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EXERCISES

IN

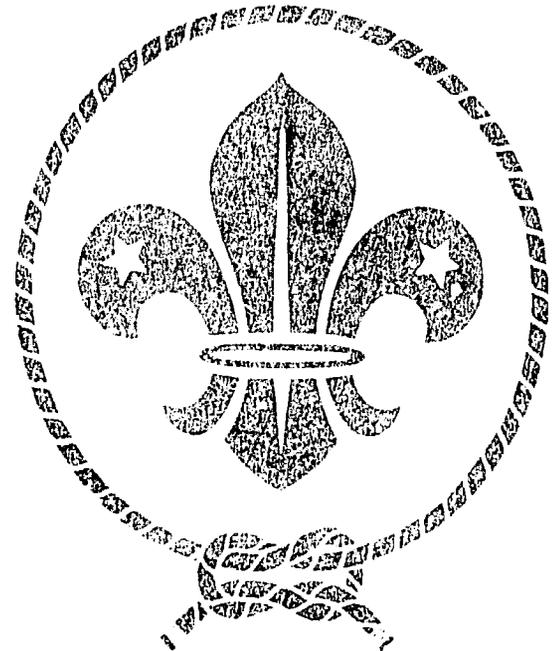
COMMUNITY

DEVELOPMENT

FOR

ELITE

LEADERS



TRAINING EXERCISES
IN COMMUNITY DEVELOPMENT

INTRODUCTION

These exercises are designed to be used by Scout leaders in training courses on community development.

The basic material on which these exercises are based is the dossier "Scouting and Community Development", produced by the World Scout Bureau. This dossier is the first one of a series of six; the other dossiers cover the following subjects :

- Project Management; Agriculture; Health; Literacy; and Appropriate Technology.

Presentations by guest speakers, slides, films and exchanges of experience should be used together with these exercises in order to create an educational experience of variety and depth.

The success of each session will depend on the preparedness of the instructor. He will need to be flexible, according to the time available, and he should use the materials in the best way possible in conformity with local circumstances.

All comments on how these exercises are used and with what results would be very much appreciated. They should be sent to :

The Director
Community Development Service
WORLD SCOUT BUREAU
P.O. Box 78
CH-1211 GENEVA 4
Switzerland

These exercises may be adapted and translated, and other exercises added, to suit local needs.

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UNIT 1WHAT IS COMMUNITY DEVELOPMENT ?

OBJECTIVES : To understand more clearly :

- the meaning of community development and the principles on which it is based;
- the difference between community service and community development;
- why community development should be part of the Scout programme.

REFERENCE : WSB booklets "Scouting and Community Development",
Part 1, Chapter 2
Part 3, Chapter 1.

MATERIALS : - Set of slides "Scouting and Development"
with accompanying script

- Slide projector and screen
- Flip chart and felt pens
- 1 copy of reference item for each participant.

This part may be introduced with a presentation by a faculty member or a well-briefed guest speaker on the problems and possibilities of community development in the country concerned, followed by questions from the participants.

SUGGESTED PROGRAMMEITEMTIME

1. Participants read reference material	30 mins
2. Presentation by faculty member/guest speaker, followed by questions	90 mins
3. Exercise 1A - Case Study: Health Care Project in Rio	60 mins
4. Exercise 1B - Role Play: Community Service and Community Development	20 mins
5. Exercise 1C - Slides on "Scouting and Development", followed by worksheet	<u>90 mins</u>
Total:	4hrs 50 mins

EXERCISE 1ACASE STUDY : HEALTH CARE PROJECT IN RIOMATERIALS

- REQUIRED: - Flip chart and felt pen
 - 1 copy of case study for each participant

OBJECTIVE: - To understand more clearly the principles of community development.

TIME: - 60 minutes

INSTRUCTIONS

1. Divide into groups of 4 .
2. Read through the following case study (10 mins).
3. Answer these two questions (30 mins) :
 - (a) How far does this project follow the principles of community development ?
 - (b) Where does this project ignore the principles of community development ?
4. One or two groups report back to plenary session. Others should make comments and additions (15 mins).

1. BACKGROUND

Rio is a small rural town of 30,000 people. It is mainly an administrative centre of a district of 47,000 inhabitants.

There are 23 villages close to Rio. Illness is common in these villages because of a total lack of health infrastructure and health education in the locality. Also much of the available water is not clean.

Since 1970 Scouting has undertaken on its own initiative the giving of health care in these villages. This paramedical work has been a principal activity in rural Scouting.

The aim was very simple, and the need urgent - the administration of a minimum of health protection, thereby improving the lives of the people. The Scouts have treated the prevalent ailments - sores and malaria - and have been giving health education to the people.

Approximately a hundred Scouts who lived in these villages were involved. They each had a two-week training course and were provided with a small first aid kit.

2. GOVERNMENT OBJECTIVES

The most recent Five-Year Development Plan of the Government permitted the Scouts to see in which areas they could take action in order to participate in the efforts of national development.

The Government's new policies on health emphasize community health care and the use of simply trained health workers at village level. It was felt that Scouts could play a valuable role in this area.

3. SCOUT DEVELOPMENT PLANS

The Scout National Development Plan now emphasizes the following in the field of health :

- increased attention to first aid and preventive health care in the programmes;
- more emphasis on health in regular training courses, as well as the organization of specialized health courses for leaders;
- the development of Scouting in four new zones with special emphasis on health in their programmes;
- the production of a simple Scout handbook on health.

The Scout Commissioner in Rio, in consultation with other leaders, has developed a plan to improve the level of health in the 23 nearby villages and extend the previous paramedical activity of the Scouts.

This plan involves :

- (a) Annual paramedical training for Scout leaders in the district.
- (b) Construction of a rural health centre (begun).
- (c) Construction of chicken cooperatives in the villages, as well as the extension of animal husbandry (begun).
- (d) Expansion of the health care programme.
- (e) The creation of some village orchards to increase the fruit supply.

This plan extends over a period of 3 years of which one has been completed.

4. PROJECT

This project has five stages :

- (a) to establish Scout units in 4 selected villages. This will include the identification and training of the required leaders;
- (b) to ask the villagers to choose one man who would be willing to be the project leader. He would receive three months health training on a Government course, as well as some Scout training. The Scout Association would then employ him on a part-time basis;
- (c) to choose 4 Scouts between the age of 16 and 23 from each of the 4 village Scout troops (total 16). They would receive a three week health training course in Rio. The project leader would help run the course along with a medical officer. The course would consist of :
 - recognizing symptoms,
 - treating simple ailments,
 - knowing when to refer a patient for more specialized treatment,
 - running health education courses,
 - understand how to select a good diet and the importance of nutrition,
 - hygiene education,
 - learning how to collect and keep records.
- (d) After the training, the first activity would be to build a simple clinic in each of the four villages. Each clinic would have a supply of simple medicines and teaching charts. Later the Scouts would make a demonstration vegetable garden and small poultry projects which would be attached to each clinic as part of the nutrition programme.

- (e) The "Health Scouts" will make regular patrols by foot to the other villages in groups of two. Each group would have a first aid kit and teaching materials. The project leader would accompany them sometimes. They would try to spend two days in each village every two months. The villagers would pay a small fee (cash or vegetables) for their work. This will encourage the involvement of the villagers as well as cover the costs of medicines.

We hope that we can extend this project further in the second year, after it has been evaluated. Short follow-up courses will be given to the "Health Scouts" on a regular basis. Later developments could include improvements to the water supply, and developing better food storage techniques.

5. RESULTS

We hope to achieve a higher level of health, nutrition and hygiene because of:

- (a) more awareness by the people about the means of improving health and the causes of bad health;
- (b) the building of cleaner latrines;
- (c) a better diet, including more meat and eggs;
- (d) earlier treatment of diseases and sores;
- (e) a greater sense of responsibility by the people for their own health;
- (f) a reduced incidence of malaria through the eradication of breeding places of mosquitoes;
- (g) an experience which could be usefully adapted elsewhere.

6. BUDGET

(a) Training course for project leader (transport)	\$ 60
(b) Training courses for 16 "Health Scouts"	\$ 700
(c) Iron and nails for 4 village clinics	\$ 400
(d) Medicines and 16 first aid kits	\$1,200
(e) Administrative costs	\$ 300
(f) Remuneration for project leader for 3 years	<u>\$ 600</u>

TOTAL: \$3,260

=====

The Government will cover the cost of the 3-month health training course for the project leader and will provide a medical officer both to advise the Scout Association on the project, and also run the training courses for the "Health Scouts".

The National Scout Association will finance the travel costs of the Scout Commissioner in Rio during the preparation and evaluation of the project.

The villagers will contribute by helping to provide timber for the clinics and construct them, and by paying a small health fee.

Medicines will include penicillin cream, mercurichrome, and nivaquin. The kits will also include compresses, bandages, cotton, medical tape, alcohol, tweezers and scissors.

7. EVALUATION

A yearly report will be made on the project by the Scout Commissioner and the medical officer. After 3 years, an evaluation will be made on the effectiveness of the project, based on a health survey of the villages. Present statistics that are available in the Ministry of Health will be used as baseline data.

EXERCISE 1B ROLE PLAY : COMMUNITY SERVICE AND COMMUNITY DEVELOPMENTMATERIAL

REQUIRED: - 1 copy of role play for each participant

OBJECTIVE: - To understand more clearly the difference between community service and community development.

TIME: - 20 minutes

INSTRUCTIONS

1. Divide into groups of 3, and each group act out the following roles.
(Groups should not be too near to each other to avoid causing disturbance.)

ROLE 1.

You are a traditional Scout leader. You believe that rural communities are unable to take the lead in development because they lack the skills, organization, resources and motivation.

You think that the "visible results" are more important, and you ignore the "educational process".

A village well building project has been suggested. You argue that your Scouts should by themselves build a well to improve hygiene in the village as they would do it much more quickly, and that you will ask the Government to supply all the resources.

ROLE 2.

You are a modern Scout leader. You believe in the importance of the "educational process" in community development. You argue that the Scouts should not build the well but should plan a hygiene course in the village in order to persuade the villagers to build the well themselves, with the Scouts helping them.

ROLE 3.

You are the village leader where the well is to be built, and you join in the discussion as you think it appropriate.

EXERCISE 1CWORKSHEET ON SLIDES : "SCOUTING AND DEVELOPMENT"MATERIALS

- REQUIRED:
- Set of slides "Scouting and Development" with accompanying script (plus projector and screen)
 - Flip chart and felt pen
 - 1 copy of Task for each participant

OBJECTIVE: - To understand more clearly why community development should be part of the Scout programme.

TIME: - 90 minutes

INSTRUCTIONS

1. The instructor should show the slides "Scouting and Development" using the accompanying script (30 mins)
2. Divide into groups of 4
3. Each group carry out the following task (45 mins)
4. One or more groups make a verbal presentation (not just reading) of their paper to plenary session; others comment or make suggestions (15 mins).

TASK

You are a sub-committee on community development; you are responsible to the National Scout Programme Committee.

You have been given the task of writing a (short 2-page) document for the Programme Committee and presenting it verbally, showing why community development should be a part of the Scout programme.

One suggestion for the paper is that it should :

- define community development (briefly),
- define Scouting (briefly),
- show in which ways community development is compatible with the principles of Scouting,
- show what benefits this "partnership" will bring...
 - ... to the community,
 - ... to the Scouts,
 - ... to the Scout Movement.

The ideas are the most important. Do not spend time on the grammar and format.

UNIT 2UNDERSTANDING THE COMMUNITY

OBJECTIVES : To understand more clearly the techniques to introduce a community development programme to a community, especially those of making a Survey and a Forces Analysis.

To understand more clearly the total environment of the community and possible ways to introduce change.

REFERENCE : WSB booklets "Scouting and Community Development" Part 2.

MATERIALS : - Flip charts and felt pens
- 1 copy of reference item for each participant.

<u>SUGGESTED PROGRAMME</u>	<u>ITEM</u>	<u>TIME</u>
1.	Participants read reference material	30 mins
2.	Brief introduction by member of faculty	10 mins
3.	Exercise 2A - Survey and Forces Analyses	180 mins
4.	Exercise 2B - Role Play: Introducing better agriculture methods	20 mins
	Total :	4 hours

EXERCISE 2ASURVEY AND FORCES ANALYSISMATERIALS

- REQUIRED:
- Flip chart and felt pens
 - 1 copy of case study for each participant

OBJECTIVE: - To understand more clearly the techniques to introduce a community development programme to a community.

TIME: - 3 hours

INSTRUCTIONS

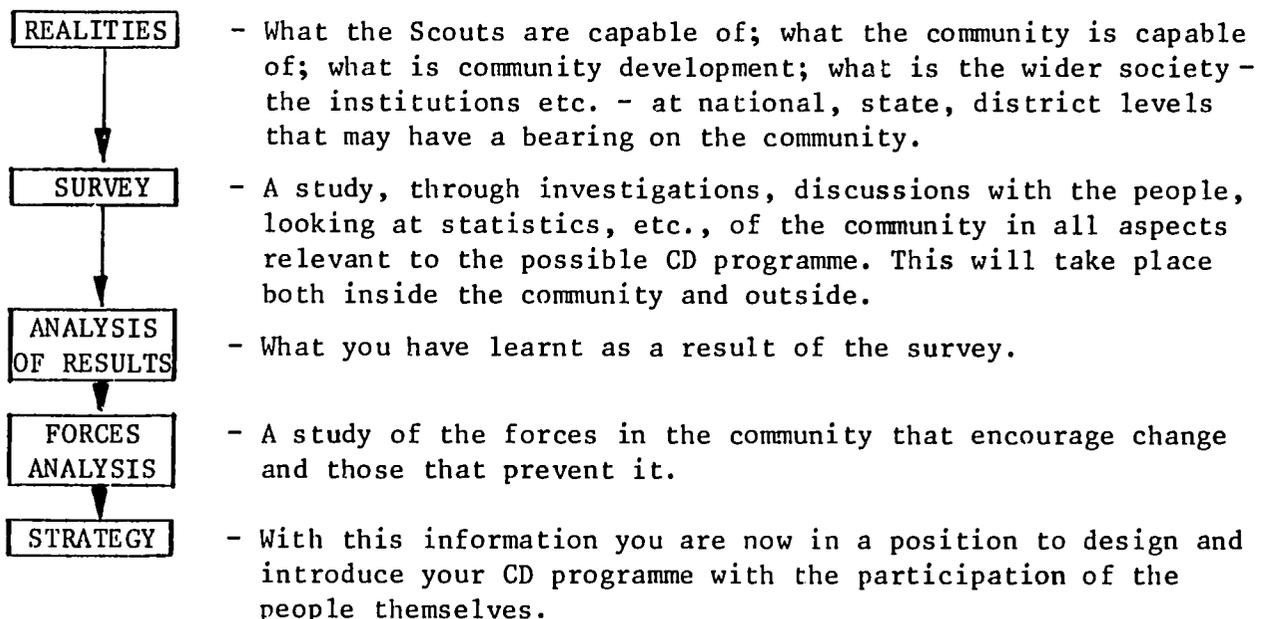
1. Introduction by faculty member (10 mins)
2. Divide into groups of 6
3. Everybody read the case study "An Indian Village" (10 mins.)
4. Each group do Exercise 2A (1) (The Survey) (60 mins)
5. One group report findings to plenary session; others comment (20 mins)
6. Each group do Exercise 2A (2) (Forces Analysis) (60 mins)
7. One group report findings to plenary session; others comment (20 mins)

INTRODUCTION

Community development is a process that :

- begins with the needs of the people,
- involves the full participation of the people,
- fits in with the social system of the people.

A Scout Community Development Programme must also follow these principles. It is, therefore, important to understand the needs of the people, both as they exist and as the people see them. It is also necessary to understand their social system so that any programme may be introduced and integrated within it.



CASE STUDY : AN INDIAN VILLAGE

(This case study is for training purposes only and refers to a village in India. For training courses in other cultures it should be possible to rewrite the case study according to the local context.)

1. BACKGROUND

Khere Dabar is a village of about 400 people in Northern India. It is 40 kilometres from a city of 3,5 million people. It is one of a cluster of 200 villages that form the community block called Najafgarh. There is a network of roads both rough and tarmac that link them to the city as well as to each other.

The area itself is flat and fairly dry. There are no rivers. Water is obtained from the rains and from wells, which are generally inadequate.

2. FOOD PRODUCTION

The economy of Khere Dabar is basically agricultural and most families own some land, on which they grow wheat, maize and lentils. They also own some cattle and camels, and their diet is supplemented by the few village chickens and goats. Some of the land is irrigated.

The income of the average family is fairly low and even lower during droughts. They sell milk and ghee, and families try to feed themselves from their own land. There is sometimes a small surplus of food after the harvest that they can sell. But because they do not store or preserve food effectively, the poorer families usually find there is not enough food to eat during the months before the next harvest.

For this reason, about 25 % of the men travel each day to the city to work in the factories. This provides an important supplement to the family income.

Agricultural extension officers come occasionally to give advice and agricultural education, but there are not enough of them to be really effective.

There used to be a credit bank in the village to help the farmers. But a few wealthier families bought most of the shares, and the poorer farmers did not benefit much.

3. HEALTH

The Health Services provided for the village are average.

- A Community Health Service (CHS) network covers the block.
- Health workers (primary health workers and auxiliary nurse midwives) are appointed by the Government to look after several villages. There is also a village midwife.
- Voluntary organizations provide further support.
- A doctor visits the village once a fortnight.
- The village has no dispensary and is dependent on the mobile dispensary from the CHS.

The main sicknesses are cholera, typhoid, chicken pox, hookworm and malaria. The children especially suffer from malnutrition. The main causes of the health problems are :

- a) the villagers have little education in health;
- b) the water used comes from open wells and is impure;
- c) there are no latrines;
- d) there is no adequate drainage system.

4. EDUCATION

Although most children are able to go to the village school (there is one for every 5 villages), attendance is generally irregular. The parents prefer that they work in the fields during the planting and harvest time.

As they grow older, the girls are required to look after the younger children and take on extra household responsibilities which makes it difficult for them to go to school regularly and most drop out.

For the boys it is difficult too. Some of them may have completed secondary school. They have tried looking for jobs in the city, but there are none. And they find little that they are interested in doing at home. And there is no vocational training available to them that would give them a useful skill. Some of them drift away to the cities. Those who have remained in the village remain unenthusiastically engaged in agriculture, or waste their time doing nothing. A youth centre provides some service, but is unable to meet their two most deeply felt needs - those of income and status.

There is a Scout troop attached to the primary school, and this provides some extra-curricular activity for the school-boys. Camping and community service activities are the main elements in the Scout programme.

Also a Rover and a Ranger unit were recently started for the older boys and girls who had finished school. They hold their meetings at the youth centre. The programme of each is fairly traditional.

5. LOCAL GOVERNMENT

The local decision-making body is the Panchayat which consists of five village leaders. They are elected by the people and have certain responsibilities for such things as maternity and child welfare, roads and wells. They have powers of taxation and try to settle the complaints and problems of the villagers by negotiation. Any contact the government has with the village comes through the Panchayat. Big meetings are held near the temple which was built on land donated by the richest farmer.

EXERCISE 2A (1)

THE SURVEY

You are a Committee that has been given the responsibility of preparing the Survey, before starting a Scout Community Development project in this community. You have to answer two questions, after reading the case study which gives you the basic facts about a community.

- (1) What information beyond these facts do you need in order to understand the community sufficiently to initiate community development activities ?
- (2) What are the steps to be taken in order to obtain the information ?

Comments:

- (1) You may put the information needed in categories - for instance : health, education, politics, etc. Use a flip chart.
- (2) Remember:
 - (a) Information can be obtained inside and outside the community.
 - (b) The people need to participate as far as possible.

EXERCISE 2A (2)THE FORCES ANALYSISINTRODUCTION

All the information collected and discussed in our previous exercise will serve as a starting point.

Your discussion group faces now a new and very important task. You want to prepare a strategy for social change. In order to do this, you have to identify first :

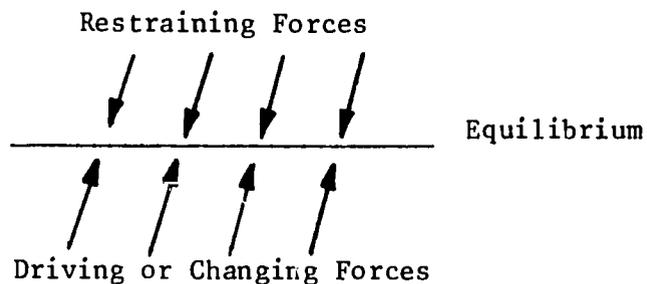
- (a) the restraining forces that want to preserve the status quo, and
- (b) the driving forces that want to produce change.

OBJECTIVES

The Forces Analysis is a tool for analyzing a situation that you want to change. It can be used for the development of awareness of problems and for designing strategies for their solution.

FORCES

The method presupposes that any situation is in a state of equilibrium at any given moment; that is the forces acting to change the conditions are equally balanced by the forces acting to keep it the same. The analysis is prepared in the form of a simple diagram.



The group should begin by identifying all of the forces, and write them on a flip chart like this:

Driving Forces	Restraining Forces

The discussion should centre around the forces that can be altered, and the general needs to eliminate particular restraining forces and activate some of the driving forces. You should identify those forces which are easiest to change, which are less threatening, and which have the greatest influence for the good.

Comments:

1. You should identify as many forces as possible.
2. The important thing in the beginning is the identification of forces. Discussion should not be digressed toward what can or cannot be done.
3. Test to see if the analysis includes: motivation of influential parties, policies and procedures, religious beliefs and structures, habits and customs, traditions, cultural values, family structures, youth organizations, etc.

Don't forget the influence of outside forces, such as: administrative practices, financial interests outside the community, newspapers, mass media, etc.

4. After completing the analysis, the group should start the preparation of an implementation plan for the proposed change (if there is time).

Ideally speaking, the proposed plan should include :

- (a) the necessary events that must occur;
- (b) a timetable of events;
- (c) names of the relevant people who can help;
- (d) responsibility for implementing the subparts;
- (e) coordination of subparts;
- (f) provision for feedback and evaluation.

IMPORTANT: Taking into account the time limits for the exercise, the group should concentrate their attention on the question: How are we going to start ? or, in other words, which problem do we tackle first ? in what way ?

EXERCISE 2B ROLE PLAY : INTRODUCING BETTER AGRICULTURAL METHODSMATERIAL

REQUIRED: - 1 copy of role play for each participant

OBJECTIVE: - To understand more clearly the problems of introducing change.

TIME: - 20 minutes

INSTRUCTIONS

1. Divide into groups of 3, and each group act out the following roles.
(Groups should not be too near to each other to avoid causing disturbance.)

INTRODUCTION

Villagers are reluctant to accept innovations; the multiplying effects spread slowly; trained people are few and traditions make new services all the more difficult to perform.

ROLE 1.

A Scout leader who has responsibility for an agricultural project tries to help a villager to change his working methods in order to increase his crop yields.

ROLE 2.

The villager, who trusts traditional methods because they have proved efficient for generations; more so than modern innovations,

ROLE 3.

The government officier who takes part in the discussion to help convince the villager and who relies on Scouting to play a role in motivating the community.

UNIT 3**"THE BASIC NEEDS APPROACH"**

OBJECTIVES : To understand more clearly the relationship between various factors in development (e.g. nutrition and employment).

To understand the meaning and the principles of the "Basic Needs Approach".

REFERENCE : WSB booklet "Scouting and Community Development" Part 1, Chapter 5.

MATERIALS :

- Set of slides "Basic Services for Children", with accompanying script, produced by UNICEF
- Slide projector and screen
- Flip charts and felt pens.
- 1 copy of reference item for each participant.

<u>SUGGESTED PROGRAMME</u>	<u>ITEM</u>	<u>TIME</u>
1.	Participants read reference material	10 mins
2.	Exercise 3A - Slides on "Basic Services for Children", followed by worksheet	90 mins
3.	Exercise 3B - Role Play: "The Basic Needs Approach"	20 mins
4.	Exercise 3C - The Projects Committee Game	<u>90 mins</u>
	Total:	3hrs 30 mins

EXERCISE 3AWORKSHEET : "THE BASIC NEEDS APPROACH"

(based on UNICEF slides "Basic Services for Children")

MATERIALS

- REQUIRED:
- Set of slides "Basic Services for Children" with accompanying script, by UNICEF (plus slide projector and screen)
 - 1 copy of worksheet for each participant

- OBJECTIVES:
- To understand more clearly various factors in development and their interrelationship.
 - To understand why children suffer the effects of poverty more than other groups.
 - To think how Scouts can play a role in certain aspects of development.

- TIME: - 90 minutes

INSTRUCTIONS

1. Show slides using accompanying script (20 mins)
2. Divide into groups of 6
3. Each group discuss one of the subjects below, following the given questions and noting the main points (30 mins)
4. Each group report their findings in a plenary session; others may comment (40 mins).

1. HEALTH CARE

- a) What are the relationships between, on the one hand, health and nutrition and, on the other, food production, water, literacy and income ?
- b) What advantages and disadvantages are there in using community health workers, chosen and supported by the people and locally trained, rather than a nurse paying a regular visit from the district hospital ?
- c) Why do children suffer the effects of ill health the most ?
- f) What role can Scouts play in community health programmes ?

2. EDUCATION

- a) What are the basic problems facing the school-leavers (the child, the adolescent, the young adult) ?
- b) What can the Scout Association do to help the school-leavers overcome these problems ?

3. SOCIAL SERVICES

- a) What are the advantages and disadvantages of "day care centres" ?
- b) What role do "family life" programmes play in development ?
- c) What role can Scouts play in such social services ?

EXERCISE 3BROLE PLAY : "THE BASIC NEEDS APPROACH"MATERIAL

REQUIRED: - 1 copy of role play for each participant.

OBJECTIVE: - To understand more clearly the possible conflicts that a "Basic Needs Approach" might cause.

TIME: - 20 minutes

INSTRUCTIONS

Divide into three groups; two to act out the following roles; one to act as an observer and make comments as appropriate. (Groups should not be too near to each other to avoid causing disturbance.)

INTRODUCTION

Health is a big problem in country _____. 70% of the population live in rural areas. 50% of the children under 5 suffer from malnutrition. The average age (male) for death is 38.

Because of the bad hygienic conditions, polluted water supplies and a lack of health education, there is a lot of disease both in urban and rural areas. There are hospitals in most towns, and 80% of the country's doctors work in these hospitals. The rural areas are served by clinics and health auxiliaries, but they only reach about 20% of the people who need their services. Health services are generally seen as something provided by the Government.

ROLE 1.

You are a doctor working in an urban hospital. You are also a Scout Commissioner. You believe that the way to improve health is to build more hospitals, but smaller ones in the rural areas, and have more doctors and nurses working in these places. You would increase the number of clinics and auxiliaries (who require 3 years' training), but you would not really change the system. You believe that the main contribution Scouts can offer is first aid, as they have always practised it. You feel a more significant role for them in improving health is not practical and that this will be the task of mainly the auxiliaries.

ROLE 2.

You believe that most of the sickness in the country can be cured or prevented by putting back the responsibility for health care into the community, by demystifying medicine, and by using paramedicals - village midwives, youth, etc. - as the main force for your programme. You believe that three month courses for village health workers would make them good enough to be effective. You want to establish small clinics in the villages, run by the communities themselves, and services by mobile patrols. You are a paramedical yourself who has worked in the rural areas for some years. You believe that Scouts can play a vital role in this community health programme - far more than just providing first aid. You are a Scout leader.

* * * * *

TASK

The paramedical (Role 2) tries to persuade the Scout Commissioner (Role 1) to provide funds for a community health programme directed by the paramedical himself. Scouts would play a major role in this programme.

The Commissioner has other priorities and argues that the Scouts cannot do such work and that such a project is not worthwhile.

EXERCISE 3CTHE PROJECTS COMMITTEE GAMEMATERIAL

REQUIRED: - 1 copy of the project committee game for each group

OBJECTIVE: - Enable participants to evaluate how far a Scout project is important both in its contribution to the country's national goals and in the process of community development. Also how far it follows a "basic needs approach". In this exercise there is no right or wrong answer.

TIME: - 90 minutes

INSTRUCTIONS

1. Divide into groups of 6; each group play the role of the projects committee.
2. Each person should read each project by himself (15 mins).
3. Your group should decide which three projects you are willing to support. You should establish an order of priority (45 mins).
4. In plenary session, be prepared to justify your choice (30 mins).

INTRODUCTION

These six project summaries have been submitted by various Scout troops to the Projects Committee of the National Scout headquarters for funding.

Each project requests \$ 1,000 from the Project Committee to complement other sources of finance that will be available (Government, local contribution, fund-raising campaign).

Your group is the Projects Committee. You have a budget of \$ 3,000 with which you may support the three projects that you feel best meet the basic needs of the local community.

You should discuss the advantages and disadvantages of each project; how far each project fits in with your Government's National Plan; whether there are better ways of reaching the stated objectives; and how far it encourages the process of community development.

- Project 1. - POULTRY-RAISING
- Project 2. - CARPENTRY WORKSHOP
- Project 3. - RICE-GROWING
- Project 4. - HYGIENE
- Project 5. - REFORESTATION
- Project 6. - "HANDICAPPED" PROJECT

PROJECT 1.POULTRY-RAISINGOBJECTIVES

- a) To bring an income and provide employment for the Scouts.
- b) To improve the nutrition in the community.
- c) To improve the type of chicken in the village.

PLAN

This project involves a troop of Scouts who have finished school. Their biggest need is to find employment. The Ministry of Agriculture will give them a building. The Scouts will furnish it and will buy 1000 chickens. They will buy the chicken-feed and the medicines. They will sell the eggs and chickens in the local market and to the local schools and hotels.

BUDGET

Furnishing the building	\$	500	
Purchase of chickens	\$	200	(provided by the Government)
Purchase of chicken-feed	\$	1,000	(per annum)
Medicines and veterinary assistance	\$	500	
Miscellaneous	\$	200	
Total:	\$	2,400	
			=====

PROJECT 2.CARPENTRY WORKSHOPOBJECTIVES

- a) To reduce the high level of unemployment in the town and provide those who finish school with an opportunity to get a job.
- b) To teach carpentry to school-leavers to provide them with an income.

PLAN()

The Scout Association intends to build a workshop in which a Scout troop of school-leavers will both learn the skills of carpentry as well as produce furniture for sale. This will give them useful training and an income, and after a two-year course, they will be able to form a small cooperative workshop with other Scouts and teach them what they have learnt.

The Association already owns the land and the Scouts will contribute their labour freely to build the workshop.

BUDGET

Workshop	\$	700	
Tools and Benches	\$	500	
Timber	\$	1,000	(per annum)
Instructor's salary	\$	2,000	(per annum; seconded by Ministry of Education)
Miscellaneous	\$	200	
Total:	\$	4,400	
			=====

PROJECT 3.RICE-GROWINGOBJECTIVES

- (a) To provide vocational training in agricultural techniques to the Scouts involved and therefore make them and their families more self-reliant, and develop a sense of service.
- (b) To provide an economic base for the Scouts in the area in order to prevent the rural-urban migration and juvenile delinquency resulting therefrom.
- (c) To introduce modern techniques of agricultural development.
- (d) To raise the level of income in the area and show the importance of agricultural development for the future well-being of the region.

PLAN

The project is located in a rural mountain area, a long way from the capital. There is good irrigation there. The Scouts own a field of 3 hectares, given to them by the Ministry of Agriculture.

The aim of the project is for the Scouts to cultivate rice for consumption and sale. This will require the construction of a building (for storage, etc.), the purchase of 3 locally made carts and the renting of a tractor and a plough from the cooperative in the region.

A certain amount of money will be devoted to buying imported fertilizer, a revolving fund will be created to allow Scouts to pay initial expenses until an income becomes available to them.

The project will involve 30 village Scouts. It is under the direction of the District Commissioner who is advised by the agricultural officer in the area.

BUDGET

Building	\$ 2,000	
Carts	\$ 300	
Rent (tractor, plough)	\$ 250	(per annum)
Fertilizer	\$ 200	(per annum) (provided by Govt.)
Revolving Fund	\$ 400	
Miscellaneous	\$ 200	
	<hr/>	
TOTAL :	\$ 3,350	
	=====	

The sale of the rice should bring the Scouts a permanent income, and they should be able to invest in the project.

PROJECT 4.HYGIENEOBJECTIVES

- a) Scout participation with the people in a rural area to improve their health.
- b) Education for Scouts in hygiene.

PLAN

There is quite a lot of disease in this rural area caused by dirty water and bad hygiene in the village. Latrines are often old and too close to the houses.

The plan is for the Scouts in three selected villages to run courses for the villagers in hygiene education and first aid. They will also work with them to build better latrines and dig wells to improve their water supply.

The villagers have taken part in the planning and have agreed to the project. The first stage would therefore be to give the Scouts an adequate training so that they can accomplish this project effectively.

BUDGET

Tools	\$ 450
2-week training course for the Scouts of each village	\$ 600 (run by Ministry of Health)
Materials for latrines	\$ 1,000 (provided by the Government)
Materials for wells	\$ 1,000
Teaching materials	\$ 500
Miscellaneous	\$ 200
Total:	\$ 3,750
	=====

PROJECT 5.REFORESTATIONOBJECTIVES

- a) To fight erosion in the area.
- b) To teach villagers about the importance of conservation.
- c) To provide an economic asset in the future.

PLAN

Erosion is a growing problem in the rural areas and there is a growing demand for timber. The Scouts in one village will learn the techniques of reforestation in a short course. Then they will hold discussions with the population to motivate them. Together they will establish a village nursery, and later plant the trees over an area of 10 hectares. This area belongs to the village, but is not used at the moment.

After ten years, the timber will be available for firewood, for construction and for small industry. The project will be repeated in five other villages the second year, and extended further each year.

BUDGET

Six training courses (for 2 years)	\$ 900 (provided by the Government)
Seedlings and nurseries for 6 villages	\$ 900
Fences	\$ 500
Transport	\$ 300
Miscellaneous	\$ 200
Total:	\$ 2,800
	=====

PROJECT 6."HANDICAPPED" PROJECTOBJECTIVES

- (a) To help integrate 20 handicapped Scouts in a rural troop into the process of production.
- (b) To enable these Scouts to be self-sufficient.

PLAN

The Scout Association plans to construct a Training Centre to teach these Scouts how to make umbrellas and sell them in the market.

The villagers will work with other Scouts and with the handicapped boys to build the Centre.

The land is already owned by the Scout Association.

BUDGET

Centre	\$ 800
Imported material for umbrellas	\$ 1,000 (per annum)
Instructor's salary	\$ 2,000 (per annum) (seconded by the Govt.)
Food (for lunches)	\$ 2,000 (per annum) (contributed by villagers for first year)
Educational activities	\$ 500 (per annum)
Miscellaneous	\$ <u>200</u>
TOTAL:	\$ 6,500
	=====

The sale of umbrellas should provide enough money for a small income for each boy and for further imports.

UNIT 4**YOUNG PEOPLE IN DEVELOPMENT**

OBJECTIVES : To understand more clearly the situation of young people and their role in development.

To understand more clearly what it means for Scouts to be integrated into the society.

To understand more clearly the particular problem of school-leavers and how the Scout Association might approach the problem.

REFERENCE : WSB booklets "Scouting and Community Development"
Part 1, Chapter 2 (second half)
Part 3, Chapters 2 and 4.

MATERIALS : - Flip chart and felt pens
- 1 copy of reference documents for each participant.

This part may be introduced with a presentation by a guest speaker on the participation of young people in development, followed by questions from the participants.

<u>SUGGESTED PROGRAMME</u>	<u>ITEM</u>	<u>TIME</u>
	1. Participants read reference material	20 mins
	2. Presentation by faculty member/guest speaker, followed by questions.	90 mins
	3. Exercise 4A - Role Plays : Young People in Development	20 mins
	4. Exercise 4B - Article and Worksheet : School-leavers	70 mins
	Total	3hrs 20 mins

EXERCISE 4A ROLE PLAY : YOUNG PEOPLE IN DEVELOPMENTMATERIAL

REQUIRED: - 1 copy of role play for each participant

OBJECTIVE: - To understand more clearly the need for Scouts to be integrated into society and for the Scout programme to be relevant to the needs of their communities.

TIME: 20 minutes

INSTRUCTIONS

1. Divide into groups of 3.
2. Each group should choose one of the following three role plays and act it out.
(Groups should not be too near to each other to avoid causing disturbance.)

INTRODUCTION

There is great resistance in the rural world to innovations; older people do not like to change; younger ones feel there is no opportunity there; and there are others who try to bring progress, but face many obstacles. The new Scout Programme involving young people in community development activities in the villages means progress, but there are many difficulties.

ROLE 1.

You are a Field Commissioner in the National Scout Association. The Association is developing a national programme that will enable young people to play a significant role in development in their communities, especially school-leavers. You have to persuade the community leader to agree to a programme that you feel should be developed in his community.

ROLE 2.

You are the leader of a village/community. You are being asked by the Scout Field Commissioner (Role 1) to agree to the establishment of a Scout Programme in your community. For various reasons, you are not prepared to allow this, and you argue against this.

ROLE 3.

You are a school-leaver in the community. You participate in the discussion where you think appropriate.

EXERCISE 4BARTICLE AND WORKSHEET : SCHOOL-LEAVERSMATERIALS

- REQUIRED:
- Flip chart and felt pen
 - 1 copy of the article for each participant
 - 1 copy of the worksheet for each participant

OBJECTIVE: - To understand more clearly the particular problem of school-leavers and how the Scout Association might approach the problem.

TIME: - 70 minutes

INSTRUCTIONS

1. Divide into groups of 6.
2. Everybody read through the article on school-leavers (10 mins).
3. Each group do the worksheet (40 mins).
4. In plenary session one group report back their findings. Others should make comments and add further ideas (20 mins).

ARTICLE : SCHOOL-LEAVERS

(Precis from U.N. document:

REPORT OF THE INTERREGIONAL SEMINAR ON PROBLEMS OF EARLY SCHOOL-LEAVERS)

School-leavers refers, in this paper, to those boys and girls who either did not go to school at all, or finished school during or at the end of the primary stage without going on to further training or to an employment.

The school-leaver, under this definition, refers in fact to the majority of adolescents and youth in developing countries. They are also those most neglected by government authorities and voluntary organizations. Many of them find an occupation in the "informal" urban sector - in small workshops and in petty trading - or on the family farm. If what little schooling they had eventually loses its influence, they will always remember that the good life, for which the school should have prepared them, is not for them.

There are several reasons for the high level of the school "drop-out" rate. The more important ones are :

- (a) The cost of schooling is too high for the family.
- (b) The child is needed for work on the family farm or in some family occupation.
- (c) The child cannot cope with the educational requirements.
- (d) There are not enough schools.
- (e) The family changes residence or migrates.
- (f) The family feels what the school teaches is irrelevant to their daily lives.

EMPLOYMENT

Unemployment is a problem more for those who have had several years of schooling; sometimes up to 70% of youth who have completed primary school can find no job. Those with little or no schooling are more easily absorbed into the traditional sector of the economy. They do not appear in statistics. But many of those with some schooling, especially the boys, begin to migrate to urban areas after the age of 16 to escape what appears to them as the limitations of village life. Generally, in recent years, education has expanded far more rapidly than opportunities for employment, and this has created an alarming situation in many countries today.

VOCATIONAL EDUCATION AND TRAINING

Vocational and technical training has developed more or less at the same rate as the expansion of the modern sector, and concerns only a small minority of youth. The aim has been to supply intermediate level manpower and to supplement training in apprenticeships.

But today there are many experiments which are based on a broader view of this kind of education.

- (a) Youth Camps - contribute to the intellectual development of the participants and involve them in social service. Some may become more permanent, and result in the settlement of young people on newly cleared land, as in Guyana, or in the development of cooperative farms.
- (b) In Upper Volta, a three-year course of combined agricultural (and some artisanal) training and elementary education is provided for the youth in the villages which have built a Rural Education School for its young people. Recruitment takes place every three years. There is no distinction between classes and no intermediate examinations or repeaters.
- (c) In Thailand Mobile Technical Training Units provide vocational preparation and an upgrading of basic skills. Also opportunities for literacy training and general education are offered for school-leavers at mobile training classes.

Other approaches range from compulsory national service to almost total neglect. Many of these approaches provoke controversy.

PRINCIPAL TRENDS

For the most part, however, school-leavers are left on their own. Few schemes aim to become education systems for the masses. The problem is that many informal education systems are not in tune with the needs of a modernizing society. Training of adults introduces new elements, but conflicts arise between those who receive an education in school and those who receive it from outside. The problem is that generally the school is seen by parents and youth as a door-opener for entering the modern sector with its higher rewards and generally easier life.

Most thinking is aimed at eliminating wastage in the school and getting students over the literacy threshold, defined as three to four years of primary education. Some countries are differentiating in education between rural and urban areas.

Other factors relevant to the problem are the cost of the formal education system, the irrelevance and sometimes negative effects of many programmes, the cost and narrow conception of many methods, the inadequate training and organization of staff, the relatively little use of mass media, local resources and voluntary organizations, the lack of coordination between, and evaluation of, schemes.

Despite all the achievements, the efforts made are falling far short of the expectations and needs of the youth.

REVIEW

UNESCO suggests the school-leaver problems originate in :

- the inadequacy and lack of change in the formal system,
- the practical application of the principle of equality in educational opportunity,
- the separation between education, training and employment,
- the desire to maintain and justify the status quo,
- the fear of negative reactions to innovation.

Worthwhile change requires an understanding of the social and physical environment, the productive opportunities it offers, and the value of human resources. The youth need to be motivated to contribute to social and economic development, to be given opportunities for production. Responsibility for training needs to be given to the productive units.

Can development be achieved faster if more and better education is given to school-leavers ?

WORKSHEET : SCHOOL-LEAVERS

The young person who went to school is often unable to take part in the process of change in the community for two main reasons :

- 1) The social status given by his age does not permit him to take responsibility among adults because he has no access to the economic means, which are in the hands of adults.
- 2) The community does not trust a young person whose education was not under its control for many years. Also school encourages young people to develop new attitudes and ways of behaving, which are not always acceptable to the rest of the community.

Every country has its own "school-leaver problem". Using this article as a starting point, discuss the question of school-leavers in your own country, state or district.

What solutions do you propose for your Scout Association to help the integration of school-leavers into the process of development ?

"THE COMMUNITY DEVELOPMENT SERIES"

The "Community Development Series" is the title of the set of dossiers on Community Development being produced by the World Scout Bureau.

Each dossier contains materials (booklets, wall-charts, etc.) that :

- discuss the subject,
- suggest techniques and activities for Scout troops,
- provide exercises for training sessions for Scout leaders.

These dossiers are written for Scout leaders, to be used as :

- basic material in training courses, seminars and workshops,
- a manual for community development activities,
- a model for adaptation and translation into other languages.

THIS SET OF DOSSIERS INCLUDES :

1. Scouting and Community Development
2. Project Management
3. Scouting and Agriculture
4. Scouting and Health
5. Scouting and Literacy
6. Scouting and Appropriate Technology (joint production with UNICEF)

(Some of these dossiers are already available, others shall become available in the course of this year.)

THIS MATERIAL MAY BE FREELY REPRODUCED FOR NON-COMMERCIAL PURPOSES. APPROPRIATE CREDIT WOULD BE APPRECIATED.

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