

**ADMINISTRATIVE MANUAL
SECTION 4 - CADET RELATED TOPICS
INDEX**

SECTION	TOPIC	PAGE
Section 4.1	Educational Credits	2
Section 4.2	Effective Speaking Program	6
Section 4.3	The Duke of Edinburgh's Award	9
Section 4.4	The Air Cadet Program and the Duke of Edinburgh Program	14
Section 4.5	Scholarships	
Section 4.5.1	Founders Scholarships	19
Section 4.5.2	Continuation Flying Training Awards	20
Section 4.6	Social Behaviour Policies and Guidelines	21

4.1.1 EDUCATIONAL CREDITS

During 1996 and 1997, Mr. Len Jenks, the former National President of the Air Cadet League was successful in implementing a program for the British Columbia Cadets whereby certain courses within the Cadet program will qualify for Educational credits. This is a very worthwhile program as it allows cadets to acquire additional credits, which apply towards high school graduation.

The Minister of Education approved a revision to the Graduation Credits Order to include credits for training received in Cadets. Cadets may obtain up to eight (8) credits towards Secondary School graduation. Four (4) credits may be obtained at Grade 11 by successfully completing Level Four squadron training, or an approved six-week summer training course, and four (4) credits may be earned at Grade 12 for successfully completing Level Five squadron training, or an approved six-week summer training course. Of course, where credit has been granted at Grade 11 on the basis of a summer training course then a second approved summer training course must be submitted for credit at Grade 12. Employment as a Staff Cadet may be used as an alternative to a summer training course. Specific course information may be found on the BC Ministry of Education website at :

<http://www.est.gov.bc.ca/eval-acctblty/crsinfo/contents.htm>

4.1.2 What is an External Course?

A Ministry-accepted External Course is a Ministry-Authorized course which is an organized set of learning activities developed or offered outside the British Columbia School System and set out in Schedule 4 of the *Graduation Requirements Order*. Students receive graduation credit for successfully completing an External Course. These courses are of an equivalent standard to other Ministry-Authorized senior secondary courses.

4.1.3 Questions Concerning External Courses

If you have questions not addressed in this section concerning the curriculum or course documentation required for external courses, the Curriculum and Resources Branch. Phone: 250-356-7690

4.1.4 How to Report an External Course to the Ministry

When reporting an External Course to the Ministry, the school must use the designated course code and indicate a school mark.

In order to provide a school mark, the school must first examine course documentation from the external institution. It is the student's responsibility to present this documentation as proof of successfully completing the course. The only External Courses which apply towards graduation are those which have been reviewed and approved by the Ministry and listed in the *Graduation Requirements Order*.

After examining the documentation from the external institution, the school must decide whether to report the student's level of achievement as a school percent and letter grade or as a Transfer Standing (TS) letter grade. TS has no negative or positive impact on a student's Grade Point Average (GPA).

Please refer to the text following each table below for detailed information on course documentation from various external institutions.

It is the school's responsibility to verify the authenticity of the documents. Contacts for the organizations which issue the documents have been provided for school use in the rare instance when the document appears not to be genuine or not to belong to the student who presents it.

4.1.5 Youth Development Programs

External Courses						
Col 1	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
Course Code	Course Title	Meets Foundation Studies	Start Date	Credits	Credit Restriction by Codes	Special Notes
UXCA 11	<p>External Cadet 11</p> <p>Report Credit for: Local Headquarters Training Required: Air – Level Four Army – Gold Star Sea – Phases IV Or Successfully completed a six week Summer Course in Advanced Speciality Training</p>		97/09/01	4		
UXCA 12	<p>External Cadet 12</p> <p>Report Credit for: Local Headquarters Training Required: Air – Level Five Army – National Star Certification Examination Sea – Phases V Or Successfully completed a six week Summer Course in Advanced Speciality Training.</p> <p>Note: where a six week course has been used for cadets 11 credit, a second six week course must be completed for cadets 12 credit</p>		97/09/01	4		

4.1.6 External Cadets Course Details and Documentation

Cadets at Squadron courses move through five progressive levels of local headquarters (LHQ) training between the ages of 12 and 19 years. Once higher ranks are achieved, further training opportunities, including a broad range of advanced specialty courses, are provided at various Cadet Summer Training Centers located across Canada.

Each qualified Air Cadet will be provided with a National Defence Cadet Certificate of Qualification signed and dated by his or her Commanding Officer. This certificate displays the Cadet red, navy and gold crest and will identify personal and course data. The grading systems will vary depending upon the course or cadet program completed. Some will indicate a grade or percentage, pass or fail, or a class rank. For a Staff cadet program, a level of performance will be indicated.

Level Four - Advanced coverage expands Cadet knowledge during 25 additional training sessions in: drill instruction, citizenship, physical fitness, leadership, instructional techniques, meteorology, navigation, air crew survival and training duties. Cadets are eligible to be recommended for promotion to the rank of Warrant Officer Second Class upon completion of Level Four and an advanced specialty course.

Level Five - Provides senior Air Cadets with opportunities to gain experience and to expand their knowledge /skills to effectively carry out their duties and to better support the Squadron Officer staff. This level provides on the job training for the most advanced cadets and it includes further training in leadership and drill, as well as a introduction to Squadron Administration and Logistics. Training take place over 38 training periods. A Cadet may be recommended for promotion to the rank of Warrant Officer First Class upon successful completion of Level Five training and at least one advanced specialty course.

4.1.7 Qualifying Advanced Specialty Courses

All courses noted are of six-weeks or more duration. Cadets are not eligible to enroll until the fourth level or ranking is reached.

Senior Leaders	Technical Aeroengine, Airframe
Survival Instructor	Technical Electronics
Athletic Instructor	Technical Photographic Technician
Air Traffic Control	Music - Pipes & Drums (IV - V)
Glider Pilot	Music - Brass/Reed (IV-V)
Power Pilot	Staff Cadet Position

4.1.8 Contact for information and verification

The Canadian Cadet Organization is administered as a partnership between the Navy League, Army League and Air Cadet League of Canada and the Department of National Defence-(Canadian Forces). Within the Province of British Columbia, certification of documentation may be obtained from:

Staff Officer (Air)

Phone: 1(800) 661-4255

Fax: (250) 363-0818

4.2.1 EFFECTIVE SPEAKING PROGRAM

The Effective Speaking program is an Air Cadet League sponsored activity and is in addition to the cadet training program as prescribed by DND. The Air Cadet League believes that this program provides an important skill, which will benefit cadets in their future endeavors.

The aims of the effective speaking program are:

- To provide an opportunity for Air Cadets to increase their self-confidence; and increase their ability to reason, organize and express ideas.
- To promote the citizenship component of local squadron training.
- To provide a focus for the effective speaking component of the Senior Cadet Training Syllabus, Junior Leaders Course and the Senior Leaders Course.
- To increase public awareness regarding the citizenship and leadership aspects of the Air Cadet program at the national, provincial and local levels.

4.2.2 Overview

The Effective Speaking Contest in British Columbia should be conducted according to the rules and regulations outlined in the Air Cadet League of Canada "POLICY AND PROCEDURES MANUAL".

All of the required procedures and forms can be found on the National Air Cadet League Website, and in Section 4 of the "Policy and Procedures Manual".

The Sponsoring Committees should review this section of the manual to be familiar with the procedures required to have a successful contest.

This is a League Sponsored Program and we recommend that, wherever possible, Sponsoring Committees should engage the help of their "Local Toastmasters Club" to assist in the running of these contests. We find, in most cases, they are very willing to conduct and assist the Cadets with this program. It is suggested each participating Toastmasters Club member be provided with a copy of the section out of the "Policy & Procedures Manual so they will be well versed on this program.

4.2.3 Participation

We encourage all Cadets to participate in the "Effective Speaking Program" as it is meant to be another optional training activity of interest to the future leaders of our Nation.

It is the objective of the BCPC to have a candidate from each Wing at the Provincial Speak-off but we realize that each Squadron cannot always have their own competition. However, this should not prevent a Cadet from representing his or her Squadron in the Wing Competition. We encourage all Sponsoring Committees to have cadets from within each squadron participate in the program which would provide candidates from each Wing to compete in the "Wing Speak-off". This in turn will provide us with a Cadet from each Wing for the Provincial finals. The winner of the Provincial contest will then be sent to the National Effective Speaking contest at the Annual General Meeting of the Air Cadet League of Canada which is held in June each year at various venues in Canada.

4.2.4 Planning

The Squadron Speak-Off should be held between January 15 and February 28 each year.

The Wing Speak-Off will be held in March each year.

The Provincial Speak-Off will be held in April/early May, each year.

Travel expenses (when necessary) for the Provincial Speak-off will be reimbursed by the BCPC. As well, the BCPC will fund the Provincial Winner to attend the National Speak-Off, which is held at the Annual General Meeting of the Air Cadet League of Canada.

4.2.5 Awards

The BCPC awards gold, silver and bronze medals to the 1st, 2nd and 3rd place winners for each Wing, as well as to the 3 winners in the Provincial Speak-Off.

All cadets who participate in Wing and Provincial Contests are presented with a certificate. Judges, Timekeepers, Tellers, and any other persons who have assisted with any of these contests at any level may also be presented with certificates.

Medals and certificates are available from the BCPC Office.

4.2.6 Topics

National League Headquarters will provide 6 topics each year for the prepared speech. The topic for the impromptu speech will be chosen on the day of the contest by the judges, and program organizers.

4.2.7 Questions

Any questions should be directed to the BCPC Office at:

Telephone: - 604 - 732-9119
or
Fax: 604 - 732-9115.
or
Email: - bcpc@aircadetleague.bc.ca

or:

National League Headquarters at:

Telephone: 613 - 991-4349

or

Fax: 613 - 991-4347

Refer to the National Air Cadet League Website homepage for the Rules and regulations or if logged on to the Internet;

[CLICK HERE](#) to access the National Air Cadet League website for the Rules and Regulations .

4.3.1 THE DUKE OF EDINBURGH'S AWARD

The Duke of Edinburgh's Award, known internationally as The International Award for Young People, was founded by His Royal Highness, The Duke of Edinburgh in Great Britain in 1956. Designed to help young people develop a sense of responsibility in themselves and their community by expanding their horizons, the Award has evolved into one of the most comprehensive individual development, self-training and personal achievement Programs in the world.

Since its inception, over 2.5 million young people in over 60 countries have participated. In Canada, the Program, which is known as The Duke of Edinburgh's Award Young Canadians Challenge, has operated since 1963 with over 150,000 participants from all across the country.

The Program is open to all young people between the ages of 14 and 25 and is made up of four sections:

- Community Service
- Skills Development
- Physical Fitness
- Expeditions and Explorations

Further information can be found at the Duke of Edinburgh website at

<http://www.dukeofed.org>

4.3.2 Statement of Purpose

The objective of the Program is to challenge young people between the ages of fourteen and twenty-five years to "reach for their best". The Awards are designed in ascending standards of achievement: 'Bronze', 'Silver', and 'Gold' levels. Each standard provides for training, achievement, and recognition in the basics of good citizenship. A wide variety of interests is embraced, including physical activities, educational training, self-discipline, and service to the community - all designed to advance the physical, mental, and spiritual welfare of the young people.

4.3.3 Opportunity and Challenge

The Duke of Edinburgh's Award, designed with great care by a small team in 1956, is a means to encourage and motivate all youth over the age of 14 years to voluntarily become involved in a variety of personal development activities, including Community Service, Expeditions, Skills and Physical Recreation. Hence, each young person who undertakes this Program has to select one activity under each of these four headings, thus gaining exposure to such new experiences as social responsibility and adventure training.

The aims of the Award Program are quite specific and are simply stated: to encourage and stimulate:

1. self-reliance and self-discipline,
2. perseverance and determination,
3. initiative and creativity,
4. unity involvement and social responsibility,
5. value orientation and value-oriented decision making,
6. the spirit of adventure,
7. fitness of body and mind,
8. vocational, cultural and family life skills,
9. international understanding and awareness.

4.3.4 The Program

The Award Program is not a youth organization, but simply a Program intended to be flexible enough to meet the needs and interests of all young people, no matter what their backgrounds. As the Program aims to broaden interest and deepen experience, it embraces a very wide range of adventurous, cultural, and practical activities from which participants may choose those best suited to their own enthusiasms and aptitudes. They then follow these activities in their own time with guidance from someone knowledgeable in each subject and, when the stated requirements are met, they qualify for an Award. In addition to the satisfaction of completing the task, which they have undertaken, they receive a pin and certificate on behalf of The Duke of Edinburgh to mark their achievement.

The Program needs experienced people and organisations to apply it, and is run in most cases through youth groups or schools. Individuals not associated with a youth group may also participate using their Provincial/Divisional Director as advisor and assessor.

4.3.5 The Awards

There are three separate Awards - Bronze, Silver, and Gold - and participants may enter at whatever level is most suited to them, keeping the age requirements in mind. The starting point is marked by the payment of a small registration fee upon which each participant is given a Record Book which is used to record their progress through the Program.

4.3.6 The Sections

Award activities are arranged in the following separate sections. In each, there is a wide choice:

1. Service - to prepare for and give service to others;
2. Expeditions and Explorations - to undertake a challenging journey of discovery;
3. Skills - to develop personal interests and social and practical skills;
4. Physical Recreation - to take part in a planned Program of physical activities.

The sections are intended to complement each other and provide a balanced Program reflecting different aspects of leisure activity.

Inevitably, the content of the different sections overlap but, to ensure that no-one follows too narrow a range of activities, different types of activity are selected in the different sections. The overall Program for any participant should, whenever possible, include both mental and physical activities.

4.3.7 Instruction and Assessment

In all sections of the Program the participants should be guided by persons who are knowledgeable about the activity being followed. When they have completed each section they must be assessed. The assessor's signature in the Record Book shows the section has been completed. The basis for assessment and the responsibility for finding and approving instructors and assessors is outlined in the General Conditions page.

4.3.8 Concept of Voluntary Time

The Award Program should be voluntarily undertaken during those parts of the day, month or year when the choice of activity or occupation is at the option of the participant.

It is recognized that the wide range of activities from which participants may choose in the Skills Section inevitably includes a number of interests and occupations associated with subjects forming part of school curricula, vocational training or study courses of some kind. The same may be said of some aspects of the training required of participants in the Service, Expeditions and Physical Recreation Sections.

It is not the intention that such interests or occupations should be excluded, but that, in addition to whatever instruction or training may be acquired during school or work time, participants must show clear evidence of additional voluntary effort in their own time.

4.3.9 General Conditions

1. Entry into the Program is open to all young people and is made by registering with a recognized participating group, or with an Award office. This marks the starting point in the Program. No activities undertaken before the entry date may count towards an Award. Entry may be for any level, subject to the age requirements below.
2. For each Award, those taking part must complete activities in the four sections, namely:
 1. Service,
 2. Expeditions and Explorations,
 3. Skills, and
 4. Physical Recreation

Gold Award participants must also complete a Residential Project (see paragraph 13).

3. A participant may not use the same activity to qualify for more than one section of the Program. For example, dancing may not be used both as a Skill and as a Physical Recreation activity.

4. There are three Awards, which may be attempted at any time after the ages shown:
 - Bronze - 14th birthday
 - Silver - 15th birthday
 - Gold -16th birthday

There is some discretion for entry before the age of 14. The upper age limit for all Awards is the 25th birthday, and all activities to be counted for an Award must be completed by this time.
5. The minimum time requirement for each level of the Award is:
 1. for Bronze - six months
 2. for Silver - twelve months, or a minimum of six months if you have achieved the Bronze Award.
 3. for Gold - eighteen months, or a minimum of twelve months if you have achieved the Silver Award.
6. Young people may enter directly into the Silver or Gold Awards provided that they satisfy the age requirements.
7. Candidates who qualify for certain badges or awards in youth organizations may count these qualifications towards the respective section of the Program provided that:
 1. the activity is the same,
 2. the conditions of the activity are the same, and
 3. the standards for the badge or award in question are not less than that required for the same activity in the Program.
8. Participation in the Program is a voluntary choice of the participant. Work that forms part of a school curriculum may generally not be counted towards the Award. Participants receiving pay at organized camps may not use camp activities for qualification in The Duke of Edinburgh's Award Young Canadians Challenge (a training bonus for cadets at a summer camp does not constitute pay).
9. Instruction must be given by suitably experienced or qualified persons, as required by the separate conditions for each Award.
10. Assessment is to be undertaken by qualified persons approved by participating groups in accordance with the separate conditions for each Award. An assessor is any adult in the community who is knowledgeable and experienced in the particular Skill or activity to be evaluated.
11. The Record Book is to be used to record successful progress through the Program. The appropriate space in the Record Book should be completed and signed by the assessor.
12. Participants with disabilities should attempt as much of the Program as possible under the conditions as outlined, but modifications may be made in consultation with the Provincial/Divisional Director.
13. The Residential Project is an extra requirement for the Gold Award. However, participants may take part in, and qualify for, the Residential Project regardless of the Award level they are currently working on, as long as they have passed their fourteenth birthday.
14. Careful records of all activities should be kept. This includes a record of Service hours, Physical Recreation hours, and a log report for each Expedition. Also monitor frequency of involvement with Skills.

15. Once a participant has successfully completed all requirements for any Award level, he or she may begin to count activities immediately for the next Award level, provided the age requirement has been met.
16. The detailed conditions are given separately for each Award in the following chapters. Please note that these are minimum requirements to qualify for an Award.
17. The Duke of Edinburgh's Award *Young Canadians Challenge* carries a limited amount of group accident insurance for those participants who are not affiliated with any other group. For further information please refer to the office of the Provincial/Divisional Director.
18. A concerted effort should be made by participants to have different assessors for each of the 4 sections.

4.4.1 AIR CADETS and THE DUKE OF EDINBURGH AWARDS PROGRAM

The Duke of Edinburgh Awards Program is based on the belief that the future of our civilization will depend on the ability and willingness of the young people of today to give their best service to the community and to grow up as well developed individuals. It is the belief of His Royal Highness that there is a great wealth of excellence among young people, particularly among those leaving school at an early age, which is allowed to go undiscovered. He believes that all young people should be given the fullest opportunities to make the best use of their leisure both actively and creatively, and that the note to strike in providing such opportunities is one of challenge. The wider the challenge the bigger the response.

In setting up a Duke of Edinburgh (D of E) Awards Program in a squadron, enthusiastic and dedicated leaders are a prime requirement. One person should be given the responsibility for supervising the entire activity. This program should be his/her main contribution to the squadron or his/her only contribution if the squadron has a large number of candidates. The task of leading a D of E Awards Program is too demanding to be considered as a secondary duty.

4.4.2 Program Outline

The D of E program embodies four principal groups, or sections, of activities to which certain standards of achievement have been attached. Standards are achieved through three levels related to the abilities of most young people. These are the Bronze, Silver and Gold levels. The four groups or sections of activity are as follows.

4.4.3 Rescue and Public Service

The object of this section is to influence young people to realize that as members of a community they have an obligation towards First Aid, Life-saving, etc

Public service involves a squadron First Aid course at the outset of the program. In performing a voluntary service at any of the levels the leader can make the arrangements and the cadet gives up a portion of his leisure time in service to others. He/She may take more advanced first aid training at the Silver level instead of service. The adult co-ordinator should periodically check the progress of the individual, and see that an appropriate community group or leader verifies or assesses the service performed.

Lecturing on a regular basis in the home squadron can be counted as a service. There is a wide choice of subjects concerning various forms of Rescue and Public Service Training, such as:

1. First Aid
2. Life Saving
3. YMCA Leader
4. Hospital Work
5. Instructing
6. Fire Volunteer
7. Youth Service
8. Police Service
9. Civil Defence
10. Ground Search Teams

Most public services are listed in the Duke of Edinburgh's Leader Handbook, but many others are also acceptable.

It should not be difficult for any well-run squadron to qualify cadets in this section. For example, the squadron might run First Aid courses, as mandatory or optional subjects, to cover all three levels. Also, senior cadets who serve as instructors in their home squadrons could qualify by this means.

4.4.4 Expeditions

The purpose of this section is to develop initiative, responsibility and self-reliance and to give an outlet for the spirit of adventure. This section involves the carrying out of an expedition, constituting a group effort in open country covering a period of 24 hours on foot at the Bronze level, and rising to three night's camping-out in wild country at the Gold level. The expedition calls for knowledge of map-reading, first aid and light weight camping; and may be done by sailing, by canoe, or on foot or bicycle etc., at the silver and gold levels.

The Expedition phase can be carried out during any season on any weekend. The cadets can prepare the route and the details subject to approval of the adult Co-ordinator. The Co-ordinator must also be prepared to visit campsites and to check the cadets at certain points of the expedition. Preceding the expedition, a series of initiative training classes should be given as a squadron optional subject with the use of the initiative training manuals. Map and compass work must be done before the expedition, as well as other aspects of camping and hiking.

Candidates must work in groups of not less than two, (four in wild country) and not more than six to train for, plan and carry out a cross-country journey at each stage. Preliminary training must be taken in:

Casualty Code	Safety Precautions	Camp Craft
Map and Compass	Cooking	Country Code

An initiative Training Program may be run as a squadron optional subject using Air Cadet Training Manuals as a reference.

Candidates must be properly equipped for the type of country where the expedition is to be carried out. The requirements at each level are:

- (a) Bronze Level At least 15 miles on foot across normal country using roads as little as possible. The journey is to be completed in two days, including one night in tents, bivouacs, or in the open.
- (b) Silver Level At least 30 miles across country to be completed in three days, including two nights in separate camp sites.
- (c) Gold Level At least 50 miles across wild country such as mountain areas. The journey is to be completed in four days, including three nights at different campsites.

Candidates entering directly at the Silver or Gold levels must first pass all tests for the lower levels of this section. For Silver and Gold, comparable journeys on bicycles, in canoes, on skis or on horseback may be taken.

To make this section of the Program easier for cadet instructors, it is suggested they take different weekends for each Level and find one general area where all hikes can take place. For example, all Bronze hikes could be held on one weekend in a general area of 50 miles.

For more information on this and the other sections, the 'Duke of Edinburgh in Canada Leader's Handbook' is a must. Minimum work in planning is required. Most of this phase is handled by participants under adult supervision.

4.4.5 Pursuits and Projects

This Section is defined as purposeful or creative activities calling for initiative and perseverance, with the object of discovering and developing the natural interests and aptitude of the individual. The application of a sustained effort rather than a certain standard of accomplishment is the governing factor in these activities. The subjects cover the widest possible field and may, for example, include: metal and woodworking, model making, photography, gliding, flying, scuba diving, etc.

The Pursuits and Projects phase is done by the cadet in his leisure time. The adult Coordinator must check progress periodically and see that the required time is spent on the pursuit. The pursuit may be changed at the end of each stage of the program or may be followed through all three stages of the scheme. Syllabuses for a wide variety of activities are given in the Handbook of Syllabuses. Candidates should be assessed on their interest, progress, and general sustained effort over the following minimum periods:

Bronze - 6 months; Silver - 8 months; Gold - 12 months.

Some of the hobbies related to Air Cadets directly are:

Aircraft Modeling	Aircraft Recognition	Military / Brass Bands
Aeronautics	Astronomy	Debating
Marksmanship	Meteorology	Radio
Photography	Music	Gliding
Bugle & Trumpet	Drums	Civics
Judo	Gymnastics	

All these and many more are outlined in the Leader's Handbook.

4.4.6 Physical Fitness

This section relates to the attainment of established standards in athletics and swimming, together with other activities calling for stamina, strength, skill, speed etc. It can be done in conjunction with Summer Camp sports, a squadron athletic program or in the school.

Tests can be carried out by the school PT instructor at the Silver and Gold level. The Bronze tests can be carried out by a cadet from the Athletic Instructor course or a member of the squadron staff. The point of this section is not competition among people, but competition by people against a reasonable standard.

To qualify in this section a candidate may choose from two alternative sets of tests.

Test 1 A candidate must pass in three of the following groups:

- (a) Running or walking;
- (b) Jumping;
- (c) Throwing;
- (d) Swimming;
- (e) Physical efficiency;
- (f) Sporting activities (Gold level only).

To pass in the first five groups, a candidate must achieve the set standard in one event from that group. To pass in group (f) he/she must achieve the set standards in three events, each one from a different sub-group.

Test 2 A candidate must pass in two groups:

- (a) Bronze level - Physical efficiency and either athletics or swimming.
- (b) Silver level - Physical efficiency and either athletics, swimming or a sport.
- (c) Gold level - Either any two out of physical efficiency, athletics, swimming, a sport, a game or two sports.

To make this section easier to administer, it is suggested that squadrons hold sports days, at which time the cadets may be tested against the standards. It is also permissible to use Summer Camp records from sports activities of the candidates.

4.4.7 Awards

Awards, in the form of badges and certificates, are given for achievement in activities selected from each of the four groups and can be gained in each of the three levels. The first level is Bronze - ages 14 to **16¹/₂**; second is Silver - ages 15 to **17¹/₂**; and the final level is Gold - ages 16 to 19. Cadets may start the program on any of the three levels if they come under the following conditions:

- (a) candidates over the age of 15 may enter directly at the Silver Level; and
- (b) candidates over 17 may enter directly at the gold level.

Candidates must complete each level by the following ages:

- (a) Bronze - **17th** birthday;
- (b) Silver - **18th** birthday;
- (c) Gold - **20th** birthday.

In summary, to qualify for an award at any level the required standards must be reached in each of the four sections of the program:

Section 1 - Rescue and Public Service, Section 2 - Expedition.,
Section 3 - Pursuits and Projects; Section 4 - Physical Fitness.

4.4.8 Gold Awards

For the Gold Award there are two additional requirements.

Residential Qualification. A candidate must attend a course, camp or journey away from his home, during which some service, studies or leisure activities are shared with other young people. It is suggested that a summer camp could be used to cover this section. The period away is to be not less than five continuous days (four nights away). Those at work having only limited holidays may qualify at a series of weekends, providing they spend at least four nights away.

Practical Service to the Community. Some form of practical services to others must be voluntarily undertaken. This should spread over a six-month period.

4.5 SCHOLARSHIPS

4.5.1 Founders' Scholarship – No Longer Offered

4.5.2 Continuation Flying Training Awards

Established to provide continuation flying training cash awards for cadets who have won Air Cadet power or glider wings. Applications are mailed annually directly to each flying and glider scholarship recipient for that year. Graduates of that year and qualifying cadets from previous year's scholarships should submit their applications to the National League Headquarters before the 31 October deadline. A sample application form is in Section 4 of The National Air Cadet League Policy and Procedures Manual. The trust funds for Continuation Flying Training Awards are:

R.C.A.F.A. Trust Fund. Established by the Royal Canadian Air Force Association / Air Force Association of Canada.

BC EX-AIR FORCE POW Trust Fund. Funds to be used nationally for continuation flying training.

Dodo Bird Club Trust Fund. Established by the Dodo Bird Club (former RCAF Flight Sergeants). A portion of the awards from this fund are to be used for continuation flying training.

Bomber Harris Trust Fund. Provides funds for Continuation Flying Training Awards.

Flying Training Awards. The League has established a fund to supplement the flying training scholarships for Air Cadets. Scholarships supported by this fund will be awarded as part of the annual awarding of flying training scholarships.

Irvin Erb Fund. An annual award to the top cadet flying training graduate.

Model Aircraft Awards. Established to assist Air Cadet Squadrons engaged in model aircraft building and flying activities.

Royal Canadian Flying Clubs Trust Fund. Established by the Royal Canadian Flying Clubs' Association.

Scholarship application forms can be found in the Appendix Section of this manual.

4.6.1 SOCIAL BEHAVIOUR POLICIES AND GUIDELINES

The National Office of the Air Cadet League has developed policies and guidelines with respect to smoking, alcohol, drugs and abuse. Please refer to Section 3.7 of the National Manual, which provides information on the above subjects. The BCPC strongly supports the National position and we felt it was prudent to repeat the section on Abuse.

4.6.2 Emotional Physical And Sexual Abuse

The abuse of children has been a significant problem in Canadian society for many years. Only recently, however, has it received widespread recognition and attention. Child welfare is primarily a provincial concern, and actions are being taken in all provinces to combat and prevent abuse in its various forms. With increased awareness of the problem has come a general societal demand to deal with it through strong legislation, treatment and support programs. It is expected that those people who have the responsibility of teaching, caring for, or working with young people will recognize the problem and deal with its manifestations through decisive action and with compassion.

The complexity of the abuse problem is recognized by child welfare authorities throughout Canada. Some forms of abuse are harder to recognize than others, and consequently are more difficult to prevent. It is for this reason that child welfare laws in Canadian provinces provide definitions and protocols for reporting and dealing with abuse situations and outline the responsibilities of any Canadian citizen in the event they become aware that a young person has been or is being abused.

The aim is to increase the awareness and sensitivity of Air Cadet League Volunteers to the problem of abuse, to provide a definition of abuse, and to set out a set of guidelines volunteers should follow in the event they become aware that abuse has been or is taking place.

Air Cadets come from all walks of life. Given their numbers and diverse geographic backgrounds it can be said that they represent a certain microcosm of Canadian society. By extension it can also be stated that a certain percentage of them will have come to squadrons from abusive situations at home. As societal awareness increases, so too does the actual reporting of abuse situations. Victims are more prepared to report abuse and seek help.

In the past few years the revealing of abuse situations by Air Cadets to Cadet Instructors and League Volunteers has increased. Given this fact, the difficulty becomes what to do when an Air Cadet reveals to them that they have been or are currently being abused physically or sexually. In order to appropriately deal with this problem cadet leaders must be sensitive to the issue, aware of their legal and ethical responsibilities in the matter and prepared to take immediate action as necessary.

Provincial child welfare legislation throughout Canada is consistent in approaching the serious problem of abuse. In plain terms it is against the law. As an example, the Child and Family Services Act (Ontario) states that:

“A person who believes on reasonable grounds that a child is or may be in need of protection - by reason of abuse -shall forthwith report the belief and the information upon which it is based to a Society ...”, i.e. the Children’s Aid Society.”

Further, the Child Welfare Act (1978 - Ontario) states that:

”Every person who has reasonable grounds to suspect in the course of the person’s professional or official duties, that a child has suffered or is suffering from abuse that may have been caused or permitted by a person who has or has had charge of the child, shall forthwith report the suspected abuse to a Children’s Aid Society”

As all provinces basically agree on the above, it is important to note that cadet leaders, regardless of where they are located, are subject to the kinds of provincial regulations stated above. In essence, they must report all revelations of abuse to appropriate authorities – Child Welfare Agency, Children’s Aid Society. Anyone who reports an abuse allegation is protected under the law from prosecution if the report is done without malice and with reasonable grounds for belief.

4.6.3 Policy

CF policy on emotional, physical or sexual abuse within the Canadian Cadet Organization is detailed in CATO 13-24. This order applies to cadets, officers of the CIC and civilian instructors. Members of the Regular Force and Primary Reserve are subject to related regulations in Canadian Forces Administrative Orders. The Air Cadet League supports the CF policy, will assist in its implementation where appropriate, and will work to reduce abuse within the Air Cadet Movement.

CF policy states in part:

Emotional, physical or sexual abuse of another person is intolerable and unacceptable within the CCO. Abuse in its most incipient form will appear as emotional abuse where the repression of character through constant verbal reprimand, ethnic slurs or degrading comment occurs. Physical abuse is normally associated with someone physically striking another person but may also occur when supervisors demand too much physical exertion from those in their charge. Sexual abuse, in its most abhorrent form involves a person, usually older and often in a position of authority (real or presumed), who seeks sexual gratification from a victim. No member of the CCM is to be subjected to abuse of any form.

4.6.4 Procedures

To assist the process of reporting an abuse revelation or making an abuse accusation, each Squadron Commanding Officer appoints an Abuse Prevention Program Officer (APPO) who is assigned additional duties and responsibilities described in CATO 13-24, and through whom a cadet or other member of the CCM may report abuse. The APPO is required to annually give abuse briefings separately to the cadets and to the adults of the squadron.

Air Cadet League members at all levels and associated civilian volunteers who become aware of an abuse situation involving an Air Cadet should report it to that cadet's Commanding Officer or equivalent authority.

4.6.5 Guidelines

In cases where physical or sexual abuse is revealed to a cadet leader by an Air Cadet, the leader will take the following actions:

(a) **Listen and Believe.** It is extremely important to realize that if an Air Cadet is revealing a situation of abuse to a leader, they trust that leader and really need an understanding, listening ear. For this reason the leader should never imply that the Air Cadet is not telling the truth. The leader should convey to the Air Cadet that they are believed and that the assault is in no way the cadet's fault.

(b) **Report 1.** The leader will point out to the cadet that the leader is obligated to report the occurrence of abuse to the appropriate authorities. This may be an extremely delicate matter especially if the cadet has succeeded in swearing the leader to secrecy. The leader should indicate however that this is a very serious matter and secrecy cannot be maintained in such cases. The leader should realize that the victim may still be in need of protection, that there may be siblings and possibly others who also may be in need of protection.

(c) **Report 2.** The leader will then report the matter to the Commanding Officer. The CO will immediately report the incident to the closest child welfare agency. The CO will ask for the intake worker, identify himself/herself and indicate that he/she wishes to report an allegation of abuse. Commanding Officers and Volunteers are encouraged to contact the closest Area Social Work Officer (ASWO) for consultations or assistance in these matters.

(d) **Accompany.** It is important to note that the cadet leader has been given the trust of the cadet. Despite the fact that the CO will do the actual reporting of any abuse incident to the appropriate authorities the cadet leader should be prepared to accompany the cadet to an agency or to be present and supportive throughout the process.

(e) **Confidence.** Revelations of abuse are extremely sensitive and confidential. The cadet leader will not reveal to anyone (peers, friends, relatives, other leaders) what they have been told. Only those who have a direct need to know (CO, Social Work Officers, Child Welfare Agencies) will be informed. Volunteer leaders should also be aware of a number of actions that should not be taken in an abuse situation:

(a) **Do not panic.** At times revelations of abuse are a shock to the listener. Regardless of the story and how bad it may seem the cadet leader must strive to maintain a sense of calm understanding and acceptance.

(b) **Do not make judgments.** A common reaction on the part of many people when abuse is revealed to them is to make immediate judgmental statements about the perpetrator or indeed

about the victim. Attaching culpability or blame is not the right of the leader and judgmental statements only serve to indicate that the cadet was really not heard or believed. Resist making judgments.

(c) **Do not make promises.** In an effort to help and comfort victims, leaders may be tempted to make promises like “This will never happen again” or “I will see that they get what’s coming to them”. The cadet leader must not promise to “fix” anything or “make anything better”. Usually they will never be able to follow through with that promise. A broken promise, even if it is made in good faith, simply adds to the victim’s pain.

(d) **Do not counsel.** Counseling for victims of abuse should be done by qualified and authorized professional counselors. The cadet leader must not try to help the victim by “counseling” them.

(e) **Do not investigate.** Substantiation of an allegation of abuse should only be done by qualified child welfare professionals. The cadet leader must not try and “prove” the story of a cadet through “investigation”.

(f) **Do not call Police.** The CO or cadet leader should not call the police. In cases where their involvement is necessary it will be arranged by the child welfare agency that has been contacted. Civilian and Military Police liaise with each other during any investigation. During squadron training periods, cadet leaders are essentially the temporary guardians of cadets. By virtue of this they should be concerned for the cadets’ health and welfare. No matter what social background a cadet comes from there is always potential for abuse. Leaders should be sensitive to that potential and receptive if and when an abuse is revealed.