

Guidelines for
**Scout Centres of Excellence
for Nature, Environment,
and Sustainability
(SCENES)**



SCOUTS
Creating a Better World



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SCOUTING DEVELOPMENT
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Guidelines for

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Contents

1	Scouting and SCENES	6
1.1.	Why a certification to protect nature, environment, and sustainability?	7
1.2.	Purpose of these Guidelines	8
2.	SCENES and Sustainable Development	9
2.1.	SCENES and the Sustainable Development Goals	
2.2.	SCENES and the Better World Framework	
3.	SCENES Components	11
3.1.	SCENES Practices	12
3.2.	SCENES Environmental Education	
3.2.1.	The Earth Tribe	
3.2.2.	SCENES and the Earth Tribe	
3.2.3.	National Youth Programme	
3.3.	SCENES Network	14
3.4.	SCENES and Community	17
3.4.1.	Partnerships for Sustainability	
3.5.	SCENES Administration	22
3.5.1	The accreditation process	
3.5.2.	SCENES monitoring and evaluation	
3.5.3.	The Re-accreditation Process	
3.5.4.	The roles of Scout Centres, NSO/NSAs, WOSM and the SCENES Network	
4.	Available resources for Scout Centres and SCENES	30



1.

Scouting and SCENES

Scout Centres of Excellence for Nature, Environment, and Sustainability (SCENES) are exceptional places. They are centres that have made a long-term commitment to protect the environment and promote environmental understanding. SCENES are places that offer specific characteristics and are committed to implementing certain practices.

They offer a natural area.

They provide environmental education.

They practice environmental management.

With these features, SCENES show that they are committed to protecting their natural environment, minimising their impact on the environment, thus enabling all who relate to the centres to engage with nature and environmental education to become empowered and make their commitment towards an environmentally friendly lifestyle.

SCENES as an accreditation started during the 1990s as a World Organization of the Scouts Movement (WOSM) initiative. The World Scout Environment Programme, launched at the 38th World Scout

Conference in 2008, placed SCENES as a vital component of a forward-thinking, environment-focused WOSM. Today, as SCENES grow in number across the globe, they continue to play an essential role in Scouting's contribution to sustainable development.

One of the main strengths of SCENES is that they provide a place for young people to have direct experience with nature and the environment in a fun, hands-on way. These experiences can help them to apply what they have learnt when they return home.

The SCENES network further strengthens these experiences by connecting the individual centres to work in cooperation with other accredited centres, partners, and Scouts throughout the world for the benefit of the environment. The ideas at the heart of SCENES are accepted as a reference among Scout Centres around the world.

As the world's leading youth movement, scouting is well placed to make a big difference in engaging young people in addressing climate change and other urgent environmental issues. SCENES, through their support network and accreditation system, enable scout centres to achieve their environmental goals and provide excellent environmental education experiences.

1.1.

Why an accreditation to protect nature, environment, and sustainability?

In the 1970s,¹ scientists and country leaders started to stress the negative impact of human practices on the environment and the potential dangers for Planet Earth. WOSM has engaged in environmental action since the 70s and continues responding with proactive efforts to ensure the education of young people to face and address local and global problems affecting nature, climate change, and sustainability. Our transformative effect starts with one individual at a time, from local communities to a massive global impact inspired by our founder, our values, and the idea of leaving this world in a better condition than we found it.

The certification attests the status, the high level of quality, and the accomplishment of a specific standard that applies internationally for Scout Centres around the world. We understand a Scout Centre as a site or place where people can enjoy natural areas and use their infrastructure to enjoy the benefits of outdoor life and programmes affiliated with an NSO in the country. As SCENES accreditation puts extra emphasis on environmentally friendly operations and environmental education, Scouts need to be in charge of these aspects of a centre's operation for it to achieve SCENES accreditation.

The accreditation comes with responsibilities, but it also brings benefits when such an explicit commitment is established. These benefits include:

- International recognition from WOSM of environmental education, management, and practices at the Scout Centre.
- Alignment with the agenda of the Sustainable Development Goals (SDGs) and education for a sustainable development framework.
- Support from a network of experts from other Scout Centres for the implementation of best practices.
- Visibility for potential partners interested in joining efforts or supporting environmental practices.

With two decades of the current century almost behind us, never has it been more important to commit to and protect nature, to offer spaces in which current and future generations find knowledge and examples of positive environmental practices, and to develop and embrace a sustainable way of life for the common good of humanity and the planet. A Scout Centre aiming for SCENES accreditations not just a nice-to-have but the role model in the Scout effort to lead by example.

During the 20th century, humanity witnessed an increase in technological advances with a positive impact for society, but not necessarily in balance with the natural systems ruling our planet. Among the milestones for the human race, we reached outer space. This new horizon enabled us not only to see our planet for the first time, but it also started the study of Earth from space. We know, we can see and study the Earth as an organism whose health depends on the health of all its parts. (Brundtland, 1987)

1. In 1977, the first intergovernmental conference on environmental education was organised by the United Nations Education, Scientific, and Cultural Organization (UNESCO) in cooperation with the UN Environment Programme (UNEP) and was convened in Tbilisi, Georgia (USSR) from 14 to 26 October 1977.

1.2.

Purpose of these guidelines

These guidelines aim to support Scout Centres and their NSOs/NSAs to establish and maintain SCENES. They offer guidance to:



Scout Centres, on how to become accredited as SCENES and partake in the SCENES network.



SCENES, on how to maintain the accreditation by continuously implementing and monitoring practices and principles related to the accreditation.



NSOs and NSA, on how to support Scout Centres in their territory to become SCENES.





2. SCENES and sustainable development

2.1.

SCENES and the SDGs

As active citizens, Scouts worldwide contribute every day to the achievement of the SDGs. This is possible because of the opportunities that are offered to young people through Scouting to learn about the needs of their local communities and to contribute to the creation of a better world.

SCENES are also a unique way through which scouting contributes to the SDGs. SCENES are examples of excellence in what green living, responsible consumption, and education for sustainable development can look like. They show best practices in low energy consumption, renewable energy use, water resources management, ecosystem protection, etc. Along with environmental education, this makes them models in sustainable development across the world.

SUSTAINABLE DEVELOPMENT GOALS

What are the SDGs?

In 2015, world leaders meeting at the United Nations agreed to 17 goals for a better world by 2030.

These goals guide and align what people are doing across the world to achieve an important feat: end poverty, fight inequality, and stop climate change.

Learn more about the SDGs at globalgoals.org

SCENES, therefore, are a medium through which any Scout and non-Scout can learn about and experience sustainable development. They help to create active citizens ready to help achieve the SDGs by 2030, which is precisely what the Scout Movement aims to do.

Thus, SCENES help to achieve the SDGs, and in turn, these goals inspire SCENES to improve their operations, policies, and programmes. SCENES can benefit from increasing their contributions to the SDGs and sharing their practices with their guests.

2.2.

SCENES and the Better World Framework

The Better World Framework (BWF) is a portfolio of four global **initiatives**, each containing **educational challenges** for young people that inspire them to take action in their local communities and become active citizens.

- Environment and Sustainability,
- Peace and Community Engagement
- Health and Well-Being
- Skills for Life

Within each of these four thematic areas, several topics connected to specific SDGs also emerged as important and relevant priorities for the education of young people in today's world.

The SCENES accreditation particularly fits into the area of Environment and Sustainability, which addresses specific issues to tackle climate change, promotes the development of sustainable habits towards an eco-friendly and healthy lifestyle, connects with nature, and protects while achieving sustainability. With the creation of the **Earth Tribe Initiative** and its educational challenges, WOSM offers young people and NSOs the resources and tools to understand and act through four paths of action (Section 3).

SCENES are essential partners supporting the implementation of the BWF educational initiatives and the Scouts for SDGs mobilisation, especially those under the Environment and Sustainability area of education, and the Earth Tribe Initiative with its educational challenges. Scout Centres in general and SCENES in particular can benefit from using one or more of the BWF initiatives offered by the framework as tools for the education of sustainable development and in community service.

Educational opportunities related to world heritage, healthy lifestyles, inner peace and spirituality can find space in SCENES offering meaningful experiences to young people.



Scout Base for Research and Environmental Education (BASE) Brazil

The Scout Base for Research and Environmental Education (BASE) has collaborated with the local Paulo de Tarso Foundation since 2015. The Foundation has an area of 288,000 m² within an environmental preservation area. It provided 4,000 m² to build the Scout BASE and prepared a loan agreement contract for a period of 30 years, with the possibility of renewing it for another 30 years. The Foundation also supports BASE by providing environmental content. With this support, BASE has developed more activities in their environmental education programme.

3.

Components of SCENES

There are several components in SCENES that combine to provide guidance and support to Scout Centres and NSOs/NSAs wishing to adopt them and to ensure their continued development and success. At the same time, these components ensure the continuous development and success of Scout Centres in achieving excellence and protecting nature and the environment, and by implementing sustainable practices.

3.1. SCENES practices



The principles, practices, and requirements that must be fulfilled by a Scout Centre in order to qualify for SCENES.



3.4. SCENES and community

SCENES have a close relationship with and are supported by their NSOs/NSAs and cooperate with their local communities to pursue environmental protection. SCENES also collaborate with the wider Scout community.

3.2. SCENES environmental education

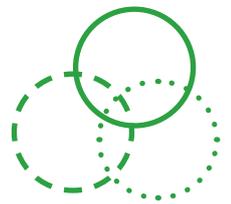


SCENES are a fundamental element for the implementation of environmental education and sustainability practices in Scouting and the local community. The framework for environmental education in Scouting is the Earth Tribe Initiative and its educational challenges.



3.3. SCENES network

Participation in the SCENES network is required as part of the accreditation. The network supports and empowers its members to help guide the development of SCENES into the future.



3.5. SCENES administration

A Scout Centre must go through an accreditation process becomes SCENES, and go through a re-accreditation process every five years to keep the title. This process is managed in partnership with the Scout Centre, their respective NSO/NSA, and WOSM.



Each component is elaborated further in the coming pages.

3.1.

SCENES practices

To receive SCENES accreditation, a Scout Centre must demonstrate that they adopt the fundamental practices of SCENES: offer a natural area, provide environmental education, and practise environmental and sustainability management.

“We are what we repeatedly do. Excellence, then, is not an act but a habit.” Aristotle

We understand **excellence** as an attitude and a philosophy, a set of practices. The purpose of the SCENES philosophy is to inspire the adoption of these practices and attitudes in young people and adults, in the context of nature, the environment, and sustainability.

We understand **excellence** as the continuous pursuit of improvement through reviewing and setting cutting-edge goals.

- **Why nature?** SCENES are not only set in a natural environment, they also excel in the protection of nature, which is not always easy considering the Scout activities taking place at the centres. This is when education in respect for nature steps in.
- **Why the environment?** SCENES watch their impact on the environment. This means considering the invisible impacts (e.g. CO2 emissions) and the ways to minimise them on a regional and a global scale.
- **Why sustainability?** SCENES accept their responsibility for creating a world that is more sustainable. This widens the scope of a centre’s operations to reach the SDGs and beyond.

These definitions are complementary and interdependent to ensure that SCENES have a strong environment-focused foundation that has a positive influence on all aspects of their operations.

While SCENES is a global accreditation, the requirements enable all Scout Centres to find the most appropriate way, according to their local and national conditions, to work towards environmental excellence.

The requirements guide NSOs/NSAs and Scout Centres when assessing the potential of a centre to become SCENES accredited or to monitor their progress towards accreditation.

The list of requirements is also an essential tool for continuous improvement through monitoring and evaluation. It should be used for ongoing review of SCENES operations to demonstrate continuous improvement in the three key areas. Continuous improvement is an essential factor for SCENES re-accreditation after five years.

The requirements are listed in a checklist available in SCENES Form.

SCENES practice and requirements

1. Natural area



The centre:

- has sufficient natural habitat to support native species.
- provides opportunities for young people to experience and connect with the natural world.
- provides a place for independent and autonomous learning experiences, unstructured play, and exploration in nature.
- provides education for sustainable development opportunities and raises awareness about the 17 SDGs.
 - provides education that complements the Earth Tribe initiative and/or other environmentally oriented programmes.²
- encourages participants to engage with local communities in solving environmental problems.

2. Environmental education



The centre:

- offers environmental education based on the principles and aims of environmental education in Scouting.
- provides opportunities to learn about the natural features of the centre and the surrounding natural environment,
 - at a minimum providing unguided environmental learning experiences, and
 - ideally, providing guided and unguided environmental learning and experiences.
- regularly reviews and develops the environmental learning experiences.
- shares environmental practices with guests.
- provides opportunities to learn about other SCENES.

3. Environmental management



The centre:

- has adopted and implemented an environmental policy that
 - considers the principles of environmental education in Scouting through the Earth Tribe Initiative.
 - protects environmentally sensitive areas of the centre.
 - reviews and acts to reduce the centre's environmental footprint.
- is recognised by the NSO/NSA of the country in which the Scout Centre operates.
- embraces ongoing improvement through self-assessment and peer assessment.
- establishes appropriate links and partnerships with local environmental agencies, organisations, and projects.
- ensures the centre's active engagement in the SCENES network (participation in meetings, open communication channels with other centres, etc.).

2. This includes YUNGA Challenge badges, Scout of the World Award programme, Património Challenge, Messengers of Peace programme, Dialogue for Peace programme, and many more.

3.2.

SCENES environmental education

Environmental education is one of the essential components of SCENES accreditation. It brings awareness, provides knowledge, and develops capacities in young people and adults, with impacts beyond the Scout Centre’s premises and into the local communities.

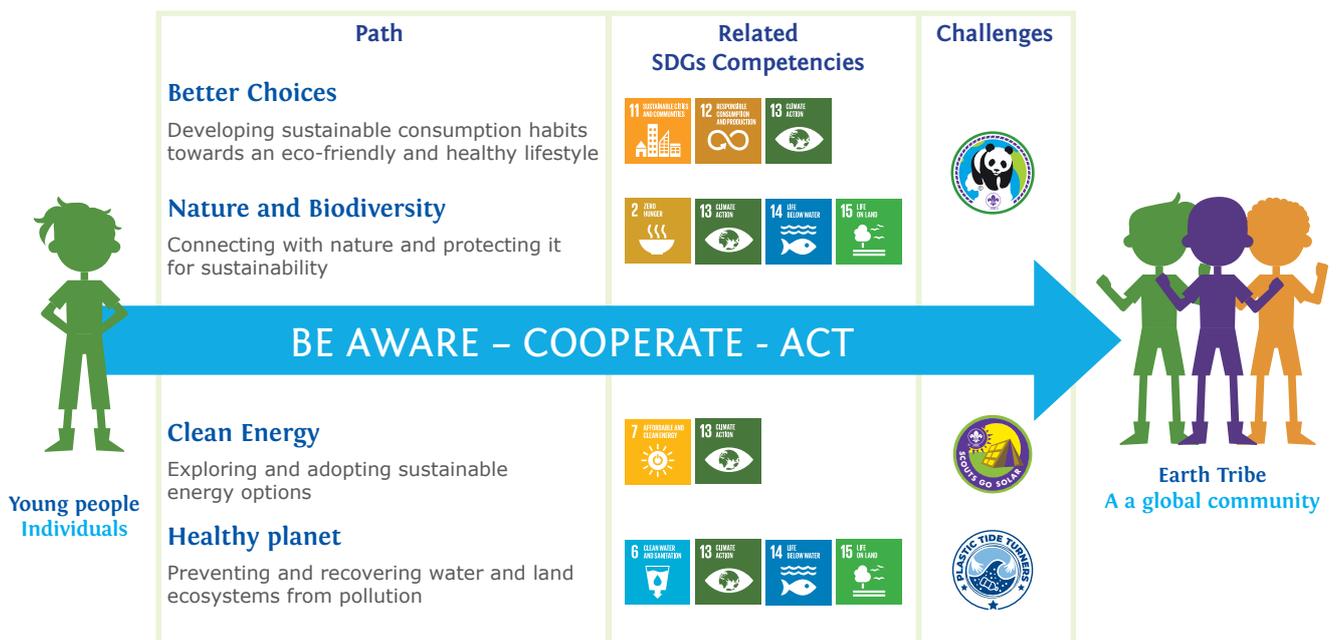
Offering a thought-through environmental programme and activities as part of the Scout Centre’s features is a must for SCENES accreditation. WOSM’s environmental education framework is based on the **key competencies for sustainable development** aligned with the **relevant SDGs** through the [Earth Tribe Initiative](#).

Non-formal education and Scouting Fundamentals must be considered when designing educational and environmental programmes and activities. Ideally, the programmes are aligned with the Earth Tribe Initiative and/or environmental education programmes of the respective NSOs/NSAs.

The educational programmes are offered in collaboration with the NSO, partners, local organisations, community actors, and individuals both before and after going through the SCENES accreditation process.

3.2.1. The Earth Tribe Initiative

The Earth Tribe Initiative and its educational challenges provide tools, resources, and initiatives to support the development of environmental education in Scouting around the world. The initiative is based on a set of key competencies that provide the foundation for environmental education in Scouting. The initiative integrates four educational paths and learning objectives aligned with the education for sustainable development objectives developed by UNESCO.



3. Scouting Fundamentals are the Scout Purpose, the Scout Principles, and the Scout Method.

Through the Earth Tribe Initiative implemented in SCENES, young people gain knowledge, develop attitudes, adopt habits, modify behaviours, and advocate for the following:

- **Better choices** – Understand and reflect on the impact of human consumption habits in our environment. Promote the co-creation of solutions to modify consumption patterns to contribute to a more sustainable lifestyle.
- **Nature and biodiversity** – Understand and reflect on biodiversity and the way ecosystems work, and how humans play a role in relation to nature.
- **Clean energy** – Reflect on the personal impact surrounding the demand and use of different energy sources. Explore new possibilities and practices on how to satisfy the need for energy in a sustainable way.
- **Healthy planet** – Understand how pollution created in one place can impact ecosystems and people elsewhere. Learn how to take responsibility and mitigate pollution in immediate ecosystems within communities.

These areas represent the four paths of the Earth Tribe Initiative. They are aligned with the challenges that lead to recognition in the four thematic areas:



Advocate

for better choices and a healthy lifestyle



Champion

of nature and biodiversity through sustainability



Innovator

for clean energy and climate change by adopting sustainable energy options



Healer

for a clean and healthy planet building practices to address pollution.

Young people visiting SCENES can work on these areas and join activities and projects that help them take part in the Earth Tribe Initiative and go on a personal journey to protect the planet.



3.2.2.

SCENES and the Earth Tribe Initiative

There are several ways, how SCENES can take advantage of the Earth Tribe Initiative and educational challenges.

1. Scouts visiting SCENES can work on one or more of the four paths and take part in activities and projects that help them take part in the Earth Tribe challenges.
2. SCENES can use the competencies for each path as a tool to align their programme's development.
3. SCENES volunteers and staff can use the Earth Tribe Initiative to make their own commitments and develop the centres.

More information is available on the Earth Tribe Initiative page earthtribe.scout.org

3.2.3.

National Youth Programme

SCENES have their own educational offering that can support the environmental education framework offered through the National Youth Programme. We encourage SCENES to explore and support these initiatives to support young Scouts in recognising the centre as a place to continue their development and personal progression.

SCENES closely collaborate with national teams to exchange resources and support each other in the development of the capacities of young people, adults, and local communities.

3.3.

SCENES network

Once accredited, Scout Centres become part of the SCENES network, an open network for all people and institutions interested in the development of SCENES.

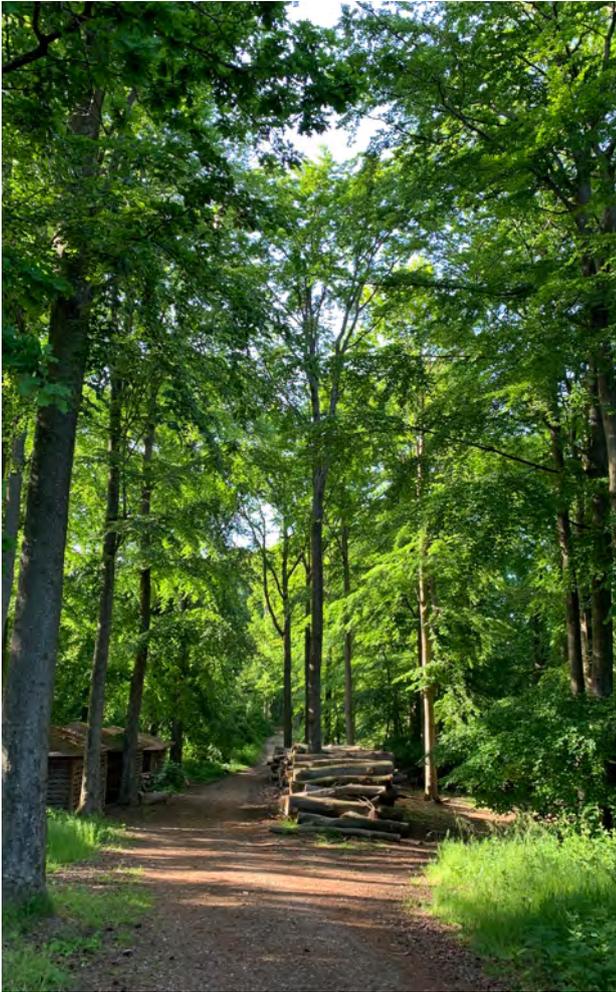
Scout Centres aspiring to SCENES accreditation are particularly encouraged to get involved with the network which is supported by WOSM.

Functions of the SCENES network:

- ✓ Support Scout Centres wishing to improve their environmental management practices and environmental education programmes.
- ✓ Share best practices, ideas, and experiences among SCENES.
- ✓ Support the development of environmental education resources for use at SCENES.
- ✓ Help in the training of the Scout Centre's staff and volunteers.
- ✓ Animate the virtual community of the network.
- ✓ Help coordinate meetings of the SCENES network at world, regional, and national levels.
- ✓ Distribute environmental information through the network.

The SCENES network operates as a virtual web-based community moderated by WOSM as part of the BWF. The network is supported by physical meetings of SCENES representatives and other network members from time to time. These physical meetings take place at world, regional, or national level.

Active participation in the SCENES network is a requirement for SCENES to provide the best support system possible to each other and to connect Scouts throughout the world. It does not imply a financial commitment. Participation can materialise in many ways.



Here are some ideas on how to contribute:



Participate in national-, regional-, and world-level SCENES meetings and events.



Share new educational materials developed by the Scout Centre with other SCENES.



Help with a peer-review of another Scout Centre.



Promote other SCENES to your guests.



Share your environmental policy with other Scout Centres to inspire them.



Start an online chat on new environmental management practices with other SCENES managers.



Visit another SCENES.

For SCENES in more remote areas without computer or internet access, alternative arrangements can be made through other people who can engage with the network on their behalf. Regular contact and shared support are also open to aspiring centres and other relevant partners working for sustainability.

More information on SCENES across the world, as well as other resources on sustainability, can be found online at scout.org/scenes

3.4.

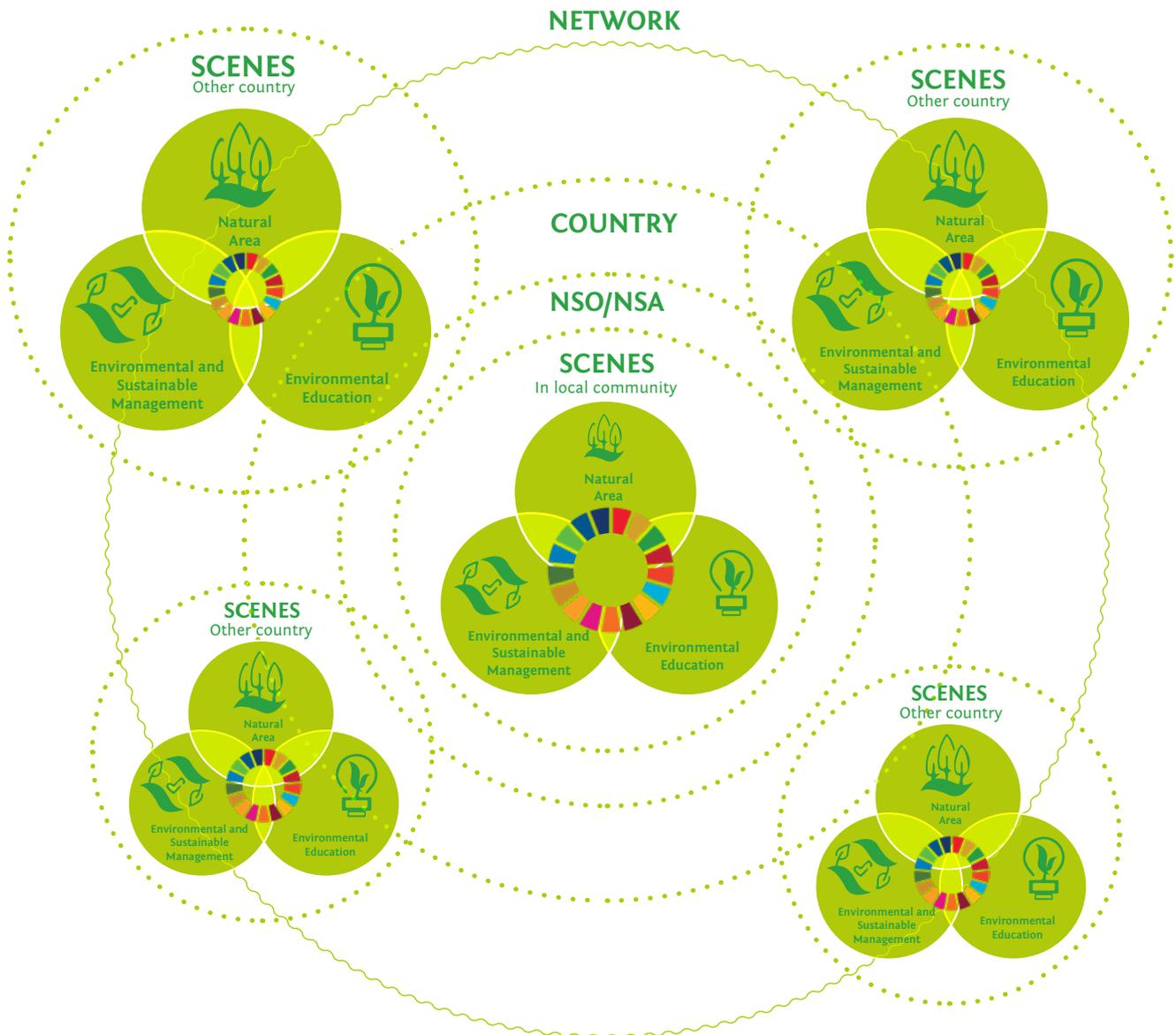
SCENES and community

Cooperation and support from and with the local community and the wider Scouting community and partners are integral to the optimal functioning of SCENES.

SCENES provide access to and strongly promote the use of support networks to assist in their development and ongoing improvement. These partnerships can be for education, for procurement, and for information sharing, among others.

Scout Centres are required to gain the support of their national-level Scouting body in their quest for accreditation.

This visual representation shows how SCENES fit into their wider communities:



3.4.1.

Partnerships for sustainability

SCENES can benefit immensely by forming partnerships with their local communities. Developing these partnerships is a way for a Scout Centre to contribute to their immediate environment, and a chance for them to improve their programme, management, and services.

Partnerships can take many shapes. Whatever shape they take, they need to be nurtured and developed over time. SCENES are required to show this ongoing effort of taking part in the community and having an impact locally.

Scout Centres from across the globe have already started some great work in terms of partnerships for sustainability.

Næsbycentret

Partnership with a local grocery shop

Næsbycentret has a partnership with their local grocery shop and offers the opportunity to their guests to order food from them through the centre. Every guest who uses this opportunity is given an order list each day, where they can choose from various premium, organic, or bio-dynamic products.

Houens Odde International Scout Centre

Partnership with local beekeepers

Since 2010, Houens Odde has been working with local beekeepers to have beehives in the centre. Both benefit because the beekeepers can use the centre's natural area and flower beds for the hives. These can also be used for educational activities for their guests, thereby teaching them about the life of the bees, what they live on, and why they are important.





Kandersteg International Scout Centre (KISC)

Partnership with local suppliers and with UNESCO,

KISC works with a local dairy supplier for all their dairy products. They also partner with other local businesses for different food products that feed into the local economy. KISC has also partnered with the local UNESCO centre to offer a community service programme to their guests in which they, with the local community, preserve the environment around Kandersteg.



Kaprálúv mlýn Scout Environmental Education Centre

In partnership with local conservation authorities and NGOs

The Scout Centre's volunteers help with year-round conservation management in the region. Scout groups coming to camp are offered the chance to help manage the nature reserves as part of their Scout service. Thus, they not only help to preserve local nature, but also learn something about it.



3.5.

SCENES Administration

3.5.1

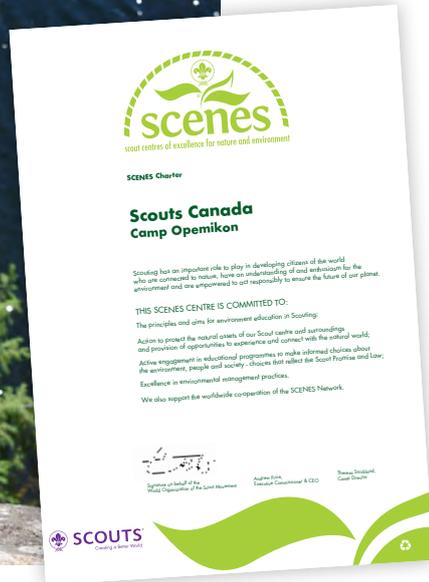
The accreditation process

Scouts Centres who pursue SCENES accreditation can do so by starting a service request on the WOSM services platform. To become SCENES accredited, a Scout Centre must go through the following process:

Steps	Description	Supporting documentation	Responsibility
Step 1. Self-assessment Scout Centre Form A	The Scout Centre makes a self-assessment of the requirements using the checklist in SCENES Form A.	SCENES self-assessment and requirements checklist SCENES form A	Scout Centre and NSO/NSA
Step 2. Expression of interest and service request	<p>A. Scout Centres with the support of their NSO/NSA request accreditation through BWF Service.</p> <p>B. They include an official letter of request for SCENES accreditation, signed by both the Scout Centre and the NSO/NSA.</p> <p>C. They add additional information with documents and files, including:</p> <ul style="list-style-type: none"> • 10 photographs of the centre • Scout Centre logo • Other documentation for WOSM, if necessary. 	<p>BWF – SCENES sub-area</p> <p>Template letter of request</p> <p>SCENES Information SCENES Form B</p>	Scout Centre and NSO/NSA

<p>Step 3. The peer-review</p>	<ul style="list-style-type: none"> A. WOSM, along with the Scout Centre, assigns a peer-reviewer to assess the Scout Centre. Peer-reviewers are assigned from the pool of SCENES team members qualified for this task. B. The Scout Centre and NSO/NSA are informed. C. The peer-reviewer analyses the request and gets in contact with the Scout Centre. D. A visit is coordinated between the Scout Centre and the assigned peer-reviewer. In specific cases, peer-reviews can be done remotely. E. The peer-reviewer provides a final report with their opinion of the assessment, providing feedback for improvement actions and either refuting or confirming that the Scout Centre has fulfilled all the SCENES requirements. F. The report is submitted through the services platform. 	<p>Peer-review report</p> <p>SCENES Form C</p>	<p>NSO/NSA</p>
<p>Step 4. Review by WOSM</p>	<ul style="list-style-type: none"> A. WOSM reviews the documents provided by the NSO/NSA, assesses the centre's compliance, and makes the necessary decision. B. For validation, WOSM will do a cross-verification either through the Regional Support Centres, or other volunteer networks. <p>If improvement actions are needed:</p> <ul style="list-style-type: none"> C. WOSM and the Scout Centre agree on a new date to revisit the accreditation process in the future. <p>If the accreditation is confirmed:</p> <ul style="list-style-type: none"> D. The accreditation process continues. 		<p>WOSM</p>
<p>Step 5. SCENES confirmation</p>	<ul style="list-style-type: none"> A. A confirmation email is sent to the newly appointed SCENES and their NSO/NSA. B. Official details are confirmed with the Scout Centre for the certificate. 		
<p>Step 6. SCENES accreditation certificate</p>	<ul style="list-style-type: none"> A. WOSM produce the official SCENES accreditation certificate signed by the Secretary-General. B. The certificate is sent to the Scout Centre or NSO/NSA office. 		

Step 7. SCENES announcement	The new SCENES is added to scout.org and promoted; the Scouting community is notified via WOSM channels.		WOSM
Re-accreditation	After five years, SCENES start the re-accreditation process via the WOSM services platform.		Scout Centre NSO/NSA



After going through these steps, the Scout Centre is officially recognised as one of the SCENES.

Tai Tam, Hong Kong



Tai Tam adapted the Leave no Trace programme from the Leave No Trace Centre for Outdoor Ethics and trained up to 44 Master Educators and 119 Leave no Trace (LNT) trainers. Tai Tam has the capacity to support LNT training in Scout Centres in Hong Kong and has already run three Master Educators courses, 15 Trainer courses, and 84 Awareness Workshops since LNT was first brought into the country.

Tai Tam has received financial support from the Hong Kong Jockey Club to develop their Scout Centre.

With this financial support they have more facilities to provide environmental training. This includes a Sustainable Development Goal (SDG) educational programme, implementation of the Leave no Trace training, and advanced Earth Tribe Initiative and challenges.

The peer-review is a crucial step in the SCENES accreditation and re-accreditation process and serves three primary purposes:



Reports to WOSM on the situation at the Scout Centre.

Gives the Scout Centre and its NSO/NSA valuable feedback and guidance on further development.

Grows and strengthens the SCENES network by offering opportunities for peer-to-peer exchange.

A peer-review is conducted by at least one SCENES representative. A basic tool during the review is the self-assessment checklist of requirements. The peer-reviewer writes a short report that is submitted to WOSM using the format indicated.

Some considerations for the accreditation process

Though the SCENES accreditation process is a standard procedure, it is implemented on a case-by-case basis to support the Scout Centre or the NSO in their pursuit of accreditation. Regional offices and peer-reviewers identify and tailor the process to fit the needs of the centre. Some considerations are made in each individual case:

- The Global Support Centre or Regional Support Centres team up in support and follow up the service request and accreditation process according to capacity.
- The self-assessment is the key step in the accreditation process. SCENES practices should be in place and working for some time before the application is submitted.
- When assigning a peer-reviewer, the Scout Centre can suggest some names of SCENES members based in the nearest country or regions.
- Peer-reviewers can be members of other SCENES in the same country, though people with no connection to the Scout Centre and/or NSO/NSA are preferred. The assignation of the peer-reviewer follows the same process.
- It is a general practice that Scout Centres absorb the costs of the peer-reviewer's visit and supports their accommodation and meals. Review visits can be organised in parallel with other events to reduce costs.
- The review is preferably done in person. In particular cases, it can be done remotely with the agreement of WOSM.
- In the case of remote assessment, it is necessary to explicitly mention the format of the evaluation in the report, as well as provide valid reasons for this process.
- Regional Support Centres will monitor and support the process accordingly.

Scouts centres aiming to learn more about SCENES should start taking part in the SCENES network and exchanging information with the established centres and/or taking part in SCENES events

3.5.2.

SCENES monitoring

In general, all SCENES should design and implement a system that enables them to measure and report on the following:

- Participation in the SCENES programs.
- Development of competencies and educational objectives in young people through the Earth Tribe initiative and challenges.
- Number of actions, projects, and service hours contributed towards environmental effort and Scouts for SDGs targets.
- Partnerships with other relevant organisations and the local community.
- Resource use and waste production.
- Impact on the environment (e.g. environmental footprint).
- Positive impact on the local area and community.



Gilwell Scouts Nature Park Sandakan (GSNPS), Malaysia

Malaysian Scouts Centre's Gilwell Scouts Nature Park Sandakan (GSNPS) has been working closely with Sabah State on the conservation of this centre. Part of the support from this partnership is monitoring assistance from the Malaysia Agricultural Research and Development Institute (MARDI).



The Sabah Forestry Department is supporting visitors at GSNPS to explore the commercial value of endemic species like durian. Scouts learn about the more than 100 endemic species of durian native to Malaysia. These species include the Musang King species, with a high commercial value, and a few others now cultivated at GSNPS. Together, the Sabah Forestry Department and MARDI create, safeguard, and cultivate biodiversity in a nursery to educate, proliferate, and preserve endemic herbal plants and shrubs with medicinal value at the GSNPS Herbal Garden through the GSNPS Herbal Garden Ranger programme.

The Sabah Veterinary Department provides support in organising programmes to promote the GSNPS Rabbit Garden. They have created a Rabbit Garden Ranger programme for Scouts and visitors where the garden is a safe and protected habitat for rabbits and domesticated animals.

3.5.3.

The re-accreditation process

Every five years, SCENES must renew their accreditation. To do so, the Scout Centre and their respective NSO/NSA must report to WOSM to confirm the continued existence and success of the accredited SCENES and provide an update on the progress made on sustainability.

Steps	Description	Supporting documentation	Responsibility
Step 1. Self-assessment SCENES	The Scout Centre makes a self-assessment of the requirements using the checklist on Form A.	SCENES self-assessment and requirements checklist SCENES Form A	Scout Centre and NSO/NSA
Step 2. Expression of interest and service request	<p>A. SCENES with the support of their NSOs/ NSAs request re-accreditation through https://services.scout.org/- BWF Service.</p> <p>B. They include an official letter of request for SCENES re-accreditation, signed by both the Scout Centre and their NSO/NSA.</p>	<p>BWF Service – SCENES sub-area</p> <p>Template letter of request (adapted)</p>	Scout Centre and NSO/NSA
Step 3. Peer-review	<p>A. Representative of a fellow SCENES assigned to carry out a review of the Scout Centre.</p> <p>B. The peer-reviewer and the Scout Centre present a joint report to WOSM that demonstrates how the centre has:</p> <ul style="list-style-type: none"> ◦ progressed in its practices on SCENES requirements (natural area, environmental education, and environmental management). ◦ engaged other partners and local communities in its work. ◦ engaged with the SCENES network. ◦ implemented any changes/improvements to their centre, as outlined in their last report. <p>The report is submitted through the WOSM services platform.</p>	<p>Peer-review report</p> <p>SCENES Form C</p>	NSO/NSA

<p>Step 4. Review by WOSM</p>	<p>A. WOSM reviews the documents provided, assesses the centre’s compliance, and makes the necessary decision.</p> <p>If improvement actions are needed:</p> <p>B. WOSM and the Scout Centre agree on a new date to revisit the re-accreditation process in the future.</p> <p>If the re-accreditation is confirmed:</p> <p>C. A confirmation email is sent to the Scout Centre and their NSO/NSA.</p>		<p>WOSM</p>
<p>Step 5. Status update</p>	<p>SCENES update any necessary information.</p>	<p>SCENES From B</p>	<p>NSA/NSO</p>
<p>Step 6. The SCENES accreditation certificate</p>	<p>WOSM sends a renewed accreditation certificate to the re-accredited SCENES.</p>		<p>WOSM</p>

3.5.4.

The roles of Scout Centres, NSO/NSAs, WOSM, and the SCENES network

The Scout Centre, the NSO/NSA, WOSM, and the SCENES network play different roles in ensuring the optimal functioning of SCENES:

The Scout Centre

- initiates SCENES accreditation.
- maintains its operations within the requirements of SCENES.
- ensures a healthy relationship with the NSO/NSA.
- participates in the SCENES network and promotes it to its guests.
- supports other Scout Centres, notably those interested in becoming SCENES accredited.
- requests a re-accreditation every five years.
- maintains ongoing partnerships with the local community and develops new ones.
- improves through monitoring and evaluation.
- facilitates collaboration with the local community and partners.

The SCENES network

- supports Scout Centres wishing to improve their environmental management practices and environmental education programmes.
- provides qualified peer-reviewers.
- shares best practices, ideas, and experiences among SCENES.
- supports the development of environmental education resources for use in SCENES.
- helps coordinate meetings of the SCENES network at world, regional, and national levels.
- engages the network's virtual community.
- assists in the training of SCENES staff and volunteers.
- distributes environmental information through the network.

The NSO/NSA

- supports the accreditation, monitoring, and re-accreditation process of its Scout Centre(s) by signing the letter of request.
- promotes and supports SCENES.
- maintains an overview of the good functioning of SCENES.
- supports the collaboration with the Scout community and international partners.

WOSM

- approves the official SCENES accreditation of Scout Centres.
- produces the SCENES certificates and guidelines.
- supports the SCENES network and individual Scout Centres in joining it with the support of the region.
- keeps an updated list of accredited SCENES and reminds Scout Centres of pending re-accreditation.
- helps NSO/NSAs to support Scout Centres that are getting started as SCENES.
- guides good environmental education programme development and environmental management.
- develops expertise and adult training support for environmental education in Scouting.
- promotes SCENES through its communication channels.
- coordinates world-level SCENES network meetings.



4.

Available resources for Scout Centres and SCENES

The WOSM services platform offers a series of resources and reference material support online and in person for Scout Centres to develop their profile, infrastructure, and educational offer in pursuit of SCENES accreditation. Scout Centres and SCENES can access these resources at any time online by visiting the [BWF Service](#).

Among the reference material for Scout Centres and SCENES on WOSM services, you can find:

- Documentation for the accreditation and re-accreditation processes
 - SCENES self-assessment and requirements checklist
 - Letter of request for SCENES accreditation
 - SCENES information form
 - Peer-review report
- Reference material on environmental education and environmental practices from WOSM and other organisations.
- Best practices from SCENES and NSOs.

You can find these resources by visiting the WOSM services platform, in the BWF Service – [SCENES sub-area](#)



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Creating a Better World

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