Perceptions of Global Citizen by Rover Scouts and Leadership Scouts

Sonam Wangdi[1], Karma Tenzin[2]

[1]Bhutan Scouts Association/ Scouts and Culture Education Division, Department of Youth and Sports, Ministry of Education, Bhutan. (sonamwangdi@moe.gov.bt)

[2]Scouts and Culture Education Division, Department of Youth and sports, Ministry of Education, Bhutan. (karmatenzin@moe.gov.bt)

Article Info	Abstract
	The purpose of the survey study was to examine the perception of Global Citizen by: (1) Rover, who had undergone 21 days of Scouts Leadership Training, (2) Rover, who has not undergone 21 days of Scouts Leadership Training, (3) Nazhoen Scouts who have undergone 21 days of Scouts Leadership Training, and (4) to examine whether the perceptions of Global Citizen are determined by the number of years in the Scouting. The questionnaires were administered using google form to (n=209) (Male=87, Female=122, (1) =90, (2) =74, (3) =45 (4) = (0-5 Years=48, 5-10 Years=91 ,10-15 Years=70).Reysen and Katzarska-Miller (2013) Global Citizen Scale questionnaire within the total Cronbach's alpha reliability coefficient of (α=.92) and nine subscales viz Normative Environment(0.86), Global Awareness(0.74), Global Citizenship Identification(0.81), Intergroup Empathy(0.65), Valuing Diversity(0.79), Social Justice(0.81), Environmental Sustainability(0.79), Intergroup helping(0.80), and Responsibility to Act(0.83) were used to examine the perceptions of Global Citizen. The results of the survey study revealed that out of the nine subscales of the Global Citizen Scale of Reysen and Katzarska-Miller (2013), Normative Environment, Global awareness, Global Citizenship Identification, and Intergroup Empathy have been perceived as Somewhat Agree (5.00-5.99): Valuing Diversity, Social Justice, Environmental Sustainability, Intergroup Helping, and Responsibility to Act have been perceived as Agree (6.00-6.99). The overall perception on the Global Citizen is established at $\bar{x}=6.09$ and $\sigma=0.90$. The correlation and regression line between the number of years being in the Scouting indicated very strong and positive associations between the variables.

I. INTRODUCTION

The mission of the world Organization of the Scout Movement (WOSM) adopted at the 35th World Scout Conference in Durban, South Africa in 1999 states that Scouting is to help individual to build a better world by playing constructive role in the society(*Mission, Vision and Strategy / World Scouting*, n.d.).The 40th World Scout Conference in Ljubljana, Slovenia in 2014 adopted strategic priorities: (a) Youth Engagement-Scouting should give young people the opportunity to develop their skills and knowledge, empowering them to take an active part in the Movement and in their communities. Involvement, recognition and intergenerational exchange are key to providing a framework for our youth. (b) Educational Methods- The Youth Program should provide a non-formal learning environment, strengthening the capacity of young people to face the challenges of tomorrow. Scouting should attract, train and retain quality adult volunteers to deliver the

Program. (c) Diversity and Inclusion- Scouting should reflect the societies in which it exists and actively work to welcome all individuals without distinction. This diversity should not only be reflected in membership, but also the methods and programs used within the Movement. (d) Social Impact- Every Scout should be involved in community service and share their experiences to inspire others. Through activities and projects, Scouts contribute to their communities and become leaders of agent of change (*Mission, Vision and Strategy | World Scouting*, n.d.). The founder of Scouting Lord Robert Baden Powell inspired every Scout to try and leave this world a little better than what they have found it, and when their turn comes to die, they can die happy in feeling that at any rate, they have not wasted their time but have done their best. Therefore, Scouts are agents of change and actively and constructively working towards "Creating a Better World". Taking inspiration from the teachings of Lord Baden-Powell, already 100 years ago, the concept of active citizenship is embedded in the educational method of Scouting to young people today. An active citizen is the ideal of a citizen who strives to build a better society with commitment.(*World Association of Girl Guides and Girl Scouts Association Mondiale Des Guides et Eclaireuses*, n.d.)

Scouting in Bhutan has existed since the 1980s. However, with the gain of its momentum after 1996 with the establishment of the Youth Guidance and Counseling Division, Department of Education. On the 26th July 1999, the Bhutan Scouts Association (BSA) was accepted as a full-fledged member of the World Organization of the Scout Movement (WOSM) during the 35th World Scout Conference held at Durban, Scout Africa (*Scouts & Culture Education Division | DYS*, n.d.). Today Bhutan Scouts Association stands at par with any other National Scouts Organization with its vision "Bhutan Scouts Association, by 2030, be a premier and inclusive youth organization, providing quality program through competent leaders, producing responsible citizens, contributing towards Gross National Happiness"(Association, 2020)

The Bhutan Scouts Association is composed of three sections of school-based Scouting, one section at colleges and Institutes and one section at community-based Scouting. All sections of Scouting functions under the purview of the Dzongkhag Scouts Association (DSA) and the Thromde Scouts Association (TSA). Girls and boys are categorically divided into three Sections while recruiting them into Scouting. (a) CheyChey Scout, the first and youngest section of the Scouting family. They are usually aged between five and eight years old (class PP—III) catering toward building a sense of sharing is caring. (b) Nachung Scout is the second section of the Scouting Program for children of aged 8 - 11 years (class IV—VI) catering to preparing girls and boys conduct at the best of their ability. This Program is geared towards educating young people about knowing themselves and their immediate environment. (c) Nazhoen Scout is the third section of the Scouting Program for children aged between 12 – 17 years (Class VII-XII) catering toward self-preparedness. The program aims to promote character building, citizenship education and the personal development of young people. (d) Rover is the fourth section of the scouting program instituted in Colleges and Institutes for young people aged 18 – 24 years. The program offers greater opportunities for decision making, skill development, leadership and management. It is geared towards preparing young people for the world of work and services to create a better place to live. (e) Community Based Scout (CBS) is the final section in scouting that offers opportunities to interested individuals of all ages to pursue scouting as lifelong education. The Community-based Scouts believe themselves as an individuals who can actively and productively contribute to their community(Association, 2018). The table shows the membership statistics of the Bhutan Scouts Association as of 2021.

Table 1. Membership statistics of Bhutan Scouts Association

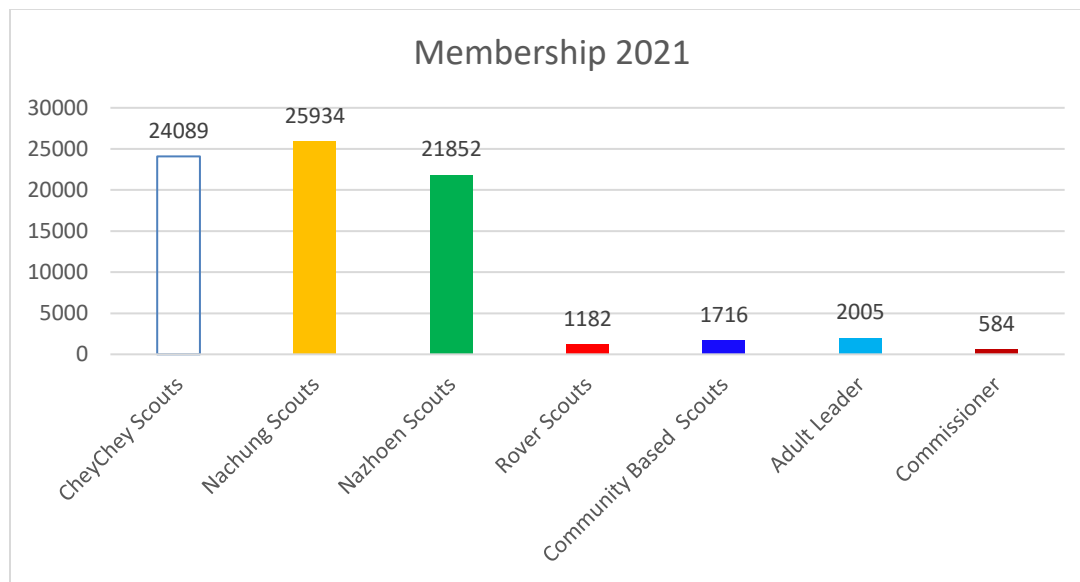| Individuals	Numbers
CheyChey Scouts	24089
Nachung Scouts	25934
Nazhoen Scouts	21852
Rover Scouts	1182
Community Based Scouts	1716
Adult Leaders	2005
Commissioner	584

Fig.1: Bar graph representing membership

Global Citizen

Someone who is aware of the happenings around the world and putting himself/herself in other people's shoes and dream of having everyone to be equal by contributing to the wider community is defined as global citizen. Six key competencies (Understanding global interdependence, standing up for social justice and equity, Sustainable way of living, respecting diversity and identity, Conflict resolution and cooperation, and Critical and creative thinking) have been identified based on the requirement for equipping young people to meet the challenges. Key competencies address values and attitudes, areas of knowledge and understanding and skills that we believe are mandatory for the Scouts participating in creating a better place.(*Global Citizenship Competences For Scouts And Guides *Cross-Cutting Competences Understanding Global Interdependence Standing up for Social Justice and Equity Sustainable Way of Living Respecting Diversity and Identity *Responding as Active Global Citizens *Critical and Creative Thinking Conflict Resolution and Cooperation*, n.d.). "Try and leave this world a little better than you found it, and when your turn comes to die, you can die happy in feeling that at any rate, you have not wasted your time but have done your best" an inspiration word from the teachings of the founder of Scouting, Lord Baden-Powell, Bhutan Scouts Association (BSA) have incorporated Better World Framework (BWF)into Scouting besides delivering values and life skills. Ever since the introduction of the BWF, Scouts have been ideally engaged in their own community contributing to their own capacity to build a better world. "Education for Sustainable Development is about empowering and motivating learners to become active sustainability citizens who are capable of critical thinking and able to participate in shaping a sustainable future." Education for Sustainable Development Goals; Learning Objectives (UNESCO, (2017)(Programme, 2018). In 2017 BSA adopted Scouting for SDGs as a yearlong Scouting theme aligning with the 2030 agenda for SDGs. To this end Scouts have been considered agents of change and active and responsible citizens to create a better place for everyone to live. As of 14/07/2021 Scouts have undertaken 17,333 community service projects and actions towards achievement of Sustainability Development Goals with a service hours recorded at 97,487,225 hours (*Scouts for SDGs | World Scouting*, n.d.). Today BSA proudly stand on Top 5 amongst the 27 National Scouts Association(NSO) registered under Asia Pacific Scout Region, World Organization of the Scout Movement(WOSM) as an active NSO contributing towards the achievement of 2030 agenda for the SDGs (*Scouts for SDGs | World Scouting*, n.d.).

Table 2. Community service projects and actions taken by Scouts in align with 17 SDGs as of 14/07/2021

Sustainable Development Goals	No. of Projects
No Poverty	857
No Hunger	815
Good Health and Well beings	2428
Quality Education	1599
Gender Equality	897
Clean Water and Sanitation	817
Affordable and Clean Energy	498
Decent work and Economic Growth	432
Industry, Innovation and Infrastructure	315
Reduced Inequalities	747
Sustainable Cities and Communities	2012
Responsible Consumption and Protection	532
Climate Action	1165
Life below Water	984
life on Land	168
Peace, Justice and strong Institution	1866
Partnerships for the Goals	1009

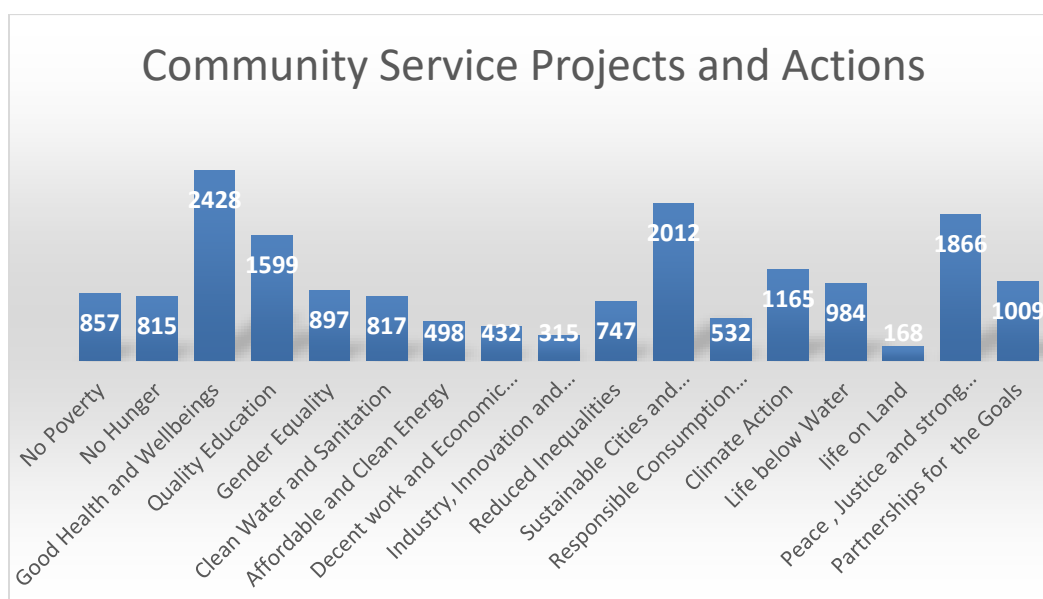*Sources:(Scouts for SDGs | World Scouting, n.d.)*

Fig.2: Bar graph representing numbers of community service projects and action taken in align with 17 SDGs.

With the service hours of community projects and action taken towards the achievement of 2030 agenda and Global Citizenship Education (GCED), researcher intend to examine the perception on Global Citizen from the perspective of three categories of Scouts: (1) Rover, who have undergone 21 days of Scouts Leadership Training, (2) Rover, who have not undergone 21 days of Scouts Leadership Training, (3) Nazhoen Scouts who have undergone 21 days of Scouts Leadership Training, and (4) Establish correlation between the numbers of years (0-5 Years) & (5-10 Years), (5-10 Years) and (10-15 Years), &(0-5 Years) and (10-15 Years) being in the Scouting that determine the perceptions on Global Citizen.. Reysen and Katzarska-Miller (2013) have developed Global Citizen Scale considering nine subscales: (1) Normative Environment (NE): the way of people's perception on the individual living in the same community towards global citizens(Reysen & Katzarska-Miller, 2013) and (Reysen et al., n.d.). (2) Global Awareness (GA): an individual's understanding of cultural aspects to stay informed on international issues(Reysen & Katzarska-Miller, 2013). It is one's perception of an Interconnectedness with others(Reysen et al., n.d.). Oxfam (2006) explains as being aware of the happenings in the world and individual who shows respect to diversity and volunteer in making the world a better place than what we have found (Altıkulaç, 2016).Theorists suggested that students become globally aware through acquiring knowledge about global issues and world events (Morais and Ogden, 2011)(Reysen et al., n.d.). (3) Global Citizenship Identification (GCI): one's self-proclaimed as a global citizen(Reysen & Katzarska-Miller, 2013). According to Osler and Starkey (2005), citizenship can no longer stay within the borders of a country and according to Kan (2009) a global citizen would never forget national values(Reysen et al., n.d.). (4) Intergroup Empathy (IE): one's ability to concern and empathize within group and with people from other countries(Reysen & Katzarska-Miller, 2013) and (Reysen et al., n.d.). (5) Valuing Diversity (VD): one's appreciation and interest in experiencing others culture(Reysen & Katzarska-Miller, 2013) and (Reysen et al., n.d.). (6) Social Justice: one's belief in equitable treatment of all humans consideration to basic services (Reysen & Katzarska-Miller, 2013), (Wintersteiner, n.d.), and (Reysen et al., n.d.). (7) Environmental Sustainability (ES): one's belief that human are connected to the mother earth and conservation and responsible use of natural resources is the out most consideration (Reysen & Katzarska-Miller, 2013) and (Reysen et al., n.d.). (8) Inter-group Helping (IH): one's desire to help others regardless of their nation of origin (Reysen & Katzarska-Miller, 2013) and

(Reysen et al., n.d.). (9) Responsibility to Act (RA): one's feeling of responsibility that they should involve themselves in global issues to take action for the betterment of the world (Reysen & Katzarska-Miller, 2013) and (Reysen et al., n.d.)

II.   RESEARCH QUESTION

Question 1. *What is the level of perception towards Global Citizen by Rover, who have undergone 21 days of Scouts Leadership Training?*

Question 2. *What is the level of perception towards Global Citizen by Rover, who have not undergone 21 days of Scouts Leadership Training?*

Question 3. *What is the level of perception towards Global Citizen by Nazhoen Scouts who have undergone 21 days of Scouts Leadership Training?*

Question 4. *The level of perception towards Global Citizen determined by numbers of years being in the Scouting?*

III.   METHODOLOGY

Data Collection

The 22 items of Global Citizen Scale of Reysen and Katzarska-Miller (2013) was administered via using google form to (n=209) [Male=87(41.6%), Female=122(58.4%), (1) Rover, who have undergone 21 days of Scouts Leadership Training =90(43.1%), (2) Rover, who have not undergone 21 days of Scouts Leadership Training, =74(35.4%), (3) Nazhoen Scouts who have undergone 21 days of Scouts Leadership Training =45(21.5%)

IV.   DATA ANALYSIS

The descriptive statistics (Mean and Standard Deviation) for the Global Citizen Scale were computed using Statistical Packages for the Social Science (SPSS) and Microsoft Excel to examine (Rabgay, n.d.) the perception towards Global Citizen by (1) Rover, who have undergone 21 days of Scouts Leadership Training, (2) Rover, who have not undergone 21 days of Scouts Leadership Training, (3) Nazhoen Scouts who have undergone 21 days of Scouts Leadership Training, and (4) Numbers of years being in the Scouting. There were 22 Likert type items with seven possible options namely: Strongly Disagree (SD), Disagree(D), Somewhat Disagree (SWD), Neither agree nor Disagree (NAND), Somewhat Agree (SWA), Agree(A), and Strongly Agree(A). The scoring base point for each item were as: SD=1, D=2, SWD=3, NAND=4, SWA=5, A=6 and SA=7.Ratings for the

strongly Disagree were in range between 1.00-1.99 , rating for the Disagree were in the range between 2.00-2.99, rating for the Somewhat Disagree were in the range between 3.00-3.99, rating for the Neutral(Neither Agree nor Disagree) were in the range between 4.00-4.99, rating for the Somewhat Agree were in the range between 5.00-5.99, rating for the Agree were in range between 6.00-6.99, and rating for the Strongly Agree were in the range between 7.00-7.99 indicating the perceptions towards Global citizen by the participants. The lowest possible score was 22 and highest score was 154. The analysis of the data included descriptive statistics such as frequency, percent, measure of central tendency. The correlation and regression line have been put together to examine the relation between the variables (*mean*) of numbers of years being in the Scouting.

Table 3. Criteria for the level of perception (Dukpa, n.d.)

Mean Score	Level
1.00-1.99	Strongly Disagree
2.00-2.99	Disagree
3.00-3.99	Somewhat Disagree
4.00-4.99	Neither agree nor disagree
5.00-5.99	Somewhat Agree
6.00-6.99	Agree
7.00-7.99	Strongly Agree

Table 5. Overall perception on Global Citizen ($5.50 \leq \bar{x} \leq 6.56$)

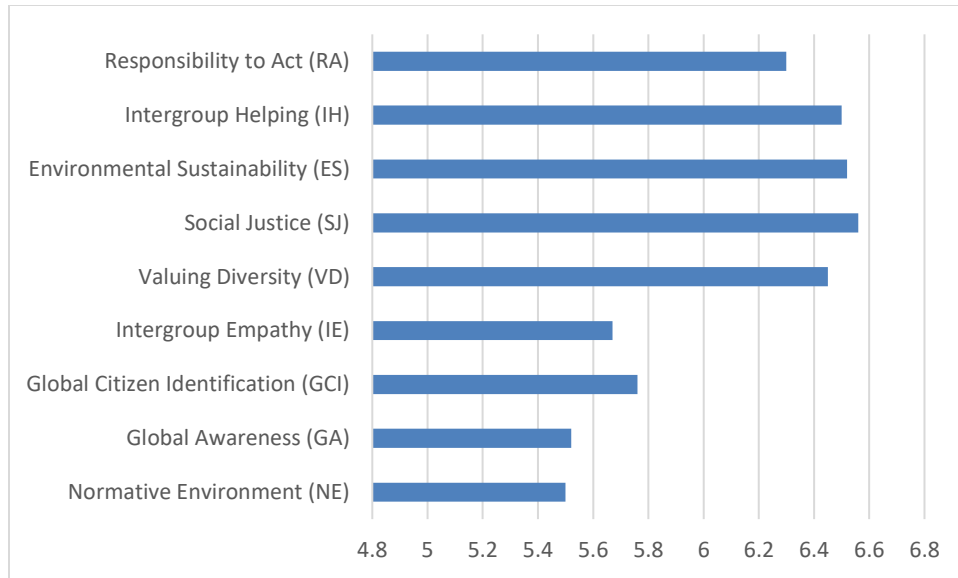| 9 Sub -scale of Global Citizen	Mean(M)	Standard Deviation (SD)	Level
Normative Environment (NE)	5.50	1.19	Somewhat Agree
Global Awareness (GA)	5.52	1.06	Somewhat Agree
Global Citizen Identification (GCI)	5.76	0.99	Somewhat Agree
Intergroup Empathy (IE)	5.67	1.02	Somewhat Agree
Valuing Diversity (VD)	6.45	0.75	Agree
Social Justice (SJ)	6.56	0.81	Agree
Environmental Sustainability (ES)	6.52	0.80	Agree
Intergroup Helping (IH)	6.50	0.78	Agree
Responsibility to Act (RA)	6.30	0.72	Agree
n=209	6.09	0.90	Agree

Fig.3: Horizontal bar graph representing overall perception of Global Citizen

Table 6. Mean and Standard Deviation of Male and Female on 9 subscales (Male: $5.46 \leq \bar{x}\ 6.47$ *; Female:* $5.51 \leq \bar{x}6.$

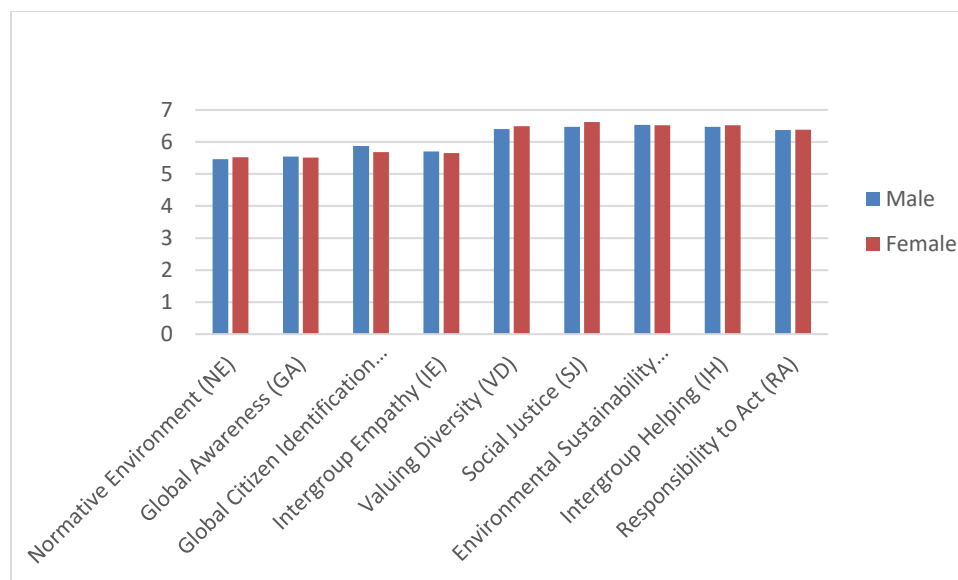| 9 Sub-scale of Global Citizen	Mean(M)		Standard Deviation (SD)		Level
	Male	Female	Male	Female	
Normative Environment (NE)	5.46	5.52	1.20	1.20	Somewhat Agree
Global Awareness (GA)	5.54	5.51	1.07	1.05	Somewhat Agree
Global Citizen Identification (GCI)	5.87	5.68	1.00	0.99	Somewhat Agree
Intergroup Empathy (IE)	5.70	5.65	1.03	1.08	Somewhat Agree
Valuing Diversity (VD)	6.40	6.49	0.75	0.83	Agree
Social Justice (SJ)	6.47	6.62	0.81	0.89	Agree
Environmental Sustainability (ES)	6.53	6.52	0.80	0.89	Agree
Intergroup Helping (IH)	6.47	6.52	0.79	0.84	Agree
Responsibility to Act (RA)	6.37	6.38	0.72	0.82	Agree
n=209(m=87, f=122)	6.09	6.10	0.91	0.95	Agree

Fig.4: Mean of Male and Female on 9 subscales

V.   FINDINGS

Question 1. *What is the level of perception towards Global Citizen by Rover Scouts, who have undergone 21 days of Scouts Leadership Training?*

Table 7. Mean and Standard Deviation of Rover Scouts, who have undergone 21 days of Scouts Leadership Training (5.48 ≤ $\bar{x}$ ≤ 6.62)

9 Sub -scale of Global Citizen	Mean(M)	Standard Deviation (SD)	Level
Normative Environment (NE)	5.48	1.21	Somewhat Agree
Global Awareness (GA)	5.71	1.02	Somewhat Agree
Global Citizen Identification (GCI)	5.85	0.97	Somewhat Agree
Intergroup Empathy (IE)	5.92	0.86	Somewhat Agree
Valuing Diversity (VD)	6.49	0.80	Agree
Social Justice (SJ)	6.62	0.76	Agree
Environmental Sustainability (ES)	6.50	0.82	Agree
Intergroup Helping (IH)	6.49	0.83	Agree
Responsibility to Act (RA)	6.38	0.80	Agree
n=90	6.16	0.90	Agree

Question 2. *What is the level of perception towards Global Citizen by Rover Scouts, who have not undergone 21 days of Scouts Leadership Training?*

Table 8. Mean and Standard Deviation of Rover Scouts, who have not undergone 21 days of Scouts Leadership Training $(5.41 \leq \bar{x} \leq 6.70)$

9 Sub -scale of Global Citizen	Mean(M)	Standard Deviation (SD)	Level
Normative Environment (NE)	5.64	1.17	Somewhat Agree
Global Awareness (GA)	5.53	1.04	Somewhat Agree
Global Citizen Identification (GCI)	5.60	1.15	Somewhat Agree
Intergroup Empathy (IE)	5.41	1.15	Somewhat Agree
Valuing Diversity (VD)	6.51	0.64	Agree
Social Justice (SJ)	6.70	0.52	Agree
Environmental Sustainability (ES)	6.66	0.54	Agree
Intergroup Helping (IH)	6.66	0.56	Agree
Responsibility to Act (RA)	6.40	0.67	Agree
n=74	6.12	0.83	Agree

Question 3. *What is the level of perception towards Global Citizen by Nazhoen Scouts who have undergone 21 days of Scouts Leadership Training?*

Table 9. Mean and Standard Deviation of Nazhoen Scouts, who have not undergone 21 days of Scouts Leadership Training $(5.14 \leq \bar{x}\ 6.34)$

9 Sub -scale of Global Citizen	Mean(M)	Standard Deviation (SD)	Level
Normative Environment (NE)	5.29	1.20	Somewhat Agree
Global Awareness (GA)	5.14	1.12	Somewhat Agree
Global Citizen Identification (GCI)	5.83	0.72	Somewhat Agree
Intergroup Empathy (IE)	5.59	1.02	Somewhat Agree
Valuing Diversity (VD)	6.28	0.81	Agree
Social Justice (SJ)	6.19	1.15	Agree
Environmental Sustainability (ES)	6.34	1.07	Agree
Intergroup Helping (IH)	6.26	0.96	Agree
Responsibility to Act (RA)	6.32	0.66	Agree
n=45	5.92	0.97	Somewhat Agree

Question 4. *The level of perception towards Global Citizen determined by numbers of years being in the Scouting?*

Table 10. Mean and Standard Deviation for the Scouts who have been in Scouting for 0-5 Years $(5.27 \leq \bar{x} \leq 6.74)$

0-5 years

9 Sub -scale of Global Citizen	Mean(M)	Standard Deviation (SD)	Level
Normative Environment (NE)	5.60	1.16	Somewhat Agree
Global Awareness (GA)	5.55	0.92	Somewhat Agree
Global Citizen Identification (GCI)	5.53	1.15	Somewhat Agree
Intergroup Empathy (IE)	5.27	1.18	Somewhat Agree
Valuing Diversity (VD)	6.52	0.65	Agree
Social Justice (SJ)	6.73	0.47	Agree
Environmental Sustainability (ES)	6.68	0.52	Agree
Intergroup Helping (IH)	6.74	0.43	Agree
Responsibility to Act (RA)	6.35	0.68	Agree
n=45	6.11	0.80	Agree

Table 11. Mean and Standard Deviation for the Scouts who have been in Scouting for 5-10 Years $(5.34 \leq \bar{x}\ 6.65)$

5-10 years

9 Sub -scale of Global Citizen	Mean(M)	Standard Deviation (SD)	Level
Normative Environment (NE)	5.34	1.28	Somewhat Agree
Global Awareness (GA)	5.39	1.09	Somewhat Agree
Global Citizen Identification (GCI)	5.63	0.92	Somewhat Agree
Intergroup Empathy (IE)	5.65	0.94	Somewhat Agree
Valuing Diversity (VD)	6.40	0.76	Agree
Social Justice (SJ)	6.43	0.93	Agree
Environmental Sustainability (ES)	6.43	0.88	Agree
Intergroup Helping (IH)	6.35	0.84	Agree
Responsibility to Act (RA)	6.36	0.63	Agree
n=91	6.00	0.92	Agree

Table 12. Mean and Standard Deviation for the Scouts who have been in Scouting for 10-15 Years (5.63 ≤ $\bar{x}$ 6.60)

| 9 Sub -scale of Global Citizen	Mean(M)	Standard Deviation (SD)	Level
Normative Environment (NE)	5.63	1.09	Somewhat Agree
Global Awareness (GA)	5.68	1.11	Somewhat Agree
Global Citizen Identification (GCI)	6.09	0.90	Somewhat Agree
Intergroup Empathy (IE)	5.97	0.94	Somewhat Agree
Valuing Diversity (VD)	6.48	0.81	Agree
Social Justice (SJ)	6.60	0.81	Agree
Environmental Sustainability (ES)	6.54	0.85	Agree
Intergroup Helping (IH)	6.54	0.87	Agree
Responsibility to Act (RA)	6.40	0.86	Agree
n=70	6.21	0.92	Agree
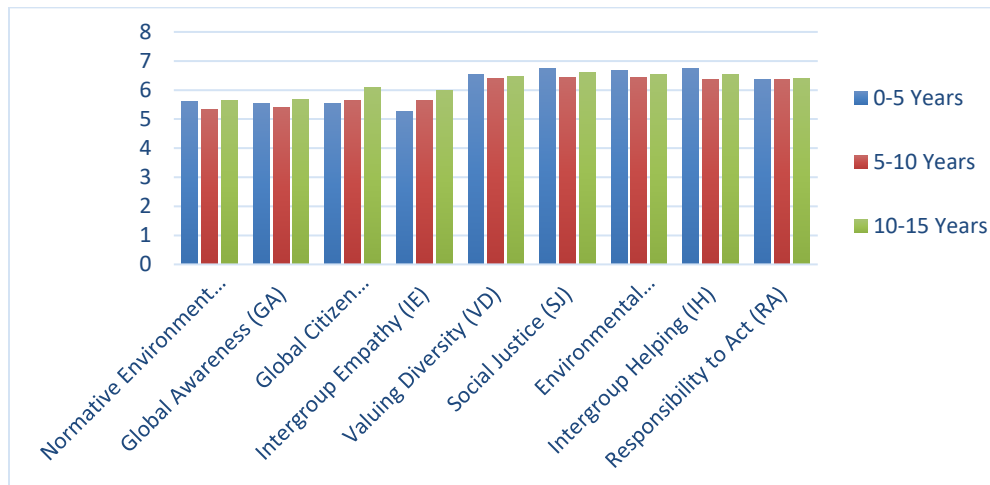
Fig.5: Bar graph comparing mean of 0-5 Years, 5-10 Years, 10-15 Years.

VI. LIMITATION

This study examined the perception of Rover Scouts and Leadership Scouts on Global Citizen. The empirical results reported herein should be considered in the light of some limitations as the findings are limited to the participants who have attended the survey questionnaire only. Generalizing the findings to rest of the Rover Scouts and Leadership Scouts deemed inappropriate(Yangzom, n.d.). Researcher being the novice, formation of research aims and objectives, implementation of data collection and analysis methods, sample size, lack of previous studies in the research area, and scope of discussion are some of the common areas subjected to study limitation (*Research Limitations - Research-Methodology*, n.d.). The sample size of n=209 out of the population size N=1182 is inappropriate for the generalization. Administration of survey questionnaire via social media group (WeChat, WhatsApp, Telegram, and Messenger) have been biased in the selection of the sample participants. Explore, trial and error methods of using SPSS software is yet another limitation of the study to establish concrete findings. Lack of documented research on similar topics is baseless to support current findings in consideration to our context. Thus, the findings of the current study lack enough supportive writeup to draw an inference at large. Future researchers may conduct similar study using the same tools adopted from Reysen, S., & Katzarska-Miller, I. (2013) to study the perception on Global Citizen by Non-Scouts and others as well.
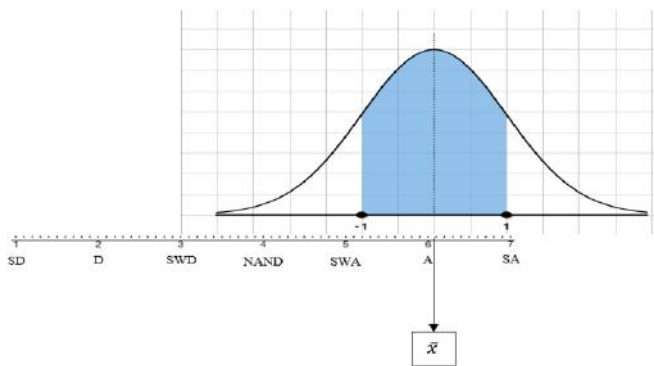
VII.   CONCLUSION

Fig.6: Perception on Global Citizen by Rovers and Leadership Scouts

In light of outcome of the survey study conducted, *fig.6* illustrates and addresses three research questions. "We must foster Global Citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just" Ban Ki-moon, United Nations Secretary-General (2012)(*Education for Global Citizenship A Guide for Schools*, n.d.). Albert Einstein stated that "We cannot solve problems with the same thinking we used when we created them", it is high time and recommends organizations and all agencies to think out of box to adopt any kind of existing program in view of the Preamble to the Constitution of UNESCO "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed"(Wintersteiner, n.d.; Wintersteiner et al., n.d.).Thus, it is likely that PEACE prevails 24x7 everywhere throughout.

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[8] *Global Citizenship Competences For Scouts And Guides *Cross-cutting competences Understanding global interdependence Standing up for social justice and equity Sustainable way of living Respecting diversity and identity *Responding as active global citizens *Critical and creative thinking Conflict resolution and cooperation*. (n.d.).

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