s needs and strategic direction.

These NSOs recognise that development isn’t just about content delivery - it’s about supporting functional and operational excellence in Youth Programme, Adults in Scouting, Governance, Communications, Events, Safe from Harm, and more.

In advanced NSOs, Wood Badge training and learning opportunities:

- Are offered for a wide range of roles
- Includes general and specialised modules per strategic area
- Uses role-based assessment and competency validation
- Is recognised through a transparent, inclusive recognition system

At this stage, NSOs may also choose to design or expand learning opportunities aligned with **WB4 – the Adults in Scouting Conceptualising and Designing level**, typically connected with national or strategic responsibilities.

Advanced NSOs are also well-positioned to pilot new approaches, document good practices, and contribute to regional or global learning and mentoring initiatives.

Story: Clara’s Full-Circle Contribution

Clara started in Scouting as a Rover Adviser. Over the years, she moved into national roles – first in Adults in Scouting, then as a member of the NSO Board’s Governance Committee. She was deeply committed, but never felt her contribution fit the old training system.

Then, everything changed.

Her NSO adopted the full Wood Badge Framework and launched modular WB4 development paths for national volunteers. Clara joined the Governance stream and attended sessions alongside other board members, learning about ethics, board dynamics, and policy cycles.

“It felt like training made for me, not something I had to fit into,” Clara shared.

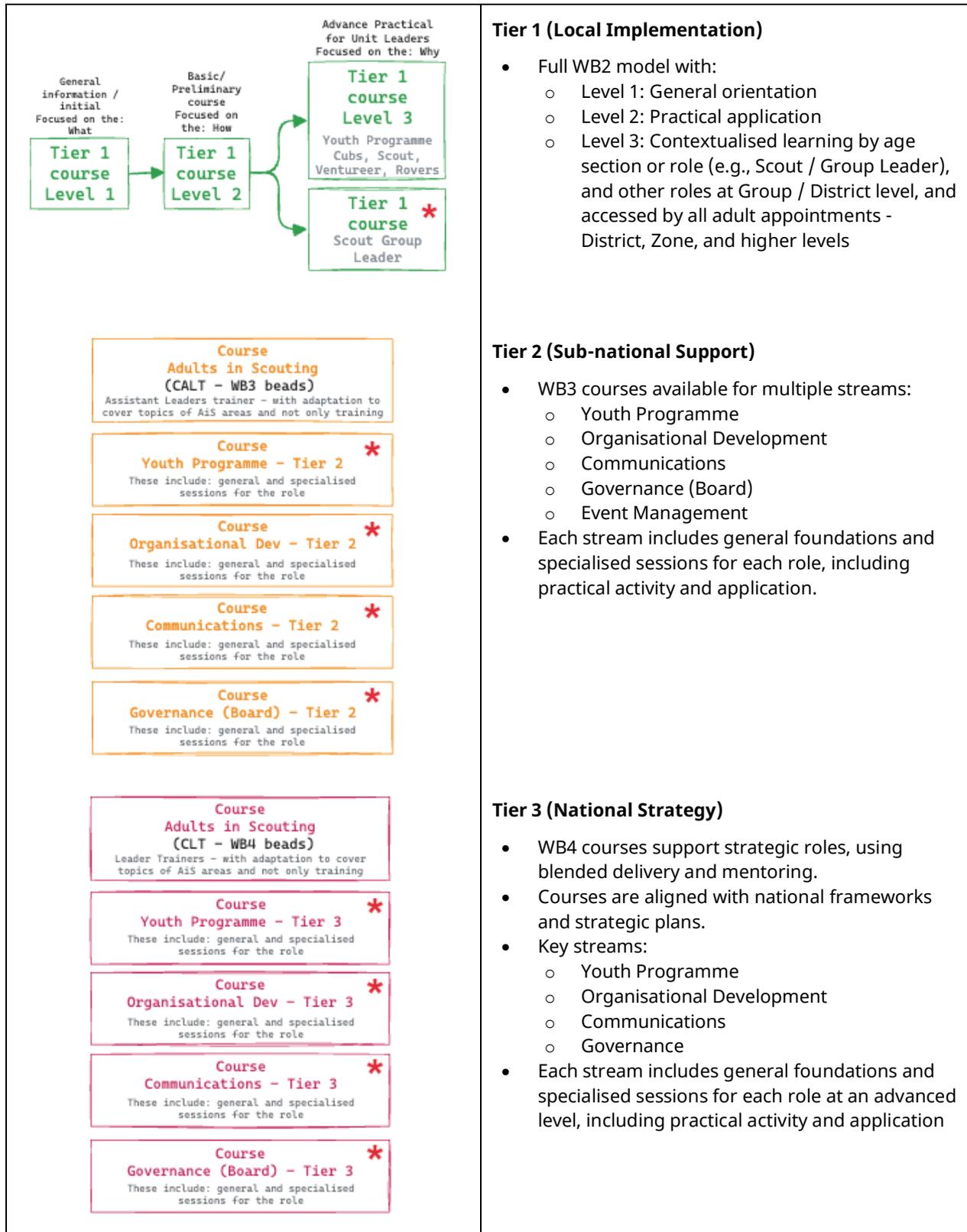
Now Clara mentors new board members and contributes to reviewing the NSO’s entire adult development system.

Components of the Advanced NSO Path

In this model, development is integrated across all tiers and tailored to real roles. Adults receive the training and recognition needed for the function they fulfil—not just the one they used to.

The same applies to the colours and font colours used in the diagrams on the next page.

Advanced NSO Path



Key Priorities for Advanced NSOs

- Implement competency-based course designs aligned to World Scouting's standards
- Ensure every strategic area has a recognised WB2/WB3/WB4 path
- Use learning portfolios or projects to validate growth and development
- Embed recognition in HR systems, national policies, and reporting
- Establish peer mentoring and trainer development pathways across areas
- Monitor alignment with strategic needs and direction

Note: Even with modular and tailored pathways, NSOs are recommended to retain a coherent structure in which WB2 precedes WB3, and WB3 precedes WB4. This ensures alignment with a shared foundation and development logic.

Implementation Tip

Don't think of this as "adding more training." Think of it as "integrating support into how your NSO works." At the advanced level, adult development becomes part of how strategy is implemented.

Section 10. Additional Guidance for Emerging NSOs

This section provides sample Course Structure and Learning Outcomes to support Emerging NSOs in designing or adapting WB2-level training.

Suggested WB2 Course Modules

These modules provide guidance to help NSOs align their WB2 standard course with the Wood Badge Framework. We are not prescribing a fixed curriculum or format. Instead, NSOs are encouraged to review these module suggestions and:

- Update their existing course content to reflect the proposed learning objectives
- Add modules not currently addressed
- Remove or adapt content that no longer aligns with their strategic direction or needs

The distinction between **basic** and **advanced** delivery is left to the Adults in Scouting teams in each NSO, who are best placed to structure learning according to their own progression models. To support this, a column is included in each table suggesting whether each module is better suited for the basic or advanced phase of WB2.

It is also expected that **practical learning components**, including scenario work, role play, group planning, and project-based activities, are already embedded in the NSO's standard delivery methods and do not need to be described in detail here.

Table 1: Suggested Course Modules to be added to the Standard Course – Adults in Scouting (WB2)

Course Module Title	WBF Competency Cluster	Description (Summary)	Sample Learning Objectives	Suggested delivery
Mission of Scouting and the Scout Method	Fundamentals of Scouting	Explores Scouting's Mission and educational approach, emphasizing the Scout Method.	<ul style="list-style-type: none"> • Describe the Mission and Vision of Scouting. • List and explain the elements of the Scout Method. • Relate the method to personal Scouting experience. 	Basic and Advanced
Safe from Harm and Inclusive Leadership	Fundamentals of Scouting	Covers youth protection, inclusive practices, and the adult's role in creating safe environments.	<ul style="list-style-type: none"> • Identify types of abuse and risky behaviours. • Apply Safe from Harm practices in your unit. • Foster an inclusive and respectful Scout environment. 	Basic and Advanced
Roles and Responsibilities of Adults in Scouting	Adult Development	Defines expectations for local adult leaders and clarifies collaboration with other roles.	<ul style="list-style-type: none"> • Recognise key responsibilities of your role. • Work effectively with other adults in the group. • Access support in the Adults in Scouting system. 	Basic
Working in Patrols and Small Teams	Leadership and Team Management	Explores small team dynamics and how to support peer leadership at local level.	<ul style="list-style-type: none"> • Describe the benefits of working in small teams. • Apply team-building techniques in your section. • Facilitate youth-led teamwork. 	Basic

Table 1 (Continuation)

Course Module Title	WBF Competency Cluster	Description (Summary)	Sample Learning Objectives	Suggested delivery
Communication and Conflict in Local Settings	Communication	Introduces basic communication tools, parent interactions, and handling conflicts.	<ul style="list-style-type: none"> Use active listening with young people and peers. Resolve minor disputes constructively. Communicate effectively with parents and guardians. 	Advanced
Planning and Evaluating a Section Activity	Project Management	Provides simple tools for planning, reviewing, and improving section meetings or activities.	<ul style="list-style-type: none"> Plan a session using structured steps. Use a reflection method to review an activity. Adapt future planning based on feedback. 	Advanced

Table 2: Optional Strategic Area Modules

Course Module Title	WBF Competency Cluster	Description (Summary)	Sample Learning Objectives	Suggested delivery
Supporting Programme Delivery in Age Sections	Fundamentals of Scouting	Covers age section methods, tools, and how adults support programme delivery.	<ul style="list-style-type: none"> Describe the age section's key methods. Use tools that support youth progression. Support Scouts in reaching personal development goals. 	Advanced
Managing the Scout Group	Leadership and Team Management	For Scout Group Leaders supporting a team of adult volunteers across age sections.	<ul style="list-style-type: none"> Coordinate responsibilities across your team. Lead group meetings and reflections. Create a supportive environment for adult volunteers. 	Advanced
Local Visibility and Family Engagement	Communication	Introduces family engagement strategies and simple tools for promoting your Scout group.	<ul style="list-style-type: none"> Communicate clearly with parents and guardians. Promote Scouting locally using simple tools. Build trust and collaboration with families. 	Advanced
Organising Camps and Group Events	Project Management	Provides basic logistics, safety, and planning tools for group events or local camps.	<ul style="list-style-type: none"> Plan a group event with clear roles and responsibilities. Apply Safe from Harm and risk assessment steps. Lead a reflection process after the event. 	Advanced

Note: These module titles and outcomes are not intended to replace your NSO's current WB2 course design. They are a flexible guide to help you align your standard course with the Wood Badge Framework. All technical or practical delivery methods (e.g., simulations, group work, practice-based learning) are expected to be already embedded within your existing delivery system.

Suggested WB3 Course Modules

These suggested modules are designed to help NSOs align their WB3 standard course with the Wood Badge Framework competencies. They are not a full syllabus, nor do they prescribe specific delivery formats.

It is expected that NSOs will already be incorporating **practical methods**, such as group activities, simulations, project planning, peer coaching, and reflection, into their existing standard course design. These tables focus on **core content areas and learning objectives** to guide alignment and adaptation.

The final structure, delivery approach, and integration of practical activities remain the responsibility of the Adults in Scouting team in each NSO. These modules could also be utilised for 'training team/adult development personnel'.

Table 3: Standard Course suggested content – Adults in Scouting (WB3)

Course Module Title	WBF Competency Cluster	Description (Summary)	Sample Learning Objectives
Adults in Scouting Foundations	Adult Development	Core concepts of the Adults in Scouting policy, life cycle, and adult support systems.	<ul style="list-style-type: none"> Describe the Adults in Scouting framework and its purpose. Identify the phases of the adult life cycle. Support adult volunteers in practical ways.
Motivating and Supporting Adult Volunteers	Leadership and Team Management	Basic tools for motivation, coaching, and team leadership at district or area level.	<ul style="list-style-type: none"> Recognise factors that influence motivation. Provide constructive feedback and support. Promote collaborative team environments.
Planning and Managing a District-Level Activity	Project Management	Simple strategies for activity planning, monitoring, and delivering effective support.	<ul style="list-style-type: none"> Plan a district training or event. Use tools to track progress and results. Adjust plans based on lessons learned.
Internal Communication and Conflict Resolution	Communication	Foundational communication skills for coordinating with adult teams and resolving issues.	<ul style="list-style-type: none"> Facilitate clear team communication. Resolve common conflicts among volunteers. Use appropriate communication channels.
Understanding and Applying Safe from Harm in Adult Roles	Fundamentals of Scouting	Extending Safe from Harm principles to adult-to-adult and adult support contexts.	<ul style="list-style-type: none"> Apply Safe from Harm- principles when supporting adults. Recognise early signs of distress or boundary issues. Model respectful and inclusive behaviour.

Table 4: Optional Strategic Area Modules (WB3) that can be used for a variety of roles depending on the NSO

Course Module Title	WBF Competency Cluster	Description (Summary)	Sample Learning Objectives
Supporting Programme Quality in Age Sections	Fundamentals of Scouting	Tools for mentoring and supporting unit leaders with age-based programme delivery.	<ul style="list-style-type: none"> • Apply the Scout Method to age-section support. • Facilitate reflection with unit teams. • Use programme tools for consistency and quality.
Strengthening Local Scout Structures	Leadership and Team Management	Support for local planning, mapping, and unit development at sub-national level.	<ul style="list-style-type: none"> • Assess Scout group structures in a district. • Plan actions based on local needs. • Support Scout Group Leaders in team development.
Promoting Scouting Locally	Communication	Basic tools for managing internal communications and public visibility at local level.	<ul style="list-style-type: none"> • Create basic event or activity communication. • Use tools to promote visibility (e.g., WhatsApp, posters). • Apply WOSM storytelling guidelines.
Planning and Delivering Scout Events	Project Management	Essential steps and tools for planning and reviewing successful sub-national Scout events.	<ul style="list-style-type: none"> • Organise a safe and inclusive district or area event. • Coordinate volunteer teams and logistics. • Conduct a post-event review with feedback tools.

Suggested WB4 Course Modules

This section provides guidance for Emerging NSOs looking to strengthen or align their existing Adults in Scouting course at the **Conceptualising and Designing level** (typically more closely aligned with national-level responsibilities) with the Wood Badge Framework.

Rather than offering a complete course structure, the table below suggests a small number of role-specific modules focused on strategic areas such as Youth Programme, Organisational Development, Communications, and Governance.

These content suggestions are intended to **complement and enhance** the NSO's current standard course. It is expected that practical components – such as strategic simulations, group planning, case studies, or scenario work – are already part of the NSO's delivery model. The focus here is on aligning content with key competencies and outcomes expected at the WB4 level.

Table 5: Course Modules suggested to be included in the Standard Course – Adults in Scouting (WB4)

Course Module Title	WBF Competency Cluster	Description (Summary)	Sample Learning Objectives
Strategic Leadership in Scouting	Leadership and Team Management	Introduction to national leadership responsibilities, systems thinking, and strategic vision.	<ul style="list-style-type: none"> Describe the characteristics of strategic leadership. Apply systems thinking to national Scouting challenges. Support long-term vision planning aligned with the Scout Mission.
Policy and Governance in NSOs	Fundamentals of Scouting	Understanding how NSO policies are developed, reviewed, and aligned with the Constitution and WOSM frameworks.	<ul style="list-style-type: none"> Explain the role of policies in governance and planning. Review and align policy with national and WOSM standards. Participate in inclusive and transparent decision-making processes.
Leading the Adults in Scouting System	Adult Development	Designing and overseeing the Adults in Scouting framework at national level, including recognition, recruitment, and role management.	<ul style="list-style-type: none"> Develop an integrated adult support strategy. Oversee adult volunteer development and recognition. Evaluate the impact of the Adults in Scouting system.

Table 6: Optional Strategic Area Modules (WB4)

Course Module Title	WBF Competency Cluster	Description (Summary)	Sample Learning Objectives
National Programme Strategy and Educational Alignment	Fundamentals of Scouting	Design and review programme strategies aligned to the NSO's educational proposal and national context.	<ul style="list-style-type: none"> Analyse the current Youth Programme strategy. Align programme objectives with national educational priorities. Develop improvement plans based on youth needs.
Strategic Communication and Stakeholder Engagement	Communication	Frameworks and tools for communicating Scouting's impact, managing public relations, and engaging stakeholders.	<ul style="list-style-type: none"> Develop a strategic communication plan. Engage key stakeholders and national partners. Represent the NSO's Vision and values effectively.
Organisational Development for Growth and Resilience	Leadership and Team Management	Ensuring sustainable structures, leadership succession, and organisational adaptation at national level.	<ul style="list-style-type: none"> Design strategies to strengthen NSO structures. Foster sustainable leadership practices. Adapt the organisation for long-term impact and change.
Designing and Delivering National Events	Project Management	Planning and delivering large-scale national events aligned with NSO goals and safety standards.	<ul style="list-style-type: none"> Develop a national event concept aligned with NSO strategy. Ensure inclusive and Safe from Harm-compliant delivery. Evaluate national events using stakeholder feedback and impact measures.

Section 11 - Additional Notes for Developing NSOs and Advanced NSOs

As stated earlier, every National Scout Organization (NSO) operates in a different reality. Some have strong adult development systems with modular learning and recognition across areas. Others are adapting beyond a traditional, trainer-focused model. The Wood Badge Framework allows for progressive implementation, meets NSOs where they are, and supports a flexible, role-based approach to adult development.

Implementing a sequential approach to the Wood Badge levels means structuring the adult development system so that individuals complete WB2 before progressing to WB3, and complete WB3 before advancing to WB4. A staged progression helps ensure a consistent foundation of competencies and understanding before adults take on broader coordination, leadership or strategic responsibilities.

For **all NSOs**, the key is to reflect on your current capacity, your strategic direction, identify your priorities, and work to develop and implement a system that supports meaningful growth, development, and recognition for **all** adults in your context.

NSOs at the **Emerging level** have the suggested and required content for specific modules for WB2, WB3, and WB4, which are outlined in Section 10 and linked to implementation tiers and areas, such as youth programme, Adults in Scouting, organisational development, communications, and governance.

What is implemented, when, and how are decisions to be made by an NSO's senior leadership and the adult development teams. Importantly, a staged, well-developed approach undertaken in small chunks, and built on progressively into a flexible, strong and appropriate adult system should work for the NSO.

NSOs at the **Developing** and **Advanced Levels** would have already completed and implemented pathways to WB2 and WB3, and most likely WB4. They would also have developed additional learning opportunities for specific roles and appointments relevant to current NSO needs and strategic direction.

While an outline of content for modules and courses is listed for Emerging NSOs, there should be sufficient detail in the outline of the required and suggested content to inform Developing and Advanced NSOs of what could be broadened and what could be extended in developing competencies for all adults across a range of strategic areas to meet specific NSO needs.

Importantly, the adult development system in any NSO is not a 'one-size fits all' model. Accurate assessment of adult roles, appointments and responsibilities in the NSO, especially at the Developing and Advanced levels, will ensure a system is fit for purpose, and can be adapted to suit changing circumstances. And it will provide learning and development opportunities for all adults in Scouting to grow and develop.

For those NSOs at the Developing and Advanced level, consider these questions:

- Are all of our adult learning opportunities competency-based and fully aligned with World Scouting's standards?
- Does every strategic area of the NSO have a recognised pathway to WB2/WB3/WB4?
- How do we validate growth and development – portfolios/projects / other?
- Is adult recognition for training and learning opportunities embedded in national policies, HR systems and reporting?
- How efficient and meaningful are peer mentoring and trainer development pathways across areas?
- In what ways do we monitor alignment with strategic needs and direction?

Responses should guide the next steps to a full and complete adult development system where learning aligns with the adult's function and level of responsibility; recognition can be adapted to local culture and context; and implementation paths reflect an NSO's capacity and direction.



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World Scout Bureau
Global Support Centre, Kuala Lumpur
Africa Support Centre, Kenya

worldbureau@scout.org
scout.org