

PD - AAM - 179
Vol 19317

938-0148

EVALUATION REPORT

USAID GRANTS

TO

U.S. FOUNDATION FOR INTERNATIONAL SCOUTING

Maurice Kilbridge
Robert Smail

Washington, D.C.
February 1982

Contents

| | <u>Page</u> |
|--|-------------|
| Executive Summary | i |
| I Geneva | 1 |
| World Scout Bureau and the Community Development Service | 1 |
| History of Community Development in the World Scout Movement | 5 |
| Emerging Role of Community Development in the Scout Movement | 8 |
| CD Training Conducted by WSB/CD Staff | 11 |
| II Country Reports | 23 |
| Kenya | 24 |
| Rwanda | 36 |
| Upper Volta | 52 |
| Egypt | 70 |
| Nepal | 82 |
| Thailand | 96 |
| Indonesia | 104 |
| III Evaluation | 137 |
| Logical Framework Objectives | 137 |
| Conclusions and Recommendations | 141 |

Evaluation Report: USAID Development Program
Grant and Institutional Support Grant to the
U.S. Foundation for International Scouting to
Strengthen Community Development Capability

Maurice Kilbridge
Robert Smail

Washington, D.C.
February 1982

Executive Summary

The USAID has made two substantial grants to the U.S. Foundation for International Scouting (USFIS) to strengthen the community development capability of the World Scout Bureau Community Development Project (WSB/CD). The first, a three-year development program grant (DPG) for \$900,000, was made in 1977 and the second, a two-year institutional development grant (IDG) for \$950,000, was made in 1980. Funds of the second grant will have been expended by the end of May 1982. The USFIS is now preparing a proposal for a matching grant (MG) to commence upon expiration of the IDG.

In December 1981, FVA/PVC contracted with two consultants, Robert Smail and Maurice Kilbridge, to go to the WSB headquarters in Geneva and to 7 of the 20 "targeted" countries (4 in Asia by Smail, 3 in Africa by Kilbridge) to evaluate the effectiveness of the USAID grant assistance. Their terms of reference were stated in four questions:

- What did the DPG and the IDG do for the WSB/CD program?
- How effective has been the leadership training component?
- How well are CD project activities now being planned and implemented in the target countries?
- Are the Scout CD programs in these countries producing development benefits on a consistent basis?

The consultants were in the field for most of January and into early February, 1982, and visited Geneva, Egypt, Nepal, Thailand, Indonesia, Kenya, Rwanda and Upper Volta. A summary of their conclusions and recommendations follows.

The AID grants have strengthened substantially the development capability of the WSB/CD unit in Geneva. Objectives of the grants as laid out in the logical framework generally have been achieved as measured by staff growth and competence, publication of training manuals, and leadership training seminars and work-shops conducted at the regional and national levels.

As concerns the national Scout associations in the target countries, they are now producing Community Development plans and concerted programs on a national level and in most of them CD is accepted as the primary Scouting activity. As concerns the consistency of development benefits from individual CD projects, the results are mixed and unclear. Important distinctions in definition and purpose must be drawn to advance the discussion. If Community Development means working with the members of a community in self-help efforts that will have tangible and lasting beneficial effect for the community as a whole, the Scouts have not been totally successful. Broadening the definition of Community Development, however, to include the training and orientation of youths and the providing of opportunities for productive activities among unemployed youths, results in quite a different evaluation. In this the Scouts have been vastly successful.

Without exception, the majority of scouting activities engaged in by the Scouts of the countries visited is development oriented, whether these activities can be defined as community development, development training, community assistance, or just rural development. Western models of scouting have been pushed aside as indigenous leadership has emerged, bringing with it a sense of priorities and values appropriate to the needs of poor countries. Scout activities have thus become relevant and important to the main stream of economic development.

Youth unemployment has emerged as one of the most pervasive and intractable problems of the developing world. Numbers of 20 to 30% are not uncommon. Rural youths, thus footloose and feeling unneeded, shuffle off to the cities where more often than not they continue unemployed. In some countries (particular reference is made to Upper Volta, but not exclusively) scouting is the only form of interesting and productive activity available to the unemployed rural youth and they cling to it into their twenties. As scouts they perform community services and lead in community development and this is just enough involvement to prevent their migrating.

In any fair and comprehensive evaluation of the so-called Community Development activities of the Scout Associations in the "target countries" one is compelled to broaden the base of the measurement to include the education of youth, development training, employment substitution and community assistance. On this broad measure, the Scouts, in their great variety of activities and programs, are being wonderfully successful.

I GENEVA

The World Scout Movement is a loose and sprawling institution, composed of thousands of adult volunteers, millions of boys and a handful of staff, held together only by the spirit of scouting and a few basic principles that underlie its activities. These principles include adherence to spiritual values, loyalty to one's country in harmony with international peace, social action for development, and responsibility for self-discipline and personal growth. An appreciation of the utter looseness of the Movement, its virtual lack of practical authority from Geneva to the extremities, and its dependance on volunteerism, is essential to appraising its action and potential as a development agency.

World Scout Bureau and the Community Development Service

The World Organization of the Scout Movement is composed of three bodies: a general assembly, or "World Scout Conference", an executive body, the "World Scout Committee", and a secretariat, the "World Scout Bureau". The World Scout Conference is the general policy-making body, comprising representatives of all 115 national scout organizations. It meets every two years. The World Scout Committee, the executive body of the Movement, consists of 12 members elected by the World Conference. It implements the Conference's resolutions and acts on its behalf between its meetings. The World Committee delegates work to an array of work groups committees and task forces. Among these is a "World Scout Development Committee", a 10-member group that guides world-wide community development efforts. To this point in the hierarchy of the Movement, all members are volunteers, devoting only part time to scouting leadership. It is at the secretariat level, the World Scout Bureau, that one first encounters paid professional staff.

The World Scout Bureau rents three floors of the Geneva Boy Scouts Association's building, a modern structure in the commercial section of the city. There are about 15 or 20 offices, or comparable spaces, in all (of which Community Development activities occupy perhaps 30%). There is a "resource center", which includes a

small library and storage and file space for visual aids and scouting publications. There are also a duplicating and binding room, a radio station (from which "Jamboree on the Air" is broadcast world-wide) and a large, well furnished conference room. The individual offices are modest but adequate.

Into these premises the World Scout Bureau easily fits its meager staff who manages the affairs of world scouting. The organization is lean: a Secretary General and a Deputy (position unfilled) and Directors for educational Methods, Operations, Support Services, and Community Development. These, along with a few professional subordinates and 5 Regional Executive Commissioners, totaling 15 to 20 professional staff in all, with their secretarial and clerical help, comprise the World Scout Bureau.

The annual budget of the World Scout Bureau has averaged about \$2.3 million over their past 4 fiscal years. Most of this, about \$1.5 million, came from the regular levee of 18¢ per registered member of constituent national movements. Other national governments, foundations and corporations contributed an average of about \$430,000 annually. The remainder of about \$370,000 per year, on average, came from USAID.

The Community Development group of the WSB, as now constituted, was formed in 1977, the first year of the USAID Development Program Grant. The previously existing CD Service was incorporated into the group at that time. The Community Development Group takes its policy directives from the World Scout Development Committee and is operationally responsible to the Secretary General of the WSB. There are, in January 1982, five professional members of the group and one secretary. They are: Carl Martindell, project director, Abdoulaye Sar, Daniel Tagata, Raoul Tusamba and Kim Kyu Young. The incumbent project direct, Carl Martindell, is a long-time staff member of the Boy Scouts of America assigned in October 1977 to this position. A sixth member recently resigned and they hope to replace him if an USAID matching Grant is forthcoming. Their full time is devoted to Community Development activities. In addition, the project director estimates that as much as 40% of the time of all other WSB personnel is devoted to CD related work.

The staff functions as a mobile task force and may be asked to serve in any country as expertise, language capability and rapport to that country may dictate. However, each staff man has lead responsibility for specific target countries as in Table i. In addition, each man gives leadership and is expected to be best informed, among the team members, in certain broad themes.

| Staff Person | Lead Responsibility for | Development Theme |
|--|---|---|
| <hr/> | <hr/> | <u>Leadership</u> |
| Martindell | Egypt, Syria, Jordan, Sudan*, Indonesia*, Nigeria, (Pending: Cameroun & Morocco) | - Development Education - Job skills - Project design & resources - Management skills |
| Sar | Sudan*, Togo, Senegal, Upper- Volta, Jamaica, Bangladesh*, Pakistan* | - Alternative energies - Literacy - 'Twinning' |
| Tagate | Brazil*, Chile, Colombia, Peru (plus technical support to Regional Staff members Central, South America & Caribbean) | - All in Latin America |
| Tusamba | Rwanda, Haiti, Brazil*, Kenya, Central African Republic | - Fish-Farming & Agri- culture - Water & Sanitation |
| Kim Kyu Young (not on AID/USFIS grant budget for salary, only for expenses and in- country support) | Bangladesh*, Thailand, Malaysia,- Pakistan*, India, Sri Lanka, Nepal, Indonesia* | - All in Orient and South East Asia |

(* = shared responsibility)

On the average, the CD team members seem to make about one one-week trip out of Geneva each month and a 10-day to two-week every other month. Thus, almost 50% of their time is spent traveling in and to the target countries. Each target country has been visited two or three times in the past year by at least one, and sometimes two or three, members of the CD staff.

It is estimated that total expenditures on CD activities, including direct and overhead costs, operated from Geneva and the regional offices averaged about \$480,000 annually over the past four years. Of this amount, about \$370,000 per year, on the average, came from USAID. The remainder was taken from grants by CIDA and the Japanese Expo Fund and a variety of WSB's current sources. In other words, the Geneva CD program, as now structured, is largely dependent on AID financing.

History of Community Development in the World Scout Movement

For over a decade The World Organization of the Scout Movement, (WOSM) has been concerned with Community Development as an integral part of Scouting. This concern, and the policies and programs which have emerged from it, have led the WOSM and the World Scout Bureau to add a full-time program called the World Scout Bureau Community Development Special Project (WSB/CD). Table 2 following depicts a chronology of events leading to present status in January, 1982.

The Community Development Staff, consisting of three professionals and two clerical personnel in Geneva, one professional in Latin America, and one professional in Asia has organized international and national seminars on Community Development in each of the four scouting regions: Asia and the Pacific, Africa, the Near East and the Americas. Each staff member has basic responsibility for several of the

twenty-three target countries of the ninety less developed countries in the WOSM. Early emphasis in the seminars on CD principles, general motivation and macro-planning, has recently given way to more specific focus on several problem areas which the target countries have identified. Individual WSB/CD staff members have developed mini-specializations utilizing international and national resource persons and materials in conducting specific workshop type seminars in the following areas: literacy, health, hygiene and nutrition, job skills, alternate energy utilization and conservation. Appropriate technologies for each of these areas are incorporate into WSB/CD development materials.

Through the U.S. Foundation for International Scouting, The Agency for International Development has assisted the WSB/CD project since 1977. Two grants, one in 1977 and one in 1980 have provided nearly two million dollars to establish the institutional capability of the WSB/CD project, and to fund the international seminars and workshops. The materials developed include manuals, syllabi, slide sets, simulation games, posters and art work. All materials have been made. Materials are reproduced in English, French, Spanish and Arabic. Demand for the materials from within and outside the scouting movement has increased dramatically. The WSB consequently has had to charge fees for the replacement and mailing costs to those outside the scouting movement.

One significant result of the efforts of the WSB/CD Project was its recognition by UNESCO as the 1981 recipient of the International Education for Peace Prize.

TABLE 2

CHRONOLOGY OF EVENTS, WOSM - WSB COMMUNITY DEVELOPMENT

- 1969 - Twenty-Second World Scout Conference (Helsinki) included Community Development as a significant part of scout movement.
- 1971 - First Director of Community Development Service appointed.
- 1972 - Twenty-Third World Scout Conference (Tokyo) strongly urged associations "to devise means whereby the Scouts can actively participate in the **process** of development in their countries."
- 1972-1975 - Development of CD concepts/programs, within international and regional meetings and jamborees. Initial negotiations with AID on Development Program Grant.
- 1976 - WOSM/WSB, through the US Foundation for International Scouting, entered into first Development Program Grant with AID. Developed leadership and managerial training over three-year period.
- 1977 - Twenty-Sixth World Scout Conference (Montreal). World Constitution revised with appropriate mention of nation building.
- 1980 - WOSM/WSB received two-year Institutional Development Grant from AID, to complete institutionalization of CD in WSB and carry out training programs. (932-0100)
- 1981 - WOSM awarded the 1981 prize for Peace Education by UNESCO.

The Emerging Role of Community Development in the Scout Movement

From the very beginning Scouting has been defined as an "out-of-school educational youth movement". In the September 1979 issue of Action, the newsletter of the Geneva CD Service, under the headline, "Still an Educational Movement", the following paragraph appears:

"Scouts have been involved in development for some time now, both in developing and in industrialized countries. Yet, while the purpose of development is to improve the quality of life, the purpose of the Scouts' involvement is basically an educational one. It is important to understand this."

In the Proceedings of the International Scout Workshop on the Management of CD Activities, Cameroon, February 1977, the theme, "Scouting: A Factor in Development", is elaborated as follows:

"Scouting is an educational movement and so there are still many people who are not clear about Scouting's role in development. How can we draw this relationship between education and development through Scouting? A study of many of the formal education systems today will show them to be in a rapid process of transformation. - - - There is growing up a conviction that education cannot be separated from the context in which it takes place, that it cannot train for

responsibility in the future while ignoring responsibility in the present. One of Scouting's pillars has always been training for citizenship. - - - Young people are both members of a community and resources for a community. Their citizenship is their total participation - - - in the life of the community."

Implicit in these statements is the Scouting definition of Community Development. It is: "The education of scouts to prepare them for participation in the development of their communities".

In the Community Development activities of the Scouts less importance seems to be given to the lasting tangible aspects, or the efficient and economic management, of a project than to the learning that occurs in the process. The question comes to mind repeatedly when viewing Scout CD activities: "Is this an authentic CD project in the AID sense, that is, working with a community for its sustained development, or is it a scout training program?" When asked this question, the Scouts produce two kinds of responses: 1) The Scouts themselves, and the school of which they are a part, are a community of young persons learning to work together. 2) The Scouts will return to their communities and introduce the CD that they have learned here. Throughout the country reports that follow this question of whether the Scouts are engaged in training for CD or in CD itself keeps surfacing.

Scout officials, both in Geneva and in the countries visited, are quick to explain that there is no intention that Community Development should displace traditional scouting activities, but should be an addition to them. The usual scouting activities of outdoor life, jamborees, camps and hikes and working for merit badges in various skills and for social services remain in most scout movements. Community Development has joined them and in some developing countries has become the central scouting activity. Merit badges and awards are given for CD accomplishments. "Literacy Scout", "Nutrition Scout", "Development Scout", are recognized scout classes in some countries. In these countries a transformation has taken place in the Scout Movement since the Tokyo Declaration of 1971. There is a greater tendency for the Scouts to relate to local conditions and needs. One suspects there is a broadening of the Scout Movement to include a greater number of lower income boys. There seems also to be an increased acceptance of the Scouts by local and national authorities as they relate their activities to development efforts.

The Scouting literature on CD emphasizes their special approach. Community service, which has long been a Scout tradition, is explained as doing something for a community, while CD is explained as doing something with a community. It is explained also that older scouts have a responsibility for training younger scouts to keep the activity going. (And there are many older scouts, since they stay on into their twenties, frequently for lack of alternative activities.)

It is interesting to note that not all CD activities of the Scouts are rural or village. Singapore has held an "Urban Round Table", on CD Scouting, and "Roof-top Scouting" is common in Hong Kong. We have no project examples to report, however.

Although the World Organization of the Scout Movement (WOSM) does not include any girl's organizations, and the World Association of Girl Guides and Girl Scouts (WAGGS) seems to deal with the WOSM at arms length, at the national and local levels there are many instances of boy scout and girl scout troops that register both boys and girls at the higher ranks.

CD Training Conducted by WSB Staff

In the first two years of the AID assisted program, emphasis was on the need for involvement of Scouting in Community Development, Organization and Infrastructural requirements at the National and Sub-National levels, and major problems identification. Areas emerged which led to subsequent development of materials and staff expertise: literacy, health, hygiene and nutrition, job skills, and alternative energy utilization and conservation. Activities of the WSB staff have increasingly focused on workshops in these topical areas. Table 3 summarizes the training sessions conducted by WSB/CD staff and Tables 4(1) through 4(7) show the training sessions in detail. Table 5 lists the materials developed under the grants.

Specific syllabi appropriate to each workshop are developed in consultation with national and local organizations. The AID evaluation team has reviewed samples of these and will comment on them below in the country reports.

In tracing the result of the training seminars and workshops from the international and national levels to the local level several points were made by informants:

1. Community Development projects require physical resources. More time should be spent in the workshops on how to identify and secure local sources of help. What kinds of resources are best obtained from what agencies? What trade off's are necessary in the terms of project control and participation?
2. Scouts come in all sizes and ages. What kinds of projects can be or have been undertaken by each of the age groups?
3. National level authorities acknowledge the lack of information about local initiatives. What kinds of simple reporting processes or instruments can be devised to facilitate the reporting process?
4. How large and how long should CD projects at the local level be?
5. How do you secure greater involvement by the community in Community Development projects?

TABLE 3

SUMMARY OF TRAINING SESSIONS CONDUCTED BY WSB - CD BY YEAR

- 1977 - International Organizational Meetings:
1. Africa, Yaounde. 10 Countries, 41 Participants.
 2. Asia, Pacific, New Delhi. 4 Countries, 80 Participants.
- National Meetings:
1. Africa - 2 Countries, 52 Participants.
 2. India - 2 Countries, 73 Participants.
- 1978 - International Organizational Meetings:
1. Asia - Pacific, Jakarta. 3 Countries, 54 Participants.
 2. Inter-America, San Jose. 13 Countries, 21 Participants.
 3. Pan-Arab, Tunis. 11 Countries, 27 Participants.
 4. National Level. 9 Countries, 254 Participants.
 5. Sub-National. 4 Countries, 154 Participants.
- 1979 - International Level:
1. Meeting, 9 Countries, 22 Participants.
 2. National Level. 8 Countries, over 250 Participants.
 3. Sub-National Level. Nearly 60 Regional or provincial "Echo" meetings reported.
- 1980 - International and National Topical Seminars/Workshops:
1. Appropriate Technology, Cooperatives Education, (Rural) Scouting.
 2. Reforestation, Health & Sanitation, etc.

TABLE 4 (I)

SEMINARS-WORKSHOPS / SCHEDULE 1977 - 1980

WORLD SCOUT BUREAU, GENEVA
 COMMUNITY DEVELOPMENT, Special Project
 Geneva, 31st August 1979

| INTERNATIONAL LEVEL | NATIONAL LEVEL | SUB-NATIONAL LEVEL |
|---|---|---|
| <p style="text-align: center;"><u>AFRICA REGION</u></p> <div style="border: 1px solid black; border-radius: 50%; width: 200px; height: 200px; margin: 20px auto; display: flex; flex-direction: column; align-items: center; justify-content: center; text-align: center;"> <p>YAOUNDE, CAMEROON</p> <p>10 COUNTRIES</p> <p>41 PARTICIPANTS</p> <p>FEBRUARY 2 - 11, 1977</p> </div> <p>Theme: SCOUTING: A FACTOR IN DEVELOPMENT</p> | <p>1. CAMEROON - February 1977 Host Country 19 participants</p> | <p>1) <u>July 1978</u> - Eseka, Center South Pro 15 participants from all districts 2) <u>April 1979</u> - Akono, Center South Pr</p> |
| | <p>2. SENEGAL - December 1977 32 participants</p> | <p>1) <u>July 1978</u> - Specialized CD workshop Reforestation 2) <u>July 1979</u> - Specialized CD workshop Hydrology</p> |
| | <p>3. NIGERIA - May/June 1978 33 participants from all states</p> | <p>Several State Seminars</p> |
| | <p>4. CHAD - July 1978 32 participants</p> | |
| | <p>5. UPPER VOLTA - 1980 - <i>Appropriate Technology & Energy</i></p> | |
| | <p>6. GABON - 1979</p> | |
| | <p>7. RWANDA - 1980 - <i>Cooperative Educational Seminar</i></p> | |
| | <p>8. CENTRAL AFRICAN EMPIRE - <i>Targeted</i></p> | |
| | <p>9. GHANA - January 1979 52 participants</p> | <p>1) <u>April 1979</u> - Western Coast Region 2) <u>May 1979</u> - Volta Region 3) <u>July 1979</u> - Cape Coast Region</p> |
| | <p>10. TANZANIA - 1980 - <i>International Seminar on Rural Scouting</i></p> | |
| | <p>BURUNDI - <i>Targeted 1979 (Did not attend the Cameroon Seminar, but re to be involved in CD activities.</i></p> | |

TABLE 4 (2)

SEMINARS-WORKSHOPS / SCHEDULE 1977 - 1980

WORLD SCOUT BUREAU, GENEVA
 COMMUNITY DEVELOPMENT, Special Project
 Geneva, 31st August 1979

| INTERNATIONAL-LEVEL | NATIONAL-LEVEL | SUB-NATIONAL LEVEL |
|---|---|--|
| <p style="text-align: center;"><u>ASIA-PACIFIC REGION</u></p> <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; margin: 20px auto; display: flex; flex-direction: column; align-items: center; justify-content: center; text-align: center;"> <p>NEW DELHI, INDIA</p> <p>4 COUNTRIES</p> <p>80 PARTICIPANTS</p> <p>AUGUST 12 - 23, 1977</p> </div> <p>Theme: REACHING THE COMMUNITY</p> | <p>1. INDIA - August 1977 Host Country 73 participants each state represented</p> | <p>1) <u>March/April 1978</u> - Madras State Seminar 2) <u>March 1979</u> - Calcutta State Seminar 3) <u>May 1979</u> - Chandigash Seminar 4) <u>June 1979</u> - Bhopal State Seminar</p> <p><i>Plans for several multi-state events plus additional staff support pending.</i></p> |
| | <p>2. NEPAL - November 1977</p> | <p><i>CD SEMINAR PLANNED FOR OCTOBER 26 - NOVEMBER 3, 1979</i></p> |
| | <p>3. INDONESIA - February 1978 54 participants Pakistan, Bangladesh attended</p> | <p><i>The National Council has directed each of the 27 provinces to hold "local" seminars/workshops in 1978</i></p> |
| | <p>4. SRI-LANKA -</p> | |

TABLE 4 (3)

WORLD SCOUT BUREAU, GENEVA
 COMMUNITY DEVELOPMENT, Special Project
 Geneva, 31st August, 1979

SEMINARS-WORKSHOPS / SCHEDULE 1977 - 1980

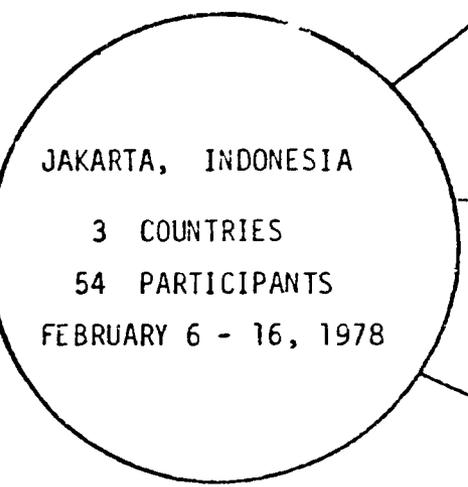
| INTERNATIONAL LEVEL | NATIONAL LEVEL | SUB-NATIONAL LEVEL |
|--|--|--|
| <p><u>ASIA-PACIFIC REGION</u></p>  <p>JAKARTA, INDONESIA 3 COUNTRIES 54 PARTICIPANTS FEBRUARY 6 - 16, 1978</p> <p>Theme: ACCELERATING COMMUNITY DEVELOPMENT THROUGH SCOUTING</p> | <p>1. INDONESIA - February 1978 Host Country 52 participants, all 27 Provinces represented</p> | <p>1) <u>September 1978</u> - N. Tenggara Seminars targeted to be held in the following provinces: JAWA, SUMBAWA, SUMBAWA-SIAPAN, SUMBAWA-INDRA BALI AND SIMBA</p> |
| | <p>2. PAKISTAN - May 1978 60 participants</p> | <p>1) <u>November 1978</u> - Sargodah (1st - 5th) 25 participants 2) <u>November 1978</u> - Multan (3rd - 8th) 25 participants</p> |
| | <p>3. BANGLADESH - October 1978 56 participants</p> | <p>2) <u>November 1978</u> - Multan (3rd - 8th) 25 participants</p> |

TABLE 4 (4)

SEMINARS-WORKSHOPS / SCHEDULE 1977 - 1980

WORLD SCOUT BUREAU, GENEVA
 COMMUNITY DEVELOPMENT, Special project
 Geneva, 31st August 1979

| SUB-REGIONAL LEVEL BRAZIL NATIONAL CD SEMINAR | 3RD NATIONAL "INDABA" (*) AUGUST 1979 | INTER-STATES SEMINARS FEBRUARY 1980 | 2ND NATIONAL CD SEMINAR |
|---|--|--|--|
| <p>INTER-AMERICA REGION</p> <div data-bbox="21 568 425 1006" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>JOINVILLE, BRAZIL 17 PARTICIPANTS JUNE 13 - 17, 1979</p> </div> <p>Theme: ACCELERATING COMMUNITY DEVELOPMENT THROUGH SCOUTING</p> | <ol style="list-style-type: none"> 1. JOINVILLE 2. CAMPO GRANDE 3. VITORIA 4. MANAUS 5. FORTALEZA 6. NATAL | <ol style="list-style-type: none"> 1. <u>SÃO PAULO</u> <i>Participants from South and East of the country</i> 2. <u>NATAL</u> <i>Participants from North and North-East of Brazil</i> 3. <u>PARANÁ</u> <i>Participants from West and North-West of Brazil</i> | <p>- To evaluate Community Development activities, programmes, projects and tools</p> <div data-bbox="1702 633 2042 990" style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>BRASILIA, BRAZIL AUGUST, 1980</p> </div> <p>- To evaluate Community Development activities</p> <p>- To evaluate the impact of the activities</p> |

(*) INDABA means National meetings or mini-seminars held in various areas. The participants of the 1st Seminar are the resource people.

21-

| INTERNATIONAL LEVEL | NATIONAL LEVEL | SUB-NATIONAL LEVEL |
|---|--|--------------------|
| <p style="text-align: center;"><u>INTER-AMERICA REGION</u></p> <div style="border: 1px solid black; border-radius: 50%; width: 200px; height: 200px; margin: 20px auto; padding: 10px; text-align: center;"> <p>SAN JOSE, COSTA RICA 13 COUNTRIES 21 PARTICIPANTS 1 OBSERVER AUGUST 7 - 16, 1978</p> </div> <p>Theme: ACCELERATING COMMUNITY DEVELOPMENT THROUGH SCOUTING</p> | <p>1. COSTA RICA - August 1978 Host Country 7 participants</p> | |
| | <p>2. HONDURAS - November 1978 25 participants Mexico, Guatemala, Nicaragua Costa Rica, Panama attended</p> | |
| | <p>3. ARGENTINA -</p> | |
| | <p>4. DOMINICAN REP.</p> | |
| | <p>5. ECUADOR</p> | |
| | <p>6. PANAMA</p> | |
| | <p>7. GUATEMALA - April 1979 25 participants</p> | |
| | <p>8. EL-SALVADOR</p> | |
| | <p>9. HAITI - August 1979 30 participants</p> | |
| | <p>10. COLOMBIA - 1979 - FEBRUARY</p> | |
| | <p>11. URUGUAY</p> | |
| | <p>12. PERU - June, 1979 36 participants Ecuador, Colombia, Bolivia attended</p> | |
| | <p>13. CHILE - April, 1979 29 participants</p> | |

TABLE 4 (6)

SEMINARS-WORKSHOPS / SCHEDULE 1977 - 1980

WORLD SCOUT BUREAU, GENEVA
 COMMUNITY DEVELOPMENT, Special Project
 Geneva, 31st August 1979

| INTERNATIONAL LEVEL | NATIONAL LEVEL | SUB-NATIONAL LEVEL |
|--|---|--|
| <p style="text-align: center;"><u>PAN/ARAB REGION</u></p> <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; margin: 20px auto; display: flex; flex-direction: column; align-items: center; justify-content: center; text-align: center;"> <p>TUNIS, TUNISIA</p> <p>11 COUNTRIES</p> <p>27 PARTICIPANTS</p> <p>SEPTEMBER 17 - 29, 1978</p> </div> <p>Theme: ACCELERATING COMMUNITY DEVELOPMENT THROUGH SCOUTING</p> | <p>1. TUNISIA - September 1978 Host Country 4 participants</p> | <p>1) <u>September 1979</u> - <i>Tunis</i></p> |
| | <p>2. BAHRAIN - 1980 - <i>Planned</i></p> | |
| | <p>3. EGYPT - Aug/Sept. 1979</p> | |
| | <p>4. IRAQ -</p> | |
| | <p>5. JORDAN</p> | |
| | <p>6. KUWAIT</p> | |
| | <p>7. LEBANON</p> | |
| | <p>8. LIBYA</p> | |
| | <p>9. SUDAN</p> | |
| | <p>10. SYRIA - <i>November 1979</i></p> | |
| | <p>11. YEMEN</p> | |

TABLE 4 (7)

SEMINARS-WORKSHOPS / SCHEDULE 1977 - 1980

WORLD SCOUT BUREAU, GENEVA
 COMMUNITY DEVELOPMENT, Special Project
 Geneva, 31st August 1979

| INTERNATIONAL LEVEL | NATIONAL LEVEL | SUB-NATIONAL LEVEL |
|---|---|--------------------|
| <p style="text-align: center;">AFRICA REGION</p> <div style="border: 1px solid black; border-radius: 50%; width: 200px; height: 200px; margin: 20px auto; display: flex; flex-direction: column; align-items: center; justify-content: center; text-align: center;"> <p>NAIROBI, KENYA</p> <p>9 COUNTRIES</p> <p>22 PARTICIPANTS</p> <p>FEBRUARY 17 - 27, 1979</p> </div> <p>Theme: ACCELERATING COMMUNITY DEVELOPMENT THROUGH SCOUTING</p> | <p>1. KENYA - February 1979 Host Country 9 participants</p> | |
| | <p>2. LESOTHO - August 1979 24 participants Swaziland, Botswana & South Africa attended</p> | |
| | <p>3. LIBERIA</p> | |
| | <p>4. MAURITIUS</p> | |
| | <p>5. SEYCHELLES</p> | |
| | <p>6. SIERRA LEONE</p> | |
| | <p>7. TANZANIA - 1950 - <i>International Seminar on Rural Scouting (WSB Programme Service)</i></p> | |
| | <p>8. UGANDA</p> | |
| | <p>9. ZAMBIA</p> | |

TABLE -5

WOSM - WSB COMMUNITY DEVELOPMENT MATERIALS

Scouting and Community Development - Part I

Training Exercises in Community Development for Scout Leaders.
Project Management from Idea to Action.

Appropriate Technology Kit.

Village Technology (UNICEF)

Scouting, Development, and Appropriate Technology:

- Part 1. Understanding the Problem
- Part 2. "How to" Projects 1 to 6
- Part 3. "How to" Projects 7-Bio-gas

Training Exercise in A-T for Scout Leaders.

Posters, UNICEF Handouts.

Scouting and Community Health Kit.

Health (Primary Health Care) UNICEF

Scouting and Nutrition:

- Part 1. Understanding Nutrition
- Part 2. Nutrition Survey & Diagnosis
- Part 3. Nutrition Education and Action

Training Exercise in Nutrition for Scout Leaders.

Home Projects:

- 1. Water
- 2. Fish Preservation
- 3. Laundry

Scouting and a Healthy Environment.

Posters: Child to Child Program, Institute Child Health,
United Kingdom.

Scouting and Fish Farming - A slide presentation

Scouts Can Raise Fish

Scouts Can Grow Rabbits

Scouts Can Grow Chickens

Scouts Can Make Soap

Scouting and Literacy:

Part 1. Understanding Literacy

Part 2. Organizing a Literacy Program

Part 3. Designing Literacy Materials

Training Exercise in Literacy for Scout Leaders.

The WSB/CD Periodical Action.

Highlights materials, projects & programs available to Scouters throughout the world.

II COUNTRY REPORTS

Visits were made to Kenya, Rwanda, Upper Volta by Maurice Kilbridge in January 1982, and to Egypt, Nepal, Thailand and Indonesia by Robert Smail in January and February 1982. Reports on these seven country visits follow.

KENYA

The consultant was in Kenya from January 16 to 19 and again from January 24 to 26, during which time he visited the central scout office and the AID office in Nairobi and projects in Thika, Kajiado, Kalama and in the Ngog Forest. He was accompanied most of the time by Kiraithe Nyaga, National Executive Commissioner. A 3-man team from the Boy Scouts of America was in Kenya during the first period looking at CD activities for the same purpose as the consultant. The WSB expects them to provide a large part of the match to any AID matching Grant.

Assistance from Geneva

Roal Tusamba has visited Kenya at least 4 times on CD business. The first was in 1979 when he conducted an International Seminar for English-Speaking Africa on Community Development attended by 34 executives. In December 1980 he came again to do a National Workshop on Project Management which was attended by 26 persons. He has come twice in 1981, either on follow-up visits, or delaying in transit. On each of these visits he made calls on various international granting agencies with the National Executive Commissioner.

The Geneva publications are on hand, but not enough. The Kenya Scouts Association is translating one or two of the more popular ones into Swahili. There is no doubt they like Roal in Kenya and appreciate his visits. But, like my visits and that of the Boy Scouts of America, he brings no money. I sense a gentle resentment both in Kenya and Rwanda that the AID grants to Geneva have not trickled down as cash to the national level. They seem to feel they are knocking themselves out to help the fat cats in Geneva get another grant, and their eyes pop when they hear the amount of the proposed Matching Grants (An aside on the CD manuals. It seems to me, at this point, that Geneva should put any further publications

funds available into translating the most popular ones into local languages and duplicating them in large numbers for distribution to the field. New or fancier ones are not needed.)

Relationships with the Government of Kenya

The Kenya Scouts Association is under the patronage of the Ministry of Culture and Social Services and receives support from it and 3 other GOK ministries. The President of the Republic of Kenya, D. T. arap Moi, is the Chief Scout of Kenya and attends regularly the annual general meeting of the Scout Council. The Ministry of Basic Education pays the registration fees for teachers who wish to attend scout leader training programs. The Kenya scouts describe their relationship with the GOK as excellent. They have recognition, appreciation and support without interference. They are required only to satisfy the conditions for registration as a PVO in Kenya, which include: no military training; may not carry fire arms, must have an annual certified audit, etc.

Popular Acceptance of Scouting

Scouting in Kenya has a long and illustrious history dating from 1910 when the First Nairobi Scouts was formed at St. Stephens Church in Pumiani. During the 1930s the founder of the Boy Scout Movement, Lord Baden-Powell of Gilwell, lived in Kenya and he is buried there near "Paxtu", his cottage in Nyeri. The scouts seem to represent all economic and ethnic classes. At one time they tended to be organized at the churches, resulting in de facto segregation along religious lines. This has changed completely; they are now organized at the primary and secondary schools, usually under the leadership of a teacher, and register a cross-section of the school boys, resulting in full integration. This does not account, however, for the perhaps 20% of boys not in school at all. The National Executive

Commissioner estimates that 99% of scout troops are school-related. The Kenya Scouts seem to be well respected, both individually and as a movement.

Scouting in Kenya - The Five-Year Plan

The Kenya Scouts have two five-year plans, one is a Five-Year Development Plan (1978-1982) for the Kenya Scouts Association and the other is a Five-Year Plan of Action in Community Development (1981-1985). They are both rather sketchy documents containing projections of scouting-age population and assumptions about increases in scout registration, activities and training classes. Staff and facilities requirements are projected based on these. The CD Plan includes the intention to establish a training center (now being reconsidered) and the need to hire a project officer (since done). The CD plan anticipates 15 projects by the end of 1982, and 12 of these are already underway. Neither plan contains any financial projections. The cost of achieving the plans (except with reference to Rowallan Camp) is not mentioned, nor are the possible sources of funds discussed. Nevertheless, they are useful documents, containing a lot of pertinent information about the Kenya Scouts.

There are now about 25,000 scouts in the Kenya movement, or approximately 1 boy in 110 across the nation of scouting age. These are organized into about 1000 cub packs, scout troops, and Rover crews, under the leadership of about 2700 warranted volunteer leaders and 1200 non-warranted helpers. There are 4 troops of blind scouts, 1 for physically handicapped and 1 for deaf and dumb boys. This is the largest youth association in Kenya.

National Organization

There are 8 general volunteer officers of the Kenya Scouts Association and 8 volunteer Area Commissioners for the 8 provinces of the country. The general commissioners are:

| | |
|--|---------------------------|
| D. T. Arap Moi (President of the Republic) | Chief Scout |
| JJM. Nyagah (Member of Parliament) | Chief Commissioner |
| M.S. Amalemba (Retired GOK Cabinet Minister) | Deputy Chief Commissioner |
| J. K. Njoroge (Sr. Inspector of Schools, GOK) | Asst. Chief Commissioner |
| A. Muthui (Dean of Students, Kenya Sci. Teach.Col) | Asst. Chief Commissioner |
| J. Wright (Mgr. of a private firm) | Asst. Chief Commissioner |
| J.G.N. Ndungu (Secretary, Office of the President) | Asst. Chief Commissioner |
| G. Muriuki (Professor, Nairobi University) | Treasurer |

The Scout Council, a general assembly, consists of about 140 representatives of scouting and other organizations, including several representatives of GOK ministries. The Council elects the above officers and appoints all kinds of working committees. There is no special organization or committee responsible for Community Development.

The income and expenses of the Kenya Scouts Association have fluctuated over the last four years.

| | | <u>1978</u> | <u>1979</u> | <u>1980</u> | <u>1981 est.</u> |
|-------------------|----|-------------|-------------|-------------|------------------|
| Income | US | \$ 23,674 | US \$71,763 | US\$ 40,228 | US\$50,000 |
| Expenditures | | 27,472 | 50,614 | 47,287 | 50,000 |
| Surplus (Deficit) | | (3,798) | 21,149 | (7,059) | -0- |

The sources of income are approximately as follows:

| | |
|---|------|
| Donations from business and individuals | 35% |
| Government Ministries | 20% |
| Scout shop | 10% |
| Rents (B-P bldg. and I camp bldg) | 20% |
| Interest earnings | 5% |
| Misc. fees | 4% |
| Earned by scouts | 6% |
| | — |
| | 100% |

They have no income from external sources, foundations, funds or foreign governments. They have no "twinning" arrangement with any other country or scout group. They are largely dependent on local fund raising and GOK ministries. Outside of budget is one salary paid directly by the Ministry of Basic Education for the program officer in Nairobi, a school teacher who has been assigned to that position by the Ministry.

Most of the expenditures are for salaries and the maintenance of Baden-Powell House and Camp Rowallan. Approximately \$2,800 was spent on CD related activities in 1981.

Nairobi Headquarters

The Kenya Scouts Association has its headquarters in Baden-Powell House on St. John's Gate Street, off Parliament Road, Nairobi. It is a 3-story structure

owned by the Association. The scout shop, managed by a clerk, occupies part of the ground floor; the remainder is rented. The second floor houses the National Executive Commissioner, the Program Officer, Timothy Gathirimu, a secretary and a clerk in 4 offices; the remainder of the space is rented. The third floor is entirely rented. At Camp Rowallan there are a professional Warden and two grounds keepers. For the whole of Kenya, therefore, there are 3 professional and 5 non-professional full-time employees of the Association. The Association owns no vehicle of any kind.

When asked why the Kenya Scouts Association, one of the oldest and most illustrious scout movements in the world, is so badly financed and badly staffed, the National Executive Commissioner responded in two parts: 1) Kenya is a poor country and is currently in a depression. 2) We get no help from the U.K. The English are not in the habit of supporting private voluntary organizations. Even in Baden-Powell's days in Kenya they had financial difficulties.

The National Executive Commissioner, Kiraithe Nyaga, is an astute and able person, a teacher of history from the Kenya secondary school system and graduate of the University of Nairobi. He transferred to his present position at request of the Ministry of Higher education. He has wide friendships in and out of the scout movement and knows his way around Kenya well. He has recently been approached by the WSB to take on the position of Regional Scout Commissioner for Africa.

I asked Kiraithe if the GOK had always been so deeply involved in the scout movement. He said, no that this has only been since independence, in 1963. When the British left, the movement almost fell apart, since they had dominated its

top positions, and at the same time the British companies stopped giving donations. If the GOK hadn't stepped in to help, the scout movement might have disappeared.

Nature of Scouting in Kenya

As mentioned above, 99% of the Kenya scout troops are organized at schools and are led by school teachers. Scouting is seen as training in supplement of formal education. The many kinds of self-improvement, community service, and demonstration projects the scouts take on are essentially a learning experience for the boys. Recently the scouts have dropped some of their former merit badges, such as "Tracking", "Marksmanship", "Open Fire Cooking", and replaced them with badges for social service.

Since the scout troops meet at the schools, their projects tend to be at the schools. The exception to this is tree planting which is done where the local government forestry people direct. None of the four projects visited by the consultant could be called an authentic community development project, simply because there is no community, in the normal meaning of an integrated human settlement, involved in the projects. Three are at schools and involve only the school scouts, the fourth is at the scout camp. These projects are described briefly in the following sections.

Joytown School, Thika District

Joytown School is a large school for disabled children from pre-school to high school age, located about 60 km from Nairobi. It was started by the Salvation Army in 1962 and is now operated by the GOK, although I was told the Salvation Army still provides some support. There is a scout troop of about 30 boys and girls, all handicapped. A group of these boys, about a dozen, work in what is called the "scout corner" of the school workshop under supervision of a scout master,

Peter Wango, who is also a shoemaker and crippled. They are making (or, I suspect, trying to make) orthopedic shoes. They obviously don't have the equipment to do it right. They also make crutches and leather "knee caps" for holding braces to legs and so forth. They complain of constant shortages of materials and tools. This is a sad little operation. The boys are obviously learning some leather working skills which may be of help to them in later life. And it is a way of occupying their time now, since they have limited recreational opportunity or capacity. The product of the "scout corner" is probably of little practical value. There is no community involvement in the project itself.

Kyangala Scouts Vegetable Garden, Machokos District

This project is located at the Kyangala -Harambee secondary school which is located about 40 km southeast of Nairobi off the Mambasa Road. The project is on school land and the scout leader is a teacher at the school. It is not a community project other than that the scouts and their leaders come from surrounding communities. David Kituku, a local agricultural extension officer, provides technical assistance. He says he has no need of how-to-do-it manuals from Geneva.

The plots are very small - 3 terraced rectangular areas, about 15' x 60' each running along side each other. One plot is unplanted, another is half cabbages and half tomatoes, and the third is a nursery about half planted. The scouts carry water from a well about 150 feet below the garden to water each plant separately. David Kituku says they are using the same vegetable growing techniques used by local farmers. Production is small and apparently is sold to buy seedlings. The scouts bring cultivating tools from home. There are about 30-40 scouts in the troop and all are required to help out in the garden.

The project has been given a pump, two water tanks and some piping by the Kenya Scouts Association. This will allow them to bring the water above the garden and flow it down. But these things have not been brought out from Nairobi for lack of transportation.

Kajaido Scouts Poultry Project

This project is located at the Boys Primary Boarding School in Kajaido (Masai) District in the Rift valley. There are about 530 boys in the school, about 25-30 of whom have formed a scout troop under leadership of one of the teachers, Maurice Omingo. They have about 50 hens in a neat wire enclosure right in the middle of the school yard. They say they are now getting about 20 eggs a day. Since the Masai normally don't eat eggs, or much else other than beef and milk, the scouts are using this opportunity to introduce them into the diet. The school is located in the plain on the valley floor and there is no evidence of a community nearby. The Masai are mostly nomads with no permanent settlements, hence the need for a boarding school.

Rowallan Camp Tree Nursery and Vegetable Garden

This project is located at the Scout Camp in the Ngog forest. Working in the gardens is one of the requirements for scout troops to use the camp. A local high school teacher is the technical volunteer. He says he spends most weekends there. They have a fenced in tree nursery and flower plot of about 75' x 75' and a vegetable garden of about 100' x 50' and are clearing another one of about 20' x 20'. Scouts do all the clearing and cultivating. The flowers and vegetables are sold and the trees are planted by the scouts. This is a very impressive operation showing the careful and continuing attention of an expert. They are now putting in a water tank and irrigation pipes. The only problem they haven't solved is the monkeys,

which are particularly fond of carrots and tomatoes and are too fast for the dogs to catch. Again, there is no community involved, but it is a fine learning experience for the boys in a first-rate truck garden.

In general, Kirathe states, the most successful projects have been vegetable gardening and tree planting, the least successful fish farming. Water is scarce for a large part of the year and the earth is very porous. Lining the tanks is necessary and expensive. Also, it seems simple until the fish get sick, and then you need a real expert. The literacy classes are continuing at the hospital and elsewhere, taught by Lion Scouts and volunteers.

AID Meeting

The consultant met with Edward Greeley, Program Officer, AID Kenya Mission, to discuss the scout movement in Kenya. Mr. Greeley is a development anthropologist with a strong interest in youth. He is familiar with the Kenya Scouts Association and knows Kiarithe Nyaga, the National Commissioner. He is new to this post, however, and is unfamiliar with what may have transpired in the years past. To the best of his knowledge, the Kenya scouts have never made a direct proposal for assistance of any kind to the Kenya Mission.

The consultant passed on the knowledge he had gained about the Kenya Scouts and the impressions he formed during his visit. In short, he told Mr. Greeley that the Kenya Scouts are a vital and thriving organization, frugal in use of their resources, and doing a good training job. Mr. Greeley shares the Consultants' interest in the Scouts as a practical training institution and agrees that they could be, in the long run, a strong beneficial influence for national development. He is prepared to consider proposals for support from the Kenya Scouts Association.

General Observations and Evaluation

Scouting is alive and well in Kenya. The Movement has national and popular acceptance without unsought government influence. Since only one boy in about 110 is a registered scout, there is plenty of room for growth.

Virtually all scout troops are organized at primary and secondary schools under the leadership of school teachers. They therefore represent a cross-section of the Kenya school population in economic, social and tribal status. Not represented are most of the estimated 20% of scouting-age boys who do not attend school. Girls participate with the boys at the upper ranks.

The Kenya Scouts Association budget has averaged about US \$50,000 annually over the past 4 years. This is surprisingly small, considering the extensive operations they undertake. All their funds are raised within Kenya; there are no foreign infusions.

The Association is capable of managing small grants from AID/Kenya, but for some reason have been slow to seek support. Based on discussions with the National Professional Commissioner, three reasons for this are surmised: a certain timidity in approaching a large and strange institution; a certain reluctance to weaken the national character of the Movement by foreign involvement; a certain fear that a project grant from AID might distort the nature of the scouting activities they prefer to engage in.

Community Development, as defined by AID, that is, working directly with the community for sustained development, does not feature in the Scout Movement in Kenya. The so-called "CD projects" here are scout practice activities, having

as their primary objective training boys for a productive life. As learning experiences the projects are certainly important. In fact, their ultimate educational and developmental value to the nation undoubtedly exceed any short term value they may have in direct development. The scouts not only are learning practical occupations and new work methods, but also are absorbing attitudes about self-reliance and the acceptance of change. In short, they are being trained as potential development agents.

RWANDA

The consultant was in Rwanda from January 19-23 during which time he visited the central scout office and the AID office in Kigali and projects at Butari, Nyanza, Gisenyi, and Kigali. He had two meetings with the National Treasurer and introductions to the other national officers. He was accompanied at all times by Rene Sibumana, National Secretary, and an interpreter.

Assistance from Geneva

Raol Tusamba has made three visits to Rwanda on scout affairs. The first was in April 1977; this was an introduction and tour of the country. Raol gathered 67 scout leaders in Kigali for discussions about CD. The second was in January 1980 when Raol was on his way to a seminar in Buginbura. He spent three days in the country and visited the AID office and the Gisenyi center. The third was in April 1981 when he conducted a seminar on project management and CD for 50 leaders. The Rwanda scouts seem to value these visits.

The Geneva CD publications are on hand, including Action and the training manuals on: Nutrition, Family, Environment, and the "How-to-Grows." Some are at the projects and some at the Kigali office. The most

used ones (Rabbits and Chickens) are dog-eared; the least used one (Nutrition) looks like new.

The Rwanda Scout Association has received financial assistance from at least six foreign charitable, religious and scout organizations. They credit Geneva with some assistance in this.

Relationship with the Government of Rwanda

When asked about this relationship the scout leadership responds "excellent" unequivocally, and the facts seem to support this view. The Rwanda Scout Association is under the patronage of the Ministry of Youth and Sports. Relationships are cordial and supportive, but at arms length. The Ministry pays the salaries of five full time instructors in the training centers (3 at Butari and 2 at Gisenyi), but the instructors are chosen by the Scout Association. The GOR has provided the land for all the scout projects, perhaps 40-50 hectares in all, and good land is scarce in Rwanda. The scout songs (and they sing at every opportunity, and well) are mostly improvised and always include statements of loyalty to Rwanda. When the consultant was in Gisenyi preparations were underway for a summit meeting there of the Federation of the Great Lakes (Rwanda, Zaire and Burundi). The Rwanda scouts were to sing and dance for the heads of state, but they were having a small crisis; they could find only 30 scout caps among the 40 scouts in the dance group.

Popular Acceptance of Scouting

Popular acceptance of scouting seems to be quite good in Rwanda. The European countries that have had the greatest influence on Rwanda in the past, notably Belgium, have strong scout movements and from its start, about 30 years ago, scouting in Rwanda has had support and leadership of the foreign elite. This support remains, although it is now in the background, and Rwandans occupy the visible positions of leadership. There appears to be no resentment of scouting as a foreign import, however. There are perhaps 6000 scouts in Rwanda out of a scouting-age population of about one million. That is, six boys in a thousand are in scouting activities in Rwanda, whereas in the United States, about one boy in ten is a scout. The scout movement in Rwanda seems to be limited only by limited resources - essentially volunteer time and financial aid.

Scouting in Rwanda (The Five-Year Plan)

The Rwanda Scouts Association has a five-year plan of sorts. It seems to consist of "wish lists" and projections of present activities. The plan was prepared in 1977 and has not been updated. In the publication "Scouting and Community Development: Rwanda" prepared by the WSB, dated February 1981, and given to AID in support of the Matching Grant proposal, the WSB did not bother to update the Five Year Plan. The result is a misleading document that substantially understates achievements. This is inexcusable, since Rao] was in Rwanda twice after 1977 and should have known the current

situation. The publication given to AID was obviously thrown together in Geneva without much thought. It contains pretty pictures, but confusing and inaccurate information.

The National Organization and its Secretariat

The Rwanda Scouts Association has its headquarters in Kigali in a very modest structure of two rooms with a cabinet-making shop behind. The furnishings are rudimentary. They have neither water nor electricity. They own a small beat-up Toyota truck, much the worse for Rwanda's unpaved roads.

The National Team is the executive body of the Rwanda Scout Association, elected by general assembly. It consists of:

- General Commissioner (Michael Rukubayhunga, a technician in the GOR printing office)
- National Training Commissioner (Francis Nzabahimana, a teacher at a cooperative training center)
- National Community Development Commissioner (Jean Marie Nkezabera, an engineer at an Italian electronics firm)
- Commissioner for Bookkeeping (Bizamana Ananie, an accountant for the Butari government)

- National Treasurer (Luc Lecroix, librarian at the University of Rwanda, the only foreign officer of the Association)

- National Chaplain

- National Professional Secretary (Rene Sibumana)

The National Secretary is the only paid professional at the Kigali secretariat. He serves as deputy for the above commissioners and coordinates and manages the general activities of the Association. The incumbent, Rene Sibumana, has participated in two WSB seminar programs, one international and one in Rwanda. His education includes a touch of college. He appears to be in his early thirties and is personable and out-going. Obviously he has many friends and contacts in Rwanda, but I am unable to judge his effectiveness in dealing with the national-level leadership.

Rwanda is divided into 7 scout regions. The Regional Commissioners and their assistants, all volunteers, are appointed by the General Commissioner on the recommendation of the National Professional Secretary and the national team for a period of 4 years.

The budget of the Rwanda Scout Association is kept separately for the central administration, or secretariat, and each project. Combined statements are difficult to come by. Very roughly speaking, 1980 fiscal

year income and expenditures run about as follows:*

| | |
|-------------------------|------------|
| Kigali Secretariat | \$ 28,400 |
| Butari Training Center | 44,400 |
| Gisenyi Training Center | 11,000 |
| 14 Satellite projects | 20,000 |
| | <hr/> |
| | \$ 103,800 |

The sources of these funds are varied, but only a tiny fraction comes from the scouts themselves (Rwanda is among the very poorest of the developing countries). Of the total, about \$25,000 was given by AID for the Butari and Gisenyi centers, part of a \$50,000 IRT grant from the country Mission. Perhaps \$20,000 is income earned by revenue-producing activities of the training centers. The remaining \$59,000 is raised from: CIDA, Canadian Development and Peace, Association of Canadian Scouts, Catholic Relief Services, Belgium Scout Association, local church groups, the German organization Miseror, local church groups, and anonymous benefactors.

There are perhaps 5000 scouts in the Rwanda movement of all classes and grades and somewhere in the order of 180 volunteers. In addition, there are 10 paid professionals, one in Kigali (the National Secretary), 5 trainers at Butari and 4 at Gisenyi. Five of the Trainers at Butari and Gisenyi are paid directly by the GOR.

* Excluding gifts in kind such as land and equipment and products of the Centers consumed internally. Also excluding salaries of 5 trainers who are paid directly by the GOR.

The Nature of Scouting Activities in Rwanda

The essential scouting activity in Rwanda, other than the usual small troops at churches and so forth, and what distinguishes it from scouting movements elsewhere, is the concept of the training center. Instead of organizing scout troops at the schools, as they do in Kenya, the Rwanda Association organizes its own vocational schools, or training centers. These operate 3-year training programs for boys mostly between the ages of 14 and 17. Most of the boys are school leavers and many have never gone to school. They are taught to read and write, simple arithmetic and hygiene and given an introduction to several occupations. Most of the instruction is done by older scouts, but there is a cadre of professional instructors and many volunteers. These are sort of commuting "Boys Towns" and in other ways resemble a Shaker village. In a wretchedly poor country with only 26% adult literacy, a floundering and under-staffed public primary school system, and very limited opportunities for higher schooling, this form of preparation for life hit upon by the Rwanda Scouts seems a remarkably fitting solution.

Scout Training Center, Butari

The center is located in the far south of the country near the town of Butari on land provided by the GOR. It was started in 1971. The heart of the Center is a compound of about eight brick buildings in form of a square surrounding a green in the center of which flies the flag of Rwanda. The buildings are sturdy and well designed for the climate, having cement floors and tile roofs and good ventilation. Another 6 to 8 buildings lie

behind the compound at various distances. These are the animal sheds, but there is also a bakery and a dormitory. The compound and vegetable gardens occupy about 8 hectares of land and pasture land and fish ponds occupy another 12-15 hectares. There are 120 scouts at the center now, all of whom commute, except for an 8-scout patrol which guards the center overnight and 2 homeless scouts. The Center is best described by a tour of its buildings and facilities clockwise around the compound and then to the back.

- 1) Sewing and handicraft storage room. Long table with sewing machines. Drums stacked in the corner.
- 2) Classroom with fixed movie screen - seats 30.
- 3) Large cabinet shop occupying most of one side of the compound. About 12-15 scouts working under supervision of a paid instructor. Table saws and power hand tools. The scouts are in production turning out furniture for a primary school that was built by AID. They can make tables, chairs, beds, storage cabinets, etc.
- 4) Feed-meal building where they grind and mold animal food cakes using corn and bone meal.
- 5) Swimming pool cum water storage tank (not for drinking water).

- 6) Suzuki motorcycle and parts display room. They rent this to the local Suzuki sales representative.
- 7) Suzuki assembly and repair room. The scouts, under supervision of a Suzuki technician, are assembling and repairing motorcycles - learning while being paid.
- 8) Center office with typewriters, duplicating machine, files, desks, tables. Here the Rwanda Scout Association news quarterly "Intambe" is published. And here they store the bright red and blue jerseys of their soccer team.
- 9) Large assembly hall seating about 150 scouts at long tables and benches. We saw a movie here with the younger scouts on the Olympic games. It was in sound (French) and color. They get their films from the audio-visual department at the University of Rwanda.
- 10) Another classroom seating about 30.
- 11) And, behind the compound, a bakery where two scouts are rolling ~~croissants~~ ^{croissants}. They provide all the bread and rolls they need themselves and in addition supply a school for the deaf and dumb next door.

- 12) Pig house with cement floors, just finished. They have 4 breeding sows and expect great things. We met a veterinarian there, a volunteer who is in charge of the small animal projects.
- 13) Next were two cattle sheds recently built - modern and clean with cement floors and tile roofs. They have only 2 calves now. Are waiting for rest of AID grant to buy some milk cows.
- 14) Chicken house with circular feeder, laying coops and fenced yard. They have 100 hens and get 40 eggs a day.
- 15) Rabbit house. They sell the rabbits live in the market because the scouts don't like to kill them.
- 16) Pumphouse
- 17) Beehive shed
- 18) Dormitory for 10 scouts.

Behind the buildings there is a volleyball court. Here the boys put on a song and dance for us. About 30 boys drawn up in three ranks, all ages from 5 to 18. They had a great set of drums and sang an improvised scout song (in Swahili?) and danced a native dance. One of the volunteers pointed out the smallest boy in the front rank, "We found him in the woods

as a baby five years ago".

There are vegetable gardens - about 2 hectares of soy beans and peas and one hectare of cabbage, carrots, etc. In addition there is about 10 hectares of steep pasture land leading down to the fish ponds in the valley.

One fish pond is about 75 x 20 yards and the other about 20 x 20 yards. They have had their first harvest (Talapia) from the large pond and it was encouraging. Down by the fish ponds are the brick and tile works. The clay from the pond diggings was used to make brick and tile. They molded, baked and stored them at the spot and use them for their own construction.

On the way back up to the compound we passed the septic system under construction. It drains the animal sheds through a series of stepped-down settling tanks to a discharge in the bush below.

In all the above facilities scouts were working, usually in twos and threes. This learning by doing is the heart of their program. The majority of the boys are between the ages of 14 and 17. They stay for three years. They are divided into age groups and have a regular daily schedule of classes, work and recreation. The instruction is done by 5 paid professionals, about 12 volunteers and 10 senior scouts, of the "Woods Scout" class. The scouts are given lunch and supper, prepared partially from the produce of their own farm. Medical attention is provided by an order of nursing sisters from nearby. The boys seem as alert, happy and healthy as any I have seen in the developing world.

Calculating the costs and benefits of the Butari Center is extremely chancy, partly because the scouts do not separate their capital and operating budgets and don't account for gifts in kind or the value of their own produce consumed in the Center. My guess is that the operating cost of the Center, net of AID's grant and income produced, is about \$25,000 a year. For 120 scouts this comes to about \$200 a year.

Scout Training Center, Gisenyi

This Center is located in the far north of the country, near the Zaire border. It is a smaller and younger version of the Butari Center, started in November 1979 with a group of 23 scouts. There are now 65 scouts on the same 3 year program as Butari. The staff totals about 15, including 4 paid professionals. The Center is about half the size of the Butari Center, with half the facilities and occupations. There is no need to describe it in detail, since it is a reduced carbon copy.

Rural Development Centers or Satellites

There are 14 rural development centers established since 1976 as sort of satellites of the two large training centers. Each is the project of a separate scout troop whose leader is a graduate of one of the training centers. Their purpose is to demonstrate new agricultural techniques to their neighbors and to train the local scouts. The rural development centers tend to be near the training centers; 6 are in Butari district. In all, there are about 600 scouts occupied in these centers. They are staffed

entirely by volunteers, mostly quite young. These rural development centers seem to be the closest thing the Community Development, as it is usually conceived, in the Rwanda scout movement.

The consultant visited one of these centers at Rusenge near Butari, They have a baked mud building with three rooms; no electricity or running water. Here they store their equipment, food and supplies and three scouts live there to guard it. They have a dozen rabbits, 5 goats, 4 sheep and about 15 hens. Their vegetable garden is about 50' x 100'. Cabbage has not done well; spinach, onions and casava have done better. They don't have enough natural fertilizer and can't afford chemical fertilizer or insecticide. I was told this center was typical of them all.

The scout master is 22 years old and he has 50 scouts in his troop. He participated in the CD seminar at Butari conducted by Raol Tusamba.

The overall impression one gets is of a pretty scruffy operation, about what one would expect of a troop of boys. The planting is untidy, the vegetables uncultivated. The rabbit hutches are poorly constructed, the hens are not laying well.

Part of the problem is the complete dependence on volunteer leadership. There is too much turnover among the volunteers and things seem to go to pot between leaders. More adult professional attention is needed to keep these rural centers going.

AID Meetings

The consultant met twice with the AID officers, once on first arriving and again just before leaving. Eugene Chiavaroli, Mission Director, and the program officer, whose name I have inexcusably forgotten, attended both sessions. They were extremely cordial and helpful. The Mission provided a car and driver and arranged for the hiring of an interpreter.

Although they naturally were more interested in hearing my impressions of the Rwanda Scout Movement than expressing their own, there is no doubt they feel the scouts are doing a reasonably good job and deserve some measure of AID support.

They are quite familiar with the leadership of the movement and have visited many of their projects. And, as previously mentioned, the Mission has made a \$50,000 RTG to the scouts.

General Observations and Evaluation

One is compelled to ask at the outset whether what is going on in Rwanda is Community Development at all by the AID definition. It is undoubtedly a superior and effective training program, but it seems to involve only the scouts, and the volunteers from the community who work with them. The projects are all on the scouts' own land and the scouts do all the work. The surrounding communities are not directly involved.

No instances were provided, in response to direct questioning, of a scout graduate of a training center starting an authentic development project in his own community.

It must be kept in mind that the most impressive work of the Rwanda Scouts Association, the training centers, were underway before the WSB and even Community Development entered the picture. What may be traced to WSB assistance is increasing the number of rural development satellites, but it is unclear whether the Rwanda scouts intended to start these anyway. Many of the scout leaders still in the movement did attend the CD seminar, and they speak highly of it. It is difficult to tell, however, what difference it has made in their subsequent activities. The visits of Raol Tusamba have been a stimulant to the movement, but one suspects he is looked upon more as a possible source of funds than as an instructor/leader. As concerns the training booklets sent by Geneva, they probably have been somewhat helpful. But there are volunteers here in the scouts who know far more about each of these subjects than the manuals tell. The Belgians do not have to be told how to raise rabbits, for example. They have been doing it all over Rwanda for decades.

The scout movement seems to be reaching those boys just above the lowest income group. This is the impression one gets from the training centers. The family must have some means of support to be able to afford the absence of one of their boys of productive age for three years. If there are other scout troops of different association from a higher in-

come group, I did not hear of them. There is no evidence of girl guide or girl scout groups. Although they may exist, they certainly are not involved in the activities of the Rwanda Scouts Association.

Community Development seems to depend on volunteer leadership and it is extremely difficult to keep a project of any magnitude going on the basis of volunteerism alone. It is one thing to have a scout troop engaged in community services, like one-day clean up campaigns, or tree planting jamborees, and it is quite another to keep a development project of some magnitude going day in and day out. There is too much turnover among the adult volunteers and as projects grow and become more demanding enthusiasm may wane. This is particularly true in poor countries where personal resources are so limited and margins so small. Life is hard and ones family comes first.

What is needed is more professional leadership at the local level to provide continuity for the projects. In Rwanda it is the satellite projects that need help, whereas in Kenya they need help at the center. Help from Geneva is of less and less value as a movement becomes active in its own right. Funds should be made available to strengthen national - level leadership and national scout movements should be encouraged to approach their local agencies for support, including the AID missions.

UPPER VOLTA

The Consultant was in Upper Volta from January 27 to February 1, 1982, during which time he visited the AID office and the DCM in Ouagadougou, the Scout Training and Development Center in Reo, and projects in Ouagadougou, Zagtouli, Wentenga, Dassago, Koudougou, Tya, Didiger, Kyon, Tenado, Goundi, Dedougou, and in the Kodou Forest. He was accompanied the entire trip by Maurice Traore Meleque, Commissioner General of the Scouts of Upper Volta, Dominique Nikiema, Treasurer of the Scouts of Upper Volta, and Abdoulaye M. Barry, AID staff, as interpreter.

There are two national scout associations in Upper Volta, the Scouts of Upper Volta and the Eclaireurs (roughly, "teachers") of Upper Volta. The Scouts of Upper Volta, the original movement, was started in 1940 by scouts from the French movement in conjunction with missionary schools and thus tended to be Christian. The Eclaireurs of Upper Volta started operations about 1955 as sort of an alternative group enrolling Muslims and other non-Christians. Since then both scout movements have changed considerably. The missionaries no longer operate secondary schools. Rural scouting has grown to far exceed urban scouting in members and activities. As a result, the de-facto religious segregation has broken down and both associations now register scouts of all faiths. The two associations have recently formed a single Scout Federation of Upper Volta, with Maurice Traore Meleque as President. Since the reason for their

existence has disappeared, it seems the Eclaireurs are tending to do likewise. Their national director is a primary school teacher in a village about 25 km from Ouagadougou. They have no headquarters as such. After repeated efforts, including going to his home, the consultant was unable to make contact with the director, or any other officer of the Eclaireurs. He can only conclude that the movement, or what is left of it, is most informal.

The Scouts of Upper Volta claim 5500 registered boys and about 200 volunteer leaders; the Eclaireurs at last contact claimed 1800 boys and 60 volunteer leaders, giving a Federation count of 7300 scouts and 260 leaders.

Throughout the remainder of this report only the Scouts of Upper Volta will be discussed, since the Consultant has no first-hand knowledge of the other association.

Assistance from Geneva

Abdulaye Sar and Roal Tumba have visited Upper Volta, together and separately, a total of 8 times since 1973 for seminars and project visits. As remembered by the Scouts of Upper Volta, the schedule of activities was about as follows:

| <u>Geneva Personnel</u> | <u>Date</u> | <u>Activity</u> | <u>Location</u> | <u>Attendance</u> |
|-----------------------------|-------------|--|-----------------|-------------------|
| A. Sar | Mar. '73 | Seminar on CD | Ouagadougou | 32 |
| A. Sar & R. Tumba | Mar. '77 | CD Seminar | Ouagadougou | 28 |
| A. Sar & R. Tumba | Jan. '80 | CD Seminar | Dedougou | 30 |
| A. Sar & R. Tumba | Mar. '80 | Area Seminar for Scout Leaders | Reo | 75 |
| A. Sar & R. Tumba | " | National Leaders Workshop | Ouagadougou | 10 |
| A. Sar & R. Tsamba | Aug. '80 | African Regional Seminar on Renewable Energy | Reo | 40 |
| A. Sar & R. Tumba | Aug. '81 | Seminar on Management of CD Projects | Bobo-Dioulasso | 25 |

| <u>Geneva Personnel</u> | <u>Date</u> | <u>Activity</u> | <u>Location</u> | <u>Attendance</u> |
|-----------------------------|-------------|---|-----------------|-------------------|
| A. Sar & R. Tumba | Aug. '81 | Meeting: 6-year Evalua- tion of CD in Upper Volta (1975-81) | Ouagadougou | 12 |

In addition, a handful of leaders of the Scouts of Upper Volta have attended regional CD meetings and seminars in other parts of Africa, including: Benin, Mar. '72; Cameroon, '76; and Tanzania, Jan. '80.

They have received the full range of Geneva CD publications and the leaders of the movement are familiar with them. The literacy rate is so low, (about 5% for adults), that they cannot use them for general distribution or readership. And translating them into local languages is of no use, because those people who can read local languages usually can also read French.

The Scouts of Upper Volta have also received a direct grant from the CD funds (AID) of the WSB of about \$5000 for their demonstration farm at Reo.

Relationship with the Government of Upper Volta

The Scouts of Upper Volta are under the patronage of the Ministry of

Youth and Sports, from which they receive a token "subvention" of about \$700 a year. The Ministry is undoubtedly on friendly and helpful terms with the Scout Association. A representative of the Ministry attended a supper with the scout leaders and the Consultant and urged greater support for the scouts. A meeting of the Consultant with the Minister was postponed and eventually cancelled when the Minister was called to the Presidents' office. The relationship with the GOUV seems to be one of "cheering them on" and easing their way in such things as land transfers. The Scouts say that the GOUV have never tried to dictate to them or interfere with their activities in the slightest. The scouts say they wish to keep government at arms length "in case there should be a coup". (There have been four governments since independence in 1960).

Popular Acceptance of Scouting

There is every indication that the Scouts of Upper Volta have popular support and are accepted as an important factor in the nations rural development effort. Their obviously close relationship with the Ministry of Youth and Sports and the Ministry of the Environment signal to the people that they have GOUV entree. At the village level they work closely with the people on development projects. At the 10 or 12 villages we visited where the scouts were mustered to show their stuff, the entire village turned out to participate - the elders, the "Scouts' Father" (an honorary position held by one elder who "advises" the troupe), children, women - all joined in the dancing and singing. And the village

gave us gifts in the name of the scouts. At one time we had a sheep, three chickens and a bag of fish in the car. The village parents are obviously proud to have their sons in the scouts.

Those troops organized at mission churches have support at the highest level. The Youth Movement Advisor to the Bishop of Dedougou is advisor to several troops in that area and oversees the scouts' reforestation projects. The Bishop of Dedougou invited us to lunch on Sunday and spoke in support of the scout movement.

All income groups, religions, and tribal areas seem to be represented in the movement. The village scouts are mostly animists and Muslims with a scattering of Christians. They are dirt poor, illiterate and unemployed. The scouts organized around churches and schools are more apt to be Christian, literate and middle class, yet mostly unemployed or under-employed. The majority of the scouts are in village troops.

Older girls join the scout troops, but not many. This is a machismo society; the women are kept busy hauling water and moving babies. Hardly a girl over 15, it seems, who doesn't have a pot on her head and a baby on her back.

Scouting in Upper Volta - The Three-Year Plans

The Scouts of Upper Volta prepared Three-Year Plans (1975-78 and 1979-82) and annual Program Plans, each with a "theme for the year".

These are quite impressive documents (see Appendix). The Three-Year Plans contain a detailed statement of the organizational structure, responsibilities of the national and regional officers and committees, a statement of general and particular objectives, and targets for achievement by zone (district) and programs. Financial needs are projected and resources planned. Important events - cultural festivals, national seminars, national jamborees - are planned three years in advance. The annual Program Plans are organized around the special effort the Scouts intend to make that year in their project activities (e.g. 1979-80 "Scouting and the Environment"). There are no separate C.D. plans as such, but since scouting in Upper Volta consists essentially of development - related activities, these would seem unnecessary.

National Organization of the Scouts of Upper Volta

A National Committee of 12 volunteers elected by general assembly is the senior and controlling group of the association. Delegated to carry out operations is a 4-man secretariat, or National Bureau, consisting of the Commissioner General, Assistant Commissioner General, Commissioner for International Relations and Information, and Commissioner for Community Development and Accounts. All the above are volunteers. The Consultant met with this group repeatedly. Commissioner General (Officer, GOUV Min. of Foreign Affairs) Maurice Traore Meleque, Asst. Commissioner General (high school teacher) Marc Quedraogo Tanga, Commissioner for Int.

Rel. (Journalist) Offi Sié Some, Commissioner for CD (Computer Engineer)
Dominique Nikiema.

The country is divided into four regions with a District Commissioner for each. And there are several national committees for specific functions, such as fund raising and publications. There are no paid professionals at this level.

Very roughly, the 1981 Statement of Income and Expenses for the Scouts of Upper Volta is as follows:

| <u>Income</u> | <u>U.S. Dollars</u> |
|--|---------------------|
| Registration fees & revenue producing activities of the scouts | \$1,700. |
| Ministry of Youth and Sports | 700. |
| Local contributions (Catholic Bishop, Muslim Community Fund, etc) | 1,750. |
| Bilateral assistance from scout movements (France, Spain, Germany) | 3,400. |
| Assistance from foreign agencies (CIDA, WSB(AID), Misereor (German) CCFD (France)) | 26,700. |
| TOTAL: | <u>\$34,250.</u> |

Expenses

| | |
|---------------------------------------|----------------|
| Secretariat expenses | \$5,000. |
| Training programs (for scout leaders) | 2,700. |
| Salaries of 3 leaders at Reo | 3,450. |
| Development projects | <u>23,100.</u> |
| TOTAL: | \$34,250. |

National Headquarters

There is no national headquarters, as such, of the Scouts of Upper Volta, and this is perhaps their greatest single need. The Commissioner General works out of his home in Ouagadougou, without a telephone and with a motorcycle as his only means of transport. There are two regional headquarters, however, one at Reo in Koudougou District and one at the country's second largest city, Bobo-Dioulasso, about 350 km from Ouagadougou.

The Commissioner General does remarkably well under the circumstances, but he is a remarkable person. Maurice Traore Meleque is about 35 years old and has been in this post for 11 years. The robustness of the Scout Movement is undoubtedly due very largely to his efforts. A graduate of the Sorbonne of the University of Paris in Political Science, he is employed by the Ministry of Foreign Affairs. He is indefatigable, smart and charming, a dynamic and natural leader, and he knows his way around

the public and private sectors of Upper Volta very well. Undoubtedly, he takes his responsibility very seriously, as shown, for example, by the 19-page report he prepared for the consultant's visit.

Nature of Scouting in Upper Volta

In general, there are two kinds of scout troops in Upper Volta — the village (or group of villages) troops and the church or school troops. They are typically composed of 30 to 40 scouts with a scout leader or master and an assistant. School attendance in Upper Volta is very low: 16% of the children attend primary school and only 2% attend high school. As a result, the village and church troops tend to differ in socio-economic status.

The village scouts far outnumber the church and urban scouts. They are pretty scruffy outfits, but wonderfully enthusiastic. Mostly they are unemployed or under-employed, illiterate, young men in their late teens and early twenties with very little else to do and a bit more initiative than the average. Some stay on as scouts after they are married. The church scouts are of about the same age (A priest advisor: "We can't get rid of them. Some of them bring their children to the meetings."). They are more apt to be literate and to have had some schooling; in general, they are more socially mobile. They hope to learn by doing, and thus increase their employment opportunities.

The scouts take on fairly large projects of a conservation and civil works nature: road building and maintenance, reforestation, etc. To do this they rally several, at times many, troops at a single work camp. At these times they resemble the old CCC, except they are volunteers working as a community service. They are given food and lodging during the project and have a great time dancing every night to drums and flutes.

In addition to the above characteristics of the Scouts of Upper Volta, the leaders of the movement have made considerable effort to Africanize it. This concept emerged also in Kenya, but it seems not to have been given the thought there that it has in Upper Volta. Most of the African movements have eliminated the inappropriate merit badges ("Winter camping", "Fire Without Matches", "Tracking", "Knot Tying", "Morse Code" etc) and rewritten the Scouts' Handbook to remove references to sleeping bags and looking for moss on the north side of trees, but the Voltaians have gone beyond this to adapt the institution to African cultural traditions. For example, they have invented the role of "Scouts' Father", an honorary and ceremonial position designed to show the scouts' respect for their elders. A respected old man of the village, he greets visitors and opens and closes special events. The Scouts of Upper Volta have also revised initiation procedures to incorporate some of the various tribal rites of passage. They are stretched out over a full month and include fasting and solitary periods in a sacred woods and pledges not only to God and Country, but also to village, family, tribe.

Training and Community Development Center, Reo

There are two regional training centers, one at Reo in West Center Koudougou Prefecture, about 115 km from Ouagadougou, and the other at Pala Village near Bobo-Dioulasso, about 325 km from Ouagadougou. The Consultant visited only the first of these, the one at Reo. The other is said to be much the same.

The Reo operation is a combination training and demonstration center and farm. Currently 12 scouts live at the center permanently and groups of 30-50 come through regularly for training. There are three employees: Laurent Bationo, director, and two assistants, Maquere Bationo and Emile Bationo (not related. Bationo is a tribal name).

There are 5 structures in all, 3 proper buildings with cement floors, mud-block walls and corrugated tin roofs, a hen house and a large pig shed. The buildings contain an office, a classroom with tables and benches, kitchen, dormitory, workshop and various storage rooms for supplies, food and equipment. There are about 2 hectares of land, half used for the building compound and camp ground and half for the farm.

There are permanent demonstrations of mud stoves in six models, (the Consultant saw many of these in operation in the villages) two bio-gas generators and a solar hot water heater. When scout troops come for training they are required to make mud stoves and to sketch the other models.

The scouts have built a low dam, or barrage, across a nearby slow stream to create a sort of beaver pond and thus raise the water table in the surrounding area. Nearby they have dug a quite successful shallow well (8 meters) from which they draw water by hand bucket for irrigating the farm. They have dug a second deeper well on higher land, but lack a pump to operate it. They have about 2/3 hectare in vegetables - tomatoes, onions, carrots mostly - and a stand of papaya trees. The hen house contains about 40 hens and 3 roosters. They sell fertilized eggs to local farmers to hatch and eat the others. The piggery accommodates about 15-20 pigs, which they buy as piglets and raise to full size and then market. The funds from produce sold is used to support the work of the center. Some of the produce, of course, is eaten by the scouts at the center. The rest of their food (mostly rice and vegetable oil) comes from the Catholic Relief Services.

The scout troops that come to Reo to camp and train not only work at the center, but also go out as work gangs on large projects, such as road maintenance. They put on a dance and entertainment for us the night of our arrival. A Peace Corps Volunteer, Lee Hart, danced with them. Later, in conversation he offered: "The scouts are a good outfit. They dance every night and in the day time they work in the roads with hand tools."

Projects

The Consultant visited a great number of projects (about 25) near Ouagadougou and in the Koudougou and Dedegou areas. To describe each

separately would be boresome and redundant. With few exceptions they fall into one of four categories: road construction and maintenance, barrages and reservoirs, buildings for schools and dispensaries, and forestation and forest management.

Scouts can build roads. Wherever a village troop of some substance exists, they have built a stretch of road, at least a road to connect the village to a primary or secondary road, all with hand tools. These are packed mud and stone, not black-top, and so they require frequent maintenance, which the scouts also do. It seems the Ministry of Transport, or whatever, relies heavily on the scouts to supplement its inadequate manpower. In the 4-day period of his visit the Consultant drove over perhaps 150 km of scout-built and/or maintained roads.

Scouts can build barrages. Unless water is conserved in the rainy season, the Sahel turns to dust in the dry season. To impound water during the "long rains" the scouts have built barrages across flow-ways and small river beds which normally would dry up very quickly. Some of the resulting ponds last through the year, others extend the period of water availability. These barrages can be quite impressive civil works; several are perhaps 200 yds. long, 30 feet wide at the base and 10 at the top, and are faced with stone. This is all done by hand by the scout work gangs and the local villagers. One such operation was underway when the Consultant visited. A flow area about 100 yards long by 200 yards across was being excavated to a depth of 3 meters to form a catchment. At the end a barrage 100 yards long was being built of compacted earth with a stone face. About 15 village women

were working with the scouts hauling water from a well in tin buckets to wet down the earth. The scouts were using hand compactors and shovels. Completion date is set for next April.

Scouts can build buildings, at least primitive ones. The Consultant was shown several school buildings, or additions to them, small dispensaries, a market, and other structures that the scouts built entirely, or assisted in. Typically these are molded mud or cement block structures with cement floors and corrugated tin roofs.

Scouts can plant trees. The chief threat to trees in Upper Volta is firewood cropping; drought and fire are next. Denuding of the forests is a national disgrace, which government has finally become aware of. Reforestation and forest control are now given highest priority. The scouts have planted God knows how many trees in the past 10 to 15 years, perhaps over 100,000. The Consultant was shown large tracts, some $\frac{1}{4}$ mile square, of young tree stands that scouts planted. They have taken on the task of rebuilding the Koudou forest, a primeval strip forest along the Black Volta that has been cut back to within 100 yards of the river bank. It has now become a national preserve; cutting and open fires are not allowed. Along its inland edge for a stretch of about a mile scouts are planting trees to increase its depth. They dig the holes in the dry season in carefully selected plots and then put in the trees quickly when the rains start. Scouts are also employed in guarding of the forest, supplementing the GOUV forest service. They have built a structure there for storage of tools and materials.

AID Meetings

The Consultant met with AID officers (Michael Rugh, Prog. Ofc., and Gordon Bertolin, Asst. Prog. Ofc.) on first arriving and in a debriefing session before departure. He also had short meetings with the Assistant Director of the AID Mission, Emerson Melaven, and the DCM, Anthony Dalsimer. The program officers pointedly asked me not to encourage the Scouts of Upper Volta to approach the AID Mission for grant support and I did not. I may not have understood fully their reasons for this position, but I report them here as best I can remember, hoping that I am not conveying misinformation. They pointed out that small grants are as much work as large ones to administer; the same follow-up, site visits and auditing are required, and they are short of staff. They are pessimistic about small projects started with AID funding lasting and being maintained and eventually becoming self-sustaining, the implication being that they have had some bad experiences in this regard. They mentioned that they do not have the Improvement of Rural Technology program available to them in Upper Volta that would allow them to make small grants to the scouts like Rwanda has done. Working with private organizations is apparently very difficult for them. They also mentioned (and on this point I am unsure of myself) that the Sahelian countries have their ^{own} ~~one~~ line item in the overall AID budget, a device originally intended to guarantee that they got their share, but creating certain drawbacks by making them intelligible for some AID grant and loan programs. They also stated that they have been told that the Upper Volta Mission can commit no new projects for 1982. All in all, they said they would much prefer to have the Scouts of Upper Volta get their help from AID via Geneva than to come to the mission. In a later discussion on this subject the DCM, Anthony Dalsimer, pointed

out that the Embassy could make "self-help" grants for which the scouts might qualify. But the AID officers later added that such proposals had to come through the appropriate ministry of the GOUV, a difficult course to steer.

General Observations and Evaluation

Scouting in Upper Volta is a robust movement, working hard to help the nation in its development effort. It reaches a fair cross-section of the rural and urban youth, but enrolls only a small portion of them - perhaps one in 200. Relationships with the GOUV are cordial but not embracing. Leadership of the Scouts of Upper Volta is excellent. The scouts are an important factor in the development effort of Upper Volta. Reportedly, about 75% of the development extension agents of the District of the Black Volta, one of 11 national districts, are former scout leaders.

The WSB in Geneva has been helpful to the Scouts of Upper Volta, but not, it seems, in any critical way. The CD type projects engaged in were mostly well established before the AID grants.

The scout movement of Upper Volta is quite different from that of Kenya or Rwanda, which were also different from each other. Its structure and activities reflect, as they should, the economic and social conditions of the country - low school attendance, illiteracy, unemployment, and utter poverty. These factors account for the advanced age of the scouts and their

willingness to work for food alone on large civil works, such as roads, barrages and reforestation. In these projects the villagers help out in a true Community Development mode. In many ways the Scouts of Upper Volta resemble a volunteer CCC, but the parallel should not be over-drawn; they also earn merit badges, go camping, and enjoy the social aspects of scouting.

The annual budget is only about \$35,000 U.S., which they stretch over a surprising number of activities. What they need most is a paid official in Ouagadougou to act as general secretary (cost about \$3500/year) and a proper location to work from. They have purchased a piece of land, but have no funds for construction materials.

As noted in the Kenya report, what is needed in these national movements is more than advice from Geneva. If the WSB had an allocation fund they could make small sub-grants to the national movements to help them in their most difficult moments, something the AID missions may not be able to do.

EGYPT

The Consultant Visited Egypt from January 16 to 20, 1982

In the Office of the Arab Regional Scout Executive Commissioner, Fawzi Farghali, I met first with Fawzi and later with the President of the Egypt Boy Scout Association, Aziz Bakir.

Mr. Fawzi felt that the Egyptian Scout Organization had "completed" Phase I of the Community Development Program, i.e., training of leaders in CD and developing the Skills Training Center at Selayeen. They are embarking on Phase II, which is a series of courses conducted at El Selayeen for district and local leaders and scouts. Mr. Fawzi observed that the potential success of the CD program depended upon the degree to which local leaders could acquire resources for project development. He observed that the WSB training courses needed more concentration on how and where to find such resources in a community and then to effectively utilize these resources. He felt that the ten-day WSB program was too short to thoroughly train CD trainers, who were in most instances volunteers who had little time to spare for the demand of community development leadership.

Mr. Aziz repeated some of the same concerns. He emphasized that the Phase II had only just begun and that it would not be until June 1982 that preliminary findings of an evaluation of

the Phase II training would indicate the future directions of the Center. This would either be an effort to secure national level funding to continue the center's program or the dropping of CD as a center function. The major expenses for the center, now funded from AID sources, are \$3,000 per annum for the Director's salary and \$4,500 for training courses and materials. Eighteen courses have been planned for the semester December 1, 1980 to May 30, 1982, with approximately 40 people per course.

In respect to the multiplier effects of the CD training provided by the WSB - CD section voluntary leaders of the Scout Movement are so busy ekeng out a living, "few have demonstrated any post-training CD projects." This observation by national level authorities was tempered somewhat by the discovery of local initiatives reported in Table 2. Mr. Fawzi felt that each of the Scout Districts would benefit by having a paid professional to head their CD program.

The National Scouting Commission on Training met January 21, 1982 to plan the June 82 - March 83 budget, including that for CD. The Federal Budget provides support of US \$80,000 per annum to all the Scout Movements. This amounts to \$20,000 each for Boy Scouts, Sea Scouts, Air Scouts and Girl Guides. It does not provide much of anything for a separate line item for Community Development activities.

The Arab Regional Office has been successful in getting Saudi Arabian funds to print and disseminate the CD training manuals prepared and translated under the WSB contracts with

AID. 40,000 copies have been produced and distributed throughout the Arab speaking regions.

The impression from talking with these experienced scouters is that unless more is done to obtain local resources for Community Development Projects, not much will result from the international and national level training provided under the previous AID grants. The new Matching Grant proposes to push the program emphasis downward and outward in the target countries. This may result in identifying potential resources for local projects, but could simultaneously heighten the frustration of those trained, but who lack the resources to implement objectives of the training.

Monday, January 1982 - A Visit to El Selayeen Training Center

Met with Mr. Ernest Petersen, USAID/Egypt, who explained his work under Title II programs, as Food for Peace and PVO Officer. I explained the purpose of my visit - i.e., to seek evidence of positive results from the Grants for Community Development to the World Scout Bureau.

In the company of Mr. Fawzi and Mr. Aziz, Mr. Petersen and I drove to Fayoum to visit the National Center for training scout leaders. It is located in El Selayeen Oasis, 70 miles West of Cairo on a three and one-half acre plot. It has six small buildings, camping area, and gardens. It has one permanent staff member, the Director, who has, since his appointment in August, undertaken a clean-up and renovation

campaign. There are 18 courses planned between December 1981 and May 1982. Thirty to forty scouts receive training in basic carpentry, electrical installation, plumbing, gardening, first aid, health and hygiene, which are considered by Egyptian Scouts to be CD skills. The instructional staff are from nearby technical schools and are paid a stipend by the Scouting Organization. Leadership training courses are provided in other sessions.

The goal for the semester is to have 330 scouts and leaders trained, following which an evaluation will determine what courses of action the center should continue. See Figure 1, following.

Egyptian Scouting is organized to coincide with governmental jurisdictions, one District to each "governate". There is a paid scout commissioner and a training officer in each District. I interviewed the training officer from El Fayoum District to identify what CD projects he had initiated. He had successfully begun the following:

1. Street naming and house numbering
2. Repair of school furniture
3. Plumbing maintenance in mosques

He was also establishing an experimental bio-gas demonstration. In each project, some tools and equipment had been made available by the appropriate civil or religious body, and scouts within each geographic neighborhood, school or mosque

area had been given the responsibility to do the work. We discussed the role of Community participation in CD work and it was admitted that thus far community participation had been minimal.

The Scouting District Representatives were to convene in Cairo on January 21, 1982 to arrange for their budgets in FY-1982-1983. I requested Mr. Aziz to secure project reports from each District Training Officer on CD activities they had initiated, and to forward these to the World Scout Bureau in time for me to pick them up on February 9. A similar request was made to the members of The Supreme Council in charge of Sea and Air Scouts.

Both Mr. Petersen and I felt that the skill training received at the center was of too short duration to have any vocational value to the recipients, but would perhaps serve as valuable consumer education over the years.

January 20, 1982 - Meeting with The Supreme Council

On the eve of my departure a meeting with the Supreme Council was held at the National Scout Headquarters. I reviewed the purpose of my visit, i.e., to trace the effectiveness of the WSB-CD project. Each Scouting Organization had had some contact with the CD programs of the WSB. Some had attended the alternate energy workshop in the Cameroons, others had participated in a literacy program in Saudi Arabia. The National Development Plan for the Boy Scouts

had been completed. The other member groups were working on theirs.

Impression:

Even though the Scouting Movement is well established in Egypt, and several impressive projects had begun, the constraints of voluntary leadership at the national levels and the shortage of local resources militate against any effective nationwide programs in Community Development. The training of local leaders will help to identify and initiate projects of a more local nature.

Project - National Community Development Training Center: El Selayeen, Fayoun Governate

Contact: Aziz Bakir, Boy Scout Association

General Description

Formerly reserved for the training of scout leaders, this three acre plot in El Selayeen has been reorganized under a new resident director to provide CD skills training to scouts and their leaders. Eighteen courses were scheduled between December 1981 and May 1982. Courses offered included electrical wiring, plumbing, first aid, gardening, carpentry, fire extinguishing.

Conditions Prior to Project

The El Selayeen Training Center had fallen into a state of disrepair. Occasional ad-hoc leadership courses were held by volunteer leaders.

Requirements to Get Project Started

A new resident Director was employed to reorganize the camp program. Each camp group was required to make repairs or additions to the camp. Instructional programs and schedules providing skills in planning and undertaking CD activities were planned so as to reach 330 scouts during the semester. Small grants from the WSB provided \$3,000 for the director's salary and \$4,500 for instructional equipment and tools.

Constraints Encountered

Each of the 27 District Training Officers was supposed to undergo CD training, organize local projects and report on them to National Scout Association. This training was completed, but lack of resources to do project work tended to hinder initiatives. The National Scout Association did not receive individual project reports from District Officials, even though some projects were being planned. (See Figure 2, Country Report).

Current Status

A group of 30 scouts was receiving training. Instruction is provided by local volunteers from the technical school. Six of the scheduled 18 training sessions had been completed. The Center had been wired for electricity and plumbing had been extended to the tent area. The garden area had a functioning compost heap, and access to irrigation water. The garden produce was consumed by the campers.

Impact on People

The Center is on target for reaching 330 scouts with CD skills. No indication of what the multiplier effect of this training will be is available. A belated report (Figure 2) indicates that some of the trained leaders have initiated local projects.

Prognosis

The CD training program will be evaluated in late April 1982. A decision will be made at that time as to whether or not to continue the CD emphasis at El Selayeen.

EGYPT COUNTRY REPORT
 FIGURE-1 TRAINING SCHEDULE
 BOY SCOUT ASSOCIATION OF EGYPT

PROGRAM OF CD
 SELAYEEN CENTER FAYOUM

EGYPT

| <u>NUMBER</u> | <u>PARTICIPATES</u> | <u>SKILLS GIVEN</u> | <u>DATE</u> | | <u>NUMBER OF PARTICIPATES</u> | <u>L.E. BUDGET</u> |
|---------------|---------------------|---------------------|-------------|-----------|-------------------------------|--------------------|
| | | | <u>FROM</u> | <u>TO</u> | | |
| 1 | Fayoum B.S. | P. | 10-12-81 | 11-12-81 | 20 | 200 |
| 2 | Cub Leaders | F.A.F.E. | 16-12-81 | 18-12-81 | 55 | 550 |
| 3 | B.S. Leaders | F.A.F.E. | 21-12-81 | 24-12-81 | 32 | 320 |
| 4 | Youth Centers | P.E.P.L. | 25-12-81 | 30-12-81 | 40 | 1000 |
| 5 | Senior S. Leaders | F.A.F.E. | 12-01-82 | 15-01-82 | 50 | 500 |
| 6 | Youth Centers | P.L.E.C. | 16-01-82 | 21-01-82 | 40 | 1000 |
| 7 | Factories Rovers | P.L.E.C. | 04-02-82 | 09-02-82 | 40 | 1000 |
| 8 | Fayoum B.S. | P. | 11-02-82 | 12-02-82 | 20 | 200 |
| 9 | Cub & B.S. Leaders | P.F.A.F.E. | 18-02-82 | 24-02-82 | 40 | 1000 |
| 10 | Youth Centers | P.L.C.P. | 04-03-82 | 09-03-82 | 40 | 1000 |
| 11 | Youth Centers | E.F.A.P. | 11-03-82 | 11-03-82 | 40 | 1000 |
| 12 | Factories Rovers | P.L.E.C. | 25-03-82 | 30-03-82 | 40 | 1000 |
| 13 | Trainers | P.L.P. | 31-03-82 | 04-04-82 | 21 | 525 |
| 14 | Youth Centers | P.L.E.C. | 05-04-82 | 10-04-82 | 40 | 1000 |
| 15 | Youth Centers | P.L.F.C. | 15-04-82 | 20-04-82 | 40 | 1000 |
| 16 | Senior S. Leaders | F.A.F.E.P. | 13-05-82 | 20-05-82 | 30 | 900 |
| 17 | Rover Leaders | F.A.F.E.P. | 21-05-82 | 27-05-82 | 30 | 900 |
| 18 | Trainers | P.L.E. Painting | 13-06-82 | 18-06-82 | 50 | 1250 |
| | | | | | <u>668</u> | <u>14345</u> |

ABBREVIATION

| | |
|-------------------------|------------------------|
| B.S. Boy Scout | E. Electricity |
| P. Plantation | C. Carpentry |
| F.A. First Aid | |
| P.L. Plumbing | Senior S. Senior Scout |
| F.E. Fire Extinguishing | |

EGYPT COUNTRY REPORT

FIGURE-2

Community Development Projects at local level

1. Cairo Governorate

A vocational training center is already working in the local scout center of EL-AZHAR University.

2. Elbehera Governorate

Scouts have planted berry trees on banks of the canals preparing for breeding silk worms.

3. Dekkahliah Governorate

They have constructed training centers for carpentry, plumbing, Electricity and painting.

4. El - Esmailia Governorate

Counting the illiterate people is done in some villages to prepare for a literacy project to be carried out during the summer holiday.

5. El - Fayoum Governorate

* Boards of street names are put in the streets in some villages. also, the houses are numbered.

* Repairing the taps of the mosques in their area.

Egyptian Scout Federation

EGYPT COUNTRY REPORT

FIGURE-3

The Training Center
For Building Solar Heaters

The Egyptian Air Scout Association is planning for constructing a training center at the Boy Scout Camp in Helwan 30 Kilometers from Cairo to train scouts to build their own Solar Heaters.

The scouts can play an important part in Community Development by training their relations and neighbors to construct Solar Heaters.

Such a Solar Heater will supply two flats with hot water for their kitchens and bathrooms and the cost will be about \$ 100.

The project has been planned to train 200 scouts, who will go back to their villages to construct such Solar Heaters.

Every scout can share for \$ 25 only and the Air Scout Association will pay \$ 25 for each. The rest will be \$ 50 which makes an amount of \$ 1000 for the 200 scouts.

They hope to find a donor to finance this project.

The Air Scout Association

NEPAL

Nepal was visited from January 30 to February 5, 1982. In addition to field trips to project sites, two meetings with the National Scouting Commission were held.

There are 30,000 scouts in Nepal located in 75 Districts. Each District has a set of Commissioners who provide guidance to scout executives and local Scoutmasters. The latter are frequently the village school teachers.

For Community Development purposes the Districts have been grouped into three regions. World Scout Bureau initiatives have resulted in a National Seminar for Community Development. Echo Conferences have been held in two of the three regions. Several national, regional and local projects have been started and are in various stages of completion. In conjunction with the national five-year Development Plans the Scouting Organization has selected afforestation, provision of safe drinking water, literacy training, and village dietary improvement as themes for Community Development.

The Scouting Organization obtains budgetary support from the Royal Government of Nepal for the operation of its Headquarters and regular programs. Special CD projects have not been funded in the regular budget and require assistance from external agencies for any capital inputs.

Despite its meager resources the Scouting Organization has made some consistent efforts to further the CD movement. A new

national CD center has been constructed at the National Headquarters. A CD skills training center is being constructed with the help of Miseror. The operational costs of these new buildings will doubtless tax the Scouting Organizations budget for a time, but should pay dividends in increased CD skills for member scouts.

In the final discussion with the Commission the value of developing small, doable and complete projects was mentioned.

During the week the following projects were visited:

1. Badikhel Safe Water Project
2. Reforestation Projects
3. Seeds for Self-Sufficiency
4. Itayahi Village Improvement

Project - Drinking Water Supply, Badhikel

Summary

Badhikel is a village in the Kathmandu valley, about 13 kilometers from Kathmandu. There are 5,000 people in the area. Prior to the project they suffered from the usual water-borne diseases as their water came from the surface wells, irrigation ditches or the stream running through the valley. In 1979 following the WSB CD organization Seminars, the scouts, local Panchayat and UNICEF cooperated in building a reservoir, running 18,000 feet of pipe and installing 72 water outlets. Fifty-four of the outlets are private, with users paying the local authority for the use. This provides funds for maintenance (one full-time employee) and repairs to the system. At the time of our visit repairs were being made to one of the discharge lines which had been damaged during a landslide.

Conditions

The people had used dirty water for drinking. Sickness, especially among infants and children was endemic. The Shanti-Bowen hospital had been holding monthly clinics in the village. Incidences of diarrrahea, dysentery, scabies, etc., were high, according to authorities at the hospital.

Requirements

1. A Project including villagers, scouts, and UNICEF was organized to plan and implement the project.

- 2. Tools were provided by the scouts and the villagers. The labor was free.

UNICEF PROVIDED:

- 3000 meters of 2" pipe
- 1500 meters of 1/2" pipe
- 18 taps for public use
- 54 taps for private use

The Scout Association bought the cement for the reservoir.

- 3. Costs - Total estimated cost was \$19,110 including gifts and voluntary labor.

Constraints

The original cost estimate was exceeded by 30 percent due to inflation. The Scout Association was unable to provide continuous supervision due to under staffing at the National Office. Schooling demands narrowed the hoped-for participation of the scouts.

Impact on the People

The Shanti-Bowen/Pattani Community Service Division reports the following statistics:

The percentage reduction in water-borne diseases (February 1982)

| | | |
|-------------------|-----------|--------|
| Scabies | - - - - - | 50% |
| Dysentery | - - - - - | 30% |
| Worms | - - - - - | 25% |
| Respiratory | - - - - - | 30-40% |
| Communicable dis. | - - | 30-40% |

A visit with the villagers indicated that they now would like a permanent health clinic with two to three hospital beds,

electricity, (they are not scheduled to receive electricity for 10 years), and an irrigation dam.

They now have a village primary school and access to a secondary school about half-hour walk from the village.

Prognosis

The Scout Association is planning a wider application of this project within a National Scout Program in cooperation with the Government's clean water campaign. One village, a day and a half walk from Pokhara, has been selected as the next target.

With the limited size of the Scouting Association, problems of communication in the country and the selection of two other areas of national concern (afforestation, seeds for sufficiency) the prospects for successfully developing and supervising more than one such village water program per annum would appear limited.

Project - Afforestation

Summary

In cooperation with the Forestry Department, Scouts throughout Nepal are assisting in the planning and maintenance of trees on denuded slopes. One location in the outskirts of Kathmandu was visited, - others were seen on a two-day motor trip to the Tarai. The Scouts have two major roles - participation in planning and maintenance of fledgling forests, and informing the villagers of the need to let them grow to maturity. The National Scout Association has prepared and disseminated simple educational materials for the scouts to use in educating villagers. Unfortunately, no records were kept to indicate the expansion of the program. To the present, 20 Scout troops have participated, and fewer than 100 acres of trees have been planted.

Conditions - Constraints

The terraces for food crop production are rising higher and higher on Nepal's mountains. Population growth creates increasing pressures for more grains and firewood. Land selected for reforestation by the scouts has thus far been government land, formerly planted to trees, which has been denuded for firewood. Until cheaper sources of energy are made universally available and the population growth is brought under control, Nepal will continue to seek wood as a primary source of energy.

The major Constraints to a National Campaign for afforestation include:

1. Availability of appropriate seedlings.
2. Transportation to sites.
3. Water.
4. Labor at the appropriate time and place.
5. Education of villagers.
6. Leadership at District and local levels.

Current Status

Most efforts at afforestation appear to be isolated local initiatives, which have provided useful learning experience for the scouts (girls and boys) who have been involved. The degree of participation of villagers was not apparent.

Impact on the People

At the time of the visit no great impact on the people was noted. The "show-case" planting at a National park on the outskirts of Kathmandu is just above and downwind from the National Cement Plant. While the plantings beautify the area, the discharges of powder from the plant may detract from the environment.

Continuous education in conservation through the scouts, the schools and the Forestry Department will be necessary to obtain any lasting national impact.

Prognosis

The scouts are continuing their attention to this problem as one of their national themes. It is expected that smaller, local efforts will continue.

Project - Village Improvement - Birgunj Area - Itiyahi Village

Summary

In a small village, the scout troop installed a tubewell, ran an adult education program, established a first-aid station, a village fish pond and have nearly completed building a brick school house.

Conditions

Itiyahi Village is 18 km. from Birgunj near the border of India. In the rainy season it is accessible only by ox-cart, in the dry season, by a one and one-half hour jeep ride. The last kilometer must be on foot. The population is roughly 600 people. There are several similar sized villages nearby. Farming is basic, with barely enough grains grown to survive. The growing of sugar cane for the Birgunj refinery has added a small element of cash cropping to their economy.

The nearest health facilities are found in Birgunj, a half-days' journey by ox-cart. The village had one mud/wattle school serving several villages.

Requirements

In 1979 the boys of the community approached the Secretary of the District Scout Association to help them establish a club in order to be of service to the community. Consequently, a scout troop was established and a full-time leader was posted

to provide training. Two scouts were sent to Birgunj for training. The Secretary of the District Association had attended a WSB Community Development Seminar in Dacca, Bangladesh, and the Assistant District Commissioner had attended a national CD Seminar in Kathmandu. They were able to provide guidance and local resources from Birgunj to help the scouts to begin their programs.

Four Projects were started:

1. A new school
2. Adult Education Program
3. Tubewell and pump
4. Fish pond

The New School:

- o The school was designed by the Ministry of Education.
- o Two construction workers were employed at 16 Rupees per day (US \$1.50) plus food. The scouts and villagers worked with them on a voluntary basis.
- o Villagers collected timber from the Forest Service in their oxen-driven carts (a four day round-trip). About a dozen journeys were required.
- o 65,000 bricks were required. These were hauled free by the villagers, from Birgunj.
- o The government agreed to post two teachers to the new school.

The Adult Education Program

Held over a period of nine months, and attended by fifty persons, literacy, health and hygiene were stressed.

The Tubewell and Pump

This was built in the school yard. At the time of our visit, it was functioning.

The Fish Pond

The pond (40 X 40 meters) was prepared and 750 fingerlings obtained from the Fisheries Department were planted. These have produced several crops yielding 900 rupees for the school's expenses.

Constraints

Transportation was the earliest constraint. At the present, it appears that finances to cut the timbers for the roof and to provide roofing materials for the school appear to be the greatest constraint.

There was no breeding pond for the fish pond and unless some steps are taken to provide a constant source of fry, the pond may fall into disuse.

A further constraint possibly lies in the local leadership, as progress on the school appears to be very slow. Since the previous visit by WSB Officers one year ago, the walls of the school were completed, but the roof remains unfinished.

Benefits to the People

When all activities are completed more children can be accommodated in four new classrooms, under government trained

teachers. Nutrition may improve due to access to a supply of fish. Some farmers may establish their own ponds. School children will drink better water than formerly.

Prognosis

As a small island in a vast sea of under-development, the village of Jtiyahi could become a demonstration for self-help village development. If it is not used in this way, the impact of the project work will be purely local.

It does represent an instance of traceable input from WSB training sessions to the local level.

Project - Seeds for Self-Sufficiency

Summary

This nationwide project is being coordinated at the Scout Headquarters and is being implemented by scout troops at the local level. The aim is to encourage each troop to establish its own vegetable garden. Each scout should try to establish a family garden, and eventually get the community to adopt the idea. Assistance from the Cubs of the United Kingdom has provided funds for seeds.

Condition

Protein and vitamin deficiencies in the Nepalese villagers' rice dominated diet tends to create problems related to malnutrition. Additional vegetables would help to offset malnutrition, increase protein intake and possibly generate income. Transportation in Nepal is, at best, difficult. Availability of seeds in the market places is limited. Thus, the concept for producing vegetables for food and seed appeared to be a feasible activity.

Requirements

Initial interest stemmed from the international and national CD seminars.

1. A team for the project was established at Scout Headquarters. Representatives of Ministry of Agriculture, UNICEF and Save the Children participated. Eventually 17 of the 75 participated in the pilot program.
2. Seeds were bought from and provided by the Ministry of Agriculture and UNICEF as well as from an English firm. The schools to which the Scout troops belonged provided the land and the tools. The scouts provided the labor.
3. The Cub Scouts of the U.K. raised 55,000 pounds sterling (U.S. \$132,000) for this project.

Constraints

Some districts did not accept the overall plan at the beginning. School holidays and school disturbances in 1979 interrupted work on the plots. Delays in fund transfers caused delays in meeting seeding deadlines. No full-time staff was appointed. Work by volunteers, therefore, was not adequate to the task. Some of the British seeds were inappropriate for Nepal. Vegetable gardening is still perceived as a gamble by traditional villagers, and an expanded education program appears necessary.

Current Status

Twenty-five districts are involved with five gardens per district. The National Headquarters has a garden plot (but at the time of this evaluation it was dormant). One school was visited (during the long vacation). Little evidence existed

that the garden was being used for seed reproduction. Some winter vegetables were maturing.

Impact on the People

Impact to date has been on the improved diets in the schools where the gardens are located. Some income has been derived by the scouts from the sale of vegetables.

Prognosis

Unless some continuing source of seeds is developed, scouts will be unable to make the nexus between school-sponsored gardens and their homes. As the U.K. funding expires, the project will doubtless also diminish in scope and importance. Where that entrepreneurial spark does take hold, some scouts and their families will no doubt prosper through knowledge gained from the project.

THAILAND

One day (January 29, 1982) was scheduled for a review of WSB activities in Thailand. A meeting with USAID officials revealed their opinions about the WSB activities and AID mission relationships with the Scout Organization. A grant of \$125,000 made in 1977 to further fisheries development through the Scouting Organization has been successfully revised and extended to March 31, 1982.

The AID mission does not plan to extend the grant further at this time. Evaluations of the original grant's purposes and progress led to a major revision in 1979. The project will be evaluated again in 1982. The major changes were to obtain more technical assistance from the Department Fisheries and to broaden the Scouts' participation from artificial propagation to fish-pond development.

The USAID, with its strong portfolio of OPG projects dealing with rural and Community Development feels that it, as opposed to the WSB, can provide any U.S. funded technical assistance needed by the Scouting Organization of Thailand. The view that the WSB activities have been of marginal value was expressed.

Meeting with the National Scouting Commission for Community Development.

Chaired by Abhai, former director of the National local

Government Center, and former Minister of Education, Youth and Sports, the meeting included most of Thailand's Scout officials concerned with Community Development. Figure-1 was distributed. This appendix details steps taken since 1979: Four courses in "initial, tentative, experimental training" in project design and management were held in four Changwats (Provinces). The Community Development Department was to recruit teachers; The Boy Scouts Division of the Department of Physical Education, Ministry of Education, was to provide the personnel to be trained as trainers.

A decision was made to expand the training, produce a handbook for trainers, and to seek further funding for the expansion of training.

The lack of communication within the Scouting Organization was apparent. The Chairman of the meeting was not well informed, in advance, of the purpose and scope of the World Scout Bureau's activities under the grant nor the extent to which their Scouting Organization had participated in the program.

Some of the meeting was spent on the USAID Fisheries Project. The Scout "founder" of the project was present, and reiterated the concerns for Thailand he had felt five years earlier when that project was initiated.

The Chairman of the meeting directed the officials to gather information about the WSB's program in CD and to keep the Commission informed.

The Scouting Organization has been able to recruit high level leadership. For example, the meeting was joined by the Commissioner for CD, who had been the Governor of Bangkok, during his career in the Ministry of Interior. Nonetheless, the multiple interests and increasing age of such people have appeared to hamper the acquisition of specific knowledge about the programs they are charged to oversee.

The World Scout Bureau has assigned one of its professionals, Ric Morales, to Thailand to foster training programs and increase liaison with the Regional Office. Improvements in planning and development of CD activities may result from his presence.

No CD projects were visited.

Country Report - Thailand

Figure-1

SUMMARY AND EVALUATION OF THE PILOT TRAINING COURSE for
SCOUTERS IN COMMUNITY DEVELOPMENT 1979 - 1980

In B.E. 2522 (1979 A.D.) Nai Damrong Soonthornsaratoon (the Director-General of the Local Administration Department in the Ministry of Interior) was appointed by the Chairman of the National Scout Executive Board (the Minister of Education) to the position of Chairman of the Scout Community Development Subcommittee with 12 members and discussion meetings were held. This (action) followed from:

- resolutions of the World Scout Conference at Tokyo in 1971: for the accelerated progress of World Scouting; for Community Development and to help the youth acquire social responsibility; and

- resolutions of the 11th National Scout Council in B.E. 2518 (1975 A.D.) as follows:

1. All Scout Sections can develop the community; if they receive support from the Scouters and the (government) units involved; and

2. Obstacles to Community Development by Scouters are (to be found in) a lack of understanding about Community Development principles and (the fact that communities do not understand Scouting. Recommendations made by the Asia-Pacific Regional Office's Seminar on Community Development Through Scouting included the following:

National Scout Associations should be encouraged to undertake holding pilot Community Development projects and, if the results prove satisfactory, to employ the project as the core

...../2

BEST AVAILABLE DOCUMENT

for subsequent training.

The Subcommittee agreed to undertake the holding of training courses for Scouters in Community Development in order to train Scouters so as to impart in them a knowledge of Community Development matters (which) they can take back and give to Scouts for subsequent implementation. Initial tentative experimental training courses were to be held in Changwat first. Training course duties were delegated as follows:

1. Local Administration Department---to be the management group to select by itself the Changwat for the experiment. The Provincial Governor, to be the Project Director (in his Changwat). The Nai Amphoe (i.e. the District Officer) of the locality where the course (is held), to be the Course Conductor, to arrange the course premises and also to select the Member trainees.
2. Community Development Department (also in the Ministry of Interior)---to recruit (teaching) instructors who will impart their knowledge through lecturing on Community Development matters:
 - principles and methodology of Community Development; leadership development; group development through Community Development techniques;
 - activities development projects, and so on.
3. Boy Scout Division (in the Physical Education Department of the Ministry of Education)---to supply (Scout trainer) instructors who will train in the Scouting way throughout (the duration of) the training course. Dress is the Scout Uniform of the Section for which the Members have the right to wear it.

Member trainees were to be selected from School (Unit) Scout Leaders in the Amphoe (and) Changwat where the course is held (but) not to exceed 48 persons because funding was received for this experiment from the local administration.

...../3

[Handwritten signature and notes at the bottom of the page]

Department at the rate of 20,000 Baht (1,000 U.S.) only.

Pilot Training Courses Held, Four

1. Amphoe Hua Hin, Changwat Prachuab Khiri Khan 5-9 May, 1980
2. Amphoe Phanom Sarakham, Changwat Chachoengsao 16-20 May, 1980
3. Amphoe Sri Racha, Changwat Chon Buri 26-30 May, 1980
4. Amphoe Muang Phetchaburi, Changwat Phetchaburi 6-10 May, 1981

Regular Officials Who Provided Training at All Four Courses

1. Boy Scout Division ---Maj. Michai Khanchiri
Physical Education Department ---Maj. Marun Satakhut
2. Community Development Department ---Maj. Somnuk Chantana
---Mang Chanthon Saeitong
---Mang Siprungs Chaiman
---Maj. Kamont Lao-utim
3. Local Administration Department ---Maj. Anan Chaengklip

During the conduct of the courses the Chairman and the Subcommittee members took turns to go and observe the training at all (four) courses. The course instructors met, revised and amended, and altered the training course (programme) schedule to make it more appropriate; they broke up the subject of Community Development and divided it into parts that were appropriate to the duration of the course and further divided these into sections that suited the atmosphere of a training course for Scouters (Adult Scout Unit Leaders); names of the patrols (i.e. tutorial groups) were changed to the names of the Tambons in the respective Amphoes so that they would be different from the names of sixes, patrols and crews in the four Scout Sections; until the last course (held) in Changwat Phetchaburi which can (now) be regarded as (having) the most complete (and appropriate) course (programme).

Then on the 25th July, 1980 a meeting was held at the Local Administration Department to evaluate and summarize the Pilot Training Course for Scouters in Community Development. Officials from all (three governments) units gave detailed

...../s

BEST AVAILABLE DOCUMENT

explanations to the satisfaction of the Chairman, which

(matters) may be summarized as follows:

1. The training course shall be implemented further and expand its product to reach various other Changwats.
2. It will be necessary to produce a handbook to the Training Course for Scouters in Community Development for distribution to the various Changwats that request them as guidelines to performance.
3. With respect to future training course funding, it will be necessary to prepare a statement for submission requesting budgeted funding from the National Scout Organization.

Summarizing the (Project) Product The pilot project for training Scouters in Community Development (at the following courses):

The first, at Amphoe Hua Hin, Changwat Prachuab Khiri Khan, the second at Amphoe Phanom Sarakham, Changwat Chachoengsao, the third at Amphoe Sri Racha, Changwat Chon Buri, and the fourth at Amphoe Mueang Phetchaburi, Changwat Phetchaburi:

1. Used a Scouting atmosphere to impart knowledge in Community Development productively.
2. Used names of Tambons in the amphoes where the training courses were held for the names of patrols, names that were different from those that are used in the four Scout Sections, (and used them) for competitions (held) during the courses.
3. Acquainted the Scouters with the officials who are doing Community Development (work) in their part (of the country), and Enabled the Scouters to be able to cooperate with them.

4. Scouters who are to receive training should come from the Community Development area (in which the course is to be held) as this will bring them more benefit from the course.
 5. Community Development instructors should have to have had taken the B.T.C. (as a minimum requirement) prior (to being appointed as instructors on this course).
 6. Was flooded with numerous questions and queries since the courses were a new project in the initial experimental stages, (but this can be) remedied during the opening session which should emphasize the fact that this Community Development course is not creating a new Scouting Section rather it is a training course that brings increased knowledge of Community Development matters to Scouters.
 7. Had a proficiency badge to be worn by Scouters as well as Scouts.
 8. Did not collect fees of any kind from the trainees (but) the Local Administration Department spent 20,000 Baht (1,000\$ U.S.) on each of these experimental courses.
-

BEST AVAILABLE DOCUMENT

INDONESIA

I met with Lieutenant General (Ret.) Mashudi, Chairman of the Gerakan Pramuka and with John Liem Beng Kiat, National Commissioner, in the home of the former.

The Scouting Organization had prepared an extensive itinerary to visit Community Development projects and centers throughout Java. They were quick to understand that the purpose of my trip was not to evaluate first level results of their own developmental initiatives but rather to trace the influence of the WSB training efforts through several levels of activity. It was thus agreed that we would meet on the morning of the 23rd to redefine the itinerary.

The discussion indicated that the Scouting Organization has cooperated with other branches of government in rural development activities. In 1981, for example, the Scouts performed a small industry survey for the Ministry of Industry in the Jogjakarta area. In 1982 they will cooperate with the Department of Public Health and Office of Engineering to install piped water in some 400 different villages.

This level of activity, it appeared to me, might produce longer-lasting effects than the bottom-up planning approaches of traditional CD activities. It also possibly would divert scout attention and energies from other CD activities.

Scouting In Indonesia

A briefing at National Headquarters, January 23, 1982. The Scouting Organization parallels that of the Government. There are 27 provinces, 327 districts and 1,113 sub districts. The province of West Java, for instance, is the same size as the Netherlands, and contains four million more people. Problems of communication have constituted one of the major constraints of effective national programs. The designation of the head of each Governmental unit as the principal scout helps to provide coordination and communications. At each levels, this "chief scout" is assisted by a voluntary board of commissioners and full-time staff members assigned from government (usually the department of non-formal education).

There are claimed to be 2,000,000 scouts in Indonesia, making it the largest, or perhaps second to the U.S., in total enrollment. This includes both boys and girls in co-educational troops.

Scouting and Community Development

Indonesia Scouting (Gerakan Pramuka) has a long history of participation in Community Development Activities:

- 1962 - The First Scout Service Camp. Camps were to provide community service for the community rather than with the community.
- 1962 - The First National Planning Conference began to change the above emphasis.
- 1963 - West Java Community Development needs - survey was completed.

- 1964 - Second National Planning Conference (Pasamingo). The scouts built the District H.Q. building in ten days.
- 1964-1966 - Many small projects developed: roads, schools, bridges, under local initiatives.
- 1968 - Needed new start with big project, involving government, scouts and community. First National Service Camp developed extensive irrigation system in Bogor area over three-month period at a cost of 1/4 the government estimates. The success resulted in a policy to do one major project each three years.
- 1971 - Boys had a dam project in South Sumatra. Girls had a reforestation project. 400 boys and 200 girls per week worked for eight weeks. International scouts were invited to participate.
- 1974 - The Third Camp established a new resettlement area in Suluwesi over a three-month period. Basic "city" infrastructure of roads, schools, a mosque and a market place were established.

Following this camp, provincial and district levels were encouraged to establish their own CD Camps. East Java has had five and West Java two.
- 1977 - The First Asia - Pacific CD Service Camp was approved by the World Committee.
- 1978 - First Asia - Pacific Service Camp was held. 12,000 scouts "opened" a set of isolated villages in East Java, building roads, bridges, market places, schools, a mosque and a Christian church.

Over 50 National Provincial, and District Training Centers were established to train scouts in the CD skills necessary to undertake these activities. Merit badges for CD skills are now offered.

The WSB Contribution

With this base of expertise and experience the contribution of the World Scout Bureau CD project would appear at first

glance to be unnecessary. However, the assistance provided in problem identification techniques and project planning and implementation have made a significant contribution to the Indonesian movement. Specific participants were traced from National to District to local levels in West and East Java during my visit. WSB materials were also traced. The spot checks indicated that two or more "echo" workshops had been held at the district level and that WSB principles in planning and materials were being used at the local level.

The one ubiquitous problem that occurred throughout the evaluation study is that local and district levels do not keep the national level informed of their activities.

Procedures

The long history of community development activities by Indonesian Scouting made it particularly difficult to trace the unique contribution of the AIF/WSB grant supported activities. An international training seminar was held in Cipayung in 1978. The roster of staff and students was secured from the national training center, and individuals from those rosters were interviewed. Project sites that they had developed were visited.

The interviews revealed that community development undertaken by the scouting movement is coordinated with the appropriate governmental offices at every level. Indeed, nationally, the head of the civil government at every level

sub-district, district, provincial, nation) is the head scout for his jurisdiction. Thus, when an irrigation project, model farm, fish farm, or reforestation project is identified, the appropriate technical office or office of government provides planning, engineering, tools, materials of construction, and training to the scouts who undertake the physical work. Each year the national commission adopts a general theme as target area. In 1982, for example, the WHO year of safe water, 400 village drinking water projects will be undertaken by the scouts in conjunction with local district and national authorities. A list of target locations, with impact populations, had been prepared. Procedures for scouting groups and for public works departments were being prepared for dissemination through their separate headquarters, so that at each level parallel actions could be taken.

The WSB sponsored seminar in 1978 resulted in a number of "echo" seminars to train district and local leaders. Materials prepared by the WSB and other organizations have been adapted and printed. WSB materials are available and are utilized in district and sub-district training programs. In tracing the participants in the WSB sessions, it was found that the West Java representative had conducted three annual training-of-trainers workshops for scout leaders since the 1978 conference. I was able to verify that similar sessions were held in East Java, Suluwesi, and Surubaya.

The West Java District is developing its own training camp

on a 20 hectare site which was visited. A small lake, paddy areas, fruit trees and garden plots will provide practical training areas for agriculture, gardening, and aquaculture.

We also visited a demonstration farm with the view to trying to trace impact in the locality.

The following project reports illustrate the breadth of activity in Indonesia.

1. Appendix 1 indicates the publications available through the National Headquarters.
2. Appendix 1-a describes the Indonesian CE program.
3. Appendix 2 is a list of Community Development Seminars.
4. Appendix 3 is a typical project proposal.

Farm Project - East Village, Curug Sub-Division, Tangerang

Date: January 1982.

Summary

A reported nine hectares of land has been given by the district government to the scouts. In various camps the following has resulted: two chicken houses completed, one cattle/sheep shelter, 50,000 coconut seedlings sold to surrounding farmers, fields have been cleared and planted to grazing grass. Casava plants form living fences. A government agriculture officer operates the farm on a daily basis. Scouts provide labor for special projects. Community members are reported to seek information about techniques used. The Community also shares some of the profits from the rice fields which they plant under the supervision of the AG Officer.

Conditions

Curug district leaders faced with a problem of rural school leavers, who drift toward Jakarta, felt that non-formal training opportunities would improve the possibilities of the youth in the rural setting.

Current Status

In its second year of operation, no significant results were apparent in respect to the goal of preventing urban drift; however, nearly 500 youth had participated in some aspect of training. The farm was neatly laid out and appeared to be well

tended. All proceeds from the farm thus far have been reinvested in its further development.

It was reported that the farm produces marketable chickens in 40 days while the neighbors require 60 days.

It was reported that 50,000 coconut seedlings had been sold to nearby residents.

Impact on People

Local rice farmers who perform some of the labor under farm management guidance receive a share of the crops produced. It was reported that they had adopted some of the techniques established at the farm, particularly in chicken raising, and cattle feeding. A relatively isolated operation, the farm cannot influence many of its neighbors. The training program for youth, however, will have longer lasting beneficial effects.

Prognosis

This activity, jointly supported by governmental departments and the District Scouting Office, should continue to develop and eventually become self supporting. The farm officials would like a tractor, electricity, etc. These additions, however, probably would raise its investment beyond that of its neighbors, elevating it to more of a model farm than a demonstration farm.

Demonstration Fish Farm-Subung District, East Central Java
Summary

Started in 1977, this two-acre demonstration fish farm has produced significant results. It was reported that over 100 ponds have been started in the area, and that additionally farmers have stocked 1,500 hectares of paddy with fry from the center. Some of the farms raise fry under contract as the scout center cannot keep up with demand.

They have added some cattle (Holsteins) for purposes that were obscure. Apparently they use the manure to fertilize the fish ponds. In establishing owner-farms, the owners prepare the land and the scouts who have been trained at the center provide technical assistance. The Department of Fisheries provides the training to the scouts.

Current Status

Fish are readily available in the markets of Subung at lower prices than previously. The fish farmers have expanded their markets to Bandung and Jakarta in order to obtain fair prices.

Impact on People

Annual incomes were reported to have increased for those who have adopted the farm's techniques. Several of the nearby

villagers were in the process of building cattle feeding sheds similar to that at the center.

Prognosis

The current site is fully occupied and while the local scout leadership felt it should be expanded, it is doubtful that this can be accomplished. The breeding stock produce eggs only infrequently, and perhaps artificial propagation methods need to be introduced to keep up with demand for fry.

The usual budgetary problems were cited. The National level leadership felt that rather than spending more on this location, similar operations could be established in other districts to reach more people.

East Java Provincial Training Center-Surubaya

Location: near Surubaya.

Contact: Ismail, Provincial Commissioner

Summary

This large center provides training programs to scouts and others in the areas of agricultural, vocational skills, fish farming, and animal husbandry. At the time of our visit, the center appeared to be over built, over staffed, and under-programmed. The only course in session was a Department of Forestry program for new employees. In the animal husbandry areas, the chicken coops and rabbit hutches were empty. It was reported that they could not raise these animals successfully due to "the high winds." A flock of sheep was evidence, most of which were obviously sired by a champion donated by President Suharto. Neighboring farmers bring their ewes and nannies to the farm for servicing.

Prognosis

Having been dedicated by President Suharto and serving as the Provincial Training Center for all departments of government, the center will no doubt continue for some time. It does serve as the nucleus for District training efforts, which to this observer appeared to be more vital and active than those at the provincial level.

The fish farming section is in the process of changing from

carp and Talapia to prawns, with the idea that brackish-water farmers along the coast would realize greater benefits. Records indicate that two crops of prawn would increase returns by one third over the present three crops of fish produced annually at the farm.

Project - Village Access

Location: E. Java, Lobakharjo Village (Malang District)

Contact: John Liem Beng Kiat - National Commissioner

Summary

In 1978, 12,000 Indonesian Scouts and 100 overseas scouts spent 14 weeks in shifts in Lobakharjo Village, developing five kilometers of road over mountainous terrain, building a market place, a church, a mosque, a school, and laying out roads in the village.

Conditions Prior to the Project

Three isolated villages of about 5,000 people lay between the sea and the mountains in the Southern part of Malang District. They were inaccessible by road from major markets, and from each other. The price of arable land was 800,000 rupiahs per hectare (\$1,270), coconuts sold for 50 rupiahs, fish for 100 rupiahs each.

Requirements

Developing a mountain road with essentially hand labor, required close cooperation between scouts, local authorities, and villagers.

Constraints

Logistics of organizing 1,200 new workers per week over a

ten week period presented problems to project leaders. The time was not sufficient to complete the final ten kilometers of road to the sea shore.

Current Status

A severe flood in 1981 wiped out the growing areas of the last village. 300 fishing families were resettled to West Sumatra. The base village continues to prosper. Land values have increased five times. Coconuts now bring 150 rupiahs in the new market place. Vehicular traffic has increased, and the road has been hard surfaced.

Prognosis

The district local government office has determined to move the location of future development camps to an area further down the coast. Thus, the village will no doubt continue as it is - a pleasant rural agricultural valley, surrounded by majestic scenery. The Project organizer, Mr. John Liem who accompanied me on the trips, indicated that he would keep trying to complete the road to the sea. This will require at least one more bridge and ten kilometers of new road.

Project - Literacy Training, Malang District, East Java

Summary

Since 1976 the scouts have cooperated with Bappenkob to increase literacy in the region. They have used a variety of approaches including direct teaching, Project Impact or Pamong, vocational training, and simulation games.

Current Status

During the current visit, the statistics were reviewed, materials examined, and an evening visit was made to one of the participating villages. Three groups were observed "playing" simulation games on three subjects, chicken raising, goat raising and tomato growing. The groups appeared eager, responses were prompt and precise, and casual onlookers were interested. Games have been prepared on 16 subjects and are used to continue the education of the newly literate. Ages of participants ranged from 18 to 45. This particular village had won a gasoline-powered generator for their district-wide record in the literacy program.

It was reported that practical application of the material in the games is undertaken by those participating.

Prognosis

In those districts where the scout office and the non-formal education office coincide the use of scouts and CD

organizers and instructors will continue. The overall goals of universal literacy and the development of community skills are fostered by such cooperation.

Project - Vocational Training - East Java

Summary

A number of vocational training projects were visited:

1. A welding course for crippled youth
2. Cultural program
3. Youth Club Projects in Siduarjo district
4. Arts and crafts for school-age drop outs

These are organized and conducted by Bappenkob, the non-formal education office, with the scouts serving as recruiters, organizers, and occasionally as teachers. In the Malang District Government Offices, the scouts and Bappenkob share the same office. The head of Bappenkob is the District Scout Commissioner. It is thus difficult at best to determine the unique efforts and results of each organization, although it was stated that Bappenkob provided the finances and technical leadership and the scouts provided supporting services.

Welding Course for Crippled Youth

Thirty young men were receiving initial instruction on theory. All had notebooks, and most appeared to be paying close attention to the instructor. The extent of their disabilities was not apparent, although one pair of crutches was seen. The course will be a three-month course for one or two hours per day. It was reported that there is a shortage of welders in East Java, but that the time between completion of training and obtaining employment ranged from one month to one year. This apparently holds true for the other activities observed.

Constraints

Money for materials and tools is in short supply

Impact on People

The District Office indicated that one other course for crippled youth had been held and that most of the graduates are employed. Time did not permit a more detailed follow-up.

Prognosis

The organization within the District for providing non-formal education appears strong, and slowly is reaching its target groups - the illiterates and disadvantaged youth. The dual leadership role of the head of Bappenkob and the Scouts provides impetus to both organizations.

Arts and Crafts for Primary School Dropouts

A class in woodcarving consisting of fifteen boys and girls from 12 to 15 years of age was observed. They were carving mirror frames with varying degrees of skill and speed. While the instruction keeps them off the street, there were no indications that there is a great demand for their service, once training has been completed.

Cultural Studies

Three classes were observed at the District Training Center, one in puppetry, one in traditional Indonesian

Orchestra, and one in Western Orchestra. Obviously talented youngsters performed with skill. Some will no doubt continue their studies and become professional entertainers. Most will value the experience as a part of their education. The leaders of each group were wearing scout uniforms, again, possibly in the dual roles as employees of Bappankob and members of the Scouting Organization.

Youth Club Projects - Siduarjo District

Thirty groups of twenty to thirty school-age youth have been organized into vocationally oriented clubs. They meet in homes and other locations throughout the district. The club we visited was engaged in manufacturing golf caps and T-shirts. 4,000 caps are produced each month, usually on a contract basis. Costs run to 50 rupiahs per cap. they are sold at 400 rp. each, yielding a return to the club of around \$2,000 per month or around \$65.00 per member.

Other clubs are working in brief-case manufacture, jewelry, etc. No records were available about their productivity levels.

Prognosis

The acquisition of skills in sewing, silk screen, leather work, and jewelry manufacture will assist these rural school drop outs in obtaining employment. The club activities keep

them in the villages, provide some disposable income, and provide a sense of affiliation. Corollary instruction in literacy and citizenship help to make them useful citizens.

Appendix 1

LIST OF BOOKLETS PUBLISHED
BY THE CERAKAN PRAMUKA

| NO. | NAME OF BOOKLET/GUIDE | DATE | THE PRINTING COST IS BORN BY | NUMBER OF COPIES PRINTED |
|-----|---|------|--|--------------------------|
| 1 | 2 | 3 | 4 | 5 |
| 1. | SCOUT CAMPING | 1977 | CERAKAN PRAMUKA | 5.000. |
| 2. | ROVER'S SPECIAL TROOP | 1977 | B.S.A (THROUGH GUSU) | 5.000. |
| 3. | COMMUNITY SERVICE CAMP | 1978 | B.S.A | 5.000. |
| 4. | LEADER'S BASIC TRAINING COURSE | 1978 | B.S.A | 5.000. |
| 5. | ORIENTATION COURSE | 1978 | B.S.A | 5.000. |
| 6. | THE SPONSORING COMMITTEE | 1978 | B.S.A | 5.000. |
| 7. | CUD BAZAAR (FIESTA) | 1979 | DEPARTEMEN OF E- EDUCATION & CULTURE | 5.000. |
| 8. | PATROL LEADER'S TRAINING | 1979 | - " - | 5.000. |
| 9. | PROVINCENCY BADGES | 1979 | - " - | 5.000. |
| 10. | ROVERMOOT | 1979 | - " - | 5.000. |
| 11. | SCOUT RALLY | 1979 | - " - | 5.000. |
| 12. | CERAKAN PRAMUKA GENERAL PATTERN | 1980 | PRAMUKA | 5.000. |
| 13. | LEADERSHIP DEVELOPMENT TRAINING | 1980 | - " - | 5.000. |
| 14. | STAFF PERSONNEL DEVELOPMENT | 1980 | - " - | 5.000. |
| 15. | LEADER TRAINERS TRAINING | 1980 | - " - | 5.000. |
| 16. | FINANCIAL CONTROL AND AUDIT | 1980 | - " - | 5.000. |
| 17. | RELIGIOUS DEVOTING TRAINING | 1980 | - " - | 5.000. |
| 18. | COOPERATIVE MINDEDNESS TRAINING | 1980 | - " - | 5.000. |
| 19. | SEA SCOUT | 1980 | - " - | 5.000. |
| 20. | SAVING MINDEDNESS TRAINING | 1980 | - " - | 5.000. |
| 21. | SCOUT TROOP | 1980 | - " - | 5.000. |
| 22. | PRAMUKA CARUDA (EAGLE SCOUT) | 1980 | - " - | 5.000. |
| 23. | PROVINCENCY BADGES AND REQUIREMENTS | 1980 | a. INDONESIA GIL COMPANY (PERTAMINA) b. PRAMUKA | 5.000. 5.000. |
| 24. | SCOUT UNIFORM | 1981 | PRAMUKA | 5.000. |
| 25. | OBSTACLE TRAINING | 1981 | - " - | 5.000. |
| 26. | LAW AND ORDER MINDEDNESS TRAINING | 1981 | - " - | 5.000. |
| 27. | RESEARCH ON SCOUT BOOKS AND PUBLICATIONS | 1981 | - " - | 5.000. |
| 28. | MARCHING | 1981 | - " - | 5.000. |
| 29. | HOW TO USE STICK IN MARCHING | 1981 | - " - | 5.000. |
| 30. | PROVINCENCY BADGES AND REQUIREMENTS ON RECOGNITION | 1981 | - " - | 5.000. |
| 31. | PROVINCENCY BADGES AND REQUIREMENTS ON MOUNT CLIMBING | 1981 | - " - | 5.000. |

LIST OF COMMUNITY DEVELOPMENT
SEMINARS WHICH WERE PARTICIPATED
BY GERAKAN PRAMUKA MEMBERS

| NO | TITLE | DURATION | VENUE | PARTICIPANTS |
|----|--------------------------------|------------------------|--------------------------------|---|
| 1. | 1st Asia Pacific C.D. Seminar. | 27 - 31 May 1973. | Kaliurang Yogyakarta Indonesia | 1. Mr. Abdul Djapar Pringgo Handoko. 2. Drs. R. Abduracman. 3. Mr. M. Djauhari. 4. Dra. Djudju Siti Djuhana (Miss). 5. Mr. I. Gusti Nyoman Ruka. 6. Mr. Joesmanadi. 7. Mrs. Kayatun Wasito. 8. Mr. J. Liem Beng Kiat. 9. Mr. Moedjono Probopranowo. 10. Drs. Mudoko. 11. Mr. Nadirzah Zaini. 12. Mr. Godlief Pieter. 13. Drs. Poedjito. 14. Drs. S. Poernoto. 15. Mr. Moh. Soegiarto. 16. Drs. Slamet Tedjo Koesoemo. 17. Mr. R.M. Soekasno. Poespo- midjojo. 18. Mr. Supoyo Rahardjo. 19. Mr. Soedarman BA. 20. Mrs. Sri Soenardi. 21. Drs. W. Supratiknyo. 22. Mr. Soetrisno B.Sc. 23. Mr. Prijo Judiono Karto- redjo. 24. Mr. Rizal. AN. 25. Ir. Lilyana Sutarto (Mrs) 26. Dr. W.P. Napitupulu. 27. Mr. Soewandhi Warih Kusumo. 28. Mr. Soedarto. 29. Miss Renny Tribudhi Maha - nani. 30. Mr. Sambodo Widjohongko. |
| 2. | 2nd Asia Pacific C.D. Seminar. | 11 - 21 November 1974. | Khon-Kaen Thailand | 1. Mr. Soetrisno B.Sc. 2. Mr. Prijoyudiono Karto - redjo. |

| | 2 | 3 | 4 | 5 |
|----|--|----------------|--------------------------------|--|
| 3. | 3rd Asia-Pacific C.D Seminar. | 8-17 May 1975 | Losbanos, Laguna, Philippines. | Mr. Soepartono Brotosoe - Hendro. |
| 4. | 4th Asia-Pacific C.D. Seminar. | 15-21 March 76 | Hongkong | 1. Mr. Mashudi. 2. Mr. J. Liem Beng Kiat. 3. Mr. Soekasno Poespomi Djojo. 4. Ir. Adjat Sudradjat, P. 5. Mr. Ismail. |
| 5. | 5th Asia-Pacific C.D. Seminar. | 12-23 Agt 1977 | India | Ir. M. Hatim Sudharma. |
| 6. | Seminar on Management Oriented Com.Dev. | 6-16 Feb. 1978 | Cibubur Jakarta Indonesia | See Appendix. |
| 7. | International Seminar on Rural Scouting. | 14-22 Jan 1980 | Tanzania | Drs. Sobar Djuanta. |
| 8. | 10th Asia-Pacific C.D. Seminar | 10-15 March 80 | Singapore | 1. Mr. Mashudi. 2. Mr. Soedarsono Merto - prawiro. 3. Mr. S.S. Brotokoesoemo. 4. Drs. Djoko Soetarno. 5. Mr. Abdul Qadir Sarro. 6. Mr. Sigit Djoko Sutomo. 7. Mr. Ismail. 8. Mr. J. Liem Beng Kiat. 9. Mr. Sanyoto BA. 10. Mr. Abdul Rivai Tanjung. |
| 9. | 11th Asia-Pacific C.D. Seminar. | 5-20 Oct 1980 | Selangon Malaysia | 1. Mr. Mashudi. 2. dr. Soegito M. 3. Drs. Noerhadi. 4. Drs. Kayat Imam Syafi'i. |

APPENDIX

LIST OF PARTICIPANTS OF SEMINAR ON MANAGEMENT ORIENTED
COMMUNITY DEVELOPMENT 6 - 16 FEBRUARI 1978, CIBUBUR,
JAKARTA - INDONESIA

- | | |
|---------------------------------|-----------------------------------|
| 1. Mr. Setiawan. | 37. Mrs. Soewondo. |
| 2. Mr. Diemroh Ishsan. | 38. Mrs. Mary Indramawan. |
| 3. Mr. Syarifuddin. | 39. Mrs. Laila Kartawijaya. |
| 4. Miss Akerina Bastian. | 40. Mr. Rutman. |
| 5. Mr. Mahrir Ramli. | 41. Mr. Nur Ismail. |
| 6. Miss Rientati A.D. | 42. Mr. Saهران. |
| 7. Mrs. Hasnah. | 43. Mr. A.K. Tanjung. |
| 8. Mr. Mohammad Rafiq Aslam. | 44. Mr. Mas Hardjo. |
| 9. Mr. Ali Prahita. | 45. Mr. S.S. Brotokusumo. |
| 10. Mr. Ulfa Sunanti. | 46. Mrs. Ida A. Achmad. |
| 11. Miss Norma | 47. Miss Sutarti. |
| 12. Miss Mayun. | 48. Mr. Sudirman. |
| 13. Mr. Hamzah Ibrahim. | 49. Mr. Martin Sirair. |
| 14. Mr. K. Sanu. | 50. Mr. Amir Syahrudin. |
| 15. Mr. Asjad Gunadiningrat. | 51. Mr. Mariano. |
| 16. Mr. Muchanif. | 52. Mr. Eko Sulistyc Alogo. |
| 17. Mr. B.M. Lili Silitonga. | 53. Mr. Ichtiyar. |
| 18. Mrs. N. Supoyo. | 54. Mr. Basuki. |
| 19. Mrs. Yuliar Maralis. | 55. Mrs. Galib Lasahido. |
| 20. Miss Paulina Manginsila. | 56. Miss Lanny Ambar. |
| 21. Mr. Muchtar Ns. | 57. Mr. Bem Hutapea. |
| 22. Mr. M. Nujus. | 58. Drs. A.J. Purukan. |
| 23. Mr. Sonny Swasono. | 59. Mr. Soetjibto. |
| 24. Mr. Asikim Noor. | 60. Mr. G.L. Frank. |
| 25. Mrs. Kumoro Utoyo. | 61. Mr. Suparjan. |
| 26. Mr. A.H. Lubis. | 62. Mr. Moch Soegiarto Snd. |
| 27. Mr. Soegeng Santoso. | <u>ORGANIZING COMMITTEE</u> |
| 28. Mr. Justien Caraen. | 63. Mr. Endy R. Atmasulistya. |
| 29. Mrs. N. Soemonodewi | 64. Mrs. Sunardi. |
| 30. Mrs. Ade Djayadi. | 65. Miss Renny Tribudhi Mahanani. |
| 31. Mr. M. Sanib. | 66. Carl Martindell. |
| 32. Mr. Soeyono Mangku Siswoyo. | 67. Mr. Raul Tusamba. |
| 33. Mr. T. Ubit. | 68. Mr. Prijo Judiono. |
| 34. Mr. J.J. Korah | 69. Mr. Nurdin. |
| 35. Mr. Manzoor Ul Karim. | 70. Mr. Sudiono. |
| 36. Mrs. Rusminingsih. | 71. Mrs. Tien Sebastiana. |
| | Per... |

C.D. PROYEK S U B I N G (4)

1. LEMBAGA SADIRA KWARTIR CABANG SUBANG.
2. PROYEK CAMPING GROUND GERAKAN PRAMUKA RANGGAMULUNG.
3. RENCANA PENGEMBANGAN LEBAH MADU.
4. RENCANA PENGEMBANGAN KOLAN LATEHAN PRAMUKA KWARGAB SUBANG.

----- \$\$\$: -----

L e m b a g a - C a d i k a
K w a r t i r C a b a n g S u b a n g

T u j u a n :

Untuk meningkatkan Kualitas dan kuantitas Pelatih Pembina Pramuka dan Pembina Pramuka yang sesuai dengan Surat Keputusan Kwartir Nasional Pramuka Nomor : 45/KN/73.

S a s a r a n :

Sasaran yang hendak diwapai oleh Lembaga Cadika :

- 1. Peserta didik yang masih dibangku Sekolah,
- 2. Peserta didik diluar Sekolah.

Tujuan dan sasaran tersebut diatas harus diwapai oleh Pembina Pramuka dengan jalan melibatkan dirinya secara ikhlas dan aktif didalam proses Pendidikan Pembina Pramuka yang meningkat dan berlangsung terus menerus se umur - hidup, dengan melalui Kursus-kursus.

Serintus mengenai Pendirian Gedung Lembaga Cadika :

Gedung Cadika didirikan diatas tanah seluas 4,20 Ha, termasuk untuk Camping Circle, sedangkan untuk bangunannya saja seluas 1,50 Ha.

Peletakan batu pertama dilakukan oleh Kwarnas Lutjan N. Sarbini pada tanggal 1 Februari 1975. Untuk pengelolaan Pembangunannya diangkat Proyek Offier dan Pelaksana.

Biaya pembangunan seluruhnya menzabiskan sebesar Rp. 40.000.000,- (Empat puluh juta rupiah), dimana biaya tersebut diperoleh dari :

- a. APBN melalui Kwarnas sebesar Rp. 20.000.000,-
- b. APBD Propinsi Jawa Barat melalui Kwarda sebesar Rp. 10.000.000,-
- c. APBD Kabupaten Dt.II Subang sebesar. Rp. 10.000.000,-

Gedung tersebut resmi dapat digunakan mulai bulan Maret 1976, namun demikian belum seluruhnya rencana dapat direalisasi, mengingat biaya yang belum memungkinkan, seperti pembangunan Camping Circle, Tribune, Kolam, Jalan hubung dan lain-lain.

Sarana dan Prasarana a Lembaga Cadika :

Sarana dan Prasarana yang telah dimiliki Lembaga Cadika Subang sebagai berikut :

- a. Personalia : 1. Pelatih Lulusan KPD (NTC) /= 26 Orang.
 - Yang aktif = 22 Orang.
- 2. Pelatih Lulusan Kpl (ITTC) = 7 Orang.
 - Yang aktif = 6 Orang.

b. (2)

b. Sumber Biaya untuk pengelolaan Cadika diperoleh dari :
Yayasan Bina Kitri, Pemerintah Daerah dan Swadaya.

c. Sarana Material.

Lembaga didirikan diatas tanah seluas 1,50 Ha, dengan luas bangunan 1500 M2, yang terdiri dari aula, ruang diskusi, ruang perpustakaan, ruang makan, kantor, musola, toko, dan kantin, dapur, gudang, asrama putra dan putri dengan kapasitas 50 orang serta WC.

Disamping itu disediakan rumah kediaman Pembina Cadika dan Penginapan Pelatih, kesemuanya dilengkapi dengan meubelair secukupnya.

Mengingat aliran listrik dari PLN belum ada, maka disediakan sebuah generator dengan kapasitas 2500 watt dan beberapa buah Petromak.

Untuk pengadaan air disediakan 3 buah sumur dan 2 buah pompa air.

Untuk keperluan kantor tersedia sebuah mesin tik, sedangkan untuk memperoleh/ memperlancar perhubungan disediakan 1 buah sepeda motor.

Tugas Lembaga Cadika :

- Meningkatkan kuantitas dan kualitas Pembina Pramuka.
- Meningkatkan semangat dan minat Pembina Pramuka dan Pembantu Pembina Pramuka terhadap pendidikan kepramukaan.
- Memberi pengertian kepada Pembina Pramuka serta Pembantunya tentang prinsip dan metodik kepramukaan dan tentang perkembangan masyarakat dan bangsa Indonesia.

Personalia Lembaga Cadika :

- 1. Manager/Kepala : Imin W Sukrisman
- 2. Wakil Manager/Wakil Kepala : Yuhana Suryadi
- 3. Ketua Tim Pelatih & Mahya Komarudin
- 4. Seksi Kurikulum : T. Atikah BA.
- 5. Seksi Praktek Siyaga : Suroso Iriana
- 6. Seksi Praktek Penggalang : Edeng Hermawan
- 7. Seksi Praktek Pebegak : Yuhana Suryadi
- 8. Seksi Evaluasi : U k a r y a
- 9. Ketua Tata Usaha : A. Apandi
- 10. Urusan Administrasi : T a s w i r
- 11. Urusan Keuangan : Yuhana Suryadi
- 12. Urusan Keamanan/Kesehatan : Edeng Hermawan
- 13. Pembantu : 1. Karnadi, 2. Jayim, 3. U d i.

Program. (3)

Program Kerja Lembaga Cadika :

U^{ntuk} merealisasikan instruksi Presiden Suharto dalam masalah penanganan School drop out, maka supaya ada pegangan dalam merencanakan sesuatu program pendidikan Pembina Pramuka, perlulah Kwarcab menentukan suatu target jumlah Pramuka dan dari target jumlah Pramuka itu oleh Kwarcab selanjutnya dapat diperhitungkan target jumlah Pembina Mahir, target jumlah Kursus Pembina Mahir.

Sebagai gambaran Kwarcab Subang menetapkan dengan perhitungan tahun 1974 sebagai berikut :

- a. Data Penduduk Kabupaten Subang, menurut hasil Sensus 1971 menunjukkan 928.153 orang.
- b. Dengan peningkatan jumlah Penduduk rata-rata 1,5 % setahun, maka dalam tahun ke tiga Pelita II jumlah Penduduk Kabupaten Subang akan menjadi 973.904 orang.
- c. Dari 973.904 orang Penduduk itu kira-kira $\frac{1}{2}$ nya adalah anak-anak dan Pemuda usia Pramuka (7 s/d 25 tahun), yaitu 324.634 orang .
- d. Target jumlah Pramuka pada akhir Pelita II adalah $\frac{1}{2}$ nya (seperempat) dari jumlah anak-anak dan Pemuda usia Pramuka, maka Kwarcab Subang target itu menjadi 162.317 orang Pramuka, yang berarti $1.623 \times 4 = 6.492$ Pembina Putra/Putri.

Hasil Kursus Lembaga Cadika Kwarcab Subang :

| | |
|---------------------------|----------------|
| Kursus Orientasi | : 440 orang. |
| Kursus Mahir Bagian Dasar | : 2.564 orang. |
| Kursus Mahir Bagian I | : 835 orang. |
| Kursus Mahir Bagian II | : 235 orang. |
| Kursus Mahir Bagian III | : 27 orang. |

Kegiatan Partisipasi :

Selain kegiatan pokok, bila sedang diadakan kegiatan di Lembaga Cadika biasa juga digunakan oleh :

- Jawatan/Instansi Sipil maupun Militer, baik tingkat Pusat Propinsi - maupun tingkat Kabupaten.
- Organisasi tingkat Propinsi/Kabupaten, untuk keperluan Musyawarah, Latihan, Penataran dan lain sebagainya.

Kegiatan Tambahan :

Dalam menunjang program pembinaan generasi muda, Lembaga Cadika dijadikan Pusat Pendidikan/Latihan.

-----: 4 : -----

- a. Telah dilaksanakan latihan Pemuda putus Sekolah di Kabupaten Daerah Tingkat II Subang :
- Kursus Menjahit kerja dengan Dinas Pertahanan .
 - Kursus Montir Motor (MTU) kerja sama dengan Ditjen Bina Guna/KNPI.
 - Kursus Photographi kerja sama dengan P dan K .
 - Kursus Bahasa Inggris kerjasama dengan P dan K .
 - Kursus Montir Radio kerjasama dengan Dep P dan K .
- b. Secara Rotine setiap tahun dilaksanakan :
- Latihan Perintis Pemuda/Pasukan Kibar Bendera (PASKIBRA)
- c. Rencana Pengembangan Lembaga Gadika :
1. Lembaga Gadika Pusat Latihan Kader Pramuka .
 - 1.1. Pendidikan / Pembina Pramuka .
 - 1.2. Pendidikan Latihan Pembina Satuan Karya .
 - 1.3. Pendidikan Latihan Instruktur Muda .
 2. Lembaga Gadika sebagai Pusat Latihan Ketrampilan . :
 - 2.1. Sawah Lembaga Gadika /Pertanian .
 - 2.2. Kolam perikanan .
 - 2.3. Kandang (pembernakan Ayam)
 - 2.4. Perbengkelan , las. montir Radio/TV, motor dsb .
 - 2.5. Ruang dan alat ketrampilan2 menjahit, anyam-anyaman, (tenun, mendong) pertukangan (Ukiran, tembok, kayu) .

P e r m a s a l a h a n :

1. Kegiatan kurang pesat karena tidak mempunyai dana tetap dan rutin , untuk biaya kegiatan Kursus .
2. Sarana/peralatan belum lengkap sebagaimana mestinya , sesuai dengan fungsi Lembaga Pendidikan Kader
3. Perlu adanya sarana / peralatan untuk Latihan latihan Ketrampilan sebagai pengembangan fungsi Lembaga Gadika .
4. Tapi walaupun demikian kami berusaha dan dapat melaksanakan Kursus sesuai dengan kemampuan yang ada .

XXXXXXXXXXXXXXXXXXXX

PROYEK CAMPING GROUND DAERAH PRAMUKA RANGGAWULUNG ;

Oleh Bupati Kabupaten Subang telah ditentukan sebidang tanah G.G. bekas R.v.R.P.&T. Lands P.T. yang terletak dibagian Selatan kota Subang sebagai Pusat Pendidikan dan Latihan (Camping Ground) Gerakan Pramuka Rangrawulung.

Proyek Camping Ground Gerakan Pramuka Rangrawulung ini luasnya ± 64 Ha diantaranya yang termasuk proyek pendahuluan luasnya ± 40 Ha.

Arealnya mempunyai permukaan tanah (topografi) yang berbukit dan merupakan pusat mata air dari beberapa anak sungai yang mengalir ke Kali Cigadung yang mengalir ditengah kota Subang. Kestuan bukit, lereng dan "beek" yang harmonis memungkinkan areal dalam keseluruhannya dapat digunakan untuk kegiatan-kegiatan yang meliputi bidang-bidang :

- : 1. Pendidikan dan Latihan.
- : 2. Pertanian.
- : 3. Peternakan.
- : 4. Perikanan.
- : 5. Penyediaan Air Minum,
- : 6. Rekreasi.

Sebagai rencana Pendahuluan untuk kemudian ditingkatkan mencapai pendekatan pada "masterplan" nya yang akan membawa kita menjadi manusia "Camping-Minded".

Dari uraian-uraian diatas dapatlah dikemukakan disini beberapa kesimpulan yang akan dipakai sebagai salah satu dasar pemikiran untuk menyusun policy dan rencana.

1. Proyek Camping Ground Pramuka Rangrawulung akan "kecil" pengaruhnya apabila hanya berfungsi Camping belaka. Jadi hanya dengan fungsinya yang meliputi kesatuan kegiatan, fungsi komplekser, baru akan dapat menentukan besar kecilnya pengaruh pada daerah sekitarnya dan kota Subang khususnya dan struktur kehidupan masyarakat daerah Kabupaten dan Jawa Barat pada umumnya.
2. Komposisi struktural areal Camping Ground memungkinkan realisasi pelaksanaan rencana pendahuluan sebagai persiapan menuju suatu masterplan.
3. Pembinaan aktifitas fungsi dalam keseluruhan secara efektif dan efisien akan merupakan unsur potensial dalam pembinaan kebangunan Masyarakat daerah Kabupaten khususnya dan Daerah Jawa Barat pada umumnya.
4. Proyek Pengembangan Rangrawulung bisa berjalan dan sukses bila penggunaan fasilitas dan biaya yang dipergunakan dengan Dana dan tenaga dari Pramuka sendiri, mendapat bantuan dari berbagai pihak, baik Pemerintah Pusat, Daerah, swasta dan pihak-pihak lain yang menaruh perhatian dan partisipasi untuk generasi yang akan datang.

=====////////=====

RENCANA PENGEMBANGAN LEBAH MADU :

TUJUAN :

1. Psikologis : Menunjang perbaikan lingkungan hidup dengan cara menanami tanah-tanah kosong/ kritis dengan pohon kayu-kayuan yang efek daripada ini bermanfaat untuk sumber makanan lebah.

2. Ekonomis : Meningkatkan ketrampilan pengetahuan bagi Pramuka yang nantinya sebagai suatu pola usaha untuk meningkatkan income.

PELAKSANAAN :

Rencana ini telah dirintis oleh pihak Kwartir Daerah Jawa Barat bersama Kwartir Cabang Subang pada tahun 1979 yang berlokasi di Rang-gawulung. Berhubung beberapa kesulitan diantara lain : bahan makanan Lebah, maka pelaksanaannya dialihkan dulu kepada rencana pengadaan bahan makanan Lebah/ penganjutan Lebah tersebut.

Yaitu akan menyediakan dan menanami tanah seluas 14 Ha dengan jenis tanaman yang biasa menghasilkan bunga sepanjang tahun.

Antara lain jenis-jenis tanaman seperti : kalinadra, akasia dan buah-buahan.

Disamping itu rencana pendidikan kader-kader Pemerlihara Lebah (Paternak Lebah).

Pengembangan tersebut tidak bisa berjalan secara lancar karena kesulitan dan kurangnya fasilitas berikut biaya : misalnya : pengadaan bibit Lebahnya sendiri, peralatan proceeding, intensifikasi penanaman tanamanbahan makanan Lebah dan biaya Pendidikan kader secara luas dan mantap.

-----///////////////-----

RENCANA KEGIATAN PENGEMBANGAN KOLAH LATIHAN PRAKUKA KWARCAB SURABG

A. Penyediaan Benih / Bibit :

Pengembangan teknologi budi daya ikan dan ternak .
Kerjasama dengan Dinas dan Jawatan sebagai Konsultan.

B. Menyediakan Tenaga dan Sarana untuk melatih ketrampilan Taruna Bumi Kwarcab Subang pada khususnya, petani-petani pada umumnya.

B I A Y A PENGEMBANGAN FISIK :

1. Sistim Pengaliran,
2. K o l a m,
3. Bangunan,
4. Alat-alat,
5. J a l a n.

Ad.1. Saluran air :

| | |
|-----------------------------|-----------------|
| Ukuran 400 M X a Rp.5.000,- | Rp. 2.000.000,- |
| Pipa 100 M X a Rp. 1.500,- | Rp. 150.000,- |
| Saringan Besi | Rp. 100.000,- |

Jumlah : Rp. 2.250.000,-

Ad. 2. Kolam tehnik :

| | |
|--|-----------------|
| Pembentukan/rehab kolam tehnik | Rp. 5.000.000,- |
| Tanggul kolam 1000 M X a Rp.3.000,- | Rp. 3.000.000,- |
| Pembentukan kolam running water : | |
| - a. Ukuran 20 X 10 M X a Rp. 20.000,- | Rp. 4.000.000,- |
| - b. Ukuran 10 X 5 M X a Rp. 20.000,- | Rp. 1.000.000,- |
| - c. Ukuran 20X 10 M X a Rp. 20.000,- | Rp. 4.000.000,- |
| - d. Dam I ² duk | Rp. 1.000.000,- |

Jumlah Rp.18.000.000,-

Ad. 3. Bangunan :

| | |
|---|-----------------|
| - Ruang tunggu/ Rehab | Rp. 5.000.000,- |
| - Gudang Ukuran 5 X 10 M | Rp. 4.500.000,- |
| - Kamar kecil ukuran 3 X 6 M | Rp. 900.000,- |
| - Kandang ayam/unggas/ternak kecil ukur -- ran 5 X 10 M X Rp. 50.000,- | Rp. 2.500.000,- |

Jumlah Rp.12.900.000,-

Ad. 4.(8)

Ad. 4. Alat-alat.

| | |
|-----------------------------|-----------------|
| 1. Pompa Air ukuran 6/10 Pk | Rp. 1.000.000,- |
| 2. Generator | Rp. 1.000.000,- |
| 3. Alat-alat kecil | Rp. 2.000.000,- |
| 4. 1 unit mesin pelat | Rp. 1.000.000,- |

Jumlah Rp. 5.000.000,-

Ad. 5. J a l a n :

Ukuran 200 M X 3,5 M Rp.10.000.000,-

Jumlah keseluruhan / Rp. 48.150.000,-

//////////-----//////////

III EVALUATION

Logical Framework Objectives

The evaluation at this point is done with reference to the Objectively Verifiable Indicators A2 through D2 of the Logical Framework of the IDG Project Design Summary. Some of these indicators are verifiable in Geneva, others only in the target countries, and some are partially verifiable in both places.

- A2 (a) "Human basic needs are being satisfied in those communities where Scouts, with the local people, are undertaking action in CD programs." The Scouts' efforts have been directed almost exclusively to the satisfaction of basic human needs. They have achieved this to varying degrees depending on the amount of involvement of local people in the individual projects.
- A2 (b) "Bi-lateral/multilateral cooperation (including 'twinning' programs) between Scout Associations of the North and those of the South increase significantly in number and quality." Although the consultants have seen an example or two of new twinning arrangements, they have no reason to believe that there has been a significant increase in North-South cooperation.
- B2 (a) "20 target country Scout Associations have relevant integrated CD programs".
There may be some shortfall in meeting this target. WSB/CD publications and information in hand seem to indicate that plans of sort exist in 12 countries: Cameroon, Kenya, Ivory Coast, Rwanda, Senegal, Egypt, Jordan, Indonesia, Nepal, Thailand, Brazil, Colombia. The country visits of the present evaluation confirm the existence of 7 of these country plans.

B2 (b)

"Pre conditions for future self-reliance are established in target projects."

If this indicator refers to establishment of pre conditions on the national level for self-reliance in overall CD activities, the following could be said:

1. The training programs in all countries visited have been effective in developing appropriate attitudes and skills vertically through the National Associations.
2. Techniques for addressing problems in CD are relatively well established.
3. Resources to address problems are universally in short supply.
4. Involvement of community members in their own development varies from non-existent to cooperative.

B2 (c)

"Local scout leaders indicate 5 CD projects per region by January 1981 and 5 more by March 31, 1982". The WSB/CD Geneva has already documented the existence of about the targeted number of projects.

B2 (d)

Project experience is being adapted within and between countries.

1. Shared information within countries is fostered by strong national leadership. This varies from country to country.
2. Shared information between countries relies largely upon WSB staff and Regional Scout personnel. Little evidence exists that lessons learned are disseminated in any organized way. The ACTION publication tends to be more descriptive than analytical in reporting about projects.

C2 (a)

"20 (est) Target countries implement "Country Plan". The evaluation here would be roughly the same as under B 2 (a) above.

- C2 (b) "Six CD dossiers (English, French, Spanish, Arabic) on CD project management, health, appropriate technology, agriculture, literacy." These have been published and are available.
- C2 (d) "Increase in number and quality of resources mobilized within and across countries." This varies greatly from country to country and it is difficult for the consultants to know for sure the extent of resources mobilized before the AID grants. The reader is referred to the country reports where he will see, for example, that Kenya has not increased its resources internally over the past three years, and has absolutely no foreign sources of support. Rwanda, on the other hand, has increased its external resources greatly, but not its internal resources.
- C2 (e) "Number of projects (forty) being implemented, as verified by individual project evaluation reports." The number of projects being implemented must far exceed 40, since the consultants saw at least that number in the 7 countries visited. These are generally not verifiable, however, by project evaluation reports, which are only infrequently prepared.
- C2 (f) "Number of projects being evaluated and reprogrammed. Evidence of transfer (or expansion) of project experience within or across countries."
Indonesia provides several examples. See country Report: Vocational Training in East Java, Literacy Training, and the Caring Fish Farm Project.
Nepal has the successful Balikhel Water Project, which is being replicated near Pokhara.
See comments under B 2 (b), above.
- D2 (b) "WOSM/WSB: staff-equivalent to 3 FT staff." CD leader Martendell states that 40% of non-CD staff time of WSB is devoted to CD activities. If this is so, the sum is greater than 3 FT equivalents.

D2 (c)

"Host country Scout Associations, government and other local institutional support."

There is extensive government support, particularly, in each of the 7 countries studied. See the country reports.

D2 (d)

"A significant amount of non-AID resources made available for CD".

It was estimated earlier in this report that \$370,000 of the \$480,000 spent annually via Geneva on CD activities over the 4-year period (averaged) was provided by AID. The remaining \$110,000 annually seems a "significant amount".

In addition, there are unmeasured, but substantial resources contributed at the national level. For example,

- Egyptian government salary support of training officer in each of 27 Districts.
- Indonesian flexibility in permitting government officials to utilize official time and resources in support of Scout and CD activities.
- Grants by UNICEF, Miserror, UNESCO to Nepolese CP activities.
- Saudi Arabian grant for publication of Arabic materials.
- Cub Scouts of the U.K. (L 50,000) to Nepal for Seeds for Self-Sufficiency Project.

D2 (e)

"Same as (d).

Response same as (d). Public and private funds are mingled and not distinguishable.

Conclusions and Recommendations

Geneva (WSB/CD)

1. The WSB/CD personnel (5 professionals) have done reasonably well in achieving the objectives of the DPG and IDG as laid out in the Logical Framework of the project design summary. Twenty (20) "target country Scout Associations" have been identified, and these have produced integrated country plans and more or less integrated country programs. CD leadership training seminars have been conducted throughout the developing world at regional and national levels. A large number of CD dossiers, or manuals, on various development activities have been prepared and translated into at least four languages. A significant amount of non-AID resources have been made available for CD work.
2. Field trips made by WSB/CD personnel have been effective in energizing the national Scout Associations and in stimulating their leadership to think more comprehensively about CD programs. The organizations have been strengthened and the leaders trained in the management of CD activities.
3. In conveying technical information, or providing technical assistance to CD projects, the WSB/CD personnel have been less effective. They are not "experts" in nutrition, hygiene, animal husbandry, energy sources, or fish farming, for example. Their appropriate role is as conveners and organizers of such technical seminars. Most developing

countries have experts in these fields locally available who can conduct the seminars and advise the projects. The Scout Associations should be shown how to avail themselves of these services.

4. Should the WSB/CD project continue in the years ahead, with or without assistance from USAID, we suggest a shift of emphasis and activities as outlined below.

- 1) Visit those countries where the Scout Association is most in need of inspiration and organizational assistance. We have the impression that the 20 target countries may include some which are well able to get on without external help.
- 2) Major emphasis in WSB/CD conducted seminars should be on organizational, financial and motivational objectives. Technical seminars should be conducted as described in point 3 above.
- 3) On field trips WSB/CD personnel should emphasize putting the Scout Associations in touch with local financial and technical resources and showing them how to use them, including the preparation and presentation of proposals.
- 4) No new staff should be added to the WSB/CD project in Geneva. The present staff, if assigned properly, is adequate for the tasks ahead.
- 5) A major responsibility of the WSB/CD staff should be finding financial support for CD projects in developing countries from the many international funding

organizations located there and in other parts of Europe, and by "twinning" arrangements with Scout Associations in developed countries. National Scout Associations should be encouraged to send such requests to Geneva only after they have exhausted all local and regional funding opportunities, including the USAID Country Mission.

- 6) Communications between the WSB/CD and Scout Associations in the developing world should be improved through the mailing of a simple and inexpensive news sheet listing CD projects underway in various countries, suggestions of funding organizations, and sources of technical assistance.
- 7) No new training manuals should be written by WSB/CD, but some of the most popular existing ones should be translated into local languages and given broader circulation.

The Countries

1. Scout movements differ vastly from country to country in the developing world. As popular movements they reflect the economic and social conditions of the nations. With all their differences, they share four common characteristics: 1) the Scout code, embodying principles of integrity, loyalty and self discipline, 2) dedicated and enthusiastic volunteer leadership, 3) vast potential for expansion in membership and program activities, 4) emphasis on rural development.
2. The Scout Associations in the 7 countries visited register boys and girls representing a cross-section of the economic and social classes of the nations, with the sometimes exception of the very poorest. The Scouts are not (or no longer are) elite or colonial-oriented institutions.
3. The Scout Associations of the 7 countries visited all have supportive relationships with their national governments, and varying degrees of government involvement in their activities. In Africa, the 3 Associations visited all receive financial support and official patronage from a national ministry. In Asia, the 4 Associations visited (taking the liberty to include Egypt as an "Asian" country) not only receive support from government, but members of the government

actively involve themselves in Scout activities in their official capacities. The reason for government interest seems clear. The Scout Associations, without exception we believe, are the largest youth organizations in each of these nations. Governments recognize their potential as instruments of development and as citizenship training institutions. They are seen as a resource of great value.

4. Without exception, the majority of scouting activities engaged in by the Scouts of the countries visited is development oriented, whether these activities can be defined as community development, development training, community assistance, or just rural development. Western models of scouting have been pushed aside as indigenous leadership has emerged, bringing with it a sense of priorities and values appropriate to the needs of poor countries. Scout activities have thus become relevant and important to the main stream of economic development.
5. Youth unemployment has emerged as one of the most pervasive and intractable problems of the developing world. Numbers of 20 to 30% are not uncommon. Rural youths, thus footloose and feeling unneeded, shuffle off to the cities where more often than not they continue unemployed. In some countries (particular reference is made to Upper Volta, but not exclusively) scouting is the only form of interesting and productive activity available to the unemployed rural youth and they cling to it into their twenties. As scouts they perform community services and lead in community development and this is just enough involvement to prevent their migrating.
6. In any fair and comprehensive evaluation of the so-called Community Development activities of the Scout Associations in the "target countries" one is compelled to broaden the base of the measurement to include the education of youth, development training, employment substitution and community assistance. On this broad measure, the Scouts, in their great variety of activities and programs, are being wonderfully successful.
7. The National Scout Associations with very limited budgets are preparing hundreds of thousands of youths, many of them school leavers, for more productive lives and giving them an orientation to development that should

pay off in the years ahead.

8. By funding the Scouts' CD activities, AID has more or less accidentally hit upon an extremely effective and frugal means of development training. We have dug for silver and found gold. In the opinion of the consultants, it is in this long-run educational effect, more than in CD projects themselves, that the national benefits lie.
9. Although USAID Country Mission attitudes toward their national Scout movements differ, they generally are mildly supportive but slightly skeptical about the Scouts' ability to produce significant and enduring CD results. Some missions are willing to consider proposals for operating program grants, or improvement of rural technology grants, from Scout Associations.

USAID Grants

1. The three-year development program grant (DPG) for \$900,000 (1977-80) and the two-year institutional development grant (IDG) for \$950,000 (1981-82) have been well used and have generally achieved the broad objectives laid out in the logical framework of the project designs.
2. The consultants were shown in Geneva a tentative matching grant proposal for 1982-85. Should such a proposal be written and submitted to AID, we suggest that it incorporate the above recommendations and in addition:
 - 1) Limit the amount of the grant to be spent by WSB/CD in Geneva, with special attention to overhead charges, and identify a specific amount to be let out or sub-granted to the national Scout Associations.
 - 2) Procedures, limits and controls for sub-grants should be defined in the grant document. It is axiomatic that USAID Mission Directors should be informed about any AID-source funds spent in their countries, whether or not they are involved in the decisions leading to these expenditures.
 - 3) Change the logical framework to make occupational training and the preparation of youth for development clear objectives of the project.
 - 4) Identify the limits to USAID's future support of the WSB/CD project and encourage the development of alternative sources of funding.