



SCOUTING AND THE ENVIRONMENT



SCOUTING AND THE ENVIRONMENT

TABLE OF CONTENTS

1. INTRODUCTION	1
2. B-P ORIGINS OF THE MOVEMENT – ORIGINAL PROMISE AND PRACTICE	3
2.1 BADEN-POWELL AND NATURE	3
2.2 THE ORIGINAL PROMISE AND LAW	3
2.3 EARLY PRACTICE	3
3. WORLD SCOUTING’S POLICY: CONSTITUTION OF WOSM AND RESOLUTIONS OF THE WORLD SCOUT CONFERENCE	5
3.1 CONSTITUTION OF WOSM	5
3.2 RESOLUTIONS OF THE WORLD SCOUT CONFERENCE	6
4. ENVIRONMENTAL EDUCATION AND ACTION: CONCEPTUAL PERSPECTIVE	7
4.1 FROM THE EDUCATIONAL POINT OF VIEW: CONTRIBUTION TO THE PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL AND SPIRITUAL DEVELOPMENT OF YOUNG PEOPLE	7
4.2 FROM THE POINT OF VIEW OF COMMUNITY INVOLVEMENT: IMPROVEMENT OF THE QUALITY OF LIFE	9
5. EVOLUTION OF THE ENVIRONMENTAL SITUATION OVER THE PAST DECADES	11
5.1 THE POSITIVE SIDE: SIGNIFICANT PROGRESS	11
5.1.1 Historical perspective	11
5.1.2 Conceptual development	11
5.1.3 Legal instruments: multilateral or international environmental agreements	14
5.1.4 Increasing awareness	14
5.2 ON THE NEGATIVE SIDE: THREATS AND DANGERS	17
5.3 THE RACE BETWEEN POSITIVE AND NEGATIVE TRENDS: A STRUGGLE AGAINST TIME	18
6. HIGHLIGHTS OF DEVELOPMENTS 1967-1988	21
7. MOST RECENT DEVELOPMENTS: 1989-2000	23
7.1 PERIOD LEADING TO THE NATURE AND ENVIRONMENT PROGRAMME (1989-1991)	23
7.1.1 Cooperation with UNEP	23
7.1.2 Cooperation with WWF International	23
7.1.3 Distribution of publication “Caring for the Earth – A Strategy for Sustainable Living”	24

7.1.4 Publication of "Help to Save the World" and "Scouting: Action for the Environment"	24
7.1.5 World Scout Environment Year	25
7.1.6 Research and Development Committee	26
7.2 THE NATURE AND ENVIRONEMENT PROGRAMME (1992-1998)	28
7.2.1 World Scout Environment Network	28
7.2.2 Conversion of WSEN into READY	30
7.2.3 Publications	32
7.2.4 Global Development Village	33
7.2.5 SCENES	36
7.2.6 Innovative initiatives from National Scout Associations	39
7.2.7 Evaluation of the Nature and Environment Programme	40
7.3 FOLLOW-UP OF THE NATURE AND ENVIRONMENT PROGRAMME AND INITIATIVES FROM THE GRASS-ROOTS LEVEL GENERATED BY THE PROJECT	41
7.3.1 Materials disseminated to National Scout Organizations	41
7.3.2 Scout Environmental Newsletter	42
7.3.3 International cooperation project between Netherlands and South Africa	42
7.3.4 New SCENES Centre in Mafikeng	43
8. PROSPECTS FOR THE FUTURE	45
8.1. DYNAMISM OF THE INTERNATIONAL COMMUNITY	45
8.1.1 Technological progress	45
8.1.2 The social perspective	45
8.2 SCOUTING'S OWN INTERNAL DYNAMISM	46
9. CONCLUSION	49
REFERENCES	51
ANNEX I: RESOLUTIONS OF THE WORLD SCOUT CONFERENCE DEALING WITH ENVIRONMENT AND NATURE CONSERVATION	57
ANNEX II: HIGHLIGHTS OF SCOUTING'S INVOLVEMENT IN CONSERVATION / ENVIRONMENT ACTIVITIES OVER THE PERIOD 1967-1988	63
ANNEX III: EXAMPLES OF CONSERVATION ACTIVITIES FROM ALL OVER THE WORLD 1991-2002	71



World Organization
of the Scout Movement
Organisation Mondiale
du Mouvement Scout

© World Scout Bureau, 2002
2nd Edition, revised and expanded.

Reproduction is authorized to National Scout Organizations which are members of the World Organization of the Scout Movement. Others should request permission from the publishers.

**World Scout Bureau
P.O. Box 241
1211 Geneva 4, Switzerland**

**worldbureau@world.scout.org
<http://www.scout.org>**

“Nature study will show you how full of beautiful and wonderful things God has made the world for you to enjoy... Try to leave this world a little better than you found it”

Baden-Powell, Last Message to the Scouts of the World

“For those who have eyes to see and ears to hear, the forest is at once a laboratory, a club and a temple”

Baden-Powell, Rovering to Success, Herbert Jenkins Ltd. London, 1922

1. INTRODUCTION

As the world enters a new century and a new millennium, the environmental problems facing mankind have moved to centre stage. Every year, every month, pessimistic assessments of the earth's health are published by the United Nations, research centres and universities, opinion leaders and politicians in many countries. They are conveyed throughout the world by radio, television, newspapers and Internet. As a consequence, the awareness of the importance of keeping the environment clean, of not threatening the survival of future generations in order to satisfy the needs and the “wants” of the present generation, has soared in recent years.

However, it is important to recognize that “...we have far to go to bring clean water to a billion people, to slow the loss of thousands of species, and to meet our energy needs without destabilizing the atmosphere¹ It is equally important to understand that no society, no country has yet embarked on the ambitious turnaround strategies that will make today's societies “sustainable”.²

The reason, it is submitted, is three-fold:

1. Because those strategies are painful and expensive. Therefore, they can be implemented only by governments with the full support of the populations concerned.
2. Because they imply a shift in values and consequently a shift in behaviour and this needs not only a rational conviction but also a moral commitment.
3. Because, this is therefore a matter of education and education is a long process, particularly when it implies not only the acquisition of knowledge or skills but also the change of attitudes.

Being a matter of education, it is a matter which concerns Scouting, today at the forefront of non-formal educational youth movements all over the world.

This is what this reference document is all about. You have in your hands the second edition –updated and enlarged– of the document “Scouting and the Environment” published for the first time in 1992 by the Centre for Prospective Studies and Documentation of the World Scout Bureau.

The document – the first in the series of reference documents published by CEPRODOC – was quickly exhausted in English and French and was subsequently published in German, Indonesian, Italian, Korean, Portuguese and Spanish versions.

Much has happened since 1992, both in Scouting and in the world at large. The main changes introduced in this second version are dictated by the need to take into account new trends and events, and very particularly in two fields:

- in Scouting, with the Nature and Environment Programme, its preparatory phase, its implementation and its follow-up, which have been an important milestone in the Movement, and
- outside Scouting, with the sweeping changes that the world has experienced: with globalization, the interdependence of nations has become deeper, the concept of security is now conceived in its widest sense, including the security of peoples and of the planet, and with the explosive growth of electronic communication media, people can link up with each other across the globe in a few seconds.

To integrate those changes, several new sections have been created – for instance, section 5 and section 7– and, for the sake of coherence, they appear now fully integrated within a new Table of Contents. Needless to say, already existing sections have been updated to give full account of recent events.

We invite, therefore, the reader to examine with us the changing panorama of “environment” both within and outside Scouting. But, as B-P said “Play-don’t look on”³ we expect the reader to gain inspiration and strength from these pages and become actively engaged in the conservation of our planet. Individually and collectively, there is a place for each one in the task of saving our common heritage: the planet Earth and delivering it to future generations.

2. B-P ORIGINS OF THE MOVEMENT – ORIGINAL PROMISE AND PRACTICE

2.1 BADEN-POWELL AND NATURE

All the writings of the founder of the Scout Movement are permeated with a profound love of nature and respect for all natural phenomena. One of the most recurrent themes in Baden-Powell's books is systematic emphasis laid on the importance of observing the wonderful processes of nature, understanding them and protecting them, as part of the basic education of the boy. Considering that he was writing over 70 years ago, his views on the subject are extraordinarily prophetic!

Thus, B-P subtitled his most famous book *Scouting for Boys*, “a handbook for instruction in good citizenship through woodcraft”, and he defined woodcraft as being the “knowledge of animals and nature”.⁴ There are admirable pages written by the Founder where he attempts to give concrete advice to Cubs, Scouts, Rovers and leaders on what to do and what to avoid on outings and camping.

But perhaps the best way to summarize the feelings of admiration and reverence that B-P had about nature is to quote this paragraph, addressed to Rover Scouts. Talking about the forest, B-P wrote: “...And yet in it all there is life and sensation, reproduction, death and evolution going on steadily under the same great law by which we... are governed. Man and his Nature-comrades among the forest plants and creatures. For those who have eyes to see and ears to hear, the forest is at once a laboratory, a club and a temple”.⁵

2.2 THE ORIGINAL PROMISE AND LAW

There is little doubt that the entire pedagogical approach of B-P was both nature-based and nature-oriented. It is not surprising, therefore, that when it came to the formulation of the original Law, Baden-Powell included in it one article dealing with nature: “A Scout is a friend to animals”. Actually, the full text, as originally conceived and formulated reads: “A Scout is a friend to animals. He should save them as far as possible from pain, and should not kill any animal unnecessarily, even if it is only a fly – for it is one of God's creatures”.⁶

It is clear that this principle was formulated by B-P in the simplest possible terms in order that it may be accessible to a child making the promise in the beginning of the century. Over the years, many Scout associations have reformulated the concept in more modern terms, including “love for nature”, “learning about nature” and being “concerned with its conservation”. Those formulations tend to make more explicit the Founder's idea, but are in no way an extrapolation but rather a confirmation of his original philosophy.

2.3 EARLY PRACTICE

- The Camp on Brownsea Island was an experimental one for B-P. It is therefore, surprising to see – as E.E. Reynolds points out in his article “The first Scout Camp – how many of the fully developed activities and methods are to be found in use at that ... camp”.⁷ B-P established a training scheme under the headings of: Woodcraft, Observation, Discipline, Health and Endurance, Chivalry, Saving Life and Patriotism.

Nature played an important role, not only as a background, but also as the scene for most of the training: “Many of the Scouting practices were in tracking and stalking, and also in observation training”. Sir Percy Everett recalls vividly B-P’s figure at the campfires “...as he stands in the flickering light of the fire...imitating the call of birds, showing how to stalk a wild animal...”⁸

During the experimental Camp, there were also various competitions. Thus, “a prize was given for the best collection of leaves of trees with their names. Another was given for observation tests...” and Reynolds concludes “...indeed, B-P seems to have put most stress in the training on observation, tracking, stalking and similar forms of Scouting”.⁹

- Since its publication in 1921 (under the title of “Jamboree”) “World Scouting”, the monthly magazine of the World Scout Bureau, included many items on nature and conservation. In 1951, and more elaborately after 1956, it started to include a regular column on conservation and several main articles.¹⁰

To recapitulate all what the Scout Movement has done in its early years in order to teach “environment conservation” would be an endless task, which goes far beyond the limits of the present paper and would constitute the work for a historian. However, it is important to record at least a few important publications, mainly in the early and mid-fifties. See, for example, “National Conservation Good Turn”, Report, Boy Scouts of America, 1954 ; “Handbook of Training for Specialization Course for the Conservation Good Turn for 1956” (for Pack, Troop and Crew Scouters), The Canadian General Council of the Boy Scouts Association, Ottawa, 1956; “Manual de Adiestramiento para el Curso Tecnico de Conservación” (Confidencial para el Equipo de Adiestramiento), Consejo Interamericano de Escultismo, La Habana, 1957; “Conservation Magic for Boy Scouts”, Boy Scouts of America, 1957, etc.¹¹

These national efforts culminated in the publication by the Boy Scouts International Bureau (as it was then called) in 1958, with the financial assistance of UNESCO, of a large-scale and fully documented book, “Serve by Conserving” by Jack Cox, devoted exclusively to the study of present and proposed Scout action in the field of conservation. The subtitle of this book “The World Problem of Conservation, with special reference to ways and means in which Scouts can help, and are helping, to conserve the Wildlife and Natural Resources of their own countries” gives a clear idea of its content.¹²

3. WORLD SCOUTING'S POLICY: CONSTITUTION OF WOSM AND RESOLUTIONS OF THE WORLD SCOUT CONFERENCE

3.1 CONSTITUTION OF WOSM

Since the concern for nature and its protection has been consistent policy and practice in practically all Scout associations, this aspect was reflected in the different versions of the World Constitution existing between 1922 and 1977. However, those concepts appear in the most clear way – both from the legal and from the educational point of view – in the present version of the Constitution of WOSM, which was approved by the 26th World Scout Conference, held in Montreal in 1977.

The mention to “nature” appears in chapter I of the present Constitution¹³ in three places:

- as a **historical reference**, in the original version of the Scout Law (see above section 2.2)
- as a **fundamental principle**. Faithful to the philosophy of the Founder, article II of the Constitution of WOSM mentions 3 principles (the fundamental laws and beliefs that must be observed when achieving the purpose of the Movement): “Duty to God”, “Duty to others” and “Duty to self”.

Under the heading of “Duty to others”, the Constitution mentions a number of basic precepts dealing with a person’s responsibility towards society in its different dimensions, among which:

*“Participation in the development of society, with recognition and respect for the dignity of one’s fellow-man and for the integrity of the natural world”.*¹⁴

The concept “integrity of the natural world” emphasizes that “...the life-space of mankind on earth and the living organisms therein constitute an ecological whole, an interdependent system, and that any injury to any part is communicated to the whole system”. Furthermore, this concept stresses that “in the pursuit of the development goal, man must not exploit natural resources in such a manner as to damage the balance and harmony of the natural world”.¹⁵

- as part of the **Scout method**. Article III of the World Constitution defines the Scout method as “a system of progressive self-education through...” and four elements are mentioned as part of it: a promise and law, learning by doing, membership in small groups and “progressive and stimulating programmes of varied activities based on the interests of the participants, including games, useful skills and service to the community, taking place largely in an outdoor setting in contact with nature”.¹⁶

As has been pointed out above (see section 2.3) since the inception of Scouting, nature and life in the outdoors have been considered as the ideal framework for Scout activities. Life in the outdoors and contact with nature (considered as part of the Scout method in the World Constitution) have a direct relationship with the purpose of Scouting.

This relationship is explored further in section 4 of this paper (see below).

3.2 RESOLUTIONS OF THE WORLD SCOUT CONFERENCE

For easy reference, those resolutions are presented together in chronological order (see Annex I).

Overall, they confirm the Scout practice – that of the World Scout Bureau and of National Scout Associations – in subjects which are dealt with in sections 6 and 7 of this paper.

It is interesting to note the evolution of the terminology, from “conservation”, “conservation of nature”, “preservation of nature”, “conservation activities”, frequently used in the early seventies, to the current terminology, where the term “environment” is used overwhelmingly.

4. ENVIRONMENTAL EDUCATION AND ACTION: CONCEPTUAL PERSPECTIVE

4.1 FROM THE EDUCATIONAL POINT OF VIEW: CONTRIBUTION TO THE PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL AND SPIRITUAL DEVELOPMENT OF YOUNG PEOPLE

- The entire history of the Scout Movement is one of dedicated and still largely unrecognized work on conservation. It is only in the beginning of the seventies, with the emergence of conservation and the concern for the environment as a vital world issue, that the importance of Scouting's role in this field began to become apparent to a larger public.

Scouting has been called “a revolution in education”¹⁷ since it represents a pioneer effort in the field of “non-formal” or “out-of-school” education. However, the same can be said also about the pioneer role that Scouting has played in environmental education. By instilling love and respect for nature among millions of children and young people that have passed through its ranks, Scouting has made an extremely significant contribution to the present momentum of the environmental cause throughout the world.

- **What is the nature of Scouting's contribution?** Perhaps the most systematic way to explain it as briefly as possible would be to link it with the **purpose of the Scout Movement** and therefore with the areas of personal development. Four of these areas are mentioned in the World Constitution: physical, intellectual, social and spiritual, while the “emotional” area is systematically being added to all educational publications of the World Scout Bureau in order to take into account more recent advances in the field of Social Sciences related to personal development.

The benefits of life in the outdoors for the **physical development**¹⁸ of young people are obvious. Such activities help to compensate for the increased time young people spend in school and passively sitting in front of the television or the computer. They provide a **vital relationship to the natural world**, very particularly for the rapidly growing populations who live in metropolitan or urban areas where very often opportunities are lacking for climbing a living tree, swimming in a river or a lake or practicing survival skills in the backwoods.

Perhaps less evident but no less fundamental are the possibilities that life in nature offers for the **intellectual development** of children and young people. Nature allows them to enlarge their horizons, to go at the discovery of the universe in its profound meaning. Animals and plants, in particular, challenge every child's natural inclination to observe, discover and explore. The habit of observation leads youth to question, investigate and even carry out genuine research into the multiple facets of the natural world and its interdependence. Finally, the use of the five senses, paramount for life in Nature, trains for sensibility and flexibility of mind towards the non-evident and consequently educates for creativity and initiative.

The educational importance of nature in the **emotional development** of children and young people cannot be overlooked. To walk in nature, to touch, to smell, to feel, to experience all sensations,

develops emotions and feelings harmoniously, hence its essential part in the growth process of children and young people.

At the same time, the gap between levels of experience is narrowed when people spend time with each other in nature and when young people and adults together discover a new relationship between themselves and the environment.¹⁹

In their book “SCAUTISMO OGGI”, Piero Bertolini and Vittorio Pranzini underline that importance of nature in helping children and adolescents to discover, accept and live their own sensuality-sexuality, in the research of a new balance in their own changing bodies and in the evolution from an egocentric and possessive form of love towards a more mature expression of love based on dialogue and donation.²⁰

From all the above, we can see clearly the link between nature and emotional development and also between emotional development and the social and spiritual dimensions of development to be mentioned immediately below.

Living, camping and hiking in nature is also very useful for the **social development** of children and young people. Whereas, in town, group problems can be avoided by simply leaving and going home, once out in nature, questions need to be addressed and the small group (the patrol) can benefit to become a stronger and more stable entity. In children’s imagination, nature is an “unknown world” perhaps full of dangers... Facing together a real (or imaginary) danger, struggling together to satisfy vital needs, creates a real feeling of cohesion between the group members, a powerful feeling of “togetherness” and brotherhood.

Furthermore, as pointed out by Malek Gabr in his paper “L’importance du plein air dans la pédagogie scout”, “By giving young people the opportunity of recognizing the prime necessities of man and the way of meeting them through mutual cooperation, nature puts, so to speak, the young person in contact with history. Only someone who has cooked on an open fire can appreciate how many centuries it has taken to produce running water or electric or gas stoves. Nature thus enables young people to become aware of time, of the significance of centuries, of the conquests of civilization and of the meaning and importance of life in society”.²¹

Finally, Nature provides an ideal ground for **spiritual development** of young people. B-P himself has formulated this in very clear terms. In “Rovering to Success”²² he wrote: “The atheists... maintain that a religion that has to be learnt from books written by men cannot be a true one. But they don’t seem to see that besides printed books... God has given us as one step the great Book of Nature to read; and they cannot say that there is untruth there – the facts stand before them... I do not suggest Nature Study as a form of worship or as a

substitute for religion, but I advocate the understanding of Nature as a step, in certain cases, towards gaining religion.”²³ And B-P sums up his concept in the following words “Nature knowledge is a step to realizing God. Humility and Reverence... can be gained by commune with Nature: on the Seas, in the Forest, among the Mountains”²⁴. Elsewhere, B-P also noted that “the wonder to me of all wonders is how some teachers have neglected this (i.e. nature study) easy and unfailing means of education and have struggled to impose Biblical instruction as the first step towards getting a restless, full spirited boy to think of higher things.”²⁵

In conclusion, nature and the outdoors have always played a key-role in Scouting’s methodology. There is no reason, however, to believe that we should not continue to update our methods to ensure that they are responsive to today’s youth needs and expectations, in particular, by making full use of Nature and the environment as an educational tool in Scouting.

4.2 FROM THE POINT OF VIEW OF COMMUNITY INVOLVEMENT: IMPROVEMENT OF THE QUALITY OF LIFE

By definition, Scouting is and has always been deeply rooted in the community. The role that Scouting can play in the improvement of the quality of life in society permeates the whole of B-P’s writings. And summarizing it, he said in his “last message”: “*Try to leave this world a little better than you found it*”.²⁶

This idea has been expressed in a forceful manner in the World Constitution, in two ways:

- in article I , when defining the **purpose of Scouting**, it says:

*“The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities”*²⁷

- in article II, devoted to the **Principles** under the heading of Duty to others, it states:

“Participation in the development of society...”

Since the beginning of the Movement, those ideas were embodied in the spirit of service, in the practice of the “good turn” and enshrined in the Promise and Law. In the past decades, mainly thanks to the progress of the Social Sciences, the techniques of social research and social involvement have changed considerably and their terminology has diversified and become more technical. Thus, one speaks today of community service, community development, development education and development cooperation to designate different forms of social commitment. However, it is important to recognize that, even if the techniques have changed, the **spirit** is the same of the activities practised in the earlier days of the Movement.²⁸

The African boy involved in primary health care, or the French “compagnon” watching the forest to prevent or combat forest fires, or the British “venturer” working as a volunteer in a centre for youth unemployed, or the millions of Scouts involved all over the world in tree planting in order to fight deforestation, are all animated by the same spirit: discover a need, discuss with others, motivate them, share a feeling of responsibility, find the most appropriate course of action and act upon the priorities identified.

The result of any of those activities is two-fold. Something concrete has been achieved; this is what is called in general the **project**, whose results are measurable in number of trees planted or chickens raised or hectares of pineapples cultivated. However, the more important result is sometimes not visible and it is called the **process**. Through those actions, Scouts have helped the community to break away from the vicious circle of misery, passivity and resignation; they have allowed the community to rediscover hope, to acquire or reinforce a sense of inner strength. And those changes are likely to last and produce a new dynamism in the community and an enrichment in the lives of people living there.

Environmental activities, by their very essence, can provide a very useful ground for young people’s motivation and involvement. At the same time, they can help Scouting mobilize the community to achieve something useful and constructive, to give purposeful activity to millions of young people outside Scouting (and attract many of them to our ranks, why not?) and to give to people living in those communities a new sense of self-respect, linked with the improvement of the quality of life achieved through their own efforts.

5. EVOLUTION OF THE ENVIRONMENTAL SITUATION OVER THE PAST DECADES

5.1 THE POSITIVE SIDE: SIGNIFICANT PROGRESS

5.1.1 Historical perspective

A description like the one suggested by this title would run the risk of taking encyclopedical proportions! However, without it a document like the present one would be incomplete! We shall introduce some important data which could be helpful to the reader as reference points. Section 5.1 would look at the achievements, while section 5.2 would concentrate on the negative side, and section 5.3 will summarize the present situation and its prospects.

If we look at the historical perspective, one fact stands out during the early 60's, which has been called "the period of the pioneers": the publication of Rachel Carson's book "Silent Spring" which led to a ban on DDT and many other chemicals in the United States and issued the wake-up call that gave rise to the modern environmental movement.²⁹

In the sixties and seventies, the question of environment and conservation was, first and foremost, the "realisation" of the finitude of the planet and the real possibility that some natural resources may become depleted and that many species may disappear. Most efforts were therefore concentrating on saving particular species from extinction.

In addition, three important facts can be mentioned:

- Social and ecological movements were extremely active spreading (almost) all over the world.
- The Club of Rome published the first of its reports entitled "The Limits to Growth" prepared by a group of researchers from the M.I.T. Institute under the leadership of Dennis L. Meadows.³⁰
- The United Nations Conference on the Human Environment was held in Stockholm in June 1972.³¹

This period evolved into a more "political" one with the creation or the "essor" of Green political parties in many countries in Europe, the implementation of public policies to protect the environment and the increasing international importance given to this question. In this respect, a major step was the appointment by the United Nations in 1985 of the "World Commission on Environment and Development". The Commission conducted its work until 1987, under the leadership of Gro H. Brundtland, former Prime Minister of Norway, (see below section 5.3)³² and published a Report entitled "Sustainable Development, A guide to our Common Future, the Report of the World Commission on Environment and Development"³³

5.1.2 Conceptual development

Several new concepts have been introduced during these later decades. We will mention here some of them which are particularly important to understand the current debate in the international community.

- **Sustainable Development**

From the intellectual as well as from the practical points of view, the World Commission on Environment and Development (see above 5.1.1) found itself torn between the conflicting demands of “development” against “conservation” – a conflict which had dominated the international scene for many years. The concept of sustainable development – already used by the World Conservation Strategy of the World Conservation Union in 1980 – is the answer to this conflict.³⁴

The Commission defined sustainable development as *“development that meets the needs of the present without compromising the ability of future generations to meet their own needs”*³⁵

In more concrete terms, this means that:

“...economic development may have to be restricted or slowed to ensure that renewable resources (such as timber or clean water) are not used at a rate beyond their capacity to replenish themselves”³⁶, and

“...that no limited resource (such as coal supplies...) should be used up before alternative (sources of energy) are available ...”³⁷,

The sustainable development principle has been enshrined in international instruments, very particularly in the “Earth Summit” held in Brazil in 1992, and many academics see it as “a watershed”. However, debate flourishes over its concrete application, as many people resist on grounds that a limitation on mining, fishing, etc. may provoke an economic slow-down and affect many particular interests.

- **The Human Development Index**

The “Human Development Index” (HDI) was created by the United Nations Development Programme (UNDP), as a concrete way to show that “development is for people”.

The HDI is composed of a number of social indicators in the fields of life expectancy, health, education, female participation, GNP per capita, etc. and is summarized in a simple numerical indicator. It has been improved over the years and it provides today a much better approach to gauge the impact of “development” on the quality of life of people³⁸. In addition, the same UNDP Task Force has served over the years as a laboratory of ideas, launching concepts which are very relevant to environment such as “security of people, not only of nations”, “jobless growth”, “the 20-20 compact”, and so on.³⁹

- **The precautionary principle and the cost of inaction**

The precautionary principle is a basic tenet of international environmental law, which is steadily gaining ground. The Rio Declaration adopted by the Earth Summit in 1992 defines it in the following way: “When there are threats of serious or irreversible damage, lack of full scientific certainty shall not be used as a reason for postponing cost-effective measures to prevent environmental degradation.”⁴⁰

Aside from the Rio Declaration, this principle has also been incorporated in the Treaty of Maastricht and in some national standard-setting instruments...⁴¹ A corollary of this principle has been called “the cost of inaction”. Both principles together stress the need for prevention as “the ethics of the future is an ethics of the fragile and the perishable”⁴². “(It) imposes on political leaders and on citizens the duty to act in time and thus to anticipate.”⁴³

The environment, perhaps more than any other issue, has helped crystallize the notion that humanity has a common future. The concept of sustainable development is now widely used and accepted as a framework within which all countries, rich and poor, should operate. (“Our Global Neighbourhood” (see Reference N°44).

In addition to the above-mentioned conceptual developments, there are also others, for instance:

- The practice called “**Debt-for-Nature**” which consists in exchanging a country’s debt for its agreement to protect and care for important natural sites within its boundaries. The idea was first proposed by the World Wildlife Fund in 1984. Some environmental organizations have raised money to pay for debts in exchange for an agreement of the Bolivian government to protect 4 million acres of forest and grassland in the Amazon Basin. Debt-for-Nature is intended to break the cycle in which poor nations use up their natural resources and allow vital lands to be degraded in order to meet their debt burden.⁴⁵
- “**The Polluter Pays Principle**” – As the title indicates, it is a principle that makes the polluter responsible for the damage produced as a result of his action or omission. This principle has been integrated in several national legislations. However, environmentalists call for a wider adoption of integrated pollution prevention methods that slash pollution, save money and protect the environment at the same time.⁴⁶

5.1.3 Legal instruments: multilateral or international environmental agreements

To deal in depth with this subject would take us far beyond the limits of this document. It is, however, important to take stock of the progress realized so far and of the important steps that remain to be accomplished.

The environment, perhaps more than any other issue, has helped crystallize the notion that humanity has a common future. This is the vision: but the practical reality is the creation of "...a system of international environmental governance to achieve global sustainable development through the management of cross-border environmental disputes and protection of the global commons".⁴⁷

Treaties in effect now govern the atmosphere, the oceans (Ship Pollution and Marine Waste Dumping), the trade of endangered species, Antarctica, the Early Notification of Nuclear Accidents and many other important aspects. Several others are in preparation or in different stages of negotiation.

Is it enough? Can the international community be satisfied with the progress so far? Certainly not! As many obstacles remain to full compliance of such legal instruments. To mention just a few:

- By their very nature, such Treaties or Conventions do not obey the "command and control" rule. Mechanisms for verification are sometimes non-existent, painfully slow or inefficient in their application.
- In most of the cases "...consumers and producers do not pay the full economic and environmental cost of what they use..." Such is the case of massive waste of water in subsidized irrigation schemes or small license charges that encourage over-exploitation of tropical forests, etc.
- Last but not least, in many cases "...governance is fragmented into separate institutions and legal arrangements do not function in an integrated way". In other words, "the lack of any consistent approach and oversight of the global commons..." is still a problem for the international community.⁴⁸

5.1.4 Increasing awareness

As a result of the combined influence of all the above and their experience in their daily lives, people realize more and more the importance of the environment. We will recapitulate here some of the changes of the last decades, with no pretension whatsoever to exhaustivity.

• Changes in the field of formal education

Influenced by a school of thought where environmental ideas have played a key-role, schools all over the world have changed or are changing their old curricula, based on water-tight compartments

between disciplines, and adopting a multi-disciplinary approach to deal with subjects such as science, geography, health disciplines, and even history, mathematics and statistics.

One case in point: the Commonwealth. Thus, “Environmental education should be included into the curricula of all educational institutions. Youth organizations and local youth clubs should also play an important role in this education.”⁴⁹

This trend goes up to the University level. Thus, the well known Sorbonne University (Université René Descartes, Paris V, Sorbonne) offers now among its programmes a “Magistère” (Licence) in “Sciences sociales appliquées aux relations interculturelles, dans les organisations, la consommation et l’environnement” (Social Sciences applied to intercultural relations, organisations, consumption and the environment).⁵⁰ Many other universities also offer under-graduate or graduate curricula leading to diplomas of very different types on ecology and the environment.

The multiplication of environmental education centers, together or separate from schools, youth organizations and youth clubs is also a noticeable trend in many places.

- **Countries, cities, regions**

Several countries such as Belize, Kenya, Costa Rica – and the number is increasing – have realized that a well-preserved environment could also be at the same time a significant source of income for the nation. Indeed, eco-tourism offers varied possibilities: scientific, observation trips (look at the scenery), adventure trips, and so on.

The world has seen in the last years, the multiplication of “green cities” or “eco-cities” with more or less precise and important working programmes. Notably among them, the “bicycle paths”, the creation of pedestrian zones and the numerous systems of “car-bus”, all intended to discourage people to drive their cars in the city,

Together with the above, the multiplication of parades, celebrations, “carnival”-style special days, and also community activities (called “mingas”, “harambee” and other local names) of many varied types have contributed significantly to anchor the idea of sound environmental practices as a central piece in community’s welfare.

“Habitat II”, the United Nations Conference on Human Settlements, held in Istanbul in June 1996, was a good showcase for urban city planners. Some of the experiences presented are summarized in the book “Our cities, our future, Policies and Action Plans for Health and Sustainable Development”⁵¹, where environmentally-sound ideas play a key role.

- **The business community**

Taking into account the increasing importance of the business community and the entrepreneurial world in general, a cross-sectoral integration of environmental policies and plans cannot exclude this sector of society.

In July 2000, Mr. Kofi Annan launched a “global compact” with companies, unions and non-governmental organisations to promote humanisation of globalisation through cooperation among the companies, environmental and human rights agencies and the International Labour Organisation. This last, with the non-governmental organisations and unions, oversees corporate observance of agreed principles of conduct.⁵²

One side of it is “production” but the other side is “consumption”. In an increasing number of countries, one can see the multiplication of super-markets offering “bio” products, produced in an ecological way. Publicity states that “When buying bio products... consumers have the guarantee that they are making a precious contribution to a future-oriented agriculture”⁵³

From the point of view of the consumer, changes in the economy and the emergence of new products more “environmentally oriented” or produced in safer conditions, is undoubtedly a welcome trend. Publicity and marketing do their job presenting the qualities of such products. It is up to the consumer (and we are *all* consumers) to test whether non-perishable items possess the qualities they claim: “Durability, repairability and “upgradability” are key to achieving sustainability”!⁵⁴

- **The press, the media, electronic communication**

During the last century, innovations in communication technology have transformed the access of information for the common citizen. First, the written press, and then the radio, followed by television and satellite transmission, direct-dial international telephone and fax services, have facilitated communication all over the world. And with the exponential increase of electronic communication, a personal computer has become a link to the world.

For the environment also, those trends have important consequences. The media – considered altogether – is keeping people informed of the latest developments, either positive or negative. Several of the most important worldwide publications issue frequent reports on the “State of the Planet” Perhaps the latest example is “TIME Magazine” with its Earthday 2000 Special Edition “How to save the earth”⁵⁵

Many worries have been expressed about the dangers of cultural homogenization and the worldwide dissemination of the consumerism ethos of Western societies, but on the overall, “...the wider access to information has been healthy for democracy, which

gains from a better informed citizenry...”⁵⁶ More specifically, for the environment, the exponential growth of Internet means that “...for the first time, non-governmental organizations and activists can easily link up to deal with emerging global challenges like climate change, genetically engineered food and persistent organic pollutants”⁵⁷

- **International Meetings and Conferences**

The World Summit for Children, held in the United Nations, New York, on 30 September 1990 took a firm commitment concerning the environment:

“We will work for common measures for the protection of the environment, at all levels, so that all children can enjoy a safer and healthier future”⁵⁸

This Summit was followed by The United Nations Conference on Environment and Development (UNCED), better known as the “Earth Summit”, held in Rio de Janeiro in 1992 which adopted a Declaration and established a programme of action entitled “Agenda 21.”

As a result of the tremendous multiplier effect of the UNCED Conference in Rio, the question of the environment – and, in particular, the subject of sustainable development – is virtually present today in every international conference or meeting, whether on human rights, on population, on women, on social issues, on habitat and related issues...

Can we conclude from all the above that Environment has taken “centre stage” in the top priority agenda of the international community and in the different national agendas? The answer has to be a cautious YES, BUT...! However, before reaching a conclusion, let’s examine the negative side of the picture.

5.2 ON THE NEGATIVE SIDE: THREATS AND DANGERS

The prestigious “Worldwatch Institute” issues every year a “State of the World”, covering environmental trends in a global context. The 2000 Report discusses seven negative environmental trends: population growth, rise in temperature affecting coral reefs and melting ice caps and glaciers, falling water tables, shrinking cropland area per person, levelling off of the oceanic fish catch, shrinking forests and accelerating extinction of plant and animal species.⁵⁹

In addition, the United Nations Environment Programme in its recent publication “Global Environmental Outlook 2000” has also identified a number of new threats: “...nitrogen’s harmful impact on ecosystems, the increased severity of natural disasters, species invasion as a result of globalization, the decline in the quality of governance, new wars which impact on both the immediate environment and neighbouring states and the impact of refugees on the natural environment”.⁶⁰

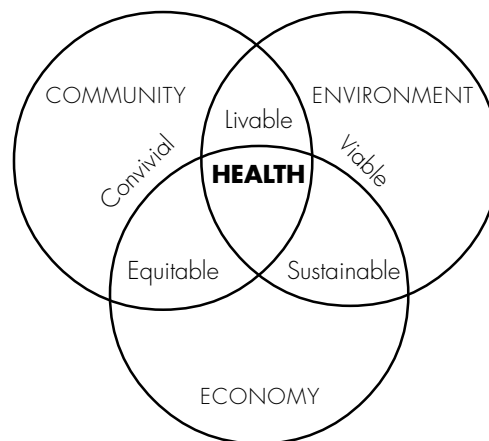
On the overall, argues L.R. Brown “The gap between economists and ecologists in their perception of the world as the new century begins could not be wider”⁶¹. The first group looks at “...a world economy that has grown by leaps and bounds over the last half-century...” while ecologists look at the deteriorating ecosystems and the need to take into account the scarcity of resources and energy together with the fast approaching “decline threshold” as resource basis are progressively diminished or exhausted.⁶²

5.3 THE RACE BETWEEN POSITIVE AND NEGATIVE TRENDS: A STRUGGLE AGAINST TIME

It is difficult to weight and compare the positive signs on the one hand and the dangers and problems for the environment on the other side. By its limited character, a publication like this one can only offer a very brief summary of the situation, leaving to more specialized publications the task of presenting the full picture.

More important is, however, to offer also a “horizon of reference”. The following conceptual model and planning tool offers an ideal view of relationships between the community, the environment and the economy:

A conceptual Model and Planning Tool⁶³



In a very schematic way, it shows that “economic growth is a necessary component for development but not the only one”, that “the efficient...and sustainable use of natural resources and the protection of the environment are also crucial factors in ensuring the survival of future generations (and) finally, that social equity is also transcendental for sustainable development”.⁶⁴

The question to be asked is two-fold: is the world today in a rapid transition course to an environmentally sustainable economy? Can the world achieve this transition before we do irreversible damage to the natural systems that support life on earth?

The assessment of the United Nations Environment Programme in its publication “Global Environmental Outlook 2000” is rather negative:

“Despite some remarkable achievements in recent years to reverse environmental deterioration, the present course is still unsustainable, and time for a rational, well-planned transition to a sustainable system is running out”⁶⁵

But the “pessimism of the reason” has to give way to the “optimism of the will”. Sometimes, “...the enormousness of the problem obscures it... “but...the preservation of the natural world is not outside the power of individuals...ordinary citizens increasingly involve themselves in recycling, cleaner cars, organic food, the rescue of endangered species, environmental education, eco-tourism, greenhouses and offices”... “Do we have any other choice, as human beings? Certainly not, as “...protecting the environment means saving ourselves”⁶⁶

6. HIGHLIGHTS OF DEVELOPMENTS 1967-1988

Taking into account the length of this section and the possibility of using it for reference purposes, it has been developed as a separate document (see Annex II: “Highlights of Scouting’s Involvement in Conservation/Environment Activities over the period 1968 - 1988”).

The reason for selecting this period is two-fold. First of all, because it highlights the importance of the decisions taken by the World Scout Committee and the World Scout Conference in Seattle in August 1967: to accept the “Report on World Scouting” prepared by Dr. Laszlo Nagy as an independent researcher and to make it the basis for the reorganization of the Movement, to move the world headquarters from Ottawa to Geneva, and to strengthen the staff of the World Scout Bureau. Secondly, because the nature and the volume of the documentation available since the Bureau was established in Geneva is significantly different from the one existing before.

To those reasons, it is perhaps necessary to add a third one: two events that took place in the early seventies had a significant impact on the involvement of the international community in dealing with the environmental problem: the publication of a Report “The Limits to Growth” prepared by a group of researchers from the M.I.T. Institute under the leadership of Dennis L. Meadows and addressed to the “Club of Rome” and the meeting of the “United Nations Conference on the Human Environment” held in Stockholm in June 1972. Those two events, and particularly the second one, made environmental concerns become a central priority in the international agenda, thus affecting directly the Scout Movement as a whole.⁶⁷

7. MOST RECENT DEVELOPMENTS: 1989-2000

7.1 PERIOD LEADING TO THE NATURE AND ENVIRONMENT PROGRAMME (1989-1991)

Since 1989, WOSM, principally through its Research and Development Committee, and with the financial support first of the Jacobs Suchard Foundation and subsequently the Johann Jacobs Foundation, has been seeking ways to strengthen the environmental dimension of Scouting and so respond to two inter-related questions:

- What can Scouting do for the environment?
- What can the environment do for Scouting?

In this section, we shall describe the main developments of the period under review.

7.1.1 Cooperation with UNEP

The cooperation with the United Nations Environment Programme has been going on since the establishment of UNEP's Headquarters in Nairobi in the early seventies. However, in recent years, this cooperation has become closer. UNEP took an active part in the 31st World Scout Conference in Melbourne and Resolution N° 6 adopted at that Conference (see Annex I) calls for closer cooperation between our two organizations.

In 1989, UNEP provided funds for the preparation of resource material on nine environmental areas which are of concern for the environment and which were not generally reflected in Scout programmes. These areas are: forests, deserts, atmosphere (including ozone depletion and greenhouse gases), chemicals, marine environment, freshwater resources, genetic resources, environment and health, and wildlife management.

A workshop involving UNEP educational officers together with several members of the WSB took place in Nairobi in October 1989 and the result of the work carried out became later on the publication *Scouting: Action for the Environment* (see below section 7.1.4).

An advance copy of this publication was presented during the celebrations of the United Nations World Environment Day in Mexico City on 5 June 1990. The theme for the year was "Our Children, Their Earth".

UNEP took also an active part in the Global Development Village (see below section 7.2.4). The staff of UNEP's Asia-Pacific Region and volunteers ran several workshops and activities on subjects such as nature observation, nature trail and waste management.

7.1.2 Cooperation with WWF International

Since the signature of the Declaration of Intent during the 24th World Scout Conference in Nairobi in 1973, this cooperation has been close and fruitful and its impact has been felt throughout the world (see Annex II: Highlights of Scouting's Involvement in Conservation/Environment Activities over the period 1968-1988). At the 30th World

Scout Conference in Munich in 1985, the cooperation with WWF International was reviewed and as a result of the deliberations on this subject a resolution was adopted recommending to National Scout Associations "...to develop a deeper commitment in their cooperation with WWF in their respective countries". In 1990 new steps were taken to strengthen it even further at world level. Thus, the World Wide Fund for Nature (WWF International) has supported the publication of *Help to Save the World* (see below section 7.1.4) in an effort to "transform the spirit of the World Conservation Strategy into an attractive and educational action-oriented programme for young people".⁶⁸

7.1.3 Distribution of publication "Caring for the Earth – A Strategy for Sustainable Living"

A further example of cooperation with both UNEP and WWF International is the distribution of the Summary version of the publication "Caring for the Earth – A Strategy for Sustainable Living", jointly prepared by the World Conservation Union (IUCN), the United Nations Environment Programme (UNEP) and the World Wide Fund for Nature (WWF International).

Published at the eve of the United Nations Conference on Environment and Development, scheduled to be held in Rio de Janeiro in 1992, "Caring for the Earth" provides a new action plan for living sustainably, by listing more than 130 initiatives that communities can take to safeguard or improve their environments while increasing their quality of life.

Perhaps the most important aspect of the publication is that it provides a global vision, setting forth nine general principles for a sustainable society. Those principles are explained and developed in a wide range of actions to be taken from top levels of government to the individual level.

The circular accompanying the publication emphasises that in areas such as consumption of energy and natural resources and high levels of pollution, Scouts can contribute in bringing about positive change. The publication was circulated not only to National Scout Associations but also to young people members of the World Scout Environment Network.⁶⁹

7.1.4 Publication of "Help to Save the World" and "Scouting: Action for the Environment"

*Help to Save the World*⁷⁰ contains programme resource material on conservation and is a direct contribution to the implementation of the World Conservation Strategy. It contains six main chapters: 1. Precious Soil, 2. Clean Water, 3. Pure Air, 4. Free Wildlife, 5. Renewable Resources, 6. Multiply the Message. It is an updated version of five conservation booklets published in 1973 by the World Scout Bureau which became at that time "Scout best-sellers" and were translated into 15 languages (see Annex II).

*Scouting: Action for the Environment*⁷¹ has been prepared in cooperation with UNEP, the United Nations Environment Programme, and is intended to help National Scout Associations around the world integrate environmental education and action into their Scout programmes. The publication contains information, under the title “The Issue”, on the major environmental problems facing the Earth today. A series of Ideas for Action suggest ways in which Scouts can make a meaningful contribution to solving these problems. The emphasis throughout is on action and impact. The publication is organized in ten sections: The Earth and Us, Atmosphere, Chemicals, Desertification, Forests, Fresh Water, Genetic Diversity, Oceans, Wildlife, The Environment and Our Health.

The first of the ten sections, “The Earth and Us”, serves as an introduction. It deals with our relationship with the planet on which we live and how we interact with it. The eight sections which follow describe issues related to various dimensions of our ecosystem, and suggest ideas that Scouts could undertake in response to these issues. Finally the tenth section, “The Environment and Our Health”, cuts across all of these subjects and considers the impact of today’s environmental conditions on our health as human beings.

In using the material contained in any of these sections, there is one key point to keep in mind: that the environment – and the various environmental issues confronting humankind – must be seen as one, as an integral whole. Thus, the subjects covered in the ten sections are interrelated and the issues overlap.

Even if these publications have been written primarily for the use of National Scout Associations, Scout leaders and Scouts, they are also suitable for use in schools and by other volunteer organizations, especially youth organizations and youth clubs.⁷²

7.1.5 World Scout Environment Year

At the suggestion of the World Programme Committee, the World Scout Committee declared “World Scout Environment Year” (WSEY) to be celebrated from 1st April 1990 until August 31st 1991. As pointed out in the Circular of Information to National Scout Associations, the Year provided “... an opportunity to give the environment and all its dimensions, and environmental education in particular, a major emphasis in our Youth Programmes”⁷³ At the same time the year has provided an opportunity for Scouts to show to public opinion in different countries our active concern and involvement in this field.

Stressing the global character of our involvement, the WSEY was linked in 1990 with three major events:

- The World Health Day, celebrated on 7th April, under the motto of “Our Planet – Our Health, Think Globally – Act Locally” which has highlighted the damage caused to our health and to the quality of life by the degradation of our environment.⁷⁴

- The Earth Day celebrated on April 22nd, which was devoted in 1990 to the promotion of renewable energy resources and recycling programmes, the protection of the ozone layer and of endangered species and habitats⁷⁵, and
- The World Environment Day, celebrated on 5th June (see above section 7.1.1).⁷⁶

In order to keep National Scout Associations informed of the progress of the year, the World Scout Bureau published several issues of a special News Bulletin⁷⁷ including one specially prepared for the World Scout Conference held in Paris in July 1990.⁷⁸

The Year featured prominently in the programme of the Conference, which included: several “Action Time” presentations on the subject, a panel on “Scouting and World Issues” and the launching of the two new WSB publications (see above section 7.1.4). In addition, a special effort was made to print as many publications as possible on recycled paper.

The World Programme Committee made an overall evaluation of the WSEY during its meeting held in Geneva in September 1991 and found that the response from National Scout Associations had been extremely enthusiastic.

7.1.6 Research and Development Committee

Since the re-establishment of the Research and Development Committee in 1989, under the chairmanship of Klaus Jacobs, one of its main concerns has been the environmental problem in the world today and the potential contribution that Scouting can make in this field.

The first step in this direction was the appointment in March 1990 of a specialist, Dr. Barbara Ehringhaus, to carry out an independent research project. The first part of the research was to review existing literature, to survey what other organizations are doing in the field of environmental conservation, to identify the organization’s policies and perceptions concerning environment and development and to define areas of common concern. The second part included visits to a number of countries for further research, identifying what Scout associations in those countries were doing and what potential existed to move ahead into new initiatives.

The conclusions of this research were contained in the draft report “Environmental Education and Action: Proposals for Revitalizing Scouting’s Role”⁷⁹ which was presented to the Research and Development Committee in a meeting which took place in Geneva in June 1990. On the basis of the report it was decided to enlarge the scope of the researcher’s mission and to request her to travel to the five Regional Offices and to a number of selected countries in different regions, and to prepare a second report, to serve as a basis for a seminar to be held in January 1991.

This second report, entitled “Strengthening Scouting’s Role through Education and Action on Nature and Environment”⁸⁰ was presented to the seminar held in Schloss Marbach (Germany) in January 1991. It involved 30 participants representing key levels within WOSM, including members of the World Committee and World Bureau, the five Regional Executives, representatives from the World Programme and Training Committees and key representatives of various national associations, as well as four non-Scout experts on the environment.

The conclusions of the meeting reaffirmed the “importance of a determined drive aimed at strengthening Scouting’s fundamental ecological and environmental dimension”⁸¹. It also reaffirmed “the fundamental part that nature plays within Scouting’s educational method, while noting that the Movement had not used that dimension to its full potential. If fully used, this dimension – man in harmony with his environment – will strengthen the Movement and make it both in reality and perception, at all levels, more fully relevant”⁸². In this respect, the statement noted that there is a need for “the integration of an environmental spirit into all aspects of the Movement, rather than simply concentrating on environmental projects”.⁸³

On the basis of the report of the Marbach seminar, the World Programme and Training Committees discussed the issue during their meeting in Geneva in September 1991 and made recommendations to the World Committee for a Plan of Action over the coming 3 years that, resources permitting, would mobilize the Scout Movement on a programme of environmental education and action. Needless to say that this major emphasis was being considered within the framework of the “Strategy for Scouting”.

Note: From the chronological point of view, there should be a section 7.1.7 here dealing with the Global Development Village. However, for the sake of coherence (and in order to avoid repetition) the Global Development Village of 1991 (Korean Jamboree) is dealt with together with the 2 other Jamborees (Netherlands in 1995 and Chile in 1999) in section 7.2.4.

The beginning of a new millennium finds the planet Earth poised between two conflicting trends. A wasteful and invasive consumer society, coupled with continued population growth, is threatening to destroy the resources on which human life is based. At the same time society is locked in a struggle against time to reverse these trends and introduce sustainable practices that will ensure the welfare of future generations” (“Global Environment Outlook 2000”, UNEP)

7.2 THE NATURE AND ENVIRONMENT PROGRAMME (1992-1998)

As indicated above (see section 7.1.6) the Scouting for Nature and Environment Programme emerged from the work of the Research and Development Committee of WOSM, which identified Nature and Environment as a key to making Scouting more relevant to young people today. Three years of preparation as described in section 7.1 above have shown a very promising start.

In this section we will describe the main features of the Nature and Environment Programme in its operational phase, which started very late in 1991 under the auspices of the World Programme Committee and with generous sponsorship from the Johann Jacobs Foundation.

The **aim** of the Scouting for Nature and Environment Programme is "...to build on the fundamental part that Nature plays within Scouting's educational method and use that dimension – *people in harmony with their environment* – to its full potential to strengthen the Movement and make it, both in reality and in perception and at all levels, more fully relevant."⁸⁴ The **principles** of the Programme outline its educational philosophy. For that reason, it is important to quote some of them *in extenso* :

- "...young people themselves must play a key role...This means finding ways to enable young people to take part in decision-making, and facilitating and encouraging the implementation of their own ideas and initiatives..."
- "The environmental dimension should be more for WOSM than just another project. It should be a driving force in order to: protect the environment, contribute to sustainable development, improve the quality of Scouting"
- "The environmental dimension should be seen as something larger than just environment. It should become "the yeast in the bread ... and be conceived as a way to affect all aspects of Scouting, such as: youth programme...adult leadership...to improve the effectiveness, commitment and motivation of volunteers...and a drive towards growth in all its aspects, image building, world consciousness..."
- "The environmental dimension...must be integrated into the Strategy for Scouting and it must influence it decisively".⁸⁵

7.2.1 World Scout Environment Network

The principal innovative thrust of the three-year project was the establishment of the World Scout Environment Network (WSEN), supported by additional initiatives.

In its meetings in Geneva held in September 1991, the World Committee, on the advice of the World Programme Committee, studied new ways in which the voice of young people can be heard at world level and

how their ideas and initiatives can be encouraged for the benefit of the Movement as a whole. The establishment of the network is part of the answer to this question.

The creation of the network acknowledges the fact that environmental problems are not only a pressing global need but also an issue to which young people are particularly sensitive. Protecting the environment represents a significant challenge for young people. It has both a universal and spiritual dimension and it is a determining factor for the future quality of individual and social life. Consequently, actions to protect the environment can and should be used as a priority vehicle for the educational goals of Scouting and, as such, make the Scout Movement more attractive for more young people. At the same time, this will facilitate the sharing of ideas and resources at all levels of the Scout Movement and increase Scouting's visibility at local, national and international levels.

The announcement of the establishment of the network was made by Circular N° 27/91 addressed to International Commissioners and National Programme Commissioners.⁸⁶

The WSEN is an experiment in full youth participation, whose **objectives** are:

- “To encourage initiatives for environmental action from young people by listening to their expressed needs, facilitating their plans of action and providing appropriate start-up funding for micro-projects at grassroots level”.
- “To mobilize...Scouts for concrete, local community involvement in the protection of the environment...”.
- “To refocus the traditional educational methodology of Scouting, orientating it towards a holistic approach to Scout activities, building a healthy human environment for young people, and the notion of a learning community of adults and young people...”.
- “To facilitate the sharing of ideas...between Scouts, the National Scout Organizations and WOSM, using modern means of electronic communication...”.

Methods – Conceived as an experiment in youth participation, the network is coordinated by a young volunteer and bypasses many of the formal structures through which Scouting operates, going straight to young people themselves. The network has its focus outside the World Scout Bureau, in the home of a young Scout volunteer, from the United States of America using various means of telecommunications to facilitate contact between network members and to help them plan and carry out their projects.

Examples of projects (initiated in 1993) – Appropriate technology – Scouts of Sweden cooperating with Scouts in Nicaragua to provide clean drinking water to small rural communities using a pump designed from a bicycle wheel which draws water from a well.

Library – In Curitiba, Brazil, Scouts have built a library for a school that never had one. They have repaired a broken power generator and installed it to provide light for the library.

Scout Magazine – Also in Brazil, Scouts who attended the “Earth Summit” had created a “Scout Review” to help young Scouts learn how to take action in concrete situations at grassroots level.

Booklet on “Camps and the Environment”. In Switzerland, a group of Scouts have created a “Nature and Environment Team” and produced a booklet, which has now been published by their association. The booklet shows Scouts how to organize their campsite selection, food preparation and clean-up procedures so that the environment is not harmed.

Support from other aspects of the Programme – The most important of those aspects are:

- Provision of “seed money” for small-scale grassroots projects, conceived and organized by members of the WSEN.
- Production of educational material for use in the development of youth programmes and in support of adult leadership.
- Organization of specialized seminars and workshops.
- Development and dissemination of promotional materials highlighting the role of Scouting in environmental education.
- Strengthening relations with other organizations active in the environment field, notably among them UNEP, IUCN and WWF International.
- Mobilizing concerned individuals to provide support at all levels.⁸⁷

7.2.2 Conversion of WSEN into READY

Inspired by the Policy on the involvement of young people in decision-making (adopted by the World Scout Conference in Bangkok, 1993) and by the success of the WSEN as a experimental model, since the beginning of 1994, the World Programme Committee started to take steps to ensure the continuation of the process.

In April 1994, a meeting was held in New York involving the Chairmen of the World Programme Committee and the Research and Development Committee, the volunteer coordinator of the WSEN and the Director of the Programme Service. Taking into account that:

- the success of the WSEN has made it difficult to manage under the existing model in which most communications passed by way of a volunteer network coordinator and
- also that the first volunteer coordinator – a law student in the United States of America who has worked in that position since 1991 – will graduate in a few months from law school and take full time employment it was clear that plans had to be made for transition arrangements and for the future operation of the network.

In this context, the idea came to change the name of the experimental model and call it by a name which carries particular meaning for Scouts: **READY**.

In a nutshell, what is READY? READY is an electronic network capable of mobilizing Scouts throughout the world to think and act globally as one big family. Some have seen in it “a first step to take Scouting into the Information Age.”⁸⁸

The vision – The establishment of READY came out from the observation that Scouts would go on-line electronically with each other irrespective of the efforts of any coordinating body. The challenge, therefore, was to ensure that this led to more than just the exchange of greetings and messages. Very precisely, this meant :

- to make the technology a vehicle of mutual understanding and common action,
- to ensure that Scouts in developing countries are not excluded from tomorrow’s world of global communication, and
- to reach out to young people and environmental organizations outside of Scouting.⁸⁹

The coordinator – A young volunteer from Brazil, who had taken an active part in the WSEN, was designated as volunteer coordinator of READY. In order to facilitate his contacts with the World Scout Bureau, facilities were extended to him to make an internship in Geneva during his period of assignment.

Operation of the network – The operation was envisaged using the possibilities offered by Internet and the fact that thousands of Scouts were already linked at low cost locally to a network that, in turn, is linked to Internet.

The volunteer coordinator would circulate a printed bulletin to Scouts around the world explaining how to join READY by subscribing to particular electronic mailing lists. The first lists will relate to core programme areas in the field of environmental action and community development. Such mailing lists offer the possibility to people who are interested in a particular topic to share that interest with each other on the Internet.⁹⁰

The possibilities of expansion of the network were virtually unlimited, with more Scouts joining READY and starting their own electronic mailing lists to discuss, and act on, their own areas of interest.

The Circular announcing the creation of READY was sent to all National Scout Associations in January 1996 together with the leaflet "READY NETWORK: EXPANDING OUR HORIZONS" with the special request that the information be circulated as widely as possible in each National association.⁹¹

The READY Network operated for three years, but lack of financial support preventing it from reaching its full scale, in December 1998 it was decided to integrate it within the Global Development Village to be held during the 19th World Scout Jamboree.

7.2.3 Publications

Two important handbooks were envisaged within the framework of the "Scouting for Nature and Environment Programme". A third one was also published as promotional material. A brief account follows.

- **The Global Scout**

"The Global Scout", issued in June 1993, is the first of the two resource handbooks. It was written by Frank Opie, a South Africa author and Scout leader, and is addressed principally to National Scout Associations but is intended also for a wider audience.

Fully illustrated, it combines ideas from all over the world in a framework that encompasses the most popular approaches of modern environmental education in a format with which Scouts everywhere can identify. It emphasises the strong link between people and the environment, to ensure that actions for the environment meet the real needs of people everywhere, and it encourages an approach of "thinking globally but acting locally" to ensure that the numerous practical ideas and activities can be used to turn thinking into action.⁹²

- **Journey to the Heart of Nature**

This is the second of the two resource handbooks and was issued in June 1994. It was written by Joseph Cornell, a well-known American naturalist and author, with the cooperation of Michael Deranja, a Californian educationalist.

Before publishing this book, Joseph Cornell had greatly contributed to environmental education through his earlier books: “Sharing Nature with Children”, “Listening to Nature” and “Sharing the Joy of Nature” some of whom have become best-sellers in English and have been translated into several languages. His unique experiential approach takes the reader, step by step, in a nature awareness trail, so that he can develop the skills necessary for enjoying the outdoors and explore the wonders of the natural world at his own pace. Needless to say that all those characteristics fit perfectly with the Scout method and make the book particularly suitable for a Scout public. The book, however, is intended for a much wider readership, as its flexible, workbook-type presentation lends itself to use by young adults, teachers, families with children 9-11 on a shared adventure and, last but not least, for individual exploration.⁹³

One common feature to the two above-mentioned books is that they were printed and distributed by commercial publishers. In the case of “The Global Scout” by Maskew Miller Longman, and in the case of “Journey to the Heart of Nature” by Dawn Publications. While the dissemination has also been made through Scout channels, commercial promotion ensures the availability of the publications to a much wider audience.

- **Scouting...naturally!**

The “Scouting for Nature and Environment Programme” published in May/June 1993 a new leaflet entitled “Scouting...naturally!” . The leaflet provides, in a simple format, an overview of the three thrusts of the Programme: education through nature and environment; learning about nature and environment; and action for nature and environment.⁹⁴ The leaflet was distributed to all Conference delegates and observers at the World Scout Conference held in Bangkok in 1993 and was also sent to all National Scout Associations.⁹⁵

7.2.4 Global Development Village

For historical, as well as for educational reasons, the World Scout Jamborees deserve special attention: they have been traditionally in the Movement an important occasion to share experiences through educational games and activities, to generate new ideas and to give new impetus to old ideas, sharing means, techniques and skills with young people from all over the world.

The introduction of the “Global Development Village” (GDV) has thus been an important innovation in the history of World Scout Jamborees. The GDV has been a true springboard in which thousands of people have taken part and whose activities have been disseminated throughout the world first through the example and enthusiasm of those present and also through publications of very different types.

One common feature of the GDVs is the **message** conveyed to the participants, which can be summarised in the following way:

- Development of the individual and development of the community linked together.
- Development in a global perspective: Only One Earth (North and South, East and West).
- Development and nature conservation linked together: sustainable development. Our responsibility towards future generations.⁹⁶
- The “Global Development Village” was introduced for the first time during the **17th World Scout Jamboree** held in Korea in August 1991. This innovative feature was devised to help Scouts become more aware of health, development and environmental problems in the world and to encourage them to play a greater role in making the world a better place.⁹⁷

The GDV was an active information space designed to promote community involvement through the principle of learning by doing. Around 20 associations from developing and industrialized countries, which had implemented activities in the fields of community development, development cooperation and environmental education, were invited to take part.

The Village was divided into a number of “districts”. There were three main districts: Health, Development & Education and Environment. The Health district focussed on activities such as immunization, nutrition and hygiene, dispensaries, drugs and AIDS education, while the Development & Education district included themes such as housing, sanitation and community facilities such as schools and playgrounds. It also featured activities relating to agriculture, crafts, education and religion. The Environment district focussed on issues such as recycling, wildlife conservation and reforestation.

The GDV was organized by the World Scout Bureau in cooperation with Scouting’s main partners in development, such as the United Nations agencies (UNEP, UNICEF, WHO), the International Planned Parenthood Federation (IPPF) and the Red Cross. The Boy Scouts of Korea provided the background infrastructure for the initiative.

The Village was an integral part of the programme for the World Jamboree and more than 10,000 participants benefited from it.

- Building on the experience and enthusiasm generated by the Global Development Village in Korea, the **18th World Scout Jamboree**, held in the Netherlands in August 1995, included a more ambitious set of activities. The GDV was built like a real village with a central square and five main streets, each of these devoted to one of the main themes: educational programme, environmental programme, health programme, travel around the world and human rights.

In total, more than 50 workshops and 150 walk-in activities were

offered to the participants. Each day, about 2500 participants, grouped in international patrols, visited the Village and took part in its activities, which were a requisite to obtain the most coveted “World Jamboree Friendship Award”.

The activities concerning environment were organized in more than 10 workshops, such as: purification of domestic waste water, reforestation, computer game: hunger or erosion, building a scout pump, making a water filter, different types of water conservation methods, educational game: the world’s use of energy, make energy saving cooking devices, preparing an environmental press report, recycling activities and a variety of Wetland and rainforest conservation projects.⁹⁸

In addition, the United Nations Environment Programme, the World Conservation Union (IUCN) and the World Wide Fund for Nature (WWF) organized a joint exhibition on fauna and flora conservation in the World Scout Centre. Aside from the activities, it is important to stress the respect for the environment, which was evident throughout the Jamboree, and very particularly in the processing of waste.

It is important to mention the concern of the organizers to allow participants to disseminate the content of the workshops in a back-home situation: every workshop had a small booklet in English and French describing the objectives of the activities, the content, and the explanation of some of the games played.⁹⁹

- The **19th World Scout Jamboree** was held in Chile from 26 December 1998 to 6 January 1999. It was a historical Jamboree for many reasons, very particularly because it took place in Latin America for the first time in the history of the Scout Movement.

Following a well established pattern, more than 30 National Scout Organizations and a record number of 11 United Nations agencies were involved in the workshops and the interactive exhibitions. It is clear that the success of the two previous GDVs has made WOSM a credible and desirable partner for the international organizations concerned.

The Workshops were organized around four themes: peace and inter-cultural understanding; environment; science and technology; and folklore and handicraft. Each workshop was run by an expert, usually from an international organization or a Chilean one and often by an invited national Scout association. The 45 workshops concerning the environment theme included: solar cookers, international negotiation on environment, sustainable development of sea resources, nature trails, plants, animals and ecosystems, prevention of forest fires, recycling of glass and aluminium, identification of environmental impact, energy saving devices, how to conduct an environmental audit, etc.¹⁰⁰

One of the most important activities of the Jamboree was the land-mine game. After a brief introduction, Scouts went through the different steps of the game, trying to step lightly through a “mine field” to avoid setting off electronic explosions. The stand, managed jointly by “Handicap International” and the Scouts of Geneva, was very strategically located and attracted attention of thousands of participants.

Also during the Jamboree, an Agreement of Cooperation was signed between the World Organization of the Scout Movement and Handicap International. One of the key aspects of this Agreement is the production and distribution of an educational kit entitled “Together, we can make a mine-free earth”. It includes: a booklet which describes the awareness game, with all of the details necessary to run the game with a group of young people; a video cassette, two posters giving information on anti-personnel landmines and concrete ideas for sensitising and taking action with young people. The kit was distributed to each Jamboree contingent and, immediately after the Jamboree, was circulated to all National Scout Associations¹⁰¹. In this way, Scouting has joined the many organizations involved in the campaign for total banning of such harmful weapons. In addition to its educational value and the creation of awareness among young people, it is clear that this issue has a strong impact on the quality of life of many of the poorest populations in the world.

To summarise, what has been the evaluation of the GDVs? First of all, there is no doubt that the GDV has strengthened the community development and educational dimensions of World Jamborees in a very significant way.

However, no less important is the educational value of the follow-up which is done in two directions: helping participants to reinforce, in their back-home situation, the learning experience of the “Village” at the Jamboree; and preparing a “how-to” kit in order to show to National Scout Associations how to introduce a similar experience in their own events, at national or local level. Those two directions combined are helping to achieve a significant multiplier effect.¹⁰²

7.2.5 SCENES

The SCENES (Scout Centres of Excellence for Nature and Environment) is a new dimension introduced into the “Scouting for Nature and Environment Programme” in 1996.

The idea and its development – The idea came as a result of consultations between Klaus Jacobs, then Chairman of the Research and Development Committee, and Lars Kolind, then Chairman of the World Programme Committee. The initial development of the concept was carried out by a special world-level task force financed by a grant from the Johann Jacobs Foundation. A special task force in the Boy Scouts of America worked on the application of SCENES in the U.S.A.

The results of the work of the two task forces was pilot tested in a number of National Scout Associations in different parts of the world. Some of these associations were represented at the “1st World SCENES Forum “ held in Denmark in October 1996.¹⁰³

The purpose – The aim of the SCENES project is to establish a number of locations where adult Scout leaders, Scout units and individual Scouts (and possibly non-Scouts) from different parts of the world can discover the rich opportunities offered by nature and environment. This should make Scouting more fun, more attractive and more relevant to young people today.¹⁰⁴

Indeed, the SCENES concept impacts on several important aspects of Scouting, such as: relevant youth programmes, particularly for adolescents, establishment of informal networks of adult leaders, improvement of Scouting’s image and dramatic improvement of communications both within and outside Scouting, thus providing new opportunities for attracting financial support.

Charter – The SCENES Centres are linked by the adherence to a Charter, which embodies the commitment of Scouting to the principles of education and of the highest environmental standards possible. (See box)

THE SCENES CHARTER

It is time for young people to play a more active role in creating tomorrow’s world. As a SCENES Centre, open to all without distinction, we encourage:

- the nurturing of the natural environment, by caring for soil, air, water, plants and animals given as precious gifts from the Creator;
- the promotion of quality of life for all human beings by a wise use of natural resources;
- the education of young people, by providing useful opportunities to learn and to take an active part in activities that touch the earth and our culture;
- the communication of good ideas, by sharing our best with others and by hearing what others have done in the worldwide scenes network, and in organizations outside Scouting.¹⁰⁵

Role of National Scout Associations – The Centres would serve as demonstration units to encourage learning by doing, and would be geographically spread to be able to serve as many Scouts as possible and provide opportunities for experiments in different natural environments.¹⁰⁶

The responsibility for implementing the SCENES concept lies with National Scout Associations. It can be seen as a franchise programme in which the national Scout association grants a franchise to a Scout Centre or campsite provided it meets the association's national requirements. It is also the responsibility of the association to define and implement an application and monitoring system, a promotion plan and a support system for the project.

Transforming an existing Scout centre or campsite into a SCENES centre involves: conducting an environmental review, establishing proper environmental practices, developing activities to have a stronger environment dimension, linking to the READY network, if possible, and the necessary training of volunteer and professional staff.¹⁰⁷

Support from WOSM – WOSM is supporting the establishment and operation of SCENES Centres by:

- Disseminating support publications reviewed in this document, such as: “The Global Scout”, “Journey to the Heart of Nature”, “Scouting: Action for the Environment” and “Help to Save the World” which can be used to strengthen the activity programme of the Centres.
- Providing certificates of recognition that participating national associations may award to Scout Centres that they accredit as SCENES Centres.
- Creating a worldwide directory of SCENES Centres, available in an electronic form and also in printed form.
- Supporting the organization of World SCENES Forums to which key SCENES organizers from National Scout Associations will be invited to participate.
- Encouraging WWF International, IUCN, UNEP and other UN agencies and international organizations to support National Scout Associations in setting up and running up SCENES Centres.¹⁰⁸

Examples of SCENES Centres – Part 2 of the “SCENES Start-up Kit” contains case studies and examples illustrating various aspects of implementing the SCENES concept. Those examples are drawn from National Scout Associations and Centres that were involved in pilot testing the concept, such as: the Danish Scout Council, Kandersteg International Scout Centre, The Eprapah Link Project in Queensland, Australia, and “The Florida Sea Base “ of the Boy Scouts of America.

The examples given are very varied and rich in details and no summary would do justice to them. Suffice it to mention that they cover areas such as: interaction with the local community, so as to enhance the historical and cultural heritage, the use of resources and energy in a sustainable manner and the rule that "...the impact caused by the visitors is not in excess of what the area can support and recover from..."¹⁰⁹, the concept of periodical environmental audit, the practice of B-P's idea "leave the place better than you found it" which includes the protection of biological diversity, erosion prevention, revegetation, the creation of nature trails, and many other practices.

7.2.6 Innovative initiatives from National Scout Associations

- **Trees for Canada Programme.**

1992 was the 20th Anniversary of the "Trees for Canada" programme of Scouts Canada. Since its inception, over one million Scouts Canada members have planted more than 45 million trees.

Annually, Beavers, Cubs, Scouts, Venturers, Rovers, their leaders and their families plant millions of trees across Canada. Tree planting takes place between April and May, depending on the climate and geography.

The benefits of the programme are well known across the country: it helps with reforestation and the reclamation of waste areas, beautifies parks and urban surroundings, provides wildlife habitat, prevents soil erosion, combats global warming, provides clean air and educates both members of Scouting and the public in general as to the importance of tree planting to the environment.

In addition to its impact on the environment, the programme also raises money for all levels of Scouting, with a share of the funds used to support community development projects in developing countries through a variety of North - South cooperation projects.¹¹⁰

- **Case Study: Action for the Mediterranean Environment**

Building upon 15 years' experience of protecting the Mediterranean forest, Scout Associations from France, Italy and Spain organized an international seminar on "Action for the Mediterranean Environment" in Marseilles, France, in October 1994.

The seminar brought together more than 60 participants from 14 countries bordering the Mediterranean Sea, representatives from the Arab and European Scout Regions, scientific and technical experts, and young people from France, Italy, Spain and Belgium, who had previously participated in environmental pilot projects.

The programme included an overview of environmental problems in the Mediterranean area; the presentation of Scout pilot projects in Spain, France and Italy; group discussions on the needs and actions undertaken or planned in each country; a field visit to a forest

protection project; and the selection of priority fields of action and concrete activities to develop cooperation among the countries in the Mediterranean region.

The three priorities identified were: forest protection, the protection and management of water courses and wells, and coastal and sea bed protection.

In order to meet these challenges, it was decided to develop twinning programmes between local groups, a young volunteer service and youth exchanges for 15-21 years-old; to establish a network of work camps for young people all around the Mediterranean Sea; to produce educational material in the three priority fields of action; to run a seminar every two years to reinforce the place of the environment in the youth programme and train leaders; and to set up a Mediterranean secretariat, to be run by different associations in turn, in order to collect and share information and expertise on environmental projects.¹¹¹

It should be emphasised that what has been described above is only “the tip of the iceberg”. Every day, the 25 million Scouts all over the world in their respective units, are engaged in some form of environmental education and action. Those activities are so familiar to Scouts themselves and to their leaders that they seldom think of reporting them...not even to the Scout press in their countries and, for the same reason, the National Scout Associations very seldom communicate them to the World Scout Bureau. The list attached as ANNEX III shows a sample of the activities, those that have been reported in “World Scouting News” and “World Info” over the past ten years.

7.2.7 Evaluation of the Nature and Environment Programme

Before dealing with the follow-up (see below section 7.3) it is important to record a provisional evaluation of the Nature and Environment Programme. It can only be considered “provisional” as the follow-up makes an integral part of the process!

- **Strategy:** The original inspiration “Scouting should restore Nature and Environment to its fundamental and central place in the Movement” has been confirmed as a valuable asset for World Scouting. “Nature and Environment – defined as including both the human and natural environment – should be woven into all elements of WOSM’s strategic priorities, in particular the continuous development of quality programmes for young people, the effective management of volunteer adult resources and the expansion of the Movement.”¹¹²
- **Programme enrichment** – The NEP has provided WOSM with new inputs to its programme and a new way of looking at programme development from a fresh perspective. In addition, there has been a recognition of the greater potential of forces for change which come

from the bottom up rather than top down and the consequent need to make young people's participation part of WOSM decision-making process.

It has also provided young people with special opportunities to work together with their peers in other parts of the world. Using effectively modern communication technology not only reduces dramatically the time barrier for such communication but also increases young people's motivation for action. Thus, the emergence of a new type of leadership based on collaborative decision-making, with the adult as a facilitator, is encouraged.

- **Adult leadership** – The NEP has been a key factor in developing contacts and relationships with other individuals and organizations working in the field of youth and environment. Those individuals have been chosen essentially for their personal drive and charisma, their openness to new ideas and their ability to make things and people move forward.
- **Community development** – The connection between environmental education and action, community development and the service orientation of Scouting has been clearly demonstrated. Because of its focus on people, its emphasis on education and its community roots, Scouting is ideally placed to combine the three dimensions.¹¹³
- **Relationships** – The NEP has demonstrated to governmental and non governmental organizations the Movement's commitment to environmental education and action through young people.

7.3 FOLLOW-UP OF THE NATURE AND ENVIRONMENT PROGRAMME AND INITIATIVES FROM THE GRASS-ROOTS LEVEL GENERATED BY THE PROJECT

The most important of those materials is the "SCENES Start-Up Kit". The concept of SCENES (Scout Centres of Excellence for Nature and Environment) has been fully described in section 7.2.5, (see above) where a summary of the "SCENES Start-Up Kit" is also presented.

It should be emphasised that this concept is of permanent value:

7.3.1 Materials disseminated to National Scout Organizations

- for the local community where the SCENES Centre is operating, because of the obvious links with that community, which help to enhance its economic and social role,
- for the National Scout Organization franchising the Centre, as it can be instrumental in promoting sound environmental practices and the concept of sustainable development, thus making the Scout Association appear at the forefront of environmental education and action in the country,
- for the World Scout Movement – as well as for the environmental movement in the world at large– because of the value of "laboratories" where a particular practice can be tested, and the multiplier effect of communication and exchange throughout the network.

Taking into account those benefits, it is not surprising that the idea is finding new grounds for implementation (see below section 7.3.4)

7.3.2 Scout Environmental Newsletter

One of the many spin-offs of the Nature and Environment Project is the “Scout Environmental Newsletter”, which works as the liaison of the “International Scout Environmental and Community Development Project Network”. The coordinator is Frank Opie, author of “The Global Scout” (see above section 7.2.3) and presently National Commissioner for Environmental Education of the South African Scout Association (see below section 7.3.4)

The Newsletter has now reached four years of existence and over 30 issues, which are sent to 84 people in 7 countries. The experience of the Network has shown that the key to success is the active presence of the coordinator, together with a strong link with each one of the national coordinators. Another key to success is the strict definition of the network: “This is an action programme not a Scout Club”. Members of the network are constantly reminded to keep activities moving and not to confine to greetings and exchange of goodwill messages. They are also constantly helped to find their way through the amount of technical and Scout information available, so that their projects are ambitious, yet efficient and effective. An e-manual on operating in the network is available free of charge from the coordinator, on simple request.¹¹⁴

The very nature of the partnerships helps members of the network to broaden their horizons, to build cultural bridges and to be confronted with new perspectives. A case in point is a Scout group project in the Netherlands, where the Explorers made a “social chart” listing all the possible problems and opportunities for community action by the local group. Another one is in Durban, South Africa, where a local group started with a bird hide, then progressing to a lookout tower, then a nature trail, a nature ramble, are now preparing an index to common birds and animals in the region and are envisaging the establishment of “community awareness days”.¹¹⁵

Encouraged by requests received from several Scouts in South America, the Network is now envisaging a possible decentralisation, to create a Spanish-speaking newsletter, while keeping mention of the main activities in the original publication in English.

7.3.3 International cooperation project between Netherlands and South Africa

This is a joint initiative launched by six Scout groups in the Netherlands and six in South Africa, which are twinned and undertake each one of them a local environmental project. The groups communicate by electronic mail.

It should be noted that the READY Network was initially used to broaden the choice of projects. Examples of projects underway include: clean up of Delta Park with maintenance of hides, fences and bridges (South

Africa) and bat conservation in the area around their Scout base (Netherlands).

What are the benefits of the twinning?

- First of all, Scouts are making all the decisions and problem-solving skills are being learned.
- Local communities are involved and Scouting is seen as being relevant to them in a very concrete way.
- Scouters have direct easy access to environmental expertise on a daily basis
- And, last but not least, environmental action is happening, at the grass-roots level in an effective way!

In addition to the Newsletter (see above 7.3.2), the twinned groups are now exchanging reports directly, forging international cultural bridges of environmental understanding and cooperation.

In conclusion, one of the mottos of the READY Network “Helping Scouts to share with others who care” has proved to be very relevant to those 12 Scout groups!¹¹⁶

7.3.4 New SCENES Centre in Mafikeng

The name of Mafikeng has a strong connotation in the Scout world. Indeed, it was during the siege of Mafikeng that a young British Colonel, Baden-Powell, made a name for himself and, as he admitted years later, it was there that he began to develop the ideas and educational method that would eventually become Scouting.

Immediately after the 35th World Scout Conference held in Durban in 1999, a group of top Scout leaders went to Mafikeng for the dedication ceremony of a large, new Scout Centre for Excellence in Nature and the Environment.

The Centre consists of 10 new buildings, all designed to minimize environmental impact. It offers young people the chance to learn more about nature, traditional building techniques, cooking, dancing, crafts, plants, etc. In addition, the Centre has lots of open space for camping and it borders on a wildlife game reserve.

Technical facilities are very functional and conceived to meet environmental standards. Thus, there is a large open-air multipurpose building whose louvered roof opens and closes to meet weather conditions. Rain is captured from the roof and stored in the large brick cisterns at the corners of the building. The torch that lights the monument erected on the 75th Anniversary (which has just been moved to the entrance of the Mafikeng SCENES Centre) is not an exception: its flame burns bio-gas produced at the Centre from waste.¹¹⁷

8. PROSPECTS FOR THE FUTURE

8.1 DYNAMISM OF THE INTERNATIONAL COMMUNITY

This dynamism can be seen from different points of view. For the sake of clarity and brevity they are summarised under two different headings: technological progress and the social perspective.

8.1.1 Technological progress

The world is entering the era of “post-industrial revolution”. Technology in general – and very particularly communication technology – is opening up new possibilities for people around the world. Authors rival in giving names to the fast changes we are experiencing. Some talk about the “big-screen brother”, many talk about humanity crossing the “digital frontier”, others mention “a new race of intelligent robots” that has already arrived... For the purpose of this document, the pertinent question is: will those new possibilities offered by technology be able to help humanity in the most important task it faces: be able to survive in the coming decades?¹¹⁸

No matter how considerable is the progress that has been made in the field of technological innovation, it must be remembered that no technology is a substitute for human wisdom! Will humanity be able to use the new and sophisticated resources at its disposal in a wise way?

8.1.2 The social perspective

Years of reflection and practice have led to a more accurate perception of the complexities of “sustainable development”. The social perspective emphasises the link between environment protection and the quality of life of the population concerned: the quality of the air, the provision of safe water and sanitation for all families, the improvement of nutrition standards, the fight against famine, the provision of basic education for all children, etc. This perspective evolves from the idea that extreme poverty is not only against human rights but also that misery leads populations to degrade their natural environment in order to survive. Far from being a theoretical view, this has been documented in a number of situations in different parts of the world.

Conclusion: it is important to protect the environment in ways that also create jobs and foster economic growth.

Is the ground ready for change in this respect? From the theoretical point of view, it is not difficult to promote the idea. The task ahead, which is far more difficult, is to integrate the needs of the most vulnerable sectors of society into development planning, both in industrialized and in developing countries, and ensure that their rights in the fields of health, education, work, welfare, etc. are safeguarded and enhanced within the very concept of sustainable development.

In this respect also, the world needs a change of perspective. As progress is made in the process of reflection and action in the

international community, it becomes more and more evident that this question has to be seen not as matter of charity towards the less privileged, but from the point of view of human dignity and human rights and from the point of view of the quality of life for everyone. It appears then very clearly that the social, the economic and the environmental dimensions are three complementary pillars of the same foundation. No solid building can stand if one of the three is missing!

8.2. SCOUTING'S OWN INTERNAL DYNAMISM

Scout leaders are no doubt aware of the process the Movement has followed over the past years, starting with the World Scout Conference held in Melbourne in 1988: an in-depth examination of the Movement leading to the development of the Strategy and culminating in the World Scout Conference in Thessaloniki with the adoption of a "Strategy for Scouting".¹¹⁹

This process – which has been carried out with the full involvement of National Scout Associations – has contributed in no small measure to reinforcing a feeling of belonging and commitment to "World Scouting". But from the point of view of this paper, the most important aspects are the definition of the **mission**, the formulation of the **vision** and the establishment of the **strategic priorities** and the relationship these three elements have with the subject of the environment.

The mission.- The introductory paragraph explains that "The mission of Scouting is to contribute to the *education of young people...to help build a better world* where people are self-fulfilled as individuals and play a constructive role in society".

The subsequent statements define the non-formal educational process where "...each individual (is) the principal agent in his or her development as a *self-reliant, supportive, responsible and committed person*".

And the final statement explains how the Scout Movement helps young people fulfil their responsibilities: "...assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law".¹²⁰

The vision.- The vision looks at Scouting as "...*an educational social force...attracting and retaining more and more young people (especially adolescents) of both genders and coming from all segments of society...attractive to adults, women and men, in all cultures...a Movement through which they can make a significant contribution to society...(a Movement) which is dynamic and innovative...with adequate resources, simple structures and democratic decision-making processes...*".¹²¹

The strategic priorities.- Evolving from the mission and the vision, the strategic priorities put emphasis on seven key points: youth involvement; adolescents – supporting their transition to adulthood; girls and boys, women and men – respecting differences, promoting equality and sharing responsibility; reaching out – breaking down barriers and

working with all segments of society; volunteers in Scouting – broadening the base of adult support; an organization for the 21st century – becoming flexible, lean, innovative and participatory; and Scouting’s profile – strengthening communications, partnerships and resources.¹²²

If we look at the different statements and very particularly at the words highlighted above in italics, we realise to what extent they apply in a very special way to the question of nature and the environment as young people would find in the Scout Movement a place where they can enjoy the comradeship, experience the satisfaction of being self-fulfilled as individuals and, at the same time, play a positive role in society as supportive, responsible and committed persons, who are not a burden but a resource to their fellow human beings.

And here one can see a clear link with the concerns of the international community. In particular, conceptual development now underway (see above 8.1.2) opens new avenues for Scouting, as human rights, human dignity, quality of life for everyone, a society which develops in harmony with nature, using –but not abusing– resources on Earth, are ideals with which the Scout Movement has fully identified since its inception.

Is there a better way to show that the “Strategy for Scouting” is a forward-looking concept called to play a very significant role in the development of the Movement? And, by the same token, is there a better way to show that nature and environment should continue to play a prominent role in Scouting in the future?

9. CONCLUSION

At the end of this document, a few questions, a certainty and a challenge.

First, the **questions**:

- economic growth and environmental balance: is it achievable? Is it not a patched-up compromise? From the conceptual point of view, it is a compromise which satisfies two equally important needs. But it is a struggle in every particular situation. Books will give guidelines but the solutions will have to be found in the real-life situations...one at a time! And we all can and should be part of the process.
- global vision and local involvement: are they compatible? More than that, they are complementary as they reinforce each other. Without the local involvement, the vision remains unfulfilled. Without the global vision, the local involvement misses important reference points, the richness of other people's examples and the experience of already proven solutions.
- environmental education or environmental action: which is the priority? Both are the priority! In most cases, it would be difficult to draw the line. The cycle of awareness leading to responsibility, which in turn leads to action is a continuous one...and the action leads to increased awareness and the cycle goes on at a higher level of commitment.

Then, the **certainty**. "By instilling love and respect for Nature among millions of children and young people that have passed through its ranks, Scouting has made a significant contribution to the present momentum of the environmental cause throughout the world"¹²³

Scouting has certainly done a remarkable job. Is it a reason to rest on one's laurels? On the contrary: the new millenium is an excellent opportunity to continue the task undertaken with a renewed sense of dedication and energy.

A substantial part of this new version of "Scouting and the Environment" has been devoted to examine the Nature and Environment Programme (NEP). Aside from its immediate achievements, the NEP has provided much inspiration, vision and leadership to World Scouting (for a brief account, see above section 7.2.7).

Let's continue along this path. Much has been done. Much more can be achieved with courage and perseverance. Scouting's broad experience in environmental education for all ages from seven upwards, for urban and rural youth, for any geography or climate, is a great asset that cannot be over-emphasized. On the other hand, the remarkable response of young people today to the cause of the environment is a clear indication that the message is reaching its target.

And now the **challenge**! The conviction that the humankind makes part of the entire community of life and, therefore, that all forms of life

deserve respect and care, is progressively leading people from all walks of life, from all spiritual and philosophical convictions, everywhere, into a new global ethic: the ethics of peace, understanding, environmental care and solidarity.¹²⁴

Scouts by origin, by vocation, have always had the ambition of being “*éclaireurs*”, pathfinders, those who walk ahead and discover new roads. Scouting has been a pioneer in the field of the environment, even before the term reached its popularity throughout the world. Today, more than ever, Scouting must contribute to the future of the Earth its most valuable resource: a generation of young people full of vision and determination who are and will be the stewards of the planet!

REFERENCES

1. Lester R. Brown et al, The State of the Year 2000, The Worldwatch Institute, W.W. Norton and Company, New York and London, 2000, back cover
2. Lester R. Brown et al, State of the World 1990, A Worldwatch Institute Report on Progress toward a Sustainable Society, W.W. Norton and Company, New York and London, 1990
3. Footsteps of the Founder - Lord Robert Baden-Powell, compiled and edited by Mario Sica, editrice Ancora Milano, Milano, Italy, 1981, p. 103
4. Scouting and Conservation, position paper prepared by the World Scout Bureau to serve as background document for the 23rd World Scout Conference, held in Tokyo, Japan in August 1971
5. Baden-Powell, Rovering to Success: a book of life-sport for young men, London, Herbert-Jenkins Ltd, 1922, p. 181
6. Baden-Powell, Scouting for Boys, Arthur Pearson Limited, London, 1908, p.177-178
7. The first Scout Camp, article by E.E. Reynolds in "World Scouting/Scoutisme Mondial", Volume 13, N° 4, October-December 1977, p.8-11
8. Ibid.
9. Ibid.
10. Scouting and Conservation, op. cit. p. 8
11. Scouting and Conservation, op. cit. p. 9
12. Jack Cox, Serve by Conserving, The Boy Scouts International Bureau, Ottawa, 1958, 157 p. illustrated
13. Constitution and By-Laws of the World Organization of the Scout Movement, World Scout Bureau, Geneva, July 1983
14. Ibid
15. Elements for a Scout Programme, published by the Programme Service of the World Scout Bureau, Geneva, 1987, section I Fundamentals. Chapter 1 Fundamental Principles. Also available in a separata published in 1989 by the World Scout Bureau
16. Constitution and By-Laws of the World Organization of the Scout Movement, World Scout Bureau, Geneva, July 1983
17. Malherbe, E.G.: Baden-Powell as educator: A tribute to the founder of the Boy Scout Movement. University of Natal, Durban, 1967
18. Barbara Ehringhaus, Strengthening Scouting's Role through Education and Action on Nature and Environment, a discussion paper for the First Marbach Seminar, Geneva, January 1991
19. Second International Conference on Nature and Environment in Scouting, Kandersteg, Switzerland, 31 October 3 November 1992, Report in "Scouting for Nature and Environment ", Document 5, 33rd World Scout Conference
20. Piero Bertolini et Vittorio Pranzini, "Scoutismo Oggi", Cappelli editore, Bologna, 1981, p. 80-81
21. Malek Gabr, L'Importance du Plein Air dans la Pédagogie Scoute, World Scout Bureau, Geneva, 1979, p. 4
22. R. Baden-Powell, Rovering to Success, op. cit. p. 177-178
23. Ibid., p. 174

24. Ibid., p. 174
25. R. Baden-Powell, *Aids to Scoutmastership*, London, Herbert Jenkins, fourth impression, n.d. p. 96
26. R. Baden-Powell, *Scouting for Boys*, published by Boy Scouts of America for and on behalf of Boy Scouts International Bureau, World Brotherhood Edition, USA, 1946, p. 295
27. *Constitution and By-Laws of the World Organization of the Scout Movement*, World Scout Bureau, Geneva, July 1983
28. Mateo Jover, article *Social Commitment* in "Europe Information", WSB, European Regional Office, N° 25, June 1987, p. 11-15
29. David Levinson and Karen Christensen, *The Global Village Companion*, ABC-CLIO, Santa Barbara, California. USA, 1996, p. 79 and "State of the World 2000", op. cit., p. 11
30. Dennis L. Meadows, Donella H. Meadows, Jorgen Randers and William W. Behrens III, *The Limits to Growth, a Report for the Club of Rome's Project on the Predicament of Mankind*, a Potomac Associates Book, Washington, 1972
31. David Levinson and Karen Christensen, *The Global Village Companion*, op. cit., p. 78-79
32. Helena Fornaro, article "Penser la terre, repenser l'Homme" in *The New Federalist*, Brussels, N° 2, 1992, p. 13
33. "Our Common Future", the Report of the World Commission on Environment and Development, The Centre for Our Common Future, Geneva, June 1990
34. *Our Cities, Our Future*, Edited by Charles Price and Agis Tsouros, WHO Healthy Cities Project Office, Special edition for Habitat II, Copenhagen, 1996, p. 45
35. World Commission on Environment and Development, "Our Common Future", Oxford University Press, Oxford, 1987, p. 43
36. David Levinson and Karen Christensen, *The Global Village Companion*, p. 301
37. David Levinson and Karen Christensen, *The Global Village Companion*, p. 301
38. "Human Development Report", in *Africa Research Bulletin*, Volume 27, N° 5, June 30, 1990, p. 9968-9969
39. "Human Development Report 1993", United Nations Development Programme, Oxford University Press, New York and Oxford, 1993, p. 1-8
40. Lester R. Brown et al, *State of the World 2000*, op. cit., p. 192
41. Federico Mayor, Address at the opening of the third meeting of the Agenda for the Millenium: "Ethics of the Future", Rio de Janeiro, 2 July 1997, p. 3
42. Federico Mayor, *ibid*
43. Federico Mayor, *idem*, p. 5
44. "Our Global Neighbourhood", *The Report of The Commission on Global Governance*, Oxford University Press, Oxford, 1995, p. 208
45. David Levinson and Karen Christensen, *The Global Village Companion*, op. cit., p. 65
46. Lester R. Brown et al, *State of the World 2000*, op. cit., p. 120

47. "Our Global Neighbourhood", The Report of The Commission on Global Governance, op.cit. p. 211
48. "Our Global Neighbourhood", The Report of The Commission on Global Governance, op.cit. p. 211 and 215-216
49. Action Paper for CYP Africa Region, in "Towards the Year 2000, Report of the Second Meeting of Commonwealth Ministers Responsible for Youth Affairs", Port of Spain, Trinidad and Tobago, 17-19 May 1995, Commonwealth Secretariat, London, December 1995, p. 55
50. Revue Sciences Humaines, N° 105, Paris, Mai 2000, p. 5
51. Our Cities, Our Future, Edited by Charles Price and Agis Tsouros, op. cit.
52. William Pfaff, article "Annan's New United Nations is beginning to go its own way", International Herald Tribune, Paris, September 12, 2000 (downloaded from www.iht.com)
53. Construire N° 19, 9 Mai 2000, Migros Suisse, p.2
54. Michael Renner, article "Creating Jobs, Preserving the Environment " in "State of the World 2000 ", op. cit. p. 176
55. TIME Magazine Special edition "Earth Day 2000", April/May 2000, Vol. 155, N° 16A, New York, USA
56. "Our Global Neighbourhood", The Report of the Commission on Global Governance, op. cit., p. 30-31
57. Lester R. Brown et al, State of the World 2000, op. cit., back cover
58. World Declaration of the Survival, Protection and Development of Children and Plan of Action for implementing the World Declaration on the Survival, Protection and Development of Children in 1990s", signed by Heads of State and Heads of Governments, at the World Summit for Children, DCF/WSC/1990/WS-001, United Nations, New York, 30 September 1990
59. Lester R. Brown, article "Challenges of the New Century" in "State of the World 2000", ©The Worldwatch Institute, W.W. Norton & Company, New York and London, 2000, p. 4-8
60. Klaus Töpfer, Executive Director, United Nations Environment Programme, Circular letter 30 September 1999, Ref.: GEO-2000
61. Lester R. Brown, article "Challenges of the New Century, op. cit., p. 9
62. Lester R. Brown, article "Challenges of the New Century", op. cit., p. 13-21
63. Dr. Trevor Hancock, Public Health Consultant, Canada, article "Planning and Creating Healthy and Sustainable Cities: The Challenge for the 21st century", in "Our cities, our future, Policies and Action Plans for Health and Sustainable Development", op. cit., p. 67
64. Oscar Rojas, article "The role of civil society organizations in sustainable development", in "Civil Society and the Millennium", Civicus-Kumarian Press, 1999, West Hartford, Connecticut, USA, p. 85-95
65. Klaus Töpfer, Executive Director, United Nations Environment Programme, Circular letter 30 September 1999, Ref.: GEO-2000
66. Roger Rosenblatt, article "All the days of the Earth" in TIME Magazine Special edition "Earth Day 2000", April/May 2000, Vol. 155, N° 16A, New York, USA, p. 8-18

67. Dennis L. Meadows, Donella H. Meadows, Jorgen Randers and William W. Behrens III, *The Limits to Growth*, a Report for the Club of Rome's Project on the Predicament of Mankind, a Potomac Associates Book, Washington, 1972
68. *Help to Save the World*, Programme Resource material on Conservation, published by the World Organization of the Scout Movement in cooperation with WWF International, World Scout Bureau, Geneva, 1990, p. 1
69. Circular N° 29/91 of the World Scout Bureau, Geneva, November 1991
70. *Help to Save the World*, op. cit.
71. *Action for the Environment*, published by the World Organization of the Scout Movement in cooperation with United Nations Environment Programme, World Scout Bureau, Geneva, 1990
72. Mateo Jover, article *Scouting and Environmental Education*, in *E Dev News, Education for Development Bulletin*, UNICEF, Geneva, Volume 2, N° 2, July 1991, p. 9-10
73. Circular N° 33/89 of the World Scout Bureau, Geneva, November 1989
74. *Programme Exchange*, Issue N° 32, World Scout Bureau Geneva, January 1990, and promotional material for the World Health Day published by the World Health Organization (WHO)
75. Circular N° 6/90 of the World Scout Bureau, Geneva, February 1990
76. Article *World Environment Day focuses on children*, *World Scouting News*, World Scout Bureau, Geneva, June/July 1990
77. Issue N° 1, April 1990; Issue N° 2, May 1990; Issue N° 3, July 1990, published by the World Scout Bureau, Geneva
78. *World Scout Environment Year: News: Special World Conference Issue*, World Scout Bureau, July 1990
79. Barbara Ehringhaus, *Report Environmental Education and Action: Proposals for Revitalizing Scouting's Role*, World Scout Bureau, May 1990, draft version
80. Barbara Ehringhaus, *Strengthening Scouting's Role through Education and Action on Nature and Environment*, a discussion paper for the First Marbach Seminar, Geneva, January 1991
81. Article *Scouting and the Environment is focus of World meeting* in *World Scouting News*, February 1991, p. 3
82. Ibid.
83. Ibid
84. "Scouting for Nature and Environment", Document 5, 33rd World Scout Conference, World Scout Bureau Geneva, Scoutpak N° 1, May 1993, p. 2
85. "Scouting for Nature and Environment", Document 5, 33rd World Scout Conference, idem, p. 2-3
86. Circular N° 27/91 of the World Scout Bureau, Geneva, October 1991
87. "Scouting for Nature and Environment", Document 5, 33rd World Scout Conference, idem, p. 3-5
88. "Scouting for Nature and Environment – Mobilizing the Movement", World Programme Committee, 1994, p. 2
89. "Scouting for Nature and Environment – Mobilizing the Movement", idem

90. "Scouting for Nature and Environment – Mobilizing the Movement", idem, p. 5
91. Circular N° 2/96 of the World Scout Bureau, Geneva, January 1996
92. Circular N° 17/93 of the World Scout Bureau, Geneva, June 1993, and article "The Global Scout thinks globally but acts locally ", World Scouting News, World Scout Bureau, Geneva, June 1993
93. Circular N° 13/94 of the World Scout Bureau, Geneva, June 1994, and article "Journey to the Heart of Nature", World Scouting News, World Scout Bureau, Geneva, August-September 1994
94. Monthly Report May/June 1993, World Scout Bureau, Geneva
95. Monthly Report July/August 1993, World Scout Bureau, Geneva
96. Monthly Report, Preparatory documents, 17th World Scout Jamboree, World Scout Bureau,, Geneva, April 1991
97. "World Scouting News", special issue, volume 23, N° 8, September 1991, p. 6
98. Programme Global Development Village, 18th World Scout Jamboree, Scouting Nederland, August 1995, section "Environmental programme"
99. Booklet "Programme, Global Development Village, 18th World Jamboree", August 1995, published by Scouting Nederland and booklet "Scouting for everyone", Global Development Village, 18th World Jamboree", August 1995
100. Global Development Village, "Informe Final para la Dirección Ejecutiva", Equipo AMD, Chile, no date, circa March 1999
101. World Scouting News Vol. 30 N° 5 November 1998-February 1999
102. How to organize a Global Development Village: a planning guide based on the experience of the 18th World Jamboree in the Netherlands, © World Scout Bureau and Scouting Nederland, Geneva 1996
103. Scout Centres of Excellence for Nature and Environment, SCENES Start-up Kit, World Scout Bureau, Geneva, 1997, p.4
104. Idem p. 5
105. Scout Centres of Excellence for Nature and Environment, SCENES Start-up Kit, op. cit., p. 4
106. Scouting for nature and environment, Update and Status Report – January 1994, World Scout Bureau, Geneva
107. Scout Centres of Excellence for Nature and Environment, SCENES Start-up Kit, idem p. 5 and 6
108. Scout Centres of Excellence for Nature and Environment, SCENES Start-up Kit, idem, p. 15; and Circular N° 31/97 of the World Scout Bureau, Geneva, November 1997
109. Scout Centres of Excellence for Nature and Environment, SCENES Start-up Kit, idem, p. 22
110. Article «20th Anniversary of the Trees for Canada programme », World Scouting News, World Scout Bureau, Geneva, May 1992, p. 2
111. Article "Scouts act for the Mediterranean Environment" in World Scouting News, vol. 26, N° 6, December 1994-January 1995
112. Second International Conference on Nature and Environment in Scouting, Kandersteg, Switzerland, 31 October-3 November 1992, Report in "Scouting

for Nature and Environment ”, Document 5, 33rd World Scout Conference, idem, p. 6-10

113. Ibidem
114. Scout Environmental Newsletter, N° 31, April 2000, p. 4
115. Scout Environmental Newsletter, N° 31, April 2000, p.3 and 10
116. Scout Centres of Excellence for Nature and Environment, SCENES Start-up Kit, idem, p. 33-36
117. World Scouting News, World Scout Bureau, Geneva, July-October 1999, p. 8
118. “TIME Magazine”, March 23, 1998, supplement “World Watch”, p. TD 4 and TD 5. “Technology, long seen as the enemy of the environment, is providing new solutions to some of the planet’s most pressing problems” and “TIME Magazine”, March 23, 1998, p. 91, article “Green Machines” by James Geary
119. Circular No. 21/2002, “36th World Scout Conference: Business Resolutions”, World Scout Bureau, Geneva, August 2002
120. World Scouting News, World Scout Bureau, Geneva, July-October 1999, No. 4-6
121. Towards 2007 and beyond, “A Strategy for Scouting: the proposed concept”, World Scout Bureau, Geneva, November 2001, p. 12-13
122. Ibidem
123. Jacques Moreillon, Foreword, F. Opie, “The Global Scout”, op. cit, p. iii
124. Dépliant “Manifeste 2000, Pour une Culture de la Paix et de la non-violence”, UNESCO, Paris, 2000

ANNEX I:
**RESOLUTIONS OF THE WORLD
SCOUT CONFERENCE
DEALING WITH ENVIRONMENT
AND NATURE CONSERVATION**

1971

The 23rd World Scout Conference adopts Resolution N° 12/71 where it “...calls for continued action for conservation of the whole environment because of its urgency and importance; encourages National Scout Organizations to more intensive efforts and cooperation with other organizations working for the preservation of man’s natural heritage.”

1973

The 24th World Scout Conference adopts two important resolutions on this subject:

- Resolution N° 5 /73, dealing with Scout Forums, endorses several recommendations “common to most youth forums” including one that calls for: “...c) increased emphasis on conservation in Scouting programmes, including active participation in ecological projects in the community”.
- **Resolution N° 8/73**
 - “welcomes the establishment of the World Conservation Committee”,
 - notes with pleasure the joint World Scouting-World Wildlife Fund “Declaration of Intent” to work closely in matters of conservation,
 - endorses the World Scouting-World Wildlife Fund Four Point Conservation Project and urges national associations to negotiate similar cooperation and joint activities at national level.”

1977

The 26th World Scout Conference approves the new text of Chapter I of the Constitution of WOSM, including, among the fundamental principles “...Participation in the development of society with recognition and respect for the dignity of one’s fellow-man and the integrity of the natural world”.

The same Conference adopts Resolution N° 10/77 where it “...notes with pleasure that the World Conservation Badge is now in use in 32 member countries and resolves that all associations not now using the World Conservation Badge be encouraged to develop their own requirements and adopt the World Conservation Badge as part of their basic programme”.

1985

The 30th World Scout Conference adopts Resolution N° 6/85 where it “...recommends to National Scout Organizations to develop a deeper commitment in their cooperation with the World Wildlife Fund in their respective countries”.

The Conference also adopts Resolution N° 7/85 which “recommends to National Scout Organizations that they develop reforestation and soil conservation activities and projects in countries which are affected by drought” and “encourages international cooperative initiatives to support concretely these efforts in the most affected countries”.

1988

The 31st World Scout Conference adopts Resolution N° 6/88 which states:

“The Conference:

- recognizing the fundamental importance of environment and environmental education in Scouting,
- recognizing the close relationship between environment conservation and development as emphasized in the World Conservation Strategy and the recent report of the UN World Commission on Environment and Development,
- welcomes the initiative of the United Nations Environment Programme (UNEP) to work in close collaboration with Scouting;
- encourages the World Committee to establish closer relationships with UNEP;
- strongly recommends to National Scout Organizations to further strengthen their activities addressing the environment and environmental education”.

1990

The 32nd World Scout Conference adopts Resolutions N° 13 and N° 14 on the subjects of the Environment and the World Scout Environment Year.

Resolution No 13/90 states:

“The Conference

- noting that, within the Constitution of the World Organization, respect for the integrity of the natural world is part of the fundamental principles of the Scout Movement and programmes taking place in contact with nature are part of its educational method
- recognizing that the protection of nature and of the environment represents one of the greatest and most vital challenges of our times
- aware that the Scout Movement has historically played a pioneering role in environmental education and action

- conscious of the need to revitalize the role of Scouting and its visibility in that key sector
- urges National Scout Organizations to strengthen the ecological and environmental dimensions within their youth programmes, adult leader training and the totality of the operation of the organization
- requests the World Committee to assist National Scout Organizations with tools needed to achieve this objective.”

Resolution N° 14/90 states:

The Conference

- applauds the decision of the World Committee to declare World Scout Environment Year and urges National Scout Organizations to find new and creative ways to encourage their scouts to participate in activities related to environmental education and action throughout the Year
- welcomes the publication of “Help to Save the World” and “Scouting: Action for the Environment” and expresses its appreciation to the World Wide Fund for Nature (WWF International) and the United Nations Environment Programme (UNEP) for their generous technical and financial support which enabled these important tools to be made available to Scout associations
- encourages further close cooperation between these organizations and the Scout Movement at world, regional and national level.”

1993

The 33rd World Scout Conference adopts Resolutions N° 11 and N° 12 on the subject of the Environment and N° 24 on World Conference Working Methods

11/93 Scouting for Nature and Environment

The Conference

- cognizant of the increasing importance of environmental education and action to help create a sustainable world
- recognizing the essential relationship between environment and development for the improvement in quality of life
- reaffirms the fundamental role of Nature and the environment in Scouting, as expressed in the Principles and Method in the Constitution of the World Organization of the Scout Movement

- accepts as a basic definition to guide the Movement in its work the statement “*Environmental Education in Scouting is the development, through the Scout method, of knowledge, skills and attitudes leading to action to improve and sustain the quality of all life on earth*”
- commends the World Committee on its efforts to strengthen this environmental dimension of Scouting, not only in terms of what Scouting can do for the environment but also in helping to make Scouting a more credible, relevant and effective force in the education of young people including the spiritual dimension
- endorses the aim, principles, content and methods of the special three-year *Scouting for Nature and Environment* programme developed by the World Organization
- welcomes the initiative taken by young members in building the World Scout Environment Network, commends the Network’s commitment to addressing the relationship between environment and development, and urges the Network to develop further productive ties among Scouts around the world
- welcomes the development of a network of Scout Centres of Excellence for Nature and Environment to strengthen the role of nature and environment in Scouting
- welcomes the tools produced by the World Organization to assist national associations in developing education *through* nature and environment, learning *about* nature and environment, and action *for* nature and environment
- requests the World Committee and World Bureau, and National Scout Associations, to make every effort to find and devote the necessary human and material resources to pursue the implementation strategy for the *Scouting for Nature and Environment* programme
- urges National Scout Associations to participate fully in and build upon initiatives and activities organized under the *Scouting for Nature and Environment* programme, in particular through the integration of relevant activities and approaches into their Youth Programmes.

12/93 Action for the Environment

The Conference

- considering Scouting’s concern for the environment as expressed in the debate on *Scouting for Nature and Environment*

- considering that action in this field is best promoted through example
- calls on National Scout Organizations, the World Committee and the World Bureau to examine their methods of operation and management to reduce their use of consumable materials, increase the use of recyclable materials and avoid using materials harmful to the environment.

24/93 World Conference Working Methods

The Conference

- recalling the requests made by previous Conferences to involve all participants more actively during the Conference by using a greater variety of working methods
- welcomes the new ways of work in this Conference such as those used in the sessions on *Youth Programme* and *Scouting for Nature and Environment* and suggests to the World Committee to continue these approaches
- requests the World Committee to create even more opportunities for Conference participants to be involved in a more active and imaginative way.

**ANNEX II:
HIGHLIGHTS OF SCOUTING'S
INVOLVEMENT IN
CONSERVATION/ENVIRONMENT
ACTIVITIES OVER
THE PERIOD 1967-1988**

1967

- 21st World Scout Conference, Seattle, USA. The World Scout Committee decides to transfer the World Scout Bureau from Ottawa to Geneva (decision confirmed by Conference Resolution N° 12/67), appoints Dr. Laszlo Nagy as Secretary General and decides to strengthen the staff of the WSB.

1968

- (1st May) The World Scout Bureau establishes its headquarters in Geneva.

1969

- The World Scout Bureau publishes “Be Prepared – For Service, a handbook for Commissioners and Leaders concerned with programme”.

The booklet offers practical examples of Scout service schemes and effective methods of training in service. Many examples are given of Scouting's involvement in wildlife protection, soil erosion, irrigation projects, afforestation (French version published in 1970).

1970

- (March) : The WSB publishes a “World Scouting Idea Exchange” on the subject of “Conservation Codes”. It points out that such codes are “one frequently used means of educating personal behaviour to help conserve our natural environment”. It includes examples from codes used in United Kingdom, Belgium, Italy, Federal Republic of Germany and the Netherlands.
- The WSB takes an active part in the “European Conservation Conference on the Management of the Environment in Tomorrow's Europe” organized by the Council of Europe in Strasbourg from 9 to 12 February 1970. The report presented by the WSB was subsequently published in the Bulletin of the Council of Europe (in 1971) under the title of “Scouting and Conservation”.
- Many European Scout Associations are involved in the “European Conservation Year” declared by the Council of Europe. The World Scout Bureau publishes a “World Scouting Idea Exchange” with an example from “Eclaireurs et Eclaireuses de France” called “Operation Noah's Ark” where 20 suggestions on Conservation projects are given. They range from information campaigns to forest cleaning and from protection of migratory birds to tree planting.

1971

- The WSB publishes a “Bibliography on the Role of Youth in Development and Conservation”. The 24-page document includes more than 100 sources; some of them are particularly recommended as background reading for the 23rd World Scout Conference to be held in Tokyo under the title “Scouting for Development”.
- The WSB publishes a background document on “Scouting and Conservation” as a preparation for the World Scout Conference (see above). It has two main parts, the first one identifying “the theoretical basis for conservation in Scouting” and the second one giving an overview of “Scout action in the field of Conservation”.

1972

- (June) The WSB publishes a Fact Sheet on “Scouting and the Environment” where it records a number of activities suitable for different age groups. Among those mentioned for the senior age section, there are: building extensive wilderness trails in Canada and New Zealand, planting 3 million trees in the Philippines, a nation-wide anti-litter drive in the USA, using an island as an ecological laboratory in Sweden and clearing streams and building wells all over the world.
- (July) The WSB publishes a promotional booklet entitled “Scouting CAN help make a better world” where there is a section on “Scouting can improve and protect man’s environment”. A variety of activities are mentioned, including tree planting, conservation education, desert reclamation projects in the Middle East and massive clean-up and conservation campaign in USA, New Zealand and Europe.
- A World Scout Conservation Committee was appointed. It reported to the World Programme Committee on matters relating to Conservation in the Scout programmes.

1973

- At the 24th World Scout Conference, held in Nairobi, Kenya, in July 1973, a Joint Policy Statement called “Declaration of Intent” was signed by Sir Peter Scott, Chairman of the World Wildlife Fund (WWF) and Amb. Antonio Delgado, Chairman of the World Scout Committee. Both organizations agree to establish “a close and long-term cooperation and partnership in the conservation of nature and the natural environment”.

As a result, the first combined effort launched by WWF and World Scouting was called the “Four point programme” and it embraced:

1. The publication of a series of 5 booklets dealing with environmental education: Clean Water, No Litter, Precious Soil, Pure Air and Free Wildlife. Later on, they became Scout “best-sellers”; 15 translations were made into different languages.
 2. The creation of a World Conservation Badge with the Panda symbol of WWF superimposed on the World Scout Emblem. The booklet “Recommended outline requirements for the World Conservation Badge”, gave guidelines for three age groups: 8-11 (brown stage), 12-15 (green stage) and 15 onwards (blue stage).
 3. The “Save the Tiger” drawing competition, organized jointly by WSB and WWF attracted thousands of drawings from all over the world. The 20 best drawings, selected by an international jury, were reproduced as stamps and sold for the benefit of the campaign.
 4. The development of Scout Training Centres as conservation models (see below 1974).
- A “Pilot International Seminar on Environmental Education Methodology in Scouting Programmes” was held in Kjesater Leader Training Institute, Sweden, from 19 to 24 August. It was jointly organized by the WSB and the Swedish Guide and Scout Association. 15 European associations were represented.

1974

The WSB publishes the booklet “Conservation Information Centres” in an effort to help Scout associations develop and manage all permanent Scout training camps and activity centres on sound conservation principles, in such a manner that the camps themselves play an important educational role.

1975

- The 14th World Scout Jamboree was held in Lillehammer, Norway, from 30th July to 7th August 1975. It included 10 Conservation activities from windpower and solar energy to personal pollution, soil erosion, nature exploration and water purification.
- As part of the preparations for the World Jamboree, the WSB published a booklet “Join-In Jamboree” intended to spread the spirit of the Jamboree for those who were unable to attend. Several pages were devoted to assist Scout associations in preparing their “Join-In Camps and activities” according with sound environmental principles.
- The “International Show-and-Do Conservation Project Kit” was published by the WSB together with a Public Relations Guide

entitled “Multiply the Message”. The “Show-and-Do” kit contained 64 project charts intended to cover a very wide range of environmental projects. Its very simple and illustrated style attracted the attention of associations and translations into French and Spanish were made.

- The WSB published a 16-page supplement on “Conservation” as an off-print to the magazine “World Scouting”.

1976

- (February) The “First Africa Scout Conservation Seminar” was held in Nairobi, Kenya. It involved more than 30 delegates from 7 Africa English-speaking countries, who took part in 10 days of active work including lectures, group discussion, field trips and preparation of projects.
- The WSB produced, together with the WWF, the audio-visual presentation and script entitled “Multiply the Message”. The 40 slide-series was put at the disposal of all National Scout Associations as a new tool to spread the conservation message.
- The World Scout Bureau published a 16-page supplement entitled “Birds of Prey” as an off-print to the magazine “World Scouting”.

1977

- (January) The WSB published the booklet “Camping and Conservation” in order to publicize new camping rules intended to make the ecological impact of camping activities as positive as possible. It should be noted that the publication was printed on recycled paper.
- (April) During the “First All Africa Scout Jamboree” held in Nigeria, 4,500 participants tried their hand at a variety of Conservation projects under the guidance of Scout leaders and experts from the Nigerian Ministry of Education. They earned a special Conservation badge.
- (October) The WSB published an “Idea Exchange” on “Camping and Conservation” whose main purpose was to spread the message of the above-mentioned booklet.
- A list available to the World Programme Committee in July 1977 shows that 33 countries, representing 70% of total Scout membership, had already adopted the World Conservation Badge and 5 others were in the process of adopting it.

1978

- The “Second Séminaire Scout Africain sur la Protection de la Nature” was held in Abidjan, Côte d’Ivoire, from 13th to 23rd February. 30 participants from 10 French-speaking African countries were involved in a very active seminar. At the end, they formulated personal goals and also goals for their respective national associations in the field of environmental education and action. Press coverage was excellent. The Seminar was sponsored by the WWF and the Japanese Foundation EXPO ’70.
- The XIII Arab Scout Conference was held in Morocco, from 21st to 24th July. Its main theme was “The Role of Scouting in the Conservation of Nature”.

1979

- The “First Latin American Conservation Scout Seminar” was held in the “Centro Internacional de Agricultura Tropical CIAT” (International Centre for Tropical Agriculture), Cali, Colombia, from 12th to 21st February 1979. It involved 34 participants from 12 countries. It received very good press coverage. Several university professors, researchers and leading industrialists were among the guest speakers. The seminar was a watershed for the involvement of Latin American associations in environmental education. Sponsored by WWF.
- A “Conservation Seminar” for the countries of the Southern Zone of Africa was held in Maseru, Lesotho, from 6th to 11th August 1979, involving 22 participants from Botswana, Lesotho, South Africa and Swaziland.

1980

- Publication of “Show and Do” in Arabic to be used for Arab seminar (see below).
- The WSB was represented in the meeting of the IUCN Commission of Education, held in Vadstena, Sweden, from 22nd to 26th August 1980. Main purpose: environmental education.
- The World Scout Bureau published “101 Thrifty Ideas for Energy Conservation”, sponsored by “S.A. Bata Shoe Company Ltd”.

1981

An “Arab Conservation Seminar” was held in Rabat, Morocco, from 22nd to 28th March 1981. It involved 38 participants from 11 countries. It followed the same pattern of previous seminars: active involvement from participants. Plans for further development of the environmental dimension of Scout programmes were prepared by the participants.

1982

- The WSB was represented in the “NGO Symposium on Environment and the Future” held in Nairobi, Kenya, from 3rd to 12th May 1982, organized by the Environment Liaison Centre (ELC).
- Relationships with UNEP and ELC are handled on a normal basis by Africa Regional Office.
- Several translations of “Show and Do” are published in Spanish under the title of “Hazlo y Muéstralo” (Venezuela, Costa Rica and Peru).

1986

As a result of recommendations made in the European Conference held in Ofir, Portugal in April 1986, a European Working Group on Environment was created for a period of 3 years. It included eight members, four from Scout and four from Guide European associations. The Group organized several events including the Ecology Workcamp (see below) and two European seminars.

1987

An Ecology Workcamp under the title of “Ecocamp '87” was organized by the European Regions of WOSM and WAGGGS. It was held in De Kluis, Belgium, from 20th to 31st July 1987 and it involved 235 young participants from 19 countries.

1988

A European Seminar on Environmental Education through Scouting and Guiding was held in Melan, France, from 22nd to 28th August. It involved 33 participants from 12 countries.

- Scouting was honored by the United Nations Environment Programme (UNEP). It was included in “The Global 500: the Roll of Honour for Environmental Achievement” in recognition of the Movement’s outstanding environmental activities.
- Furthermore, it has to be pointed out that starting in 1971 there have been more than 100 Community Development Seminars organized at regional or sub-regional level. In all those seminars, the subject of Environment/Conservation has been dealt with in different ways. Thus:
 - The “Séminaire International sur le Développement Communautaire” held in Butare, Rwanda, in 1976 had as a sub-title: “Protection des eaux dans le pays des mille collines” and this was reflected in the programme content of the seminar.

- The “Séminaire International Scout sur le Développement Communautaire” held in Lome, Togo, in August 1977 had several sessions devoted to environment improvement.
- The “Séminaire sur l’Utilisation des Energies Renouvelables”, held in Reo, Haute Volta (now Burkina Faso) from 23rd March to 3rd April 1980 with the involvement of 6 African and 3 European countries, whose subject had a clear environmental and community development impact.

**ANNEX III:
EXAMPLES OF CONSERVATION
ACTIVITIES FROM ALL OVER THE
WORLD 1991-2002
(As reported by "World Scouting
News" and "World Info")**

A non-systematic and impromptu survey carried out in a European Seminar on the Environment in 1994, showed that each of the teams present have been doing excellent work in this field, including the publication of handbooks, but less than a third of this work was known to the World Scout Bureau and around half of it was little known by their respective Scout Associations at national level.

Hence the idea of presenting here a few snapshots from all over the world, as reported by "World Scouting News" (WSN) and "World Info". Needless to say, they represent only the tip of the iceberg!

List of activities in chronological order:

- July 1991.– Within the context of the World Scout Environment Year, four Rovers and Rangers from Gerakan Pramuka took part in a television link-up with young people from Germany and Singapore. The topic for discussion was environment protection. (WSN July-August 1991).
- October 1991.–The Boy Scouts of Canada marked World Food Day, on October 16th, by focusing on the relationship between food and the environment, both in industrialized and in developing countries. (WSN November 1991).
- November 1991.– UNEP has launched an international photographic competition entitled "Focus on your world", with a special category for photographs taken by children. (WSN November 1991).
- November 1991.–Scouts de France have published a camp handbook for the Cub Scout section. Adopting a "Scouting" hedgehog as a symbol, the handbook explores camp life with a focus on nature and environment protection. (WSN November 1991).
- November 1991.– Within the framework of the "Voice of the children" campaign sponsored by UNICEF, Scouts in New Zealand have been given the possibility to say what they think about the environment, by preparing a postcard, a poem, a drawing or a letter. The results were discussed at a Children's Hearing held in Wellington on Universal Children's Day. (WSN November 1991).
- January 1992.– The Boy Scouts of America has produced "The Conservation Handbook" as a tool for Scout leaders, parents and others who care for the environment. It contains information on conservation in the Scout programme, environmental exploration, partnerships and projects, resources, safety and many other areas. (WSN January 1992).
- February 1992.– Disabled Scouts in Joytown School, Thika, north of Nairobi, Kenya, have set up a workshop to make special shoes, crutches and wheelchairs they need. They also have many activities such as a vegetable garden, a fruit orchard, a chicken farm and a fish pond. (WSN February 1992).

- February 1992.– Scouts in some 18 towns and villages in the Savane and Kara regions of Togo are being trained in the construction of energy-efficient cooking stoves and reforestation. Once trained, they conduct training sessions for female participants during which stoves are constructed for the women’s homes and trees are planted. (WSN February 1992).
- February 1992.– As a service to the community, and to emphasise their involvement in the protection of the environment, Scouts in Singapore organized a waste paper collection in conjunction with their Founder’s Day celebrations. More than 60 tonnes of waste paper were collected for recycling and the proceeds were donated to a local charity. (WSN June 1992).
- March 1992.– The Danish Guide and Scout Association and the Nepal Scouts with a grant from DANIDA, the Danish International Development Agency, have undertaken a project to replant the forest land destroyed for wood. Three expeditions have taken place during 1991-92. Working with the local population, Scouts have also fenced the area, connected water supply for the village and built public toilets. (WSN March 1992).
- April 1992.– As part of the “World Environment Day”, Scouts of Mexico are doing reforestation work in the outskirts of Mexico City, while in the States of Yucatán, Tamaulipas and Quintana Roo, they are taking part in a project to protect the sea turtle. (WSN April 1992).
- April 1992.– The “Eclaireuses et Eclaireurs du Sénégal” are rehabilitating the Mboro Lake. They started weeding the area, so that birds and other wildlife have already returned to the habitat. Later on, they have planted coconut palms and palm trees around the lake. (WSN April 1992).
- April 1992.– UK Scouts are tackling the problem of juvenile delinquency in an operation called “Be a Scout, not a lout”. As part of the “Plant a tree for promise” campaign, they are planting 500,000 new trees as a promise to the environment. (WSN April 1992).
- May 1992.– The Centre for Prospective Studies and Documentation of the World Scout Bureau has published its first reference document entitled “Scouting and the Environment”. The document, available in English and French from the World Scout Bureau, was quickly out of print. (WSN May 1992).
- July 1992.– In order to stop the desertification and restore the ecological balance in the region of Kouki, north of Central African Republic, Scouts in that country have launched a reforestation project. They have planted thousands of neem and eucalyptus and are also educating the local population to use energy-efficient cooking stoves. (WSN July 1992).

- July 1992.– The 1st Sandleheath Sea Scout Group, from Hampshire, England, have been the winners of the environment competition launched by the U.K. “Scouting” magazine. They have made and put up bird boxes, sold T-shirts, organized litter picks, a recycling scheme and presented to the community a «dossier of evidence» of environmental damage, as a result of their research in a local woodland region. (WSN July 1992).
- July 1992.– Brazilian Scouts and Guides were highly visible during the Earth Summit (UNCED Conference) held last month in Rio de Janeiro. They fasten hundreds of thousands of leaves to the “Tree of Life”, an 8-metre steel structure in the Centre of the Global Forum, representing pledges from individuals and organizations to take at least one practical step to save the environment. WOSM was represented by Paul Kapfer, the coordinator of the WSEN, from USA, and Lilly Brenes from Costa Rica. (WSN July 1992).
- August 1992.– Cub Scouts and Brownies belonging to the Danish Guide and Scout Association are heavily involved in environmental education. Indoors, they are taking part in recycling activities and learning how to reduce water consumption. Outdoors, they are busy cleaning up beaches, dunes and forests. (WSN August-September 1992).
- August 1992.- Cooperation between FNEL Scout and Guide Association in Luxembourg and Nepal Scouts have been going on from 1989 to 1992. As part of the 1992 expedition, Luxembourg Scouts helped with tree planting and organized health clinics in selected rural communities. (WSN August-September 1992).
- October 1992.- The Arab Scout Region is preparing a “Scouting and the Environment” Plan for the Region. The region has been divided into four environmental sectors: urban, desert, agricultural and coastal and an environmental survey is being conducted by Scouts. When the results are processed, they will be the basis for the preparation of national environmental plans. (WSN October 1992).
- October-November 1992.– Second International Conference on “Scouting for Nature and Environment”, Kandersteg, Switzerland, 31 October–3 November 1992.

24 participants including key volunteers, members of the WSEN, outside experts and WOSM staff. All 5 regions were represented (Africa, Arab, Asia-Pacific, Europe and Inter-American). Participants were selected on the basis of their personal contribution to the subject. (M.R. November 1992).

- January 1993.– The Asia-Pacific Scout Region has had its Second Environmental Education Seminar/Workshop. Hosted by Boy Scouts of Nippon, the Seminar brought together 30 participants from 16 associations in the region. They adopted several recommendations supporting the integration of environmental education into the Scout programmes. (WSN January 1993).

- January 1993.– WOSM has joined the IUCN, the World Conservation Union. IUCN promotes a common approach to safeguard the integrity and diversity of the natural world and to ensure that human use of natural resources is appropriate, sustainable and equitable. (WSN January 1993).
- January 1993.– WOSM took part in the 18th Collective Consultation of International Youth NGOs, held in Beijing, China, from 10-15 November 1992, whose subject was “Youth and sports”. WOSM representative presented a paper entitled “The contribution of the Scout Movement to physical education in a natural environment”. (WSN January 1993).
- March 1993.– 70 Scouts in Mauritania organized a camp to plant a green belt to protect arable land from the wind and sand storms, which have been making the soil infertile. More than 1800 trees were planted to stop the advance of the sand dunes. (WSN March 1993).
- March 1993.– Ten Rovers from Scouts Canada spent seven weeks in the Annapurna Region of Nepal helping to restore forests ravaged by hordes of trekkers. They did clean-up work, tree planting and educated the local population on the importance of proper rubbish disposal. (WSN March 1993).
- April 1993.– World Environment Day will be observed as every year on 5th June. The theme for 1993 is “Poverty and the Environment; breaking the vicious circle”. Many Scout Associations are involved in the Day’s celebration every year. (WSN April 1993).
- April 1993.– Organized by the Senegalese Federation of UNESCO Clubs and the Senegalese Scout Federation, 50 young people from Guinea, Liberia, Mali, Rwanda, Senegal and Togo took part in a workcamp in the island of Gorée, which is listed as a World Heritage Site by UNESCO. They did restoration work in the island including the construction of a sea wall and reforestation. (WSN April 1993).
- May 1993.– Scouts of Haiti are carrying out a variety of local environment projects, as part of their National Environment Programme. Projects are planned after a survey is conducted in each local community and they include: tree planting, extending the use of energy-efficient charcoal-burning cooking stoves and the building of latrines. Financial support was received from Scouts Canada. (WSN May 1993).
- May 1993.– Scouts worldwide are being invited to participate in an international project to “Clean Up the World” over the week-end of 17-19 September 1993. The project includes cleaning up of refuse at parks, beaches, waterways and roadsides. The project, organized by UNEP and “Clean Up the World Pty Ltd” (Australia), is expected to act as a catalyst for permanent change in attitudes and behaviour. (WSN May 1993).

Large numbers of young people participated in the worldwide clean-up operation, including Scouts in Australia, France, Hungary, Korea, Philippines and South Africa. (WSN September 1993).

- June 1993.– Guide and Scout week in Finland was celebrated by building 16 small water towers around the country. The purpose was two-fold: to attract public attention to the cooperation project of building a health centre in Senegal and to inform the public about water and its protection. Bottled water was sold under the water towers to raise money for the project in Senegal, which is nearing completion. (WSN June 1993).
- June 1993.– To celebrate the World Environment Day, 40,000 Scouts in Korea took part in a nationwide clean-up campaign, promoting recycling activities and holding environmentally friendly camps, which leave as little impact on the environment as possible. They also had an “Environmental Artwork Contest” and Scouts collecting used batteries or participating in the annual “Water Preservation Hike” earned an Environmental Conservation Badge. (WSN June 1993).
- September 1993.–More than 100 Scouts and leaders from 15 countries attended the First Asia Pacific Environmental Camp, hosted by the Boy Scouts of Nippon on Kyushu Island, Japan in August 1993. (WSN September 1993).
- September 1993.– The “Association des Scouts du Canada” has launched a national campaign to save endangered species. Each unit will adopt an endangered Canadian species, they will then receive an “adoption certificate” as well as a uniform badge and are committed to carry out a number of activities to fulfill the requirements of the campaign. (WSN September 1993).
- September 1993.– In a country torn by civil war such as Liberia, the Scout Week was organized under the motto “Scouting towards peace and national reconciliation”. Scouts were involved in many service-oriented projects, including environmental activities such as tree planting. (WSN September 1993).
- September 1993.– The 4th National Jamboree of the Norwegian Guide and Scout Association was attended by 15,000 participants, including 1200 from overseas. It was held in the middle of a pine forest and in order to prevent harm to the environment, a system for recycling paper, batteries, leftovers, metal and glass was set up at the camp, which was visited by the Norwegian Minister of the Environment. (WSN September 1993).
- October-November 1993.– The 13th National Jamboree of the Boy Scouts of America was held in August 1993 at Fort A.P. Hill in Virginia. To minimize the environmental impact of the Jamboree, nearly 80% of the waste generated by the Scouts was recycled. Scouts and visitors

to the Jamboree received environmental protection information by following a nature conservation trail. (WSN October-November 1993).

- February 1994.– Seven hundred Scouts in Tunisia took part in an awareness day to promote cleanliness and draw attention to the harmful effects of plastic waste on the environment. Posters and stickers were produced and also the Tunisian version of WSB leaflet “Scouting...naturally”. (WSN February-March 1994).
- February 1994.– Scouts of Benin hosted a Seminar on Scouting and Nature for 8 French-speaking African Scout Associations. Participants exchanged views on the role of Scouting in nature conservation with particular emphasis on the situation in African Sub-Saharan Region. They also visited energy-saving stoves constructed by Scouts on the country’s five university campuses, a reforestation project, and a school latrines project. (WSN February-March 1994).
- March 1994.– Scouts of Costa Rica celebrated the “Clean Up the World” operation by cleaning regional parks, taking care of young trees, rebuilding part of the nature trail near Grecia, and cleaning up beaches near Limón. The activities were followed by a public education campaign to sensitize the population on the importance of keeping cities clean to avoid contamination and health risks. (WSN February-March 1994).
- April 1994.–Scout Group 119 of the Corpo Nacional de Escutas, from Coruche, near Lisbon, Portugal, completed a project to help protect the white stork and its natural habitat and nesting environment. During one year, they studied their habits and kept a detailed log on their observations. With the results, they prepared posters, stickers and leaflets, mounted an exhibition and produced a video. They also involved the local population, in particular primary school children. (WSN April-May 1994).
- April 1994.– The European Scout Region’s EUROSTEPS Programme gives 16-20 years olds the opportunity to explore Europe, take part in unusual projects and earn a “Eurobadge”. The recently launched programme has a heavy emphasis on environment activities including: experiencing life in a rural community, cheese-making, protecting the Mediterranean forest, preserving alpine meadows, exploring canals, and so on. (WSN April-May 1994).
- April 1994.- In the first ever joint programme run by all Scout and Guide Associations in the Republic of Ireland and Northern Ireland, over 30,000 young people in the 11-16 age group are taking to the outdoors to participate in the “Irish Scout and Guide Outdoor Award”. The Award encourages cooperative non-competitive outdoor activities, particularly environmental and cross-cultural events. In doing so, it emphasises the immense educational potential of the out-of-doors as a learning environment. The programme has won a major financial prize in the youth category of the Better Ireland Awards, which will help to fund the long-term development of the project. (WSN April-May 1994).

- April 1994.– The Scout Association of Australia has joined forces with Landcare Australia to encourage community action to reverse land degradation and water pollution. Scout groups will create Landcare activity groups and involve the community in their projects. A special badge is being created to recognize the achievements of Scouts. (WSN April-May 1994).
- June 1994.– UNEP has launched its second international photography competition under the title of “Focus on your world II”. as one of the commemorative events for the 50th Anniversary of the United Nations. Adults and children of any age are invited to take part. (WSN June-July 1994).
- June-July 1994.– Scouts worldwide are being invited to participate again this year in an international project to “Clean Up the World” over the week-end of 16-17 September 1994. Some 30 million people in 80 countries took part in last year’s inaugural event, including many Scouts and Guides. (WSN June-July 1994).
- May 1994.– A group of Senior Scouts from Colomiers, near Toulouse, France, took part in the operation “A thousand challenges for my planet”, launched by four ministries of the French government. With the involvement of 400 young people, they built a nature trail and re-opened a section of the pilgrim’s path to Saint-Jacques-de-Compostelle. Working with skilled craftsmen, they had the choice of 35 different activities through which they were able to learn many different skills. (WSN August-September 1994).
- August 1994.– One year before the World Scout Jamboree, almost 10,000 European Scouts gathered in the Netherlands to take part in the European Jamboree, held on the same location of the future World Jamboree. Under the theme “Join the Stars” the Jamboree had a heavy emphasis on uniting Europe and achieving a better and cleaner environment. The “European Development Village” proposed a programme including children’s rights, health, development cooperation and environmental activities, with the cooperation of UNICEF, Greenpeace and the World Wide Fund for Nature. A mobile waste water purification plant has been installed on the site, while waste from the site was sorted out into six categories for recycling or disposal, as appropriate. (WSN October-November 1994).
- September 1994.– More than 100 young women and men, including many Scouts and Guides, have played a key role in the NGO Youth Consultation on Population and Development, organized in Cairo as part of the “United Nations Conference on Population and Development” (ICPD). Young people discussed issues such as human rights, human development, reproductive health, link between sustainable development and population, environmental protection, etc. A Cairo Youth Declaration was adopted and presented at the NGO Forum and the ICPD itself. The declaration was well received and widely covered in the media. (WSN June-July and October-November 1994).

- October 1994.- The Queensland Branch of the Scout Association of Australia is participating in a programme which provides vocational training and work experience in the field of land-care and the environment to 50 long-term unemployed young people. Funding comes from the Federal Government while Scouting provides management and coordination and the use of two properties owned by the Queensland Scouts. (WSN October-November 1994).
- October 1994.- Scouts in Thailand celebrated the birthday of their nation's Queen by undertaking various community service activities. In Pattaya City, 400 Scouts cleared litter from streets and beaches and made the local population and tourists aware of the importance of protecting the environment. (WSN October-November 1994).
- November 1994.- An International Symposium on "Scouting : Youth without Borders, Partnership and Solidarity" was held in Marrakech, Morocco, from 9 to 13 November 1994. Some 440 participants attended the Symposium, representing 118 Scout Associations from 94 countries, as well as many International Governmental and Non-Governmental Organizations involved in partnerships with Scout Associations. The Symposium adopted the "Marrakech Charter" stressing the need for cooperation and partnership "...when the environment and peace are threatened in numerous regions...". (WSN December 1994-January 1995).
- November 1994.- The Scout Association of Belize is developing an environmental education programme to increase awareness of Scouts and the general public. The Association has established a Scout Ecology Committee to ensure the success of the programme. (WSN October-November 1994).
- December 1994.- Some 4000 members of the "Association des Scouts de Canada" have participated in a campaign to save endangered species. A total of 23 species were adopted by Scout groups. The campaign served not only to learn more about each one of the species but also to raise public awareness. (WSN December 1994-January 1995).
- February 1995.- The "Association des Scouts de Canada" has published "50 Group activities on the Environment" and also a new manual on winter activities entitled "Scoutisme d'hiver". They are recognized leaders in this field with more than 40 years of specialized publications. (WSN February-March 1995).
- February 1995.- "Scouting Nederland" organizers of the 18th World Scout Jamboree, have issued a Join-In Jamboree Programme Kit, mailed to all National Scout Associations. Among the subjects selected features «Wetlands», where water meets land, in order to help young people understand the importance of those essential resources for humans and the environment. (WSN February-March 1995).

- May 1995.– St James' Palace in London will host a Gala evening for the benefit of the World Scout Foundation. At the request of His Majesty the King of Sweden, Honorary President of the World Scout Foundation, and His Royal Highness the Duke of Kent, the money raised will be permanently invested and the revenue earned therefrom designated to support World Scouting's programme for nature and the environment. (WSN February-March 1995).
- June 1995.– The World Environment Day 1995 will be celebrated on June 5 under the theme "We the Peoples...United for the Global Environment". The main celebration will be in Pretoria, South Africa, and will be dedicated to empowering people to become active agents of sustainable and equitable development. (WSN December 1994–January 1995).
- July 1995.– Sunrise City Camps were held in Croatia in July 1995. Their main purpose is the psycho-social rehabilitation and prevention of behavioural disturbances of children who lost their parents or suffered other stressful situations as a consequence of the war. Learning about nature is one of the permanent activities in such camps. (WSN April-July 1995).
- August 1995.– The 18th World Scout Jamboree was held in the Netherlands from 2 to 10 August with a record attendance of more than 29,000 Scouts and leaders from 166 countries and territories. Nature and environment featured prominently among the 5 subjects selected for workshops and stands at the Global Development Village. (WSN April-July 1995). Respect for the environment, was one of the main aspects, particularly noticeably in the processing of waste. (WSN August 1995-January 1996).
- August 1995.– Valencia, Spain, was host to representatives from 30 Scout and Guide organizations for a Seminar to help participants prepare pilot projects for their respective associations. Among other subjects, participants increased their knowledge of environmental problems in the Alpine, Baltic and Mediterranean zones and contribute their ideas on actions young people could undertake to face these challenges. (WSN August 1995-January 1996).
- September 1995.– The 16 September has been declared by the United Nations General Assembly the "First International Day for the Preservation of the Ozone Layer". Governments, schools and NGOs such as Scouting will play an important role in raising awareness on the importance of this issue. (WSN April-July 1995).
- October 1995.– The 1996 Eurosteps booklet contains plenty of ideas for Scouts and Guides to participate in challenging projects, such as: protecting sea turtles, sea fishing, monitoring pollution and cleaning a river, rebuilding mountain paths, and so on... (WSN August 1995-January 1996).

- July 1998.– The Lebanese Scout Federation hosted the 23rd Arab Scout Jamboree with the participation of almost 1500 Scouts from 16 countries. Information and action on subjects such as solar energy, environmental education, air and sea pollution, material recycling, etc. was part of the programme. (WSN July-August 1998).
- October 1998.– Monday 5 October is “World Habitat Day”. The theme for this year is «Safer cities» to reflect the growing concern about escalating violence in cities and neighbourhoods which is reflecting adversely on the quality of life. (WSN July-August 1998).
- September 1999.– Scouts and Guides in India launched the “Clean Up the World Project” at the New Delhi Railway Station. They released white pigeons and colourful balloons for the kick off of the nationwide campaign to help educate people about the need for cleanliness. (WSN November 1999-January 2000).
- October 1999.- A travelling Global Development Village has been a popular activity for Scouts in Mongolia. Workshops and demonstrations include issues such as health, hygiene, eating, exercise, contact with nature and many development activities. Carol Belamy, Executive Director of UNICEF, visited one of the Villages to see Scouting’s contribution to the education of young people. Scouts from Australia, France and Switzerland have visited Mongolia to help take the Village around the country. (WSN November 1999-January 2000).
- October 1999.- Scouts in Mexico collected tons of aluminium drink cans and spread them out on the Plaza Zocalo - the most important Plaza in Mexico City- for one day to create a Scout emblem with 171,345 aluminium drink cans - the largest Scout fleur de lys ever! The cans were collected by more than 3500 Scouts from all over the country. They were then recycled and the money donated to UNICEF Mexico. (WSN November 2000 - June 2001)
- July 2000.- The 11th World Scout Moot held in Mexico in July 2000 provided an opportunity for thousands of young people to discuss the subject of Peace and to sign the “Manifesto 2000 for Peace and Non-violence” drafted by a group of Nobel Peace Prize Laureates at the initiative of UNESCO. The Manifesto contains a plea to transform the culture of violence into a culture of peace and non-violence. Point five reads: “Preserve the planet: Promote consumer behaviour that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet”. By signing the Manifesto the thousands of young people taking part in the Moot made their own personal pledge to peace in its varied forms. (WSN June-October 2000).

- July 2000.- More than 1000 Scouts from 30 countries throughout the world came to Bécours, France, for a “World Camp of Solidarity” organised by “Eclaireuses et Eclaireurs de France” at the end of July 2000. Participants took part in a number of activities including contact with nature, community service projects, inter-personal communication and creativity, knowledge of social and development problems and approaches to solving them. The culmination of the camp was a demonstration of Scouting to the general public of the area and a festival of cultures. (WSN June-October 2000).
- August 2000.- German Scout and Guide Associations are organizing a Global Development Village at the World EXPO 2000 to be held in Hanover, Germany, from 7-27 August. The themes of the Expo are “Humanity- Nature - Technology”. The Global Development Village will offer visitors the opportunity to see exhibitions and participate in walk-in activities on youth-related environmental and development issues. (WSN February-May 2000).
- January 2001.- Brazil hosted the 11th Pan-American Scout Jamboree in January 2001. It was attended by some 7000 participants from 24 countries. The programme focused on experiencing the natural environment and cultural diversity in the area. A Global Development Village provided the opportunity to discuss a wide variety of environmental and development subjects. (WSN November 2000-June 2001).
- February 2001.- On Founder’s Day 2001, Scouts in Dubai (an overseas branch of the UK Scout Association) joined with Guides and local school children to take part in a “Desert Clean-up Day”. Local companies donated plastic rubbish bags, gloves and drinks. In a few hours, 12 tonnes of rubbish were collected from a square kilometre of desert and 500 kilos of plastic were recycled by a local firm. As part of the learning process, the Scouts involved visited the recycling plant a few days before the event. The recycled plastic is being used to produce an artificial reef which, once submerged off the Dubai coast, will constitute the biggest artificial reef in the world and provide home for millions of fish. (WSN November 2000-June 2001).
- July-August 2002.- Enjoying a summer camp at Kandersteg International Scout Centre can change dramatically the attitude of young people towards the environment. This was the experience of the 1st Blackwood Scout Troop (U.K.) in summer 2002. During an environment hike, they learned the important role that farmers play in the alpine environment, the impact of global warming, how forests are being washed away and how this results in heavy flooding which may have catastrophic consequences. (World Info, March 2002, and article “Environment, We just wanted to have fun - now we care”. (The Bottom Line, World Scout Foundation, March 2002).

- Kandersteg International Scout Centre, located in the Swiss Alps, offers a wide variety of adventure and learning activities for young people. They receive around 10,000 Scouts each year and participants may select between three different Awards: the Alpine, the Friendship and the Environment Award. All Awards are earned in groups, through participation in out-of doors pursuits in a friendly atmosphere. (World Info, March 2002, and article “Environment, We just wanted to have fun - now we care”. (The Bottom Line, World Scout Foundation, March 2002).