World Adults in Scouting Policy

CONTENTS

1. Definitions

Adults in Scouting is a systematic approach for supporting adults to improve the effectiveness, commitment and motivation of the adult leadership so that better programmes are supported in the delivery by and for young people. It also enhances the overall effectiveness and efficiency of the organisation.

Young leaders are youth members delivering the Youth Programme to other youth members; supporting other adults in their role or function; or participating in organisational structures. In this case, "leader" defines the role or function they are performing on behalf of the organisation. The crew leaders, in the Rover Scout Section for example, do not fall under this definition. However, if they have another role or function as mentioned above, they could potentially be called young leaders.

Volunteers are people involved in different activities without monetary remuneration (although the reimbursement of expenses may be allowed). This involvement is undertaken entirely of the individual's own free will. The benefit of this involvement is directed at supporting Scouting to achieve its Mission rather than at the volunteer (although the volunteer should also gain and develop from their involvement).

Professional staff are people recruited to serve Scouting in a specific role or function in a paid, and often full time, capacity. They may or may not have taken the Scout Promise, but they are committed to the Mission and values of Scouting, and the priorities of the Scout organisation they work for. In addition to carrying out their paid role or function, professional staff may support Scouting in volunteer roles or functions that do not conflict with their professional roles or functions.

National Scout Organizations (NSOs) are responsible for managing, developing and supporting Scouting in that country. An NSO may have several member associations, known as National Scout Associations (NSAs). For the purpose of this document, we will use the terms "NSO" or "organisation". In any given country, the World Organization of the Scout Movement (WOSM) will offer membership to one NSO only, to provide Scouting to young people in the country.

2. Introduction

The aim of the World Adults in Scouting Policy is, as with the World Scout Youth Programme Policy, to support the Mission of Scouting. This is achieved by developing the ways and means by which the quality of leadership at all levels can be improved through providing better support and management for all adults, resulting in the provision of better services for young people.

In general, we can say that Scouting could not have existed around the world without millions of adults, the majority of them volunteers, that currently support the Movement by performing a wide range of roles or functions.

This policy encompasses all the roles and functions undertaken by adults in Scouting, and all the areas of competence necessary to fulfill them.

The roles of these adults fall into three categories:

- those who design, develop, facilitate or deliver programmes adapted to the different age groups, and to the specific conditions in which young people live

- those who operate directly with adults in management, leadership, training and support roles and functions

- those who establish and operate organisational structures, delivering the necessary logistical, financial and administrative support

Adults in Scouting is one of the three strategic areas that constitute an effectively functioning NSO – Youth Programme, Adults in Scouting and Institutional Development. The implementation of Adults in Scouting requires NSOs' vision and leadership, and needs to be integrated into the strategic planning of each organisation.

For instance, the area of Youth Programme establishes the requirements for the adults (e.g. functions) that work in this area, and determines the logistical requirements to develop the Programme. Institutional Development establishes the organisational scaffolding that provides the administrative and financial support so that the Programme can be developed.

Adults in Scouting "translates" these functions into relevant competencies, and identifies the training experiences needed to develop these competencies. It also determines the logistics needed for this process to work properly (e.g. requirements to run the training experiences and, in general, to operate the whole adult management system), and requires the overall support of the organisation to do so.

Adults perform key roles and functions in making it possible to put our Mission into action. The quality of the Youth Programme and the impact that Scouting will have on society depends on the quality of our adults – they make it possible to put our Mission into action.

The strategic outcomes of the implementation of Adults in Scouting are:

- better programmes for young people (Youth Programme)

- improved effectiveness, commitment and motivation of adult leadership (Adults in Scouting)

- more effective and efficient organisations (Institutional Development)

- a competitive advantage and impact on social or external well-being

DEFINITION

"Adults in Scouting" is a systematic approach for supporting adults in order to improve the effectiveness, commitment and motivation of the adult leadership so that better programmes are supported in the delivery by and for young people. It also enhances the overall effectiveness and efficiency of the organisation.

The World Adults in Scouting Policy is conceived as a tool to strengthen unity in the Movement. The policy is based on the principle of voluntary adherence to WOSM, expressed through the adoption of resolutions by the World Scout Conference. It is a series of requirements common to all organisations, but which, through their method of application, retain a flexibility which enables them to be adapted to meet the specific conditions of each NSO.

The World Adults in Scouting Policy is underpinned by a clear set of values regarding the involvement of volunteers. The policy

- recognises and enhances the youth-centred, volunteer-based and volunteer-led nature of the Scout Movement

- values the unique contribution of volunteers to achieving the purpose of the Movement

- acknowledges that volunteering is a beneficial experience for adults, young people and the wider communities in which they live

- reinforces the commitment of all levels of World Scouting to ensure equal access to high quality volunteering opportunities and equal treatment of volunteers in all our practices

- reinforces the need to be inclusive of all members, and to encourage, recognise and celebrate the diversity of its membership - adults and young people, and ensures that its membership reflects the composition of each of the local communities where Scouting operates

- provides a framework to be used to manage professional staff and recognises their contribution in supporting volunteers

TARGET

This policy targets all adults, particularly at the National level, who have been given the responsibility of developing, implementing and reviewing adult management systems and procedures. As a resource, it should be used by all adults that – directly or indirectly – support the Mission of Scouting.

BOX:

The principles, requirements and guidelines identified in this document constitute the World Adults in Scouting Policy, which sets out the respective responsibilities of NSOs and the various World and Regional structures of WOSM.

3. The Adult Life Cycle

The approach set out in the World Adults in Scouting Policy recognises the concept of a life cycle in every role or function undertaken by an adult in Scouting. It is a holistic and systematic approach that gives careful consideration to all aspects of the management of adults in the Movement and includes attracting the adults we need and supporting them in their role or function, assisting them in their development and in their choices for their future. One or multiple life cycles cover all stages and components in the lifespan of an adult in the Movement.

4. Recruitment

To fulfil its Mission, each NSO should have the adult leadership it needs to develop and function effectively. To build this pool of adults and maintain them at an optimum level in terms of quality and quantity, the NSO must have a clear view of its needs, a clear recruitment procedures and undertake deliberate recruitment activities of adults for every role or function (e.g. targeted recruitment, concentric circle or ambiance recruitment and warm body recruitment).

This approach highlights the need for strategic planning, ensuring ongoing availability of adults at all levels with the set of competencies needed to implement a variety of roles to support Scouting.

Recognising the Mission of Scouting as dedicated to the development of young people, the adult leadership must include young people in roles or positions of responsibility. Furthermore, this involvement should be representative of all the different groups within each community.

Scouting should provide the environment for the development and sharing of responsibilities for men and women. This implies that each NSO needs to reflect on the paradox of gender differentiation and equality in its social and cultural context. Each NSO is urged to integrate in its recruitment strategies, options that target women, especially where gender balance does not exist or is weak.

A special effort must be made to improve the diversity of adult leadership with a strong emphasis on inclusion (to offer Scouting to all segments of the society) in line with WOSM's priorities. NSOs have a responsibility to identify and address any areas where their committees and other support structures do not reflect the composition of the local communities (e.g. different cultures, faiths and beliefs). It is only by doing this that Scouting will truly be available to all young people in each community.

4.1 Assessment of Needs

NSOs should, in alignment with their strategic plan, review their operations and structure regularly by performing an assessment of needs, and establishing a complete list of roles or functions to be filled with required competencies, recognising that volunteers who may be supported by some professional staff, will fill the majority of the roles or functions. This assessment must identify permanent roles or functions as well as short term or temporary functions.

This list will then be compared to the actual leadership situation (newly identified roles and functions, vacancies, transfers or resignations), and taking into consideration the growth of the organisation, the short and medium term requirements for adult involvement.

Short term, temporary or "job-share" roles or functions should be offered to all adults who want to support Scouting in specific tasks or activities. This will allow adults who may not have time, to volunteer. It may also help to recruit adults who would not traditionally be volunteers in Scouting.

The management of adults in Scouting is based on a "team approach" and therefore, there may be a need to allow some flexibility in terms of recruitment. Wherever they may operate – with young people at unit level or with other adults – adults work in teams and it should not be expected that any individual will personally display all of the competencies required. These, however, should be collectively available from the entire team in which members complement each other.

BOX:

Roles and functions are identified based on the needs of the NSO.

Different models (e.g. short term and temporary) and particular social trends in volunteering must be considered in the development of role descriptions and operational structures.

4.2 Attraction and Selection

NSOs are strongly encouraged to adopt a proactive attitude and undertake systematic adult recruitment. Recruitment should take place in accordance with specific functions based on role descriptions that clearly define the tasks and functions to be performed within a specific team of adults. It is important that organisations recruit those with an appropriate attitude and approach, as the skills and knowledge required for the role or function can be learned.

During the recruitment process, it must be made clear to the adult what the organisation's expectations are, and in return given the opportunity to express their own personal expectations of the organisation. There must be an interrelationship between the Mission of Scouting and the beliefs and values of the adult to be recruited.

The recruitment procedures and strategies need to take into consideration the diversity of adults within each community, and a special effort needs to be made to develop specific approaches and tools to attract and recruit members from specific segments of society (e.g. groups that are under-represented in membership) and also to respond to the expectations and interest of other adults.

It is the intention of WOSM to help young people to achieve their full potential through the Scout Method by providing an environment within which Scout activities can be implemented in a safe, non-discriminatory and respectful manner. A key function of the adult recruitment process in all organisations is to ensure that only suitable adults are recruited.

NSOs also need to recognise the rights of adults. It is of great importance that adults, who are in relatively close contact with children and young people, are appropriately screened and given relevant and timely training so that they do not put themselves in situations which could lead to accusations of inappropriate behaviour. It is the responsibility of each organisation to create the best and most appropriate conditions for adults to be able to play their role as educators, either as volunteers or professional staff.

It is strongly recommended that NSOs develop procedures for recruiting and selecting adults. This will require that data, some of which will be confidential, is collected and stored appropriately. Adults who wish to volunteer in Scouting must be asked to provide references from respected members of the community, one of whom should be a community leader from outside Scouting, and those references must be considered during the appointment process of the adult.

Every NSO must develop tools and methods to keep the adult recruitment processes consistent with and aligned with their national Safe from Harm policy and other child and youth protection guidelines.

BOX:

Every NSO should have an agreed recruitment and selection procedure for all volunteers, which is appropriate to the role and function, and reflects best practices in relation to equitable opportunities.

National policies should state the NSO's approach to volunteer recruitment, emphasising how volunteer opportunities will be made accessible to all sections of the community.

Adult membership (as well as youth membership) should reflect the composition of each local community and include representatives from all sectors of each community.

- *Adults must be aware of their rights and responsibilities, and receive appropriate training so that they avoid putting themselves in situations, which could lead to accusations of inappropriate behaviour when they are in contact with young people.*

4.3 Integration

The recruitment process aims to not only enable adults to discern on their vocation, role and contribution to the Mission of Scouting and the expectations of the organisation, but also to consider the specific context in which the adult will operate.

The integration period presents an opportunity for every adult to discover and learn about the role they may have in the organisation, identify opportunities for development and personal growth, and promote a better understanding of the role to be performed within the organisation. Adequate time should be allowed for this to happen.

Ultimately, this is achieved by providing the adult with the opportunity to be in direct contact with the real context (e.g. the team as well as the local group and community). Appropriate advice and support is necessary to ensure a full integration of the adult into the Movement.

4.4 Mutual Agreement

Mutual agreement is based on the principle of negotiation and allows the organisation and the adults to set out a clear agreement concerning the time limits, reciprocal obligations and rights of the NSO and of the adult.

The mutual agreement highlights the common commitment to pursuing the organisation's goals through a culture of mutual support and shared values where individuals' motivation, expectations and issues are properly addressed.

It also provides an opportunity to each organisation to explain the policies, regulations and rules (internal and external) that all members must follow.

NSOs should ensure that the agreement is two-way so that it is clear what the adult will offer Scouting and what Scouting will offer the adult. The mutual agreement sets out the level of commitment to be expected as well as the training obligations and support that will be available. It provides the basis for performance management.

Each NSO needs to develop and implement its own written procedure and necessary resources to establish and support the process of mutual agreements, and ensure that it is inclusive of all potential members.

BOX:

The mutual agreement clearly documents expectations and is signed after the expectations of both parties have been agreed on.

4.5 Appointment

Each NSO is entirely responsible for nominating and appointing adults to all positions in accordance with the following general principles:

- Only responsible officials within an organisation are authorised to appoint an adult for any function within the organization.

- Every appointment is made on the basis of a reciprocal commitment between the organisation and the person recruited.

- Every appointment is made for a specified duration.

- There is a documented process for reviewing and, if necessary, terminating each appointment. Any conditions regarding the decisions for the future of the appointee (renewal, reassignment or retirement) should be stipulated.

- There is a documented process for handling complaints and appeals.

NSOs are required to register all members at all levels.

5. Performance

Each NSO is responsible for designing and operating a system for the training and development of adults in Scouting, encompassing all roles and functions (uniformed and non-uniformed) and at all levels. The training system needs to be designed to be appropriate for all adults, and take into consideration the differences and diversity of individual members of society.

This system:

- includes the integration of the new adult, formal (initial and specific) training, informal and ongoing learning, and support for the entire duration of the term of appointment

- includes not only the acquisition and development of the knowledge and skills necessary for accomplishing each function, but also the personal development of adults

- is flexible and allows for previous experience and competencies to be taken into consideration

- recognises current and relevant competencies acquired outside Scouting

- allows for the acquisition of additional skills and knowledge to facilitate the transfer from one function to another

- provides follow-up training opportunities and support for adults who have successfully completed a training scheme

The personal development of adults in Scouting is explicitly included as part of the training to be provided. Emphasis must be put on the flexibility of the system used to provide training.

BOX:

Diversity and inclusion, Youth Involvement in decision-making and Safe from Harm are key elements of training, and therefore must be considered as part of the training process, content and expected outcomes.

5.1 Induction

The World Adults in Scouting Policy requires a systematic induction period, during which adults will understand the responsibilities of their role or function and the need for training. This implies that all those supporting other adults are trained in the techniques essential for the implementation of the policy.

During this induction period, the adult will be introduced to the role. Training, support, assistance and guidance will be provided as the individual is integrated into the team. The needs, expectations and challenges require that guidance and support is provided to every adult. This guidance and support should be primarily provided by a personal adviser who is appointed from as early as the induction phase. The person who held the role previously should also be involved in this process.

A settling in period is helpful in providing an opportunity to assess the suitability and progress of the placement, and allowing any problems to be resolved at an early stage. A policy statement should help ensure consistent implementation of the procedure and reassure new adults as to the reasons for such a measure.

BOX:

Every adult needs to be properly briefed about the tasks to be undertaken, and given all the necessary information to enable them to perform them with confidence. The National policy should commit the organisation to an appropriate induction procedure.

5.2 Training

The purpose of the training offered to adults is to provide them with the means to make a significant contribution to the accomplishment of the Mission of Scouting. Training should be adapted to each role or function and to each individual on the basis of a detailed analysis of that individual's training needs and previous experience.

It should be considered as a continuous process and the adult's regular contact and activities within their team must be considered as part of the learning process. NSOs must develop a systematic process to support and validate such non-formal training.

BOX:

Training will enable adults to develop their competencies. National policies should ensure fair and equitable access to these training and development opportunities.

5.2.1 Training system

Each NSO must develop and regularly review a training system for all adult roles and functions. This will include all the competencies required for these functions and must include the personal development of these adults. The training system must be used as a strategic tool – NSOs should involve all their adults within all the structures in the training processes to improve the collective competencies.

Finally, building on the principles of learning organisations, the training system needs to be not only focused on internal needs but also be able to recognise and respond to trends in the community and in wider society. This approach will help NSOs to develop a real growth strategy.

The system must be flexible and ensure easy access to training opportunities in terms of their frequency, proximity and conditions for registration. This may require the decentralisation of training, and will need the participation of many people, including young people, in sharing their competencies with others.

Those responsible for the area of Adults in Scouting in the organisation will coordinate training at all levels and will identify and organise training teams, design the training of trainers, ensure the provision of training, and develop and manage the training resources required. This translates to a better gender balance, real diversity of adults and real opportunities for young leaders to participate.

The training system must be considered as a continuous cycle, consisting of defining training objectives, carrying out training needs analysis, delivering training, assessing reactions to training, measuring the bottom line effects of training and training system renewal. Membership growth can be considered as one of the indicators of the effectiveness of training in supporting the delivery of quality Scouting.

Opportunities for continuous development must be offered to all adults so that they can maintain and complement the knowledge, skills and attitudes necessary to perform in a role or function. Therefore, continuous development should be consolidated as part of training and development activities.

After the completion of basic training, continuous learning should be facilitated throughout the adult life cycle in the Movement. This process should focus on the personal development of adults, which may include any reasonable personal aspirations to other roles and functions in the future.

In specialised areas, training may be provided through NSO-accredited external organisations.

5.2.2 Recognition of Qualifications

The recognition of the qualifications of an individual is exclusively the responsibility of each NSO. Certificates of qualification for a role or function will be issued on the basis of demonstrated and currently used competence, clearly stating the outcomes of the training and the learning achieved. They will have a set validity period with a specific date of expiry.

Certificates referring to the attendance and/or completion of courses or any other training activities should be issued, validated and recorded, preferably within the level responsible for implementing those training events. Learning and competence acquired by other means should also be validated and recorded by the organisation.

Certificates may be renewed on the basis of demonstrated and updated competence and for the same limited period of time.

It is the responsibility of each NSO to maintain data records of all qualifications of their members. Adults should keep a record of their qualifications in a personalised log book.

5.2.2.1 The Wood Badge

The Wood Badge is used as recognition of training completion as prescribed by each NSO. The use of the Wood Badge symbols is recommended as a sign of unity of the Movement.

5.3 In-service Support

Each adult must receive direct and adequate support – technical, educational, material, moral or personal – when it is needed to enable them to perform their role and function in Scouting. Adults are expected to feel comfortable with their tasks, to perform efficiently and to implement successfully the activities for which they are responsible.

This means that each adult must be encouraged, listened to, guided and supported. They need to be organised by those in their current teams as well as by other adults. Through regular meetings, they can strengthen their motivation, modify their behaviour, alter their approach to problems and overcome their difficulties by identifying the necessary training and development opportunities. A personal adviser needs to be appointed and plays a key role in providing this support.

NSOs are also encouraged to develop a proper understanding of specific needs that may be expressed by adults belonging to groups within each of their communities and to ensure that their practices recognise those needs and become inclusive of all members.

BOX:

Access to regular support and supervision is key to maintaining effective and motivated adults. While the level of support and supervision needed will vary for different adults and roles or functions, a national policy should commit the oganisation to provide each adult with a personal adviser to support them (e.g. coaching or mentoring).

NSOs must be aware of the needs of all groups that comprise their different communities and ensure practices used are inclusive of all members.

5.4 Performance Management

For the effective management of adults in Scouting, evaluation of what has been done is necessary for a full understanding of what has been learned and achieved. It is essential to understand what adults are doing, to help them to develop greater autonomy in their role or function and so become responsible for their own development and performance.

Performance management is a continuous, comprehensive and natural process of management that clarifies mutual expectations and the support required.

Performance management is based on a three-phase process:

- Planning phase (adults' contribution is planned)

- Developing phase (adults develop competencies with training and support)

- Performing phase (adults perform the tasks of their role or function)

It also emphasises the support role of those directly managing other adults and their teams who need to facilitate the process, acting as advisers rather than just implementing formal assessments. Performance management focuses on planning for the future and supporting the individual.

Developing the performance of adults and teams is essential for improving performance of NSOs. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements.

Performance management also increases the understanding of what is to be achieved, and clarifies expectations in terms of role responsibilities and accountabilities, skills and behaviours. This approach will help to increase the motivation of adults and help them to take responsibility for the development of their own competencies and contributions to the Movement.

5.4.1 Appraisal

Appraisals are regular elements in the management of the organisation's adults. The appraisal process provides an opportunity to assess the extent to which the adult is meeting the requirements of their role or function, their motivation level and whether adjustments to the role are required.

It is based on a series of pre-established objectives known to the adult, and is constructive, participatory, transparent and supportive so that they can learn from the experience and develop the competencies needed.

The appraisal seeks to identify what an adult needs to develop and how, including the competencies related to their role or function and personal development. This information is used to restructure their performance planning by providing appropriate training and support.

BOX:

Records of contributions and achievements made by individuals and the team should be kept in order to enable effective monitoring of their effectiveness.

The organisation must make arrangements to deal with any difficulties with the adults or their performance in a fair, open and effective way. Equally, adults should have access to an appropriate process to address grievances about any aspect of their work or how it is managed, the aim being to protect all concerned while maintaining good relationships and efficiency levels. NSOs are to have these grievance processes documented and made available to all members.

Review of the performance of an adult is a regular element in the life-cycle of an adult in Scouting. It is recommended that NSOs adopt a 360-degree approach and that appraisals take place at least once a year. The review should focus on achievements and competency development, and look towards the future to find an option which corresponds most closely with the wishes, interests and talents of each adult and of the organisation as a whole.

Individual appraisals should be an important part of the adults' development and personal growth. As such, any "appraisal documentation" that an NSO may utilise should reflect the positive rather than take an often-perceived negative approach.

5.5 Recognition

The uniqueness of Scouting is its biggest advantage when it comes to recruiting and retaining adults.

The importance of creating opportunities for more people to receive recognition and acknowledgment for their contribution to Scouting in volunteer or professional roles or functions should not be underestimated.

By "recognition", this policy refers to the management of the processes of informal and formal recognition in a flexible and expedited way, which are adapted to individual needs. Timely informal and formal recognition are normal and permanent processes are to be undertaken by and within an NSO.

Informal recognition does not require special regulations or standards. This type of recognition can be used every time we gather to recognise the contributions of individuals, teams and work groups. We must communicate on a regular basis to our volunteers and professionals, our permanent attitude of genuine gratitude for a task well done. Recognition of members should be fair, significant and motivating to adults in the organisation and should serve to send a message to society about our values and the commitment shared amongst ourselves.

The adult life cycle calls for the recognition of all members who have successfully delivered on their agreed commitment to their role or function. This recognition can be informal but there will come a time when informal recognitions will not be enough and a nomination is required for an authority or body empowered to grant formal recognition.

A formal system of recognition (e.g. awards system) of all adults in an NSO should be documented, openly disseminated and reviewed periodically to ensure adequacy, appropriateness and usefulness.

Recognition in Scouting is not based on "position" or "career moves", rather based on demonstrated performance and competence, and is critical for increasing members' engagement, leading to higher retention in the long run. Recognition is not only based solely on awards and, mostly, is not material.

6. Decisions for the Future

At National level, an individual or team will be appointed to coordinate the overall management and operation of Adults in Scouting. At other levels, individuals or teams will also be appointed.

To ensure mobility and flexibility across roles and functions, the World Adults in Scouting Policy advocates for the decentralisation of processes and a limit of terms for all positions. This can be achieved through the establishment of networks designed to augment, and if appropriate, replace the hierarchical and linear systems which operate in many organisations. This places the emphasis on networking rather than hierarchical systems; to provide more flexibility, more opportunities to participate at all levels.

It is strongly recommended that decisions are factually based with appropriately documented evaluations and focus on the performance of the adult, relative to the functions of the role they have been performing. NSOs will be responsible for developing appropriate procedures and practices.

Effort should be put into carrying out the end-of-term process well, so that in the future, Scouting can have the chance to benefit from direct and indirect support of adults. Better programmes for young people, membership growth and retention are indicators of a quality adult management system. These outcomes are only possible in a quality management system that is well-functioning, flexible to needs, with a high emphasis on support to all adults in Scouting.

6.1 Renewal

The renewal of an adult's role or function happens after a satisfactory appraisal and a discussion with the person or team responsible for making their appointment (often their team leader). In this process, the adult will receive constructive feedback and advice about their future within Scouting.

It is highly recommended that NSOs support and train the people in charge of the appraisal process to help them to avoid mistakes and difficulties. It is also suggested to extend the scope of this appraisal to the teams and other people supporting the personal development process.

6.2 Reassignment

Reassignment of one or more Individuals to another role or function within Scouting is used as a mean of refreshing the team, a developmental opportunity for the individual or an attempt to find a role or function better suited to the individuals' skills, talents or commitment level.

The reassignment of an adult to a new position or function happens after a satisfactory appraisal, as a personal decision or in case the appraisal was not satisfactory. None of the reasons for a reassignment should be based on major non-conformities. As part of the process, the adult submits candidacy for another position or function and is selected.

6.3 Retirement

In some circumstances, retirement may be the best option for an adult. The retirement of an adult from the organisation may happen because

- the adult took this decision voluntarily (e.g. they wish to do other things or they don't consider themselves suitable for a role in Scouting)

- the organisation and the adult responsible for follow-up and appraisal determine that there are major non-conformities

- the position or function ceased to exist

The person or structure managing the appointment should update the official records appropriately. They should also make appropriate arrangements to mark the completion of the individual's period of service, possibly considering recognition for the adult's contribution to Scouting.

7. Retention

NSOs need a clearly outlined adult management system that includes retention strategies. There are five major elements influence the likelihood of retaining adults in Scouting:

- adults need to trust the organisation and feel that they are trusted, respected and supported

- adults need to feel a sense of commitment to the NSO

- adults need to access learning opportunities on a regular basis

- adults need to continuously develop leadership competencies

- adults need to receive a sense of achievement from their role or function in Scouting as well as being recognised for it

This approach highlights the need to recognise the contribution of all adults regularly and in a meaningful way. Retaining adults on a long term basis also means being ready to offer the possibility of changing roles or functions so that they can:

- continue to expand their own skills and knowledge

- maintain a sense of challenge in their work

- progress in terms of personal development

- keep up-to-date and remain open to change

- contribute further to Scouting

8. Annexes

8.1 Background

In 1990, the World Scout Conference (Resolution 05/90) agreed on an approach for the effective management of adults in Scouting, and in 1993 the World Adult Resources Policy was adopted with the key purpose of supporting adults in Scouting through a systematic programme of adult resources management.

Since 1993 (Resolution 04/93), NSOs have adopted and implemented (fully or partially) the World Adult Resources Policy, though some encountered cultural and language difficulties. At the time, the Adult Leader Training policies and procedures became a natural part of the management of adult resources. The proposed amendments to the World Adult Resources Policy represented a change of emphasis towards an all-encompassing approach to the recruitment, training, personal development and management of adults within the Scout Movement.

In 2011 (Resolution 11/11), the World Adults in Scouting Policy provided an integrative and up-to-date understanding of the principles of Adults in Scouting, incorporating other relevant WOSM policies, encouraging a team approach to supporting all adults and building on the

principles of learning organisations. The World Adults in Scouting Policy should be used as a framework to manage professionals in Scouting.

Resolution 11/11, World Scout Conference, Curitiba – Brazil

The Conference:

- *reaffirming previous World Scout Conference Resolutions 4/93, 10/05, 12/08 and 13/08 focusing on Adults in Scouting*

- *considering the necessity to integrate major recent policies and other key approaches adopted by WOSM such as "Gender policy", "Child protection", "Reaching out", etc.*

- *emphasising the key role played by adults to support the growth of the Scout Movement*

- *welcoming the celebration in 2011 by the United Nations of the 10th Anniversary of the International Year of Volunteers*

- *welcomes the work done by the World Scout Committee and World Scout Bureau to update the World Adult Resources Policy*

- *recognises that the "Adults in Scouting" framework adopted in 1990 can be used to manage both volunteers and professionals in Scouting*

- *adopts the World Adults in Scouting Policy as representing WOSM's policy on the acquisition, retention, training, personal development and management of adults within the Scout Movement*

- *resolves that the policies and procedures on adult recruitment, appointment, support, training and retention as established by previous resolutions are now modified by the adoption of the provisions of the World Adults in Scouting Policy*

- *invites National Scout Organizations to implement the provisions of the World Adults in Scouting Policy*

- *requests the World Scout Committee to develop and distribute guidelines which support the implementation of the World Adults in Scouting Policy including the Wood Badge scheme and the application of the Policy in relation to professional staff as soon as possible after the World Scout Conference concludes.*

8.2 Key Principles of the World Adults in Scouting Policy

Congruence: The systems in place complement the main principles of the organisation (Promise and Law, values), and is in accordance with other policies (e.g. Reaching out, Safe from Harm, etc.) and strategies.

Youth involvement: Promoting and encouraging young people who fulfil the requirements and who have the necessary competencies, giving them access to roles or functions.

Gender equity: Distribution of roles and functions is based on competence and not gender. This principle addresses any imbalances on the allocation of resources, programmes and learning and development opportunities based on gender. Consequently, aims at changing organisational practices that hinder the participation of women or their access to any role or function. Equally, age should not be a restriction.

Sustainable leadership: The development of succession practices leads to the overall stability and sustainability of the organisation. Organisational structures should become "lattice" instead of hierarchical, and adults should be encouraged to take "lateral moves" instead of vertical. It is essential to design organisational structures and roles or functions so that the mentoring of young leaders can take place and personal advisory processes can be implemented.

Proximity in decision-making: Decision-making processes must take place at the nearest level to the adult, meaning the local level should take as many decisions as possible before referring "up the line" for someone else to make the decision for them. Proximity in decision-making (e.g. management and training) helps to generate trust within all levels of the organisation.

Learning Organisation: Individual and organisational learning are part of a cycle, when people learn and develop, the organisation itself also learns and develops. The learning process of adults is enhanced by the day-to-day interaction with other members of the organisation, strengthening the individual, group and the organisations learning capacity.

Meaningful learning: Training and development opportunities should focus on the knowledge, skills and attitudes needed for practical action within a variety of roles or functions (particularly for those supporting young people on meeting their needs and aspirations). It is important to ensure that every adult is closely accompanied and supported in their personal learning and development process throughout their life cycle.

Accessibility and flexibility: The system must be able to respond to the needs of the individual and of the organisation at all levels, and encompass different learning models and strategies. All adults must be able to access a variety of learning and development opportunities, internal and external to the organisation, and be encouraged to do so. A variety of methods to develop competencies should be available.

Competency-based: Distribution of roles and functions are based on demonstrated competence (knowledge, skills and attitudes). It is expected that all adults are provided with equal opportunities for acquiring, developing, updating and renewing competencies on a continuous basis.

Personalisation: Management and training must adjust to the profile of each individual, equally considering personal development needs and functional performance. Recognising (prior) individual attainment, experience and competencies that meet role descriptions and organisational needs.

Participation: Involving and encouraging active participation of every adult in their own learning and development as well as in management processes throughout the life cycle. Shared decision-making processes will increase mutual understanding, trust and transparency throughout the organisation.

Technology-oriented: Technology provides great opportunities for good management practice in Scouting. Developing online recruitment strategies, delivering training, using membership data systems for adult management (e.g. profiles storage or training logs), accessing distance learning and development opportunities, and coaching and team management – are just a few examples.

8.3 Policy Implementation

Promoting the World Adults in Scouting Policy to all stakeholders and at all levels is a shared responsibility. This will make it possible to raise awareness on its importance and ensure effective implementation.

Open and clear communication throughout the process is essential. Developing strategies to inform members of any changes coming into effect, and developing mechanisms for participation and feedback on the policy implementation will improve the management of change in the organisation. These are elements usually considered on an implementation plan.

For the implementation of the World Adults in Scouting Policy, organisations should consider:

- adopting a National Adults in Scouting Policy that is consistent with the World Adults in Scouting Policy

- adopting management and administrative procedures in harmony with the National Adults in Scouting Policy

- convening a National Adults in Scouting Committee that works closely with the Youth Programme

- ensuring that the National Adults in Scouting Committee is inclusive and representative of the composition of the organisation (e.g. gender, different segments of society, etc.) and led by a leader with significant experience in managing and developing the Adults in Scouting approach

- allocating appropriate resources to the implementation of the National Adults in Scouting Policy

- providing all relevant stakeholders with the opportunity to contribute input on the implementation and review of the National Adults in Scouting Policy

- planning events aimed at supporting the implementation of the policy at all levels

- designing a plan to monitor, evaluate and report progress on the implementation of the National policy

8.4 Policy Review and Update

To remain faithful to the principles on which it is based, the World Adults in Scouting Policy will be reviewed regularly and updated where necessary.

The life span (the full period) for reviewing, implementing and evaluating, and revisiting the policy is three triennia. This aligns with the World Scout Youth Programme Policy and is divided as follows:

● The first triennium is for review and promotion (including updating the policy support resources) by NSOs and necessary adjustments of other WOSM institutional documents and policies.

● The second triennium is for actual implementation by NSOs.

● The third triennium is for continual implementation, full evaluation and review by WOSM structures.

The expectation is that a National Adults in Scouting Policy should be scheduled to be reviewed and updated regularly. A reasonable period between complete reviews is five to ten years, although some elements or procedures might be reviewed in a shorter span (e.g. to encompass changes in the organisation's strategy, changes in related policies or changes in government legislation).

Those tasked with reviewing the National Adults in Scouting Policy must consider the following:

1. Has the legal environment or regulations changed in a way that impacts the policy? At a minimum, they will want to review standards and legislation on volunteering, child and youth protection, data protection, health and safety, human rights and labour law (in the case of professional staff).

2. Has the policy been effectively implemented?

3. How effective has it been in dealing with issues and challenges within the organisation?

4. Has current academic and practical research by formal and non-formal education experts and institutions shown relevant evidence that will effect changes in the policy?

5. What kind of feedback has the volunteers and professional staff provided on the policy?

6. Is the policy accomplishing the objective for which it was intended?

The World Scout Conference and NSOs will be kept informed on the implementation of the World Adults in Scouting Policy through a triennial progress report.

8.5 Youth Programme and Adults in Scouting

The Youth Programme is implemented through a partnership between young people and adults, based on the young person's interests, needs and abilities. An effective Youth Programme, one which appeals to young people and is perceived to be relevant to the social reality in which it is offered, will also attract adults committed to support its implementation.

From an organisational perspective, the area of Adults in Scouting therefore supports the implementation of the Youth Programme by:

- identifying the needs of the organisation in relation to the Youth Programme

- clearly setting out the tasks required to support the area of Youth Programme

- establishing specifications for the different roles that are required; recognising that adults working with the different age groups require different profiles

- promoting the recruitment of adults who represent different groups within each local community

- actively training adults to recruit and to fill the roles, looking as widely as possible towards different segments of societies

- from the role description, identifying the competencies that are required to undertake the tasks in relation to the Youth Programme

- assessing the current competencies of adults and then exploring learning opportunities, internal and external, to help them to improve their competencies

- providing flexible learning opportunities by delivering training that meets the specific needs of the Youth Programme

- providing adults with appropriate and continuous support

- undertaking regular appraisals with adults to identify potential issues and ways to overcome them

It is important therefore, that adults involved in developing, facilitating and delivering the Youth Programme work in close cooperation with those responsible for managing and supporting adults in the NSO. If the Youth Programme is developed in isolation, it cannot be adequately supported.

Likewise, the adults involved in managing and supporting other adults in the organisation must work in close cooperation with those supporting Youth Programme to ensure that the focus of Scouting remains as an educational Movement for young people.

8.6 Structures - Roles and Responsibilities

At all levels of WOSM – National, Regional and World – the management of adults in Scouting requires the establishment of specific structures covering three dimensions, which will allow a global and coordinated approach:

- development of tools and providing training which are inclusive to all areas and levels of organisations in the recruitment and retention of adults, through short and long term approaches, targeting all segments of society

- training and supporting adults according to the organisation's needs as well as personal development expectations

- the continuous management of adults, including decisions for the future

In accordance with the Mission of Scouting, it is important that these structures should include young people at all levels. A special effort must be made to ensure gender and age balance. People with special needs or belonging to different segments of societies must be empowered to join NSOs and share responsibilities.

Active approaches must occur to involve all groups of young people and adults who are in each community. Scouting's membership must reflect the composition of all societies and each local community. As Scouting is a Movement open to all, different segments of societies must be empowered to join NSOs.

8.6.1 National Level

It is up to each NSO to define the most appropriate structure for managing its adults in Scouting, taking into account its particular situation, needs and available resources. This structure should coordinate the recruitment, training, support for adults in Scouting, their personal development, and the management of the decisions for the future of these adults and the report to the organisation's overall management team.

It should have a formal link to those responsible for the development and implementation of Youth Programme (e.g. a representative of the Youth Programme Committee is an ex-officio member of the Adults in Scouting Committee and vice versa).

This is achieved through the creation of a National Adults in Scouting Committee reporting to the National Executive Committee, or its equivalent.

The National Adults in Scouting Committee should also be linked to a network covering the whole of the organisation's territory and composed of those involved in the Adults in Scouting's management process. Those coordinating National Youth Programme and training activities should belong to a network, together with those having recruitment or management roles or functions.

8.6.2 Regional Level

It is up to each Region of WOSM to define the most appropriate structure, taking into account its situation, resources and needs.

However, the World Adults in Scouting Policy recommends the establishment of a network as the basic element of the Regional structure. To ensure that this network is stimulated, questioned and informed, a number of actions must be envisaged, for example:

- a Regional Adults in Scouting network coordinator is appointed by the Regional Scout Committee

- a Regional Adults in Scouting Subcommittee is established along the same lines as the National committees

- a Regional Conference entrusts the World Scout Bureau with the coordination of the task

It is also recommended to encourage common work and activities between this network and the Youth Programme network.

Whatever the Regional approach, it is important to develop a strong relationship between the Regional structure(s) and NSOs and between the different Regions and the World levels.

8.6.3 World Level

This policy is part of the terms of reference for the World Scout Committee (WSC) and any appointed subcommittees.

The WSC is responsible for establishing networks, working groups, and other operational structures that support the area of Adults in Scouting (in accordance with Resolution 10/2005).

The Adults in Scouting Global Team is a World Scout Bureau (WSB) staff support network responsible for proposing guidelines, developing tools and materials, and supporting NSOs on all matters related to the strategic area of Adults in Scouting. The terms of reference for this structure will be continuously updated by the WSC.

The WSC and the WSB are encouraged to work with the Regional structures as a network. This will provide a large network for the exchange and circulation of information, mutual assistance on management of adults, exchange of ideas and new initiatives, and advice and guidance on cultural and Regional sensitivities.

8.7 References

1. Adults in Scouting, 1990

2. World Adult Resources Policy, 1993

3. World Adult Resources Handbook, 2005

4. World Adults in Scouting Policy, 2011

5. Volunteers in Scouting Toolkit 1, 2006

6. Volunteers in Scouting Toolkit 2, 2009

7. WOSM's Wood Badge Framework, 2012

8. 21st Century Leadership in Scouting, 2014

9. Vision 2023, 2014

10. Strategy for Scouting, 2014

11. World Scout Youth Programme Policy, 2015

12. World Scout Youth Involvement Policy, 2015

13. Position Paper on Volunteering in Scouting, 2016

14. Position Paper on Child and Youth Protection, 2016

15. Position Paper on Diversity and Inclusion, 2017