

# INFORMATION EXCHANGE

Presented by the Adult Resources Service  
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The first part of the following text was already published in Information Exchange No. 34 (October 2000). However, following the advice of some of our readers we have now decided to return to our previous policy, i. e. one issue, one subject. In order to start again with a clean slate, we have chosen to re-publish part of the same text.

## ADULTS IN SCOUTING IN AFRICA.

Submitted by Goodenough DLAMINI, South Africa, Member, World Adult Resources Committee

The Chief Scout of South Africa and members of the South African Adult Resources Committee held a workshop when they came up with the information below.

The results of the workshop provide an interesting overview of the situation facing adults in Scouting in Africa, therefore the results are being shared in detail with the readers of Information Exchange.

- A change in concept from training of adult leaders exclusively, to the management of adults in all positions.
- After establishing a list of functions, assess short and medium term adult requirements.
- Recruit adults for tasks, not for positions.
- Negotiate a mutual agreement. The rights and obligations, needs and expectations, of the association and each individual adult need to be clarified and accepted by both parties.
- Responsibility for appointing adults is extended, as authorised by the association.
- Term of appointment has specified, negotiated duration.
- Any conditions for or restrictions to the renewal in a given function should be stipulated.
- The provision of training and support is extended to all functions.
- Personal development of adults is explicitly included in training.

- Through a flexible training programme, previous skills and experience are taken into account.
- A systematic integration period is required, to include understanding of the function and need for training in it, together with the necessary techniques.
- The purpose of training adults is to provide them with the means of making a significant contribution to the accomplishment of the mission.
- A training system for all functions will include all the competencies needed for these functions, together with the personal development of adults.
- Training system must be flexible and allow easy access.
- A broad participation of adults in the provision of training.
- Need for training skills development.
- Training co-ordination and identification of training areas.
- Use of outside resources in specialised areas.
- No specified roles of Leader Trainers and Assistant Leader Trainers.
- All adults must receive direct support.
- Qualification based on demonstrated and currently used competence.
- Use of beads as recognition insignia is optional.
- Emphasis on networking rather than hierarchical and linear systems.
- Task appraisal, to assess the extent to which objectives are being met, is a regular element in the management of Adults in Scouting.
- Training needed in interviewing skills.
- Need to develop more co-operative attitudes amongst leaders and commissioners.
- Need for new structures for the acquisition of resources, training and management of Human Resources. These structures should include young adults.

- Establishment of a network of adults involved in all aspects of the management of Adult Resources.

### SWOT ANALYSIS OF SCOUTING IN AFRICA

#### Policy and Concept: Adults in Scouting Strengths

- Scouting offers a good product
- For each child at least one parent is a resource pool.
- International image of the Movement.
- Fellowship/friendship.
- Have the programme which is workable and can be improved.
- Includes women and girls.
- Have training programme.
- Willingness to transform.
- International framework & support to draw on.
- Improving government support
- Support of OAU countries Prime Ministers
- School system & link to Movement.
- Proven track record in youth education.
- Pool of ex-Scouts.
- Loyalty of current members.
- Opportunities for personal development, upgrading skills and acquisition of new skills.
- Service to the Community.

#### Weaknesses

- Retention of adult human resources
- Keeping up with change
- Recognition & awards
- Non understanding of the Movement's image & purpose - not knowing it is non-formal education
- Communication - with press/internal/external
- Address causes not only symptoms
- Honesty
- Finance
- Strict procedures
- False traditions
- Lack of support/maintenance/misrepresentation
- Appraisal system
- Outdated human resource system of management

(continue overleaf)

- Don't have job descriptions
- When is job description given or agreed to?
- No personal growth programmes
- Training for lay members
- Training is not accessible to all
- Training requirements not the same for all
- Timing of training (see Opportunities)
- Adult resource management focus too narrow
- Loyalty to Group - restricts mobility
- Adults want promotion upward only - status in/out of the movement
- Positions allocated based on status in community, not on ability
- "Rank" has to be visible (status)
- Not promoting Scouting wherever the opportunity exists
- Recognition of work done
- Rewards
- Information is power, so it is held back in some cases
- Young people not getting awards; their awards should not be a "stick on"
- Senior levels in Movement are not representative of the population
- Not gender sensitive
- Very few young people - big age gap - not good for image - few new ideas - not family orientated
- Community participation is lacking - community does not see Scouts
- Bad on networking
- Not visible enough - not seen in uniform
- Time management & procrastination
- Use of Scout-speak (Jargon)

**Opportunities**

- The Prime Ministers of OAU countries had been told to support Scouts - get in touch with them
- Include women & girls - change role & image; build respect
- Govt. support = create a parliamentary association at provincial level
- Dept. of Education = programme will bring Scouting into school curriculum = be ready for massive influx
- Recognition of Scout training by officials bodies.
- Church - contact again now that both girls & boys are admitted
- Youth - can address specific problems of South Africa
- Training - use a modular system

- Non-racial image of movement - mobility is a problem bound by areas - increase "mixing" opportunities.
- Image - sell the brand (e.g. Scouts are experts on outdoor life)
- Case studies on ex-Scouts who are achievers, e.g. in journals/magazines or other link to functions
- Find and use friends in the media .
- Heroes in natural disaster & get it into the press. Involve other areas
- Use the Rover section
- Use E-mail
- Communication should be achieved through various methods - Areas to print/distribute - link to schools & government community - put manuals on the net
- Campaign to make Scouts attractive to big business (use big business skills to influence community, church, others without a political agenda) to benefit Scouts on national level & then go down to District and use local links
- Use fashion to popularise Scouts e.g. bird or car society
- Develop income generating skills
- Scouting is a light in darkness

**Threats**

- Poverty
- Consumerism - image/less time/middle class
- Other options for leisure
- Changes - what is enjoyed today will be out tomorrow
- Funding
- Attitude of young people
- Denial - we go on as we are
- Reducing moral level
- National stress level
- Perceived crime & safety levels

**Objectives**

- Change attitudes towards human resources (everyone is a potential resource)
- Speedy implementation of best human resources practice in accordance with WOSM's Policies for all functions
- Promote a team-based approach concerned with tasks rather than positions or ranks
- Re-look at structures to empower lay members and improve human resources communication
- Improve representation in terms of age, race & gender
- Promote culture of sharing knowledge, skills & ideas
- Align training with official standards

**LONG TERM: LOOK AT HUMAN RESOURCES AND GENERAL MANAGEMENT STANDARDS.**

These objectives were arrived at from the following discussion points:

- Getting young people involved - skills - age. Be representative of population - race, gender, etc
- Implementation speed & at all levels
- Do job analysis and generate job descriptions and specs (or competence profiles) role definition + responsibility.
- Use best practice in human resources
- Follow WOSM's guidelines.
- Recognition and reward of adults (marketing of adult function)
- Recruitment - lay and uniform - and appointment process
- Provision of training and support in line with world guidelines - appraisals
- Link to Skills Development level
- Full time staff - compliance with legislation - check Labour Relations Act, Employment Equity Act (priority)
- Maintain & re-assign
- Look at structures
- Lay members vs. uniformed
- Use specialists
- Recognition of prior learning
- Physical distances
- Needs analysis for adult resources in Scouting
- Update human resources to view everyone as a potential resource
- Empower lay members, change attitude, eliminate distinctions, specify role definition of members (best person for the job)
- Change attitudes towards human resources - all resources are valuable
- Enhance a team-work spirit rather than have uniform vs. non-uniform
- Promote a culture of respect concerned with movement rather than position. Let go of control
- Change terminology = uniform to unit leaders i.e. those directly involved in program delivery = lay to specific task functions i.e. those providing support/administration/finance
- Increase flexibility in the provision of assistance and support
- Knowledge management
- Share skills and abilities
- Make commitment clear
- Communication.