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Global Citizenship Education:
Study of the ideological bases, historical development, international dimension, and values and practices of World Scouting

by

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CHAPTER 6. THESIS SUMMARY AND CONCLUSIONS

1. THESIS SUMMARY
2. CONCLUSIONS

1. THESIS SUMMARY

This thesis shows, through an analysis of World Scouting, that citizenship education based on civic and inclusive values can combine the nurturing of loyalty to one's national community with the sense of global belonging. World Scouting, the subject of the case study, is an educational movement that was formalized into a world organization in 1920 and which, since then, has educated many generations in responsible and committed citizenship in 165 countries on six continents. The term "World Scouting" refers to a movement made up of two organizations: the World Organization of the Scout Movement (WOSM), founded in 1920, and the World Association of Girl Guides and Girl Scouts (WAGGGS), set up in 1928. With almost 30 million child and youth members, they represent the biggest worldwide non-formal education movement. Moreover, they are based on the same principles and were founded by the same person (the British Robert Baden-Powell) with the aim of educating in responsible citizenship, which they achieve with a combination of local-based activity, national identity and a sense of global belonging through living with diversity. The thesis shows that World Scouting was formalized on the basis of the principles and organizational system of the *League of Nations*, principles of international legitimacy and a commitment to peace to which the two organizations of World Scouting (WOSM and WAGGGGS) have remained loyal since their formalization.

In the *Theoretical Framework and Earlier Studies* chapter, I have analysed the foundations of the concept of citizenship in its modern sense and the different meanings of the civic duties that citizens should have in a liberal democracy. I then deal with the civic values needed to establish a harmonious democratic existence and discuss the notion of citizenship education in greater detail. I subsequently show how the nation-state as a framework for citizenship has changed significantly with globalization and I deal with the '*demos*' to which citizenship refers, from the logic of national identity and the obligations we can derive from it to multiculturalism, cosmopolitanism and the concept of 'global citizenship'. In the second part, I reveal the scope and limitations of earlier studies and stress the virtual non-existence of research on World Scouting as a subject, whereas there is a great deal of research on the Scout Movement before its world formalization in 1920 or research on Scouting in the corresponding countries that consequently suffers from methodological nationalism. I explain why we cannot refer to World Scouting as a clearly demarcated subject before 1920 and make the point that many of the scholarly debates on Scouting in the first half of the century are essentially debates on early British Scouting. Lastly, I outline the main features of the only prior research on World Scouting (NAGY, 1967), and two sociological research works based on case studies of WOSM associations, which I have used as a basis to develop the different approaches of the thesis.

Origins and Historical Consistency

Scouting came about following a methodological idea for training citizens in the British Empire in 1908, as set out in the book *Scouting for Boys* written by the army officer, Robert Baden-Powell. As a result of its instant success, a British association was established for boys in 1909 and another was set up for girls in 1910. Initially, the idea aimed only to serve the ideal of the British Empire and was closely linked to the threat of war with Germany and the necessary preparations for this. However, the idea spread quickly and spontaneously to Western countries, their colonies, and to America and Asia, adapting to the different contexts as it spread. During World War I, under the moral authority of Baden-Powell, the movement came upon currents of educational renewal such as Maria Montessori's method and made an inseparable commitment to the ideas of peace culture, open access without discrimination on the grounds class, creed, or origins, and the understanding between countries and universal fraternity, deliberately linking itself with the principles of the League of Nations.

Although Scouting was an educational idea in 1907, and despite the fact that there were many associations using the name 'Scout' outside England before and after World War I, World Scouting as a subject did not exist until the Boy Scouts International Bureau was set up in 1920. We can talk of World Scouting after the creation of this democratic international organization under the moral leadership of Baden-Powell, the aim of which was to educate citizens both in national loyalty and with a sense of international belonging that emulated and constitutionalized the ideals and operation of the League of Nations. The same occurred with the World Association of Girl Guides and Girl Scouts (WAGGGS) for girls, which also began activities in 1920 and was formally constituted in 1928, under the guidance of Robert Baden-Powell and the leadership of his wife, Olave.

The institutionalization of World Scouting and its ability to recognize associations based on their principles also meant that the world organizations had to decide on relevant political aspects, such as the weighting of countries in the voting system, the management of Scout refugees, the integration of immigrants, or its stance on the excluding nationalist movements that emerged chiefly in the 1930s, all in a context without a tradition of multilateral cooperation. The communist regimes of the Soviet Union and China and the fascist regimes of Germany, Italy, and Spain all banned Scouting, and it is still banned today in communist countries.

After World War II and the death of Robert Baden-Powell in 1941, World Scouting entered a new phase, with the Cold War, decolonizing processes, and increasing awareness in developing countries, where Scouting played a very important social role. The true globalization of the movement, however, took place at the end of the 1960s. It was also around this time that the Boy Scouts International Bureau changed its name to the World Organization of the Scout Movement (WOSM) – a terminology used by WAGGGS since it was founded. During this period, a number of countries began to merge their WAGGGS and WOSM associations, while WOSM associations opened their doors to girls in others. Even so, the latter did not really take off until the end of the 1990s.

The legacy of decolonization required World Scouting to reformulate its concept of service to society and link it to the concept of development cooperation, a policy that it eagerly launched in the 1970s and which reinforced the international logic of the movement. World Scouting has formed numerous partnerships with diverse United Nations agencies on issues such as childhood, young people, women, education, peace, culture, development, the environment, human rights, health, work, agriculture, and AIDS. The first UNESCO *Prize for Peace Education* (1981) was awarded to WOSM.

The last entry of new countries came with the fall of the Berlin wall and the communist regimes in 1989, which brought twenty-three countries to World Scouting in just over a few years. However, this process led to intense competition between WOSM and WAGGGS while, ironically, their two European regions decided to merge into a single conference, with a single committee, and a single bureau. This set-up only lasted for three years, until 1998, when the decision was reversed and the two organizations began to mark out their own specific profiles, although they have continued to work together, particularly on public announcements and initiatives carried out since 1997 through the Alliance of CEOs of international organizations for youths or which support the conditions of young people.

World Scouting's education for citizenship emerged in the early twentieth century, in the context of a nationalism that combined state, nation and society, reinforced by sociological elements such as the emergence of 'youth' as a separate stage, the extension of the concept of leisure or free time and greater appreciation of nature and the countryside as opposed to life in the industrial city. The democratic context of Great Britain and the moralism of its Victorian society also imbued the origins of the Scout Movement. Between 1908 and 1920, the formulation of Scouting underwent an ideological evolution in four areas that underpin the constitution of World Scouting: the link to the discourse on active education; emphasis on openness and individual criteria; international vocation, and the commitment to peace.

Nonetheless, the concept of citizenship in World Scouting has constantly suffered from the tension between the interpretation that active citizenship defends the established values and institutions and the interpretation which holds that active citizenship must transform social reality when it is unjust. Within the movement's principles, which are opposed to any sort of discrimination on grounds of origin, race, class, culture or creed and are committed to the principles of the League of Nations, both tendencies have been witnessed in the Scouting of different countries in a way that has a great deal in common with the social circumstances of the country in question: whether or not there is a democratic regime, whether or not human rights are protected, etc. Hence, the concept of "responsible citizen" was added to the purpose of the Scout Movement, which goes a step beyond that of "active" citizen in assuming that responsible citizens have the ability to analyse, apply their own criteria and distinguish what is positive from what is negative.

The global dimension of citizenship in World Scouting takes on greater importance when we consider that the movement's idea of social involvement has four progressive lines that mark out a logic of service to the community as an

educational tool with actions from local to global level: community service, community development, development education and development cooperation. Although this logic forms part of the educational methodology of the movement, over the last twenty years, the world organizations have opted for greater involvement in the issues on the global agenda that affect it the most, notably through alliances with other youth organizations: non-formal education, youth policies, the promotion of women, the situation in Africa and AIDS or the participation of young people. More recently, there has also been a gradual commitment to advocacy by the world organizations on these topics.

Ideological Consistency

World Scouting is a movement aimed at educating young people to become citizens based on a series of defining characteristics, shared principles, and a unique method. It is formalized into two international organizations: the World Organization of the Scout Movement (WOSM) and the World Association of Girl Guides and Girl Scouts (WAGGGS). The ideological consistency of World Scouting is based on a series of essential characteristics established democratically on an international scale, which have been revised over time and apply to all of its members and components. The essential characteristics include the definition of association, the purpose and principles, and the method. Although these components have been traditionally established separately, it is the sum of the parts that fully defines the identity of World Scouting in all its diversity. The characteristics are established in the constitutions of the two organizations of World Scouting, WOSM and WAGGGS, though with the difference that WOSM focuses on the education of boys and girls, while WAGGGS specifically addresses the education of girls.

World Scouting is defined as an independent and self-governed movement, institutionally organized into global, national, and local levels; it is addressed to the young, non-partisan, voluntary, open to all, and carries out non-formal education. The elements of this definition set World Scouting apart from other civic organizations but are not free from controversy in themselves. Firstly, the movement's independence is undermined when a government or religious institution sponsors the movement and tries to impose its principles over those of the Scout Movement. Secondly, its non-partisan nature clearly fits the context of democratic societies, which have regulated competition between parties at elections, but the area is much hazier in non-democratic societies and countries with theocratic regimes or dictatorships. Questions have also been raised about the influence of professionals in decision-making, which can condition unpaid volunteers. And last but not least, the aspect of being open to everybody without distinction has been undermined and is undermined in some societies, both when this discrimination is legally established and when the Scout organization gets caught up in moral and cultural considerations and maintains a discriminatory policy.

The purpose, principles, and method of World Scouting, known together as the '*fundamentals*' establish *a)* why it exists (purpose); *b)* what the ethical rules are that govern its existence (principles), and *c)* how it will achieve its purpose

(method). The purpose of World Scouting is the education of young people so that they can reach their full potential as responsible citizens of their community, country, and the world. There is, however, a difference in gender approach between the two world organizations, shown most clearly by the formulation of their purposes: while WOSM talks of "young people", WAGGGS refers to "girls and young women".

The principles of World Scouting, which have always been based on the Scout *Promise* and *Law*, can be divided into three areas: the spiritual dimension, which involves seeking out one's own spirituality; the social dimension, which is a combination of national loyalty and global cooperation, and includes participation in society; and the personal dimension, which is the self-educational element. This triple focus forms the code of conduct that characterizes members of the movement, although its constitutional text leaves room for interpretation. The main policy with spirituality has been to identify it with religion, which has created problems because of the existence of lay associations or the emergence of new associations that want to be lay (although no new lay associations have been recognized for years), and because of the often excessive role of religious confessions in the functioning of Scouting. In the social dimension, the problem lies with the interpretation of the concept of responsible citizenship, particularly in non-democratic countries, and its inconsistency with the concept of being "apolitical", which is also subject to interpretation. Lastly, the personal dimension is a thorny issue for the Anglo-Saxon and francophone visions because of their interpretations of the Scout educational proposal; while the former focus more on the transfer of skills and abilities, the latest focuses on the construction of a moral universe and the social commitment.

The Scout method is a system of progressive self-education that sets Scouting apart from other non-formal educational movements. With the concept of self-education, each member of the movement is seen to be a unique individual who has a potential to develop and the ability to take on responsibility for his/her own development right from the start. The Scout method consists of an interdependent group of seven educational elements that form an integrated and unified whole; each element has an educational function that complements the effect of the others: learning by doing; interaction between young people and educators; working in small groups; outdoor activities; symbolism; progressive self-development; and shared principles and commitment to oneself.

One of the most distinctive aspects of World Scouting is that its local action is carried out on the basis of a set of global principles, purposes, operation, and organizational system. It operates as a movement through a network of local groups – Scout groups – in the charge of unpaid volunteers who also believe in the principles and purpose of the movement; the volunteers are supported by national associations and there is no channel for the immediate application of national or international guidelines at local level. Since the idea of Scouting as a *movement* is greater than that of Scouting as an *organization*, it can avoid a hierarchical system of ideological control both nationally and internationally. Scouting uses a network model that promotes general shared aims by carrying out joint projects based on the principles. Structurally, it makes decisions at world level (including geographical

macro-regions), national level (which almost always means independent-state level) and, within the latter, local level.

The democratic nature of World Scouting can be seen in its educational method, which is based on the idea of citizenship: it encourages individuals to take on responsibility and promotes life in small groups, like its world organizations. Although democracy is not explicitly constitutionally required in national member organizations (only independence is), the world organizations have recently taken a clear stance on the matter to ensure that democratic practices are applied everywhere, both in its educational action and in the local and national organizational structure.

The Scout group is the basic unit of the World Scouting structure and is where the educational programme is implemented. Scoutmasters or leaders are not paid for their work and the professionalization of support structures is a delicate topic since private interests must be kept from conditioning the educational action of Scouting. Scout groups are often supported by organizations that host or sponsor them, but this support must be disinterested and promote the principles of Scouting – and not use Scouting as a tool to promote the principles of the sponsor organization. With the issue of payment as with that of sponsor organizations, the main point of concern is to guarantee the independence of the movement.

National Scout organizations are the legal subjects of World Scouting. In Scout jurisprudence, the term 'national' is used to refer to independent and internationally recognized states. In some countries, for religious or cultural reasons, a state federation is set up as an umbrella group for the diverse associations that exist in a single state. Only one organization is allowed per state, regardless of whether it is an association or federation. These independent state organizations, run by volunteers, guarantee the standards of the World Scouting principles and methodology. Traditionally relations between national organizations and the world organization went through a figure called the "International Commissioner". However, the exponential growth of direct contact between Scout groups in different countries through the Internet means that the protocols of relations are being reworked. Moreover, the world organizations, besides being bound by their duties to their member organizations, are increasingly seeing individual members as *stakeholders*.

World Scouting is structured in two organisations: WOSM and WAGGGS, and a quarter of their national associations belong to both. Each world organization has its own Conference, Committee, and Bureau. The Conference, which is the supreme governing body, is attended by representatives of all member countries, which all have the same voting rights, and sets down the guidelines of the organization, accepts new members, and selects the committee. The Committee is an executive body that deals with Scout legal issues and applies the lines adopted by the Conference. It is composed of a small number of individual members. Lastly, the Bureau is the permanent secretariat that implements programmes and initiatives on a worldwide and regional scale. One of the main aims of the world structure is to ensure the unity of the movement, in view of its geographical, cultural, and religious diversity.

"Recognition policy" is the name given to the system established by World Scouting to determine who forms part of the movement and who does not. This system allows it to prevent the irregular use of its name and symbols by other organizations, whether by carrying out activities that go against Scout principles or by using Scouting's prestige in initiatives that do not meet its standard of educational quality or ideological openness. The creation of the two organizations of World Scouting, WOSM and WAGGGS, in the 1920s made it possible for Scout associations to voluntarily submit to a single democratic world authority on Scouting matters, i.e. international legislation that they themselves legislate.

The recognition of World Scouting is an intrinsic part of the Scout identity given that Scouting, apart from its principles and method, needs to be integrated into the world organization, which gives meaning to the combination of citizen education, national loyalty, and global belonging and commitment. The historical development in individual countries, however, has led to confusion between Scouting and movements that call themselves 'Scout' movements without actually being so, because the World Scouting recognition procedure is not generally well-known and, hence, not taken into account.

The three main axes allowing us to distinguish between what is and is not Scouting are: (i) the essential characteristics of Scouting; (ii) the promotion of unity, and (iii) the defence of the brand and intellectual property. Firstly, the essential characteristics have given the movement its ideological and organizational basis and established the limits that associations must not ignore if they want to be members of the Scout Movement. Secondly, the promotion of unity is designed to prevent the fragmentation and destabilization of the movement by promoting a single organization in each country. And finally, Scouting's legal action to prevent the fraudulent use of its identity has focused on the defence of its brand and intellectual property.

The ability to grant or withdraw the recognition of Scout association allows WOSM and WAGGGS to ensure the unity and homogeneity of World Scouting within its diversity. Their respective constitutions establish the corresponding procedures, but the organizations have come up against difficulties over the years both with its definition and implementation. There are three main factors in the generation of associations that call themselves Scouts but do not have recognition. Firstly, the two reasons for which a country is constitutionally justified in having more than one Scout association: culture and religion. And secondly, conflict over the vision of association, based on formal and methodological elements.

The primary factor in divisions is religion and this is due to the decision of various religious confessions to create their own Scout associations, in contrast to the model of open, pluriconfessional associations that now represent 90% of WOSM and WAGGGS member organizations. Associations of a single religion are mainly linked to the Catholic Church, while in other countries there are pastoral committees that have links with their respective confessions. However, Scouting must always be open to everybody regardless of their religious beliefs. Catholic Scout associations and committees have been organized with the recognition of the

Vatican since 1948, with consultative status granted by World Scouting. However, towards the end of the 1950s, the Catholic non-recognized association Scouts d'Europe was founded as a conservative association in Germany and then in France that broke away from recognized Catholic Scouting. *Scouts d'Europe* does not belong to WOSM or WAGGGS and has an international structure, though with few members (55,000 members around the world, mainly in France and Italy, while Catholic Scouting in Italy alone has 177,000). In 2003, the Vatican made Scouts d'Europe subject to canon law, which triggered a crisis with recognized Catholic Scouting, since the latter saw the Church as supporting a movement that used the 'Scout' name without meeting the requirements of Scouting. The Statutes of Scouts d'Europe clearly indicate that, unlike recognized Scouting, they are not an open or independent association; they are a tool of the Catholic Church open only to young Catholic Christians.

The second factor in separations, culture, covers two different types. Firstly, cultural or national groups without their own state or without official recognition, including displaced persons. And secondly, associations with a nationalist vision that does not have any international legitimacy or influence from other countries. In the second case, that of excluding nationalism, countries such as Great Britain, France, and the United States have all had associations that went against the international dimension of Scouting over the years, and in some cases, they stopped using the name 'Scout'. In the first case (groups without a state), World Scouting recognized associations for groups of exiles from Armenia and Russia in the 1920s. After World War II, however, this policy changed and no other exiled group was recognized. There are exceptions, however: associations that represent a territory or cultural group – Belgium, with its Flemish and Walloon communities, Bosnia Herzegovina, Canada and the French-speaking community, Denmark and the Faeroe Islands and Greenland, Spain with the Catalan federation, and Israel. There are also three territorial exceptions: Taiwan, Hong Kong, and Palestine, of which only the latter is a clear case of the "exceptional" recognition of a non-state national community.

The third factor in separations, the conflict over the vision of association, is caused by discrepancies in Scout associations between the argument that associative cultures change, sometimes for the better, and the argument that denies an organization legitimacy to change any of what it considers its founding elements. Generally, the divisions caused by this factor are from the sector that rejects change, as in the case of Great Britain. In 1996, a number of splinter associations that sought "loyalty" to "Baden-Powell's Scouting" set up the World Federation of Independent Scouts so that associations calling themselves Scouts without belonging to World Scouting could have an international federation to carry out exchange activities. The only requirements for membership are "not belonging to any other world organization" and "to follow and use Baden-Powell's original programme, and the traditions, uniforms, morality, ethics, and structure established in his *Scouting for Boys*". It is estimated that the federation has 30,000 members worldwide, mainly in Great Britain, while the British WOSM association alone has 500,000 members. Another case is that of the United States, where groups that oppose the discriminatory policy towards homosexuals and atheists of the Boy Scouts of America – a WOSM member – have opted to set up pressure

groups due to the legal impossibility in the US of creating another association using the 'Scout' name.

The recognition policy of WOSM and WAGGGS does not contemplate a classification of associations that call themselves Scouts without belonging to World Scouting; instead it groups them all into the same category of "unrecognized Scouting". However, this expression implies that, in a sense, associations that call themselves Scouts without belonging to World Scouting are also Scouting associations, albeit not "recognized". To solve this problem, I suggest classifying associations that call themselves Scouts without belonging to World Scouting into three groups: "competitor parascouting", "provisional parascouting", and "false scouting". "Competitor parascouting" would cover associations that meet the essential characteristics of Scouting but which are in a country that already has recognized Scouting, and they do not want to form part of it. "Provisional parascouting" would cover associations that meet the essential characteristics of Scouting but which are in a country without recognized Scouting, though for some reason, usually their embryonic state, they cannot yet form part of World Scouting. And finally, "false Scouting" would cover associations that consciously reject or breach the essential characteristics of Scouting, including those required to form part of World Scouting, and are thus refused membership. There are three false Scouting subtypes. Firstly, when the principles of the sponsoring association are placed above the principles of World Scouting, as occurs with the *Scouts d'Europe*. The second, where loyalty to "original Scouting" (with a rather subjective interpretation) generates a model that opposes the principles of inclusiveness, openness, and the sense of global belonging, which are characteristic of World Scouting. And the third, when the Scouting image is used to justify the development of youth movements by governments or political parties.

World Dimension

The statistical analysis of the current world Scouting censuses (2003) uses a database created from the sum of the WOSM and WAGGGS censuses of all countries for 2003 and data from the United Nations Population Fund for three age ranges (5 to 19 years of age), also for all countries. Although the database deals with the countries individually for each year, this study only deals with the results for continental regions. The list of member countries is reliable because it is checked at the world conferences, which are held every three years. Conversely, the censuses are the only existing proof of the number of Scouts in the world but we cannot confirm their reliability since they are linked to the payment of fees. This leads us to believe that the real censuses could actually be greater.

The definition of individual "member" is also not always the same: countries with a very high census, such as Indonesia and the United States have "associate members" or children that take part in extracurricular activities organized by Scouting. By including these, Indonesia's count swells to 8 million members. With the analysis of age ranges (child, adolescent and youth), the division of ages into groups is far from uniform across the diverse Scout associations, so the categories are only approximate. Lastly, the gender analysis has the added difficulty that it

constitutes extra information in the WOSM census, so not all countries answer and, in all events, the data on gender is not broken down by age group.

World Scouting is officially present in 83% of existing independent states and this percentage does not fall lower than 73% on any continent, with the single exception of Oceania, where, because of the number of micro-states, it is only present in 38.5% of all independent states. WOSM has a greater geographical presence than WAGGGS on all continents but the two organizations complement each other. World Scouting is present in 13 of the 15 countries of the world with the highest population counts and in 63 of the 80 with over ten million inhabitants. Of the 165 national member associations of World Scouting, Africa is the leading region with 28% of member countries. It is followed by Europe and Asia with 24.2% and 23%, respectively, and North America with 13.9%. South America and Oceania represent 7.3% and 3.6% of the total. These percentages, which do not vary substantially between WOSM and WAGGGS, are significant because of their consequences for decision-making: the national associations vote at the World Conference, so countries in Africa and Asia account for more than half of the total.

If we do not count leaders and adults, World Scouting has 26.7 million members, of whom just 6.6 million are WAGGGS members, and 7.2 of the 20 million WOSM members are from Indonesia. Regardless of whether we include Indonesia, Asia is the region with most World Scouting members, followed by North America, Europe and Africa – in WAGGGS, North America is the leader. South America and Oceania have fewer than 200,000 members in total. Although WOSM generally has considerably more members than WAGGGS, the two are almost level in North America and Europe. When we compare the census data to the youth population of each country to find out the density, we see that 151 out of every 10,000 children/young people around the world are World Scouting members; this same ratio is 520 out of every 10,000 in North America, 161 in Oceania, 149 in Europe and 127 in Asia (excluding the census of Indonesia and the population of China). Africa and South America bring up the rear with 39 and 19. There are differences, then, between the number of countries, the total number of membership and density: Oceania has few members and represents few countries, but its density is higher than Europe. Africa has the most countries but a fairly low density.

If we analyse the data by age range, the members of World Scouting are aged mainly between 10 and 14 years (12.1 million), followed by children aged 5 to 9 years (10.7 million), and just 3.8 million members are between the ages of 15 and 19 years. In all continental regions, the biggest age group is that of adolescents aged 10 to 14, except for North America and Europe, where there are more children. On all continents, the youth age range (15-19) is the smallest, although this figure is very close to the child age group in Africa. If we compare the census to the 5-19 years age group of the United Nations, the densities in the adolescent and child age ranges are higher on aggregate (worldwide, 200 adolescents out of every 10,000, 177 children out of every 10,000). In North America, these figures increase to 688 children and 669 adolescents, while in Europe and Oceania, 262 and 241 children out of every 10,000 are Scouts. Adolescents register a density of 197 in Asia, 175 in Oceania and 143 in Europe. The youth age range is low throughout the world, though led by North America with 83 and Europe with 62.

In terms of gender, the joint analysis of the WOSM and WAGGGS censuses unexpectedly shows that, despite the numerical difference between the two organizations, the percentage of boys and girls is close to 50% each on three continents: North America, Oceania and Europe; in another two, Africa and South America, the percentages are very close – boys make up 53.8% and 57.2%, respectively. Only in Asia do we find very disproportionate percentages, 70% to 30% in favour of boys, excluding Indonesia, which asserts that it does not have girl members – although it may well have.

In short, these figures show that World Scouting as a whole reaches the majority of countries in the world, on six continents, and that Africa and Asia are majority in its democratic decision-making processes. They also show that WOSM has substantially more members than WAGGGS, although they are level in Europe and North America, and that the world ratio of boy and girl members of World Scouting in the 5 to 19 age group is 151 out of every 10,000. The adolescent age range (10-14 years) is the biggest overall, though Europe and North America have more child members. In gender terms, World Scouting has a balanced impact on girls and boys around the world, with a gap in Asia that has yet to be confirmed.

For the statistical analysis of WOSM's evolution (1920-2004), we must take into account the fact that the analysis of the global evolution of World Scouting was not possible because of the difficulty in obtaining the censuses of WAGGGS. As a result, it only includes the evolution of WOSM. The processed censuses were officially published or are kept in the archives of the World Scout Bureau, sometimes with corrections to the published versions, or – for the 1930s – published by the Scout Association (UK). The only significant gap is between 1939 and 1946, for which no data is available. The processing of this data led to the creation of the 'WOSM Census Data Set, 1924-2004'. Although the database deals with the countries individually for each year, this study only deals with the results for continental regions.

The censuses were also broken down by age range from 1968 onwards, omitting figures on leaders and adults, and the sections were organized into the three population ranges of the United Nations. This generated a second database: 'WOSM Ages-based Census Data Set, 1968-2004'. The data was not compared to population data because the latter was not available for all countries but the database does allow for this possibility in the future for the majority. The evolution in country participation in world Scout conferences has also been analysed using data taken from reports submitted by the World Bureau at the respective conferences that has been processed in a third database: 'Data Set of International and World Scout Conferences, 1924-2002'. Lastly, the evolution of the participation of youths in world Jamborees was also analysed using a database created by the World Scout Bureau.

For the analysis of the evolution in member countries, when we contrasted this information with independent states (Correlates of War), we saw a parallel evolution between the emergence of new states and the increase in the number of WOSM member states: while in 1922 there were 63 independent states around the

world, of which 36 (50.7%) had recognized Scout associations, in 1937 this later figure had risen to 67% (52 countries). Following a gap during World War II, there was a constant increase from 1959 onwards, initially because of decolonization and subsequently because of the fall of the communist regimes, with this figure reaching 78% in 2004: in 82 years, the number of independent states increased from 63 to 192 and the number of WOSM national Scout associations rose from 36 to 154. This steady growth rate has been experienced by all continental regions.

If we compare this growth with the number of members, we see a constant increase up until the mid-1970s, when membership figures level off. The problem with the analysis is that it uses raw data that has not been contrasted with the evolution of the world population, so it is difficult to tell whether this increase runs parallel to a population increase. This constant evolution increases from 1.3 million in 1924 to almost 14 million in 1974. From this time on, the figure oscillates between 14 and 18 million, with substantial variations in the 1990s caused by Indonesia, the Philippines and the United States: it reaches 22.7 million in 2004 after a spontaneous peak of 28 million in 1999, for which the censuses of Indonesia and the United States were mainly responsible. If we break the information down by continental region, we see that the increase in the world census is brought about mainly by Asia and North America, with insignificant increases in other regions and with Europe in particular dropping towards the end of the 1990s, though Africa records a slight increase that has remained constant since the 1970s. The census development indicates that, while Europe and North America initially represented the majority of the WOSM census, Asia took over from Europe after the 1960s and joined North America as one of the two regions with the highest proportion of the total census.

When we break down the evolution of the census after 1968 into the three age ranges (child, 5-9; adolescent, 10-14; youth, 15-19), we see that the current distribution has not varied significantly. For 36 years, the adolescent and child age ranges remain very level; in fact, the child age range was slightly ahead until the late 1990s, when the adolescent age range became the biggest one. Youths have always been the minority age group. An analysis by continental regions shows that this is also true of Asia, South America and Oceania. In Africa, where the adolescent range is by far the biggest age group – and growing – the child and youth ranges have always been very much head to head. In Europe, however, the child age range has always been the biggest and has become even stronger since the 1980s. In North America, the child range was also the main age group until 1999, when the adolescent range took over as leader.

The analysis of national associations that have taken part in world Scout conferences shows, firstly, that the number of countries attending increases in parallel with the increase in member countries and that, secondly, an important change has taken place in the proportions of continental regions. Country participation in conferences has been very irregular and we cannot detect any uniform behaviour; one possible factor in this could be the geographical location of the conferences, allowing for increased participation of countries from the region in which it was organized. The analysis of percentages shows that European countries were clearly in the majority at world Scout conferences until the 1950s. In the

1950s, Asia caught up to Europe, and Africa followed its example in the 1970s. Since then, Scout associations from these three continental regions have had the biggest say at world Scout conferences.

Lastly, the study of participation in the adolescent international camps or World Scout *Jamborees* has only taken into account countries and not the numbers of participants, since these figures were not available for every year. As with the conferences, the venue of Jamborees has allowed for greater participation from associations in the region in question, which has produced mixed results in the regional breakdowns. Nonetheless, the number of countries attending has increased in parallel with the increase in the number of WOSM member countries, both on aggregate and broken down by region. In terms of percentages, most of the countries attending up until the mid-1950s were from Europe; it shared this leadership with Asia until the 1970s and then with African countries from the 1970s to date, with North and South America hot on their heels. When we analyse the figures available on adolescent participants, we see that a handful of countries contributed the majority of individuals for the period overall: the United States and United Kingdom (which together account for 25% of all participants of all Jamborees), followed by France, Canada and Japan. Of the other countries with the most participants, eight of the nine with over 3% of the total percentage were, at some point, the organizers of a world Scout Jamboree, with the single exception of Germany.

To sum up, the data on WOSM's historical evolution show that the World Organization of the Scout Movement has witnessed an increase in its national member associations parallel to the increase in the number of independent states around the world, with similar growth rates for all continental regions. The increase in individual members was also constant from its origins up until the 1970s, when it levelled off. This growth took place mainly in Asia and North America. Given that we cannot contrast the data with the real population census, it was analysed as raw data, without taking into account the development of the population. Analysis of the age ranges after 1968 shows that adolescents make up the biggest age group and the youth category has always been weak, except in Europe, where the child range has always been the biggest, and North America, where this was the case until 1999. If we look at participation in world conferences, we see that associations in Europe led the way until the 1950s, when they were joined by Asia, which became the joint leader with Africa from the 1970s onwards. We see a similar development in the participation of countries in world Jamborees, though the majority of adolescents who attended came from a handful of countries.

Global Citizenship Education

The shared elements of World Scouting are its education of individuals as citizens without discrimination, national loyalty with an international vocation, spiritual development, improving the living conditions of individuals and its commitment to peace. In most countries, Scouting has been supported by national institutions and religious confessions since it was founded there. In the past – and this is still the case in many countries – boys and girls have been separated. This means that Scouting accepts, promotes and comes into conflict with national identity, state

interest, religious identity and beliefs, gender identity, civil rights and social progress. All those elements are on the grounds of the main causes of conflict in the twentieth century are: imperialism, self-determination, xenophobia and racism, the separation of church and state, religious conflict and fundamentalism, the founding of pluralist societies with no single definition of good and bad, mass migration, discrimination on grounds of gender or sexual orientation and the struggle against social inequalities.

Although World Scouting's citizenship education values have seemingly defended sociopolitical stability in the past – support for the established political order in each country, alliances with the legitimate institutions of authority, ensuring that social values and norms prevail and not overstepping limits – Scouting's citizenship education has also been a source of civil resistance against a social order deemed to be unfair: standing up to discrimination under colonization, opposing racial segregation, resisting dictatorships, overcoming armed conflict between countries, campaigning against the discrimination of women and even challenging homophobia.

World Scouting promotes global citizenship, a concept that is descriptive and aspirational rather than normative: on the one hand, it describes how citizens all over the world are affected by issues that extend beyond the borders of their countries and, on the other, it aspires to a republican idea of citizenship in which citizens are also aware of their global rights and duties. The values of global citizenship promoted by World Scouting are implemented in practices carried out locally by Scout groups, although the lack of sufficient comparative literature on these actions means that it is difficult to detect case studies that have already taken place. We can confirm the coherence between values and practices using the three main aspects of global citizenship: peace culture and human rights, sustainable development, and the legitimation of international institutions.

The *peace culture and human rights* aspect goes further than the idea of peace as the absence of war: World Scouting understands peace to be a dynamic process of collaboration between states and peoples, based on respect for freedom, independence, sovereignty, equality, the law and human rights, and a fair and equitable distribution of resources to cover peoples' needs. World Scouting's contribution to peace extends to an understanding between individuals, communities and cultures, a commitment to social justice and development and to interreligious dialogue, as shown in the five case studies described: peace in the African Great Lakes; social harmony between the British and the Irish in Northern Ireland; the project with the Gypsy minority in Slovakia; the project for integration of juvenile delinquents in Hong Kong, and the post-war exchange between Serbians, Croatians and Muslims in Bosnia.

The *community development* aspect centres on the vocation to serve the community, the main citizenship education tool used by Scouting. This logic of serving the community has been scaled from local to global level in four areas: community service, community development, development education and development cooperation. The idea slots in alongside World Scouting's commitment to the environment and, hence, to sustainable development. The benefits for the

countries involved lie in the long-term educational effect, rather than in the development of the community itself. The description of five case studies allows us to compare and contrast values and practices in this area: the Scout extension project in Kenya with British and Canadian Scouts; the joint programme on disabilities by Scout associations in Pakistan and Nepal; a list of cooperation activities carried out by associations in the Arab region with international institutions; the solidarity project with children from Chernobyl in 1990 and 1991, and the initiative to break internal barriers to halt the increase of gangs in El Salvador.

The third of these aspects, the *legitimation of international institutions*, surfaces with the formalization of World Scouting. Committed as it was to the *League of Nations*, Scouting imitated the League's organizational model and also had close ties with it. When the United Nations Organization was founded, WOSM and WAGGGS were given consultative status with ECOSOC (the United Nations Economic and Social Council), followed by the new general consultative status in 1998. World Scouting is also present on the consultative committees of diverse United Nations organizations and agencies, and regularly cooperates with a dozen agencies, including UNESCO, UNICEF, WHO, FAO and UNHCR. World Scouting's collaboration with the United Nations system has three challenges: firstly, that these relations are only meaningful insofar as they enhance the quality of Scouting's educational work, its raison d'être; secondly, that these relations must allow young people to participate in national and world decision-making processes, and thirdly, that it must have a potential influence as a civil organization on the evolution of the policies and structures of world governance. Both world organizations also form part of networks of international associations through which they channel joint actions and methods in order to influence the world's political agenda on issues affecting young people. There are four cases illustrating Scouting practices in this area: the mutual recognition of World Scouting and the *League of Nations* in the 1920s; coordinated action against AIDS in Africa; the joint project with the World Bank, and lastly, the *Scouts of the World* project in the framework of the UN Millennium Development Goals.

Yet another contribution to the concept of global citizenship is that made by ex-Scout parliamentarians through the World Scout Parliamentary Union (WSPU), founded by WOSM in 1991. WSPU is the international umbrella organization for National Scout Parliamentary Associations, which are inter-party in nature. Its aims are: to establish ties and cooperation between Scout Parliamentary Associations and help create new ones; to promote friendship among Scout parliamentarians around the world; to work with WOSM on areas of mutual interest, including relationships with government institutions, and to foster the development of Scout associations in their countries. The structure of WSPU, which has set up Scout Parliamentary Associations in eighty countries, is similar to that of the world Scout organizations. (Boy Scouts of America does not want USA parliamentarians to participate on it). The evolution in the attitudes of the successive WSPU Assemblies is interesting in that they increasingly favour global governance over national sovereignty, as in the need to recognize non-formal education in education policies, the promotion of national youth policies and the boost given to national and international legislative initiatives to support and reinforce the Scout movement.

Over the last eighty years, the inclusive nature of world Scouting has come to blows in the diverse societies where the Scout Movement has taken root with changing mainstream social opinions on issues such as sexual equality, racial discrimination, religious authority or sexual orientation. The institutional characteristics of Scouting have not been exempt from controversy either, extending to the movement's independence when a government or private institution attempts to impose its own principles on the movement. Its non-partisan nature clearly fits the context of democratic societies, where competition between parties at elections is regulated, but this is a very grey area in non-democratic societies and countries with theocratic regimes or dictatorships. The reason for this conflict of values is, first of all, that Scouting cannot disassociate itself from its sociocultural environment; moreover, its model of citizenship education establishes values that are potentially contradictory, notably loyalty to one's own community and institutions and own beliefs, which can be incompatible with the sense of international fraternity or the principle of non-discrimination. Highlighting this contrast, one sociological study on the educational impact of Scouting maintains that young Scouts filter the coherence of the values both from the example of the leader and from their official formulation by the association.

The values are not therefore internalized by inculcation or direct transmission: the most influential element in the construction of the values of young Scouts is personal experience and the meaning that the youth gives to his/her experiences, many of which come from within the group. So, if Scouting does not want to become an institution limited to perpetuating predominant social values with a tendency to exclude instead of shifting them towards a more inclusive vision, it must first educate to promote the capacity for autonomous choice and generate personal criteria (essential for educating responsible citizens); secondly, it must do away with the idea that identity is given and accept that cultures and ways of thinking evolve, and that these changes can be positive. Recognizing the plurality within cultures also gives individuals more freedom to build their idea of the world. The case of Boy Scouts of America (USA), which explicitly excludes homosexuals, is clearly influenced by its professional-running system and its sponsorship model, which has allowed religious and ideological groups to impose an inflexible associative cultural vision that has been upheld in court, with as yet unpredictable consequences for the image and social support of the movement in this country.

2. CONCLUSIONS

2.1. Conclusions that can be derived from the hypotheses

Analysis of the case of World Scouting shows that fomenting the sense of global belonging and the ethical and political consequences that derive from this does not conflict with the sense of belonging to one's own national community nor with being rooted in one's local community. On the contrary, local roots and national identity can be tools that contribute to generating a sense of global belonging, in the same way that global citizenship education can contribute to enriching both local action and national belonging with inclusive values of solidarity and peace.

This generic conclusion leads to three specific conclusions on global citizenship education in World Scouting, which I will describe below.

➢ *World Scouting encourages the connection between individuals and their national communities and between individuals and their conscious and committed global belonging.*

The citizenship promoted by Scouting is based on educational action, which is carried out locally, with a national identity that creates ties of loyalty and with a sense of global belonging that generates moral duties. None of the three levels can stand alone and they all add to a construction of identity that is both enriching and nuanced in the sense that the individual sets the limits of the loyalties and commitments at each level. The educational action takes place at local level, in the Scout group, which is also where service to the community is formulated. The national level, which can also be sub-state (in pluri-national states) or supra-state (e.g. the European Union), provides points of reference on the community with which values and projects are shared, besides symbologies that reinforce the sense of belonging. Lastly, global belonging represents the moral commitment to humanity as a whole, and basically takes the form of active solidarity, the defence of human rights and the promotion of peace. It is the sum of the three levels that constitutes the global citizenship education promoted by World Scouting.

The lack of studies on the real influence of Scouting on social elites (political leaders, entrepreneurs, academics, journalists, association leaders, etc.) makes it hard to know what effect Scouting's education for citizenship has had on the behaviour and ways of thinking of people who have been members of Scouting and who have subsequently become decision-makers or opinion leaders. The existence of a network of Scout parliamentarians that acts as an umbrella for networks in some eighty countries suggests that Scouting has formed part of the educational experience of decision-makers in very diverse societies, though we cannot evaluate its incidence without a more systematic analysis.

World Scouting's interaction at local, national and global level, and its broad-ranging plurality, make it substantially different from other movements and institutions. This interaction distinguishes it from religious confessions which, though cross-border by definition, do not have an inclusive response for society as a whole when it comes to establishing common principles of education for citizenship that respect both the diversity of beliefs and opinions and cultural diversity itself. And it distinguishes Scouting from the big international NGOs because of the force of its local action, which allows Scouting to be seen in many societies on different continents as a local and close-to-home institution, rather than an external and alien organization.

➢ *World Scouting promotes active citizenship over the view that individuals are passive subjects of their political community.*

The concept of passivity is wholly absent from World Scouting's notion of citizenship education. Since its origins and throughout its history, the fundamental aim of Scouting has been to educate citizens with a vocation for service and a commitment

to improving their environment, which, in a political context, is rendered as a commitment to peace and human rights. This educational action is based on the fact that citizens must be active and responsible for the good of society, which reflects the republican idea of a society in which citizens must have a set of minimum virtues to ensure the smooth running of their common lives. The idea of "active citizenship", however, can have diverse consequences in extreme cases, particularly wars and political conflicts. This is why World Scouting tends to refer to "responsible citizenship", which includes the idea of active citizenship but qualifies it by focusing on the need to be responsible for one's own actions. Given the vast plurality of cultures and religions at the very core of World Scouting, these extreme – and exceptional – cases have produced paradoxical examples, such as the existence of Scouting in relation to Zionism (in the Israeli federation) and Scouting in relation to Hezbollah (in the large Lebanese federation).

World Scouting has traditionally taken liberal-democratic values as read in its understanding of citizenship, even though it has developed in countries with regimes that lack freedoms. This has created a situation whereby, formally, the values of education for citizenship in World Scouting have traditionally defended sociopolitical stability (support for the established political order in each country and alliances with legitimate institutions of authority, ensuring that social values and norms prevail and not overstepping limits). At the same time, however, Scouting's citizenship education action has also been a source of civil resistance or change against social orders deemed to be unjust (standing up to discrimination under colonization, opposing racial segregation, resisting dictatorships or cooperating despite armed conflict between countries). This reaction may be related to the voluntary and unpaid nature of the Scout Movement and to some of its values.

➢ *World Scouting educates in democratic and inclusive citizenship as opposed to ideological indoctrination, dogmatism and discrimination.*

The citizenship education action of World Scouting is based on the democratic assumption that every citizen is individually responsible for his/her actions and that the interaction between citizens and their own criteria generates better-governed societies. World Scouting is also based on the idea of non-discrimination on the grounds of origin, class, race or creed. Although this democratic approach has been constant throughout its history, its application in non-democratic societies has led to the development of less explicit forms. Nonetheless, the idea of forming character and educating individuals with their own criteria has always prevailed over indoctrinating movements, such as the military, that do not take into account the individual. In recent years, World Scouting's unequivocal commitment to democracy has increased in parallel to the emergence of liberal democracy as the standard model of political organization around the world.

Although Scouting has always fought against discrimination on grounds of origin, class, race or creed, controversies have arisen in two areas of non-discrimination. The first, which is minor, is agnosticism and atheism; the second, related to matters of sexuality, is more significant. In the first area, agnosticism and atheism, the official position of Scouting has been that Scouts are required to have a belief.

However, there is a growing tendency to see the spiritual dimension as something more than mere religious belief, as has already happened with Buddhism in Scouting. Moreover, there have been lay associations in Scouting since the early years that do not require their Scout members to express a belief and, despite this fact, no studies have concluded that their educational action is inferior to that of confessional associations. We must also remember that Scouting is present in societies where it is not possible to abandon one's religion, as in some Islamist regimes. However, the potential conflict in Scout associations linked to religious confessions has been suggested, in the sense that the principles of the confession can be imposed over those of Scouting. The second area, sexuality, is not so far removed from the first: homosexuality, contraception, divorce and abortion are all controversial issues that question the traditional family structure and, while many societies have established them as rights, others still use moral and religious arguments to heavily penalize them. The position adopted by Scouting on these issues is that they depend on the situation of each national society.

Gender inequality, whereby women are discriminated against to the benefit of men, is a constant in most world societies according to UN studies and it is a source of controversy in World Scouting. Although the two world organizations (WAGGGS and WOSM) formally share the diagnosis of and commitment to a world society without gender inequality, their separate existence came about due to gender difference and this is still the case today. Traditionally, WOSM was been predominantly male but over the last twenty years or so, it has encouraged its associations to become mixed and has adopted coeducation as the focus for eradicating inequality. The main mission of WAGGGS, on the other hand, is the *empowerment* of its girls so that they can play a decisive role in society. The majority of its associations opt to do this by educating only girls – not boys – while other associations develop the mission through coeducation in mixed groups. The debate on which is the best educational option for progressing towards societies free from gender discrimination is still open.

2.2. Conclusions on the Thesis Contributions

➢ *World Scouting is a clearly defined subject through its constitutionally established characteristics – definition, purpose, principles, method – which are the basis of the procedure for determining who can form part of it because they meet the conditions for membership and who cannot.*

World Scouting was formalized in 1920 as the Boy Scouts International Bureau (WOSM) and in 1928 as WAGGGS; before then, World Scouting did not exist as a differentiated subject. The organizational model adopted by World Scouting at its formalization was the same as that of the League of Nations: legitimate global principles of peace and governance through dialogue and collective debate among countries.

Since its formalization with the creation of an international organization, World Scouting has been a defined subject with democratic governing bodies that establish its principles and operation. This defining of World Scouting as a subject has ensured the movement's past coherence.

World Scouting is a movement that operates as a network of local groups which are organized into national associations belonging to two world organizations. The components of this network are both autonomous of and dependent on the Scout network, the strength of which lies in the consistency of the common values and the voluntary acceptance of the democratic authority of the world organizations in applying these values. Its main characteristics are the voluntary and unpaid participation of Scoutmasters, the voluntary participation of children and youths, ideological consistency and the absence of hierarchical channels of ideological transmission.

World Scouting's recognition policy is essential for preventing the illegitimate use of the idea of Scouting for aims contrary to its principles: indoctrinating, excluding, etc. Religion, culture and vision of association have been the three main sources of divisions, though these have not been particularly relevant.

One important function of the world organizations is to detect when a Scout association transgresses the limits of its organic or ideological independence and puts the freedom of its members at risk. The support of governments, public institutions and religious confessions has helped the Scout movement to grow, but it has also generated points of friction between the principles of Scouting and those of the institutions that have supported it.

> ➢ *The international character of World Scouting is reinforced by its extensive global presence, ever since its formalization. This international dimension makes World Scouting one of the main non-governmental agents of global citizenship education with a local focus.*

World Scouting is now present on six continents, in 83% of the world's independent states, and it is still banned in communist regimes. It has over 26 million young members and, while adolescents (aged 10-14 years) constitute the largest age group in Asia, Africa and South America, in Europe, North America and Oceania, this position is occupied by children (aged 5-9 years).

The evolution of WOSM between 1920 and 2004 indicates that the number of national Scout associations has grown in parallel to the number of independent countries, though Scouting has always maintained a true world dimension with a significant presence on six continents. This growth has gone hand in hand with an increase in the number of individual members until the current figures were reached.

The geographical representativeness of World Scouting, with a presence on six continents, is also reflected in its global decision-making processes and youth rallies. In decision-making, each country has had in the official level the same weight on World Scouting since its formalization, so regions such as Asia and Africa were important from the outset and decisive after their decolonization. Another thing is what is the real weight of each country in decision-making processes.

The educational impact of Scouting lies in the strength of its principles and the formation of individuals. In this respect, the Scoutmasters carry out the role of companions of the children during their learning process, in which personal experience and the exchange of opinions is what counts. Sociological studies show that the young Scouts put both the example of the Scoutmasters and the official formulation of the values through their personal critical filter to ensure their coherence. The strength of the Scout method allows this process of active education to be carried out in a context of harmonious existence that generates affection, friendship and empathy, in which respect for one's peers and for nature is encouraged through play, group adventures and fun, with happiness as a main goal for success.

➢ *World Scouting has principles of global citizenship that are accurately established and documented and have implications on its understanding of peace, human rights, development, the environment and the legitimacy of international institutions. These principles are also coherent with the practices carried out around the world.*

World Scouting's principles of global citizenship are established in the constitutions of WOSM and WAGGGS and developed in documents and the resolutions that have been passed over the years. These principles are implemented locally by the Scout groups. The practices of World Scouting and its local networks in peace culture and human rights, development and the legitimation of international institutions are coherent with its principles of global citizenship.

Throughout the twentieth century, World Scouting has fended off attacks from excluding nationalism, totalitarianism and violent and ultra-religious fundamentalism, and it has maintained the historical coherence of its global and inclusive ideals, which promote peace and are based on respect for plurality. In recent years, World Scouting has evolved with globalization and increased ease of communication in order to adopt a greater world commitment.

Incoherencies with respect to the inclusive nature of World Scouting are predominantly due to the potential contradiction between global social values and the prevailing social values in individual countries, particularly those that come up against moral considerations defended by religions. Nonetheless, the historical evolution of these social values indicates that these contradictions can be resolved.

The case of male USA Scouting and its policy of discriminating against homosexuals cannot be considered part of this category since many people both in USA society and in BSA itself are in favour of ending this discrimination, which has not taken place in the female USA association.

2.3. Limitations and Future Research

This research has had the advantage that it was pioneering in several aspects and the disadvantage of having to deal with topics concerning history, principles, statistics and case studies, so its first limitation has been the impossibility of

conducting a more in-depth analysis of each area. However, this plural approach has added to the research and allowed it to be put into context.

The main limitation of the *academic literature* was that no systematic bibliography existed on Scouting. I have focused particularly on literature written in English, mainly because Scouting originated in England, which has produced a lot of research on its origins, but also because of the vitality with which it has been implemented in the United States, where a number of scholarly articles from as early as 1917 deal in detail with the socio-educational aspect of the Scout Movement. Future research could complete this bibliography and study whether the evolution of the principles and foundations of Scouting has led to a loss of the elements held as most important at the turn of the century or whether these have been maintained. My hypothesis is that the most important elements (an open, inclusive and committed education for citizenship) have been maintained.

One particularly interesting research possibility would be to extend the study "The Educational Impact of Scouting" (Tra Bach *et al.*, 1995) to countries outside Europe: for example, to one Arab country, one North-American country, one in Central Africa and one in South-East Asia. This would demonstrate whether the conclusions on the impact of the educational action of Scouting can be extrapolated to the rest of the world. Again, referring to Laszlo Nagy's 'Report on World Scouting' (1967), it would be interesting to see research repeating the surveys originally sent out and comparing the results, and to discuss Nagy's considerations that did not appear in the report on issues such as the need to open up Scouting.

This research was limited in its *historical analysis* by the lack of complete studies on the history of World Scouting that took into account its existence as a subject with the capacity to make decisions and adopt positions, and which covered the last two or three decades. This is a task for the future that could raise many questions: Do the Scout associations of the major powers emulate in Scouting the *realpolitik* practices and the hegemony of their countries on the international stage? Has there been a substantial change in World Scouting's positions after the incorporation of decolonized countries? Have governments put any direct or indirect pressure on World Scouting to influence its public stance on topics on the international agenda or towards other countries?

There are also many possible qualitative research studies, particularly those touching on sociopolitical issues. First of all, there needs to be a systematic comparison of the tensions between values of transformation and values maintaining the status quo, disproving or confirming Timothy Parsons' arguments (2004) that the latter have always been imposed over the former. It would also be very interesting to learn of cases of "*successful Scouts*" – entrepreneurs, journalists, politicians, association leaders – to determine the Movement's social impact and ascertain whether the professional conduct of the latter has been affected by the values in which they were educated: Active or passive citizenship? Inclusive or excluding society? Integration or xenophobia?

A convenient research topic in this same area would be the comparative analyses of associations of Scout parliamentarians, based on the existence of a network such as

the World Scout Parliamentary Union. I had planned to conduct a qualitative survey of all Scout parliamentarians in the British House of Commons and Scout parliamentarians in the Parliament of Catalonia, and to compare the results afterwards. However, I have been unable to do so because of a lack of time and resources. The same survey could be conducted with Scout parliamentarians in non-European legislative chambers to find out what they have in common and where they differ.

The issues of identity, national loyalty and immigration also form a vast field of potential research within the subject of Scouting. Scheidlinger's evocative 1948 article in the *American Sociological Review* describing the confusion of US Scouting when faced with Scout groups formed by Polish exiles, with their own symbols and language, could be repeated in today's multicultural societies with similar questions: Who decides on the vehicular language of Scout groups in multicultural societies? Which national symbols are promoted? Is there a conflict of loyalty between identities?

There is also room for research in the interaction between Scouting and hosting institutions, particularly religious confessions, to observe the conflict of values in increasingly plural societies and to find out which is more influential in educational action: the idea of having one's own criteria or the idea of obeying a religious doctrine. For example, what is the view of Scouts from Catholic groups on issues such as homosexuality or contraception? What happens to Muslim Girl Scouts if they do not agree with the readings of the Koran on the role of women in society? How can we promote individual criteria in societies that do not allow freedom of religious belief? What is the relationship between these contradictions and those that arise when a country wishes to include education for citizenship in its public education syllabus?

On this topic, one of the main limitations of this research has been gender. The difference between the documentation available in WOSM and that available in WAGGGS, including historical, statistical and academic articles, has meant that the issue of gender has been underdeveloped. Although Nielsen (2003) has carried out research on gender in WOSM, there is no in-depth study comparing the different educational approaches to gender equality in World Scouting (WAGGGS and WOSM) and their results, both in education and in organizational models. This is, in fact, the main reason why World Scouting is still divided into two organizations. It would also be very interesting to determine whether there are differentiating consequences for democratic practices and decision-making between an organization run solely by women and an organization run mainly by men, even though they are based on the same model.

Economic analysis was another of the limitations of this research. As I have said, the influence of some countries (mainly the United States) on World Scouting funding – WOSM and WAGGGS – whether in the form of fees or of funds contributed by external support organizations like the World Scout Foundation, is much greater than that of the vast majority. This could have direct or indirect consequences for internal decision-making processes. It would be interesting to analyse the consequences of this influence, the evolution of the budgets in detail

(together with the dependence on this income), similar situations (such as that of the United Nations) and whether organizations of World Scouting have taken or are taking steps to become more independent.

Lastly, the main limitation of the quantitative section of this research has been the absence of past WAGGGS censuses, which would have allowed us to observe its parallel evolution. Nonetheless, the possibility is there for future research. Conversely, the four new databases generated through the collection, processing and validation of WOSM censuses have a great potential use. Due to space limitations and the absence of previous studies, this research only analysed regional blocks. However, the databases break the data down into countries, so other researchers should be able to analyse individual cases or make comparisons in the range of years available and cross reference them with the available population census data in order to determine the real relative evolution. What is more, the fact that the matrix of countries is taken from the Correlates of War Project allows for analyses that compare whether changes in the Scouting census of the various countries have been conditioned by contexts of war or peace (Correlates of War Project database[1]) or by whether the regimes of the respective societies were democratic or not (BOIX and ROSATO, 2001[2]).

To summarize, World Scouting has a vast research potential as an academic subject and only needs academics who can see its quantitative and qualitative relevance and interest.

2.4. Final Considerations

The World Scout movement has a great potential as a research subject in social sciences but this potential has been largely overlooked. Its delimitation through the world organizations WOSM and WAGGGS, its world dimension throughout history and today, and its vast cultural and religious diversity with the common aim of citizenship education make it a unique case among global civil society organizations.

As well as being an excellent subject of study, World Scouting has a great potential in the development of global networks that require the local-global dialogue with points of reference in areas of identity. Scouting is global in its approach and as a whole. It promotes rich and nuanced identities that allow its members to face the world with their values while remaining open to change. It encourages a form of citizenship committed to the immediate environment, as an agent of change that also acts with a global conscience in the common direction of all points of the network.

World Scouting's network operation has been affected by a phenomenon that has not existed for most of its history: the globalization of communications. Since Scouting was founded in 1908 as a result of the reactions of British adolescents to a

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[1] Correlates of War Project. 2004. "State System Membership List, v2004.1." February 2005. Online, http://correlatesofwar.org.
[2] Carles BOIX and Sebastian ROSATO: 'A Complete Data Set of Political Regimes, 1800-1999'. Department of Political Science, The University of Chicago, Chicago, 2001.

publication that conveyed a motivating project, relations between the local points of the Scout network of all countries have been filtered through its national associations. However, the emergence and development of the Internet has given the Scout network its first means of global communication between individual members, which opens up new scenarios.

Nonetheless, because of the wonderful simplicity of its educational procedures, World Scouting is always at risk of confusing the means with the ends, as the educational expert at Columbia, James Russell (1917), pointed out ninety years ago. For while Scouting is at the same time outdoor life, sport, the Internet, serving the community, commitment and games, it is essentially educational action to form the character of young people. And precisely because of this and because the major challenge in our increasingly multicultural and complex societies is education, World Scouting has a very important role to play.

In this context, the difference between the diverse educational options will not be dictated by the services offered or the capacity to answer the obsession for security in Western countries, but by the values learnt. An educational project that is clear on its values, the foundations of its educational action, will give the necessary impetus to youths to learn how to become individuals, to do, to live alongside others and to know. That is to say, to form boys and girls with personal quality, a critical outlook and the capacity to interpret situations. In short, to form citizens. If the educational proposal is solid, the importance will lie in honesty, coherence and the perception of the educational action.

From the outset, Scouting has considered the unpaid participation of its educators and the voluntary membership of its children and youths to be fundamental and non-negotiable. This, together with its principles, has had a source of legitimacy and great potential for educational action. Some scholars (Skocpol, 2003) point to an increase in the decline of civil-society organizations based on permanent members and a local presence, to the benefit of institutions with scarce participation run by professionals and which only request financial support. Such a circumstance could seriously affect the model of World Scouting.

Hence, it is coherent to affirm Scouting's validity as a space for citizenship education that complements and is different to schooling if we believe in the importance of civil society as a means of reinforcing democracy – as opposed to markets or governments. However, if Scouting is to avert this waning trend affecting associations based on stable members in many countries, it must be able to see beyond its practices, to confirm the potential of its educational action and to adapt it to new realities and needs, as it has done throughout its history. It must be careful with discriminatory tendencies and, more importantly, prevent the institutions that support it – either directly or indirectly – from imposing a view of society that replaces Scouting's commitment to an inclusive co-existence and freedom of criteria that define it. If it can do this, it will be able to continue playing an important role in the future of many societies, just as it has done throughout the twentieth century.

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APPENDICES

APPENDIX 1: INTERVIEWS

This document lists the interviews or meetings held with heads of World Scouting for the preparation of this thesis and which have proved relevant to the latter. They are listed in alphabetical order and indicate the date and venue. Nonetheless, the statements made in this thesis are the sole responsibility of its author.

- Raül Adroher, member of the ad-hoc working group of the European Guide and Scout regions (WAGGGS and WOSM) on Spiritual Development in Scouting and Guiding (1986-89).

Barcelona, 21st December 2004 and 24th February 2005; Florence, 12th August 2006.

- Atif Abdelmageed, Director of the Arab Scout Region, WOSM.

Florence, 12th August 2006.

- Richard Amalvy, Director of Image and Communication of the World Scout Bureau (WOSM).

Geneva, 9th, 10th and 11th of April 2006, and 14th February 2006.

- Jean-Luc Bertrand former Director of Development of the World Scout Bureau (WOSM).

Geneva, 9th April 2005.

- Dominique Bénard, Deputy Secretary General of WOSM (Youth Programme).

Geneva, 14th March 2005 and 13th February 2006.

- Lesley Bulman, Executive Director of WAGGGS (1997-2006).

London, 5th April 2005.

- Barbara Calvi, former Vice-President of the Europe Region WAGGGS.

Florence, 12th August 2006.

- Jean Cassaigneau, Deputy Secretary General of WOSM (events).

Geneva, 9th April 2005 and 1st June 2005.

- Mark Clayton, former Director for Communication of the World Scout Bureau (WOSM) and ex-staff of Boy Scouts of America.

Geneva, 13th February 2006 and 15th September 2006.

- Malek Gabr, former Deputy Secretary General of WOSM (Educational Method and Constitutions).
Geneva, 1st June 2005.

- Marina Gay, President of the Catalan Federation of Scouting and Guiding.
Tunisia, May 2005; Jordan, June 2005, and Barcelona, 2nd July 2005.

- Nicky Gooderson, Project Manager 2007 Centenary, World Scout Bureau (WOSM).
Geneva, 1st June 2005 and 14th February 2006.

- Elena Jiménez, former Vice-President of the European Youth Forum for WAGGGS.
Barcelona, 21st December 2004, 24th February 2005, 2nd July 2005, and Jordan, June 2005.

- Mateo Jover, former Deputy Secretary General of WOSM (Prospective Studies)
Geneva, 1st June 2005, 13th and 14th February 2006, and 15th September 2006.

- Eduardo Missoni, Secretary General of WOSM.
Geneva, 14th March 2005, 14th February 2006 and 15th September 2006.

- Jacques Moreillon, Secretary General of WOSM (1988-2004).
Geneva, 14th March 2005, 11th April 2005 and 13th February 2006.

- Paul Moynihan, Head of Archives of the Scout Association (UK).
Gilwell Park (England), 5th December 2005.

- Lydia Mutare, Head of Strategies for Growth of the World Bureau, WAGGGS.
London, 9th February 2006.

- Laszlo Nagy, Secretary General of WOSM (1968-1988).
Geneva, 14th February 2006.

- Luc Panissod, Deputy Secretary General of WOSM (General Affairs).
Geneva, 9th April 2005 and 13th February 2006.

- Jacqueline Paschoud, Assistant at the Statistical Service of the World Scout Bureau (WOSM).
Geneva, 9th April 2005 and 13th and 14th February 2006.

- Lidija Pozaic, Chairperson of the European Scout Region.
Tunisia, May 2005.

- Arturo Romboli, Head of External Relations of the World Scout Bureau (WOSM).
Geneva, 14th February 2006; Barcelona, 13th April 2007.

- Heather Roy, Executive, European Bureau, Europe Region WAGGGS.
Jordan, May 2005; London, 9th February 2006.

- Mario Sica, former leader of Italian Scouting and compiler of Robert Baden-Powell's writings.
Florence, 12th August 2006.

- Patricia Styles, Archivist of the British Scout Association.
Gilwell Park (England), 5th December 2005 and 10th May 2006.

- Derek Twine, Chief Executive of the Scout Association (UK).
Gilwell Park (England), 5th December 2005.

Peace and Human Rights

'2007: 100 years of Scouting: Gifts for peace', World Scout Bureau, WOSM: Geneva, 2003.

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'The Bottom Line. Never again! "We do not remember - but we were told"' (Balkans War), World Scout Foundation: Geneva, 2002.

'The Bottom Line. Peace takes time… but it can be achieved' (Northern Ireland conflict), World Scout Foundation: Geneva, 2002.

'The Bottom Line. Scouting and Peace "We were too late last time" (Rwanda)', World Scout Foundation: Geneva, 2002.

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'Promising Practices. Getting the Most Out of Life – Brasil', World Scout Bureau, WOSM: Geneva, 2002.

'Promising Practices. Global Development Village Caravan – Mongolia', in *Strategy. Achieving our mission*, World Scout Bureau, WOSM: Geneva, 2002.

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'Promising Practices. Scouts Combatting Conflict in El Salvador', in *Strategy. Achieving our Mission*, World Scout Bureau, WOSM: Geneva, 2002.

'Promising Practices. The Child Labour Project in Egypt', in *Strategy. Achieving our mission*, World Scout Bureau, WOSM: Geneva, 2002.

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'The Bottom Line. Environment: "We just wanted to have fun – now we care"', World Scout Foundation: Geneva, 2002.

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Scout Parliamentarians (WSPU)

'Promising Practices. World Scout Parliamentary Union', World Scout Bureau, WOSM: Geneva, 2003.

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APPENDIX 3: LIST OF NATIONAL SCOUT PARLIAMENTARY ASSOCIATIONS ATTENDING WSPU GENERAL ASSEMBLIES

WOSM member countries	*Constit.* **1991** Seoul	1st **1994** S. Chile	2nd **1997** Manila	3rd **2000** Warsaw	4th **2003** Cairo
Afrique du Sud			X		
Albanie *					X
Algérie					X
Allemagne					
Angola			X		
Arabie Saoudite		X		X	
Argentine		X		X	
Arménie			X	X	X
Australie	X			X	X
Autriche					
Azerbaïdjan				X	
Bahamas					
Bahreïn		X			X
Bangladesh		X	X		X
Barbade					
Bélarus			X	X	
Belgique	X				
Belize					
Bénin					X
Bhoutan					
Bolivie		X	X	X	
Bosnie-Herzégovine					
Botswana					
Brésil		X			
Brunei		X	X		
Bulgarie				X	
Burkina Faso		X			
Burundi					
Cameroun					
Canada	X	X		X	
Cap-Vert					
Chili	X	X			
Chine, Scouts de	X	X			X
Chvpre					
Colombie					
Comores					
Congo, Rép. Dem. du	X				
Coree, Rep. de	X	X	X	X	X

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Costa Rica	X		X		
Côte d'Ivoire					
Croatie		X		X	
Danemark				X	
Rép. Dominicaine		X			
Dominique					
Egypte	X	X	X	X	X
El Salvador					
Emirats Arabes Unis					
Equateur		X	X		
Espagne		X	X	X	X
Estonie					
Etats-Unis d'Amérique					
Ethiopie					X
Fidii					
Finlande				X	
France		X	X	X	
Gabon					
Gambie					X
Géorgie				X	
Ghana			X		
Grèce		X	X	X	X
Grenade		X			
Guatemala		X			
Guyane		X			
Haïti					
Honduras	X	X			X
Hong Kong					
Hongrie				X	X
Inde					
Indonesie			X		
Irlande		X			
Islande					
Israel			X	X	X
Italie		X	X	X	X
JamalQue					
Japon	X	X	X	X	X
Jordanie			X		X
Kenya	X	X			X
Kiribati					
Koweït		X	X	X	X
Lesotho					
Lettonie					
Liban			X		X
Libéria					
Libye			X		X
Liechtenstein				X	X
Lituanie				X	X
Luxembourg					

Macédoine, l'ex-Rép. yougoslave de				X	
Madagascar					
Malaisie				X	X
Maldives					
Malte					
Maroc	X			X	X
Maurice					
Mauritanie					
Mexique			X	X	X
Moldova					
Mongolie			X	X	X
Monaco					
Mozambique				X	
Namibie					
Népal					
Nicaragua					
Niger					
Nigeria					
Norvège					
Nouvelle-Zelande					
Oman					X
Ouganda	X	X	X	X	X
Pakistan		X	X		
Autorité Palestinienne					X
Panama					
Papouasie-Nouvelle Guinée					
Paraguay		X		X	
Pays-Bas	X	X			
Pérou		X	X		
Philippines	X	X	X	X	X
Pologne			X	X	X
Portugal					
Qatar					X
Roumanie			X	X	
Royaume-Uni	X	X	X	X	X
Russie		X		X	
Rwanda					
Saint-Marin					
Saint-Vincent-et-les-Grenadines					
Sainte-Lucie		X			
Sénégal		X			X
Serbie et Monténégro (ex-Yougoslavie)					
Seychelles					
Sierra Leone					
Singapour					
Slovaquie					

Slovénie					
Soudan		X	X	X	X
Sri Lanka					
Suède				X	X
Suisse			X	X	
Suriname					
Swaziland	X			X	
Tadjikistan			X		
Tanzanie, Rép.-Unie de	X	X	X	X	
Tchad				X	
République Tchèque				X	
Thaïlande		X	X	X	X
Togo			X		
Trinité et Tobago		X			
Tunisie	X	X	X	X	X
Turquie		X		X	X
Uruguay		X			
Venezuela		X	X		
Yémen					X
Zambie					X
Zimbabwe					

Source: World Scout Bureau, 27th May 2005.

APPENDIX 4. TECHNICAL DETAILS OF THE DATABASES

SECTION 4.1. PROCESSING OF THE STUDY DATA

The data were processed by creating a number of tables for conducting the necessary analyses to obtain the results described in this study:

i.   'World Scouting 2003 Data Set'.
ii. 'World Organisation of the Scout Movement (WOSM) Census Data Set, 1924-2004'
iii. 'World Organisation of the Scout Movement (WOSM) Ages-based Census Data Set, 1968-2004'
iv. 'Data Set of International and World Scout Conferences, 1924-2002'
v.   'World Scout Jamboree Data Set', version 1.4

The following data-handling procedure was carried out to create these tables:

a) Identification of changes in names and countries during the period 1924-2004. (Source: Correlates of War Project, 2004: "State System Membership List, version 2004.1". University of Illinois and The Pennsylvania State University. February 2, 2005).

b) Manual entry of WOSM census data (totals and age groups) from 1924 to 1990 (sources cited in Appendix 1.2).

c) Homogenizing of WOSM data files (totals and by age groups) from 1990 to 2004, available in electronic format (sources cited in Appendix 1.2).

d) Homogenizing of the WAGGGS data file for 2003 (source cited in Section 1.2 of this appendix).

e) Creation of the variable required to identify a country's membership of WOSM from 1924 to 2004, and of WAGGGS in 2003, based on information supplied by the two associations, and manual entry of the information for this variable (sources cited in Section 1.2 of this appendix).

f) Creation of the variable required to establish whether a country is independent or not, from 1924 to 2004, and manual entry of the information for this variable (source: Correlates of War Project, 2004: "State System Membership List, version 2004.1". University of Illinois and The Pennsylvania State University. February 2, 2005).

g) Creation of the 'region' variable from the United Nations source, and manual entry of the information for this variable (source: United Nations: "Demographic Yearbook, Historical supplement (1948-1997)", reproduced in Section 1.4 of this appendix).

h) Creation of the 'population' variable from the data sources indicated in Section 1.5 of this appendix and manual entry of the information for this variable.

i) Standardizing of the Excel file data on the World Scout Jamborees youth rallies (source: 'World Scout Jamboree Data Set', Version 1.4, World Scout Bureau).

j) Creation of the variable required to identify whether or not a country has attended a world/international Scout conference in a given year, using hard-copy data from the Conference Reports (source: WSCRC, cited in Appendix 1.2), and manual entry of the information for this variable.

After creating the databases and variables described above, quality control was carried out on the data entry. Section 1.6 of this appendix includes a brief summary of the most relevant problems encountered during data processing.

The study data were processed using an Excel spreadsheet, specifically the Office 2003 version. The quality control and analysis of the data entered were carried out using the spreadsheet and the SPSS statistics package, version 10.

SECTION 4.2. Source of data on individual WOSM members for the 'WOSM Census Data Set, 1924-2004' and the 'WOSM Ages-based Census Data Set, 1968-2004'

Years	Source	Characteristics	Abbreviation
1924, 1926, 1937, 1939, 1947, 1949, 1951, 1953, 1955, 1957, 1959, 1961, 1963, 1965, 1967, 1969, 1971, 1973, 1975, 1977, 1979, 1981, 1983, 1985	Censuses from the Reports on International/World Scout Conferences	Published data from the hard-copy reports	WSCRC
1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984	Censuses from the World Scout Bureau archives	Tabulated typed and handwritten data, with subsequent manual corrections	ACWSB
1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004	Computer-processed censuses from the World Scout Bureau	Excel spreadsheet	CCWSB
1932, 1936, 1937	Annual Report of The Boy Scouts Association (UK)	Published data from the hard-copy reports	TSA

SECTION 4.3. Source of data on individual WAGGGS and WOSM members for the 'World Scouting 2003 Data Set'

Year	Source	Characteristics	Abbreviation
2003	World Bureau, WAGGGS	Paper	WAGGGS
2003	World Scout Bureau (WOSM)	Excel spreadsheet	CCWSB

SECTION 4.4. Classification of countries into regions (used in the four data sets)

Source: United Nations: Demographic Yearbook, Historical Supplement (1948-1997).

Africa	Asia	Europe	North America	Oceania	South America
Algeria	Afghanistan	Albania	Antigua & Barbuda	Australia	Argentina
Angola	Armenia	Andorra	Bahamas	Federated States of Micronesia	Bolivia
Benin	Armenian Scouts	Austria	Barbados	Fiji	Brazil
Botswana	Azerbaijan	Belarus	Belize	Kiribati	Chile
Burkina Faso	Bahrain	Belgium	Canada	Marshall Islands	Colombia
Burundi	Bangladesh	Bosnia and Herzegovina	Costa Rica	Nauru	Ecuador
Cameroon	Bhutan	Bulgaria	Cuba	New Zealand	Guyana
Cape Verde	Brunei	Croatia	Dominica	Papua New Guinea	Paraguay
Central African Republic	Cambodia	Czech Republic	Dominican Republic	Samoa	Peru
Chad	China	Czechoslovakia	El Salvador	Solomon Islands	Suriname
Comoros	China, Boy Scouts of	Denmark	Grenada	Tonga	Uruguay
Congo	Cyprus	Estonia	Guatemala	Tuvalu	Venezuela
Democratic Republic of the Congo	East Timor	Finland	Haiti	Vanuatu	
Djibouti	Georgia	France	Honduras		
Egypt	Hong Kong	German Democratic Republic	Jamaica		
Equatorial Guinea	India	German Federal Republic	Mexico		

Eritrea	Indonesia	Germany	Nicaragua
Ethiopia	Iran	Greece	Panama
Gabon	Iraq	Hungary	St. Kitts and Nevis
Gambia	Israel	Iceland	St. Lucia
Ghana	Japan	Ireland	St. Vincent and the Grenadines
Guinea	Jordan	Italy	Trinidad and Tobago
Guinea-Bissau	Kazakhstan	Latvia	United States of America
Ivory Coast	Kuwait	Liechtenstein	
Kenya	Kyrgyzstan	Lithuania	
Lesotho	Laos	Luxembourg	
Liberia	Lebanon	Macedonia	
Libya	Malaysia	Malta	
Madagascar	Maldives	Moldova	
Malawi	Mongolia	Monaco	
Mali	Myanmar	Netherlands	
Mauritania	Nepal	Norway	
Mauritius	North Korea	Poland	
Morocco	Oman	Portugal	
Mozambique	Pakistan	Romania	
Namibia	Palau	Russia	
Niger	Palestinian Authority	*Russian Scouts*	
Nigeria	Philippines	San Marino	
Rwanda	Qatar	Slovakia	
Sao Tome and	Republic of Vietnam	Slovenia	

Principe	Saudi Arabia	Spain
Senegal	Singapore	Sweden
Seychelles	South Korea	Switzerland
Sierra Leone	Sri Lanka	Ukraine
Somalia	Syria	United Kingdom
South Africa	Taiwan	Yugoslavia
Sudan	Tajikistan	
Swaziland	Thailand	
Tanzania	Turkey	
Togo	Turkmenistan	
Tunisia	United Arab Emirates	
Uganda	Uzbekistan	
Zambia	Vietnam	
Zimbabwe	Yemen	
Yemen Arab Republic		
Yemen People's Republic		

SECTION 4.5. Source of population data for the 'World Scouting 2003 Data Set'

Country	Population source (2000)
Andorra	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Antigua & Barbuda	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Aruba	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Cook Islands	United Nations Statistics Division - Demographic and Social Statistics http://unstats.un.org/unsd/demographic/products/dyb/default.htm
Dominica	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Grenada	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Kiribati	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Liechtenstein	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Marshall Islands	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Monaco	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Nauru	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
North Korea	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Palau	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Republic of Vietnam	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Saint Kitts and Nevis	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
San Marino	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Seychelles	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Taiwan	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Tuvalu	U.S. Census Bureau, International Data Base. http://www.census.gov/ipc/www/idbpyr.html
Other countries	World Population Propects: The 2006 Revision Population Database. United Nations. Population Division. http://esa.un.org/unpp/

SECTION 4.6. Incidents affecting processing of the data for the 'WOSM Census Data Set, 1924-2004' and the 'WOSM Ages-based Census Data Set, 1968-2004'

Year	Source	Country	Category	Observations
1924	WSCRC	Total	Officers	After checking several times, we confirm that there is a mistake in the sum total of Officers. Therefore, it is left as 183,951 instead of 183,933. (Difference +18).
1924	WSCRC	Total	Scouts	After checking several times, we confirm that there is a mistake in the sum total of Scouts. Therefore, it is left as 1,061,920 instead of 1,021,310. (Difference +40,610).
1924	WSCRC	Total	Wolf Scouts	After checking several times, we confirm that there is a mistake in the sum total of Wolf Scouts. Therefore, it is left as 124,084 instead of 123,749. (Difference +335).
1924	WSCRC	Total	Total	After checking several times, we confirm that there is a mistake in the sum total of Wolf Scouts. Therefore, it is left as 1,385,323 instead of 1,344,360. (Difference +40,963).
1924	WSCRC	Yugoslavia		Broken down as 'Yugoslavia'.
1925	WSCRC			When the data are not updated, they are repeated from the last census.
1926	WSCRC			When the data are not updated, they are repeated from the last census.
1926	WSCRC / CWSB	Bulgaria	Total	There is a manual correction to the original data indicating a total of 5,000. Given the previous and subsequent evolution, the number is more likely to be the 753 than the handwritten note.
1926	WSCRC / CWSB	Total	Scouts	The published total of all countries is 1,235,724 when the actual sum of the data is 1,235,721. (Difference +3).
1926	WSCRC / CWSB	Total		The 1924 data are repeated because they were not received. There are no data on Albania for either 1924 or 1926, so 0 is entered for both years.
1932	TSA	Deep Sea Scouts		The total for each country is understood to include the Overseas total, but there is another line at the end (similar to the "Country" category) called "Deep Sea Scouts". No data are recorded.
1932	TSA			When there are no data, those of the previous year are repeated.

Sources:
WSCRC (World Scout Conference Reports Censuses)
ACWSB (Archive Census, World Scout Bureau)
CCWSB (Computer-based Census, World Scout Bureau)
TSA (Annual Report, The Boy Scouts Association, United Kingdom)

1933	TSA	Deep Sea Scouts	The total for each country is understood to include the Overseas total, but there is another line at the end (similar to the "Country" category) called "Deep Sea Scouts". No data are recorded.
1933	TSA		Before the data on British colonies in the information sheets, there is a list of countries and the words "Boy Scouts of the world". We add the data to 1933, since the report is from 1934 and we know that the data are from 1933.
1933	TSA		When there are no data, those of the previous year are repeated.
1933	TSA	Armenian Scouts	There is a note indicating that they were in France this year.
1934	TSA	Deep Sea Scouts	Before the data on British colonies in the information sheets, there is a list of countries and the words "Boy Scouts of the world". We add the data to 1934, since the report is from 1935 and we know that the data are from 1934.
1934	TSA	Deep Sea Scouts	The total for each country is understood to include the Overseas total, but there is another line at the end (similar to the "Country" category) called "Deep Sea Scouts". No data are recorded.
1933	TSA		When there are no data, those of the previous year are repeated.
1934	TSA		When there are no data, those of the previous year are repeated.
1935	TSA	Deep Sea Scouts	Before the data on British colonies in the information sheets, there is a list of countries and the words "Boy Scouts of the world". We add the data to 1935, since the report is from 1936 and we know that the data are from 1935
1935	TSA	Deep Sea Scouts	The total for each country is understood to include the Overseas total, but there is another line at the end (similar to the "Country" category) called "Deep Sea Scouts". No data are recorded.
1935	TSA		When there are no data, those of the previous year are repeated.
1936	TSA	Deep Sea Scouts	Before the data on British colonies in the information sheets, there is a list of countries and the words "Boy Scouts of the world". We add the data to 1936, since the report is from 1937 and we know that the data are from 1936.
1936	TSA	Deep Sea Scouts	The total for each country is understood to include the Overseas total, but there is another line at the end (similar to the "Country" category) called "Deep Sea Scouts". No data are recorded.
1936	TSA		After all the data, there is a list entitled "British group in foreign countries". The countries listed are: Argentine, Baluchistan, Brazil, Belgium, China, Egypt, France, Greece, Japan, Portugal and Uruguay. The sum total of all the groups is: 2,787. This data were ignored and that of the previous years was copied, because 2,787 from all these countries was unrealistic.
1936	TSA		When there are no data, those of the previous year are repeated.

1937	TSA			Before the data on British colonies in the information sheets, there is a list of countries and the words "Boy Scouts of the world". We add the data to 1937, since the report is from 1938 and we know that the data are from 1937.
1937	TSA / WSCRC			Data from both WOSM and the British association were available for this year. The data were unified, but they matched for all countries except for the USA, UK and Belgium, for which we used the WSCRC data.
1937	WSCRC	USA	Total	1,107,588 – We accepted this data.
1937	TSA	USA	Total	1,025,963 – We did not accept this data.
1937	WSCRC	UK-GREAT BRITAIN	Total	1,011,936 – We accepted this data.
1937	TSA	UK-GREAT BRITAIN	Total	1,055,551 – We did not accept this data.
1937	WSCRC	Belgium	Total	14,572 – We accepted this data.
1937	TSA	Belgium	Total	14,672 – We did not accept this data.
1937	WSCRC	Total		Difference: 37,532 fewer people
1937	TSA			When there are no data, those of the previous year are repeated.
1933- 1937	TSA / BRITAIN			There are data on the British colonies between 1933 and 1937, as well as the data from Great Britain.
1939	WSCRC	BOHEMIA-MORAVIA	All	This country is not recorded before or after, either in WOSM members or in conferences. The association is called Junak and the Czechoslovakia association is called the same in 1946. It was dealt with as Czechoslovakia.
1939	WSCRC			The data on 1937 were copied when the data for 1939 were not received.
1946	WSCRC	Total	All categories	The equivalent to the data on Venezuela are missing in each category. We presumed that there was a mistake when adding up the totals and we added the data for Venezuela to the totals.
1946	WSCRC			A '0' was entered if the data for 1946 were not received. We observed that a 0 was sometimes entered for countries that were no longer WOSM members.
1948	WSCRC			A '0' was entered if the data for 1948 were not received, except in the case of India, for which the 1946 data was repeated. We observed that a 0 was sometimes entered for countries that were no longer WOSM members.
1950	WSCRC			A '0' was entered if the data for 1950 were not received. Some countries did send in the data

Year		Country	Category	Notes
1952	WSCRC	China	All	for 1950 but only totals, not breakdowns, and they are all entered in the "Scouts" category.
1952	WSCRC			Taiwan is considered as Boys Scouts of China.
1952	WSCRC			The 1950 data are repeated if the data for 1952 were not received.
1954	WSCRC	Japan	Scouts	We presume that there has been a printing error because there is a difference of 10 people between the totals. It is therefore changed to 19,930 instead of 19,920. (Difference +10).
1954	WSCRC	China	All	Taiwan is considered as Boys Scouts of China.
1954	WSCRC			The 1952 data are repeated if the data for 1954 were not received, but they are all classified as Scouts; they are not separated by category even though they were in 1952.
1954	WSCRC			For the countries that sent in data but did not specify categories, they are all counted as Scouts.
1956	WSCRC	China	All	Formosa is not separate so it was considered as Boys Scouts of China.
1956	WSCRC			The 1954 data were repeated if no data were available. There were only 4 countries. - Egypt, which only had the Scouts category in 1954 and it was repeated. - Korea, which had broken down its data in 1954, but the total was copied to the Scouts category in 1956. - Luxembourg, which had two associations; there were new data for the first, but the data are copied for the other (F.N.E.L) without separating it according to category. We need to go back to 1950 to find data broken down by category. After this, the total data are copied into the Scouts category.
1958	WSCRC	China	All	Formosa is not separate so it was considered as Boys Scouts of China.
1958	WSCRC			The data from the 1956 register were copied category by category if no data had been received.
1960	WSCRC	Australia	Rovers	We presume that there is a printing error because there is a difference of 100 between the sum of the categories and the total. There is also a difference of 100 in the sum total of all Rovers. It is therefore changed from 1,775 to 1,675. (Difference -100).
1960	WSCRC	Austria	Scouters	We presume that there is a printing error because there is a difference of 5 between the sum of the categories and the total. There is also a difference of 5 in the sum total of all Scouters. It is therefore changed from 1,799 to 1,794. (Difference -5).
1960	WSCRC	Iceland	Cubs	We presume that there is a printing error because there is a difference of 30 between the sum of the categories and the total. There is also a difference of 30 in the sum total of all Cubs. It is therefore changed from 458 to 428. (Difference +30).
1960	WSCRC	Jordan	Total	The sum total of the categories is 6,323 but the printed total reads 6,313. We leave it as the real sum. (Difference +10).

Year	Category	Country	Total	Observations
1960	WSCRC	Uruguay	Total	The sum total of the categories is 1,379 but the printed total reads 1,389. We leave it as the real sum. (Difference -10).
1960	WSCRC	Monaco		Monaco was included in the International Bureau List. It is separated as a country later on. We separate it from the first year in which it appears as Monaco.
1960	WSCRC	China		There is no mention as to whether it forms part of Taiwan (Formosa); it simply says China. It is taken as Boys Scout of China.
1960	WSCRC			Some countries sent in updated data for 1960, but it was not broken down into categories and was entered in the SCOUTS category. These countries were Argentine, Ecuador, Honduras, Madagascar and Panama.
1960	WSCRC			When there are no new data, those of 1958 are copied, separated by category.
1962	WSCRC	Egypt		It appeared as U.A.R, but we have kept it as Egypt.
1962	WSCRC	Congo		The name appeared as Congo (Leo).
1962	WSCRC	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1962	WSCRC			Some countries sent in updated data for 1962, but it was not broken down into categories and was entered in the SCOUTS category. These countries were Honduras, Iraq and Morocco. The data from 1960 on Honduras is repeated but, since this data were not broken down in 1960, they are not broken down for this year either.
1962	WSCRC			When there are no new data, those of 1960 are copied, separated by category.
1964	WSCRC	Congo		The name appeared as Congo (Leo).
1964	WSCRC	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1964	WSCRC	Luxembourg g-C.E.C.A		It appeared as Luxembourg-CECA in the "World bureau" list. That year, Luxembourg also appeared as a country; we have looked at the associations for other years in Luxembourg and this one is not there. We ignore it.
1964	WSCRC			Some countries sent in updated data for 1964, but it was not broken down into categories and was entered in the SCOUTS category. These countries were Argentine, Cyprus, Iran, Liechtenstein and Senegal.
1964	WSCRC			When there are no new data, those of 1962 are copied, separated by category.
1966	WSCRC	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1966	WSCRC	Indonesia		No data are available, but they were WOSM members. We copy the data from the previous year.
1966	WSCRC			Some countries sent in updated data for 1966, but it was not broken down into categories and

1966	WSCRC		was entered in the SCOUTS category. These countries were Bolivia, Senegal, Sudan and Zambia. The data from 1964 were repeated for Senegal, but they were not broken down either.
1968	WSCRC		When there are no new data, those of 1964 are copied, separated by category.
1968	WSCRC	Monaco	Monaco was included in the International Bureau List. We separate it and treat it as a country.
1968	WSCRC		Some countries sent in updated data for 1968, but it was not broken down into categories and was entered in the SCOUTS category. These countries were Argentine, Cyprus, Iran, Liechtenstein and Senegal.
1968	WSCRC		When there are no new data, those of 1966 are copied, separated by category.
1970	WSCRC	U.A.R. = EGYPT	We consider the data on the United Arab Republic (UAR) as Egypt. The table contains no data on Egypt for this year.
1970	WSCRC		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1970	WSCRC	Monaco	Some countries sent in updated data for 1970, but it was not broken down into categories and was entered in the SCOUTS category. These countries were Argentine, Cyprus, Iran, Liechtenstein and Senegal.
1970	WSCRC		When there are no new data, those of 1968 are copied, separated by category, except for Tunisia, the total of which is in the SCOUTS category because the data were not broken down into categories in 1968.
1972	WSCRC	Zaire	The data is added to that of Congo, RD-Zaire.
1972	WSCRC	Cameroon	It appeared as a new WOSM member and the data were not broken down into categories. The total was in the SCOUTS category.
1972	WSCRC	Mauritius	It appeared as a new WOSM member and the data is not broken down into categories. The total was in the SCOUTS category.
1972	WSCRC	Monaco	Monaco was included in the International Bureau List. We separate it and treat it as a country.
1972	WSCRC		Some countries sent in updated data for 1972, but it was not broken down into categories and was entered in the SCOUTS category. These countries were Argentine, Barbados, Bolivia, Colombia, Costa Rica, Ecuador, Guyana, Haiti, Nicaragua, Paraguay, Surinam, Trinidad and Uruguay.
1972	WSCRC		When there are no new data, those of 1970 are copied, separated by category. There is a significant lack of data received in this year compared with previous ones. We observe that countries such as Bahrain, Belgium, Ghana, Greece, Liberia, Libya, Nepal, Nigeria, Syria and Zambia are marked as not having sent in data in 1972 and the data are repeated. However, the

Year	Organization	Country	Total	Description
				total for 1972 is different to 1970. When the data are compared category by category, they are found to be different. We think that a mistake was made with these countries and the data are updated using those of 1972.
1973	WSCRC	Zaire		The data is added to Congo, RD-Zaire.
1973	WSCRC			ONLY TOTALS. The data were not broken down by category.
1973	WSCRC	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1974	WSCRC			ONLY TOTALS. The data were not broken down by category.
1975	WSCRC / ACWSB			There are two tables with data. We accept the changes to the typed data because they generally provide more information than the handwritten data. It would appear that the changes have been made in the typed version, not the handwritten additions.
1975	WSCRC / ACWSB	Canada		There are two sheets containing data. The typed text contains data with a note dated 31/08/1976. Given that the census is from 31/12/1975, we opt for the breakdown dated 1976
1975	WSCRC / ACWSB	Philippines	Total	There is a correction to the typed data indicating that the total is not 1,770,944. The whole line has been crossed out and the handwritten total is: 1,457,944 (June 1976). We leave this total in the SCOUTS category
1975	WSCRC / ACWSB	Portugal	Total	The same happens as with the Philippines. The typed total is 17,816 broken down into categories, but it has been crossed out and 17,816 written as the total only. We leave this total in the SCOUTS category
1975	WSCRC / ACWSB	Tanzania		The data are those of the previous year, but broken down. They have been written over and the difference is 1. Typed total: 6,753. Handwritten total: 6,752. The sum of all the categories gives 6,752, so this is the one we use.
1975	WSCRC / ACWSB	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1975	WSCRC / ACWSB			Some countries sent in updated data for 1975, but it was not broken down into categories and was entered in the SCOUTS category. These countries were Ecuador, Gabon, Haiti, Rwanda and Zambia.
1975	WSCRC / ACWSB			Where there are no data, those of the last updated census received were used, whether from 1974 or earlier years. The data were repeated for many countries and grouped into the Scouts category. These countries were Botswana, Cameroon, Central African Rep., Chad, Congo, RD-Zaire, Cyprus, Ethiopia, Honduras, Laos, Lebanon, Liberia, Madagascar, Morocco, Nicaragua, Senegal, Surinam, Swaziland, Uganda and Vietnam. As a result, the SCOUTS

category is completely distorted.

Year	Source	Country	Category	Note
1976	WSCRC / ACWSB	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1976	WSCRC / ACWSB			Where there are no data, those of the last updated census received were used, whether from 1975 or earlier years. These countries were Barbados, Benin, Bolivia, Botswana, Cameroon, Central African Rep., Chad, Cyprus, Ethiopia, France, Gabon, Greece, Israel, Côte d'Ivoire, Laos, Lebanon, Lesotho, Liberia, Liechtenstein, Madagascar, Malta, Morocco, Nicaragua, Paraguay, Senegal, Sudan, Surinam, Swaziland, Sweden, Switzerland, Syria, Uganda, Burkina Faso-Upper Volta, Vietnam and Congo, RD-Zaire. Updated information is missing for many countries. The SCOUTS category is completely distorted here too.
1977	WSCRC / ACWSB	United Arab Emirates		Appeared for the first time.
1977	WSCRC / ACWSB	Bolivia	Seniors and Scouts	We know that the data of the last census are used again. Thus, because the data do not tally, we copy those of the last year, broken down by category.
1977	WSCRC / ACWSB	Norway	Scouters	We know that the data of the last census are used again, but there is a difference of 7 Scouters. There are actually 4,762 and not 4,769 as indicated in the handwritten data.
1977	WSCRC / ACWSB	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1977	WSCRC / ACWSB			Where there are no data, those of the last updated census received were used, whether from 1976 or earlier years. The data were repeated for many countries and grouped into the Scouts category. These countries were Barbados, Central African Rep., Ethiopia, Gabon, Lebanon, Lesotho, Liberia, Liechtenstein, Madagascar, Nicaragua, Sudan, Surinam, Swaziland, Syria, Uganda and Zambia. Much of the data were repeated from other years, whether broken down by category or concentrated in the Scouts category.
1978	ACWSB			ONLY TOTALS. The data were not broken down by category.
1978	ACWSB	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1978	ACWSB			Where there are no data, those of the last updated census received were used, whether from 1977 or earlier years.
1979	WSCRC / ACWSB	Indonesia	Volunteers, Professionals	As there is a note indicating that the data from the previous census were repeated, and the data do not match, I copied the data from the last census broken down by category.

Year	Code	Country		Notes
1979	WSCRC / ACWSB	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1979	WSCRC / ACWSB			Where there are no data, those of the last updated census received were used, whether from 1978 or earlier years. The data were repeated for many countries and grouped into the Scouts category. These countries were Barbados, Benin-Dahomey, Bolivia, Cameroon, Central African Rep., Chad, Cyprus, Dominican Rep., Ecuador, Ethiopia, Gabon, Haiti, Iceland, Iraq, Côte d'Ivoire, Lesotho, El Salvador, Senegal, Sierra Leone, Sudan, Surinam, Swaziland, Syria, Uganda, United Arab E. and Zaire.
1980	ACWSB	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1980	ACWSB			Where there are no data, those of the last updated census received were used, whether from 1979 or earlier years. The data were repeated for some countries and grouped into the Scouts category. These countries were Algeria, Benin-Dahomey, Central African Rep., Chad, Egypt, El Salvador, Ethiopia, Gabon, Haiti, Iceland, Iraq, Côte d'Ivoire, Lesotho, Nicaragua, Oman, Rwanda, Senegal, Sierra Leone, Sudan, Surinam, Syria, Turkey, Uganda, Unit.Arab E. and Burkina Faso-Upper Volta.
1981	WSCRC / ACWSB	Pakistan	All	There was no information in the printed data but there were in the handwritten data. We use this data.
1981	WSCRC / ACWSB	Papua New Guinea	All	There was no information in the printed data but there were in the handwritten data. We use this data.
1981	WSCRC / ACWSB	Spain	All	Spain had 3 associations but only the data on the Catalan association were included. The handwritten data include data on the other two groups. We add these to the total.
1981	WSCRC / ACWSB	Sri Lanka-Ceylon	All	There was no information in the printed data but there were in the handwritten data. We use this data.
1981	WSCRC / ACWSB	Togo	All	There was no information in the printed data but there were in the handwritten data. We use this data.
1981	WSCRC / ACWSB	Monaco		Monaco was included in the International Bureau List. We separate it and treat it as a country.
1981	WSCRC / ACWSB			Where there are no data, those of the last updated census received were used, whether from 1980 or earlier years. The data were repeated for some countries and grouped into the Scouts category. These countries were Algeria, Argentine, Bahrain, Benin-Dahomey, Botswana, Burundi, Central African Rep., Chad, Colombia, Dominican Rep., Ethiopia, Gabon, Ghana,

Year	Code	Category	Notes
1982	ACWSB	Others	Grenada, Guyana, Honduras, Iceland, Iran, Iraq, Côte d'Ivoire, Jordan, Lebanon, Liberia, Madagascar, Nicaragua, Oman, Papua New Guinea, Paraguay, Senegal, Sierra Leone, Sudan, Surinam, Syria, , Trinidad, Tunisia, Congo, RD-Zaire, Uganda, Unit.Arab E. and Congo, RD-Zaire. When data were repeated, they were not copied; they were simply marked as repeated from previous years. We incorporate the data from previous years in the SCOUTS variable and to the totals. Until now, when the data were not broken down, the totals for previous years were added to the Scouts category. In 1982, there was a special category called OTHERS, which included OTHERS such as those from 1981, i.e. members who were not classified into any of the other categories. The years that repeated data from other years that were previously put into the SCOUTS category were not added to this one. Some countries also had further data for other categories, though not for all. For some countries, the data were repeated but separated for each category. The countries with data repeated and grouped into the OTHERS category were Algeria, Bahrain, Botswana, Burundi, Central African Rep., Chad, Colombia, Dominican Rep., Ethiopia, France, Gabon, Ghana, Grenada, Guyana, Iceland, Iraq, Côte d'Ivoire, Lebanon, Nicaragua, Oman, Senegal, Sierra Leone, Spain, Sudan, Surinam, Syria, Trinidad, Uganda and Congo, RD-Zaire.
1983	WSCRC / ACWSB		The years that repeated data from other years that were previously put into the SCOUTS category were not added to this one. Some countries also had further data for other categories, though not for all. For some countries, the data were repeated but separated for each category. The countries with data repeated and grouped into the OTHERS category were Algeria, Bahrain, Botswana, Central African Rep., Chad, Colombia, Ethiopia, Gabon, Ghana, Iceland, Iraq, Côte d'Ivoire, Lebanon, Oman, Senegal, Sierra Leone, Sudan, Surinam, Syria, Uganda and Congo, RD-Zaire.
1984	ACWSB		The years that repeated data from other years that were previously put into the SCOUTS category were not added to this one. Some countries also had further data for other categories, though not for all. For some countries, the data were repeated but separated for each category. The countries with data repeated and grouped into the OTHERS category were Bahrain, Central African Rep., Chad, Ethiopia, Gabon, Iraq, Côte d'Ivoire, Lesotho, Oman, Senegal, Sudan, Surinam, Syria, Uganda and Congo, RD-Zaire.
1985	WSCRC		When the updated data were not available, there was sometimes data for all categories; other times, the data from previous years were repeated in the OTHERS category (occasionally, some data were added to another category). The countries with data repeated and grouped into the

1986	WSCRC			OTHERS category were Bahrain, Central African Rep., Chad, Ethiopia, Gabon, Ghana, Iceland, Iraq, Côte d'Ivoire, Lebanon, Oman, Senegal, Sierra Leone, Sudan, Syria, Uganda and Congo, RD-Zaire.
1987	WSCRC			When the updated data were not available, there was sometimes data for all categories; other times, the data from previous years were repeated in the OTHERS category (occasionally, some data were put in another category). The countries with data repeated and grouped into the OTHERS category were Bahrain, Central African Rep., Chad, Ethiopia, Gabon, Ghana, Iceland, Iraq, Côte d'Ivoire, Lebanon, Oman, Senegal, Sudan, Syria, Uganda and Congo, RD-Zaire.
1987	WSCRC	Norway	All	Corrections have been made to the handwritten document, but the sum of the categories does not tally with the total. The real sum is 11,342 and the total, 18,289. We leave the data and the sum total of the data as 11,342.
1987	WSCRC	Qatar	Cubs	There is a difference of 540 people in the total. The data were repeated from the previous year and, after consulting the latter, a mistake is found in the Cubs category, which has 1,930 instead of 1,390. Thus, the Cubs are left as 1,390 and the totals tally.
1987	WSCRC			When data were repeated, they were not copied; they were simply marked as repeated from previous years. We add the data from previous years in the OTHERS variable and to the totals. The countries with data repeated and grouped into the OTHERS category were Algeria, Bahamas, Bahrain, Benin-Dahomey, Botswana, Upper Volta-Burkina Faso, Burundi, Cameroon, Central African Rep., Chad, Colombia, Costa Rica, Ecuador, Ethiopia, Gambia, Gabon, Ghana, Grenada, Iran, Iraq, Israel, Côte d'Ivoire, Jamaica, Jordan, Lebanon, Lesotho, Liberia, Libya, Madagascar, Mauritania, Nicaragua, Nigeria, Pakistan, Paraguay, Rwanda, Senegal, Sierra Leone, Sudan, Surinam, Swaziland, Syria, Tanzania-Tanganyka, Trinidad, Turkey, Uganda, Yemen, Congo, RD-Zaire and Zambia.
1988	WSCRC			Changes are made again here. The countries without updated data were either broken down by category or concentrated into the SCOUTS category. The countries with data repeated and grouped into the SCOUTS category were Bahrain, Central African Rep., Chad, Ethiopia, Gabon, Ghana, Côte d'Ivoire, Lebanon, Senegal, Sudan and Syria.
1989	WSCRC			When there were no updated data for 1989, the last updated census was repeated. The procedure of copying by separate categories is used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Ethiopia, Gabon, Ghana, Côte d'Ivoire, Lebanon, Sudan and Syria.

Year	CCWSB		Description
1990	CCWSB		When there were no updated data for 1990, the last updated census was repeated. The procedure of copying by separate categories is used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Ethiopia, Gabon, Ghana, Côte d'Ivoire, Lebanon, Sudan and Syria.
1991	CCWSB		When there were no updated data for 1990, the last updated census was repeated. The procedure of copying by separate categories was used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Ethiopia, Gabon, Côte d'Ivoire, Lebanon, Sudan and Syria.
1992	CCWSB		When there were no updated data for 1992, the last updated census was repeated. The procedure of copying by separate categories was used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Gabon, Côte d'Ivoire, Lebanon, Sudan and Syria.
1993	CCWSB		When there were no updated data for 1993, the last updated census was repeated. The procedure of copying by separate categories was used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Gabon, Côte d'Ivoire, Lebanon, Sudan and Syria.
1994	CCWSB		When there were no updated data for 1994, the last updated census was repeated. The procedure of copying by separate categories was used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Gabon, Côte d'Ivoire, Lebanon, Sudan and Syria.
1995	CCWSB		When there were no updated data for 1995, the last updated census was repeated. The procedure of copying by separate categories was used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Gabon, Côte d'Ivoire, Lebanon, Lesotho, Sudan and Syria. For Estonia and Nigeria, we only have the Scouts category, but they are not from 1981.
1996	CCWSB		When there were no updated data for 1996, the last updated census was repeated. The procedure of copying by separate categories was used, but the data for some countries date

Year			Description
1997	CCWSB		back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Gabon, Côte d'Ivoire, Lebanon, Sudan and Syria.
			When there were no updated data for 1997, the last updated census was repeated. The procedure of copying by separate categories was used, but the data for some countries date back to 1981, when they were not broken down, so they were put into the SCOUTS category. These countries were Bahrain, Central African Rep., Gabon, Côte d'Ivoire, Lebanon, Liberia, Sudan and Syria. Estonia, Nigeria and Kiribati also use data repeated from other years, which are grouped into the Scouts category.
1998	CCWSB		Armenia-Armenian Scouts, Bahrain, Côte d'Ivoire, Gabon, Lebanon, Sudan (data repeated from 1981). Other data repeated from other years were for Georgia, Liberia, Lithuania, Moldova and Tajikistan. Data were grouped into the SCOUTS category.
1999	CCWSB		Armenia-Armenian Scouts, Bahrain, Côte d'Ivoire, Gabon, Lebanon, Sudan (data repeated from 1981). Other data repeated from other years were for Belarus, Bosnia-Herzegovina, Kiribati, Liberia, Lithuania and Moldova. Data were grouped into the SCOUTS category.
2000	CCWSB		Bahrain, Côte d'Ivoire, Gabon, Sudan (data repeated since 1981). Other data repeated from other years were for Belarus, Bosnia-Herzegovina, Kiribati, Liberia, Lithuania, Moldova. Data were grouped into the SCOUTS category.
2001	CCWSB		Bahrain, Côte d'Ivoire, Gabon, Sudan (data repeated since 1981). Other data repeated from other years were for Kiribati, Liberia, Lithuania and Moldova. Data were grouped into the SCOUTS category.
2002	CCWSB		Côte d'Ivoire, Gabon, Sudan (data repeated since 1981). Other data repeated from other years were for Comoro Is., Kiribati, Liberia, Lithuania, Moldova and Russian Scouts. Data were grouped into the SCOUTS category.
2003	CCWSB		Côte d'Ivoire, Gabon, Sudan (data repeated since 1981). Other data repeated from other years were for Cabo Verde, Comoro Is., Kiribati, Liberia, Moldova and Russian Scouts. Data were grouped into the SCOUTS category.
2004	CCWSB		Côte d'Ivoire, Gabon, Sudan (data repeated since 1981). Other data repeated from other years were for Comoro Is., Kiribati, Liberia, Moldova and Russian Scouts. Data were grouped into the SCOUTS category.