



MAURITIUS SCOUTS ASSOCIATION

National Adults in Scouting Policy

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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. Also, it 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 (e.g. National). In addition to carrying out their role or function, professional staff may support Scouting in volunteer roles or functions that do not conflict with their professional roles or functions.

Mauritius Scouts Association ('MSA') is responsible for managing, developing and supporting Scouting in Mauritius. The MSA designs the Scouting programme (Youth and Adult) according to the needs of Mauritian society. Rodrigues Island and districts, representing the various regions of Mauritius, deliver the programme according to the Policy and Rules of the MSA, adapted where required by the societal needs of their local communities.

1. Purpose

The purpose of the Adults in Scouting Policy is, as with many other Mauritian and World Policies, 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 proficiency necessary to fulfil them.

The roles of these adults fall into three categories:

- those who support the design, development and facilitation of programs 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; and
- 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 National Scout Organisation ('NSO') – Youth Programme, Adults in Scouting and Organisational Development.

The implementation of Adults in Scouting requires the Mauritius Scouts Association’s vision and leadership, and is integrated into the National strategic plans.

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. Organisational 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 proficiencies, and identifies the training experiences needed to develop these proficiencies. It also determines the logistics needed for this process to work properly (e.g. requirements to conduct 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 by young people (Youth Programme);
- improved effectiveness, commitment and motivation of adult leadership (Adults in Scouting);
- more effective and efficient organisations (Organisational Development); and
- a competitive advantage and impact on social or external well-being.

The following diagram provides a summary of the outcomes of a well-developed Adults in Scouting Policy.



Source: Adults in Scouting - World Policy, Feb 2018

At a World level 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 the World Organisation of the Scouting Movement ('WOSM'), expressed through the adoption of resolutions by the World Scout Conference. Similarly, the MSA uses this policy to guide and assist the development and management of our Adult Resources to enable Scouting in Mauritius and Rodrigues to grow strong and meet the needs of our communities and society more broadly.

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

- recognises and enhances the youth-centered, volunteer-based and volunteer-led nature of the Scout Movement;
- values the unique contribution of volunteers to achieving the purpose of Scouting;
- acknowledges that volunteering is a beneficial experience for adults, young people and the wider communities in which they live;
- reinforces our commitment 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 our membership - adults and young people, and ensures that its membership reflects the composition of each of the local communities where Scouting operates; and
- provides a framework to be used to manage professional staff and recognises their contribution in supporting volunteers.

This policy is not intended solely for the use of Commissioners nor is it intended to be an “operational” document. Instead, it seeks to provide perspective and guidance to all in Scouting as to the effective and efficient utilisation of adults in Scouting and the important role they play in the growth of Scouting and the benefit young people derive from being a member.

2. 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 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.

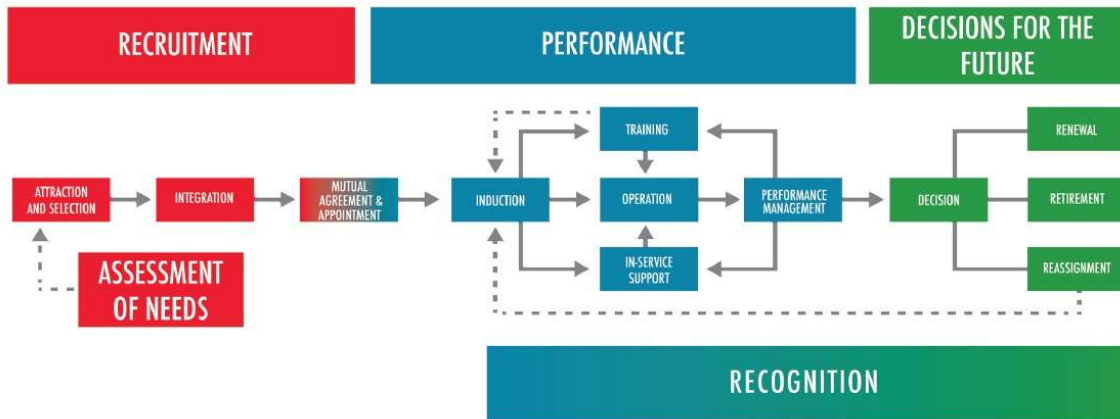
In 2011 (Resolution 11/11), the World Adults in Scouting Policy provided an integrative and up-to-date understanding of the principles of Adults in Scouting, incorporating other relevant WOSM policies, encouraging a team approach to supporting all adults and building on the principles of learning organisations.

At the World Conference in 2014, as part of the Triennium Plan, it was proposed to conduct a further review of the policy to provide more specific guidance and direction to NSOs.

This document represents MSA’s review of the new World Policy (2018) in the context of our existing practices. As such, it represents a new approach to policy formulation. That is; less operational in nature and more holistic in design.

3. The Adult Life Cycle

The approach set out in the World Adults in Scouting Policy and adopted by the MSA recognises the concept of a life cycle in every role or function undertaken by an adult in Scouting. It is a 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.



Source: Adults in Scouting - World Policy, Feb 2018

4. Recruitment

To fulfil our Mission, the MSA requires adult leadership 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 MSA must have a clear view of its needs, recruitment procedures and undertake deliberate activities to attract adults for every role or function (e.g. targeted recruitment, concentric circle or ambience recruitment¹ and warm body recruitment²).

This approach highlights the need for strategic planning, ensuring ongoing availability of adults at all levels with a set of proficiencies 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.

The MSA provides an environment for the development and sharing of responsibilities for men and women. This means we actively reflect on the paradox of gender differentiation and equality in its social and cultural context and we encourage integrated recruitment strategies, 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 the society) in line with WOSM's priorities. The MSA 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). It is only by doing this that Scouting will truly be available to all young people in each community.

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

² Warm body recruiting is the practice of taking anyone who says yes!

4.1.1 Assessment of Needs

As part of our strategic plan, the MSA regularly reviews our operations and structure to ensure it is meeting the expectations of the Scouting Movement and the broader Mauritian/Rodrigues community.

This is done by performing an assessment of needs, and establishing a complete list of roles or functions to be filled with required proficiencies, recognising that volunteers who may be supported by some professional staff, will fill the majority of the roles or functions. This assessment identifies permanent roles or functions as well as short term or temporary functions. Note: Districts within the MSA conduct their own independent assessment of 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), 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 are offered to all adults who want to support Scouting in specific tasks or activities, but who may not have time, to volunteer full time.

The management of adults in the MSA is based on a 'team approach' and therefore, allows 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 is not expected that any individual will personally display all of the proficiencies required. These, however, should be collectively available from the entire team in which members complement each other.

4.1.2 Attraction and Selection

The MSA adopts a proactive attitude and a systematic approach to adult recruitment. Recruitment takes 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. MSA recognises 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 what our expectations are, and in return given the opportunity to express their own personal expectations of Scouting. There is an interrelationship between the Mission of Scouting and the beliefs and values of the adult to be recruited.

The recruitment procedures and strategies take into consideration the diversity of adults within each community, and 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 also to respond to the expectations and interest of other adults.

It is the intention of the MSA (and Scouting globally) 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 the MSA is to ensure that only suitable adults are recruited.

The MSA recognises 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. The MSA recognises 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 MSA and its Districts to recruit appropriate adults is detailed in the MSA Safe from Harm Policy. Districts of the MSA are accountable and responsible for the collection, assessment of information to form a view as to an adult's suitability and for treating all information confidentially with appropriate storage.

In addition, it is a requirement of membership that all adults undergo specific Safe from Harm training and that this is renewed every three years to ensure currency of knowledge.

4.1.3 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 MSA, 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 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 a full integration of the adult into the Movement.

Adequate time is allowed for this to happen and flexibility is offered to ensure the adult feels they have been adequately trained and supported.

4.1.4 Mutual Agreement

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

The mutual agreement highlights the common commitment to pursuing MSA'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 for Scouting to explain the policies, regulations and rules (internal and external) that all members must follow. This is especially so at the Group level.

The MSA ensures 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.

4.1.5 Appointment

Nomination, appointment and registering adults to positions (other than National Appointments) are based 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 four years);
- The Adult Development Plan / Personal Development Plan process enables the 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; and
- For specific post please refer to the Policy, Organisation and Rules ('POR') of the MSA 2007, Rule 16: The Appointment of Leaders in the Scout Group.

4.2 Performance

The MSA 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 is designed to be appropriate for all adults and takes 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 proficiencies to be taken into consideration;
- recognises current and relevant proficiencies acquired outside Scouting;
- allows for the acquisition of additional skills and knowledge to facilitate the transfer from one function to another; and
- 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.

For more information, please refer to the POR of the MSA 2007, Rule 16.5, Rule 17, Rule 18, Rule 19 and Rule 20.

4.2.1 Induction

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

4.2.2 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 is to 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.

4.2.2.1 *Training System*

The MSA's training systems is 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 in the training processes to improve the collective proficiencies.

Building on the principles of learning organisations, the training system not only focusses on internal needs but also recognises and responds to trends in the community and in wider society. This approach develops a growth strategy.

The system is flexible and ensures easy access to training opportunities in terms of their frequency, proximity and conditions for registration. This requires the decentralisation of training, and needs 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 coordinate of training at all levels and identifies and organise training teams, designs the training of trainers, 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 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. Structurally, the training system is delivered through a blend of eLearning and face-to-face learning experiences (both Course based and one-to-one) and other forms as identified from time to time. Membership growth and retention can be considered as 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 the completion of basic training, continuous learning should be facilitated throughout the adult life cycle. This process focusses 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 MSA recognised external organisations (e.g. Mauritius Red Cross Society or St John Ambulance). Generally, these recognised relationships are negotiated at either a National or District level.

4.2.2.2 *Recognition of Proficiency*

A Warrant, for a role or function is issued on the basis of demonstrated and currently used proficiency, clearly stating the role to which the individual has been appointed and a validity period with a specific date of expiry. This function is performed by Districts.

The Warrant may be renewed on the basis of demonstrated and updated proficiency and for the same or a limited period of time.

Records of attendance and/ or completion of training activities are issued, validated and noted at both a National and District level to form a continuous history of the individual's Scouting journey.

It is the responsibility of each District to maintain data records of all qualifications of their members. Adults may choose to keep a personal record of their qualifications. In the case of Adventurous Activities, it is usually a requirement to maintain a "log book" for all activities / events undertaken as a means of evidencing currency in a certain area of proficiency.

For more information, please refer to the POR of the MSA 2007, Rule 16.5, Rule 17, Rule 18, Rule 19 and Rule 20.

4.2.2.3 *The Wood Badge*

The Wood Badge is used as recognition of training completion as prescribed by the MSA (refer POR). The use of the Wood Badge symbols (i.e. Leather lace with beads and the Gilwell Scarf) are a sign of unity of the Movement.



4.2.3 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 Training Advisor is appointed and plays a key role in providing this support.

Districts are also encouraged to develop an 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.

4.2.4 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:

- 1 Planning phase (adults' contribution is planned);
- 2 Developing phase (adults develop proficiencies with training and support); and
- 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 MSA. It is a mean of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and proficiency 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 helps increase the motivation of adults and enable them to take responsibility for the development of their own proficiencies and contributions to the Movement.

4.2.5 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 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 proficiencies needed.

The appraisal seeks to identify what an adult need 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.

In Mauritius/Rodrigues this process is facilitated using the “Mutual Agreement and Review”, a tool that can be utilised at any stage in an adult in Scouting’s journey (e.g. four yearly review, change of role or circumstance, etc.).

4.2.6 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 the MSA and its Districts.

Informal recognition does not require special regulations or standards. This type of recognition should 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 more substantial acknowledgement of the contribution made is required.

Formal recognition in the MSA is:

- **Service Award:** The Chief Scout Commendation is given to members for their terms of service (5yrs, 10yrs, 15yrs, 20 yrs and 25 yrs); and
- **MSA “Traditional” Awards:** Given to meritorious members for accomplishment and exceptional service to the Mauritius Scouts Association (Certificate of Merit, Medal of Merit, Silver Trochetia and Silver Dodo)

These awards are available to all members of the MSA (uniformed and non-uniformed). An important point is that recognition in Scouting is not based only on ‘position’ or ‘career moves’, rather based on demonstrated performance and proficiency, 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.

4.3 **Decisions for the Future**

The National Adults in Scouting Committee (NAISC) coordinates the overall management and operation of Adults in Scouting. NAISC is chaired by the Chief Commissioner and a subcommittee of AIS. It is common that at District level individuals or teams may also be appointed to help facilitate the local deployment of adults in Scouting policy.

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

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.

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

4.3.1 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 and timely feedback and advice about their future within Scouting.

The MSA encourages the support and training of the people in charge of the appraisal process to help them to avoid mistakes and difficulties.

4.3.2 Reassignment

Reassignment of one or more Individuals to another role or function within Scouting is used as a means 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.

4.3.3 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; and
- the position or function ceased to exist.

4.3.4 Retention

Retaining Members in Scouting is crucial. The MSA adult management system includes key retention strategies. WOSM has identified five major elements influencing 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 their National Scout Organisation;*
- *Adults need to access learning opportunities on a regular basis;*
- *Adults need to continuously develop leadership proficiencies; and*
- *Adults need to receive a sense of achievement from their role or function in Scouting as well as being recognised for it.*

The MSA supports the following retention strategies:

- meaningful regular recognition of adults;
- providing training and offer opportunity for continual personal development for all adults in Scouting;

- screening at the induction process and matching volunteers' knowledge, skills and attitudes to the task - "*Right person / Right role*";
- providing regular supervision, open communication and ongoing feedback;
- providing written policies and role descriptions;
- maintaining systems that provide appropriate resources; and
- remaining contemporary and matching technology and resources to future needs and being open to change.

4.3.5 Conflict Management

The MSA and its Districts have in place processes for:

- Resolving conflicts between adults;
- Resolving grievances of members, parents, carers, supporters, and/or the community; and
- Addressing unacceptable behaviour by members, particularly adults' members.

A national guideline for addressing issues surrounding grievances and disputes as well (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 need to be informed who will inform the Chief Commissioner. Please refer to the Volunteer Code of Conduct of the MSA.

5. Key Principles of the World Adults in Scouting Policy

WOSM has identified **12** key principles in the selection and ongoing management and support for adults in Scouting. The MSA supports and openly adopts these principles. They are:

- **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. Child Protection Policy, etc.) and strategies;*
- **Youth involvement:** *Promoting and encouraging young people who fulfil the requirements and who have the necessary proficiencies, giving them access to roles or functions;*
- **Gender equity:** *Distribution of roles and functions is based on proficiency 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 matrix 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 proficiencies should be available;
- **Competency-based:** Distribution of roles and functions are 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 the profile of each individual, equally considering personal development needs and functional performance. Recognising (prior) individual attainment, experience and proficiencies 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; and
- **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.

6. Policy Implementation

The MSA, through open and clear communication develops strategies to ensure members and stakeholders are informed of the policy implementation and in accordance with WOSM policy makes an undertaking to adhere to:

- 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 National Youth Programme 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 Policy;
- providing 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; and
- designing a plan to monitor, evaluate and report progress on the implementation of the National policy.

7. Policy Review and Update

The MSA has a process that ensures this Policy will be reviewed at least every four years or at more regular times should circumstances arise (e.g. a change in the World Adults in Scouting Policy).

Those tasked with reviewing this Policy will consider the following:

- Has the legal environment or regulations changed in a way that impacts the policy. At a minimum, they will 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);
- Has the policy been effectively implemented?;
- How effective has it been in dealing with issues and challenges within the organisation?;
- 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? The cycle for the review will take account of any review of the Youth Programme;
- What kind of feedback has the volunteers and professional staff provided on the policy?; and
- Is the policy accomplishing the objective for which it was intended?

Any changes at a WOSM level will be kept informed through a triennial progress report, if applicable.

8. 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. In MSA this is referenced 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 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 proficiencies that are required to undertake the tasks in relation to the Youth Programme;
- assessing the current proficiencies of adults and then exploring learning opportunities, internal and external, to help them to improve their proficiencies;
- providing flexible learning opportunities by delivering training that meets the specific needs of the Youth Programme;
- providing adults with appropriate and continuous support; and
- 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. 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 an educational Movement for young people.

9. Structures - Roles and Responsibilities

The MSA has structures in place to ensure a coordinated approach to enable the:

- 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; and
- continuous management of adults, including decisions for the future.

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

Mutual Agreement and Review

Overview

Some years ago, the World Organisation of the Scout Movement (WOSM) developed an approach to help National Scout Organisations to recruit, motivate and retain adult volunteers so that they are able to support their youth members as they participate in an active and effective youth programme. This approach is called “Adults in Scouting”.

Mutual Agreement

A core element of this approach is that we put in place a “Mutual Agreement” with each adult volunteer and that we “Review” this with them regularly, at least once every year. This cycle is referred to as “Mutual Agreement and Review”.

Adult volunteers in Scouting usually work in a team, and so most Mutual Agreements will be in a team context by the relevant Team Lead.

Appendix A provides a table showing who the Team Lead is for each role.

The Mutual Agreement will cover:

- The relevant role description (job summary);
- What goals the team will set itself in the period covered by the agreement;
- What each individual agrees to contribute towards achieving the goals;
- The way in which the team will work together;
- What training and support each individual will need, as well as who will ensure they get it; and
- A date for the Review, usually one year after the date of the Mutual Agreement.

Each Review may lead to:

- Renewal of commitment by the adult volunteer for a further period. In this case a fresh Mutual Agreement is set out for the current role.
- Reassignment to another role in the Mauritius Scouts Association (MSA). In this case a Mutual agreement for the new role is set out.
- Retirement, where the adult volunteer stops playing an active role in the MSA. Where this is the agreed option, the person conducting the Review should update the official records appropriately. They should also make appropriate arrangements to mark the completion of their period of service, some form of ‘Thank You’ or more formal recognition are usually in order.

The Mutual Agreement not only outlines the individuals’ commitment to the role they have undertaken but also the Team Leads’ commitment to the individual.

If you, as the individual, are to get proper benefit from the Mutual Agreement and Review, the other team members and the Team Lead have to be involved. This is usually done through a team meeting, the result which should be a common understanding of the team goals and of each individual’s commitment for the coming year.

Starting off

Before the first Mutual Agreement with your team, the Team Lead should discuss the process with you, how it will be conducted and how it will be recorded. The Team Lead will make sure that you have agreed, in principle, to work as a member of the team and are committed to getting involved in the Mutual Agreement process.

Task Allocation

Tasks are distributed amongst the team members in such a way as to make sure that the team is able to fulfil the relevant role description taking into account the skills and the desires of the team members.

When someone new joins the team, there may be a need or a wish to redistribute some tasks. This may create an environment, in which it is acceptable to change tasks from time to time, and this will help to maintain the interest of the Individuals and to use and develop their skills.

Personal Development

Each person's Individual Mutual Agreement should be sufficient to ensure that learning is ongoing but not too onerous as to be unachievable. The Team Lead will have to take an active role in ensuring that a meaningful pathway is produced for each individual that is challenging and supportive.

Recording the Agreement

The Mutual Agreement should be recorded in some way to ensure it is remembered accurately and can be properly reviewed at a later date. This can be on the forms provided, by email or in the minutes of a meeting, the important thing is that it is agreed and recorded for future reference.

Review

The Review should generally take place as close as possible the next review date agreed at the Mutual Agreement. Reviews may also be done on an ongoing basis in-between Mutual Agreement dates if required. They may be on a one-to-one basis between you and the Team Lead or with the entire team to develop a plan for the future. Feel free to ask for a review at any time if you think it is necessary.

Participants

The Team Lead must be present at the review. This will help to ensure that:

- The team is working well together, are focused on achieving the task and not getting complacent;
- New ideas are accepted and tried and that there is a constant progression;
- The team considers how it is working together, that is, the team process; and
- Team membership and roles are not unnecessarily static and are providing challenge and development opportunities for the team members.

As a general principle, the same people who were involved in the Mutual Agreement should be involved in the review. However, this group may change if a team member leaves or a new member joins between reviews.

Preparation

For the review process to be of most benefit it is important that all of the participants are well prepared. A copy of the current Mutual Agreement, as well as a blank form (*Appendix C*), should be given to each person who is to attend the review. If any team member needs a reminder of the process then they should be given a copy of this entire document to refresh their memory.

People attending the review should spend some time prior to the review itself considering the current Mutual Agreement and what they feel ought to be in the Mutual Agreement.

It may be advisable, prior to the review meeting, for the team to agree a set of guidelines for the smooth running of the review and to determine if a facilitator or chairperson should be appointed. Under normal circumstances it is not envisaged that the process will require a facilitator.

A particular focus for each Individual should be what personal development - in the form of training, support or on-the-job experiences - is required in the coming year and how this may be achieved.

Process

The review process provides a means to honestly examine how the team has performed in relation to the role description, to acknowledge the things that are going well, and to tackle the things that need improvement. Individual review and agreement may take place subsequent to this team meeting.

The primary outcome of the review meeting should be a fresh set of team goals as well as a fresh Mutual Agreement for the team and for each team member.

Outcomes

There are three possible outcomes from a review meeting and each should be discussed with the individual as appropriate.

Renewal of the commitment by some or all of the team – in which case a fresh Mutual Agreement should be drawn up. The team, with each individual's agreement, may choose to reassign tasks within the team.

Reassignment of one or more Individuals to another role within Scouting may be an option to consider; such as a transfer to another Programme Section, moving from Helper to become a Scouter, switching from Scouter to a support role, etc.

In some circumstances **Retirement** may be the best option for individual members of the team; where this is the agreed option, the Team Lead should update the official records appropriately. They should also make appropriate arrangements to mark the completion of the individual's period of service, some form of 'thank you' or more formal recognition are usually in order.

Team Lead's follow-up

After the review, it may be appropriate for you to meet your Team Lead to ensure that nothing was overlooked in the review with the team and that you are both satisfied with and committed to, the outcome.

The outcome of the review may have included points that should be notified to others, such as changes to the team goals which should be brought to the attention of the Group Council. If this arises the Team Leader should ensure that the appropriate communication takes place, bearing in mind the necessity for confidentiality within the team concerned in relation to the details of the review.

Step by Step

The Individual

Before

- Review your previous Mutual Agreement.
- Make some notes on the Mutual Agreement blank form; *Appendix B: Preparing for a review* gives some useful tips.
- If this your first, you may wish to discuss it in advance with your Team Lead.

During

- Consider your options of Renewal, Reassignment or Retirement.

After

- Meet your Team Lead if you wish to discuss any matter relating to the review or the Agreement not dealt with to your satisfaction.

The Team Lead

Before

- Fix a date, time and venue for the review meeting and give sufficient notice for preparation.
- Make sure each team member has a copy of this booklet and any forms or documents to be used.
- Give each member:
 - o A copy of the previous Mutual Agreement if there is one; and
 - o A blank copy of Mutual Agreement form (*Appendix C*)
- Discuss the process with any team member for whom this is the first Mutual Agreement meeting.

During

- Make sure that the same next review date is used for each team member.
- Make sure that everyone has a proper record of the fresh Mutual agreement.
- If your team is using the Mutual Agreement Form then sign each team members form, otherwise ensure the agreement is documented by email (cc'd to team members as appropriate) or as a meeting minute (circulated to team members as appropriate).

After

- Ensure you have a copy of the Mutual Agreement (signed forms, email or minutes) filed safely and that each team member has received this record also.
- Meet any individual who wishes to see you about the review.
- If necessary, advise other persons of points made during the review, maintaining the confidentiality of the team.
- Note the agreed next review date in your diary / planner

The Team

- Decide if the review meeting needs a facilitator/chairperson, and if 'yes' appoint one, normally the Team Lead will undertake this role, but occasionally it may be appropriate for someone who is not a team member to do it.
- Agree on a set of guidelines for the smooth running of the review meeting.

Conclusion

The Mutual Agreement and Review process is a support tool which helps teams determine a common understanding of roles and commitments within the team, it can assist in identifying and achieving goals and targets and can be used as a gap analysis tool to help individuals recognize areas for personal development. The process can lead to considerable benefits which include generating a common understanding of what the team and team members individually wish to achieve and can form the basis of a plan for development of individuals and the team.

The statements and questions in the *Appendix B* and the form layout in *Appendix C* should be viewed as a guideline; you can develop your own forms and questions based on the needs of your own team. Whatever method you decide to use, the decisions reached should be recorded and agreed upon by all parties involved.

Mutual agreement and Review is not a standalone tool, it is one aspect of the Adults in Scouting Policy which also includes induction, mentoring and training.

Appendix A - Who carries out Mutual Agreement and Reviews

Responsibility for the Mutual Agreement and Review process is set out below

<i>Role</i>	<i>Responsible / Team Lead</i>
Helper	Group Scout Leader
Cub Scout Leader	Group Scout Leader
Seconds (Sixer's Assistants and deputies)	Group Scout Leader
Scout Leader	Group Scout Leader
Assistant Scout Leader	Group Scout Leader
Venture Scout Leader	Group Scout Leader
Assistant Venture Scout Leader	Group Scout Leader
Rover Scout Leader	Group Scout Leader
Assistant Rover Scout Leader	Group Scout Leader
Group Scout Leader	District Commissioner
Assistant Group Scout Leader	Group Scout Leader
District Executive Committee members	District Commissioner
National Executive Committee members	Chief Commissioner

Where appropriate the Group Leader may delegate to another suitable person.

Appendix B - Preparing for a review

The following questions may be useful in helping you to prepare for a review.

Considering the task

- Were the agreed goals achieved?
- How did the Individual(s) get on with their personal tasks?
- How did the team get on with team tasks?
- What went well in a team context?
- What could have been done better by the team?

Considering individual(s)

- What are/were each Individuals main contribution to the team?
- How did each you get on with their own personal development?
- What training did you participate in?
- What support did Individual members of the team give one another?
- Did the team have the required resources and skills?
- Are all of your talents being used? If 'no', specify.
- Are you being overused or placed under stress? If 'yes', specify.

Considering the Team

- Were team roles carried out as agreed?
- Was the approach flexible over time?
- How is/was team morale and spirit?
- Did the team adopt a Scouting approach throughout?
- Was there good co-operation and teamwork between team members?

Towards a fresh Mutual Agreement

- Does the job summary need to be changed?
- What are appropriate team goals for the coming period?
- How can each individual contribute to the team goals for the coming period?
- Should personal roles and tasks be reassigned?
- What team tasks will be undertaken?
- How will we make the best of what we have done well?
- How will we improve on the things we could have done better?
- What specific actions will each member take in relation to his or her own personal development?
- What training will each individual participate in?
- What support will specific members require and who will give it to them?
- What additional resources and skills will be required and where will they come from?
- What role(s) will each Individual play in the team?

Appendix C – Mutual Agreement Form

Our Commitment to Working Together

Name:

Agreement date:

Next review date:

Section:

Role:

Our agreed team goals for the next year are:

.....
.....
.....
.....
.....

What I will contribute to the team goals:

.....
.....

What support I will need in the coming year to help me play my part:

.....
.....

What training I will undertake in the coming year to help me play my part:

.....
.....

Team Lead commitment to you:

.....
.....

Signature (Team member):

Signature (Team Lead)

Date:

<i>How did the process go for you?</i> <i>Any improvements for next time?</i>	<i>Anything else you wish to add eg safe from harm aspects?</i>
--	---

Adult Support and Development Review

Name:			
Position:		Length of time in group:	
Group:		District:	
Review carried out with			

Review of performance against the Key Functions, which were a priority in the last year (maximum 5):

Function	Rating (1 -6)	Remarks

Rating 1 -6 (1= not carried out at all / 6 = excellent)

Interventions / Support required to achieve goals

Type of support required	To be provided by	By when

Do feel trusted, respected and supported in the group? Yes / No.

If yes, please explain.

Reviewer signature:

Reviewee signature:

Date:

Personal Development Plan

I believe the Pack / Troop / Crew / Group / District's training needs in order of priority are:

<i>No</i>	<i>Training needs</i>	<i>Responsibility of</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		

My training needs and target dates for completion, in order of priority are:

<i>No</i>	<i>Training needs</i>	<i>To be completed by</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		

My other Personal Development Goals are:

<i>No</i>	<i>Goals</i>	<i>To be completed by</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		

[Insert Scout group name]
APPLICATION FOR MEMBERSHIP AND APPOINTMENT OF VOLUNTEERS

This form is to be filled out by a new adult volunteer. This application will be forwarded to the District Commissioner and a copy will be kept by the Group Scout Leader for response in the event of a medical emergency. It is the responsibility of the adult volunteer to notify/update appropriate persons of any changes in their medical status or other information contained in this form that may occur throughout the Scouting year.

The Mauritius Scouts Association ('MSA') and the Scout Group you want to join, are the controllers of your personal data, they will treat your personal data with the utmost importance and respect. This form is used to collect information and to be used at Group/District/National level. This information will assist with the collection of records on Adults in Scouting. We do not share the personal data provided in this form with any third parties. It will be securely stored and accessible through the Group Scout Leader / District Commissioner / ARD Commissioner as long as you are a member of the MSA. If you have any queries related to our use of your personal data, please contact the ARD Commissioner at hq.mauscouts@gmail.com.

PHOTOGRAPH

Please attach
 1 recent photograph
 45mm X 35mm.
 Thank you

Warrant number (for office use):

Personal Details

Name / Surname: Residential Address:
 Date of Birth: ID Card No:
 Contact number/Emergency number: Email address:
 Status: Single/Married/Other: Health issues / disability:
 Religion (optional): Role applied for / Section:

Personal Objective / Vision

.....

Personal References

Name	Relationship	Contact numbers

Education

Institution Name	From - To
.....
.....
.....
.....

Professional Training and Qualifications

Course	Institution Name	Year

Employment and Work Experience

Position	Year
.....
.....
.....
.....

Skills

Technical	Interpersonal	Others

Hobbies and Interests

.....

Sanctions

Have you ever been prosecuted before a court of law for any offence AND subsequently found guilty? Yes No
 If yes, give details (court, charge, date, sentence e.g prison, fine, caution or conditional discharge)

Have you ever resigned or been dismissed or sanctioned on any grounds from any group / association whatsoever?

Yes No If yes, give details:

THIS SECTION IS TO BE FILLED IF NEW VOLUNTEER WAS A SCOUT FORMERLY

Scouting Background

Date Invested:

Scout Group	Post occupied	From – To

Scout Training / Workshop Followed/Attended

Course	Date	Course	Date

International Experience / Scout Projects / Activities / Training involved / Achievements

Event	Date
.....
.....
.....

Recognition / Awards / Decorations

Reward name	Date
.....
.....
.....

END OF SECTION

IMPORTANT: Incomplete, inadequate or inaccurate filling of the form may cause the adult's elimination form consideration. It is an offence to give false information or to conceal any relevant information. This may lead to the termination of the adult's appointment.

<p style="text-align: center;">TERMS AND CONDITIONS</p> <ul style="list-style-type: none"> • I will actively promote the Mission and Principles of Scouting. • I accept the values of Scouting as set out in the purpose and values. • I accept and understand that I have to safeguard the welfare of all members by protecting them from neglect and from physical, sexual and emotional harm. • I have read, understood, agreed to and signed the Code of Conduct, and I will abide by the Code of Conduct as a condition of membership. • I agree, as part of my membership requirement, to submit and to provide a police records check (Certificate of Character) upon request. • I agree not to promote any beliefs, behaviours or practices that are not compatible with the values of Scouting. • I agree to abide by the By-Law, Policies, Procedures and rules of the MSA. • I accept that Scouting is a uniformed organisation. • I accept the requirement to undertake the appropriate learning and/or training within the timescale as laid down by the MSA. • I will self-declare to the MSA any changes to this form. • I understand that participation in MSA is voluntary and there is a degree of risk in some Scouting activities. After carefully consideration the risks involved, I will take reasonable precautions to ensure the safety and well-being of participants entrusted to me and my personal safety. 	<p style="text-align: center;">ACCEPT / CONFIRM / DECLARE</p> <p>I,, , the undersigned applicant, agree with the terms and conditions and declare that the particulars are true and accurate and confirm that I have not wilfully suppressed any material fact.</p> <p><i>Signature:</i></p> <p><i>Date:</i></p>
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VERSION CONTROL

Title	<i>National Adults in Scouting Policy</i>
Version	<i>V1.0</i>
Approval date at Annual General Meeting	<i>04 June 2023</i>
Next review date	<i>2027</i>
Amendments	
Date	Details