



SCOUTS[®]
Mauritius



MAURITIUS SCOUTS ASSOCIATION

National Training Policy

Mauritius Scouts Association

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1. Acknowledgement

Members of the training commission and I would like to thank all the Leaders who voiced out their fears and expectations pertaining to the training of Adult Volunteers during the "Leaders' Conference 2019 held on the 6th and 7th July 2019. The resolutions voted were the variables that helped us write this actual policy.

Thank you to the members of the Rodrigues contingent for sharing their knowledge and experiences related to the training of Adult Volunteers and, the trust they placed in us to design and enforce a policy giving them their autonomy to train and validate leaders over there.

My appreciation goes to the members of my team for their dedication and involvement to make this co-constructed policy a tangible document. Thank you for the collaborative brain storming sessions, suggestions and questions, which helped to find innovative ways to enhance training schemes at the MSA.

Finally, a thank you to member of the National Scout Board (**NSB**) for giving my team and I the opportunity to review and innovate the training approach of Adult Volunteers of the Mauritius Scout Association.



Giovanni QUIRIN, MInstLM
Training Commissioner

Developed by:

*Members of the MSA
Training Commission*

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2. Introduction

The aim of the **Training Policy 2.0** is to document and support the mission of scouting. The Training Policy 2.0 will develop ways and means to ensure consistency and ease of process to enhance the quality of leadership at all levels of the Mauritius Scout Association. The Training Policy 2.0 will then contribute to improve the development and implementation of innovative training courses/programmes to help the Adult Volunteers fulfil their roles and functions optimally.

The intended outcomes of the **Training Policy 2.0** are:

1. Improved leadership skills to support young leaders in their roles
2. Improved effectiveness, commitment and motivation of Adult Volunteers
3. Improved efficiency of the organisation's development
4. Improved impact on social and external well-being

In short, this policy will help to **Increase**, **Attract** and **Improve**

Increase = Members of the Mauritius Scout Association

Attract = New and more Adult Volunteers

Improve = Motivation and Efficiency of the Adult Volunteers

3. The Adult Life Cycle

The **Training Policy 2.0** refers to the World Adult in Scouting Policy, which reckons that an Adult Volunteer follows a life cycle in every role and functions undertaken. Figure one from the World Adult in Scouting Policy, illustrate this life cycle.

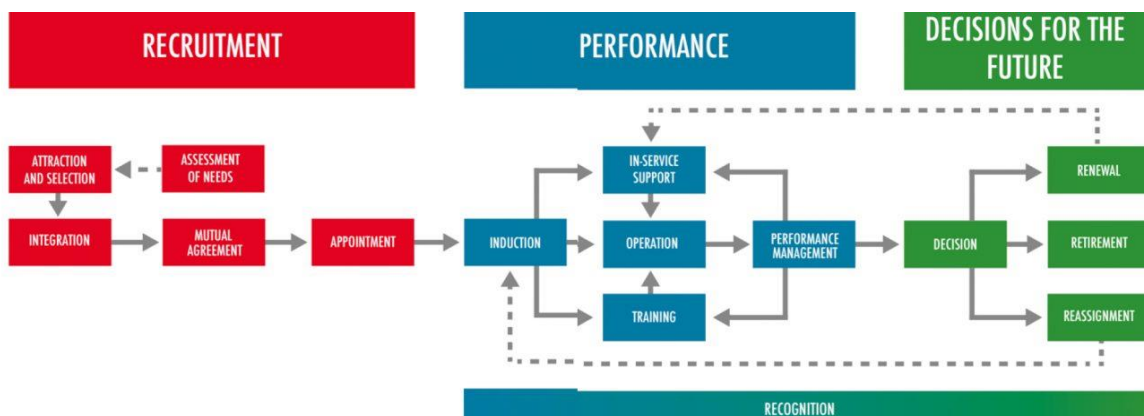
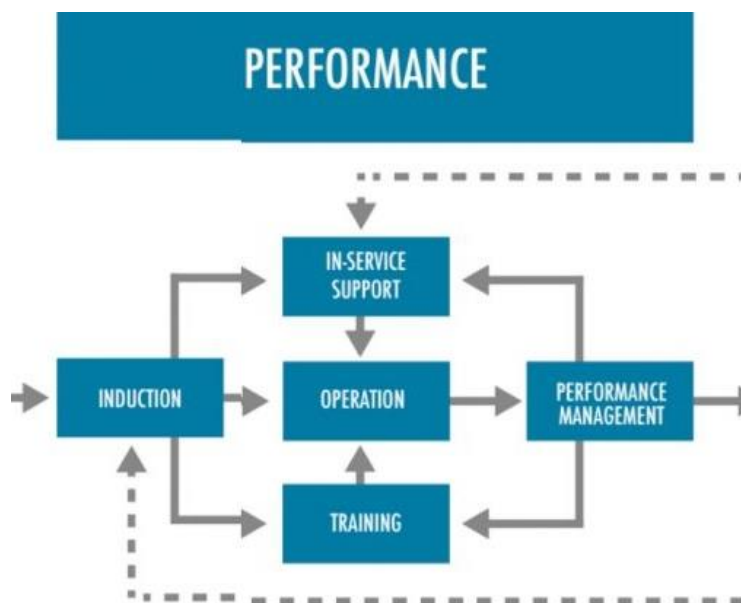


Figure one – The Adult Life Cycle in Scouting
(Adult in Scouting – World Policy, pg 12-13, February 2018)

Referring to the above illustration, the **Training Policy 2.0** will focus on the second stage of the Adult Life Cycle.



4. The Training Commission

4.1 Vision and Mission and Action Plan

The Vision

To become a world class training provider for Scouts in the Indian Ocean and Africa

The Mission

To train and educate leaders to create active citizens through lifetime values, skills and empowerment

The Action Plan

- To design and conduct Woodbadge, Assistant Leader Trainer and Leader Trainer courses to the Adult Volunteer in Scouting at both national and international level.
- To design and conduct refresher courses for leaders at all levels in Scouting at both national and international level.
- To innovate by creating specialised courses that could be MQA approved or accredited by Universities or authorised bodies to help the Adult Volunteers in their roles and functions.
- To innovate by creating a Scout Employability Programme. This will give the opportunity to young scouts who are completing their secondary/tertiary education to acquire the soft skills pertaining to communication, conflict management, listening skills, the importance of grooming etc., whilst getting the working experience through internships.
- To empower **Assistant Leader Trainers** and **Leader Trainers** from the training commission to become certified/recognised trainers who can deliver training with potential partners.

4.2 The Structure

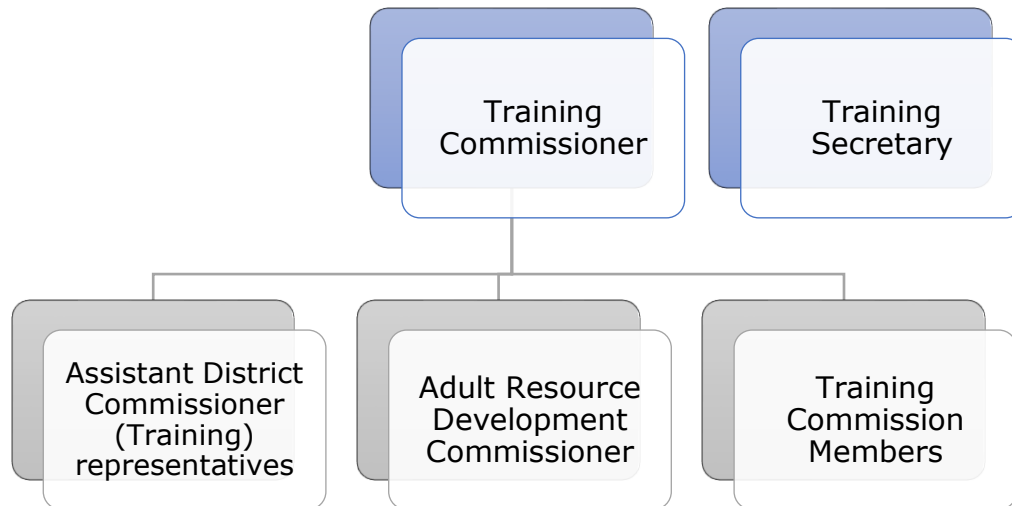
The **training commission** consist of seven (7) main components as per Figure two below:



Figure three – The Training Commission Structure

Referring to **Figure Three (3)** on the previous page, find hereunder the roles and functions of each Committee.

The TAC: Training Administrative Committee



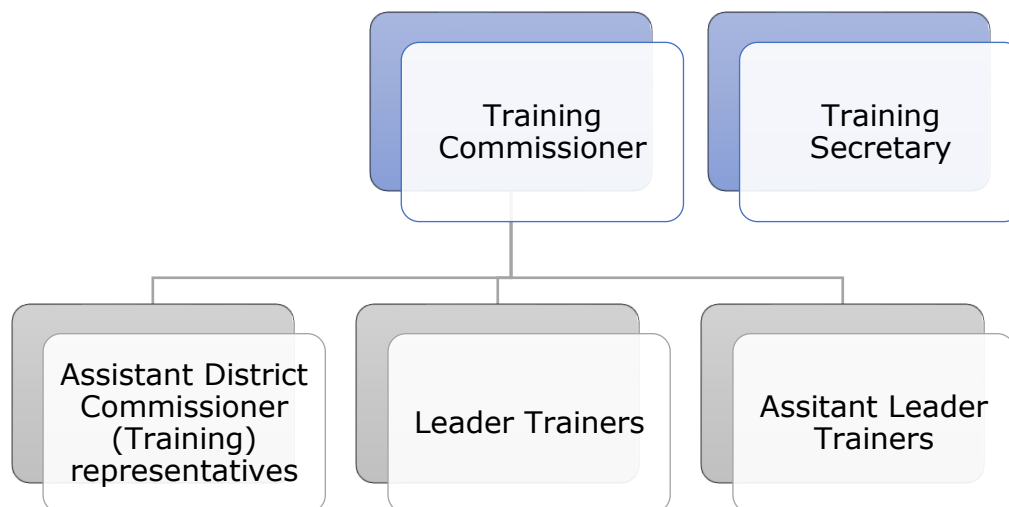
The **Training Administrative Committee** is the bridge between the learner and the training commission

The **Training Administrative Committee** role is to facilitate the training experience of the learner and include the followings:

- Registration of learners (Database record)
- Progress record of learners (what cluster/module/session done and need to be completed)
- Look into the financial issues pertaining to training (training fee, Food and Beverage cost etc.)
- Look into the logistics and equipment pertaining to training (Laptop, Screen, Transport etc.)
- Look into HR issues (Training, Appraisal, Performance analysis etc.)
- Ensures the implementation and review of the Training Policy and Code of Conduct

The **Training Administrative Committee** include – Assistant District Commissioners Training representatives, The Training Secretary, the Adult Leader Trainer Resource Development Commissioner, other members and the Training Commissioner

The TOC: Training Operation Committee



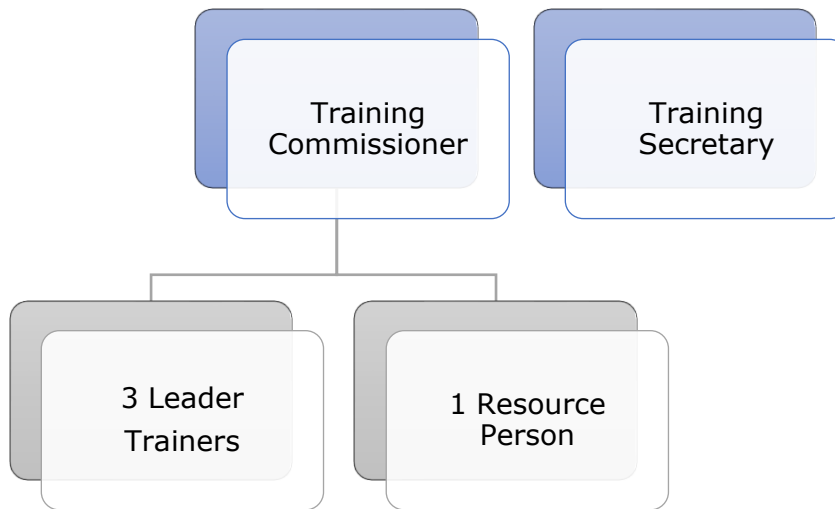
The **Training Operation Committee** is responsible for the smooth running of the training at the MSA (Mauritius Scout Association)

The **Training Operation Committee** role consists of:

- Analyse the training needs of the Association
- Design the training programmes from SWOT analysis
- Elaborate and implement training courses
- Design and implement refresher courses for leaders at all levels
- Design and implement specialised courses
- Elaborate, design and conduct induction course for new members
- Monitor and Control training courses/programmes
- Review the different training courses/programmes

The **Training Operation Committee** include - Assistant District Commissioners Training representatives, Assistant Leader Trainers, Leader Trainers, the Training Secretary and the Training Commissioner

The TEC: Training Excellence Committee



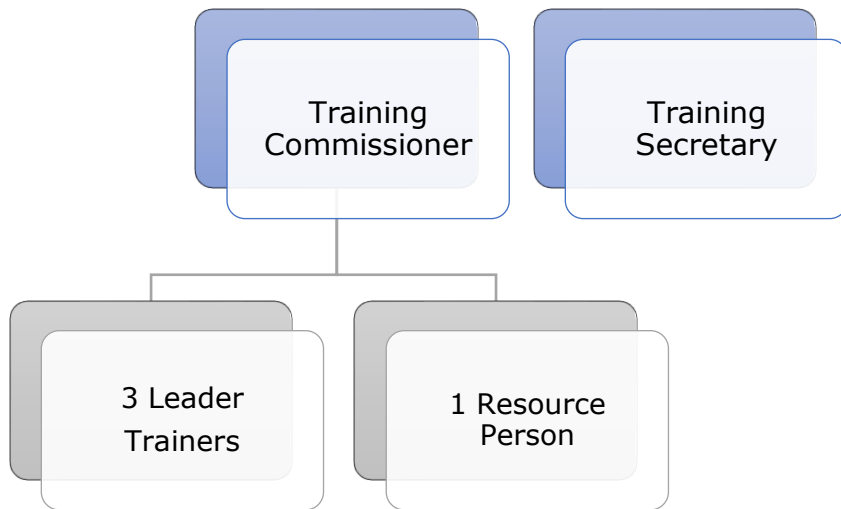
The **Training Excellence Committee** is responsible for the quality of the training courses/programmes delivered at the MSA.

The **Training Excellence Committee** role consists of:

- Assess the training outlines, plans and schemes
- Design and implement the training standards
- Review and improve training standards and quality

The **Training Excellence Committee** include - 3 Leader Trainers, 1 Resource Person, the Training Secretary and the Training Commissioner

The TVC: Training Validation Committee



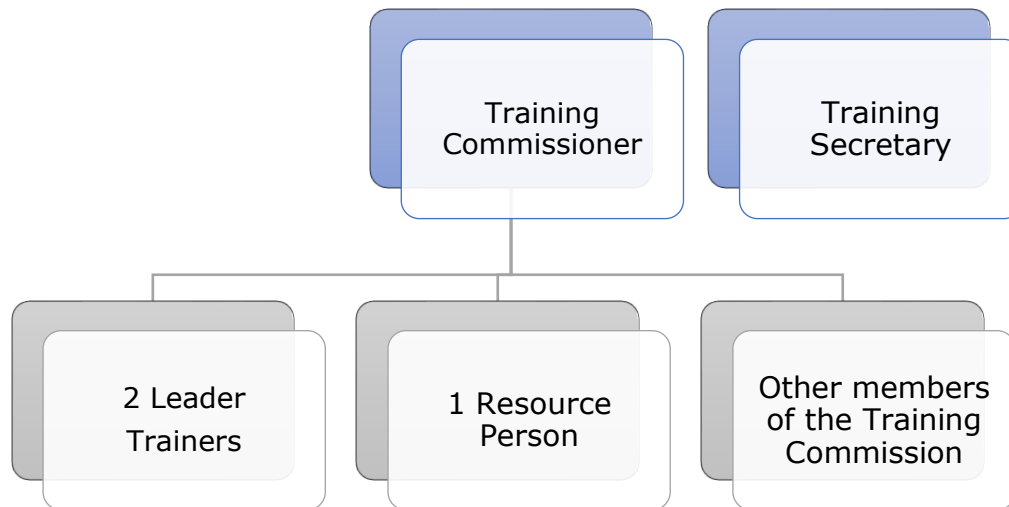
The **Training Validation Committee** is responsible for the validation of the learners.

The **Training Validation Committee** role consists of:

- Elaborate, design and implement validation standards
- Review and improve the validation standards

The **Training Validation Committee** include - 3 Leader Trainers, 1 Resource Person, the Training Secretary and the Training Commissioner

The TPC: Training Project Committee



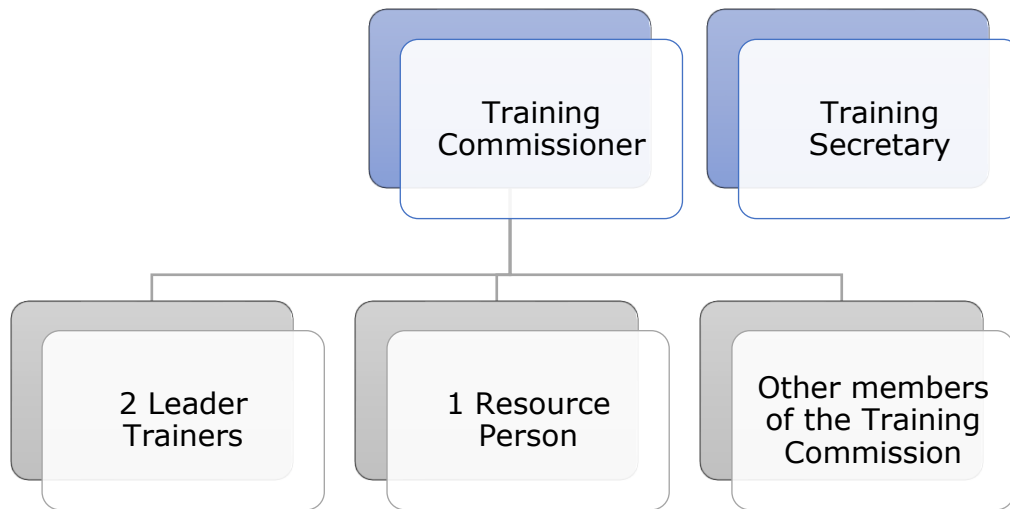
The **Training Project Committee** is responsible for the elaboration, design, implementation, follow-up and evaluation of projects of the training commission.

The **Training Project Committee** role consists of:

- Elaborate and design training projects (e.g. MQA Projects, Accreditation Projects etc.)
- Elaborate and design financial projects (e.g. Fund Raising Activities)
- Review and improve projects of the training commission

The **Training Project Committee** include - 2 Leader Trainers, the Training Secretary, 1 Resource Person, other members of the Training Commission and the Training Commissioner

The TELC: Training E-Learning Committee



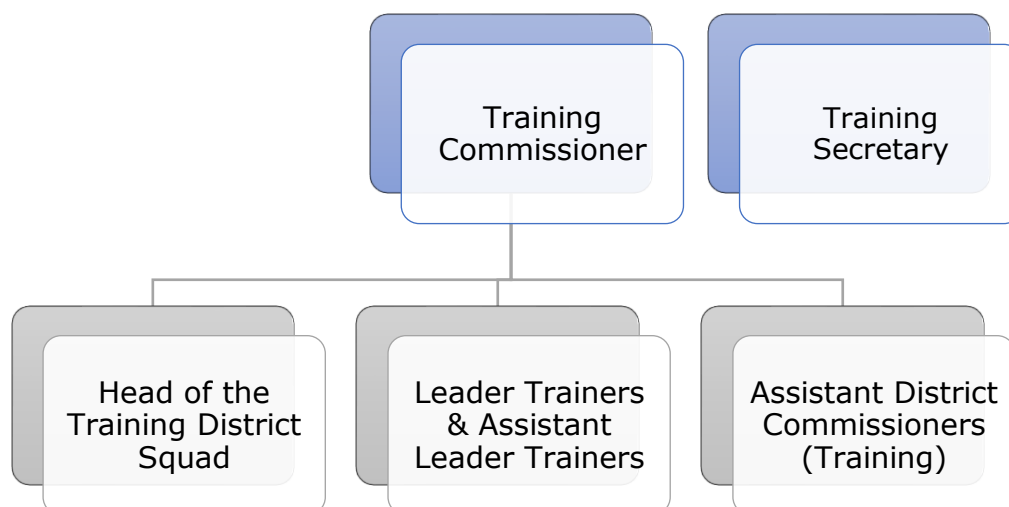
The **Training E-Learning Committee** is responsible for the elaboration, design, implementation, follow-up and evaluation of E-Learning courses and uploading of training materials of the training commission.

The **Training E-Learning Committee** role consists of:

- Elaborate and design training E-Platform of the MSA
- Uploading and monitoring of training materials and course contents
- Review and improve E-Learning experience

The **Training E-Learning Committee** include - 2 Leader Trainers, The Training Secretary, 1 Resource Person, other members of the Training Commission and the Training Commissioner

The TDS: Training District Squads



The **Training District Squad** is responsible to deliver training in the different districts across the island namely:

1. The North
2. Port-Louis
3. Upper Plains Wilhems / South
4. Lower Plains Wilhems / Black-River
5. Moka / Flacq

The **Training District Squad** includes – The Head of the Training District Squad, Leader Trainers, Assistant Leader Trainers and Assistant Leader Trainers

RTC: Rodrigues Training Committee

The **Rodrigues Training Committee** is responsible for the elaboration, design, implementation, follow-up and evaluation of training of Rodrigues' scouts.

For more information, refer to Rodrigues' at Section 5 of this training policy.

4.3 Reporting Lines

Find herewith the reporting lines of the different Committees:

- a. The Training Commissioner reports to the person designated by the Constitution & POR.
- b. Each Sub-Committee except the RTC (Rodrigues's Training Committee) has a Head to whom each member reports.
- c. All Committees within the training commission will be under the supervision of the Training Commissioner. The Head of these respective Committees reports to the Training Commissioner.
- d. To help the Training Commissioner succeed in his duties, the Training Secretary will support the latter.
- e. The Rodrigues Training Committee despite being independent has to report to the Training Commissioner.

4.4 Duties and Responsibilities

The Training Commissioner

- The Training Commissioner is appointed according to the rules and regulations of the Constitution and the POR.
- He/She should have completed the Woodbadge, Assistant Leader Trainer and Leader Trainer Course prior his/her investiture in the office (mandate of four (4) years as per the constitution and POR) or he/she should be a registered trainer recognised by the local authorities responsible of adult development. Scouting experience is essential.
- He/She is responsible of ensuring that the efforts of the training commission lead to the continuous improvements of the training schemes offered to leaders at all levels leading to better scouting experiences for our young members.
- The Training Commissioner plans, implements, monitors and reviews all training delivered for leaders in Scouting. He/She ensures the application of the training policy and seeks for continually improving training courses/programmes.
- All committees shall be liable to the Training Commissioner.

The Assistant District Commissioner Training

- The District Commissioner in consultation with the Training Commissioner shall appoint the ADC training.
- The ADC must be at least an Assistant Leader Trainer and holder of a Woodbadge.
- He/She is responsible for guaranteeing coordination and communication between the training commission and the trainees.
- The ADC training provides feedback on needs of his/her district members registers these members and guarantees their presence in training sessions.
- He/She provides necessary support including venues for training run in his district.
- The ADC also recommends validation of his/her district members to the Head of the Training Validation Committee.
- The ADC training can also act as Head of the District Training Squad if only He/She is already a Leader Trainer

The Training Secretary

- Acts as secretary of the Training Commission (Takes the notes of meeting, do the filing, keep the records, coordinating the different training courses/programmes held and be the contact person of the learner)
- Assist the Training Commissioner in his duties.

The Financial Controller

- The FC will be responsible of managing the finance of the Training Commission and is appointed by the Training Commissioner (Keep the financial records, do a regular audit, ensure a proper cash flow, help in the elaboration of fund-raising activities for the Training Commission).

The Human Resource Administrator

- The Human Resource Administrator of the Training Commission will be responsible of overlooking the well-being of all members of the training commission and is appointed by the Training Commissioner.
- He/She will also be responsible to design appraisal and training courses/programmes to enhance the effectiveness and efficiency of all the members of the commission to improve the service quality proposed to learners.
- Moreover, the Human Resource Administrator will have to organise team building sessions to strengthen the bond between members of the Training Commission.

The Logistic and Equipment Administrator

- The Logistic and Equipment administrator will be responsible for the record, maintenance and management of all the equipment of the Training Commission and is appointed by the Training Commissioner.
- He/She will be the one responsible to ensure that trainers get all facilities to deliver courses thus, contributing to the learning experience of trainees.
- The Logistic and Equipment Administrator will have to advise and take actions pertaining to the logistics and equipment of the Training Commission.

The E-Learning Platform Administrator

- The E-Learning Platform Administrator is the one responsible in designing and implementing IT facilities within the Training Commission and is appointed by the Training Commissioner.
- He/She is also the one to design, implement and monitor the E-Learning platform of the Training Commission.
- In doing so, the E-Learning Platform Administrator will have to upload training calendars, manuals, videos, audios and any other materials to make the learning experience be fun.
- He/She should be at least an Assistant Leader Trainer holder and holder of the Woodbadge.

The Leader Trainer

- The Leader Trainer is appointed as per the Training Commissioner following the successful completion of the relevant training.
- He/She should have completed his/her Assistant Leader Trainer Course and hold the Woodbadge.
- The appointment is for a period of four years renewable.
- The Leader Trainer can act as Course/Module Director for at least a training course per year and delivers a minimum of 24 hours of training each year as Session Leader.
- The Leader Trainer can be called upon to sit on committees.

The Assistant Leader Trainer

- The Assistant Leader Trainer is appointed as per the Training Commissioner following the successful completion of the relevant training.
- He/She should be a holder of the Woodbadge.
- The appointment is for a period of four years renewable.
- The Assistant Leader Trainer can act as Module Director when needed and it is recommended that the Assistant Leader Trainer deliver a minimum of 24 hours of training each year as Session Leader.

The Course Director

- A Course Director is the one responsible for managing the overall operations of a training course. This starts with the training needs analysis, then the preparation, the implementation, the evaluation and finally the continuous improvement of the training course.
- The Course Director is appointed by the Training Commissioner or the Head of District Training Squad if the Training Commissioner is not available or by any member of the Training Commission with a valid LT in case the Head of District Training Squad is not available.

The Module Director

- A Module Director is the one responsible for managing the delivery of a specific training module including quality control.
- The Module Director is appointed by the Course Director.

The Session Leader

- A Session Leader prepares, delivers and evaluates the session and the trainees.
- The Session Leader is appointed by the Module Director in consultation with the Course Director.

The Personal Trainer Advisor

- The Personal Trainer Advisor supports the trainee under his responsibility through his validation.
- The Personal Trainer Advisor establishes a developmental plan with the trainee. Then, through a range of methods, the Personal Trainer Advisor confirms the presence of the appropriate actions and behaviours of the trainee on the field.
- The Personal Trainer Advisor is required to ensure the learner keep copies of all records in his validation process and file them at headquarters.
- The Personal Trainer Advisor should hold the Woodbadge.
- The Personal Trainer Advisor is appointed by the Training Commissioner.

4.5 The Training Schemes

The Training Commission will offer the following training schemes:



Woodbadge Course

The Woodbadge Course (based on the UK Matrix 2019) will be delivered as per the needs and requests from the District. Hence, the frequency of running such course will vary as per the demand. Learners will have to follow modules 1 to 29 within the following steps:

Cluster 0 = modules 1, 2, 3, 4, 5, 10 and GDPR

Cluster 1 = modules 6, 7, 11, 12A, 12B and 13

Cluster 2 = modules 14, 15, 16, 17, 18 and 19

Cluster 3 = modules 8, 9, 25, 27, 28 and 29.

Learners will benefit from recognition of prior learning.

Assistant Leader Trainer Course

The Assistant Leader Trainer Course will be conducted as per the needs of the training commission to reinforce the Training District Training Squads. Hence, the frequency of running such course will vary as per the demand and survey done by the Training Commission. Modules involved are: **30, 31, 32, and 38** (from the UK 2019 matrix) and any module that the Course Director after consultation with the Training Commissioner finds appropriate to the learners. Learners will benefit from recognition of prior learning.

Leader Trainer Course

The Leader Trainer Course will be offered as per the needs of the training commission to reinforce the Training District Squads. Hence, the frequency of running such course will vary as per the demand and survey done by the Training Commission. Modules involved are: **33, 34, 36 and 39** (from the UK 2019 matrix) and any module that the Course Director after consultation with the Training Commissioner finds appropriate to the learners. Learners will benefit from recognition of prior learning.

Induction Course

An induction course shall be organised when a new Management Team start its responsibilities either at National, District or Group Level. The induction course will help define the different roles and responsibilities of each member of the team, how to be fair, how to resolve conflict as well as transparency and good governance. The induction course falls under the responsibility of the Training Commission and shall be organised every two (2) years, and will help Management Team be up-to-date to latest trends.

Refresher Course

Refresher course shall be run every two (2) years for all Adult Volunteers in Scouting. (i.e. National Commissioners, District Commissioners, ADCs, GSLs, Assistant Leader Trainers, Leader Trainers or Members of the National Scout Board).

Specialised Course

Specialised courses shall be delivered as per the needs and request at National, District and Group Level. Hence, the frequency of delivering same shall be upon the demand and survey done by the Training Commission. Moreover, the Training Commission will design and develop with potential academic partners tailor-made courses for all Adult Volunteers in Scouting irrespective of their educational background.

Personal Trainer Assistant Course

The Personal Trainer Assistant Course will be conducted as per the needs of the training commission to reinforce the Training District Training Squads. Hence, the frequency of running such course will vary as per the demand and survey done by the Training Commission. Modules involved are: **1, 2, 30, 31, 32, 33 and 39** (from the UK 2019 matrix), Basic IT Skills, Project Writing Skills and any other modules that the Course Director after consultation with the Training Commissioner finds appropriate to the learners. Learners will benefit from recognition of prior learning.

4.6 The Validation Process

Find here under proposed methodology to validate learners.

Woodbadge

To be a successful Woodbadge holder, the learner should score a minimum of 70 marks overall.

The two methods of assessment to validate learners:

Method 1 – Learner who satisfies Recognition of Prior Learning (RPL)

- Recognition of Prior Learning (RPL) 20% (*with minimum marks 15/20*)
- Project base 30% (*with minimum marks 20/30*)
- Field Assessment 50% (*with minimum marks 35/50*)

Method 2 - Learner who do not satisfy Recognition of Prior Learning (RPL)

- Project base 30% (with minimum marks 15/30)
- Field Assessment 70% (with minimum marks 55/70)

The Learner who does not know how to write should be able to present himself and the ideas jot down within the project written by his PTA.

The validation process can be done within a camp to validate the learners or within an approved location by the validation panel to let the "Autrement-Capable" be validated too.

In case the learner does not succeed on his/her first Panel, he/she would get two months to implement the recommendations received and be validated a second time. If the learner does not succeed a second time, he/she will have then to wait for the next validation session

Assistant Leader Trainer

To be a successful Assistant Leader Trainer, the learner should score a minimum of 70 marks overall.

Method of Assessment

- Project base assessment - 30% (with minimum marks 20/30)
- Presentation / Zoom presentation of 20 minutes – 50% (with minimum marks 35/50)
- On-field course elaboration and delivery assessment – 20% (with *minimum marks 15/20*)

The Learner will be attributed a Leader Trainer to guide him/her during his/her preparation for the validation process.

In case the learner does not succeed on his/her first Panel, he/she would get two months to implement the recommendations received and be validated a second time. If the learner does not succeed a second time, he/she will have then to wait for the next validation session.

Leader Trainer

To be a successful Leader Trainer, the learner should score a minimum of 70 marks overall.

Method of Assessment

- Project base assessment - 30% (with minimum marks 20/30)
- Presentation / Zoom presentation of 20 minutes – 50% (with minimum marks 35/50)
- On-field course elaboration and delivery assessment – 20% (with *minimum marks 15/20*)

The Learner will be attributed a Leader Trainer to guide him/her during his/her preparation for the validation process.

In case the learner does not succeed on his/her first Panel, he/she would get two months to implement the recommendations received and be validated a second time. If the learner does not succeed a second time, he/she will have then to wait for the next validation session.

Validation of modules

Each module the learner will take part in shall be validated within one month after the training was done. When all the modules are completed, an evaluation and validation of the learner will be done by the TEC (Training Excellence Committee) within three months following the completion of the course.

It is important to note that certificate of attendance and the appointment certificates will be handed to learners after successful completion of their validation not more than one month after the deliberation of the Panel. Beads will be handed to successful learners, subject, to, the availability of same in store.

No beads for Assistant Leader Courses and Leaders course will be given during the annual Gilwell Reunion. Only the Woodbadge beads will be handed to successful learners during Gilwell to welcome them within the Gilwell Family.

4.7 The Training Procedures

Find hereunder the procedures pertaining to implement training of adults at Group, District and National Level.

Training of adults at Group Level.

Group Scout Leaders should inform the Assistant District Commissioner Training of their respective district for any training pertaining to the development of the adult volunteers in their group. This could be, for example, an introduction to scouting or to give them the basic tools to accomplish the tasks assigned to them as per the fundamentals of scouting.

The Assistant District Commissioner training will then inform the Head of the Training Squad who will design and implement the required training requested with the help of LTs and ALTs.

The Head of the District Squad will then escalate the information to the Training Commissioner through the Training Secretary to apply for a Course Warrant. The application should include:

- The title of the course
- Who will be the Course Director and the Session Leaders
- Professionals who may intervene during the training
- Who will participate in the course and the number of participants
- The venue, time and day training scheduled
- The budget and logistic needed for the training session
- The risk assessment undertaken
- The session plan of the course accordingly

The Training Commissioner will then consult the Head of the Validation Committee and deliver a Course Warrant and warrants for the Course Director and Trainers assigned to the training to be organised.

This procedure will enable the Training Commission to record any training done and update data of the adult volunteers accordingly.

Training of adults at District Level.

The Assistant District Commissioner will have to do a training needs analysis. After such survey, the results should be shared with the Head of his/her respective Head of District Squad.

The Head of the District Squad will then escalate the information to the Training Commissioner through the Training Secretary to apply for a Course Warrant. The application should include:

- The title of the course
- Who will be the Course Director and the Session Leaders
- Professionals who may intervene during the training
- Who will participate in the course and the number of participants
- The venue, time and day training scheduled
- The budget and logistic needed for the training session
- The risk assessment undertaken
- The session plan of the course accordingly

The Training Commissioner will then consult the Head of the Validation Committee and deliver a Course Warrant and warrants for the Course Director and Trainers assigned to the training to be organised.

This procedure will enable the Training Commission to record any training done and update data of the adult volunteers accordingly.

Training of adults at National Level.

All training pertaining to adult volunteers at National Level should reach the Training Commissioner through the Training Secretary.

The training Commissioner will then consult the training team to elaborate, design and implement the training as per the need kindly requested.

In the case other Commissioners are planning to conduct a training pertaining to adults within the Association, he/she should inform the Training Commissioner of same and apply for a course warrant which should include:

- The title of the course
- Who will be the Course Director and the Session Leaders
- Professionals who may intervene during the training
- Who will participate in the course and the number of participants
- The venue, time and day training scheduled
- The budget and logistic needed for the training session
- The risk assessment undertaken
- The session plan of the course accordingly

The Training Commissioner will then consult the Head of the Validation Committee and deliver a Course Warrant and warrants for the Course Director and Trainers assigned to the training to be organised.

This procedure will enable the Training Commission to record any training done and update data of the adult volunteers accordingly.

4.8 The District Squad Operation

The function of the District Squad

- The District Squad will facilitate through decentralisation the training of Adults Volunteers of the Association.
- The District Squad will consist of Leader Trainers, Assistant Leader Trainers and Resource Persons recruited by the Head of the squad in consultation with the Training Commissioner.
- The District Squad will have a Head to supervise the day-to-day operations of the Squad.

The Responsibilities of the Head of the District Squad

- The Head of the District Squad have to report to the Training Commissioner.
- The Head of the District Squad will have to elaborate, design and implement training for Adult Volunteers.
- The Head of the District Squad will be responsible to recruit the LTs, ALTs and Resource Persons in his/her squad in the consultation of the Training Commissioner.
- The Head of the District Squad will have to assist the Assistant District Commissioner (Training) of his/her respective district to look into the training needs of the adults.
- If the case the Assistant District Commissioner is not a Woodbadge Holder, nor an ALT or LT, the Head of the District Squad will have to look into the Training Needs Analysis which is the responsibility of the Assistant District Commissioner (Training) at first.
- In the case where the Training Commissioner is not available, the Head of the District Squad, if He/She is a Leader Trainer (LT), will have authority to deliver the Training Course Warrant to a Course Director.

4.9 Expectations (Learners and Trainers)

What is expected from Learners?

- A learner shall be dedicated whilst being enrolled on any training schemes offered by the Training Commission.
- The Learner shall respect all rules, regulations and discipline set within any particular training scheme.
- The Learner shall respect the properties of the Training Commission and not damage it.
- The Learner should also be punctual and inform the Training Secretary of the Training Commission of any absence or lateness.
- The Learner shall not in any case misbehave. This can lead to immediate disqualification.
- The Learner should be well groomed and wear complete uniform to attend training.
- The Learner has to be present during the whole training session(s) to receive his/her certificate of attendance and participate to the validation panel. In case the Learner has not followed the full training session(s), he/she has to follow a refresher course.

What is expected from Trainers?

- A Trainer should be courteous, well-groomed and have good manners towards the Learners.
- A Trainer should be creative and innovative.
- A Trainer should continuously learn and find new pedagogical methods.
- A Trainer should ensure that the Learner has understood the concept of the modules learned and could explain same with support of concrete examples.
- A Trainer should encourage the participation of all Learners within the training schemes chosen.
- A Trainer should encourage the development of multiple intelligence and mixed ability.
- A Trainer shall in any case misbehave by using foul words, labelling and bullying.
- A Trainer shall keep good records of the performance of each Learner and give such records to be kept by the Training Secretary of the Training Commission.

4.10 Performance and Appraisal

To monitor the efficiency, effectiveness and Resource Person of the Training Commission, a Performance Management System (PMS) shall be developed by the HR Administrator to look into the strengths and weaknesses of each member of the Training Commission from the Training Commissioner to the Resource Persons.

Whilst doing so, this PMS will help to contribute in finding ways to enhance the productivity, motivation and retention of each Adult Volunteer, pillar of the Training Commission.

This PMS shall be enforced by the implementation of the Training Policy 2.0 and shall be reviewed and updated where and when needs be. Otherwise, it will be advisable to review same after each four (4) years.

4.11 Code of Conduct

This Code of conduct for the Training Commission seeks to ensure that the members of the group acknowledge the importance of discipline and ethics whilst doing their job within the commission.

Punctuality

Attending meetings on time is a sign of respect towards all members of the Training Commission. It goes in line with the **Scout Law No.7**. Hence, failing to attend meetings on time, create frustration and lack of motivation. It is important, to inform about any lateness or absences.

Responsibility

State clearly the term and conditions of any engagement in the Commission when joining in. This will prove the commitment of the member and his/her sense of responsibility towards the task or attribution delegated to him/her. This aspect refers to the **Scout Law No.1**.

Loyalty

Members of the Commission should be committed and behave in a loyal manner. Being loyal inspire trust and reliability. This refers to the **Scout Law No.2**.

Friendly

Any member in the Training Commission shall be friendly towards each other. This is supported by the **Scout Law No.3**. Being friendly encourage sharing, encourage tolerance, encourage good humour amongst the team.

Solidarity

No one can expect doing all things by himself. According to the **Scout Law No.4**, members of the Training Commission should mutually help themselves to reach any target set by the Commission and succeed to achieve the vision and mission of the group.

Humility

Every member of the Commission should act humbly. All responsibilities or tasks assigned should be done to promote scouting activities that show youth involvement. Promoting scouting should not put emphasis on adult volunteers.

Humility also refers to active listening and respect of opinions of all the members of the Commission. Everyone in the Commission should welcome any criticism to improve oneself and the service offered by the Training Commission.

Creativity

No question is a foolish one. All members of the Commission should be ready to think outside the box and brainstorm with everyone. Scouting is Exciting, Involving and Empowering. Hence, ideas should inspire fun, happiness with a glimpse of the spirit of adventure.

Always be motivated and act sometimes as a kid who smiles in any situations. This goes in accordance with the **Scout Law No.5**.

Confidentiality

This is essential for the smooth running of the operations of the Commission. Prior to any post, publishing or broadcasting, all the members of the Commission should be aware of all the information. No leakage should be done.

Any breach of confidentiality will create doubts and bring along lack of trust amongst the team and this situation will not be tolerated. For example, all misunderstandings or doubts have to be cleared during the meeting of the Commission. No solution or clearance pertaining to matters arising within the Training Commission has to be dealt with another Commissioner or member of the Association. If there are any issues, refer to the Training National Commissioner.

Those who do not respect confidentiality will have to leave the Commission.

Dress Code

Scout members of the Commission should wear their official uniform whilst performing their duties, during a ceremony, a seminar and conference as well as training sessions.

Sanctions

Any members who do not adhere to the code of conduct and do not respect the procedures of the policy of the Training Commission should submit to the Training National Commissioner his/her letter of resignation. Failing in doing so, the Commission should take required actions at national level to terminate the collaboration with the volunteer.

4.12 Implementing the Policy

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

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

The Policy should also support by well-defined Standard Operating Procedures to keep consistency and quality standards.

These are elements usually considered on an implementation plan.

4.13 Policy Review and Update

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

The life span (the full period) for reviewing, implementing and evaluating, and revisiting the policy is four (4) years.

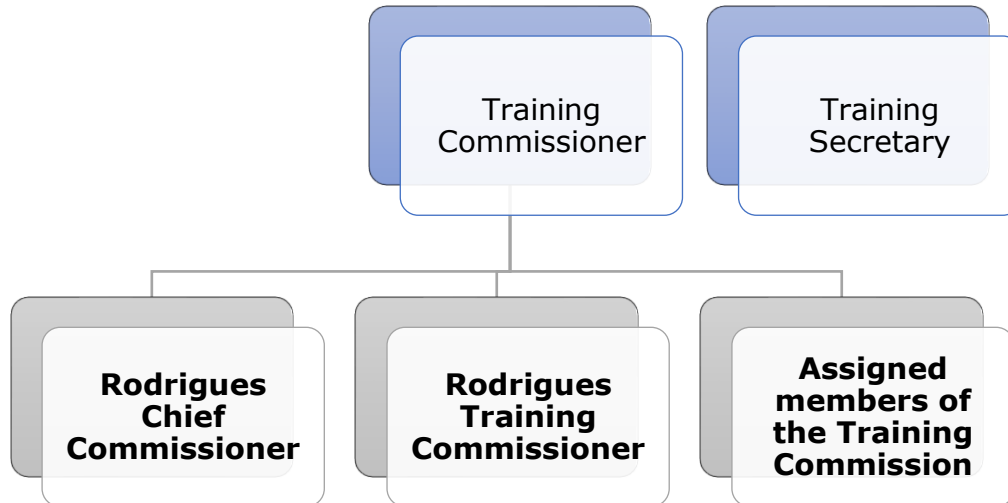
5. Rodrigues

Ensuing the Leaders' Conference held on the 6th and 7th of July 2019, the Training Commission reckons Rodrigues as an autonomous Island which should have its own training squad and validation panel to encourage development of leaders.

To enable the smooth transition to a complete autonomy pertaining to training, working sessions will be held with the leader responsible for the training in Rodrigues.

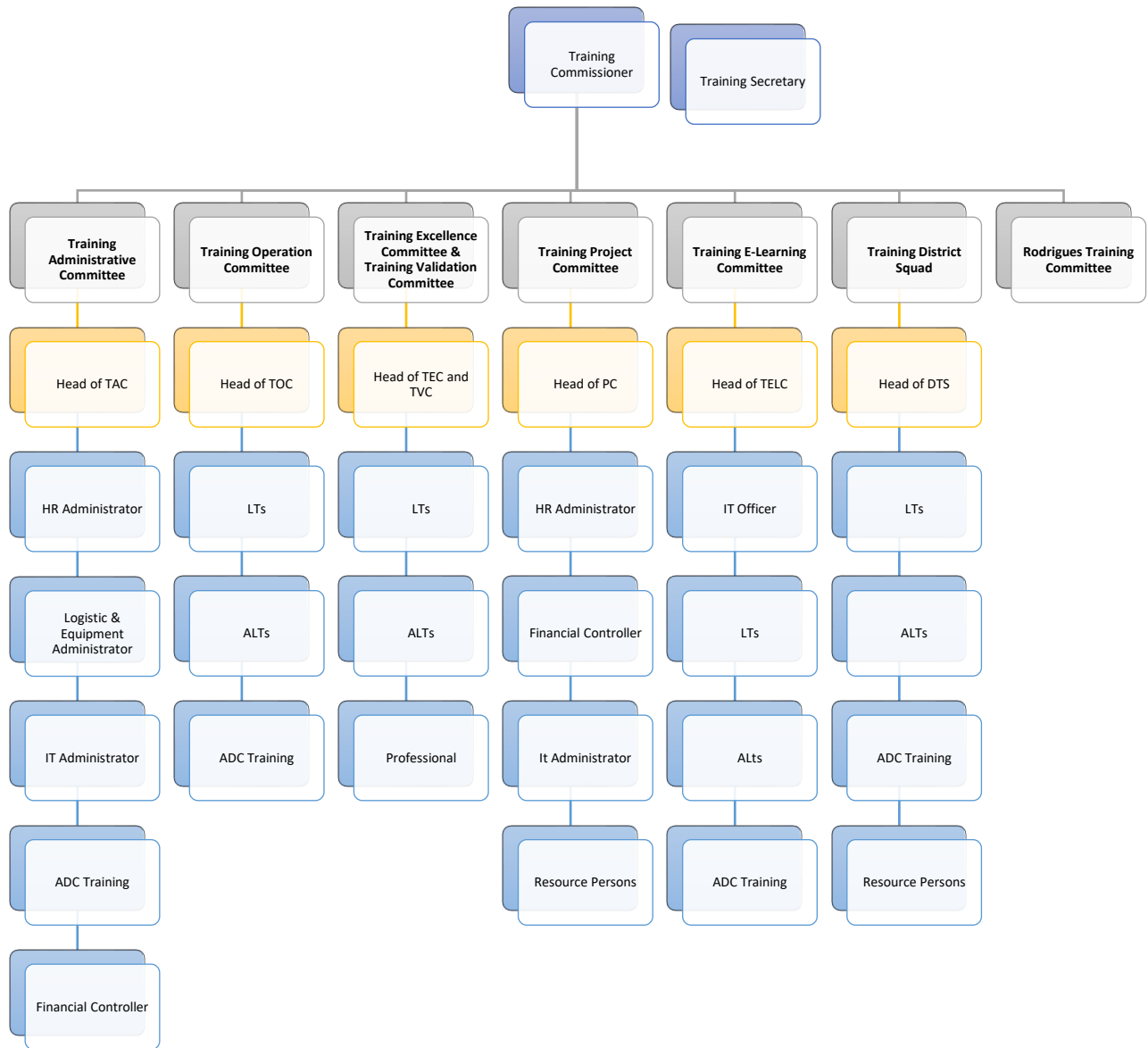
Training contents, modules, courses should respect the standards set by the Training Commission of the MSA. This will be assured by the visit of the Training Commissioner, the Head of the Excellence Committee and the Head of the Validation Committee in Rodrigues.

Rodrigues should comply with the Training Policy of the Mauritius Scout Association and ensure that their Trainers keep up-to-date to the trends and standards, which are known to be dynamic.

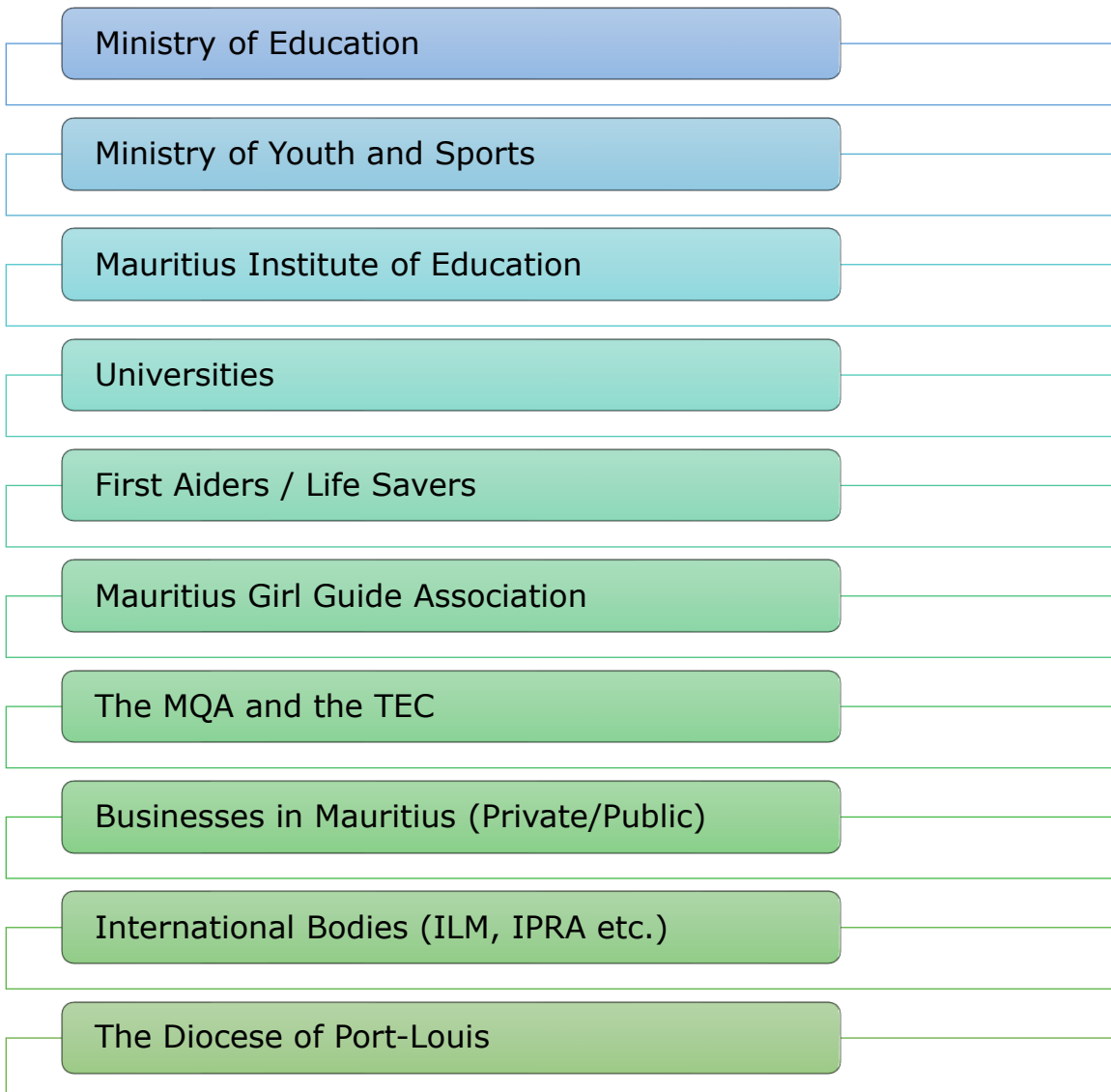


6. Appendix

6.1 Training Commission Organisation Chart



6.2 Training Commission Partners



Partnerships

To achieve the Mission and Vision of the Training Commission, Partnerships with the mentioned Partners would be sorted out to have expertise to develop the frameworks, courses and programmes that will enhance the Adult Volunteer in their work at all levels of the Association.

It is important that MOUs (Memorandum of Understandings) are signed and reckoned by the Boards of the different potential partners prior to mentioning any of them.

Outcomes of the different Partnerships

- Equipment and facilities to deliver trainings
- To get recognition of the modules of the Woodbadge, Assistant Leader Trainer Course and Leader Trainer Course from authorised bodies such as Universities, MQA, TEC and Ministry of Education
- To obtain exemptions for the Learners of Woodbadge, Assistant Leader Trainer Course and Leader Trainer Course to follow further tertiary education
- To obtain tailor-made specialised courses/programmes
- To obtain work placement facilities for the Learners

6.3 Training Finance Aspect

Day to day running of the Training Commission

To achieve its objectives, the Training Commission should be able to obtain a petty cash to run its day-to-day running costs. An amount of Rs.2,000/- is the minimum per month.

Stipend to Trainers

The Training Commission will not be able to pay each trainer a "salary". However, it would be interesting to give each trainer a stipend of Rs.500/- at least to reimburse his or her petrol or bus fares. This will be financed by sponsorship through partners.

Fund Raising and Sponsorship

To fund its different projects, the Training Commission after seeking authorisation from the Governing Body (National Scout Board and/or Finance Commissioner) should organise fund raising and look for sponsorships.

Training Commission MSA Account

The Training Commission shall be able to open an account for its operations under the MSA aegis.

6.4 Training Scout Employability Programme

SEP (Scout Employability Programme)

The setting up of the Scout Employability Programme will be the opportunity to meet the employers' expectations and increase the opportunities for scouts to be hired in business in Mauritius.

The program shall consist of two (2) different parts:

- Theoretical Based Modules ("Modules dit Enseigné")
- Practical Based Modules ("Modules dit Pris-en charge")

The "Modules dit enseigné" are topics targeted to everyone involved in the training. This will enable each learner to get the tools for better interpersonal skills. Such topics which will be covered are; time management, conflict management, leadership skills, teamwork, writing skills, awareness about new technologies such as Artificial Intelligence (AI), Emotional Intelligence (EI), Augmented/Virtual Reality (AR/VR), Quantum Computing, Blockchain Technology or the Global Internet of Things (IoT).

The "Module dit Pris-en charge" will cater for the development of the self-confidence and assertiveness of the learners. To make them obtain the proper tools to participate in decision-making process of the organisation he/she shall work with. Such topics covered will be; presentation skills, negotiation skills, listening skills, grooming, communication skills at a more in-depth approach towards the learner at an intrapersonal level.

On a long-term basis, Memorandum of Understanding (**MoU**) could be signed with businesses to make learners obtain internship to get experience whilst studying, closing the knowledge-experience gap.

Developing such program will help spot potential learners who can benefit from special coaching and become success stories for the MSA Training Department.

The SEP will be an ongoing programme, which can be a source of revenue to the Association.

6.5 Scouts UK Training Module Matrix 2019 (extract)

Module Matrix 2019

This is a summary of the Scouts' Adult Training Scheme and ongoing learning. For further information on the training requirements for specific roles, please refer to the Scouts' Adult Training Scheme pages on scouts.org.uk/training.

Getting Started To be completed within 5 months of appointment		
Module	Aim	Methods
Personal Learning Plan (02)	To create a plan for an individual's learning based on the requirements of the job and taking into account the individual's needs.	<ul style="list-style-type: none"> ■ One to one ■ Workbook
Essential Information (01) Or Essential Information for Executive Committee Members (01E)	To provide all adults in Scouting with the essential information needed to get started in their role.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ e-learning
General Data Protection Regulations (GDPR)	To provide all adults in Scouting with an understanding of what the General Data Protection Regulations (GDPR) means for them, their Scout Group, District and County and how to effectively align with it.	<ul style="list-style-type: none"> ■ e-learning
Tools for the Role (Section Leaders) (03)	To provide the basic information on the individual's role or area of responsibility and some practical help to get the individual started in the role.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ e-learning
Tools for the Role (Managers and Supporters) (04)	To provide key information about the individual's role, areas of responsibility and where they can find further information and support.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ e-learning

Training For All Appointments

Module	Aim	Methods
Delivering a Quality Programme (12A)	To provide Leaders, Managers and Supporters with information about how to deliver quality Scouting to young people, and how we ensure it meets their needs. This module is recommended as a priority.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ e-learning
Fundamentals of Scouting (05)	To explore the Fundamentals of Scouting and the Religious Policy, and their relationship with delivering a quality Programme for young people.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ e-learning
Scouting For All (07)	To provide an introduction to equal opportunities and practical advice about how to make Scouting inclusive for all.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Administration (11)	To provide information and best practice on how to manage administrative tasks in Scouting, including responsibilities relating to the Data Protection Act/GDPR, record keeping, finances and insurance requirements.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
First Aid (10)	To cover the skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.	<ul style="list-style-type: none"> ■ Course
Changes in Scouting (06)	To provide an overview of the Scouting's history, focusing on its development to meet the changing needs of society.	<ul style="list-style-type: none"> ■ Online video ■ Workbook

The Programme

Module	Aim	Methods
Programme Planning (12B)	To provide Section Leaders with an opportunity to plan and review a sectional programme, using a variety of methods to generate programme ideas.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Running Safe Activities (17)	To enable adults to plan and run exciting, safe and developmental activities for the young people in their section.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Practical Skills (18)	To enable adults to gain and develop practical skills for the benefit of young people in their section.	<ul style="list-style-type: none"> ■ Course ■ Small group
Introduction to Residential Experiences (16)	To enable Section Leaders and supporters who may support residential experiences for young people, to understand the purpose that residential experiences play in Scouting.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
International (19)	To provide adults with an international focus appropriate to their section and understand the global nature of Scouting.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group

The People		
Module	Aim	Methods
Supporting Young People (14)	To enable adults to understand and meet the needs of young people and create a supportive environment.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Promoting Positive Behaviour (15)	To enable adults to promote positive behaviour and appropriately manage challenging behaviour in their section.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Growing the Section (13)	To cover ways in which an adult volunteer can work with their line manager and others to plan and contribute to the growth of their Section and/or Group.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Working With Adults (09)	To cover some key skills required to work effectively as a team, including communication, listening skills, decision-making structures and effectively representing others.	<ul style="list-style-type: none"> ■ Course ■ Small group
Skills of Leadership (08)	To cover the knowledge, skills and attitudes required to be an effective leader, including leadership styles, action-centred leadership and developing leadership skills in others.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group

Supplementary Modules

Module	Aim	Methods
Assessing Learning (25)	To provide the knowledge, skills and attitudes necessary to effectively support, validate and assess adults in the Adult Training Scheme, the Adventurous Activity Permit Scheme, Nights Away Permit Scheme and the Scout Show National Recognition Scheme.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Instructing Practical Skills (27)	To provide the skills, knowledge and attitudes necessary to instruct practical skills.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Facilitating (28)	To provide the skills, knowledge and attitudes to facilitate individuals and small groups.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Presenting (29)	To provide the skills, knowledge and attitudes to make effective presentations.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Supporting Local Learning (30)	To provide the skills, knowledge and attitudes for Local Training Managers to co-ordinate the learning plans of individuals to produce a programme of learning.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Planning a Learning Experience (31)	To provide the skills, knowledge and attitudes necessary to research and design training experiences.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Delivering a Learning Experience (32)	To provide the skills, knowledge and attitudes necessary to plan, prepare and run a training experience.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Planning a Learning Provision (33)	To provide the skills, knowledge and attitudes to enable training managers to plan to meet the learning needs of an area.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Managing a Learning Provision (34)	To provide the skills, knowledge and attitudes to enable County Training Managers to manage the learning provision for their area.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Workbook
Additional Needs (36)	To provide information, support and resources for those working with young people with additional needs. Training resources for this module are currently under review. For advice on delivering this module, please contact diversity.inclusion@scouts.org.uk .	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Advising on Adult Appointments (37)	To enable an adult to participate fully as a member of the Appointments Advisory Committee.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group ■ Online video
Skills for Residential Experiences (38)	To enable adults to acquire the appropriate skills to plan and run successful residential experiences for the young people in their section.	<ul style="list-style-type: none"> ■ Course ■ One to one ■ Small group
Mentoring and Coaching (39)	To enable adults to effectively mentor and coach both adults and young people for successful talent management/ succession planning.	<ul style="list-style-type: none"> ■ Course ■ One to One ■ Small Group

VERSION CONTROL

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