



SCOUTS

Creating a Better World



COMMUNITY-BASED SCOUTING

A Primer and Guide to Program Implementers

BOY SCOUTS OF THE PHILIPPINES
2018

Youth Program

COMMUNITY - BASED SCOUTING

A Primer and Guide to Program Implementers

Boy Scouts of the Philippines

National Office • Manila

"...a Universal brotherhood of service... where the young citizens, male and female in all countries, are brought up to look upon their neighbors as brothers and sisters in the human family allied together with the common aim of service and sympathetic helpfulness towards each other..."

Baden Powell

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MESSAGE OF THE NATIONAL PRESIDENT

I would like to extend my full-hearted congratulations to the staff of the Boy Scouts of the Philippines and our Scout volunteers for coming up with a manual that would benefit Scouting in the community in particular and the whole of the Scouting Movement in general. I also would like to express my appreciation to the local government units, especially the barangay, for spreading the goodwill that our Movement has been advocating for the over a century.

This publication, the *Community-Based Scouting: A primer and Guide to the Program Implementers*, will guide our would-be sponsoring institutions in managing Scouting units in the community. We all know that effective management of Scouting units requires basic knowledge necessary in implementing Scouting programs. Aside from the learning that could be gained from training, this guidebook will provide better understanding of the community-based Scouting scheme.

Let us dedicate this guidebook to those who labored hard to ensure that Scouting would reach the barangay and benefit the youth who want to become Scout even if they are out of School.
I wish you all the best and happy Scouting to all.

A handwritten signature in black ink, appearing to read 'Wendel E. Avisado', with a stylized flourish at the end.

ATTY. WENDEL E. AVISADO
National President

MESSAGE OF THE CHIEF NATIONAL COMMISSIONER


After a long wait, we now have a guidebook that will surely add passion to Scouting in the community. This publication carries important information that will guide our would-be leaders and sponsoring units in managing Scouting in their barangay or community. For those who are new in Scouting or those who want to be a part of this noble organization, this will be the key to helping spread BSP's vision and mission to the community and the Scouting ideals to the youth of the land. I feel proud of this noble undertaking; through this, we could rightfully say that we are taking good care of our leaders and those who support Scouting at the grassroots level.

I could only hope that community Scouting would spread throughout our nation. I believe that with the help of the local government units, the BSP could extend its hands to those who wish to be a Scout no matter where they are. We all know that everyone can be a Scout whether he or she is out of school and everybody can be a Scout leader if one is more than eager to spend time taking care of children not his or her own.

The *Community-Based Scouting: A primer and Guide to the Program Implementers*, is just the beginning; more can be offered should a community decide to open the doors of non-formal education in their areas. We have the Local Councils who are more than willing to assist in creating Scouting units.

And so to our fellow Scout leaders who happen to read this primer, allow me to tell you all that this is the beginning of your colorful journey to Scouting.

I salute!



HON. VICE GOV. JOSE MARI G. PELAEZ
Chief National Commissioner

MESSAGE OF THE SECRETARY GENERAL

Greetings!

I felicitate our fellow Scout leaders, mentors and program implementers of community-based Scouting as we gladly offer this handbook that would further help them in running their barangay-based Scouting program. This primer is a product of years of research and experimentation. It has been thoroughly studied and discussed in consultation meetings before carefully written in simple narrative that is easy to follow and understand. It has undergone series of revisions and editing before it saw print. Professional Scout leaders from the National Office who were expert in the field, and volunteers, who have been rendering services to the BSP for years, have joined forces to come up with simple and easy-to-comprehend reading material like this.

The *Community-Based Scouting: A primer and Guide to the Program Implementers* answers basic questions especially in the formation of Scouting in the barangay. It contains tips and guidelines for volunteers who are willing to render their services to Scouting in their community. Officials of the local government units, private individuals and prospective Scout leaders will surely benefit from this.

I hope that with this publication, Scouting will flourish in the community. We all know that Scouting could be away to instill in our youth, whether in and out of school, good moral values and to channel their energy from idleness to community service.

To my fellow Scout leaders, this is for you, we just hope that what is written in here would inspire you all to be the Scout leaders our community needs to propagate goodness.

Thank you for your support to Scouting!


ENGR. ROGELIO S. VILLA JR.
Secretary General

Community-Based Scouting Programme Guidelines

INTRODUCTION

This primer and guide to program implementers highlights the growing interest in and emerging direction towards community-based or neighborhood-based Scouting. It traces the historical roots of community Scouting in the Philippines, then tells the story of the integration of Scouting in the school program and finally presents another wave of community Scouting efforts as a promising venture into the future of Scouting in the Philippines.

Today marks a significant milestone in Philippine Scouting as it is moving beyond the classrooms into the communities, beyond school buildings to neighborhood and barangays in the entire country. This means that more children, youth and young people can join the Scouting movement and take part in the active role in nation-building while enjoying the great outdoor adventure of Scouting.

For many years, Scout units all over the Philippines have been based in schools. But did you know that Scouting in the Philippines began as a community activity? The earliest known Filipino Scout troop – composed of Muslim boys – was organized as the “Lorillard Spencer Troop” by 2nd Lieutenant Sherman L. Kiser in Zamboanga in 1914. Since then, schools all over the country started organizing Scout units among their students, and eventually, the “school-based” unit became the common mode of Scouting in the Philippines.

Nowadays, Scouting offers more opportunity to children, youth and young people having an equitable mode of program delivery through Community-Based or Neighborhood Scouting. Scouting is reaching out to broader segments of society most especially the out-of-school youth, street children, indigenous groups and minorities, differently-abled (persons with disabilities) young people, special interest groups – both religious and civic groups by means of organizing a Community-Based Scouting Units.

Community-Based Scouting offers wide array of educational activities using non-formal approach to education by means of learning by doing; inculcating values and character development anchored on the principles of the Scout Oath and Law and more importantly, is to be able to train the youth in the community to take positive actions that will help improve the lives of the people in the society.

HISTORICAL BACKGROUND

Before the establishment of formal education system in the country, Scouting traces back its origin within the local community. From the Lorillard Spencer Troop of Lt. Sherman Kiser back in Zamboanga in 1914, the Boac-Marinduque Troop of Scoutmaster Celso Mirafuente in 1922, the Troop 560 of Sarat, Ilocos Norte organized by Fr. Cipriano Sipin in 1934, the Rotary Club of Manila, the Community Scouts of YMCA, the Boy Scouts of Every Ready, Delbros Inc., Philippines and Union Carbide – all started its humble beginnings to train youth and provide service in the community.

According to Alfonso Aluit's book, *A Bequest of Hope* (1973), the earliest documented scouting in the Philippines started with an all-Muslim troop in Zamboanga in 1914. The Philippine Scouting magazine (2000) interprets such account as laying down the history of community or neighborhood scouting in the country. It says: "From the very start, scouting in the Philippines was a community activity. It was only later that it evolved into the school-based program that it mostly is right now. The earliest known Philippine Scout troop, the Lorillard Spencer Troop, was organized in the community by Lt. Sherman L. Kiser."

In 1975 when the Community Scout Section of the Boy Scouts of the Philippines was introduced the "Leaders Manual for Barangay Auxiliary Service Unit of the BSP" program was describe mainly for young people who belong to the "early school-leavers" or the "out-of-school-youth" and those who are enrolled in vocational, technical and agricultural schools in the country. While the Community Scouting membership has largely been drawn from these schools, Scouting has reach not too many youth coming from less fortunate families within the communities from all around the country.

With the firm belief that the program will benefit the Community, BSP has seen a potential among "Barangays" or local community to provide an avenue for involvement and participation in Scouting and will eventually benefit the neighborhood, most especially the young people. On the onset, the "Barangay Auxiliary Service Unit (BASU)" was organized as service facility to bring Scouting in the community.

Community-Based Scouting Programme Guidelines

This unit is composed of organized group of citizens of the Barangay who, inspired by the ideals of service, give support and assistance to youth development in the Community thru Scouting. The auxiliary unit of BSP helps provide manpower and logistical support so that Scouting can serve the community and help contribute to its development.

Many of the local councils embraced the program and organized their units, most of them were sponsored by the Religious (Knights of Columbus, Jesus Christ of the Latter Day Saints, etc.), Civic Clubs (Rotary, Kiwanis, Lions, Masons, etc.) and Business (Union Carbide, DelBros, etc.) sectors. Most of these Sponsoring Institutions still exist at this time but the growth on this sectors had been very slow if not has decreased in numbers.

Through time and generation, the program gradually slow down until its inactivity for a time, while the concept has evolved from Community Scout Section, Neighborhood Scouting until the new direction on "Membership Growth" in Scouting and "Reaching Out" broader segments of society, the idea was reborn to its current form as Community-Based Scouting.

RATIONALE

A vision to help improve the society, as coined by the founder himself, Lord Baden Powell as expressed in the Constitution of World Scouting, which defines its purpose **“to contribute to the development of young people in achieving their full potentials as individuals, as responsible citizens and as members of their local, national and international communities”**. It recognizes **“participation in the development of society”** as one of the fundamental principles of Scouting.

Scouting in the community provides an avenue and an alternative learning environment to children, youth and young people who have a very limited access to formal education system while giving them educational activities based on set objectives that are anchored on the Scout Oath and Law.

The Purpose of the Boy Scouts of the Philippines is to **“promote and encourage, through organization and cooperation with other agencies, the ability of boys to do useful things for themselves and others, to train them in Scoutcraft, and to inculcate in them patriotism, civic-consciousness and responsibility, courage, self-reliance, discipline, and kindred virtues, and moral values, using the methods which are now in common use by Boy Scouts.** (Sec. 3 of Sec. 1 of R.A. 7278)

Primarily, Scouting in the communities, neighborhood and barangays offers the best program for citizenship training, civic-consciousness, social awareness, patriotism and skills to become self-reliant and independent individuals.

With the aim to provide a reservoir of trainer leaders and manpower to serve as Unit Leaders, Scouting in the Community served as Sponsoring Institutions for organized Scout Units composed of early school-leavers or the out-of-school-youth. It generated much interest and solicits greater involvement for the Barangays in most Scouting activities.

During its early stage, the program helped in harnessing the community resources to support “learn-and-earn projects” of the Community Scout Troops and helped improved their livelihood. Consequently, Community Scouts also helped determine various community needs and undertake projects and activities to help in community development programs and finally provide its members with opportunities to develop their leadership skills, cooperation, understanding and teamwork.

Legal Framework

The State recognizes the **vital role** of the **youth in nation-building** and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth **patriotism and nationalism**, and encourage their involvement in public and civic affairs. [Sec 13, Art II, Constitution]

“...shall encourage non-governmental, **community-based**, or sectoral **organizations** that promote the **welfare** of the nation”
“...encourage **non-formal, informal, and indigenous** learning systems, as well as **self-learning, independent, and out-of-school** study programs particularly those that respond to the **community needs.**” [Sec 2, Art XIV, Constitution]

All educational institutions “... shall inculcate **patriotism, nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes** in the historical development of the country, teach the rights and duties of **citizenship**, strengthen **ethical and spiritual** values, develop **moral character** and personal discipline, encourage **critical and creative thinking**, broaden **scientific and technological** knowledge, and promote **vocational efficiency.**” [Sec 3, Art XIV, Constitution]

Point of Entry: Local Government Units “...enjoy **genuine and meaningful local autonomy** to enable them to attain their **fullest development** as **self-reliant** communities and make them more **effective partners** in the attainment of **national goals.**” [Sec 2, Chapter 1, Book 1, LGC]

Framework for Integration: “**Local government units** shall **promote** the establishment and operation of **people’s** and non-governmental **organizations** to become **active partners** in the pursuit of **local autonomy.**” [Sec 34, LGC] “...all national agencies and offices to conduct **periodic consultations** ...with local government units, non-governmental and **people’s organizations**, and other concerned sectors of the community before any project or program is implemented...” [Para (c), Sec 2, LGC]

“**People’s organizations** are bonafide associations of citizens with demonstrated capacity to promote the public interest and with identifiable leadership, membership, and structure.” [Sec 2, Art XIII, Constitution]

NGAs or **GOCCs** authorizing or involved in **planning** and **implementation** of any **project** or **program** that may cause **pollution, climatic change, depletion** of non-renewable resources, **loss of cropland, rangeland, or forest cover**, and **extinction** of **animal** or **plant species** shall **consult** with LGUs, NGOs, and other sectors concerned and **explain** the **goals** and objectives of the project or program, its **impact** upon the people and the **community** in terms of **environmental** or **ecological balance**, and the **measures** that will be undertaken to **prevent** or **minimize** the adverse **effects** thereof. [Art 54, IRR, LGC]

Community: Avenues of Approach "...within their respective territorial jurisdictions, local government units shall ensure and support, among other things, the preservation and enrichment of **culture**, promote **health** and **safety**, enhance the **right** of people to a **balanced ecology**, encourage and support the development of appropriate and self-reliant **scientific** and **technological** capabilities, improve **public morals**, enhance **economic prosperity** and **social justice**, promote full **employment** among their residents, maintain **peace** and **order**, and preserve the **comfort and convenience** of their inhabitants." [Sec 16, LGC]

Local government units may enter into **joint ventures** and such other **cooperative arrangements** with people's and non-governmental organizations to engage in the **delivery** of certain **basic services, capability building** and **livelihood projects**, and to develop **local enterprises** designed to improve **productivity** and **income**, diversify **agriculture**, spur **rural industrialization**, promote **ecological balance**, and enhance the **economic** and **social well-being** of the people. [Sec 35, LGC]

A **local government unit** may, through its **Local Chief Executive** and with the **concurrence** of the Sanggunian concerned, **provide assistance**, financial or otherwise, to such people's and non-governmental organizations for **economic, socially-oriented, environmental** or **cultural projects** to be implemented within its **territorial** jurisdiction. [Sec 36, LGC]

As a basic **political unit**, the **barangay** serves as the primary **planning** and **implementing** unit of government **policies, plans, programs, projects**, and **activities** in the **community**, and as a **forum** wherein the **collective** views of the **people** may be **expressed, crystallized** and **considered**, and where **disputes** may be amicably **settled**. [Sec 384, LGC]

COMMUNITY-BASED SCOUTING CONCEPT DEFINED

Community-Based Scouting is a “**composite program unit**” of the **Boy Scouts of the Philippines** that offers a unique opportunity for “**Membership Growth**” and “**Reaching Out**” to broader segments of society, especially the out-of-school-youth, street children and the young people in the community. An avenue that caters to the “**Effective Delivery**” of the Five (5) Sectional Programs (**KID, KAB, Boy, Senior and Rover Scouting**) of the BSP – through greater community participation, involvement and development.

By its nature and character, Community-Based Scouting is the complete opposite of School-Based Scouting. It is a distinct mode or means to implement Scouting programs which mainly relies on the active participation and greater involvement of **community stakeholders** to train and educate children, youth and young people in the community to become **active and responsible citizens** of the society by **taking positive actions** that will help improve the quality of lives of the people in the community.

It is initiated and organized by a group of people mostly Scouts to strengthen the Scouting movement in the country. It is normally supported by a sponsoring group/institution to address and/or respond to certain issues and concerns that affect the community and at the same time, expand the membership of Scouting to the community level.

In Community-Based Scouting, the Scouts are classified and registered according to the five (5) sectional Program of the BSP, namely the KID, KAB, Boy, Senior and Rover Scouting, the age bracket being the determining factor to which section they shall belong. Correspondingly, the programs to which they will be exposed to and engaged in are also customized to comply with the program standards and at the same time, meet their own needs. In the case of Rover Scouts (young adults) who are already of employable age, they are exposed to programs and trainings that can make them productive members of the community.

An example of these, are the skills and livelihood trainings given to adult members to prepare them to land a job and/or start their own livelihood activities. Their skills are then matched with the industry needs so that after their skills trainings, they can be referred to specific industries that need and require their acquired skills while others are assisted by the Barangays and other concerned groups and citizens in starting their own livelihood activities and self-help projects.

The Five (5) Essential Characteristics of Community-Based Scouting

According to WOSM, Community-Based Scouting offers Non-Formal Education an intentional, **educational** activity which works **independently** of the **formal education** system or in **parallel** with it. Its purpose includes the **shaping** of a certain aspect of the **individual's life**, the harmonious **development** of all the aspects of the **personality** or the acquisition of **skills** for livelihood, **professional** and **social** development, generally through **active learning** processes and with emphasis on personal **relationships**.

Let's take a closer look into these five (5) essential characteristics to widen our understanding of Community-Based Scouting.

- 1. Community** – The nomenclature of community in Scouting is expressed through common value system based on Scout Law, sense of belongingness, friendship and brotherhood. The moral fiber of Community Scouting relies on its purpose and principle based in the Scout Oath.

The concept of "**Community**" in general, refers to a group of people, of varied age range, living together in given geographical area having shared identity, common goals and interests. To date, young people, often times, create and build their own community of various nature and characteristics. Scouting is a "**community in itself**" largely composed of children, youth and young people supported by community of adults, having identified needs, wants, interest and aspirations in life.

A geographical areas sharing common and distinctive historical and cultural heritage, economic and social structures, and other relevant characteristics. "Territory or geographical area or a portion of a territory having common features or characteristics; a distinctive or specific group, or an independent or autonomous segment of a population"

- 2. Development** – Development involves change, improvement and vitality – a directed attempt to improve participation, flexibility, equity, attitudes, the function of institutions and the quality of life. Thus, Scouting emanates “**progressive self-education**” as expressed in the “**Scout Method**” aimed to character and personal development of an individual.

The concept of “**Development**” is usually expressed in economic terms such as employment rates, per capita income and gross national product. However, experience tells us that economic growth alone does not constitute development. One basic understanding of “Development” is alleviation from poverty and improvement of the quality of life of an individual.

For any real development to happen there must be an “**inner change**” of people to be “**willing to participate**” and be involved in matters that affect their very lives. People cannot be manipulated or coerced to develop themselves. The impetus and desire for development must come from within themselves. “**Development**” is a process that increases choices. It means new options, diversification, thinking about apparent issues differently and anticipating change (Christenson et.al., 1989).

- 3. Service** – Community Service in Scouting provides an opportunity to apply the principle of “**Duty to Others**” as coined in the Scout Oath – which reads “**to help other people at all times**”, traditionally called for daily “**Good Turn**”.

The concept of “**Service**” is typically associated with an “**activity**” designed to meet an objective. Service simply means doing something worthwhile for the immediate benefit of an identified beneficiary. Putting this in the context of service to the community, the activity is designed to contribute to meet specific needs identified by those who will perform the service.

- 4. Volunteerism** - Scouting is a voluntary movement of young people, which places a vital importance to **"one's own free will"**.

The concept of **"Volunteerism"** as commonly viewed by developmental organizations, social workers and international humanitarian agencies refers to an uncommon passion, commitment and dedication in the **"spirit of altruism"** for the greater good of common people and humanity in general. A volunteer person, which often times possess the **"spirit of volunteerism"** devotes most their time, effort and resources towards development of a cause or an advocacy, without expecting something in return

- 5. Education** - As coined by the UNESCO *"Education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims."*

The concept of **"Education"** is a life-long process which enables the continuous development of a person's capacities both as an individual and as a member of society. Bringing the context of Development Education to Community – it encompasses the process of positive change which result to acquisition of knowledge, concepts and ideas, life skills, and desirable attitudes enabling one's better understanding of simple to complex problems affecting lives of people in living in the community.

AIM AND OBJECTIVES OF COMMUNITY-BASED SCOUTING

The **Community-Based Scouting (CBS)** of the Boy Scouts of the Philippines (BSP) aims to provide a safe, enjoyable, exciting and challenging learning environment, **complimentary to formal educational institutions**, for out-of-school-youth, street children and young people ages **4 to 26** years old, through its **Five (5) Sectional Programs** namely the **KID, KAB, Boy, Senior and Rover Scouting Sections** – thereby providing its members with greater opportunities to participate in democratic leadership, empowerment of its citizens with vital role in problem-solving and decision-making, developing core life skills, render community emergency and relief services and help contribute in the development of quality of life in the community.

THE EDUCATIONAL OBJECTIVES OF COMMUNITY-BASED SCOUTING:

Guided by its new direction towards **"Membership Growth"** and **"Reaching Out"** priority areas, the Community-Based Scouting of the Boy Scouts of the Philippines geared its Educational Objectives with the **Five (5) Point Strategic Areas** – on **(1) Character and Personal Development; (2) Youth Engagement, Participation, Involvement and Empowerment; (3) Skills for Self-Reliance, Leadership and Independence; (4) Community Service, Development and Education; and (5) Responsible Citizenship.**

Children, youth and young people in the community should be able to:

Character and Personal Development

1. Internalize value system based on the Scout Oath and Law and the Scout Ideals as personal code of conduct;
2. Undertake a variety of exciting and challenging physical activities that will help promote active and healthy lifestyle among out-of-school-youth, street children and young people in the community; and
3. Show adherence and devotion to spiritual and religious beliefs, with respect to each other's own faith and through active participation in the church and communities.

Youth Engagement, Participation, Involvement and Empowerment

1. Encourage positive civic engagement, greater community participation, youth involvement and empowerment that helps in problem-solving and decision-making in the community;
2. Practice democratic and creative self-expression through dialogue that addresses issues of the street children, out-of-school-youth and young people in the neighborhood and eventually to effect positive change in their own lives in the community; and
3. Establish mutual understanding, cooperation, support and teamwork with community stakeholders, leaders and policy-makers.

Skills for Self-Reliance, Leadership and Independence

1. Plan and participate in community activities geared towards progressive scheme and badge system that helps provide guidance in career-path planning, technical, agricultural and vocational endeavor;
2. Participate in safe, fun-filled and challenging adventures, outdoor exploration, camping, and hiking to develop one's skills on campcraft, woodcraft, and emergency service for self-reliance, leadership and independence; and
3. Exercise innovation, creativity, resourcefulness and responsible leadership that develop independence in decision-making.

Community Service, Development and Education

1. Participate regularly in the community service activities that will poster friendship, camaraderie and better image of Scouting in the community;
2. Plan and undertake community development projects that address an issue or problem in the community that includes but not limited to environment, health, education, infrastructure, social services and livelihood; and
3. Plan and carry-out program of activities that promote development education and continuing learning among community citizens towards acquisition of knowledge, ideas, life skills and attitudes enabling better understanding problems and challenges in the community.
4. Render emergency and relief services in times of calamities and disasters.

Responsible Citizenship

1. Value desirable Filipino traits, positive attitudes, customs and traditions such as honesty, trustworthy, industrious, perseverance and respect for ladies, women, elders and persons with disabilities;
2. Develop stronger sense of Filipinism, love of country, concern for others and sense of responsible citizenship in the community; and
3. Practice their duties and responsibilities towards responsible voting and election of community leaders and policy-makers.

WHO CAN JOIN COMMUNITY-BASED SCOUTING?

Community-Based Scouting is open to all Filipino street children, out-of-school-youth and young people in the communities, neighborhood and barangays, in general, ages 4 to 26 years old and who are willing to voluntarily subscribe to the Fundamental Principles of Scouting and the Scout Oath and Law.

Members can join as KID, KAB, Boy, Senior or Rover Scouts based on their respective age groups applicable in any of the Five (5) Sectional Programs of the BSP. Individuals who are willing and able to pay for membership registration fee as prescribe by the policy, under a duly registered Sponsoring Institution.

SECTION	AGE-RANGE	FOCUS OF ACTIVITIES
KID Scouting	4 – 6 Years Old	Discovering Talents, Creativity and Potentials at Home.
KAB Scouting	6 – 9 Years Old	Responsible Citizenship in the Home and Institutions.
Boy Scouting	9 – 12 Years Old	Responsible Citizenship in the Institution, Community and Care for the Environment.
Senior Scouting	13 – 19 Years Old	Service to Institution, Community, Outdoor Adventure, Vocational Exploration and Career Path Training.
Rover Scouting	18 – 26 Years Old	Personal Development through Vocational and Technical Training, Responsible Leadership, Service to Scouting and the Community.

Through the Local Council "...Membership in this Council shall be open to Filipino citizens and Philippine residents who are qualified as prescribed in the Bylaws of the BSP. (Section 5, Art IV) Each institution or group of citizens to which a charter is granted by the BSP to sponsor one or more Scout units (Kawan, Troop, Outfit or Circle) shall be entitled to elect an Institutional Representative (not the unit leader or assistant unit leader) as member of the local council additional members-at-large may be elected by the council representing the religious, civic, educational, business, professional, labor, local government and other sectors within the council territory..." [Sec 7, Art IV, Standard Local Council Constitution and By-Laws]

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Educational Objectives, Ideals, Essential Features, Leadership, Activities and Advancement, Progressive Scheme and Badge System and Organization Structure of each section – KID, KAB, Boy, Senior and Rover Scouting remains the same for implementation within the Community-Based context.

These are the following:

1. Out-of-School Youth
2. Street Children
3. Youth Offenders and Juvenile Delinquents
4. Minorities and Indigenous Young People in Rural Areas
5. Internally Displaced Young People
6. Children in “Hot” Conflict situations
7. Orphans
8. Children with special needs (Persons with Disabilities)
9. Church-based youth groups
10. Non-formal learners of the Alternative Learning System
11. Youth groups from various civic organizations
12. Pupils and Children in schools where Scouting is inactive
13. Sangguniang Kabataan members

SPONSORING INSTITUTIONS FOR COMMUNITY-BASED SCOUTING

By its nature and character, Community-Based Scouting is the complete opposite of Scouting Units in the schools under the formal educational system for both public and private institutions. Sponsoring Institution for Community-Based Scouting offers more leeway to institutions and organizations in sponsoring Scouting Units in the community.

These may include but are not limited to;

1. Barangay Units
2. Local Churches and Religious Groups (e.g. Knights of Columbus, music ministry, youth ministry, Couple's for Christ, Knights of the Altar)
3. Charity Organization (e.g. PCSO, Foundations, etc.)
4. National Government Agencies (e.g. DSWD, DepEd, DILG)
5. Non-Government Organizations (e.g. Gawad Kalinga, Habitat for Humanity, etc.)
6. Civic Organizations (e.g. Knights of Rizal, Rotary Club, Jaycees, Lions, Kiwanis)
7. Local Government Agencies (LGAs)
8. Local Government Units (LGUs) Cities, Municipalities and Provinces
9. Home-Owners Association
10. Professional and Business Association
11. Private Companies and Firms (especially for Corporate Social Responsibility Programs)
12. Alumni Association
13. Youth-Oriented and Youth-Serving Organizations (e.g. YMCA, YWCA, etc.)
14. People's Organization
15. Cultural Organization
16. Civil Society Groups
17. Press and Media Organizations (e.g. Manila Bulletin, GMA, ABS-CBN, etc.)

HOW TO ORGANIZE COMMUNITY-BASED SCOUTING UNITS

“Institutions, business and industrial firms, religious, civic or service organizations, barangay or groups of citizens which meet prescribed requirement to use the Scouting Program to organize and maintain Scout Units may be chartered by the Boy Scouts of the Philippines.” “Such groups, which shall be called Sponsoring Institutions, shall be responsible for providing adequate facilities, supervision and leadership for their Scout Units.” [Sec 1, Art XIV, National By Laws of the BSP]

When an organization wants to sponsor a CBS Unit, it does not seem possible because the potential members are scattered over a wide area of the locality. At first glance this may be so but this problem can easily be solved. A few hints on organization can be the answer.

Most of the problem of the Unit (Langkay, Kawan, Troop, Outfit and Circle) can be traced to the way they were organized. So, it is best to organize the Units according to a three-phase plan. There will be a slim chance for failure if this is followed.

Here are the three Phases of organizing a Community-Based Scouting Unit

Sponsorship: The institution should be committed to the Scouting program. The Sponsoring Institution may decide to adopt one or more sectional programs. This must be explicitly arranged between the Institution and the Local Council whether to adopt all or any of the following Units:

1. KID Scout Langkays
2. KAB Scout Kawans
3. Boy Scout Troops
4. Senior Scout Outfits
5. Rover Scout Circles

Leadership: Prospective parents should be properly oriented about the program and their roles, especially in the Institutional Scouting Committee. Unit Leaders should be carefully selected and properly trained for their roles in the Unit as;

1. Langkay Leaders
2. Kawan Leaders
3. Troop Leaders
4. Outfit Advisors
5. Circle Leaders

Membership: Weekly Sub-Unit meetings should be started, so with the monthly Unit meeting. The Unit should be properly installed with a charter presentation and with a follow-up after the Unit is organized.

You need sponsorship to get leadership and you must have leadership to have the Boys and young people to start meeting. The phases are interrelated but it is not necessary to complete one phase to go on to the next. The important points is, you cannot have a Unit completely organized without Sponsorship, Leadership, and Membership.

The Basic Unit Composition and Organization are as follows:

BSP YOUTH PROGRAM						
SECTION	UNIT NAME	Minimum No.	Maximum No.	SUB-UNIT NAME	Minimum No.	Maximum No.
KID Scout	Langkay	12	13	Pangkat	4	6
KAB Scout	Kawan	12	32	Color Group	6	8
Boy Scout	Troop	12	36	Patrol	6	8
Senior Scout	Outfit	12	36	Crew	6	8
Rover Scout	Circle	12	64	Radiant	4	8

The diagram above will guide our program implementers on the minimum and maximum number of Scouts for every sectional program. The steps in organizing a new Community-Based Scouting Unit shall be based on this membership composition on each sectional program.

ORGANIZING A NEW COMMUNITY-BASED SCOUT UNIT

The following step should serve to guide whoever will be charged to organize a Scout Unit.

1. An institution or responsible group of citizen expresses a desire to organize a Scout Unit in a letter or a call to the Local Council.
2. The Local Council Scout Executive confers with the head of the institution or group of citizens, explaining the responsibility of the Sponsoring Institution.
3. The Sponsoring Institution secures the copy of the Application for Unit Registration (AUR) from the Local Council Office.
4. The Institutions agrees to adopt the Scouting program by means of formal organization of at least one or more Scouting Units of a specific program section.
5. An organizing committee, selected by the Institution, meets to plan the organization of the Unit.
6. The appointment of an Institutional Coordinator and the Community-Based Scouting Unit Committee composed of a chairman and 2 to 4 members is finalized by the organizing committee.
7. The CBS Unit Committee meets in consultation with the Institutional Head and/or the Institutional Coordinator to appoint the Unit Leader and his/her Assistants.
8. The boys who will be members of the Unit are recruited from various groups in the community. Similarly, the Sub-Unit Leaders are recruited from the Scout Unit.
9. The Institutional Coordinator files the Application for Unit Registration (AUR). The chartering a new Unit basically involves three steps:
 - a. Application for Unit Charter with the signature of each adult
 - b. Individual application for each boy member
 - c. Payment for registration of each boy and adult

10. The Local Council, through the Municipal/District Scouting Committee, prepares the Unit Leaders and Assistants for an appropriate installation. The boys are assisted to meet the Membership Badge Requirements prior to the Investiture Ceremony.
11. Upon approval of their application, the Unit Sponsoring Institution receives the Unit Charter and the members of the Unit Committee, Institutional Head, Institutional Coordinator, the Unit Leaders and Assistants and the boy receives their annual membership certificates in an Investiture and Installation Ceremony.

THE GREAT PARTNERSHIP

To achieve its mission, the Boy Scouts of the Philippines enters into a partnership with institutions in the society. These Institutions may be governments, professionals, civic, religious, educational / charitable / business groups / entities. It is these Institutions that organize and operate the Scout units. These are the channels through which the Program of the Boy Scouts of the Philippines is imparted to young people. Like in any other partnership, the Boy Scouts of the Philippines and the Sponsoring Institution have obligations to meet.

The obligations of the Sponsoring Institution are:

1. to adopt the Program of the Boy Scouts of the Philippines as an integral part of their own program;
2. to organize the Institutional Scouting Committee whose responsibility is to ensure that the Scouting program is effectively implemented in the Institution by seeing to it that all the financial, material, manpower, and moral support are provided;
3. to organize and operate one or more Scout units;
4. to select an Institutional Scouting Representative who must register with the Boy Scouts of the Philippines;
5. to provide adequate meeting facilities such as the Barangay Halls, Club Houses, Churches, Community Parks, Garage Parking, Day Care Centers, etc.;
6. to accept the principles, policies, and the method of Scouting as their own;
7. to maintain the standards of the Movement as interpreted by the Local Council and to abide by the Local Council By-Laws and the Constitution of the Boy Scouts of the Philippines;
8. to provide opportunities for the Scouts to perform their responsibilities to God according to their religious preference;

9. to respect the religious preference of the Scouts in their unit;
10. to encourage and provide opportunities for the Scouts to be actively involved in the community; to encourage the maximum involvement of parents in Scouting by providing them the opportunity to participate actively in the activities of the unit.

The obligations of the Boy Scouts of the Philippines are:

1. to accept the Institutional Scouting Representative, upon registering with the Boy Scouts of the Philippines, as an active and voting member of the Local Council and the Scouting District where he belongs;
2. to provide Program materials to the registered leadership of the unit;
3. to make available to the institution's registered leadership opportunities to receive continuing training;
4. to make available to the registered Scouts of the institution the camping and outdoor facilities and equipment of the BSP;
5. to provide services as may be needed by the Institution to ensure the effective delivery of the Scouting Program;
6. to maintain such basic records as may be necessary regarding the Institution's Scout membership, advancement, tenure, and activities;
7. to assist the Institution in the promotion of religious awards, to be presented by the Scout's own church;
8. to join with the Institution in promoting and encouraging the practice of "good turns" as a means of developing civic consciousness;
9. to work with the Institution in promoting the Scouting Program and to interest the greatest number of boys to join Scouting;
10. to maintain in all Scouting events a climate that fosters reverence to God and faithfulness in religious duties;
11. to provide a local council office as a service center for helping Institutions operate their units effectively.

THE COMMUNITY-BASED INSTITUTIONAL SCOUTING COMMITTEE

AIM: To help make effective the contribution of the Institution in the achievement of the vision and mission of the Boy Scouts of the Philippines.

SPECIFIC FUNCTION:

1. To make certain that the year-round Scouting activities of the Institution is wholesome, interesting and relevant to the policies and standard of the Boy Scouts of the Philippines and the Sponsoring Institution.
2. To make sure that the financial, material, and other administrative needs of the units are provided.
3. To review the progress on the implementation of the Annual Program Plan.
4. To make sure that all Adult Leaders are given the necessary training to insure the effective implementation of the Youth Program.
5. To promote and maintain the interest of the parents by involving them in the planning and implementation of the Annual Program Plan of the Institution.
6. To make sure that all Units are provided with qualified, committed and responsible leaders.
7. To make sure that the Institution undertakes meaningful community development projects and activities.
8. To review each Unit Charter and assist in re-registering.
9. To provide appropriate recognition/incentives for performance and contribution.

COMPOSITON:

1. The Institutional Scouting Representative (preferably, the Head of Institution, appointed)
2. The Parents (one per unit)
3. The Institutional Members-at-Large (may come from friends or supporters of the Unit/Institution and should not exceed the number of Units)
4. Unit Leaders (one per Section sponsored and an additional one for every 10 units, regardless of the Section)
5. The Institutional Scouting Coordinator (serving as Secretary, appointed by the Institutional Scouting Representative and confirmed by the Institutional Scouting Committee)

Community-Based Scouting Programme Guidelines

OFFICERS:

1. *Committee Chairman (elected)
2. *Committee Vice-chairman (elected)
3. Secretary (a concurrent position of the Institutional Scouting Coordinator, appointed by the Institutional Scouting Representative and confirmed by the Institutional Scouting Committee)
4. *Treasurer (elected)
5. *Auditor (elected)
6. Functional Officers or working Sub-Committees for substantially large Institutions (appointed from among the members of the Institutional Scouting Committee upon recommendation of the Institutional Scouting Representative)
 - a) Camping and Activity Officer
 - b) Advancement and Awards Officer
 - c) Ways and Means Officer
 - d) Health and Safety Officer

* Elected by the Institutional Scouting Committee from among the non-Unit Leader members.

Head of Institution/Institutional Scouting Committee Adviser

Advises the Institutional Scouting Committee and its Chairman on matters concerning:

- a) the program and policies of the Institution;
- b) the obligations of the Institution and the Boy Scouts of the Philippines;
- c) the achievement of the Institution's mission through Scouting;
- d) the enhancement of the image of the Institution.

Institutional Scouting Representative (ISR)

1. Is responsible for the chartering of the Institution by the BSP.
2. Ensures that the Scouting Program is a part of the Institution's program.
3. Coordinates with the Local Government Units (LGUs)/Non-Government Organizations (NGOs) and civic spirited citizens for support.
4. Ensures the provision of adequate and safe facilities for the Units.
5. Ensures that the conduct of Scouting activities is in accordance with the policies and principles of the Boy Scouts of the Philippines.
6. Sees to it that the institution receives regular reports from the Units.
7. Represents the Sponsoring Institution in the District/Municipal Scouting Committee and the Local Council.
8. Sees to it that leaders attend Scouting training/conferences.
9. Ensures that recognition for deserving Institutional and Unit Scouters are provided.
10. Ensures that the standards of Scouting are maintained in the Institution.
11. Sees to it that potential leaders are recruited for the operation of the Units.
12. Promotes and maintains interest of parents and leaders in Scouting.
13. Establishes harmonious relationships with the community.

Chairman, Institutional Scouting Committee

1. Presides over meetings of the Institutional Scouting Committee.
2. Serves as ex-officio member of all Sub-Committees of the Institutional Scouting Committee.
3. Promotes harmonious relations between parents and the community.
4. Ensures that a year-round Scouting program in the Institution is provided.
5. Enjoins Non-Government Organizations (NGOs) and Friends of Scouting to extend assistance and support to Scouting activities of the Institution.
6. Provides maximum opportunities for Unit Leaders and Scouts to participate in Scouting activities at all levels.

Institutional Scouting Coordinator/Secretary

1. Coordinates the activities and operations of all Units in the Institution.
2. Sees to it that Scouters in the Institution are informed of the Scouting activities to be held and conducted at all levels.
3. Prepares the Institution and the Units in the conduct of the Annual Charter Review and the Annual Round-Up by the District/Municipal Scouting Committee.
4. Sees to it that the members of the Institutional Scouting Committee are registered with the BSP.
5. Ensures that the standards of Scouting are maintained in the Scout Units.
6. Recommends deserving Unit Leaders for recognition.
7. Encourages Unit Leaders to attend the required Scouting training, etc.
8. Coordinates planning, implementation and evaluation of Unit activities and projects.
9. Promotes harmonious relations among Unit Leaders and parents.
10. Prepares the agenda of the ISC meeting, in consultation with the Chairman, notifies all members and takes minutes of the Institutional Scouting Committee meetings.
11. Keeps and maintains up-to-date records of the ISC.
12. Prepares reports required of the Institutional Scouting Committee and submits the same to the appropriate body.

Treasurer

1. Prepares the annual budget of the Institutional Scouting Committee.
2. Records all contributions, donations and other revenues duly receipted.
3. Keeps Institutional Scouting Committee funds in a bank account.
4. Renders audited financial reports regularly, particularly during meetings of the ISC.
5. Disburses funds of the ISC in accordance with established policies and procedures.

Auditor

1. Audits and authenticates the financial transactions of the Institutional Scouting Committee in accordance with established policies and procedures.
2. Prepares and submits periodic audit reports.
3. Conducts annual inventory of Institutional Scouting Committee property.

FUNCTIONAL OFFICERS OF THE COMMITTEE

A. Camping and Activities Officer

1. Initiates the planning and the implementation of a year-round camping and activities program of the Institution based on the identified needs of the units.
2. Ensures that all camping and activities are conducted in accordance with policies and standards.

B. Advancement and Awards Officer

1. Monitors the advancement of the Scouts.
2. Prescribes measures on the effective implementation of the advancement program.
3. Makes sure that the dedicated and exemplary services and support given by parents, Adult Leaders and Institutional benefactors are recognized in a fitting ceremony.

C. Ways and Means Officer

1. Initiates fund-raising projects to generate funds for the Institutional Scouting Committee.
2. Coordinates with the treasurer on the proper collection of funds generated
3. Submits reports to the Institutional Scouting Committee of the funds generated on the projects.
4. Ensures that certificates/letters of thanks and appreciation for all donations/contributions received by the ISC are prepared and distributed to all concerned.

D. Health and Safety Officer

1. Ensures that the health and safety measures prescribed by the Boy Scouts of the Philippines in the conduct of Scouting activities are observed.
2. Initiates the conduct of Emergency Preparedness activities/exercises in the Institution.
3. Keeps the Institution abreast about health and safety measures issued by appropriate agencies.
4. Initiates community-oriented health and safety projects.

ADULT LEADERSHIP IN COMMUNITY-BASED SCOUTING

Adults in Scouting plays an integral role in the effective implementation and delivery of Scouting programs, each Adult who expressed their support and commitment to Scouting has an opportunity to become either Leaders of Adults or Unit Leaders.

A. Leaders of Adults: Leaders of Adults are the ones providing direct guidance, technical support and trainings to the Unit Leaders. These are the Unit Committee Chairperson and Members, Institutional Scouting Coordinators, Institutional Heads and Representatives may include but are not limited to:

1. Barangay Chairpersons
2. Barangay Councilors
3. City Councilors
4. Philanthropists
5. Businessmen
6. Parish Priests
7. Pastors and Deacons
8. Club Presidents

B. Unit Leaders: Unit Leaders are the ones providing direct guidance, technical support and trainings to the Scouts. These are the Langkay Leaders, Kawan Leaders, Troop Leaders, Outfit Advisors and Circle Managers may include but are not limited to:

1. Parents and Guardians
2. Social Workers
3. Community Leaders
4. Barangay Officials
5. Barangay Tanod or Peacekeepers
6. Lupon Taga-Pamayapa
7. Church Leaders

Responsibilities of the Community-Based Unit Leadership

A. Responsibility to the Sponsoring Institution: Unit Leaders are appointed by the Institution which sponsors the Unit. The Institution, therefore, through the Head of Institutional or the Institutional Scouting Representative, expects from the Unit Leader the following:

- Abide by the policies, principles, and objectives of the Institution at all times.
- Maintain the good image of the Institution.
- Assist in the Recruitment of boys for the Unit.
- Seek approval from the Institution before undertaking any community involvement project and outdoor activity. This is also true for fund generating activities.
- Keep the Institution informed of all projects and activities of the Unit.
- Keep the Institution informed of the progress of Unit operations.
- Train all adult leaders as well as the boy leaders of the Unit.
- Make sure that all properties of the Unit are kept safely and in good condition.

B. Responsibility to the Community-Based Scouting Committee:

The Unit Leader must remember at all times that it is the Institutional Scouting Committee that recruited him and it is also the Institutional Scouting Committee that is helping him with whatever is needed, financially and materially, to insure the smooth and effective operations of the Unit. They, therefore expects the Unit Leader to:

- Keep the Committee informed of the projects and activities of the Unit.
- Make sure they are properly acquainted with the progress of Unit Operations.
- Keep them informed of the financial and material situation of the Unit to include its safe keeping and maintenance.
- Involve them in the planning and the implementation of the Unit Plans.
- Properly recognize whatever assistance, participation, and contribution are given by them to the Unit.

C. Responsibility to the Parents and Guardians: The Scouts will not always be with the Unit Leader all the time and parents are most concerned with the welfare of their sons. They do expect the Unit Leader to insure that the well-being of their son is being attended to just like they do. Good working relationships must, therefore, be developed between the Unit Leader and the parents of the boys in his/her Unit.

- Orient the parents on what Scouting is and how the program can help them and their sons.
- Keep them informed of the roles they can play in the Unit.
- Encourage them to follow up on the advancement of their sons and to make sure they are behaving according to the Scout Ideals.
- Properly recognize their participation and assistance given to the Sub-Unit.
- Keep them informed of their son's performance.
- Conduct regular meetings with them. This is aside from the personal visits that have to be made on them from time to time.
- Keep them informed of the activities and projects of the Patrol making certain to seek their approval for their sons' participation in these ventures.
- Make sure his/her personal relations with the parents of the boys are kept at high levels.

D. Responsibility to the Unit and the Scouts: The boys, too, have their own expectation of their Unit Leader. It is well to bear in mind that the degree of achievement a boy will have depends highly on the respect they have of their Unit Leaders. It is on this respect that their influence on the boys rest. It is, therefore, important for the Unit Leader to:

- Be friendly but firm with the boys of the Unit.
- Be a good role model to them.
- Cultivate his/her sense of humor and laugh with them.
- Be fair and consistent in dealing with them.
- Trust them completely and give them all the opportunity to develop their potentials and their personality.
- Keep them busy but make sure the projects and the activities you give are attractive to them.
- Encourage them in their advancement requirement.
- Be sincere in dealing with them. Win their confidence.
- Train the boy leaders to run the Unit. Make the Patrol (Crew/Team) System fully operational. Develop their self-confidence. Make them fully responsible for the success and failure of the Unit.
- Appreciate their interests. Make them feel important and needed.
- Be willing, ready and available to listen to their opinions, criticisms, suggestions, and concerns.

E. Responsibility to the Boy Scouts of the Philippines: Unit Leaders are volunteers in the BSP. As such, the BSP expects the following to be complied with:

- Observe the policies and the principles of the BSP.
- Abide by the Scout Oath and Law and set an example to the members of his Unit and to train them to do their best to live up to it.
- Stick to the Fundamentals of the Movement by not introducing matters which depart from the Scout Method and the Objective.
- Carry out instructions that may be issued from time to time by the Local Council or the National Office.

F. Responsibility to Self: On the shoulders of the Unit Leader weights a great responsibility...the responsibility for the future. Because it is he/she who leads those who will compose and probably lead in the future. The kind of future society is going to have will depend heavily on the value system, and the kind of personality he/she is able to develop in the boys of his/her Unit, the personality of leadership, the consistency of guidance, the strength of character, and the persistent pursuit of excellence he/she is able to provide. It is imperative, therefore, that the Unit Leader strives to make himself/herself enormous so he/she can selflessly give enormously to the boys in his/her Unit.

- Know yourself and seek self-improvement.
- Have a personal vision statement as a Unit Leader.
- Be principle-centered. Strive to live the Scout Ideals.
- Know the different roles you play and be sure to have a vision statement for each so as not to neglect those that are important.
- Seek first to understand others before seeking to be understood.
- Strive towards a synergetic relationship with other adult leaders in Scouting as well as with your Scouts and their parents.
- Regularly review your vision statement and see how you are progressing in your self-development endeavors. Whatever is wrong must be corrected. Whatever has been corrected must be improved. Whatever has been improved, innovate. And from whatever innovation you are able to have, create. From whatever has been created, learn its weakness. And whatever is weak, strengthen.

Responsibilities of Parents and Guardians of Scouts in Community-Based Scouting

You don't often think of parents as part of your Scout Unit family. However, they are responsible for the other most important aspect of the Scouting program, their sons, the Scouts themselves. Scouting is a family program, requiring parents to assist their sons with their advancement. It is not fair to expect cooperation from them unless they know exactly their involvement in the program. They should know this before, not after their boys have been accepted in the Unit.

One of your aims as a Unit Leader is to work closely with the parent so that Scouting will really be a family program in the homes of your Scouts. To do so, you have to orient the parent on why Scouting is a family program and that it requires their interest and cooperation.

Parents are expected to:

1. Attend monthly Unit /parents meetings with their sons.
2. Work with their sons on their advancement requirements making sure they pass them.
3. Cooperate with the Senior Group/Crew/Patrol Leaders in every possible way.
4. Take active interest in the activities of their sons in the Unit, particularly with preparations for their participation in the monthly Unit meetings.
5. See to it that their sons' dues are paid up and recognition properly made.

As for you, take every opportunity to get to know your parents personally. Call upon them if you can, particularly the new parents. Take every opportunity to recognize parents' participation and involvement. Publicly praise them for their interest and cooperation. Usually, parents will get involved more in Unit activities because they want to live up to the things you say about them. So, give them more opportunities to show their sons their interest and enthusiasm.

Surely there are other ways you can encourage parents to get fully involved in your Scouting Program.

Try the following:

1. Encourage parents to be present or participate in ceremonies where their sons are involved, as at the induction ceremony or the advancement ceremony.
2. Conduct a parent recognition ceremony during Unit meetings.
3. Give parents specific jobs in Unit activities and projects.
4. Orient parents in their roles in their sons' advancement. Get them to agree to do their part. It is not fair to expect parents' cooperation when it is not clear just what they are expected to do.
5. Plan the meetings with them giving them responsibilities according to their interest, like making arrangements for special trips, preparing simple refreshments, serving as chairman/ member of an Ideas Committee or assisting you or the AUL in any game or activity on the Sub-Unit or Unit level.
6. Make one Unit meeting for the parents. This special parent's activity might just be the right approach to their full cooperation and support, for besides informing them about the Scouting program you will also be able to gather good ideas from them for your program.
7. Have parents accomplish an information sheet. This will help you with special talents they may have which you can use in your Unit.

MANDATE OF THE LOCAL COUNCIL through the Committee on Organization and Extension

"...promotion and supervision of the Scout Program in the provinces or cities and their subdivisions..." "...promote and facilitate the local development and extension of the Scouting Movement and establish local responsibility for leadership and supervision of Scouting operations." [Para 1 and 2, Sec 1, Art XVI, National By Laws of BSP]

"...the jurisdiction of Local Councils shall be confined to a specific province, city or an area in which the population, resources and common interests of the people are sufficient to warrant the organization and maintenance of a Council." [Para 1, Sec 3, Art XVI, National By Laws of the BSP]

"Establish such local policies with reference to organization of units as may be necessary." "...program is effectively promoted, to the end that every eligible boy in the territory of the Council may have an opportunity to participate in such a way as he may desire."

"...make surveys as may be necessary from time to time, in order to reveal that actual needs and opportunities as basis for the extension and development of the program." [Clause 1, Sec 29, Art IX, Standard Local Council Constitution and By-Laws]

BENEFITS OF COMMUNITY-BASED SCOUTING

1. Community-Based Scouting offers an opportunity to membership growth by means of reaching out a broader segments of the society, especially the marginalized, street children, out-of-school-youth, indigenous, minorities and young people with special needs.
2. Community-Based Scouting offers equal an opportunity for under privileged children, youth and young people to avail of equitable and relevant educational programs that will help aid in their numeracy, literacy and life skills for the their future.
3. Community-Based Scouting offers an avenue for a participative and interactive non-formal education where learners acquire life skills that will ground-out their lives in the future, especially the technical, vocation and entrepreneurial venture.
4. Community-Based Scouting helps develop and inculcate desirable Filipino values, preserved our rich customs, heritage and traditions as well as the strengthening of our core values of being Maka-Diyos; Maka-tao; Maka-Kalikasan and Maka-Bansa.
5. Community-Based Scouting can help contribute in the development in the communities through service projects related to the delivery of Basic Social Services such as numeracy, literacy, public health, environment protection and conservation, peace and order, drug and substance abuse prevention, disaster risk reduction management and human rights.
6. Community-Based Scouting offers Leadership Training and Character Building through training in dialogue, youth forum, seminar-workshop, symposia, conferences and other gatherings.
7. Community-Based Scouting promotes active and healthy lifestyle through outdoor adventure activities such as Camping, Hiking, Mountaineering, Swimming and other Water Adventure Sports.
8. Community-Based Scouting can help lessen or minimized juvenile delinquents and youth offenders due to the influence of illegal drugs and substance abuse.

Community-Based Scouting Programme Guidelines

SOCIAL ISSUES AND CHALLENGES THAT CAN BE ADDRESSED BY THE COMMUNITY-BASED SCOUTING UNITS

Adolescents	Kids having Kids	Street Children
Drugs and Substance Abuse	Out-of-school youth	Juvenile delinquents Youth Offenders
Bullying	HIV and AIDS	Racism
Child Soldiers	Homelessness	Religious Intolerance
Conflict between Communities	Gangs	Marginalization of the Poor
Democracy	Immigration	Social Injustice
Disabilities	Globalization	Violence in the Home
Discrimination	Media Violence	War and Conflict
Ethnic Minorities	Physical Abuse	War Toys
Intergenerational Conflict	Poverty	Substance Abuse
Gender Discrimination	Psychological Abuse	Landmines

PROGRAMS, PROJECTS AND ACTIVITIES (PPAs) FOR COMMUNITY-BASED SCOUTING

Community-Based Scouting do NOT run in contrary with the existing Scouting programs in schools, where KID Scout Langkays, KAB Scout Kawans, Boy Scout Troops, Senior Scout Outfits and Rover Circle are fully operational. CBS provides avenue to compliment, reinforce and strengthen these Units, whether existing or newly created within the grassroots of local communities.

Here are some suggested Programs, Projects and Activities for Community-Based Scouting.

1. Drug Abuse Prevention
2. Anti-Pornography Campaign
3. Literacy Campaign
4. Clean and Green Program
5. Garbage Recycling
6. Health and Sanitation
7. Child Health Care
8. Family Life Education
9. Handicapped Integration
10. Hospital/Clinic Assistance

11. Nutrition Education
12. Anti-Dengue Campaign
13. Vegetable/Fruit production
14. Fish Farming
15. Reforestation
16. Prevention of Soil Erosion
17. Traffic Safety
18. Crowd Control
19. Fire Safety
20. First Aid Training
21. Vocational Training
22. Livelihood Programs
23. Community Beautification
24. Community Disaster Coordinating Council
25. Climate Change and Disaster Risk Reduction and Management

The CBS DARE-DISK: Drug Abuse Resistance Education – Drug Prevention Integrated in Scouting Kit

D.A.R.E.-D.I.S.K. under Community-Based Scouting offers a uniquely Scouting approach to Drug and Substance abuse education and prevention initiatives using team-based and youth-oriented peer counseling and psychosocial intervention through Recreational Team Games anchored on Experiential Learning Cycle and the principles of Learning by doing. The approach is combined with Scouting’ non-formal and outdoor based structured learning experience through Camping and other outdoor related activities.

The CBS-BEST: Barangay Emergency Service Team

The **B.E.S.T.** of Community-Based Scouting offers preparedness to response in times of natural and man-made disasters and calamities through the organization of “**Barangay Emergency Service Team**”, the Emergency Service Corps (ESC) Units at the community level will increase the capacity of the community and its leaders to provide necessary services in the home, school, neighborhood and community in times of emergency, disaster and calamities.

Community-Based Scouting Programme Guidelines

Scouts will be trained in the **Five (5) Principles of Scout Emergency Service** – **(1) Light-Duty Rescue** (including first aid, basic firefighting, basic life support, basic search and rescue); **(2) Communications** (covering information dissemination, awareness campaign, including sending and receiving messages, carrying messages, calling rescue agencies and other local government officials.); **(3) Public Safety** (including traffic guiding, crowd-control and management, clearing away disaster debris, posting in and disinfecting hazardous areas, distributing medicines); **(4) Emergency Evacuation** (including improvising emergency shelters, distributing relief and food and clothing, disaster clean-up); and **(5) Basic Rehabilitation Services** (voluntary services on rural reconstruction on damage properties, agricultural, livelihood, vocational training and education. Community development services and projects such as landscaping, tree planting, reforestation, feeding programs and social outreach projects) among others. CBS-BEST also offers Scouts of the World Award (SWA), World Scout Environment Programme (WSEP) and Messengers of Peace (MoP) Projects and initiatives

The CBS S.C.O.U.T.: Service and Community Outreach Unit Training

Community-Based Scouting's **S.C.O.U.T.** aims to provide service opportunity to **"non-community-based"** Scouting Units to build a strong partnership in communities through Community Outreach, Basic Social Services and Community Development Projects. This is a collaborative effort from different sectors, agencies and institutions of government and non-government entities with religious, civic and professional association, while the Scouts act as lead human capital resources in the spirit of volunteerism.

Projects may include but are not limited to Feeding Program, Basic Numeracy and Literacy Classes for Out-of-School Youth, Street Children, Juvenile Delinquent, Persons with Disability, Children in Conflict with Law; Donate a Book and Build a Community Library; School Supplies for Community Day Care; Summer Workshop on Developing Life Skills and alike. The **S.C.O.U.T.** shall carry and promote the **Scouts of the World Award** under **Development Education** category for social services. This project shall promote multi-sectoral partnership with Gawag Kalinga (GK) and Habitat for Humanity.

Community-Based Scouting Programme Guidelines

The CBS N.I.C.E.: Neighborhood Involvement on Cleanliness & Environment

N.I.C.E. Community-Based Scouting advocates for **“Environment Education through Scouting”**, this project is a **“Community Involvement”** initiative that aims to build a **“Culture of Concern for Environment”**, which will take off from Community Awareness on Environment Protection; Sources of Clean and Renewable Energy accessible to the Community; Solid Waste Management and Recycling.

This advocacy shall carry the flagship program and will be anchored on the Operational Framework of the World Scout Environment Programme (WSEP) and the awarding of the World Scout Environment Badge. This project shall be in full cooperation and partnership with the DENR, MMDA, DILG, WWF, Sangguniang Kabataan (SK) Federation, Barangay Bureaus, Association of Barangay Captains (ABCs) and the Massive Tree Planting of Green is Go, Go for the Real Thing Project of Coca-Cola and the BSP.

The CBS L.I.V.E.: Livelihood Integration and Vocational Enhancement

L.I.V.E. Community-Based Scouting aims to help plan, develop and promote **“Vocational and Technical”** training and **“Livelihood Skills”** for Out-of-School-Youth, Street Children and Young People in the Community, in partnership with TESDA, DepEd, CHED, LGUs, Religious, NGOs, Civic and other sectors of society.

WOSM BETTER WORLD PROGRAMMES

Community-Based Scouting, on the other hand, caters to special programmes, that highlight the relevance of Scouting in the neighborhood, which can also be a vehicle for realization goals in the developing communities. These include the (1) Scouts of the World Award; (2) World Scout Environment Programme; and (3) the Messengers of Peace (MoP) Projects and Initiatives.

THE SCOUTS OF THE WORLD AWARD

1. Environment Education
2. Development Education
3. Peace Education

WORLD SCOUT ENVIRONMENT PROGRAMME

1. Explore and Reflect
2. Explore and Take Action
3. The World Scout Environment Badge

MESSENGERS OF PEACE (MoP) Projects and Initiatives

1. Training in Dialogue
2. Support to Specific Peace Project
3. Support to Children and Young People Living in “Hot” Conflict Situation
4. Capacity Strengthening

SUGGESTED ACTION STEPS FOR LOCAL COUNCILS ON COMMUNITY-BASED SCOUTING

1. Local Council must established and strengthen its relationship with Local Government Unit Officials including Barangay Leaders to start conducting orientation courses for Leaders to organized Community-Based Scouting Units.
2. Tap and established partnerships with other groups such as Churches, Religious Groups, NGOs, CSOs, PTA, Home-Owners Association and alike to provide assistance to Barangays in the organization of Community-based Scouting Units.
3. Invite Parents and Guardians on Scouting Orientation Courses in the schools to help the CBS Institutional Scouting Committees.
4. Seek assistance and partnership with School-Based Scouting Units to establish and organize Community-Based Scouting Units within the vicinity near the schools.
5. Look for Corporate Sponsorship or establish Corporate Social Responsibility Programs with Private companies and firms with products that are similar to the thrust towards youth development and community development.
6. Conduct Basic Training Courses for Leaders of Adults and Unit Leaders on flexible schedule for all potential CBS Institutional Scouting Committee Members and potential Unit Leaders.

SUCCESS STORIES AND BEST PRACTICES OF COMMUNITY-BASED SCOUTING

- The implementation of the Ticket To Life Project jumped-started the CBS in Davao City. Some Barangay Captains/ Chairpersons became interested in organizing their own Neighborhood/CBS Units to address and solve their problems on juvenile delinquencies and children in conflict with the laws as well as other issues and concerns affecting children and the out-of-school youth. In fact, their program extends up to teenagers and adults who are already of employable age but are perennial problems of the community.
- One of the earliest and ever enduring community scouting unit is the Brighton Ventures or the “Bright Boys and Girls from Tondo” of the Manila Council. It started in 1987 and since then, Brighton has participated in numerous jamborees and camps here and abroad, produced scout leaders and achievers, and most of all, helped improve community’s welfare, health, education, among other concerns.
- Barkada Scouts Tasks Force (BSTF) is a community scouting unit of Cagayan de Oro Council. It has a specialized interest in fighting against the use of illegal drugs and is sponsored by the Philippine Drug Enforcement Agency (PDEA). It raises awareness on illegal drugs, conducts seminars, and even reports actual cases of illegal drug use. Dangerous, yes! But service, as this case illustrates, must sometimes go beyond one’s safety and convenience—service beyond oneself. Through its active Facebook account, the members are updated on the group’s recent programs and activities.
- Community scouting units under the Cebu Council abound. In fact, there’s a Community Scouts Center in Cebu, which is jointly built by the Rotary Club of Cebu and the City Government. It houses minor offenders and offers them a rehabilitation program instead of being mixed with hard criminals in jail. A non-government organization, Share a Child Movement, also sponsors community scouting units to provide value formation for children in conflict with the law. Community police are trained to become scoutmasters for them. A local government unit, Balamban , has a similar community scouting unit for the youth of various backgrounds, such as children in conflict with law, at-risk youth, SK youth group, church-based and other youth associations.

Community-Based Scouting Programme Guidelines

- The Ticket to Life program also brought to life community scouting for street children in Malate in Manila. It has the support and cooperation of the Parish of Our Lady of Remedies. The children are introduced to the scouting program to offer them an alternative to a chaotic street life and improve their dealing with people, especially their parents.

THREE APPROACHES TO COMMUNITY INVOLVEMENT

Community Service, Community Development & Development Education

The approaches to work in the development sectors are numerous, and the three described here – community service, community development and development education – are not the only one that exist; they have been selected because of their relevance to Scouting. Furthermore, the approaches described are not the subject of simple, universally agreed definition, the ones given here are adapted to the needs of Scouting.

Before describing each approach, reference should be made to the word "community" which appears in the title of two of them. A community is a social group having many of the characteristics of society, but on a smaller scale.

Implicit in the concept is a territorial area, a sense of belonging, a similarity of interest in the way of living and a considerable degree of interpersonal contacts. In that sense (there are other meanings of the word), a community provides a well-defined, concrete setting for Scouting's participation in the development of society.

It should be emphasized that there is no such things as an ideal approach for Scouting's participation in the development; the best approach is the one that is most relevant to the needs and resources in a given environment. A given Scout project could, of course, include elements of more than one approach.

Community Service

What is community service?

Community service simply means, doing something for a community, which may be one's own or another. The contribution is designed to meet a specific need, usually identified by those who will performed the service. The task is usually a short term.

Scouting and Community Service

Community Service in Scouting provides an opportunity for the application of the principle of “service to other” traditionally called the Good Turn.

Being involved in community service activities provides Scouts with the opportunities to relate to the promise and law in a practical manner, to work together in a small groups and to become aware, through action, of the needs of a community.

Planned and carried out this way, community service activities become an integral part of the Scout Programme. They provide opportunities to acquire relevant new skills which may be included in the progressive scheme and recognized by the badge system.

Examples of community service activities in Scouting:

“Give man a fish, he will eat for a day”

Example 1

As a result of a project which they had carried out on the subject “get to know your community”, the Scouts had learned that a number of families suffered from malnutrition. Although they had enough food, their diet was not properly balance and was poor in proteins.

The Scouts felt that they should do something to help those families and organized a project to do this. They decided that during the next month, they would go on fishing expedition every weekend and distribute their catch to the poorest members of the community.

Responsibilities were shared amongst patrols and all Scouts learned new things, making some of the equipment they needed and learning fishermen’s skills. They also developed their sense of service to others.

Example 2

The Scouts in the town had heard about the many old people in their midst who found it difficult to live on the retirement pensions that they received from the government. After they had paid for such things as rent, there was little left over to buy the food necessary for a proper diet. In fact the local papers had talked about some old people living in the dog food.

They decided that they would join with other organization in the collection of canned food, which could then be distributed to the old people in the community.

Working in patrols. The various task were undertaken. One patrol approached the pastor of the church in the town, and some charitable organizations, to compile a list of the people most in need.

Other patrols distributed flyers to all the houses in the better-off parts of the town, and arrange other methods to advertise the campaign.

They set up and manned the collection points in the shopping centers of the town. Finally, they prepared bags, containing a number of canned goods, and distributed them to the people on their list

In carrying out the projects, they improved their knowledge of the town, met leaders in their community and discovered the lives of the under-privileged people. They also benefited through getting to know old people in the town, in a small way bridging the generation gap. They also developed their sense of service to others.

Community Development

What is community development?

Community development is an educational process of change, based on collective action, taking place within a community and leading to a better quality of life. With the people themselves being the subject of that process.

In any process there are always steps that lead progressively forward. What distinguishes community development from other approaches is that those steps (from the identification of needs to the final evaluation) are carried out by the people themselves, using primarily the community's own resources.

Ideally the steps of community development turn into a continuing and dynamic process. Learning from success and failure, small projects progressively lead to more understanding, stronger organization, more efficient planning, more effective action by the community itself and increasing autonomy.

Scouting and Community Development

Scouting too is an educational process intended to lead a young person from a state of dependence to one of autonomy.

In this respect, it shares a common purpose with community development which, if used correctly, can be a very effective tool for achieving the educational purpose of Scouting.

These two distinct process are related but by no means identical. Both Scouting and community development are based on a concept of education from within. The person and community plays the major role in their own growth, developing their own potentials.

Learning by doing, one of the basic principles of Scouting, is also a method used in community development. The community develops its knowledge, skills and attitudes through the active and conscious steps it takes to solve its own problems.

Collective action, in the patrol and troop in Scouting, is also a characteristic of community development. Decisions are made collectively and responsibilities and task are shared amongst small groups in the community.

Voluntary participation is a key element in both. Scouts are volunteers, and members of the community make their own individual decision to join in a common effort.

Community-Based Scouting Programme Guidelines

The result, in both cases, is a greater self-reliance as individuals and groups develop an awareness of their needs and take action to meet them, using as far as possible the resources provided by their immediate environment.

The similarity of objectives and methods between Scouting and community development, and the fact that Scouts already constitute an organized group of volunteers, places Scouting in a good position to play a significant role in the community development process.

Examples of Community Development Project in Scouting

“Teach a man to fish and he will eat for a lifetime”

Example 1

There was no sign of starvation in the village and a sufficient quantity of food was available almost at all times. The traditional diet however consisted mainly of cereals and beans and there were signs of malnutrition. The local health workers had suggested that a better diet with more proteins would certainly help. Members of the community met and discussed the problem and Scout leaders participated in a decision to start a fish farm, as an additional source of proteins.

Together with other members of the community, the Scouts participated in the preparation of the fish ponds, learning the techniques of fish farming, and in the running of the farm. They also played an important role in visiting families along with the village leaders to demonstrate the advantages of an improved diet and practical ways of achieving this change.

The Scout method was used in all aspect of the projects: Scouts were expose to the problem in the troop through a practical project related to the food they usually had and how it could be improved. They were trained in the necessary skills during Scout activities and tested on their new skills. Badges were awarded for their achievements. Roles and responsibilities in the construction and running of the fish farm were allocated to patrols, with the patrol leaders in charge of the operations, and guidance provided by the Scout leader.

Example 2

The watchmaking factory in the village had closed down, a victim of microchip technology. The factory had been the only source of employment and the outlook for the future of the village looked bleak. The Scouts in the region, some of whom lived in the village, were very much aware of the problem facing the area. When the village council called a public meeting to discuss the matter, some of the Scouts attended.

During the community meeting, it became clear to everyone that the problem was essentially one of entire dependence on outside resources and forces. The solution to the problem seemed therefore to be in identifying the resources that lay in the community itself, and in diversifying the sources of employment for the work force. A number of concrete projects resulted from the meeting, some of which would utilize the traditional skills of the unemployed workers (such as the manufacturer of musical boxes), and some of which were in new fields of endeavor.

One particular project to which the Scouts made a major contribution related to the introduction of beekeeping. Through their knowledge of the outdoors, the Scouts knew that many plants that attracted honey bees grew in the area. It was suggested that, with proper cultivation and effective marketing, this resource could be developed into profitable small enterprises. The members of the community accepted the idea, and the Scouts committed themselves to working with them to turn it into a success.

Together with members of the community, the Scouts undertook research on the best method to use, and the best locations for the apiaries. They helped to build beehives, and other facilities and equipment for those who were eager to start the first operations. They also investigated various outlets in large towns nearby where the honey that was produced could be sold.

The Scout method was used in all aspect of the project. They develop their knowledge and skills through personal initiatives and in practical ways. Their activities were related to the advancement plan of the Scouts and badges were awarded for achievement. They were involved in making decisions about their part in the project and responsibilities were assigned to patrols.

Community-Based Scouting Programme Guidelines

In the process described in both these examples, the community had identified a need and developed ways of meeting this need, using local resources and expertise. The members of the community became more conscious of their ability to solve their own problems and improved their lives. The Scouts came to know more about difficulties affecting their community and how to solve them. They develop useful skills and became better prepared to take care of themselves. They contributed to the education of families around them and, as a group, they contributed with other members of their community to the solutions of a real problem.

The experience contributed to their personal development and their sense of usefulness and solidarity increased.

Development Education

What is development education?

Development education is the acquisition of ideas, skills and attitudes enabling better understanding of the problems affecting the world today and of mankind's interdependence. This leads to effective participation in local, national and international communities.

As with all learning, development education enables clearer understanding, accurate decision making and consequent behavior change. As a result, most people, particularly in the industrialized world, should understand their responsibilities towards the planet and its future and be able to express concern by taking appropriate action starting in their own community.

Scouting and Development Education

When development education is correctly introduced into the Scout programme, it provides an ideal means to strengthen the international dimension of Scouting. In this respect, Scouting shares an objective with development education: to broaden peoples' horizons beyond their local environment.

Although there is no universal development education curriculum, a properly designed programme incorporating development education will find in the Scout method a number of elements which will facilitate the researching of that objective.

Community-Based Scouting Programme Guidelines

1. Learning to live in a global society can be effectively enhanced through small group work. Life in the patrol and troop equips the Scout with the skills and attitudes that are necessary for community life.
2. Opportunities for the sharing of goods, responsibilities and feeling with the immediate group lays the ground for practical understanding of the relationship between rich and poor, of justice and peace, and of sensitivity towards the world and its occupants.
3. The progressive scheme encourages the young person's skills and consequently his ability to perceive and to analyze what is and what should be the state of the world.
4. Learning by doing can awaken the Scouts' curiosity towards life in other places (through, for example, games, simulation exercises, international evenings). This enables identification of similarities and differences where they exist, and an examination of the reasons for such differences.
5. Adherence to moral code, the promise and law, stimulates the Scout's recognition and respect for individuals, peoples, cultures and communities. It may also stimulates interest in the pursuits of just economic, social and ecological evolution in examining the extent to which others (either individually or institutionally) observed moral codes in the conduct of their affairs.
6. The Scout method emphasizes outdoor activities in contact with nature, which enhances the understanding of the relationship between development and the wise use of natural resources. This, combined with the concept of service to others, reinforces a sense of reality. Critical participation in the world's affairs would be meaningless if only discussed and never lived.

Finally, the fact that, in Scouting, young people from different countries see themselves as members of a world brotherhood provides an ideal basis development education.

An example of development education in Scouting

"We are the world, we are the children"

For several months, starving children in Africa had made the headlines and the media now reported on spectacular initiatives by popular singers, sportsmen, etc. In a Scout troop in an industrialized country, young people brought the subject up and lively discussions followed.

Some felt that the starving people had only themselves to blame. Others felt it was just a question of "bad luck", being born where the desert spreads! Others expressed a view that, whatever the reasons may be, this was just not fair and something should be done.

So the troop started to work, going around the area, collecting all sorts of old things to organize a flea market. They made money and the money was sent to support a fish farm project in Africa.

Fortunately, the story did not end there. Some Scouts in the African community wrote back and, through correspondence, a dialogue started. The two communities, thousands of miles away, became closer as news, names, photographs were exchanged.

Members of the troop started to look for more information of the country where their pals lived and their living conditions. Projects were carried out by patrols on such subjects as housing in Africa, nutrition, arts and culture, etc. Exhibitions, slide shows and even a stage show were prepared and put on by the Scouts.

Contacts continue with the African group, and an expansion of the fish farm is now being studied together with the possibilities of direct cooperation between the two groups.

Through this experience, the Scouts have discovered how people live in another country, on another continent. They have come to question ready-made ideas and developed a greater awareness of the causes of the difficulties that other people have to live with. They have found that Africa is not on another planet and have developed a sense of solidarity.

Subsequently, they have also become more conscious of some of the problems affecting their own community. They have come in contact with young people living in deprived areas in their own country and, together with them, they are now organizing playgrounds for young children in inner-city districts.

From a “good turn” the Scouts moved into a more complex project. This benefited not only the African Scouts and their community but also the Scouts and the community in the industrialized country. Through all the activities that were included in the part of their programme, and carried out in patrols, Scouts learned a variety of new skills, increased their knowledge and changed their attitudes.

NATIONAL OFFICE MEMORANDA ISSUED RELATED TO NEIGHBORHOOD AND COMMUNITY-BASED SCOUTING

1. National Office Memorandum No. 10 Series of 2018
2. National Office Memorandum No. 22 Series of 2010
3. National Office Memorandum No. 29 Series of 2008
4. National Office Memorandum No. 41 Series of 2001
5. National Office Memorandum No. 50 Series of 1991
6. National Office Memorandum No. 40 Series of 1991



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