

**The Educational
Proposal**

of the
**Barbados Boy Scouts
Association**



September 2024

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THE EDUCATIONAL PROPOSAL OF THE **BARBADOS BOY SCOUTS ASSOCIATION**

INTRODUCTION

Worldwide, Scouting is an educational movement of young people, supported by adults. The Educational Proposal allows the Barbados Boy Scouts Association, to introduce and explain to the Barbadian Community how the Barbados Boy Scouts Association's **Youth Programme** meets the developmental needs of young males in the Barbadian Society. This is in accordance with the **Purpose, Principles** and **Method** of the Movement, and in line with the **Mission of Scouting**. The Educational Proposal describes how our non-formal educational method, the **Scout Method**, is complementary to our formal education system. It sets the scene for the context in which we operate, including describing the needs, desires, opportunities, and challenges of young Barbadian males.

The main function of the Educational Proposal is to serve as a basis for updating the Association's Youth Programme, the adequacy of the adult management system and the revision of institutional policies. So, it is primarily a document for internal use, although it also serves to disseminate with external partners our educational offer. The Educational Proposal is an explicit and concise document that provides internal and external guidance on what the Barbados Boy Scouts Association offers to young people in our society. It clearly defines the purpose around which the Youth Programme will be built, giving meaning, identity, and integrity to the Association's Educational Proposal.

Though the audience for this document is generally an internal one, elements might be used to support proposals from external bodies, such as governments and businesses, or for organisations we are looking to partner with. It also acts as a reference document for adult training, particularly as new adults are recruited into Scouting roles. It is important that all adults understand the importance of offering an attractive programme and be committed to a style of educational relationship based on the Scout Method.

The Barbados Boy Scouts Association complies with the World Scout Conference as it relates to the Aim of Scouting, which is to develop good citizenship among boys, by assisting in the formation and development of character; training them in habits of observation, obedience, and self-reliance; inculcating loyalty, patriotism, courage and thoughtfulness for others; teaching them services useful to the public and handicrafts useful to themselves and promoting their physical, mental, moral and spiritual development..

BARBADOS BOY SCOUTS ASSOCIATION – WHO ARE WE?

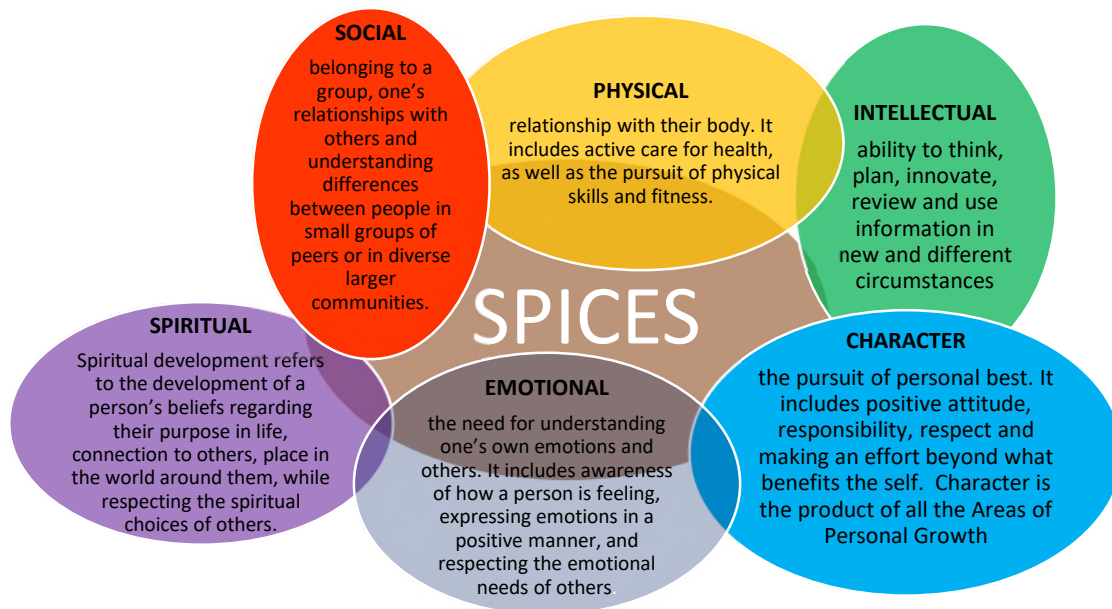
Worldwide, Scouting sees itself as **Education For Life**, and as contributing to **Creating a Better World**. The Barbados Boy Scouts Association is a Charity Organisation incorporated under the Laws of Barbados by an act of Parliament, CAP 376A Barbados Boy Scouts Association (Incorporation), on 30th December 1976. The Headquarters of the Association is located at Hazelwood, Collymore Rock in the Parish of St. Michael, or at such other place as the Council may from time to time appoint [*National Scout Constitution of the Barbados Boy Scouts Association 2023*].

THE SCOUT MOVEMENT

In 1907, British Army officer and Boer-War veteran, Sir Robert Baden-Powell (B-P) held a 7-day experimental camp in the UK for 20 boys from very different backgrounds. By 1908, through the widespread interest in B-P's publication "Scouting for Boys", the movement had informally spread around the globe. Four years later Scouting reached Barbados. The first Troop on the island was registered on 9th March 1912, at Combermere School. From 1912 to 1969, the local Association operated as a branch of the British Scout Association. On 20th February 1969, the Association's Constitution was approved, making it an independent Association and the 95th member of the World Scout Conference.

As part of the worldwide education through Scouting, the Barbados Boy Scouts Association is committed to equality of opportunity for male youth. It is defined as a voluntary non-political educational movement for young people, open to all male youth without distinction of, origin, race, creed, marital or civil partnership status, disability, or age, all in accordance with the purpose, principles, and method as conceived by the Founder. [*Regulations and Rules of the Barbados Boy Scouts Association 2021*]

The **Purpose of the Scout Movement** is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.



These personal development areas known as "SPICES" are used to identify each area of development as described above. In essence, participation in the Barbados Boy Scouts Association's Youth Programme will encourage a young person's -growth in every aspect of their development.

VISION

The Vision for this Educational Proposal is to develop the Barbados Boy Scouts Association into the premiere Youth Association for boys and young men in Barbados by creating an environment in which they, through their involvement in the Barbados Boy Scouts Association's

National Programme, are empowered to develop their capacity and abilities for innovation, intelligence, leadership, responsibility, discipline, decision-making, and participation in all aspects of society, so that they may actively contribute to **Creating a Better World**.

ADULT SUPPORT

Volunteer adults play a critical role in supporting the Youth Programme and its objectives. Numerous opportunities are available for adults to be involved in Scouting roles: leaders of youth, leaders of adults, advisers, parent committee members, supporters, and so on. Barbados Boy Scouts Association prides itself on providing a safe environment for children and young people, which for adults in Scouting means signing up to a Mutual Agreement of Safe from Harm.

Adult volunteers are also required to undertake comprehensive training, known as the Wood Badge Training Programme. The curriculum is developed on a worldwide Scouting framework for adult leaders and adapted for the Barbadian context. Today, volunteers can complete a significant component of their training through online eLearning modules, at a time and place that suits their personal needs. The remaining practical training is conducted face to face, in the outdoors, and in small teams in the spirit of the Scout Method.

While the Barbados Boys Scouts Association does not purport to have all the answers to all the problems affecting young males in our country, we seek to identify some of the significant issues on which the Scout Movement can offer some positive alternatives.

CHALLENGES FACED BY YOUNG PEOPLE

Young People today face many challenges. Some have been faced by generations of young people before them; others are particularly relevant to today's society. All have an impact on their lives. Adolescence and young adulthood are times when growing up in poverty can hamper educational performance, increase the risk of unemployment and lead to risky behaviours, such as substance abuse, involvement in gangs and other criminal activities.

"This second decade of the twenty-first century marks a new historical juncture, bringing different challenges and fresh opportunities for human learning and development. We are entering a new historical phase characterized by the interconnectedness and interdependency of societies and by new levels of complexity, uncertainty, and tensions". [UNESCO. (2015b). Rethinking Education. Towards a Global Common Good? ISBN 978-92-3-100088-1]

Faced with this new historical juncture, it is essential to take some time to ask ourselves:

- What should a Youth Programme that provides some answers to these challenges look like?
- What kind of adult management will provide people capable of supporting and carrying out this proposal?

With reference to the Generation Unlimited Report – The Well-being of Young People in Barbados Fact Sheet – UNICEF for Every Child July 2021, six (6) areas of concern are highlighted as it relates to the Youth in Barbados and how the Barbados Boy Scouts Association proposes to provide some answers to these issues.

PRIORITY ISSUES CONCERNING YOUTH IN BARBADOS

The age from 10-24 is an important transitional period in the life cycle of young people: from dependence to independence; from childhood to adulthood; from primary to secondary school and onto tertiary education and/or the labour market; and from pre-pubescence to sexual maturity. Few young people are likely to pass through this period without some reversals or feelings of uncertainty, such as: not doing well at school; examination failures; parental discord; problems with friends and partners; and/or difficulties in finding their first job. In most cases, these experiences will be transitory and have little influence on their future lives. But for others, these experiences can be more severe and have long-lasting impacts on one's well-being, or that of their families and, if widespread, on national, social and economic development. In 2020 and 2021, the COVID-19 global pandemic and its economic and social impacts have disrupted nearly all aspects of life for all groups in society, but young people, and especially for vulnerable youth, the COVID-19 crisis poses considerable risks to their education, employment, mental health and disposable income. While young people will shoulder much of the long-term economic and social consequences of the crisis, their well-being may be superseded by short-term economic and equity considerations.

In 2020, according to UN population projections, there were around 55,000 young people (10-24 years) in Barbados; about 3,800 (7%) fewer than in 2010. Young people accounted for about 19% of the population. This proportion is likely to decrease in the future as the population continues to age and fertility remains constant or declines.

POVERTY – EVERY YOUNG PERSON HAS A FAIR CHANCE IN LIFE

Ending poverty – or its dramatic reduction – is an overarching objective of the Sustainable Development Goals (SDGs). Adolescence and young adulthood are times when growing up in poverty can hamper educational performance, increase the risk of unemployment and lead to risky behaviours, such as substance abuse, involvement in gangs and other criminal activities. These can have a detrimental impact on the physical, emotional and social development of young people, threatening their life chances and risking the creation of inter-generational poverty. Poverty is at the heart of a considerable amount of vulnerability, social discrimination and exclusion: Households with inadequate income are more vulnerable to changing economic, social and environmental circumstances and to reduced income-earning potential. People in poverty also tend to live in inadequate and unsanitary housing in less desirable neighbourhoods, which are especially vulnerable to weather-related damage. They are also more prone to live in communities with high rates of crime and violence, which can be unsafe environments for adolescents and young people.

EDUCATION – EVERY YOUNG PERSON LEARNS

Access to quality education is crucial if young people are to acquire the knowledge and skills to function in and contribute to society. Experiences at school have far-reaching effects on their development and well-being, encompassing physical and mental health, safety, civic engagement and social development. Education in various forms is a vital prerequisite for combating poverty, empowering young people, protecting them from hazardous and exploitative practices, promoting human rights and democracy and protecting the environment.

Skills and Learning Outcomes

The overall goals of the education system are twofold:

- (i) to provide students with the skills necessary for them to maximize their life chances; and
- (ii) to provide the country with the expertise needed for its sustainable development.

These goals cannot be achieved through high school attendance rates alone but depend to a large extent on education outputs. Education system outputs can be examined through trends in grade-specific examination results, particularly in English and mathematics, which lay the foundation for achieving a sound education.

EMPLOYMENT – EVERY YOUNG PERSON PARTICIPATES

For young people, the path to a successful future goes through quality education that equips them – and empowers them – with the skills they need to thrive in today’s work force or to become entrepreneurs. This transition is not always so straight forward, especially when young people are unable to find suitable jobs or opportunities to become self-employed. This can have a negative impact on their self-esteem, mental health and well-being, contribute to engagement in anti-social or risk behaviours, and can be a financial strain on the household and affect their relationship with family members.

VIOLENCE AND BULLYING – EVERY YOUNG PERSON IS PROTECTED FROM VIOLENCE AND EXPLOITATION

Violence is a pervasive violation of children’s rights. Many children and young people are exposed to violence because they grow up in violent households and communities. Violence occurs in many settings, including the home, school, community and over the Internet. As young people pass through adolescence and become young adults, they begin to spend more time outside their homes and interact more intimately with a wider range of people. These interactions are crucial to their development but can also expose them to new forms of violence and exploitation. These threats can have implications for their physical and mental health lasting into adolescence, young adulthood and older age with indirect, but equally potential severe impact on their families, communities and wider society.

Peer Violence/Bullying

Once they enter school, friendships and interactions with peers take on an important role in the lives of children and adolescents. These relationships have the potential to contribute to a child’s sense of well-being and social competence but are also associated with exposure to new forms of violence and victimisation. Peer violence can take many forms, but available data suggests that bullying by peers and/or schoolmates is the most common form of peer violence.

In Barbados, 13% of adolescents ages 13-15 experienced peer bullying, and 38% were in a physical fight one or more times during the past 12 months. Boys (48%) were more likely than girls (28%) to be in a physical fight one or more times during the past 12 months.

SAFETY – EVERY YOUNG PERSON LIVES IN A SAFE AND CLEAN ENVIRONMENT

Children need a safe and clean environment to survive, grow and thrive (Article 24, CRC). The availability of safe and clean water, sanitation and hygiene (WASH) services, and the quality of the physical environment in which children, adolescents and youth live, are important determinants of their health and well-being, and learning, safety and ability to take advantage of opportunities to reach their full potential. Inadequate WASH is primarily responsible for the transmission of diseases such as cholera, diarrhoea, dysentery, hepatitis A, typhoid and polio. Diarrheal diseases exacerbate malnutrition and remain a leading global cause of child deaths.

HEALTH AND WELLBEING – EVERY YOUNG PERSON THRIVES

The rights of adolescents and youth to survive, grow and develop are enshrined in international conventions, including the Committee on the Rights of the Child (CRC). In keeping states are obliged to recognize the special health and development needs and rights of young people, including adolescents and youth. Young people will thrive when they continue to eat well, are stimulated and cared for at home and in their communities and enjoy access to quality education that gives them opportunities to learn and grow into adulthood.

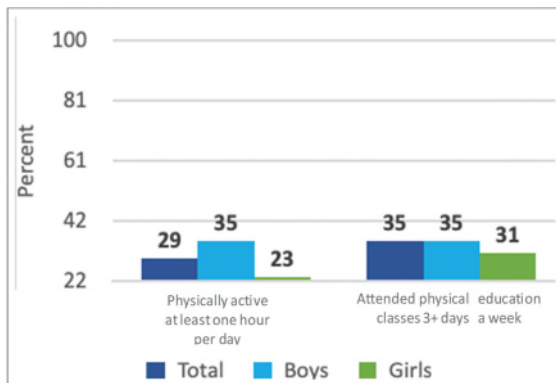
Physical Activity

Regular physical activity in adolescence promotes health and fitness; thus, it is important to provide young people with opportunities and encouragement to participate in physical activities that are appropriate for their age and are enjoyable. Adolescents should engage in at least one



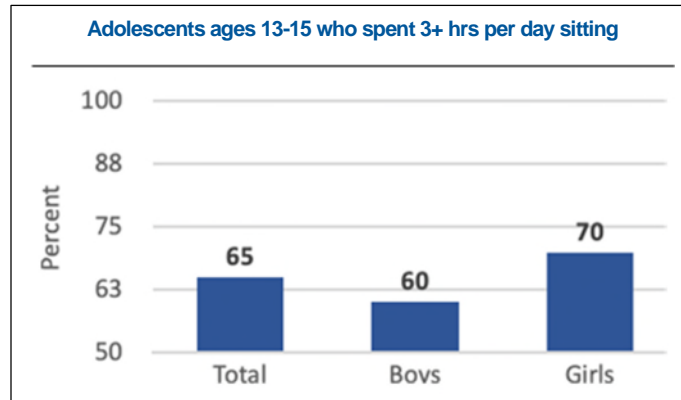
hour or more of moderate to vigorous aerobic physical activity each day, and muscle and bone-strengthening physical activity at least three days a week. In Barbados, 29% of adolescents ages 13-15 were physically active at least one hour per day; boys (35%) were more physically active than girls (23%). In addition, 35% of adolescents attended physical education classes three or more days a week.

Physical Activity Among Adolescents Ages 13-15



Source: Barbados GSHS, 2011

At the same time, 65% of adolescents ages 13-15 were physically inactive, i.e., spend three or more hours per day sitting and watching television, playing computer games or talking with friends, when not in school or doing homework during a typical or usual day. Girls (70%) were more likely than boys (60%) to spend three or more hours per day sitting.



Source: Barbados GSHS, 2011

Mental Health

Most adolescents have good mental health, however, physical, emotional and social changes that occur during adolescence, coupled with exposure to poverty, physical and/or sexual violence, harsh parenting, and peer bullying can make adolescents vulnerable to mental health problems. Other risk factors that contribute to stress during adolescence include the quality of one's home life, relationships with peers, pressure to conform to peers, exploration of sexual and/or gender identity, and negative impacts of social media. Some adolescents are at greater risk of experiencing mental health problems because they experience stigmatisation, discrimination, exclusion, and lack access to quality support and mental health services.

Parental and peer relationships are very important to adolescent mental health. Teenagers with friendship and close ties to their parents/guardians tend to be more adaptive to stress, report being happier due to an increased feeling of uniqueness and are likely to do better academically. In addition, they tend to have higher self-esteem and self-confidence and may be more assertive.

In Barbados, only 6% of adolescents ages 13-15 reported they had no close friends. At the same time, only 30% of adolescents had parents/guardians who understood their problems and worries, and 38% had parents/guardians who knew what they are doing with their free time.

ACHIEVING THE MISSION OF SCOUTING

The Method of achieving the Aim is through the provision of an enjoyable and attractive scheme of progressive training based on the Scout Promise and Law and guided by adult leadership [*National Scout Constitution of the Barbados Boy Scouts Association 2023*].

The Mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a Better World where people are self-fulfilled as individuals and play a constructive role in society.

This is achieved by:

- involving them throughout their formative years in a non-formal educational process
- using a specific method that makes each individual the principal agent in their development as a self-reliant, supportive, responsible and committed person

- assisting them to establish a value system based on spiritual, social and personal principles as expressed in the Promise and Law.

A Strategy For Scouting...From Durban to Thessaloniki - Achieving The Mission Of Scouting outlines six challenges for National Scout Organisations (NSOs) to consider when deciding how to achieve the Mission. Three of these challenges directly relate to young people in the Barbadian society that Scouting operates in, the other three are supporting factors.

1: Relevance

To achieve its mission, The Barbados Boy Scouts Association will ensure that what it offers youth members reflects their needs and aspirations in the society in which they live, and attracts and retains their interest over a sufficient period of time, especially adolescence, to advance their personal development.

2: Complementary in Nature

To achieve its mission, Barbados Boy Scouts Association will ensure that as a non-formal educational movement, it complements the contribution of other agents such as the family and school, without replacing them or duplicating their efforts, by making its specific contribution to the integral development of young people through the use of a unique method which is clearly understood and implemented.

3: Accessible Membership

To achieve its mission, Barbados Boy Scouts Association will ensure it strives towards opening its membership to those young males in society not previously served and provides equal treatment and opportunities to all its members. (World Scout Bureau, 2000)

4: Adults

To achieve its mission, Barbados Boy Scouts Association will ensure that it attracts and retains adults who are prepared to develop the knowledge, skills and attitudes required to support the Movement and in particular to implement the Scout Method.

5: Relations and Partnerships

To achieve its mission, Barbados Boy Scouts Association will ensure that its relationships with other institutions are based upon a partnership which respects Scouting's independence and its specific character as an educational movement for young people.

6: Unity

To achieve its mission, Barbados Boy Scouts Association will ensure that all components of the World Organization – National Scout Organisations/Associations, Regional and World bodies – strive to strengthen the international unity of the movement by actively pursuing their common purpose and direction.

THE PRINCIPLES OF SCOUTING

The Scout Movement's value system is organized around three Principles, expressed in duties, which represent three levels of relationship of the individual:

- Duty to God: a person's relationship with the spiritual world.
- Duty to Others: a person's relationship with others in the wider society at large and the world.
- Duty to Self: relationship of the person to himself.

These Principles are not abstract concepts; they permeate all aspects of the Scout Movement and guide the lifestyle of its members through the graduation profile and educational competencies for each of the areas of development.

This system of values is proposed to young people through the Scout Promise and Law, inviting them to integrate these values into their daily behaviour and life projects.

Duty to God

A person's relationship with the spiritual values of life, the fundamental belief in a force greater than mankind, and the commitment to developing a spiritual dimension of life. (Although this statement alludes to a personal God, not all spiritual families have the idea of a "personal God," an example is Buddhism.)

The Barbados Boy Scouts Association encourages you to:

- Go beyond the material world and explore a spiritual reality that gives meaning to life and provides guidance.
- Discover the meaning of spiritual values and strive to live according to them.
- Respect the spiritual beliefs of others.

Duty to Others

A person's relationship with, and responsibility within society in the broadest sense of the term: their family, local community, country, and the world at large, as well as respect for others and the natural world. The development of a commitment to the social dimension of life.

The Barbados Boy Scout Association encourages you to:

- Play an active role in building a more just, fraternal, and inclusive Barbadian society.
- Act responsibly in favor of sustainable development.
- Respect the dignity of everyone, promoting human rights.
- Be in solidarity, especially with the most vulnerable, unprotected people.
- Work for peace.
- Enjoy nature and contribute to its preservation and integrity.
- Find happiness in serving others.

Duty to Self

The Barbados Boy Scouts Association encourages young people to progressively become protagonists and responsible for their physical, intellectual, emotional, social, and spiritual development; that is, the commitment to their comprehensive development.

We promote the progressive autonomy of young people, as a permanent exercise that allows them to self-govern. This requires personal knowledge of your abilities, resources, and limits.

We encourage people to:

- Progressively assume responsibility for the choices made based on the decisions they make freely.
- Build their life project based on the values they choose freely and consciously.
- Take on the value and care of their body, health, and well-being.
- Live life with a positive attitude.
- Discover their calling and work to achieve it.
- Develop their autonomy of thought.
- Continue to learn and increase their knowledge throughout their lives.

BARBADOS BOY SCOUTS ASSOCIATION'S OFFER

The Barbados Boy Scouts Association offers a programme for Barbadian male youth that contributes to their personal growth, develops resilience, and prepares them for the challenges and opportunities presented to them as they grow up in tomorrow's global community. The most important person in Scouting is the young person, not just one youngster, but each and every one in each and every Scouting Section of the Association.

Worldwide, Scouting is an Educational Movement and is invested in a process of non-formal education through a specific value system and is based on the **Fundamentals of Scouting: the Purpose, Principles and Method**. Scouting sees itself as complementary to formal education systems. There are over 57 million people enjoying the benefits of Scouting worldwide.

A VALUE SYSTEM FOR LIFE

All education systems are based on more or less explicit values.

The **Purpose** of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities. Even though they are not exclusive to Scouting, they can be linked to Baden-Powell's thinking, his Vision of the individual, education, society, and the world.

SCOUTING AND THE BARBADIAN YOUTH

Scouting provides occasions for adolescents to spend time with peers in a small, informal group setting which involves the participation of an adult, and the influence of a value system. Research suggests that for older adolescents, activities need to be more than just fun. Even if they are learning new skills, and working in social groups, this is often not enough. There needs to also be opportunities to try out meaningful roles. Scouting can offer these experiences through the Scout Method, and especially the small team system. Additionally, Scouting offers the adolescent a positive adult role model outside the family, to help them into adulthood.

METHODOLOGY

The Scout Method

The Scout Method is a system of progressive self-education, through the interaction of all the following elements:

- The Scout Promise and Law – Scouting values and ideals that underpin all activities and interactions.
- Learning by Doing – Learning through practical experiences and activities.
- Personal Progression – A learning journey focused on challenging the individual to do their best through a range of experiences.
- Team System – A way to develop interpersonal and leadership skills through teamwork, responsibility and belonging.
- Youth leading, Adults Supporting – A youth movement, guided by adults, where youth are increasingly self-managing.
- Symbolic Framework – A unifying structure of themes and symbols that facilitates the awareness and development of an individual’s personal journey.
- Nature and Outdoors – The outdoors is the primary setting for learning and encourages a two- way relationship between the individual and the natural world.
- Community Involvement – Active explorations of an individual’s commitment and responsibility to their community and the wider world.

The Scout Method is practiced by creating a meaningful educational experience for young people. It should be used in a way that is consistent with the Scout Movement’s Purpose and Principles. It is further described in a relevant policy, adopted and reviewed from time to time by the World Scout Conference [*National Scout Constitution of the Barbados Boy Scouts Association 2023*].

When the youth are involved in Scouting, they are given the opportunity to:

- keep the Promise and Scout Law
- enjoy what they are doing and have fun, through games, physical and adventurous activities – teambuilding and leadership activities
- take part in activities indoors and outdoors – spending time outdoors
- learn by doing – design and creativity
- share in spiritual reflection – finding out about themselves
- take responsibility and make choices and decisions – giving ideas and opinions
- undertake new and challenging activities – trying new things, and learning new skills meeting new people, making friends, and developing new relationships
- working in small teams
- trying new things, and learning
- make and live by their Promise - Community action, visits and visitors

- the opportunity to have a voice, be independent, and be well supported
- camps, sleepovers, international trips and other residential experiences

IDEAL PERSON PROFILE

Graduation Profile

The graduation profile serves to describe, in general terms, the desirable characteristics in a person at the end of their Scout career. The Educational Proposal of the Barbados Boy Scouts Association seeks to ensure that on graduation from Scouts, the ideal person profile expresses the set of desirable characteristics. These are written in idealist language serving as the goal of the educational action. It is an invitation to a continuous improvement of their potentialities, as opposed to a rigid mould to which people must adapt. For educators, it is a clear reference to where our educational action is headed. It is a global guideline from which to design the terminal educational competences and, consequently, the entire system of educational competences of the Youth Programme of our Scout Organization.

The person to whom our educational action aims for:

A Person of Integrity and Autonomy

- A critical thinker, creative, with the capacity for reflection and questioning.
- Responsible for their complete development, constructs their future based on the values of the Scout Law and Promise.
- Acts as an agent of positive change in all aspects of their lives, their work, their play, their family, their immediate environment and the global context.
- That is happy making others happy, and tries to leave the world in a better state than they found it and doing everything possible to do good.

A Creative and Supportive Person

- It is assumed that as an agent of change promotes and participates in innovative responses to the environmental, economic and social challenges of their communities.
- Capable of working as part of a team, uniting for collective projects, actively serving in the community, influencing change for the common good.
- Who participates in the values of their country, people and culture, promoting cultural diversity, inclusion, peace and social justice for all people.

A Spiritual Person

- With an accomplished sense of life and committed to their spiritual development. Free and capable of making ethical decisions.
- Who lives his faith and integrates his spiritual principles into his daily life.
- Open to dialogue and understanding, respects other people's spiritual choices.
- Who values self-care and is open to the fundamental well-being of other people.

SUPPORTING DOCUMENTS

Scouting: Education That Transforms Lives – An Educational Proposal for the Interamerican Scout Region. 28th Interamerican Scout Conference, Paraguay 2022.

Regulations and Rules Barbados Boy Scouts Association 2021.

Generation Unlimited Report – The Well-being of Young People in Barbados Fact Sheet – UNICEF for Every Child July 2021.

National Scout Constitution of the Barbados Boy Scouts Association 2023.

RESOURCES

This policy was delivered with the support of the WOSM consultant designated to guide the Barbados Boy Scouts Association with this service, Mr. Mauricio Veayra.

Barbados Boy Scouts Association

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