NATIONAL ADULTS IN SCOUTING POLICY

1. Contents

2. Purpose

Like many other documents within the Scout Association of Jamaica and the global Scouting community, the purpose of the **Adults in Scouting Policy** is to support the Mission of Scouting. This is achieved by improving leadership quality at all levels through better management and support for adults, ultimately resulting in enhanced services for young people.

Globally, Scouting could not thrive without the contribution of millions of adults—primarily volunteers—who perform various roles. These adults play an essential part in maintaining and advancing the Movement.

The **Adults in Scouting Standard** covers all roles and functions performed by adults in Scouting, alongside the skills required to fulfil them. These roles generally fall into three main categories:

- **Program Development and Facilitation**: Adults who design, develop, and implement programs tailored to the specific needs of various age groups and local circumstances.

- **Leadership and Support Roles**: Adults who work directly with other adults in management, training, leadership, and support.

- **Organisational Operations**: Adults who set up and manage structures necessary for delivering logistical, financial, and administrative support.

Adults in Scouting is one of three strategic pillars for a successful National Scout Organization (NSO), alongside the **Youth Program** and **Organisational Development**. Implementing Adults in Scouting requires strategic leadership and vision, integrated into the Scout Association of Jamaica's national and district plans.

For instance, the **Youth Program** establishes the roles required of adults who contribute to program development. At the same time, **Organisational Development** ensures that the administrative and financial scaffolding is in place to support these programs. The **Adults in Scouting** strategy identifies the specific skills and training adults need to execute these functions effectively.

Adults are essential in bringing Scouting's Mission to life. The quality of the Youth Program and Scouting's broader societal impact depends heavily on the quality and commitment of the adults involved.

Key strategic outcomes of implementing the Adults in Scouting framework include:

- Improved youth programs for young people.

- Enhanced effectiveness, motivation, and commitment of adult leadership.

- More efficient and well-functioning organisational structures.

- Greater social impact and improved well-being for the communities served by Scouting.

At the global level, the **World Adults in Scouting Policy** strengthens unity within the Movement based on voluntary adherence to the World Organization of the Scout Movement (WOSM). Similarly, the Scout Association of Jamaica uses this Standard to guide the development and management of adult resources, ensuring that Scouting continues to meet the needs of young people and the wider society.

The **Adults in Scouting Policy** is built on a solid set of values concerning the involvement of volunteers. Specifically, it:

- Recognizes and enhances the volunteer-led nature of Scouting.

- Values the significant contribution of volunteers in achieving the purpose of Scouting.

- Acknowledges the benefits of volunteering for adults, young people, and the wider community.

- Ensures equal access to high-quality volunteering opportunities and equitable treatment of volunteers.

- Promotes inclusion, diversity, and celebration of all members—both adults and young people—reflecting the local communities in which Scouting operates.

- Provides a framework for managing professional staff while acknowledging their role in supporting volunteers.

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3. Background

In 1990, the World Scout Conference (Resolution 05/90) agreed on an approach for the effective management of Adults in Scouting. In 1993, the World Adult Resources Policy was adopted with the key purpose of supporting adults in Scouting through a systematic program of adult resource 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. It encouraged a team approach to supporting all adults and built on the principles of learning organisations.

This document represents Scouts Jamaica's review of the new World Policy (2024) in the context of our existing practices. As such, it represents a new approach to policy formulation: less operational in nature and more holistic in design. This said, the operational aspects of this Standard are referenced in both the Policy, Organization & Rules (POR) and various District administrative procedures, which align with this Standard.

4. Definitions

Adults in Scouting is a systematic approach to supporting adults in improving the effectiveness, commitment, and motivation of 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 who deliver the Youth Programme to other youth members, support other adults in their role or function, or participate in organisational structures. In this case, 'leader' defines the role or function they are performing on behalf of the organisation. The Crewleaders, 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 expense reimbursement 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 Scouting mission and values and the priorities of the Scout organisation they work for (e.g.,National or District). 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.

The Scout Association of Jamaica manages, develops and supports Scouting in Jamaica. The Scout Association of Jamaica designs the Scouting program (Youth and Adult) according to the needs of the Jamaica society. Districts deliver the program according to the POR of The Scout Association of Jamaica adapted where required by the legislative and societal needs of their local communities.

5. The Adult Life Cycle

The approach set out in the World Adults in Scouting Policy and adopted by The Scout Association of Jamaica recognizes the concept of a life cycle in every role or function undertaken by an adult in Scouting. It is holistic and systematic in approach and gives careful consideration to all aspects of the management of adults in the Movement. It 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.
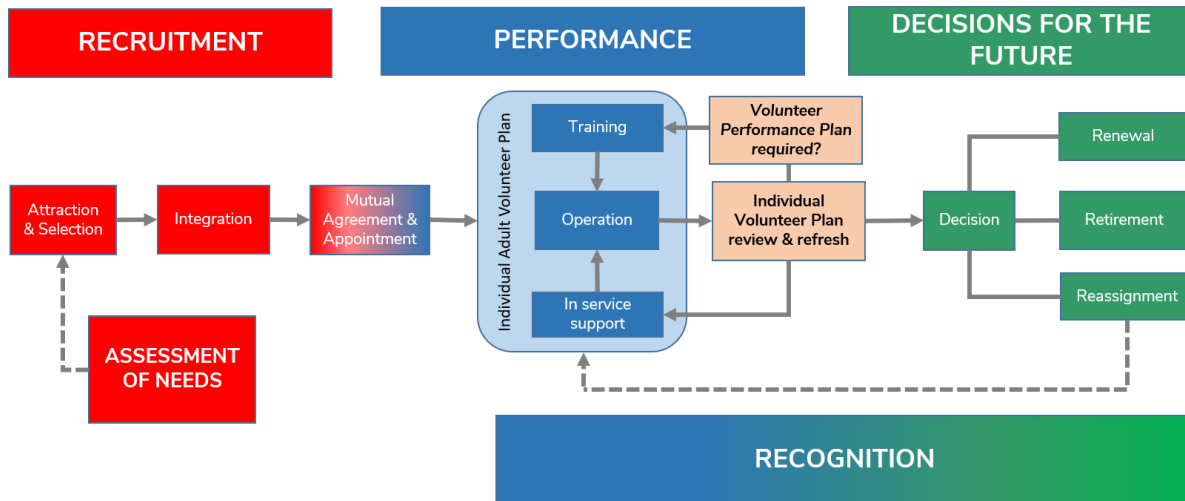
5.1   Recruitment

The Scout Association of Jamaica requires adult leadership to develop and function effectively to fulfil our mission. To build this pool of adults and maintain them at an optimum level in terms of quality and quantity, the Scout Association of Jamaica must have a clear view of its needs in recruitment procedures and undertake deliberate activities to attract adults for every role or function (e.g., targeted recruitment, concentric circle or ambience recruitment[3] and warm body recruitment[4]).

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

Recognising Scouting's mission as dedicated to the development of young people, adultleadership must include young people in roles or positions of responsibility. Furthermore, this involvement should represent all the different groups within each community.

The Scout Association of Jamaica provides an environment for men and women to develop and share responsibilities. This means we actively reflect on the paradox of gender differentiation and equality in its social and cultural context. We also encourage integrated recruitment strategies and options that target women, especially where gender balance does not exist or is weak.

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

5.1.1   Assessment of Needs

As part of our strategic plan, the The Scout Association of Jamaica regularly reviews its operations and structure to ensure it meets the expectations of the Scouting Movement and the broader Scout Association of Jamaica community. This is done by assessing needs and establishing a complete list of roles or functions to be filled with required proficiencies, recognizing that volunteers, who some professional staff may support, will fill the majority of the roles or functions. This assessment identifies permanent roles or functions and short-term or temporary ones. Note: Districtswithin The Scout Association of Jamaica independently assess needs and plan their structures accordingly.

This list is then compared to the actual leadership situation (newly identified roles and functions, vacancies, transfers, or resignations), considering the organisation's growth and the short—and medium-term requirements for adult involvement.

Short-term, temporary, or 'job-share' roles or functions are offered to all adults who want to support Scouting in specific tasks or activities but may not have time to volunteer full-time.

The management of adults in the Scout Association of Jamaica is based on a 'team approach' and, therefore, allows some flexibility in recruitment. Wherever they may operate – with young people at the unit levelor with other adults – adults work in teams; it is not expected that any individual will personallydisplay all the required proficiencies. These, however, should be collectively available from the entire team in which members complement each other.

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[1] Concentric Circle or Ambiance Recruiting is the practice of recruiting one's friends or colleagues for a role

[4] Warm body recruiting is the practice of taking anyone who says yes!

5.1.2 Attraction and Selection

The Scout Association of Jamaica adopts a proactive attitude and a systematic approach to adult recruitment. Recruitment occurs by specific functions based on role descriptions that clearlydefine the tasks and functions to be performed within a particular team of adults. The Scout Association of Jamaica recognizes the importance of recruiting those adults with an appropriate attitude and approach, as the skills and knowledge required for the role or function can be learned.

During the recruitment process, the adult is informed of our expectations and, in return,given the opportunity to express their own personal expectations of Scouting. There is an inter-relationship between the Mission of Scouting and the beliefs and values of the adult to be recruited.

The recruitment procedures and strategies consider the diversity of adults within each community. Special effort is made to develop approaches and tools to attract and recruit members from specific segments of society (e.g., groups that are under-represented in membership)and to respond to the expectations and interests of other adults.

The Scout Association of Jamaica (and Scouting globally) intends to help young people 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 The Scout Association of Jamaica is to ensure that only suitable adults are recruited.

The Scout Association of Jamaica recognizes the rights of adults. It is important that adults, who are in 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. The Scout Association of Jamaica recognizes its responsibility 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.

A comprehensive framework for the protection of youth and the processes provided by the Scout Association of Jamaica and its Districts to recruit appropriate adults is detailed in the Scout Association of Jamaica Youth Protection Policy. Districts of The Scout Association of Jamaica are accountable and responsible for collecting and assessing information to form a view as to an adult's suitability and for treating all information confidentially with appropriate storage.

In addition, membership requires that all adults undergo specific Child Protection training, which is renewed every three years to ensure the currency of knowledge.

5.1.3 Integration

The recruitment process aims to enable adults to discern their vocation, role, and contribution to the Mission of Scouting and the expectations of the Scout Association of Jamaica and to considerthe specific context in which the adult will operate.

The integration period presents an opportunity for every adult to discover and learn about their role in Scouting, identify opportunities for development and personal growth, and promote a better understanding of the role to be performed.

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 are necessary to ensure the adult's full integration into the Movement.

Adequate time is allowed for this to happen and flexibility is offered to ensure the adult feels

adequately trained and supported.

5.1.4 Mutual Agreement

Mutual agreement is based on the principle of negotiation and allows Scouting and the adult to clearly agree on the time limits, reciprocal obligations, rights and responsibilities of the adult, and the role Scouting plays.

The mutual agreement highlights the joint commitment to pursuing Scouts Jamaica's goals through a culture of mutual support and shared values where individuals' motivations, expectationsand issues are appropriately addressed.

It also entitles the Adult to explain the policies, regulations and rules (internal andexternal) that all members must follow. This is especially so at the local (i.e., Group) level.

The Scout Association of Jamaica ensures that the agreement is two-way so that it is clear what the adult has a right to and is responsible for in Scouting. 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.

5.1.5 Appointment

District and Groups of The Scout Association of Jamaica are responsible for nominating, appointing and registering adults to positions (other than National Appointments) in accordance with the following general principles:

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

- ⬛ 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 (usually three years) and in accordance with the membership definitions in the POR (P3.1 and P3.2)—refer to the *table later*.

- ⬛ The Individual Adult Volunteer Plan Phase 4 process (refer later) enables reviewing and, if necessary, terminating each appointment. Any conditions regarding the decisions regarding the future of the appointee (renewal, reassignment, or retirement) should be stipulated.

5.2   Performance

The Scout Association of Jamaica is responsible for designing and operating a system for the training and developing adults in Scouting, encompassing all roles and functions (uniformed and non-uniformed) at all levels. The training system is designed to be appropriate for all adults and considers 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 proficiencies to be taken into consideration

- recognises current and relevant proficiencies acquired outside of Scouting

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

- provides a monitoring framework of performance, providing regular feedback and guidance

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

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

To facilitate the process of "performance" end-to-end, the Adult will complete an Individual Adult Progression Plan (IAPP), which has four stages:

Stage.1 - for establishment and ongoing support for a new or transitioning Adult to achievetheir Certificate of Proficiency

Stage. 2 – for the ongoing support for an Adult to attain their Wood Badge or equivalentlevel of training

Stage.3 – for the reflection of performance, annually

Stage.4 – where required, a Performance Plan tool to assist Adults and their Team Leader to discuss, agree on expectations and document actions where the performance has not met previously agreed expectations.

5.2.1   Induction

The Scout Association of Jamaica's Adults in Scouting Policy requires a systematic induction period during which adults understand the responsibilities of their role or function and the need for training. This includes a General Information Course (GIC). This implies that all those supporting other adults are trained in the techniques essential for implementing the Standard.

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 be provided to every adult. This guidance and support should be agreed upon between the new adult member and their Team Leader and documented on the Individual Adult Progression Plan, Stage 1. The person who held the role previously should alsobe involved in this process where possible.

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. Districts and groups are accountable for policies to ensure consistent implementation of the procedure and reassurance for new adults as to the reasons for such a measure.

5.2.2 Training

The purpose of the training offered to adults is to provide them with the means to significantly contribute to accomplishing the Mission of Scouting through the role they seek to hold. Training is to be adapted to each role or function and each individual based on a detailed analysis of that individual's training needs and previous experience.

It should be considered a continuous process, and the adult's regular contact and activities withintheir team must be considered part of the learning process. In addition, the Scout Association of Jamaica encourages the use of local training meetings (e.g., Seeonees, Pow Wow, etc.) to help facilitate this growth and learning.

5.2.2.1 Training System

Scouts Jamaica's training systems are regularly reviewed for all adult roles and functions. This will include all the proficiencies required for these functions and the personal development of these adults. The training system is used as a strategic tool involving all adults within all the structures inthe training processes to improve collective proficiencies.

Building on the principles of learning organisations, the training system focuses on internal needs and recognizes and responds to trends in the community and broader society. This approach develops a growth strategy.

The system is flexible and ensures access to training opportunities in terms of their frequency, proximity, and registration conditions. This requires the decentralisation of training and the participation of many people, including young people, in sharing their proficiencies with others.

As part of Adults in Scouting, the National Training Commissioner, is responsible for the organisation and coordination of training at all levels and identifies and organizetraining teams, designs the 'training of trainers' program, ensures the provision of training, and develops and manages the training resources required. This translates to a better gender balance, diversity of adults and opportunities for young leaders to participate.

The training system is considered a continuous cycle, consisting of defining training objectives, conducting training needs analysis, delivering training, assessing reactions to training, and measuring the bottom-line effects of training and training system renewal. Structurally, the training system is delivered through a blend of on-demand Learning, Job Phases, and face-to-face learning experiences (both Course-based and one-to-one), as identified occasionally. Membership growth and retention can be considered key 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. Continuous development is part of training and development activities.

After achieving a Certificate of Proficiency (Basic Course), continuous learning (especially towards achieving the Wood Badge) should be facilitated throughout the adult life cycle. It is here that Stage 2 (IAPP) is completed. This process focuses on the personal development of adults, which may include any reasonable personal aspirations for other roles and functions in the future.

Training may be provided in specialised areas through The Scout Association of Jamaica recognised external organisations (e.g., St John Ambulance). Generally, these recognised relationships are negotiated at a National or District level.

5.2.2.2 Recognition of Proficiency

A Warrant for a role or function is issued on the basis of demonstrated and currently used proficiency. This recognition, in the form of a Warrant, acknowledges the skills and dedication of the individual, clearly stating the role to which they have been appointed and the validity period with a specific expiry date. National performs this function.

The Warrent may be renewed based on demonstrated and updated proficiency for the sameor a limited period of time.

Records of attendance and/ or completion of training activities are issued, validated, and noted at both the National and District levels to form a continuous history of the individual's Scouting journey. If an individual completes all required elements of the Proficiency Standard for the first time, a Certificate of Proficiency will be issued. This function is performed by Districts.

It is the responsibility of each District to maintain data records of all members' proficiencies. Adults may choose to keep a personal record of their proficiencies.

5.2.2.3 The Wood Badge

The Wood Badge is used to recognise training completion as prescribed by the The Scout Association of Jamaica (refer to The Scout Association of Jamaica POR). The Wood Badge symbols (i.e., Leather lace withbeads and the Gilwell Scarf) signify the Movement's unity.

5.2.3 "On the Job" Support

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

This means that each adult must be encouraged, listened to, guided, and supported. They must be organised by those in their current teams and other adults. By identifying the necessary training and development opportunities, they can strengthen their motivation, modify their behaviour, alter their approach to problems, and overcome their difficulties through regular meetings. Another Leader is often assigned as a mentor to provide this support.

Districts are also encouraged to develop an understanding of specific needs 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.

5.2.4 Performance Management

To effectively manage adults in Scouting, evaluation of what has been done is necessaryto understand what has been learned and achieved fully. Understanding what adults are doing is essential to helping them develop greater autonomy in their role or function and so become responsible for their own development and performance.

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

Performance management is based on a three-phase process:

1. Planning phase (adults' contribution is planned)
2. Developing phase (adults develop proficiencies with training and support)
3. 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 the success of the Scout Association of Jamaica. It is a means of getting better results by understanding and managing performance withinan agreed-upon framework of planned goals, Policy, and proficiency requirements. It is here that the Stage 4 (IAPP)—Adult Performance Plan acts as a tool to facilitate this review process.

Performance management also increases understanding of what is to be achieved and clarifies expectations regarding role responsibilities, accountabilities, skills, and behaviours. This approach helps increase adults' motivation and enables them to take responsibility for developing their proficiencies and contributions to the Movement.

5.2.5 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 requirementsof 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 the students can learn from the experience and develop the necessary proficiencies.

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

This review is facilitated using Stage 3 (IAPP), which is conducted at least annually.

5.2.6 Recognition

The uniqueness of Scouting is its most significant advantage when recruiting and retaining adults.

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

By 'recognition,' this Standard refers to the flexible and expedited management of informal and formal recognition processes that are adapted to individual needs. Timely informal and formal recognition is normal, and permanent processes are to be undertaken by and within the Scout Association of Jamaica and its Districts and Regions.

Informal recognition does not require special regulations or Policy. This type of recognition should be used every time we gather to acknowledge the contributions of individuals, teams, and workgroups. We must communicate our permanent attitude of genuine gratitude for a task well done to our volunteers and professionals on a regular basis.

Recognition of members should be fair, significant, and motivating to adults in the organisation. It should also send a message to society about our values and the commitment shared amongst ourselves.

The adult life cycle calls for recognising 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 recognition will not be enough, and a more substantial acknowledgement of the contribution made is required.

Formal recognition in The Scout Association of Jamaica is provided through the Adult Recognition Awards scheme, which is documented, openly disseminated and reviewed periodically to ensure adequacy, appropriateness and usefulness. A full description of the scheme is contained within The Scout Association of Jamaica Policy and Rules. In addition to this, the Scout Association of Jamaica provides awards for:

- Recognition of *Service*
- *Gallantry*
- *Meritorious Conduct*

These awards are available to all members of the The Scout Association of Jamaica (uniformed and non-uniformed). An important point is that recognition in Scouting is not based on 'position' or 'career moves' but rather on demonstrated performance and proficiency. It is critical for increasing members' engagement, leading to higher retention in the long run. Recognition is not solely based on awards but is mostly non-material. Additionally, Districts and Regions may implement their formal recognition mechanisms.

Finally, it may be appropriate to recommend individuals for *Civil Awards*. These could be through National Awards or the Scout Association of Jamaica Honours Systems. Districts and Regions have established processes to review and support requests to the relevant authorities where the nomination relates to Scouting achievement.

5.3   Decisions for the Future

The Scout Association of Jamaica National Adults in Scouting Committee (NAISC) coordinates the overall management and operation of Adults in Scouting and reports to the National Operations Committee.It is common that individuals or teams may also be appointed at the district level to help facilitate the local deployment of Adults in Scouting Standard.

To ensure mobility and flexibility across roles and functions, the Scout Association of Jamaica Adults in Scouting Standard advocates for the decentralisation of processes and a limit on terms for all positions. This places the emphasis on networking rather than hierarchical systems, providing more flexibility and opportunities to participate at all levels.

Decisions are factually based, with appropriately documented evaluations, and focus on the adult's performance relative to the functions of the role they have been performing.

Better programmes for young people, membership growth, and retention are indicators of a quality adult management system. These outcomes are only possible in a well-functioning system that is flexible to needs and highly emphasises support for all adults in Scouting.

5.3.1   Renewal

An adult's role or function is renewed 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 and timely feedback and advice about their future withinScouting.

The Scout Association of Jamaica encourages the support and training of the people in charge of the appraisalprocess to help them avoid mistakes and difficulties.

5.3.2   Reassignment

The reassignment of one or more Individuals to another role or function within Scouting is used to refresh the team, provide a developmental opportunity for the individual, or attempt to find arole or function better suited to the individual's skills, talents, or commitment level.

The reassignment of an adult to a new position or function happens after a satisfactory appraisal, asa personal decision, or in case the appraisal is unacceptable. None of the reasons for a reassignment should be based on significant non-conformities. As part of the process, the adult submits candidacy for another position or function and is selected.

5.3.3   Retirement

In some circumstances, retirement may be the best option for an adult. The retirement of an adultfrom 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 significant non-conformities
- the position or function ceased to exist

5.3.4 Retention

Retaining Members in Scouting is crucial. The Scout Association of Jamaica's adult management system includes vital retention strategies. WOSM has identified five significant elements influencing the likelihood of maintainingadults in Scouting:

- *Adults must trust the organisation and feel respected and supported.*
- *Adults need to feel a sense of commitment to their National Scout Organisation.*
- *Adults need to access learning opportunities regularly.*
- *Adults need to develop leadership proficiencies continuously.*
- *Adults must receive a sense of achievement from their role or function in Scouting andbe recognised for it.*

The Scout Association of Jamaica supports the following retention strategies:

- meaningful regular recognition of adults
- Provide training and offer opportunities for continual personal development for all adults in Scouting
- screening at the induction process and matching volunteers' knowledge, skills and attitudesto the task - "*Right person / Right role*"
- Provide regular supervision, open communication and ongoing feedback
- Provide written policies and role descriptions
- maintaining systems that provide appropriate resources (i.e., Scout Central)
- remaining contemporary, matching technology and resources to future needs, and beingopen to change.

5.3.5 Conflict Management

The Scout Association of Jamaica and its District and Regions have in place processes for:

- Resolving conflicts between adults
- Resolving grievances of members, parents, carers, supporters, and the community, and
- Addressing unacceptable behaviour by members, particularly adult members

A national guideline for addressing issues surrounding grievances and disputes, as well as (if needed) suspension and termination, is in place. However, active reporting of inappropriate behaviour ("whistle-blowing") is everyone's responsibility. Where something is not appropriate, Districts and Regions needto be informed.

6. Key Principles of the World Adults in Scouting Policy

WOSM has identified **12** fundamental principles in selecting and ongoing management and support for adults in Scouting. The Scout Association of Jamaica supports and openly adopts these principles. They are:

- *Congruence: The systems in place complement the organisation's main principles (Promise and Law, values) and are in accordance with other policies (e.g., Reaching out, Safefrom Harm, etc.) and strategies.*

- *Youth involvement: Promoting and encouraging young people who fulfil the requirementsand have the necessary proficiencies, giving them access to roles or functions.*

- *Gender equity: The distribution of roles and functions is based on proficiency, not gender. This principle addresses any imbalances in the allocation of resources, programmes, and learning and development opportunities based on gender. Consequently, it aims to change organisational practices that hinder women's participation or their access to any role orfunction. Equally, age should not be a restriction.*

- *Sustainable leadership: The development of succession practices leads to the overall stabilityand sustainability of the organisation. Organisational structures should become matrix instead of hierarchical, and adults should be encouraged to take 'lateral moves' instead of vertical ones. It is essential to design organisational structures and roles or functions so that young leaders can be mentored 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 make 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 their day-to-day interaction with other members of the organisation, strengthening the individual, group, and organisational learning capacity.*

- *Meaningful learning: Training and development opportunities should focus on the knowledge, skills and attitudes needed for practical action within various roles or functions (particularly for those supporting young people in meeting their needs and aspirations). Ensuring that every adult is closely accompanied and supportedin their personal learning and development process throughout their life cycle is essential.*

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

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

- *Personalisation*: Management and training must adjust to each individual's profile, equally considering personal development needs and functional performance. They must recognise (prior) individual attainment, experience, and proficiencies that meet role descriptions and organisational needs.

- *Participation*: Involving and encouraging every adult's active participation 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 excellent 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.

7. Policy Implementation

The Scout Association of Jamaica, through open and transparent communication, develops strategies to ensure members andstakeholders are informed of the policy implementation and, by WOSM policy, makes an undertaking to adhere to:

- adopting a National Adults in Scouting policy and standard 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 (reporting to the National Operations Committee) that works closely with the National Youth Program Team and National Training Committee

- ensuring 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 its National Adults in Scouting Standard

- Provide all relevant stakeholders with the opportunity to contribute input on the implementation and review of its 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. Policy/Standard Review and Update

The Scout Association of Jamaica has a process that ensures this Standard will be reviewed at least every five yearsor more regularly should circumstances arise (e.g., a change in the World Adults in ScoutingPolicy).

Those tasked with reviewing this Standard will consider the following:

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

- Has the Standard been effectively implemented?

- How effective has it been in dealing with organisational issues and challenges?

- Has current academic and practical research by formal and non-formal education experts and institutions shown relevant evidence to effect changes in the Standard? The cycle for the review will take account of any evaluation of the Youth Program.

- What kind of feedback has the volunteers and professional staff provided on the Standard?

- Is the Standard accomplishing the objective for which it was intended?

If applicable, any changes at a WOSM level will be reported in a triennial progress report.

9. 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 that 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. The Scout Association of Jamaica refers to this as "Youth Leading / Adults Supporting."

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 about the Youth Program

- setting out the tasks required to support the area of the Youth Program

- establishing specifications for the different roles that are required; recognising that adults working with other 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 proficiencies that are required to undertake the tasks of the Youth Programme

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

- Provide flexible learning opportunities by delivering training that meets the specific needsof the Youth Program

- providing adults with appropriate and continuous support
- undertaking regular appraisals with adults to identify potential issues and ways to overcome them

Therefore, adults involved in developing, facilitating, and delivering the Youth Program must work closely with those responsible for managing and supporting adults. TheYouth Program cannot be adequately supported if it is developed in isolation.

Likewise, the adults involved in managing and supporting other adults in the organisation must cooperate closely with those supporting the Youth Program to ensure that the focus of Scouting remains an educational Movement for young people.

10. Structures - Roles and Responsibilities

The Scout Association of Jamaica has structures in place to ensure a coordinated approach to enable the following:

- development of tools and providing training which is 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
- continuous management of adults, including decisions for the future

In accordance with the Mission of the Scout Association of Jamaica, these structures will include people at all levels,gender and age balance (including young people), those with special needs, and/or those belonging to different segments of society. Scouting is a movement open to all.

11. Adult Membership Definitions

By classification, this table outlines the classification types for adults, being those people 18 and over;

- ⬚ Rover Scouts recognized as primary participants in the youth program,
- ⬚ commitment made by the individual,
- ⬚ wearing of the uniform,
- ⬚ training requirements, and
- ⬚ eligibility for awards.

Classification:	Rover Scout	Adult Leaders (including Commissioners, Advisers[5])	Fellowship[6]	Life or Honorary Members	Adult Supporters[7]	Staff	Contributors and Visitors[8]
Adult Member	Yes	Yes	Yes	Yes	Yes	Yes	No
Commitment	Scout Promise & Law	Scout Promise & Law	Scout Promise & Law (R10.2)	Scout Promise & Law or Values (P3.9)	Scout Promise & Law or Values (P3.9)	Values (P3.9)	NIL
Code of Ethics / Code of Conduct	Yes	Yes	Yes			No[#]	No
Uniform	Yes	Yes	Head Quarters Patrol Decision				No
Safe from Harm	Required	Required	HQ Patrol decision	HQ Patrol decision	HQ Patrol decision	Required	No
Training Curriculum	No*	Yes (Wood Badge)	Adult Supporter[9]	Adult Supporter	Adult Supporter	Staff	NIL
Service Decoration~	No	Yes	Yes	Yes	Yes	Yes	NIL
Adult Recognition Award Path	Leader^	Leader	Supporter	Leader	Supporter	Supporter	NIL
Adults in Scouting		Yes	Yes	Yes	Yes	Yes	No

* Rover Scouts may undertake Wood Badge training if desired or required to fulfil a role within the Section. Rover Scouts may undertake Youth Program Leader and Program Support Leader training to achieve the Wood Badge.

~ Sometimes referred to as "Long Service Awards."

Captured within the respective employment agreement

^ includes Rover Service Award

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[5] Note that Adviser (*er* -Germanic suffix) and Advisor (*or* - Latin suffix) are both correct
[6] Not holding a Certificate of Adult Appointment
[7] May hold formal roles within a committee (e.g. Chair, Secretary, Treasurer) or may support Adult Leaders at all levels.
[8] Contributors may be persons or organizations. Visitors are defined in the National Child Protection Policy
[9] Does not preclude attaining a Certificate of Proficiency (YPL or PSL)