

DOCUMENT

15

Environment Education and World Scout Environment Badge



**38th WORLD SCOUT
CONFERENCE**

**38e CONFERENCE
MONDIALE
DU SCOUTISME**

**14-18 JULY/JUILLET
2008 JEJU/KOREA**



SCOUTS[®]
Creating a Better World

ENVIRONMENT EDUCATION AND THE WORLD SCOUT ENVIRONMENT BADGE

"Nature study is the key activity in Scouting and Guiding." - Baden-Powell

The environment is central to the Scout Programme and a key element of developing good citizens of the world. Since Scouting began, young people have been connecting with the outdoors, learning from nature and taking positive action for their local and global environment. There are many more environmental challenges today than when Scouting started, making it even more important to keep the environment central to Scouting, to build on the momentum already established and to make Scouting a positive force for change.

Scouting plays an important role in connecting people with the natural world, especially given the increasing separation of young people from the natural environment. With nearly 50% of the world's population living in urban settings, it is important to incorporate the 'bigger picture' of the environment, which includes more than just plants, animals and conservation. Helping Scouts to see the relationship between their actions in an urban setting and the natural world is an important element of environment education.

The environment is changing all around us, with a loss of habitat and native species, reduced access to clean water and clean air, more harmful substances entering our environment and more people being affected by natural disasters. Scouts need to understand these issues and feel empowered to decide what are the most suitable environmental practices they can apply and take action to improve their local area. The environment is a global subject and Scouting is a global movement. Through environmental education and action, Scouting can really make a difference.

The importance of the environment to Scouting was highlighted at the 37th World Scout Conference with resolutions on environment education and sustainable development, 18/05 and 20/05. In response to these resolutions, the Educational Methods Committee, through the Environment Education Task Team, has developed the World Scout Environment Programme. This has been developed through a process of consultation and review with environmental education experts within Scouting, with partner organisations and local level Scout groups in countries around the world.

The World Scout Environment Programme provides support for Scouts to engage in environmental education activities, to learn about nature and the environment and to make informed choices about the environment, people and society - choices that reflect Scouting's Promise and Law.

WORLD SCOUT ENVIRONMENT PROGRAMME

The World Scout Environment Programme is a collection of tools, resources and initiatives to support the development of environment education in Scouting around the world. The programme is based on a set of environmental principles and aims that provide a foundation for environment education in Scouting.

The World Scout Environment Programme includes:

- Principles and aims for environment education in Scouting
- Framework for environment education in Scouting and the World Scout Environment Badge
- Programme Activity Resources
- SCENES – Scout Centres of Excellence for Nature and Environment
- Scouts of the World Award
- Partnerships

Principles and aims for environment education in Scouting

The principles and aims form the foundation that underpins the approach to environment education in Scouting. The principles reaffirm Scouting's commitment to the environment and its place in the broader Scout programme. The aims identify the key environmental issues facing the world and provide a focus for Scouting to address these.

● **Principles**

The environment is central to the Scout Programme and a key element of developing good citizens of the world.

Scouting provides opportunities to experience and connect with the natural world.

Scouts actively engage in educational programmes to make informed choices about the environment, people and society - choices that reflect the Scout Promise and Law.

● **Aims**

Scouts are working towards a world where:

1. People and natural systems have clean water and clean air.
2. Sufficient natural habitat exists to support native species.
3. The risk of harmful substances to people and the environment are minimised.
4. The most suitable environmental practices are used.
5. People are prepared to respond to environmental hazards and natural disasters.

Why these aims?

1. People and natural systems have clean water and clean air.

- More than 2 million people globally die prematurely every year due to outdoor and indoor air pollution. Outdoor air pollution arises from many sources, including industrial processes, motor vehicles, energy generation and wildfires (*UNEP GEO-4 report 2007*).
- The per capita availability of freshwater is declining globally, and contaminated water remains the greatest single environmental cause of human sickness and death. If present trends continue, 1.8 billion people will be living in countries or regions with absolute water scarcity by 2025, and two-thirds of the people in the world could be subject to water stress. The decline of quantity and quality of surface and groundwater is impacting aquatic ecosystems and their services (*UNEP GEO-4 report 2007*).

Clean water and clean air are vital to all forms of life and natural systems yet their availability is diminishing. Scouts need to understand the sources of clean water and clean air in their local environment and how these sources are threatened. They need to feel empowered to take action to ensure that clean air and clean water are available for people and natural systems.

2. Sufficient natural habitat exists to support native species.

- Unsuitable land and water use and the impacts of climate change are driving land degradation, including soil erosion, nutrient depletion, water scarcity, salinity, chemical contamination and disruption of biological cycles. The cumulative effects of these changes threaten food security, biodiversity, and carbon fixation and storage (*UNEP GEO-4 report 2007*).
- The majority of well-studied species are declining in distribution, abundance or both. More than 16,000 species have been identified as threatened with extinction (*UNEP GEO-4 report 2007*).

Natural habitats play a vital role in maintaining balance and supporting life. There are many threats to habitats and native species in today's world. When Scouts are provided with opportunities to connect with nature and understand how natural systems work, develop an appreciation for native species and given the tools to support these, we are working towards ensuring that sufficient natural habitat exists to support native species.

3. The risk of harmful substances to people and the environment are minimised

- The release of harmful and persistent pollutants, such as heavy metals and organic chemicals, from mining, manufacturing, sewage, energy and transport emissions, the use of agro-chemicals and from leaking stockpiles of obsolete

chemicals and products, remains a problem for terrestrial and aquatic ecosystems (*UNEP GEO-4 report 2007*).

- Emissions of carbon dioxide (CO₂) and other greenhouse gases have increased significantly since the industrial revolution (19th century onwards), with current levels of CO₂ and methane in the atmosphere far outside their ranges of natural variability over the preceding 500,000 years (*UNEP GEO-4 report*).
- 70% of cities with populations over eight million are located on coasts and 38% of the global human population lives along a narrow strip of coastal land constituting only 7.6% of the Earth's total land area. In some countries, up to 90% of all sewage is dumped directly into the ocean and 80% of marine pollution originates from land-based activities.

Substances harmful to people and the environment are present within the natural and built environment. The majority of these substances are released into the environment by human action. Scouts need to be aware of harmful substances in the environment and understand how the risk of these substances to people and the broader environment can be reduced.

4. The most suitable environmental practices are used.

- During the period 1987 to 2007, world population has grown by almost 34 per cent and world trade has increased 2.6 times. The land available to each person has been figuratively 'shrinking' since 1990, from 7.91 hectares (ha) then to 2.02 ha in 2005 and is projected to drop to 1.63 ha by 2050 (*UNEP GEO-4 report 2007*).
- *The Living Planet Report (WWF 2006)* confirms that we are using the planet's natural resources faster than they can be renewed. Since 1961, our ecological footprint, our impact on the planet, has tripled. The report tells us that different countries have a different responsibility for our ecological debt.

Our actions as individuals, as groups, as communities and as countries have an impact on the planet. By looking critically at our day-to-day actions and considering the direct and indirect impacts these have on the environment, Scouts can make informed choices about the environment, people and society so as to ensure the most suitable environmental practices are used.

5. People are prepared to respond to environmental hazards and natural disasters.

- The Earth's surface is warming. The projected increase in frequency and intensity of heat waves, storms, floods and droughts from this warming would dramatically affect many millions of people including those in small island states and Polar regions (*UNEP GEO-4 report 2007*).
- Over the past 20 years, natural hazards such as earthquakes, floods, droughts, storms, tropical cyclones and hurricanes, wildfires, tsunamis, volcanic eruptions and landslides have claimed more than 1.5 million lives and affected more than 200 million people annually (*UNEP GEO-4 report 2007*).

Environmental hazards and natural disasters are a reality, affecting people around the world in various forms. They demonstrate how the natural environment can harm people. Their frequency and impact is likely to increase as a result of environmental change brought about by human actions. Scouts can be prepared for environmental hazards and natural disasters by understanding how to recognise, respond to and recover from them.

A FRAMEWORK FOR ENVIRONMENT EDUCATION IN SCOUTING AND THE WORLD SCOUT ENVIRONMENT BADGE

The framework for environment education in Scouting and the World Scout Environment Badge (see Table 1) is based on the principles and aims for environment education in Scouting. It can be used as a tool for National Scout Organizations to review and update their environmental education programme.

The framework provides a clear structure for the World Scout Environment Badge, which is intended to refocus the attention of WOSM members on the challenges facing our environment from local to global level. The World Scout Environment Badge is intended to replace the World Conservation Badge during the next triennium, with NSOs phasing out the use of the World Conservation Badge by the 39th World Scout Conference. WWF have been consulted throughout this process and are aware of the intention to replace the World Conservation Badge with the World Scout Environment Badge. They are supportive of this decision and have provided support for the educational content of the World Scout Environment Programme.

The World Scout Environment Badge

The World Scout Environment Badge seeks to create an awareness of personal responsibility for the environment. The badge encourages Scouts to connect with nature, think about how we interact with the environment and take action to protect it. The environment is a global subject and the badge focuses on learning about local and global issues and how taking local action can help both of these.

The World Scout Environment Badge is based on the principles and aims for environment education in Scouting. The badge is carried out in two stages: *Explore and Reflect* and *Take Action*. For the first stage each aim is explored through a variety of experiential activities that enable the participant to connect with the subject, learn about it and think about how we interact with it. For the second stage, a need to take action is identified and an environmental project is planned and executed. This should be related to the learning achieved in the exploring stage and the local environmental conditions.

The purpose of the badge is for the Scouts to identify personal responsibility for the environment. This should not stop once they have finished the badge. It is hoped that achieving the World Scout Environment Badge is the first step in awakening enthusiasm for the natural world and creating a generation of Scouts who care about the environment and are prepared to take action to protect it.

The framework for environment education in Scouting and the World Scout Environment Badge in Table 1 provides educational objectives for each aim, based on three age ranges: under 11, 11 to 14 and 15 +. Activity guidelines provide further supportive content that can help with developing and delivering the World Scout Environment Badge. The framework should be used by National Scout Organizations to develop requirements and activities for the World Scout Environment Badge that are applicable to their local environment, using the following process:

1. NSO reads principles and aims for environment education in Scouting and the framework for environment education in Scouting and the World Scout Environment Badge.
2. NSO reviews current environmental education programme against the framework.
3. NSO develops suitable badge requirements for their age sections in accordance with the educational objectives for each aim.
4. NSO informs WOSM (via the World Scout Bureau) of intention to adopt the World Scout Environment Badge.
5. NSO informs members of the availability of the World Scout Environment Badge.
6. NSO provides leader training and on going programme support and review for delivery of the World Scout Environment Badge.

Scouts of the World Award

The Scouts of the World Award is aimed at the senior section (over 15 years old) and is focused on the areas of environment, development and peace. The World Scout Environment Programme can support the delivery of the Scouts of the World Award. The World Scout Environment Badge, completed by the senior section, can complement the educational content of the Scouts of the World Award. For more information on the Scouts of the World Award go to: www.scoutsoftheworld.net

Supportive educational resources for environment education in Scouting

The Environment Education Task Team has engaged with other partner organisations and Scouts from many countries to develop supportive educational resources that relate to the framework and World Scout Environment Badge. These were tested between December 2007 to March 2008 with local level Scout groups in 12 countries around the world in order to gather direct feedback on the effectiveness and relevance of the framework and resources for Scout groups. With a diversity of Scouting experience and external reviews, the feedback was very positive and the Scout groups were able to apply the framework and activities to their environmental conditions and needs.

These environment programme activity resources are available directly on the www.scout.org website, and sample resources are provided in the Environment Kit available at the 38th World Scout Conference.

SCENES - Scout Centres of Excellence for Nature and Environment

As part of the World Scout Environment Programme, there is a renewed emphasis on SCENES (Scout Centres of Excellence for Nature and Environment) and the SCENES Network to provide a valuable resource to engage Scouts in learning about and caring for our environment. It is anticipated that more National Scout Organizations will look to their own Scout Centres to identify current good examples of campsites that provide natural settings, offer environmental education programmes and demonstrate good environmental management practices. Existing SCENES Centres are available to support the development of environmental education programmes and environmental management practices at Scout Centres, with the overall goal of establishing new SCENES Centres.

Key requirements to SCENES

SCENES consists of three key requirements:

1. **A natural area which:**
 - has sufficient natural habitat to support native species
 - provides opportunities for Scouts to experience and connect with the natural world
 - provides a place for unstructured play and exploration in nature
 2. **Environment education is available which:**
 - provides opportunities to learn about the natural features of the centre
 - as a minimum - provide passive environmental learning experiences
 - optimally - provide active environmental learning experiences
 - regularly reviews and develops the environmental learning experiences
 - shares environmental practices with guests
 - engages in the SCENES Network
 - provides opportunities to learn about other SCENES Centres
 - provides learning opportunities that can support the World Scout Environment Badge and Scouts of the World Award
 3. **Environmental management is practiced which:**
 - is based on a well managed centre approved by NSO
 - has an environmental policy that includes
 - protecting environmentally sensitive areas on property
 - reviewing and taking action to reduce the environmental footprint of the centre
 - embraces ongoing improvement through self and peer assessment
 - establishes appropriate links with local environmental organisations and projects
- For more information on SCENES please see the SCENES Guidelines or the World Scouting website: www.scout.org

PARTNERSHIPS

Scouts are encouraged at all levels to identify suitable partners that can support the development and delivery of environment education in Scouting. WOSM has been working with several partner organisations and co-operating with NSOs to develop the World Scout Environment Programme. These partnerships have included working with:

- **Alcoa Foundation (www.alcoa.com/foundation)**

Alcoa Foundation is a nonprofit U.S. corporate foundation with assets of approximately US\$542 million. Its mission is to actively invest in the quality of life in Alcoa communities worldwide. Throughout its history, Alcoa Foundation has invested in local community projects to be a source of positive community change and enhancement, with over US\$465 million invested since 1952.

A two-year \$US205,000 grant has supported the Environment Education Task Team in developing the World Scout Environment Programme. This grant also assisted environmental education activities at major events such as the World Scout Jamboree. In addition, five European countries (Germany, Hungary, Italy, Switzerland and the United Kingdom) are supported in further developing their environmental programmes.

- **Clean Up the World (www.cleanuptheworld.org)**

Clean Up the World is a not-for-profit, non-government, apolitical organisation that unites communities with a common focus to clean up the world. Scout groups in any city, town or village can get involved in Clean Up the World by simply having their National Scout Organization register. Scouts have been actively involved in this UNEP sponsored programme since its beginning in 1993 and Scouts are further encouraged to be involved, with the primary focus over the Clean Up the World weekend annually held in the third weekend in September.

- **Jane Goodall Institute (JGI) (www.janegoodall.org)**

Funded by world renowned primatologist Jane Goodall, JGI is a global nonprofit organisation whose mission is to inspire and empower individuals to take informed, compassionate and effective action to make the world a better place for all living things. Jane Goodall has supported the World Scout Jamboree and the development of the World Scout Environment Programme. Roots & Shoots is the JGI worldwide environmental and humanitarian education programme, supporting young people of all ages in projects that benefit people, animals and the environment encouraging students to analyse problems in their communities and then take action to address those problems.

- **The Web of Hope (www.thewebofhope.com)**

The Web of Hope are a nonprofit organisation that has provided technical and academic input into the development of the World Scout Environment Programme. They are assessing the carbon footprint of the World Scout Youth Forum and Conference and offering recommendations to reduce the environmental impact of large Scout events.

- **United Nations Environment Programme (UNEP) (www.unep.org)**

Through the partnership with the United Nations Environment Programme (UNEP) we have received support to major Scouting events such as the World Scout Jamboree; opened opportunities for Scouts to enter environmental competitions; Scouts have engaged in worldwide campaigns such as the Billion Trees Campaign and World Environment Day; Scouts contribution to the environment have been highlighted through UNEP publications; Scouts attended UNEP International Youth and Children's Conferences within the Tunza Youth Programme; as well as having representation at UNEP Governing Council meetings and receiving expert advice in developing the World Scout Environment Programme.

- **Volvo Adventure (www.volvoadventure.org)**

The Volvo Adventure focuses on practical projects undertaken by young people to improve their local environment. This UNEP sponsored event is open to young people around the world aged between 13 and 16 years. Teams must be between two to five young people with one adult as supervisor. Scouts have previously been amongst the top

15 finalists, who come together in Göteborg in Sweden to present their project to a panel of judges. The top three teams are awarded prizes of \$US10,000, \$US6,000 and \$US4,000 to further support their project.

- **WWF (World Wide Fund for Nature, formerly World Wildlife Fund) (www.panda.org)**

WWF (World Wide Fund for Nature) is one of the largest environmental organisations in the world with more than 2000 WWF conservation projects currently underway around the world. The vast majority of these focus on local issues. They range from school nature gardens in Zambia, to initiatives that appear on the packaging in supermarkets, from the restoration of orangutan habitats to the establishment of giant panda reserves. WWF have a long-standing relationship with WOSM and are happy to provide ongoing support for developing environment and sustainability programmes in Scouting.

PROPOSED RESOLUTION FOR 38TH WORLD SCOUT CONFERENCE

The following resolution is proposed by the World Scout Committee to the 38th World Scout Conference in Korea:

Environment Education in Scouting

The Conference

- reaffirming the central role of the environment in the Scout Method, Scout Law and educational principles of the Scout Movement
 - noting the current environmental challenges facing every region of the world and recognising the roles that young people can play in mitigating and adapting to these challenges
 - recognising the actions taken by the World Scout Committee through the Educational Methods Committee and Environment Education Task Team to respond to Conference Resolutions 18/05 and 20/05
 - welcoming the renewed Memorandum of Understanding between WOSM and UNEP
 - further welcoming the supportive partnerships that have developed between WOSM and other organisations for environment education
- adopts the principles and aims for environment education in Scouting.
 - recommends that National Scout Organizations adopt the framework for environment education in Scouting and incorporate the ideas through a regular review of their youth programme and by offering the World Scout Environment Badge.
 - recommends the World Conservation Badge be phased out during the next triennium by NSOs which use it.
 - recommends that National Scout Organizations look to identify suitable Scout Centres that can become SCENES (Scout Centres of Excellence for Nature and Environment) Centres.
 - recommends that the Environment Education Task Team, supported by the World Scout Bureau, continue its function of providing new resources and training materials to help National Scout Organizations improve their environment education programme, in line with the World Scout Environment Programme.

Table 1: Framework for environment education in Scouting and the World Scout Environment Badge

Stage	Educational objectives per age group			Activity guidelines
	Under 11	11 to 14	15+	
A. EXPLORE and REFLECT – Complete activities based on each of the five aims				
1. People and natural systems have clean water and clean air	Explore the sources of clean water and clean air in the local environment. Understand the ways water and air are naturally cleaned.	Explore the sources of clean water and clean air in the local environment. Identify threats to clean water and clean air in the local and global environment and be able to suggest solutions.	Explore the sources of clean water and clean air in the local environment. Demonstrate the relationship of personal actions to the availability of clean water and clean air in the local and global environment.	Outdoor activities that are fun, allow unstructured exploration, encourage inquisitiveness and generate awareness. Experience based activities that promote environmental learning. These could be practical, physical or achievement based activities.
2. Sufficient natural habitat exists to support native species	Explore a local natural area. Discover some of the local native species of plants and animals and their habitat needs. Demonstrate knowledge of some contrasting natural habitats.	Explore a local natural area. Understand the ecosystem connections of native species of plants and animals and their habitat needs. Be aware of global conservation issues affecting biodiversity.	Explore a local natural area. Understand the ecosystem connections of native species of plants and animals and their habitat needs. Demonstrate the relationship between personal actions and the availability of sufficient natural habitat to support native species. Be aware of global conservation issues affecting biodiversity.	Experience based activities that encourage critical thinking about environmental issues and lead to shared awareness and deepened understanding of the individual responsibility for the environment. Where possible activities should encourage thinking about how the five aims connect with each other.
3. The risk of harmful substances to people and the environment are minimised	Be aware of harmful substances in the local environment. Explain ways to reduce the risk of harmful substances to people, plants and animals.	Be aware of harmful substances in the local environment and identify their source. Demonstrate what personal action can be taken to reduce the risk of harmful substances to people and the broader environment.	Explain the local impact of harmful substances to people and the broader environment and what can be done by individuals, groups and the community to reduce the risk. Understand the global impact of harmful substances and how local actions can change the global environment.	
4. The most suitable environmental practices are used	Show awareness of how our actions affect the environment and alternative ways to make a smaller impact.	Recognise how we are connected with the environment and how we can make informed choices about our actions that can minimise the impact on the environment. Identify potentially better environmental practices for your local area. Demonstrate how local solutions can impact global issues.	Explain how our choice of action and responsibility as an individual, group, community and country can affect the environment. Understand how we can change our actions to improve our impact on the environment. Demonstrate how local solutions can impact global issues.	
5. People are prepared to respond to environmental hazards and natural disasters	Be able to recognise different types of environmental hazards and natural disasters. Demonstrate how to be prepared and react to environmental hazards and natural disasters in the local area.	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area.	Be able to recognise different types of environmental hazards and natural disasters and explain why they occur. Demonstrate how to help other people to be prepared to respond to environmental hazards and natural disasters in the local area. Explain how changes to the environment can influence environmental hazards and natural disasters.	
B. TAKE ACTION – Do an environmental project				
Environmental project that relates to the previous learning and to the local environment	Participate in a local environmental project. Understand the benefits to the local environment of the project. Be aware of the local to global link of the project.	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connection of the project.	Identify local environmental issues and potential solutions. Plan and execute an environmental project. Understand the local to global connections of the project. Evaluate the results of the project for the Scouts, the community and the environment.	Review learning experiences. Identify local environmental issue and understand local to global link. Plan and implement project. Monitor, evaluate and identify future actions.