

PDAAT 919

EVALUATION OF USFIS/BOY SCOUTS OF AMERICA/AID
MATCHING GRANT

Submitted to FVA/PVC
Agency for International Development
April 8, 1985

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ACKNOWLEDGEMENTS

Many people are responsible for my being able to cover so much territory physically and intellectually in such a short time. I did not want for patient answers to difficult questions, written materials and especially prepared items whenever I asked. It would be possible to start with the friendly Rickshaw Driver in Rangpur Kalibati and go on to the many senior officials who took time from busy schedules to patiently answer my questions, and to stimulate and share knowledge and to enlarge my perspective.

A few of these are listed here to express my gratitude to all.

Stephen Bergen of FVA/PVC at AID- thoughtful and ready counsel

Laszlo Nagy, Malleck Gabr and the wonderful Staff at WSB in Geneva for efficiency, perspective and hospitality beyond the call.

Habibul Alam, Scout officials and the hard working Staff in Bangladesh for patient attention, intellectual stimulation and continuing helpfulness, including those of who slept at the riverside after the last ferry in order to meet me in Jessore;

Kiraithe Nyaga and the staff of Kenya and Rwanda who managed a remarkable schedule including animals and some unexpected back roads and provided broad insights;

Bud Reid and Jim Tarr whose knowledge and understanding of the Scout movement made even traveling a useful experience.

EXECUTIVE SUMMARY

Background

The need to supplement the overall national development effort with a bottom up community capacity building effort to generate self sustaining social and economic improvement and increase the effectiveness of government services is an accepted premise of most development thinking at this time.

Within this context the Scout network of youth organizations in 117 countries provides an enormous potential to supplement its traditional approach to non-formal education with with low risk non threatening community development programs. The values of Scouting and its traditional concept of service coincide with the attitudes necessary for community organization and developemnt.

The World Organization of the Scouting Movement (WOSM) has had a policy of promoting Community development for more than a decade. The World Scout Bureau, the Secretariat of the WOSM with the assistance of AID, the US Foundation for International Scouting and other national and international donor agencies has been assisting the independent national Scout organizations with in this effort.

This has been done through strengthening and regionalizing the organization, a major training effort and small grants to to support specific project activities. This effort has been also been supported by previous program and institutional development grants from AID.

The present cost sharing grant of \$975 000 for 1982-1985 is part of and AID/USFIS/WSB package of \$2.3 million dollars with a stated goal the improvement in the quality of life in communities through the active participation of the Scouts in development projects. The focus of the grant is on twelve target countries-three each in the Arab, Africa Asia-Pacific and Latin american regions.

The Focus of the Present Evaluation

Previous evaluations have examined the strategy considerations(1982) and management processes(1984). The present evaluation was designed to assess the Scout ability to create and strengthen actual organizing capacities in the indigenous organizations that they assist. Specific questions were developed under the headings of: a) Institutional development, b) program implementation, c) outputs and effects and d) actions that could be taken to improve the program.

The field visits to The World Scout Bureau in Geneva and three of the target countries—Bangladesh, Kenya and Rwanda— were made between February 28th and March 22. X

With the limited time available, a methodology of key informant interviews, field observation and a review of the available information was chosen. Enough information was gathered to provide some useful and confirmable judgements about the program and to suggest some actions that might be taken by AID, WSB and the country Scout movements. In addition some specific information and examples were gathered and are contained in the Appendixes.

Critical Factors

There are some underlying factors that affect the conduct of the Scout program and, therefore, the examination of the results achieved. Among these are the independence of the different actors in the conduct of the project; the reliance on volunteers; the recent initiation of regional support activities; the different perceptions of priorities; the diversity of funding sources; national and cultural differences; and the nature of the national development program.

The criteria for judgement of progress also needed to be tempered with the obvious potential which existed, the long term focus of the Grant objectives and the context of limited funds of a few target countries over the period of the grant. Both the scope of work and the supplementary question assisted in achieving a perspective on these problems. (see Appendix A-1 and A-2) X

Conclusions

A specific summary of the Scout program, ^{and} its strengths and weaknesses are shown at the beginning of each country section. The reader may wish briefly scan these summaries and one or two of the Appendixes on specific countries to obtain a better idea of the specifics of the program. The general findings under the headings agreed in the scope of work are as follows. X

Outputs and Effects

There are enough examples of Scout programs which impact directly on the communities in which they function to demonstrate the potential of approach, to justify continued AID expenditure on the project. In terms of the ambitious goals of the Grant the Mixed results can be seen from the country by country summaries.

In one case, (Bangladesh) there is evidence of Scout program influence on the change of national school curriculum toward a more vocational orientation. In another (Kenya), there is a significant increased potential for self help housing. X

The results of Scout projects include income generation, the increased capacity of communities to solve their problems, the development of specific skills (e.g. agricultural, self help

housing, fish culture etc.) and a greater awareness of the potential for community action. There is also some evidence of improved capacity of communities to obtain available services.

In addition the identification of the Scouts as change oriented community promoters and potential leaders appears to be an effect whenever efforts are made to incorporate the communities, thereby reducing the resistance to future change.

The proficiency badge approach to non-formal education has been adapted to the community development orientation and the opportunity to earn badges for vegetable growing, agriculture, forestry, literacy training and health and nutrition by community service are important incentives for promoting community action by the Scouts.

Major shortcomings are the need for follow up on projects to determine what resources are needed to insure success, and an information and monitoring system to assist national and WSB in determine what actions they could take.

Program Implementation

There has been a agreed significant improvement in the capacity of the Scout organizations to plan and implement the program. The ingredients of this improvement include: a) increased competence and dedications of the staff; b) the regionalization process; c) the high morale which is usually maintained among the volunteers; d) identification with community needs; e) the development of and improved programming system; f) a training program which in some countries reaches down to the local level; g) and a more efficient handling of project requests.

The intermediate outputs of training, community mobilization, the building of infrastructure (e.g. training centers in Rwanda), the provision of physical and education materials and support have all increased significantly in the past two years.

As a permanent community organization project turnover raises some questions for the Scouts. The patterns observed include expanding on activities, training community members, instituting outreach, project replication and taking over of projects by the community.

The three areas of cooperative effort possible in the program-cooperation with government, among NGO's and with other country programs-have been dealt with by the different country programs in different ways.

Bangladesh works with government to increase support and services while Kenya and Rwanda tie in their planning processes with national governments.

Cooperative effort with other NGO's, where it has been tried has been quite successful but it is infrequent. This results from the lack of promotion of the exchange of information among NGO's by either governments donors or NGO's themselves. The examples of the positive results of this cooperation (e.g. in Kenya with YMCA and Salvation Army and Uganda with The Experiment for International Living) indicates that Scouts should make greater efforts to learn how they can increase their effectiveness, through cooperation with other groups.

Twinning arrangements with developed country Scout movements have added \$400,000 to the world wide Scouting program. All countries visited had some arrangements including financial assistance, the occasional exchange of visits by Scouts, or, as in Kenya, long term person working on materials development.

In addition the Scout U.S. fund provides information to all Scouting movements on project support needs and has resulted an increase Twinning arrangements.

Institutional Development

By most of the generally accepted measures of institutional development the Scout movement has made significant progress during the period of the Grant.

Leadership capacity, at both the international and national level have improved; a large staff development program has raised both observed quality of the staff and the volunteers.

The capacity for service delivery has been improved through regionalization better programming; the building of intergroup linkages; and the open and dynamic method of field oriented administration.

The Strong Community Development focus has improved the attitudes of the beneficiaries toward the Scouts. The relations between national Scout movements and WSB and as well as the open and self critical approach to problems were also indicators of institutional growth.

The critical importance of effective training to project success was apparent. In recognition of this problem WSB is promoting innovative and participatory approaches to training. Efforts are also being made to increase the depth of the training effort.

Other aspects of the institutional development problem, such as accountability, conflict resolution were observed to be in a healthy process of gradual improvement.

The linkage problem is one that deserves more attention. While project planning and the capacity for project initiation has increased, the information systems and the practical support for follow up through out the system can be significantly improved.

In a system that depends on many independent groups for success and on volunteers for implementation, the existence of monitoring, follow up and backstopping support are critical to the continuing effectiveness of implementation and the eventual success of Community Development projects. Where either the Scouting program, or the community took action to assure this follow up projects were demonstrably more successful.

Recommendations

The Report also makes a few recommendations among them are.

In any future grants, AID should earmark funds for innovative efforts to strengthen project follow up and back stopping.

WSB should hold regional meetings to develop specific, practical information and evaluation systems adapted to regional needs. They should also use staff conferences to strengthen the linkages between the different groups in the project implementation chain.

Efforts should be intensified to train key local persons to provide assistance and obtain project implementation support.

WSB should also explore its own role as a catalyst and coordinator and promote and support the deployment of both central and regional staff to meet the expressed needs of national programs.

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INTRODUCTION

Background

Scouting is a voluntary non-formal educational organization whose avowed purpose is "to contribute to the development of young people in achieving their full physical, intellectual, social and spiritual potentials as individuals as responsible citizens and as members of their local national and international communities".

Scouting is also a confederation called The World Organization of the Scouting Movement (WOSM). The General Assembly of the World Conference of Scouting meets every three years and decides on major policies of the Movement. In the interim period, The World Committee, which meets several times a year, serves as an executive board of the WOSM. Diverse subcommittees report to the World Committee on substantive and regional affairs. The system is duplicated at the regional level with a Regional Conference and Regional Committees. Regional Chairmen attend the meetings of the World Committee.

A relatively new aspect of Scouting is the professional staff that has been constituted. The Secretary General of the WOSM is the chief executive of the World Scout Bureau (WSB) that serves as the Secretariat to the Movement. WSB includes the regional staff for each of the Scout regions. The total staff of the Bureau world wide is presently 33 professionals.

Several key facts relate directly to the assistance presently being provided by AID. Seventy five percent of the national Scout associations are in developing countries. Since 1969 the WOSM has recognized Community Development as an integral part of its program. At the same time WSB has fostered the direct involvement of Scouts in community development programs within their national Scout programs.

AID Support

AID has provided assistance to this process through

program and institutional grants for the period between 1976 and 1982 through the intermediation of the United States Foundation for International Scouting (USFIS) which also contributed funds to the program. These grants assisted WOSM to increase Scout outreach of the Community Development activities, develop supporting training tools and publications, and to inspire additional funding.

In 1982 AID provided a \$975,000 cost sharing grant as a part of a larger package of 2.3 Million to support a program whose goal was to improve the quality of life in communities through the active participation of Scouts in development projects and programs. The objectives of the program were stated as follows:

- a) initiate development projects at community and district level
- b) build up national development programs from the experience of pilot projects generated during the years;
- c) provide high quality training appropriate to all categories of needs and personnel;
- d) build stronger cooperative relationships with relevant governmental and other relevant organizations;
- e) involve local resources for project support and infrastructure building;
- f) establish better systems for communication and for the exchange of information and experiences;
- g) elaborate national Scout plans and develop more effective policies and structures to achieve the objectives and become self reliant;
- h) use development education as tools for awareness, understanding and skills competences, attitudes and values needed to enhance an individual's effective participation in the local community as well as in national and international society;
- i) encourage associations to make joint activities on a twinning basis to develop better understanding solidarity and brotherhood.

The grant envisions specific in depth tailor made field service to Scout associations in twelve target countries in four Scout regions--Arab, Africa Asia-Pacific and Latin America. The process will include assisting them to identify needs, holding national workshops, providing direct support to field projects and promoting evaluation.

There have been two previous evaluations; one in 1982 which pointed out some of the strengths of the movement and recommended that the present grant be focussed strongly on the field operations; the other a management process review undertaken in 1984 which recommended, a programatic approach, strengthening policy controls and the replication of succesful project types to improve the impact of the program.

Purposes of the Present Evaluation

This evaluation asks the evaluator to verify and assess the USFIS/Boy Scouts ability to create and strengthen actual organizing capacities in the indigenous organizations they assist. A number of questions to be addressed are listed . (See appendix A-1)

On reviewing these questions prior to the conduct of the evaluation Stephen Bergen FVA/PVC and the evaluator devised a series of expanded questions(see appendix A-2) which suggested emphasis under the following headings:

- a) Institutional development;
- b) Program implementation;
- c) Outputs and effects;
- d) Actions to improve the program.

Both sets of these questions have been the guiding focus of the evaluation. Because of the extremely short visits and pressured schedule, it was agreed that little primary data could be gathered. Therefore, the indirect collection of available information, key informant interviews and project observation would be focussed on these questions. Enough data on diverse aspects of the world wide and country programs has been gathered to allow for some useful, confirmable judgements related to these questions.

How the Evaluation was Accomplished

The field work was conducted from February 25-March 22 as follows:

- Feb 25-7 Washington-(discussions and administrative arrangements);
- February 28-March 1-Geneva (initial discussions at the World Scout Bureau);
- Mar 4-7-Bandladesh(Dhaka, Jessore and other field locations);
- March 8-15-Kenya(Nairobi, Machakos, Nyeri and others);
- March 16-19-Rwanda(Kigali, Butare, Gisenyi and others);
- March 20-Geneva (World Scout Bureau review with Staff);
- March 21-22-London(discussion with Secretary General and Director of Educational Methods).

In each country the Scout associations had arranged field programs which involved spending most of the time in the rural areas. They also provided briefings and special information when it was requested. (see Discussions of Visit in each country section).

The Anatomy of the Process

Before proceeding further with the report the reader should know something about underlying assumptions of the evaluator. At the risk of restating the obvious, the following items seem to me important.

1. Evaluation is an attempt to apply Social Science to the dynamics of real situations. Good Social Science requires a statement of the limitations and the biases as well as an attempt to put the facts into a useful perspective. Once this is done the reader can take the facts, inductions and interpretations which are presented and put them into a context which makes sense for his own analysis or decision oriented thinking. The reader can then participate, directly or indirectly, in the reexamination of the experience of the evaluator and add perspective that will enrich the knowledge, broaden the perspective and increase the utility of the evaluation.

2. This participatory approach was consciously pursued with the Officials of the World Scout Bureau and the leadership of the National Scout movements. In this manner they (and the evaluator) developed enlarged perspectives of the program. The evaluation is probably better for their active participation.

3. The goals of the Cost sharing Grant to USFIS for the WOSM are simply not measurable without an intensive and participatory process of establishing indicators relevant to the present situation. However, the Grant objectives were examined on the basis of the limited information gathered as well as the carefully focussed questions which were developed by the Scouts, PVC and the evaluator prior to undertaking the evaluation. (see Appendix A-1 and A-2)

5. One cannot be sanguine about the validity of the conclusions developed with the limited information available and even efficiently managed whirlwind tours of four to six days in the countryside of the three countries. Many of the conclusions are confirmable, however, since they reflect a drawing on the collective judgement of a great many people whose information and knowledge was tapped during the trip.

6. The methodology of reviewing available reports and information, key informant interviews and field observation left much room for subjective interpretation by the evaluator. With a strong bias in favor of Community Development great care was taken not to engage in the cardiac approach to evaluation (in my heart I know that its working). However, the intestinal approach (my gut tells me that something positive-or negative- is happening here) was often a useful starting point for questions and information gathering.

7. Another key element in the methodology was the interactive interview technique: taking initial facts, observations and responses and testing immediate generalizations on the respondents. The reactions were often useful to determine

if the original conclusions were worth pursuing with more information. Because of my experience with similar programs such assertions were often useful in eliminating irrelevancies or in finding new directions.

Scouting and Development

The enormous potential of the Scout network is far from fully realized. The Scout movement is a widely spread existing non threatening group of change agents with a capacity for low risk innovation. Consider a few generally accepted notions in many of the developing countries:

- a) boys are expected to have new ideas;
- b) boys failure is not condemned (or feared);
- c) successful projects have the aura of the new generation asserting itself;
- d) Scouts can be both the articulators of village needs, catalysts for new approaches, intermediaries in the obtaining of services, and mobilizers of village activities;
- e) Scouting is an acceptable way to move into the middle class
- a) the values and discipline of Scouting contribute to leadership capacities;
- f) Scouting instills pride and a concept of service.

Scouting can also be the vehicle for the promotion of national development policies and actions which build awareness, multiply results and may incorporate local people into decision making, implementation and realization of benefits (for examples note the effect of Scouting on the Curriculum Reform Committee mentioned in the Section on Bangladesh and the work of the Rovers in Bahadurpur- Appendix B-3)

A Few Critical Factors in the Scout Program

Rather than elaborate the description of the structure and operation of the Scout program sketched above, the evaluator selected the following few principle elements that are critical to understanding the program:

1. the Scout program is not a development program it is a non-formal education program committed to Community Development as a means of achieving its objectives- impact on the Scouts as future leaders is as important to them as the effect on communities which Scouts serve;
2. the Scouting movement is not a unitary organization; the national Scout movements are completely independent

But
negative:
Scouts are amateurs.
Scouts are do gooders.

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except on constitutional issues and the policies they agree to at World Scout Conferences. However, the central and the regional offices are directly responsible to the Secretary General.

3. while Community Development as a policy is long standing, the increasing availability of both international and national funds assists the program to meet local and national needs and to encourage national organizations to undertake more development activities;

4. the major and critical contribution of Volunteers from the highest to the lowest levels of Scouting assures leadership motivation, but brings special problems to policy, program and staff development and to the implementation process;

5. regionalization, more systematic programming processes and new approaches to training have created a dynamic impetus which has benefitted both the educational and the development aspects of the program;

6. many other factors, the practical focus on community development, the fact finding process, country planning activities, the emphasis on backstopping, on information systems and evaluation which have brought about important changes in the program were influenced by the interaction with AID and other donors.

Problems and Perceptions

There are a series of problems which should be articulated in order to better understand the conclusions of the Report. These problems are based in different perceptions of situations, roles, objectives and processes. Some of these are between organizational entities and some within the same one. Most are inherent in the structural or organizational orientation that is natural in the circumstances.

Most development projects can fail due to even the most well intentioned actions or inactions of any of the diverse actors in the process; many of whom have their own perspectives, objectives, loyalties, imperatives and commitments.

In the Scout case a simple listing of the groups involved- AID, USIF, WSB, regional executives, national Scouting organization professionals and volunteers, school officials, governments and communities, immediately shows the complexity of the problem. Few of these groups have any effective control over any of the others and there is a remarkable combination of power, influence, persuasion and negotiation that must go into any successful project. The traditional hallmarks of effective administration must be modified or discarded in such a situation.

The most obvious discrepancy is the development orientation of AID and the non-formal education orientation of WOSM. AID now seems to understand and accept this orientation and the WSB has integrated some of its thinking by the use of

programming techniques which serve both objectives. However, WSB's frustration regarding Scout movements that remain traditional or lack adequate national leadership is apparent. National Scouting movements also sometimes resent the strings attached to WSB funding.

The diversity of funding sources is an equally difficult problem for the Scout program. It is continually trying to balance its needs and these sources many of which emphasize direct project activity and not the infrastructure they feel they need. The example of Rwanda which has received large amounts for the building of training centers but has little local funds to operate them is only one of many problems that have developed,

Scouting to be successful, must be perceived as a national movement. Different cultural perceptions of training, of community education, of religion, of the roles of children, and of public participation are critical. These and many others have to be resolved at the national level and then integrated into the program.

All of the above factors impinge on the program and implementation process and the organizational development efforts throughout the system. The balance of centralization and decentralization, training and organizational effort, planning and opportunity administration, leadership development and community development are problems which must be dealt with continuously by all parts of the Scout organization.

Given this background and the contextual factors mentioned above, each of the visits (Geneva and the countries) will be reviewed and then conclusions and recommendations will be offered.

MEETING WITH WORLD SCOUT BUREAU-GENEVA

The initial meeting with the WSB was to obtain some perspective on the entire program, to determine their perspective and objectives for the evaluation, and to obtain information on the operations of the Community Development program.

(Note-The Introductory Section characterizing the Scout Program summarizes the core of the information gathered in Geneva.)

On both the initial and final visits I met with the Secretary General and all the program staff. The meetings though short were efficiently handled and the staff made extra efforts to provide me with the perspective and the information that I would need on the trip. They initially provided me with a briefing on the operation of the WOSM system and then met with me individually to review their specific activities. A variety of useful written materials was gathered and special reports on training were developed.

The competence of the staff is impressive and their dedication is obvious. WSB is committed to an approach to Scouting which has been influenced by AID's concepts of development and which has been nourished by the availability of funds to implement Scout policies on Community Development.

When asked to postulate the results of a successful evaluation, the members of the WSB staff responded as follows:

- a) it should provide an empirical base for decisions about expansion of the program;
- b) it should build the awareness of national and international staff of the need to reinforce the support and information systems.
- c) It should articulate some of the elements of a strategy for continuing incorporation of community development as a practical aspect of Scout policies and programs;
- d) It should explore the needs for different kinds of didactic material to support the community development activities.

We jointly tried to establish some indicators for these elements. In my final notes to the WSB on my return (see Appendix A-3) I reported my conclusions.

Training from a Global Perspective

More important than the increase in training activities related to Community Development during the period of the AID

grant is the shift to more courses sponsored at the national level. In 1982 80% of the training courses were centrally or regionally sponsored. In 1984 target country local Scout movements sponsored 40% of the training activities. In non target countries the percentage remained the same. This provides some evidence that the additional funds for projects have promoted actions on the part of national scout movements toward development oriented programs.

*with
cause-effect?
linking?*

Central and Regionally sponsored Training programs by area breakdown are as follows for the period of the grant:

YEAR	TOTAL	ARAB	AFRICA	ASIA-PAC	LA	EUR
1982	19	4	8	1	6	
1983	38	10	8	10	9	1
1984	21	3	12	1	4	1
TOTAL	78	17	28	12	19	2

Central and regionally sponsored Training programs by subject matter breakdown are as follows:*

YEAR	TOTAL	CD	ENERGY	OTHER (subj.)	MGT	MULTI PURP.	PLAN NING
82	15	8	2	2	1	2	0
83	26	6	4	7	5	3	1
84	12	2	1	1	2	1	5
TOTAL	53	16	7	10	8	6	6

Sources?

*some specialized international courses e.g. drugs, expansion and leader training are not included in the subject matter.

These tables, as will be shown below in examining the country training programs, do not include other national and local courses that were held. There were, for example, 24 courses held in Bangladesh alone in 1984 only one of which was recorded in the above chart because of its international character. (see Appendix B-1)

There has been a significant increase in training throughout the system as a result of greater implementation of the Community Development emphasis.

There are also some shifts in emphasis and approach to the training program. Community Development has become a central focus of training, though awareness, motivation, management and leadership are still critical elements of the training program. Training of trainers and leadership training is now more the responsibility of national programs.

The Training Officer in Geneva has become more a manager of the training programs and a support or resource person assisting countries to do more participatory training. The awareness phase of the training process is considered by the staff to have been accomplished in the target countries. The training for planning which accompanies the fact finding process is still at an intermediate stage. However, training is now integrated into the project development and implementation processes and will shortly be used to develop information systems and evaluation.

Integrating training and action is a trend the WSB tries to promote. They mention Rwanda as one country which has a national plan and training centers which are designed to directly affect communities through satellite centers. (see review of Rwanda program below)

The WSB Perspective on the Program

In summary, discussions with the Secretary General and the Staff of WSB indicate that the marriage of the non-formal education concept and the Community Development approach has taken place through the programming, decentralization and the training process that has been implemented during these three years.

The Staff appears to be happy with the present growth in regionalization but takes the position that when you decentralize some things you need to centralize others. They point out that the Training, Program and Community Development activities of WSB have assumed quite different but equally important roles with the decentralization process. At present two very critical areas need urgent attention:

1. the development of effective information systems (including monitoring and evaluation) in countries to assist their decision making, their future planning and the linking of those information systems through a central exchange that will benefit the entire program;
2. didactic materials development to locate support and generate materials for training, community education, community relations and program development.

Some countries are pursuing such activities (Bangladesh monitoring and Kenya for materials), but they suggest that there is a need for a resource person in each of these fields who would operate from headquarters in the same manner that the training officer and the CD staff now function. Given the dynamic nature of the present program the staff sees this as a high priority need.

After completing the visits to all three countries the evaluator met with the staff at WSB and the Secretary General a second time and discussed some prepared comments. (See Appendix A-3). The discussion was open and constructive. WSB responses have been taken into account in the drafting of this report.

BANGLADESH

TOTAL POPULATION --90 million UNDER 14 YRS-38.7 Million
 AREA 147,000 Sq. Kmtrs. GNP(per capita) \$140 Literacy Rate 26%.

SCOUT POPULATION

	Scouts	LEADERS	PROFESSIONALS
1982	120,305	36,004	24
1983	129,161	38,665	28
1984	141,297	43,700	29

*Source?
Reliability?*

NOTE--After independence from Pakistan, the Bangladesh Scout population grew to be larger than the number for all Pakistan previously. Total membership has tripled in ten years. The Staff attributes the growth in great measure to the identification with national development and strong emphasis on Community Development.

Scout Program- strong Community Development emphasis, extensive training program- dual concentration of projects-

- a) those enhancing production and
- b) those improving the quality of life.

a) includes fish farming, vegetable gardens, tree planting, cottage industries etc.; b) includes family life education, health, literacy etc.

Strengths-leadership, organization, training, implementation capacity, relations with the government and community effect (potential impact).

Weaknesses-information system, cooperation with other NGO's, overall plans, outreach to poorest uncertain (new emphasis on non school troops being undertaken).

Evaluation?

Country Summary and Conclusions

1. The high level of Volunteer leadership at the national level (senior government and private sector persons) and a committed staff has been reinforced by a strong emphasis on innovative training and on followup and review. (see Appendix B-1 for chart of 72 training courses 1982-84)

2. Commitment to Scout policy on CD has been reinforced by the Regional Office which detailed one person to spend full time in Bangladesh to promote Community Development for the past two years. Significant progress has been made in building institutional strength; in setting forth clear program goals; in project development; in the capacity to obtain additional funding from diverse sources; and in expanding the implementation of rural CD programs. (see Appendix B-2 for a map showing types and

locations of projects)

3. Policy influence is indicated by a Curriculum Reform Committee on which three senior Scouts who are government officials sit, and which intends to incorporate aspects of the scout training program into the public school curriculum.

4. Projects have varied with local needs. Some have had a significant impact on the community (e.g. Bahadurpur- see Appendix B-3 and Rangpur Kalibati-see appendix B-4). Others seem to have only influenced Scouts and parents. The Jessore Regional Training Center projects appear to have greater local outreach than the National Training Center at Mouchak. Both are influencing the trainees and Mouchak has proposed a new project with greater outreach.

5. Both financial and implementation reviews are part of the established project process. In addition, Scouts help the formulation of community needs and obtain government services for the community. This is reinforced by the national Scout leadership capacity to transmit orders downward through government channels to assist the Scout activities.

6. Scout programs receive publicity and local attention. As a pre-existing and non-threatening youth organization, the comradery and the motivational emphasis, along with Scout symbolism and morale, provide a valuable emotional component to both volunteers and Scouts which influences project effectiveness.

7. Thirty Proficiency Badges related to CD have been developed and the increase in their achievement by Scouts reflects the interest in CD and the community service. This is an important non-formal education element and will enhance the present effort to incorporate non-school troops. (Appendix B-5 lists the CD related proficiency badges which have been awarded for the years 1982-3-4)

8. A number of improvements can be made. Neither the Fact Finding effort, nor the project proposals provide useful baseline data on which project progress could be judged. On new projects some simple basic materials on the actual conditions in the community prior to the initiation of the project should be included in the analysis with the participation of the beneficiaries. The present monitoring document should be translated into Bengali and should focus on three aspects: objectives and milestones toward them; the process of implementation; and the fixing of responsibility for determined actions. (note- specific suggestions were made to the staff)

9. The existing system for coordination of NGO activities does not work. The Scouts need to investigate ways to energize the system or to promote exchange of information, fill in gaps and cooperate with other agencies to achieve more effectiveness and impact in their communities. how?

10. Several other matters were discussed: the need to improve community impact; to reinforce present pilot efforts in Family Life Education; and to expand efforts to have non-school troops.

My visit was superbly organized and it was possible to see a remarkable amount, considering my arrival was delayed 24 hours by travel problems and lasted little more than 3 days.

During the entire visit I was accompanied by E.F. Reid, International Commissioner of the Boy Scouts of the USA who was both a colleague and advisor on Scout matters. In addition J. Plaridel Silvestre, Regional Executive Commissioner for Asia and the Pacific, was in Dhaka conducting a staff development course. He provided important insights and information on the Bangladesh and the Asia Program.

Initial and final visits with senior Scout officials were particularly helpful. However, the ceremonial nature of such short visits limited the diversity and the amount of information which could be obtained.

The special high level Scout Committee on Community Development, whose volunteer Commissioner is a senior government official was interested and well informed. The national and regional professional staff who accompanied us on trips, were conversant and forthcoming with available information. They also prepared many written materials and made a final presentation with charts which was extremely useful. Everyone should be commended for their extraordinary efforts to meet my requests for interviews and information.

On the final day the consultant was requested to lead a discussion on his findings and on the organization of monitoring and evaluation. Field people were invited to the capital from areas not visited for interviews. Subsequently a meeting was held with the CD Commissioner. This exchange clarified points and confirmed the national associations openness to discussion and suggestions.

Field Visits The national training Center at Mouchak, 40 Kilometers from Dhaka, is an unpretentious building with adequate space but limited technical capacity for training. It is surrounded by 35 acres of land including trees, farming area and a fish pond. It is used year round for training of Scouts and Scout leaders and serves as a demonstration farm for the tree planting, fish farming, duck raising and vegetable gardening projects of local Scout troops.

There was limited evidence of effective community impact, but Scouts had taken home seedlings and stated that their activities had influenced the farming of their parents. Delayed arrival at the Camp made it impossible to interview many of the Scouts about their families or the different aspects of the local troop activities. However, information on the extensive training courses was provided.

The Village of Bahadurpur has a long standing relationship with the Rover Scouts (the name for Scouts between the ages of 16 and 24). The Rovers work directly with the village Development Committee. The prosperity and quality of life are apparent. Villagers attributed the economic and social effects to Scout initiatives and the combined action of the village and the Scouts. It is an impressive example of actions by Scouts, based on community needs, which has a profound and observable effect

over a period of years. (Appendix B-3 provides detailed information on the project).

In Bangladesh there are regional training centers which conduct "echo" training of national or international courses. These often include demonstration projects on which Scouts can learn proper methods for carrying out projects. The visit to one of these centers in Jessore provided insight into how the national activities of the Scout movement are multiplied by the regional network of training centers.

The physical facilities at the Center were spare, but adequate for training proposed and teaching material was available. The courses given to Scouts and leaders include a regional Community Development Seminar, a Water and Sanitation Workshop and a course in Duck and Poultry Raising.

The Jessore Training Center also had a fish pond from which Tilapia and Carp had been harvested, a Duck and Poultry Project, a Wheat Growing Project, Banana, Tomato, Papaya and Bean Projects and a Handicraft Project in which Scouts had trained 25 women to make Jute and embroidery products. In each of these projects Scouts had earned proficiency badges, funds had been raised and the community had received training, improved seeds or the distribution of plants. (Appendix B-6 lists the projects and benefits achieved).

Rangpur Kalibati is a small village in the Khulna area which can only be reached by rickshaw. The village has both a primary and a secondary school in modest condition. The Scout organization is militant and well disciplined. Scouts had a band, a gymnastics program and they grow vegetables and raise Prawn and Carp. They sell to buyers who will export them. They have been so successful at the project that the Village has invested in another pond and is also selling to prawn exporters at a considerable profit with technical assistance from the Scouts. It was not possible to determine how the income from these fisheries is distributed within the village. (see Appendix B-4 for the short report on the Rangpur project)

In Rangpur, Jessore, Bahadurpur discussions with beneficiaries, Scouts and leaders while brief and general indicated that:

- a) extensive training was being undertaken;
- b) the volume of projects was increasing and becoming more diversified;
- c) funds were being obtained from Miserior (\$9433) CIDA(34,080) Australia (\$4571) and AID(31,000) for village self sufficiency projects in different villages;
- d) some problems of mobilization of local villages were being encountered particularly with some village development committees;
- e) schools provide a good locale for Scout activities, but tend to limit benefits to school children (who form a small percentage of the total children) so non-school troops are being formed;
- f) efforts are being made to engage in more quality of life projects (family life education, health, nutrition etc.) and to start non-school troops to participate in CD activities.

KENYA

POPULATION--18 Million 14YRS AND UNDER--8.6 Million
 AREA 583,000 Sq. Kmtrs. GNP(per-capita) \$420 LITERACY RATE 47%
 Scout POPULATION

	Scouts	LEADERS*	PROFESSIONALS
1981	36,651	2264(+866)	3
1982	31,071	1945(+866)	3
1983	43,467	3388(+866)	3

Sites?

*numbers in parenthesis indicate non-warranted helpers

Scout Program- strong community development emphasis-tree planting, vegetable gardens, water, bee-keeping; excellent camp and training program; human settlements program concentrating on self-help housing; development of training and educational materials development (with Irish Scout and Government support).

Strengths-innovative programs; training facilities, support from private and public organizations, high level volunteer leadership, CD orientation of program and training efforts.

Weaknesses-program and training follow-up, funding, technical services, backstopping, monitoring and evaluation system, community effect varies greatly.

Country Summary and Conclusions

1. There is a clear commitment to the Community Development approach both in policy and program orientation. Volunteer support is strong but financial support is limited. High level business and government officials hold top Scout voluntary posts and teachers and community leaders participate at school and village levels.

2. There are some very innovative local programs developed by Scout troops (childrens prosthetics, childrens reform school, self help housing, community service with the YMCA). Where Scout leadership is trained, Scouts are mobilized and the community involved, programs are successful.

3. The activities of Camp Rowallan, which is shared with the Regional Scout Office, have provided training and advisory support for some of the most useful activities; it should become a key to the improvement of the program (e.g. mortar mesh housing, bee keeping, tree planting and vegetable gardening--see

Appendix C-2 for description of some Camp activities).

4. The development of materials for dissemination and training by the regional office in Kenya are of particular value to the program and will make the Scout movement in Kenya a source of development information as well as a promoter of projects and innovative ideas. They are presently translating materials into Swahili and preparing different kinds of training manuals and guides for Scouts. This is a twinning program sponsored by the Irish Scouts and their government. (See appendix C-6)

5. The Rover Scout program (boys and girls from 16 to 25 or more) is active in development issues and has troops in universities, businesses, and Clubs. The effort, publicity and support generated by the workshop on International Youth Year held during my visit was an excellent example of the effect of the program.

6. The drought has been a major factor in retarding the Scout program in the past two years. Its toll on agricultural, forestry and other projects has been great. This limits the capacity to make judgements about the effect of the program either on production or on the communities. In many cases however, community support is being maintained even with the adverse effects of the drought. *

7. CD proficiency badges have been designed and some awarded. However, it is difficult to buy the uniform patches. A great deal remains to be done on the installation of a comprehensive proficiency badge program.

8. Major problems include the need for more follow-up and backstopping on projects; more incorporation of communities in the projects, improved grass roots support by government technical agencies for Scout projects; more integrated training programs; greater use of the facilities of the Camp and the Regional Staff posted there; and an intensification of the materials development program.

9. Since many of the Scout troops are in Schools, there is a need for effective coordination with the Ministry of Education (which already makes a financial contribution to the movement) to insure that individual headmasters understand and support Scout leadership. This may mean a policy statement by the ministry, better training of Scout leaders or consciousness raising programs for school officials and parents. Not done?

Discussion of the Visit

My visit was well organized, concentrated on field visits and permitted a great deal of observation considering one day's sickness and the intervening weekend. During most of the visit I was accompanied by J.L. Tarr, former Chief Scout of the US, Kiraithe Nyaga, Regional Scout Executive for Africa and Peter Nguĩ, National Scout Executive of Kenya, all of whom provided valuable information and perspective on the visits.

Initial discussions provided an important perspective on

the nature of the Africa Scout Program as compared to the Asia and Pacific program. The small staff, the limited facilities complemented by the excellent Camp facilities and the existence of the Regional office for Africa in Kenya, are major factors in the development of the program. The staff made special efforts to provide me with information.

There is also a strong training program for Scouting in general and well as the Rowallan Camp training activities. (See Appendix C-1 for a list of the regular Scout training)

During all visits the Scouts sang songs, provided demonstrations of their discipline, marching skills. community groups also performed celebrating their cultural heritage.

The dedication of the volunteer leadership in the villages was impressive. There was an obvious commitment to the notions of self help and community service are nationally promoted in Kenya which add strength to the Scout approach.

Initial visits were to small drought affected communities in the Machakos area. The Watemi and Iyuni projects were an indication of how a Scout program incorporates the school fathers and the community in spite of severe difficulties in carrying out activities. Most of the tree plantings had dried up for lack of water, but seedlings were being maintained and cooperative work was continuing on the school and on vegetable gardening in the community. The relationship between the Scouts, schools and the community was apparent from the pride with which the community presented the efforts of the Scouts.

Ianzoni had a particularly well organized Scout troop and had built a water tank with Scout funds and community effort. In addition tree planting was continuing and vegetable gardening had provided some funds. The Scout troop and its leadership was clearly a core element in community efforts to improve their situation. (see Appendix C-3 for report on Ianzoni)

Joytown is innovative project in Thikka of organized Scout troops in a school for disabled children. Scouts learn to make prosthetic equipment for their colleagues. This not only helps disabled children but provided skills (metal and leather work, welding, carpentry etc.). The students were finding employment after leaving school. The headmaster had informally checked with employers and found that the boys have become good and reliable workers capable of earning their own living.

Another program at a childrens reform school uses Scout discipline, values and programs to rehabilitate boys mandated to the care of the court. Little information is available about the long term effect of the program but the approach to instilling discipline and values is one that merits attention.

The Rowallan Camp is a large forest area with camping facilities and demonstrations of Scout activities can be carried out. The camp has an experimental vegetable garden, tree planting self-help house. It is presently being used for training and its staff for technical advice to Kenya and other African countries. (see Appendix C-4 for the tree planting activities and C-5 for the Mortar Mesh Human settlements program.)

The potential for the use of the Camp its facilities and its staff for program development, training and backstopping is enormous. These programs have had an effect on many projects in Kenya. Since the Regional Scout Office is at the Camp, it should

be possible to rationalize the activities of the Camp to support and intensify both the efforts to assist the Kenya program and those of other countries of Africa.

The staff is also working with Kenya and other African countries on human settlements. In Kenya work is proceeding at the Anglican church in Nakuru where Villagers have been trained to build houses and latrines. A training center is being built in cooperation with the YMCA at Nairobi's Kibera slums. There is also a new program with the Experiment of International Living in Uganda using the Scouts and Girl guides as outreach workers with backstopping from the Kiteredde Vocational School.

The materials development program, which is being financed by the Irish Scouts and the Irish government, is also an innovative effort to provide training materials, village education and to promote government sponsored campaigns (see Appendix C-6 for an example of translating the UNICEF child survival program).

An excellent beginning has been made in cooperating with other agencies. The Greenbelt program of the National Council of Women provides seedlings and support for the tree planting program; Salvation Army workers receive Scout training before going to the villages; the Red Cross assists in the training of Scouts; the Rotary and others provide support. Both the Ministry of Education and the Ministry of Culture provide grants to the program.

The present need is for the Scout movement to work with those public and private agencies which can support its field activities; fill gaps in community needs uncovered by the Scouts; and reinforce its efforts in some of the new programs the Scouts propose.

RWANDA

TOTAL POPULATION 6.3 Million 14YRS AND UNDER 2.7 Million
 AREA 26,000 Sq. kmtrs GNP(per-capita) \$250 LITERACY RATE 50%

SCOUT POPULATION

	SCOUTS	No.TROOPS	PROFESSIONALS
1983	8,000	200*	17**
1985	9,000(est.)	290	17**

- * No information was available on the number of leaders, the figure includes the 22 satellite Centers which also have troops. 3/4 of the troops are rural and 1/4 are urban.
- ** this includes central staff and staff at the 3 Training Centers.

Scout Program-two training centers and a third in construction which train Scouts from which leaders then go to Satellite centers to organize and conduct development activities. Reports indicate the activities include agriculture, poultry, animal rearing, fish farming, literacy training, carpentry and tailoring.

Strengths-concurrent planning which relates directly to National goals; physical facilities for an excellent training program, construction of new center (US-SWISS financed) being completed with effective organization and participation of Scouts; a network of satellite centers which have potential for outreach to communities.

Weaknesses- organization, backstopping, monitoring, followup and being held (Butare), or were poorly organized(Gisenyi). satellite Centers visited indicated limited community impact, inspite of training efforts. Little effort was observed to obtain community participation in projects.

Country Summary and Conclusions

1. The program is committed to national development objectives, has an infrastructure, is designed to support community development activities and has the policy orientation to be an effective program for both boys and communities.

2. It was not possible to determine, however, the degree to which the Scout troops are related to the schools which, with an enrollment rate of 50%, is a useful focus of activity. It was

stated that many of the Scout leaders are teachers. Similarly, there was no initial indication that the rural satellite centers are related to the lead farmer (animateur) approach which the government uses for agricultural extension.

3. Initial observations indicate a likely discrepancy between reports and reality. The timing (Friday through Sunday in the field) and length of the visit did not allow for the kind of examination which is required to determine the precise nature of the problems. why?

4. The use of entrepreneurial approach to raising funds (assembly of bicycles and motorcycles) seems to have been less than successful in terms of financial support and does not appear to have trained many people.

5. Initial observations and one followup report from the field indicated that district Scout Commissioners were insufficiently interested in the satellite Centers and that those responsible for the Centers had not had enough training.

6. There is sufficient professional staff for an analysis of present problems in the Satellites and the Training Centers. It would then be possible to initiate actions to bring the actual situation in line with the 1982-87 plans. Local funding is stated as the main problem, but there is clearly a need for organizational development, monitoring and follow up on satellite programs.

7. The USAID office expressed specific interest in the program and their participation and monitoring may be a useful way to increase the effectiveness of the program.

Discussion of the Visit

A car was provided by USAID for the weekend to facilitate travel. I was accompanied on the visit by the Regional Executive, Kiraithe Nyaga, J.L. Tarr, former Chief Scout of the BSA and the National Commissioner of Rwanda and other local Scout officials.

The Scout Training Center at Butare was financed with Canadian and some AID/WSB funds. The physical set up is excellent. It consists of a 23 hectare farm and a number of buildings for classrooms and shops. They include carpentry (with two pieces of AID donated equipment) tailoring, classrooms, an auditorium and a room for assembly of motorbikes. Fields are planted and a fish raising pond has been installed; pigs and chickens are being cared for; a bio-gas generator is also under repair but said to be functioning.

No courses have been given for at least six months because of lack of funds. However a group of children arrive each day to learn and work on the farm and are given lunch and sometimes dinner. The manager is in Germany for training and no one else has any information on the program, the finances or the curriculum for previous courses. No information was available on the number of boys who had been trained or were presently working on the farm, production, the income from crops, or from the assembly of motorbikes. Some literacy courses appear to be given to those who come to the center.

The Gisenyi center was visited on Sunday when classes were not being held. Again an excellent physical set up financed by MISERIOR with classrooms, shops, five hectares (mostly planted) and both sheep and Cattle. The course was said to be three years long. The curriculum included practical work, carpentry, religion and sports but was said to be the same for the entire three year period. The cards on the students indicated nothing about their progress, or where they were from. There was no immediately available evidence observed or recounted of relationships to the satellite Centers or to the nearby communities.

Some boys who were working on the farm were interviewed and said they were studying there. They were all from the local area, apparently from artisan or farm owning families. Some stated that they had been at the center for a year, but demonstrated little knowledge about the rudiments of farming or other skills.

Suzuki Motorbikes were being assembled here also and some furniture built, but no information was available on the income or the finances of the center though the Regional and National Commissioners were both present. I was later told that the local government official has an office in the Center which facilitates services to the center.

The Kigale Center is still in construction financed by

\$25,000 AID/WSB funds and \$75,000 Swiss funds. It will open this year but no funds are yet available for training courses or equipment. A Scout troop has been formed and includes homeless boys sent to the center by the city council. All the Scouts work on the construction and have other organized activities. Those who are skilled receive some pay, those who are not can, through apprenticeship, become skilled. Food is provided and the morale and dedication among the troop is evident. Interviews indicate that the boys enjoy the work, the learning, the recreation and the identification with the group.

Visits were made to two satellite centers, the first in Rohengen en route from Gisenyio to Kigale. The Center was closed but there were small buildings with chickens and goats and a building which is to be a literacy center when finished. No one in the village seemed to be interested in our visit and the person in charge could not be located.

The second satellite Center was at Masako. (near Kigale) The Director of the center, a local teacher, stated that 25 nearby boys come to work on the farm and some receive training in literacy as well. In addition 30 people from 12 to 25 years old come twice a week for literacy classes. The literacy materials are old and unsuitable to adults and there is no indication of the results of the course over the past six years.

The farming operations at the center look quite prosperous with coffee trees ready to harvest and vegetables growing. The problem is water. They state that they need funds to buy and install a pump at a well at a nearby school. It is not clear how the Scouts and the farm relate. The distribution of income from the products is half for the Scout and half for the center, but it was stated that the center has not made a profit to date.

The lead farmer of the village is not involved in the activities and government participation is solely the provision of the land under its scheme to lease farms to landless farmers. It was not possible to determine what has been disseminated and how the farm related to the community. One of the people working at the farm was trained at Butare, but nothing was said about his work.

The national office of the Scouts in Kigale, whose construction is financed by the Rotary, is completing classrooms which will be used for training. It was stated that 90 people were trained in 1983 in courses in Scouting, literacy and religion. In 1984, 65 people were trained in a literacy seminar. Also 40 trainers for troop based outreach were trained and a seminar on planning was held, both with regional assistance. A training plan for 1985 is a part of the five year plan and will be followed.

CONCLUSIONS

This evaluation was designed to develop conclusions for this report cummulatively rather than a gathering of data subsequently analyzed.

Therefore, the knowledge and insights of AID staff, WSB, regional and national Staff and the interactive interview process with Scouts and community members gradually gave shape and meaning to the observations. Notes for the final discussion with WSB, see Appendix A-3.

The initial conclusion, therefore, is that in short pressured, data thin evaluation situations, incorporating the participants and beneficiaries can significantly strengthen the results.

A key question is criteria. Efforts were made to use several scales including the DAI-Cornell, Duncan-Pooler, Botswana Indicators on Community Participation and the Scout Grant Project Objectives List, but all proved to be inadequate.

Using the potential discussed in the Introduction, the Scout program progress is meager. In terms of the objectives laid out in the Grant the results are encouraging, but mixed. In terms of the size and nature of the AID investment (a generous calculation is \$.15 per Scout per year) the benefits are significant.

These conclusions will try to achieve a balance using the categories of the supplementary questions and incorporate the elements of the Grant Objectives.

With the exception of Rwanda, where much more study of the program problems are required, detailed sample studies would test some interesting questions, but would be unlikely to significantly alter the conclusions.

*compared to what?
\$ value
benefits.*

Outputs and Effects

There are enough direct effects and clear successes to indicate that the Scouts can be effective contributors to national community development efforts on a much larger scale.

A few achievements have remarkable potential such as the incorporation of Scouting approaches to non formal education into the curricular reform of the Bangladesh Ministry of Education, the Mortar Mesh housing program in Kenya and the vocational training outreach in Uganda. Most however involve small economic benefits to communities and the significant, but long term community capacity building.

One striking aspect of the Scouting program is the public image of projects as both scouting and community activities. Community leaders in most communities visited took great pride in what the Scouts were doing and in the replication of their activities by the community. Additional evidence in reports indicate similar situations.

In Kenya where the drought had ruined many projects community leaders were supportive and involved. Employers appreciated Scout trained handicapped workers which they hired. Villagers trained by Scouts were enthusiastic. The successful Rover Scout Moot on International Youth Year involved private companies universities and senior government officials and was well publicized.

Among the cases noted in which public participation was not evident was an elite school in Kenya in which Scouts were depreciated because they performed manual tasks. Among other things this confirmed other observations on the importance of the relationship between the headmaster and the Scout leader.

In Rwanda there was little evidence of popular support and little attempt by the training centers, or the satellite centers observed to obtain it. Yet the Scouts were conducting activities for the community and receiving some support from other agencies. (See Rwanda section)

In sum, the evidence in all of the countries visited is that the combination of the Scout image as an national youth organization dedicated to community service puts it in an ideal position to mobilize community effort.

In Bangladesh there are many successful income producing projects whereas in Kenya outputs were in services and construction. (see Appendixes for examples).

In Bangladesh, Scouts were articulating community needs to government agents. Bahadurpur was an outstanding example of Scouts promoting a radical change in the health educational and economic conditions of the villages, (See Appendix B-3)

In Kenya there were changes in housing conditions, in the way land was irrigated, but improved earnings were not as common as was improved community organization.

In Rwanda few changes were observed, but the potential for a training program that would energize the communities was great and the structures were already in place.

Important changes in the capacity and confidence of communities to solve problems were observed and reported in all countries.

Attempts to determine if lower class boys were in the Scout troops were inconclusive, though some villages were so remote and so poor that the difference between the elite and the rest of the community was small.

Information systems, including monitoring and evaluation, is the weakest aspect of the projects. Bangladesh has a potentially good monitoring form which is presently being revised. Kenya has some prepared some reports on an irregular basis. Much needs to be done to implement a simple, direct, participatory, built in system for the Scout program at both national and international levels with the needed training and support.

While difficult to classify as an effect on the

*Reflection
efficiency
selection
process*

community, the Scout program of Proficiency Badges must be mentioned as an excellent approach to non-formal education. These badges involve some service to the community before they can be awarded. They also contribute to the values and to the leadership potential of the individual Scouts. In the countries visited there was a continuing effort to classify and promote more CD proficiency badges. This has a direct effect on the program as well as the Scouts. (See Appendix B-5 for the Bangladesh Proficiency Badges)

Program Implementation

The competence and dedication of staff at all levels was one of the notable findings. Volunteers at the national level were outstanding in caliber in all countries.

Training of local Scout leaders was observed as a key to project success. Special efforts to motivate volunteers and programs which generate interest of school and community leaders are critical.

Project effectiveness is related to monitoring and followup. The few cases in which village initiative was sufficient or followup provided concrete results stood out. Bringing Scouts and leaders to a center for training is necessary, but not sufficient to project success. Carrying the training and implementation support out to the project site is critical as demonstrated in some Bangladesh projects and the Kenya Mortar Mesh Housing Project.

While there are many other factors, the contrast between the effect of the Bangladesh well designed and integrated staff development program and limited centralized training in Rwanda was striking.

The comradery among the Scouts, the uniform (in Bangladesh they are suggesting that simply a scarf is enough uniform in poor communities) and the policies of community service make both a symbolic presence and instant recognition of their position as youth and as community supporters.

The evidence in Geneva and in the countries indicates a significant improvement in the design and accomplishment of implementation. The extensive national and international training program and the reports on backstopping and the competence and morale of the staff are all referred to as significant improvements. In both Kenya and Bangladesh villagers and staff referred to the shorter period of waiting for funding and other support.

In Bangladesh the increase in the number of products harvested, fish sold, trees planted and trained staff and volunteers was significant and local training appeared to be increasing in the various regions of the country (See Project Map for distribution of projects-Appendix B-2 and Jessore report on its projects and Outreach Appendix(B-6)

In Kenya both the direct and intermediate outputs(seeds,

training, materials etc.) of the Scout camp were significant in spite of the drought. (see Rowallan Camp Report Appendix C-2). In villages and schools visited few crops were being harvested because of the drought and some fish were being raised. Scouts plan to increase activity as soon as the rain begins. The increase in latrines and self help houses built, honey production, and tree planting is significant. The production of educational materials was beginning but appears promising with the support of the Irish Scouts and Government.

In Rwanda literacy training was being accomplished animals raised, and crops produced at both Training and satellite Centers. Little evidence was available on changes in production of outputs. The intermediate outputs of physical infrastructure, training centers and national headquarters were being completed. Staff training and efforts on project follow-up had been conducted and more was planned.

Few projects in any countries were completed and turned over to the community, though some had been replicated and farmers had adopted many practices introduced.

One pattern is the Bahadurpur one in which new generations of Scouts simply engage in new programs with the community while old programs continue to expand on their own. Another is Kenya Human Settlements pattern in which camp training is followed by on site training. A third is the Rwanda training program in which people trained at a center then return to their villages to start satellite centers.

Most projects observed are planned for community activated self sustaining growth. Few programs observed were in a position to turnover projects at this time. However Bangladesh should consider ways of turning over projects and initiating new ones as community needs and capacities grow. For example, fish farming now taken up by the villagers of Rangpur Kalibati may need to be replaced with a new projects oriented basic food production or quality of life (nutrition, family life education etc). Such projects are part of present program plans and capacity of the Scouts, but more support for local programming needs to be provided.

There are three different aspects to the cooperative efforts of the Scout program-cooperation with government programs; cooperation with other NGO's within the country; and cooperation with other country programs.

Bangladesh Scouts articulate village needs and serve as intermediaries with government agents, while the national organization presses for administrative support at the top. Rwanda Scouting discusses and ties its planning to the national plan and uses that acceptance as a basis for obtaining government services. Kenya has policy support for its activities but needs to build awareness among local Scouts and officials on the importance of cooperation.

Cooperation between Scout groups and other NGO's has been highly successful where observed but was infrequent. The Kenya Scout-YMCA effort to build training facilities in a Nairobi slum, Scout training for Salvation Army village workers, or the Experiment for International Living-Scout program in Uganda using Scouts to mobilize village improvement are examples of successful cooperation. On the other hand, Bangladesh Scouts did not know

that another NGO was conducting a successful poultry project while their poultry project was failing.

National NGO coordinating associations governments and donors do little about providing the information exchange (some action on this is now taking place in Kenya). Scout programs with voluntary leadership and pressed with their own problems find it difficult to take the time needed to work out the arrangements needed. It will take more than Scout initiative to improve this situation. Where AID or foundations promote or support coordination efforts, the potential appears to be improving.

Twinning between Scout troops is bringing more than \$400,00 into the Scout program. Examples are the Irish program which provides funds and one person to produce educational material in Kenya and the Swiss cooperation in the construction of a training center in Rwanda. Benefits accrue to both sides including a development education element. WSB and National movements are pursuing this vigorously.

In particular The Scout "U"(universal) Fund is a means by which national programs may request assistance from other countries. The WSB publishes a list of projects which need funds yearly and circulates it to all national Scout movements requesting they support any projects in which they are interested. In 1984 funds from this fund were received for nine countries. This process has generated interest in Twinning, particularly between developed and developing country Scout movements.

Institutional Development

Any consideration of institutional structure must take into account the comments made in the Introduction about the limited control which any part of the Scout movement has over any other. This makes the analysis of institutional development somewhat different. Linkages between entities need the most examination.

However, when some of the generally accepted categories,(e.g. leadership, resource management, planning capacity,service delivery accountability, conflict resolution and linkages) are used as measures the staff finds significant improvement in almost all of them. Cross questioning and information from beneficiaries supports this view.

An initial indicator was the interest of staff in the institutional structure, the openness with which it is discussed, the readiness to acknowledge problems and the character of the interest in exploring new approaches. This was apparent at all levels.

Other indicators were the extensive national and international staff development program; the evidence of reasonably efficient delivery of services and funding; the capacity to provide both oral and written information on diverse parts of the program on short notice; the observed methods of

working together:: the attitude of beneficiaries and local volunteers toward professionals; and the development of materials including a program manual. The efficient manner in which my short visits were handled was also the mark of an institution that is conscious of its image, is open and wishes to exploit opportunity.

Regionalization appears to have been an important step in institutional growth, particularly when regional offices have dispersed their people to different parts of the region. WSB's position that they have new roles and need the organization and the staff to exercise them merits attention.

Regional staff are aware of their field responsibilities and both national and WSB appreciation of their role is apparent. The Bangladesh program has made important strides through the secondment of a regional staff member. Both regional Executives with whom I dealt were experienced, sensitive and dynamic individuals whose relations with the countries and WSB were open and effective.

The program planning process is being systematically dealt with by the combined efforts of the WSB, the regional and the national Scout organizations. WSB is conducting Fact Finding Surveys followed by planning workshops and producing a program manual that will be issued shortly. National programs have developed both long term plans and project proposal systems which are not complicated and are reasonable. Regional staff are assisting the national organizations with project planning and preparation. There is general agreement that significant progress is being made. Care is necessary that the programming systems do not become too elaborate.

The need for information systems and monitoring and evaluation have been treated previously in relation to outputs and effects. However the need for a simple, participatory system which provides the minimum indispensable information for decisions at each level is as critical to institutional growth as to delivering outputs and creating effects.

The training aspect of the Scout program is discussed throughout the report from different perspectives.(see especially the review of training in the section on the WSB and the appendixes on Bangladesh and Kenya training).

There were observable differences between trained and untrained staff, volunteers and Scouts during the visits. It is obvious that in a system with so many volunteers, training is a critical factor. The WSB, the regions and the national Scout organizations are aware of the need to adapt it to each region and the network of backstopping in both people and materials which is necessary.

Innovative and participatory approaches are being used and training is valued at all levels in the organization. The "echo" process of repeating international and national training at regional and local levels is probably a key to the effectiveness of the Bangladesh program. The Human Settlements program in Kenya is also an example of the effectiveness of on site, hands on training approach. In both Kenya and Rwanda the lack of training for certain projects appears to be a key to their lack of progress.

If one area deserves concentrated attention it is

probably how all the institutional linkages in the Scout system can be strengthened. Linkages such as that between donor and Scout objectives; between WSB and regional offices; between WSB and the national Scout organizations; between the national Scout movement and the volunteers; between the Scouting activities and the schools and communities are the key points at which action can be facilitated or impeded.

The critical training issue is related to linkages in the system rather than the planning, acceptance and conduct of training activities. The dependence on voluntary consent means that training should be integrated with support and follow through.

Community development or skill training should be followed with locally specific hands on training to promote action, increase the distribution of skills and broaden the support at the local level. This may be expensive unless training of trainers & mobile training activities can be initiated.

The focus of implementation in general and of training in particular needs to be on motivating, supporting, or generally bridging gaps that are not covered by authority or funding incentives.

Recommendations

Many of these recommendations were tailored and discussed with specific groups and reported in the respective sections. Therefore, the following are brief synthesized elements that constitute major recommendations:

1. The potential is great and the return on investment is significant enough to justify continuing AID support. However, in future grants funds should be earmarked for innovative approaches to field project follow up support and linkage strengthening.

2. WSB should hold a series of regional meetings for country by country reviews culminating in simple practical monitoring and evaluation systems for each country.

3. WSB should use yearly regional staff conferences to explore the ways in which program development, training and implementation procedures can reinforce the linkages between beneficiaries, national organizations regions and WSB in the conduct of specific projects.

4. Efforts should be intensified to train key local people as trainers for the surrounding area who could also call on national, regional and WSB support.

5. WSB should re-examine its role as a coordinator, catalyst and processor of information for the system to determine what changes in approach and policy are required to strengthen those functions.

6. WSB should assist the regions in determining how regional staff can be deployed strategically throughout the region to best serve country programs.

1. What were the Major Findings in Brief

Scout Potential for community development is remarkable

Objectives of the grant are being pursued toward development and non formal education objectives have been enhanced

progress in institution building has been notable

effects are mixed, but worth the investment, impacts yet to be documentable

critical elements established and shortcomings noted- linkage reinforcement, more effective monitoring and information, greater coordination with gov. & NGO's

general awareness reinforced and openness to change is encouraging

regional and WSB infrastructure is adequate for needed improvements

problem is not policy or programming, but implementation and perception of roles

2. Some comments on the Conduct of the Evaluation

Time was much too short, poorly planned, had to plan schedule around US Scout representatives which also complicated matters - travel was handled efficiently by the Scouts lots of field visits. needed extra three or four days minimum to examine one good and one problem project more carefully.

Method was to observe, interview key informants, gather information, create interaction with and among staff, test early conclusions and incorporate staff and beneficiaries into examination process. Everybodys perspective was enlarged.

pressured, data thin evaluation requires the incorporation of the staff and beneficiaries in the data gathering and analysis and effective interaction which includes a utilization focussed discussion in the final stages of the visit. this worked well.

I doubt if more detailed studies would have changed the general conclusions. They would have reinforced, or explained, or negated some specific points and increased the confirmability that was obtained by the final interviews and discussions.

3. Easy Test of Evaluation Effectiveness

Will Bangladesh modify present monitoring system, initiate some analysis, promote more followup and local training and increase coordination?

Will Kenya intensify rowallen Camp training, improve its outreach and followup and increase cooperative activities.

Will Rwanda initiate an intensive review of training activities and institute followup on satelite centers(AID willing to help)and begin monitoring progress.

4. Some Key Issues

Examples of what works well need to be widely disseminated (Village income generation in Bangladesh, Self help Housing in Kenya, Planning approach in Rwanda.

WSB Training Office has shifted to a truly catalytic role, can CD and regional offices do the same.

The nitty gritty shortcomings are much harder to attend to than those involving major policy and program decisions. This may mean that a staff person at regional or national level has to be charged with seeing that local people are trained to spot problems and expedite information upwards and downward.

Regional meetings designed to build information systems or followup training are not nearly as attractive as designing program or mgt procedures.

5. Alternate Directions for this Discussion

How can WSB be encouraged to take time from operations to promote information systems adapted to countries and organize for effective exchange of information within the system and promote focussing on the nitty gritty.

How can any future AID grant promote and support the critical elements that WSB, regions and Countries now see as important actions to implement the rection they are moving in more effective ways.

Is there a need for some broad strategies for the USFIS to push for in Germany as a result of this evaluation

Should we spend any time looking at the process of this evaluation so that future ones can be more effective.

SCOPE OF WORK

evaluation of

USFIS/BOY SCOUTS OF AMERICA/AID
MATCHING GRANT

The objective of this matching grant program has been to improve the quality of life in communities of 12 LDC's through active participation of Scouts in local development projects and programs, as well as institutional development of national scout associations in certain respects. Contractor should verify and assess USFIS/Boy Scouts' ability to create and strengthen actual organizing capacities in the indigenous organizations they assist. Of the 12 countries, 3 will be visited by the Contractor.

A. Questions to be addressed by the Evaluation.

1. What is the nature of the Scout's approach to institutional development? What is distinctive about it? Is it effective? Compare the Scout organization with another PVO in a comparative framework.
2. Leadership Development should also be looked into. What leadership training has there been within the program? How are leaders of Scouts' projects identified?
3. What impacts have the Scouts' projects had in development? What role have the Scouts played?
4. What differences are noted and measureable within communities due to the Scout program operating in the area? (Local people may be able to supply the base line data.) Evaluation should be results oriented: are USFIS the World Scout Bureau, and the National Scout Associations meeting program objectives? In accord with what criteria are they implementing the program?

In addition to the above evaluators should review the following:

5. Are the projects in communities and districts at a level of maturity where they can now be sustained? What are the needs for continuing support and is such support: a) already in place? b) planned? c) likely? d) unlikely?

6. Is the quality of training of volunteers at a level that will meet the needs in local communities?
7. Is there evidence of stronger cooperation with the Scouts and Government and other private voluntary organizations?
8. Is there evidence of improved infrastructure building in the three National Scout Associations?
9. Is there evidence that community and district level projects have decreased youth migration to urban areas?
10. Is there evidence of increased joint activities "twinning support" with other National Scout Associations and USAID missions?
11. Is there evidence of improved communication between National Scout Associations in community and village programs?

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Some expanded questions based on the Scope of Work of February 4, 1985 - Evaluation of USFIS Matching Grant

(20%) 1. Institutional development

- a. What is the Scout approach to its (own) institutional aims in community development?
- b. What kind of program or project planning is done and how has it developed since the last evaluation?
- c. Is the stronger role of the regional offices in community development perceived as a significant improvement in the implementation of the program?
- d. What training takes place (within the WSO, national associations, and local Scout groups) and how is it affecting the program activities? How is it perceived by the executives, trainees and clients?
- e. What kind of information systems (monitoring and evaluation in particular) have been developed?

(20%) 2. Program implementation

- a. Is the implementation process timely and effective in the different types of projects? What evidence is there of the outputs of project activity?
- b. What are the problems in project completion and of incorporating communities for sustaining growth?
- c. What is the evidence (in the national associations and locally) of increased competence, motivation, and level of activity in projects?
- d. Is there evidence of cooperative activity in implementation with other organizations or of increased efforts by the community? How are the national Scout associations dealing with their (potential) donors, their clients and other organizations (in the community, and Scout organizations in other countries, as in "twinning")?

(50%) 3. Outputs and effects

- a. What is the beneficiary perception of the activities or outputs and what has taken place in those sites where observations can be made (where possible to obtain them)?
- b. Are there any other indicators of acceptance of Scout activity, appreciation of their efforts, changes in the ways services are delivered, problems solved etc.?
- c. After reviewing the documentation and observing some projects, are there indications of important changes in the situation of the beneficiaries?
- d. Has there been effective utilization of the evaluations or information developed either internally or externally?

(10%) 4. What actions could be taken by the Scout national, regional or Geneva offices to improve the program?

Drafted by S. Bergen and R. Duncan, after discussions, February 25-27, 1985. These guidelines are meant as a help to the evaluator in carrying out the basic scope of work.

VZ

MEMORANDUM

Subject: Notes for Discussion with the World Scout Bureau Officials

1. Brief review of the activities of the trip; the excellent cooperation, the effective planning for a short period, especially with the initial delay enroute to Dhaka and one day of sickness in Kenya. The arrangements were efficient and left little to be desired even with my emphasis on project visitation.
2. Point out that the diversity of the programmes provided insight into the operations of a world-wide programme, yet the common elements that existed or needed to be incorporated into programmes became apparent.
3. Explain that the evaluation provided the opportunity to exchange views with the regional and national staffs and to draw on their knowledge as well as provide some perspectives that helped the evaluator and the staff to arrive at some useful conclusions, important questions and options to be considered:
 - . In Bangladesh, I held a discussion of evaluation as a process and reviewed the programme with senior staff suggesting next steps.
 - . In Kenya, discussions with the national and regional executives helped to determine the strengths and shortcoming of the projects and agree on possibilities for action.
 - . In Rwanda, I held extensive discussion with the regional executive on potentials and problems plus a short discussion with AID on possible support at the local level.
4. Explain the approach of gathering of diverse information available locally on C.D. projects and general Scout activities by observation, interviews and obtaining records - the process reflected different styles in each country and provided little comparable information.
5. Identify some basic elements of the programme that need emphasis as potential impact and as cost effective. None of these common elements which emerged are new but are worth stating:

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- . Scouting is a network of existing groups which have the potential for the low risk introduction of change, the mobilization of people, the articulation of local needs and promoting the demand for services;
 - . Scouting can promote both individual self-realization and community analysis necessary for self-sufficiency;
 - . Scouting projects affect both the community and the Scouts themselves as potential participants in the development process;
 - . Scouting can be the generator of local activities or the vehicle of national development promotions and policies which build awareness, multiply activities and may incorporate local people in the decision process;
 - . the effectiveness of Scout activities depends on the training of the leadership the planning and management of the programme but most important on the field follow-up and the formal or informal system supporting corrective action;
 - . Scout cooperation with other NGO's, government or international organizations can multiply effectiveness significantly - cooptation or common effort at different levels is particularly effective;
 - . the ultimate determinant of Scout effectiveness in C.D. is the relation of the troops with the communities in which they function - the greater the identification the more the effect and possible impact.
6. Affirm the existence in all countries of basic infrastructure, of training efforts of different degrees of effectiveness, of the lack of follow-up and support service required and of the non existence of adequate information systems to support internal monitoring and the built-in evaluation needed though Bangladesh is making a significant effort.
7. Explain the attempt to apply broad criteria of effect (or impact) in a limited time with only tidbits of primary data using, experienced observation and key informant interviewing.

Frequently the interactive approach of making assumptions, or skeptical questioning of the accepted brought out useful insights; most important was taking small insights derived from observations and trying them out on staff and beneficiaries.

8. Suggest some preliminary conclusions that look promising pending the examination of the little data available:
 - . there are enough examples of effect on communities to demonstrate the value and potential of the Scout approach to C.D., not enough to pronounce the programme as have crossed the threshold of having an established approach that is likely to be effective in diverse country situations;
 - . effectiveness as a measure of the educational and character building value of the Scouts is much more apparent, but could not be specifically measured except in impressions;
 - . impact on the leaders and volunteers at all levels has been significant and apparent and promises to be a future strength of all aspects of the Scout programme;
 - . organizational growth, fundamental to effectiveness and impact is an obvious change, when measured by the quality of leaders, the number of training programmes and the articulation of the plans and projects; it is a recognized and recognizable step toward both improved planning and operating capacity;
 - . the level of country leadership, indicated by the increase in national and international donor funding, the improvement of the staff quality and the capacity to articulate and to accomplish programmes;
 - . the change in image of the Scouts due to the C.D. orientation is indicated by increase in national and international funding, in more government and community support of the Scout activities;
 - . cooperation with other non-governmental agencies is rare even though the cases in which it is done have shown important results;
 - . few efforts made to obtain the needed advice and services of government agencies required for project effectiveness;
 - . Scout projects usually require flexibility and timely decisions, and much more needs to be done to reinforce a decision oriented information system which will deal with immediately with critical problems.

8a. Suggest some actions which the WSB can take to deal with this problem:

- . disperse regional staff so they are readily available to country leaders and local projects;
- . plan some training on implementation and follow-up and facilitation which will demonstrate an action oriented information system (Bangladesh efforts);
- . assure that literacy, agriculture and other materials are available for country programmes (e.g. Kenya-Ireland efforts);
- . examine past experience to develop guidelines for different categories of projects suggesting minimum planning and information system requirements;
- . Geneva may need one person to concentrate on assisting national programmes to develop simple information and monitoring systems;
- . suggest to national programmes that they explore both non-governmental cooperative arrangements to increase the effectiveness of their own work (e.g. Uganda) or fill gaps in community efforts they cannot meet (YMCA-Kenya);
- . publicize specific approaches to the solution of common problems in a series of cases which can be developed at the regular training sessions or meetings.

9. Suggest some actions that field missions can take to deal with problems:

- . focus attention on the effectiveness of the implementation process including conducting training at the field level;
- . working through national government or NGO coordinating organizations to find means of working with other organizations to increase effectiveness;
- . working at both the local and national level of government to take best advantage of available services and support;
- . focus on simple practical information systems that will assist in expeditious decision making;
- . find ways to provide implementation support and follow-up on the conduct of projects;

- . focus on the role of Scouting in relation to the community so that Scout C.D. projects will have common benefits to all;
 - . explore all opportunities for local technical and organizational assistance.
10. Explore some ways to deal with the structure of the report to AID, for example:
- . separating impact from effect and putting the benefits observed into the context of the cost - more local funds, more donor funds, achievements which lend themselves to repetition or expansion;
 - . Scouts as unobstrusive change agents, role models, community servants leaders, etc.;
 - . comparing the effectiveness of three approaches which are quite different - Bangladesh, organizational strength, Keyna innovative strength and Rwanda training potential. Is small beautiful - need to be combined with others or supported by government policy, community commitment or some other combination of factors;
 - . how do we deal with the short time, the need to say ^{things} some, useful, interesting and relevant using impressions and second hand data (increase in proficiency badges, community action, government recognition and support);
 - . how do we deal with the goals of development education as seen by Scouts and community impact development as seen by AID - change in the Scout programme approach has been healthy for both Scout and C.D. programmes; *what* institutional issues need to be discussed;

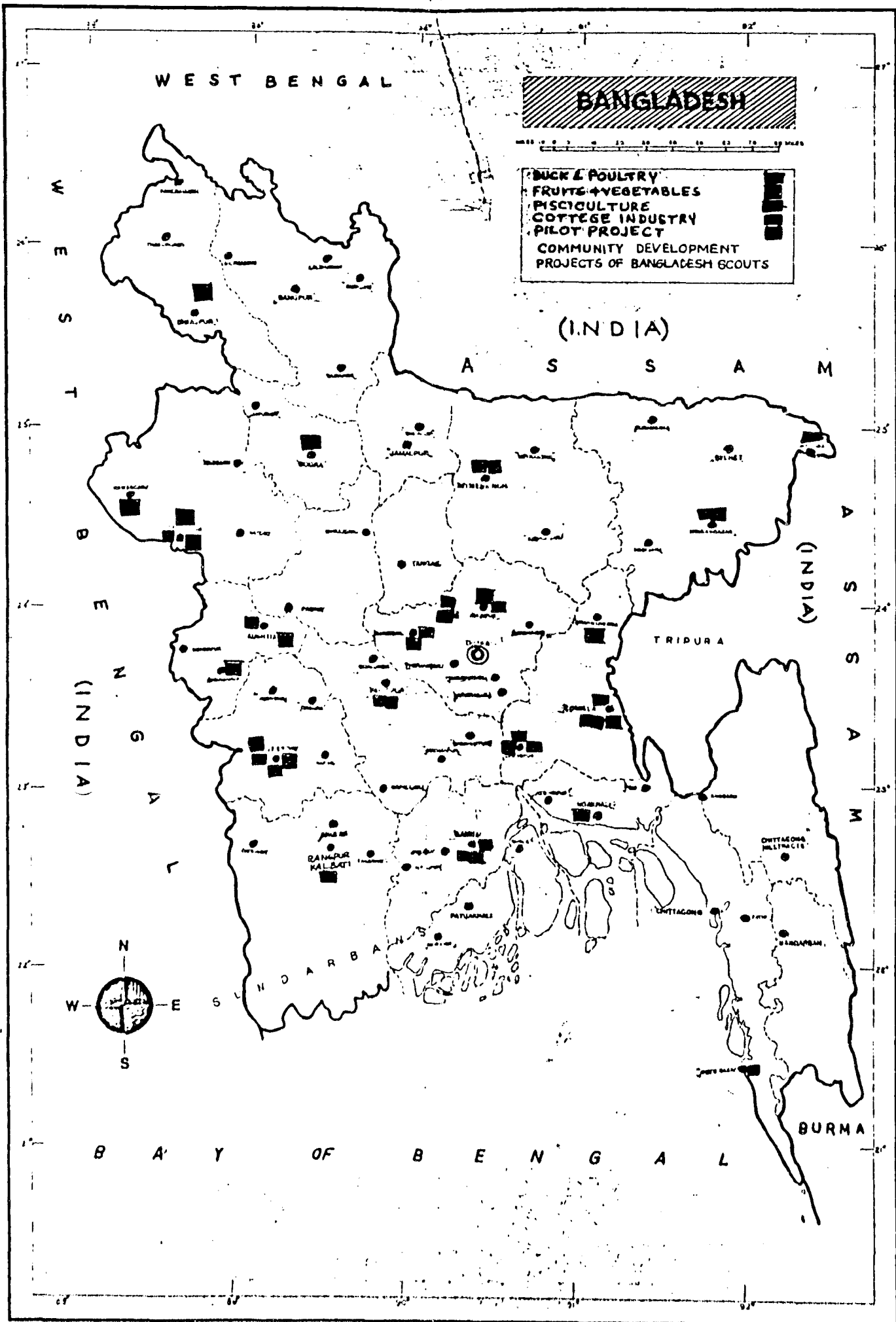
BANGLADESHCourses held at the National Training Center by Category

<u>YEAR</u>	<u>MANAGEMENT/NUMBER</u>	<u>CD/NUMBER</u>	<u>SKILL/NUMBER</u>	<u>OTHER/NUMBER</u>	
1982	Staff Management Conference- 1	Duck/Poultry Farming- 3	Proficiency Badge- 4	Trainer's- 1	
	Professional Staff Course- 1	Fish Farming- 1	Course	Conference	
		CD Project Planning- 1	Workshop	Scout Leader Basic & Advanced Course- 12	
		Regional CD Seminar-		Course for Assistant Leader Training- 1	
<u>TOTAL '82= 25</u>					
<hr/>					
1983	Staff Management Conference- 1	Fruits & Vegetables- 2	Proficiency Badge- 5	Trainer's- 1	
	Professional Staff Course- 1	Growing	Course	Conference	
		Duck/Foultry Farming- 2		Scout Leader Basic & Advanced Course- 10	
		Regional CD Seminar-		Course for A.L.T.- 1	
<u>TOTAL '83 = 23</u>					

NATIONAL TRAINING CENTER, PAGE 2

<u>YEAR</u>	<u>MANAGEMENT/NUMBER</u>	<u>CD/NUMBER</u>	<u>SKILL/NUMBER</u>	<u>OTHER/NUMBER</u>
1984	Staff Conference- 1	Fish Farming- 1	Proficiency Badge- 4 Course	Trainer's Conference- 1
	Professional Staff Course- 1	Duck/Poultry Farming- 1	Scout Leader Basic & Advanced Course- 12	
		Fruits and Vegetables- 1 Growing		
		A-P Seminar on Water- 1 Supply & Sanitation		
		Echo Seminar on Water- 1 & Sanitation		

TOTAL '84= 243 YEAR MANAGEMENT TOTAL= 63 YEAR CD TOTAL = 143 YEAR SKILL TOTAL = 49 3 YEAR OTHER TOTAL = 33 YEAR GRAND TOTAL = 72



BAHDURPUR ROVER SCOUT POLLYE DEVELOPMENT PROJECT

(This report written by village Scouts)

Total Area: 1 sq. Kilometer

Total Population: 1775

Bangladesh Rover Scouts took up Bahdurpur village as their pilot project area. The Scouts took up a broad programme of all-round development of the village in the following fields:

Education	Vegetable growing
Health and Sanitation	Poultry and Duck farming
Agriculture	Animal husbandry
Horticulture	Fish farming
	Cottage industries

EDUCATION: When Bangladesh Scouts took their project in the village in 1978, they found that there were no secondary schools nearby. Most of the students could not continue their studies after passing the Primary level. They also found that the minimum standard of education was not present in the Primary school in the village and also in nearby villages. So, Bangladesh Rover Scouts contacted the local people, government and the Education Directorate to improve the situation prevailing in those primary schools. To facilitate the local students to get the opportunity of higher education, Bangladesh Rover Scouts established a junior high school in the village in 1978 in collaboration with the local people. This junior high school is now a secondary high school.

Bangladesh Rover Scouts also established a night school in the village in 1978 to give education to the adult members of the village. The school is run by the local people with the financial assistance of Bangladesh Rover Scouts.

HEALTH AND SANITATION: Before Bangladesh Rover Scouts took up the project in the village, the Health and Sanitation was not good. The villagers were suffering with diseases and used bushes for their evacuation. This was one of the main reasons for their ill health and disease.

To improve the health condition of the villagers, Bangladesh Rover Scouts formed a medical team. The members of this medical team consisted of ex-Rovers who gave free medicines and advice on how to take care of health.

The medical team was able to convince the villagers that the root of most of the diseases they were suffering was from evacuation here and there and from taking impure water. So they advised them to use latrines and to drink pure drinking water.

Pollye Development Project, Page 2

Bangladesh Rover Scouts have so far supplied 150 bore-hole sanitary latrines to the villagers free of cost. These latrines were installed by the villagers in collaboration with the Rover Scouts. For the supply of pure drinking water, Bangladesh Rover Scouts approached the Public Health Department and got six hand pump tube wells for the village. The villagers are now using this tube well water for drinking purposes. As a result, the health condition of the villagers has much improved.

AGRICULTURE: Bangladesh Rover Scouts, in collaboration with agriculture Extension officials, motivated the local farmers to apply the modern technology available for cultivation of their agriculture land. Each family was supplied with a soil test box through which the farmers could themselves test the soil of their land and could apply fertilizers according to the need of the soil. Bangladesh Rover Scouts also convinced the farmers to cultivate high-yield varieties of rice paddies on their lands. As a result, the yield per acre is higher at present than it was previously.

HORTICULTURE: Before Bangladesh Rover Scouts took up this project, it was found that a vast area was fallow land. The villagers could not produce any crop in those lands. Bangladesh Rover Scouts examined the soil and found that the soil was favorable for Pineapple cultivation. Then Bangladesh Rover Scouts advised the villagers to grow pineapple, bananas, jack fruit and other fruits on their fallow lands. They supplied saplings of these trees to the villagers free of cost. They also motivated the villagers to grow more fruit bearing trees in the fallow land around their homes so that they may earn some extra money. To inspire the villagers, Bangladesh Rover Scouts supplied saplings for guava, lemon, etc. freely.

After one year when the trees started giving fruits, the villagers found this project very profitable and by the inspiration of the Rover Scouts, they started planting those fruit-bearing trees on a larger scale. In some cases, they found that horticulture is more profitable than the rice paddy. So some villagers turned their paddy fields into horticulture gardens.

Before Bangladesh Rover Scouts took this project, the financial condition of the villagers was below subsistence level. On the advice of the Rovers, when the villagers started farming their fallow land on pineapple growing and other fruit-bearing trees, their financial condition improved. Before the villagers could not get any benefit from their fallow land, but are now getting production from that same land.

BANGLADESH SCOUTS

Summary of Work Done in Bahdurpur Rover Village (1978-1985)

- EDUCATION:
- established 1 high school
 - running 3 adult education centers
 - running 1 night school
 - established 1 Scout library
- HEALTH:
- set 50 rural sanitary latrines
 - established 1 health clinic
 - arranged B.C.G. vaccination
 - sank 1 tube well for drinking water in the training center
 - 3 tube wells for villagers for drinking water
 - informed villagers about health education
- HORTICULTURE:
- 5 lemon gardens
 - 5 papaya gardens
 - 5 guava gardens
 - 5000 plants for forestation
- AGRICULTURE:
- arranged for training in modern techniques for villagers
 - prepared drains for irrigation
- FISHERY:
- fish culture in 4 ponds
 - distributed Nilotika fish for villagers
 - Bahadurpur Training Center Pond development
 - 4 Rover Scouts trained in fish culture
- POULTRY:
- arranged regular vaccination and treatment
 - advised on starting poultry farm
 - organised training course for poultry
 - 5 poultry farms
 - Development Training Center Poultry farm
- COMMUNICATION:
- constructed 3 roads of five miles long
- HOUSING:
- 15 huts for poor people
 - rehabilitation of 5 homeless families
- DAIRY:
- vaccination and treatment of the cattle
 - cultivation of high-quality grass
 - artificial insemination
- CULTURAL ACTIVITIES:
- established 1 club
 - arranged religious discussion

Bangladesh Scouts Summary, Page 2

EVALUATOR'S NOTE:

It was clear from the visit to the village that the community was involved. In fact, a road was named after the Rover Scouts. The school appeared to be functioning and villagers were actively working on crops. Some villagers reported they were giving seedlings to other villages.

BANGLADESH

Brief Report on FISH FARMING (Prawn & Carp) Project
of
Rangpur Kalibati High School Scout Troop, Khulna District

Project Location: Rangpur Kalibati, P.O. - Rangpur Kalibati, Khulna District

Resources involved: Manpower - 32 scouts
- 3 scout leaders
- 4 local leaders
- 8 community people
Money - Tk. 23,000.00 (from Bangladesh Scouts; School Fund)
Pond - 150' X 500' X 7'

Project Objectives: a) to create Scout Fund so that the scouts can be self-sufficient
b) to help scouts earn proficiency badge in fish farming which will give them progressive training

Project Starting Date: May 1, 1984

Total output of project (as of March 4, 1985): Tk. 23, 328.00

Proficiency badge awarded: 32 scouts earned PB

Project manager: Mr. Taruni Mohan Biswas who attended the 2nd project planning workshop held by BS at the National Training Center, Mouchak on December 27-29, 1984.

Percentage of profit: scout - 15%; scout fund - 15%; school fund - 60%; incidental fund - 10%

Project visitors: Mr. John B. Ash, Writer/Photographer from WSB/GVA
Dr. Richard Duncan, Evaluator, USAID
Mr. Bud Reid, International Commissioner, Boy Scouts of America
Mr. Golam Sattar, Project Officer, WSB/APR
Key leaders of Khulna Regional Scouts

Dr. Richard Duncan from USAID talked to the following persons during his visit to this project: (Project Managers both motivated and started similar projects)

Mr. Biraj Mohan
Mr. Amullaya Kumar Biswas
Mr. Binay Krishna Joddar

Mr. Nakul Chandra Joddar
Mr. Narayan Chandra Mondal
Mr. Niranjana Kumar Mandal
Mr. Keturam Mondal

Rangpur Kalibati High School Scout Troop, Page 2

These village people have started similar projects on a self-help basis (one of them reported that he was indeed inspired to do so by the scout project). The scouts are helping them by providing technical assistance such as how to collect the fish-fingerlings, feed the fish, etc.

EVALUATOR'S NOTE:

This is a remote village not accessible by car. Scout activities were well organized and related to the schools. Scouts displayed their knowledge, activities and their capacity in fish farming by demonstration. Villagers interviewed stated that the Scout project had been so successful, they financed another pond for prawns and carps to sell for export.

The entire village turned out for visit. Impossible to determine the distribution of benefits to poorest in village, but many seem to have prospered.

BANGLADESH SCOUTSNo. of Proficiency Badges Awarded Related to Community Development
By Type and Year

<u>CATEGORY</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
Public Health	336	500	750
Community Service	1000	1200	1800
Power Pump Mechanic	100	275	437
Tube Well Repairing	300	616	849
Handyman	69	177	297
Plumber	400	619	1011
Beekeeping	16	84	122
Duck Farming	431	736	1228
Fish Farming	819	1335	2017
Pigeon Raising	118	437	818
Goat Farming	200	500	1825
Sheep Farming	-	-	100
Animal Husbandry	144	580	1121
Agriculture	2000	3519	7520
Coconut Plant	100	400	2000
Crop Production	121	518	720
Afforestation	30	69	100
Vegetables Grower	1000	1922	3000
Gardener	1520	2228	7530
Fruit Growing	1000	3000	5000
Tree Plantation	1100	3700	6700
Plant Protection	100	1150	2300
Bamboo Worker	34	100	220
Weaving	-	-	36
Basket Maker	100	218	350
Jute Craft	122	338	525
Tailor	-	30	100
Carpentry	-	50	200
Electrician	100	280	750
Book Binder	1000	4000	10000

REPORT ON CD PROJECTS AT KHULNA REGIONAL SCOUTS TRAINING CENTRE, JESSORE, BANGLADESH

Name of the project	Starting year	Cost involved	Present status	Result achieved	Expected result
Duck/Poultry farming project	1983	Tk.5000.00 from local fund. Tk.5000.00 from Bangladesh Scouts.	Ongoing	Egg sold- Tk.880 as upto April, 1984. -42 Scouts earned proficiency badge on duck & poultry farming -Local variety is being improved.	-200 families will improve their local variety from this project; -192 scouts of 6 troops will earn proficiency badge(PB);
Fish-farming project.	1983	Tk.2227.00 from local fund.	Ongoing	Fish sold- Tk.600.00 -72 scouts earned PB on fish-farming.	-Tk.15000.00 is expected to be earned. -160 boys will earn PB. -10 more community farms will be initiated.
Banana plantation project.	1983	Tk. 8000.00 from local fund.	Ongoing. -1150 banana plants were planted 20% of which are now bearing fruits.	-4000 banana plants have been distributed among local people by the scouts. -Tk. 4000.00 has been earned. -40 boys earned PB.	-Another 4000 plants will be distributed to the local people for further expansion of the project. -Tk 45000.00 is expected to be earned.
Wheat growing project.	1983	Tk.5000.00 from local fund.	Harvested March, '84.	-51 maunds of wheat has been produced market price of which is Tk.7650.00 -32 scouts earned proficiency badge on crop growing.	-In coming season 20 maunds of wheat seed (new preserved) will be distributed among the community people at a considerable price.

Contd...../ 2

Name of the project	Starting year	Cost involved	Present status	Result achieved	Expected result
Tomato growing project.	1983	Tk.225.00 from local fund.	Harvested; land further prepared for cultivation.	-Tomato sold Tk.600.00 -2 Kg of tomato seed has been stored which will be distributed among local people.	-500 scouts and school students will initiate small projects. -Proficiency badges will be awarded to the scouts.
Papaya growing project.	1984	Tk.1350.00 from local fund.	-500 papaya plants are growing well.	-	-Tk.5000 is expected to be earned. -Scouts will collect at least 5 kg of papaya seed. -Community people will get improved variety of papaya plants. Scouts will easily earn \$800 horticulture.
Handicrafts training project (Jute craft embroidery etc).	1984	Utilizing local resources.	-village women are being trained by women experts.	-25 village women have been trained.	-Permanent craft centre is going to be established.
Bean growing project.	1984	Tk.80.00 from local fund.	-Ongoing	-	-It is expected that Tk. 1000000 will be earned from this project. -Scouts will collect seed for 100 village families.

NB: Experts from Govt. horticulture, agriculture, fishery and livestock departments are taking care of these projects. Scouts are getting training skills from these projects.

KENYA SCOUT ASSOCIATIONCourses Held During 1984

<u>CATEGORY</u>	<u>NUMBER OF COURSES</u>	<u>NUMBER OF PEOPLE</u>
Introductory Courses for Scout Leaders	7	20-36 each
Preliminary Training Courses for Scout Leaders	13	20-36 each
National Program Manual Workshop (Sept. 1984) (Manual still in progress)	1	18
Assistant Leaders Trainers Course (August 1984)	1	22
Planning Seminar (October 1984)	1	16
Renewable Energy Seminar (November 1984)	1	24
Human Settlement Workshop	1	55

SCHEDULED COURSES (1985)

10 Preliminary Training Courses
 1 Conservation Course (National)
 1 Wood Badge Course
 8 Introductory Courses for Scout Leaders

KENYA SCOUTS ASSOCIATION

Report of Rowallan Camp Activities (1984)

GENERAL INFORMATION: 6,863 campers spent a total of 25,565 nights at the camp. 674 Proficiency Badges were presented at the camp. The camp is the backstop for 1,938 community development projects in Kenya.

TREE NURSERY PROJECT, 1984

Over 5,240 Scouts participated in Tree Nursery activities in 1984. These Scouts came from different parts of the country. Besides the Scouts, over 489 persons from church groups, Y.M.C.A. and other youth groups participated in the activities also.

Seedlings from the Tree Nursery were distributed to various institutions and individuals as follows:

Mr. Muturi Karugu, a farmer from Gatundu: 350 seedlings. Mr. Karugu started his own tree nursery after the informal training here.

Mr. Mutua from Machakos: 200 seedlings.

Mrs. Chege, a social worker: 400 seedlings, which were planted at Kinyanjui High School.

Waithaka Farmers: 600 seedlings planted by over 20 families.

Nairobi Airport Primary School: 300 seedlings planted in the school compound.

64th Nairobi East Scout Troop: 400 seedlings planted in the school compound.

Mr. Kimani: 350 seedlings planted in his farm.

Ndeiya Rurieye: 1,500 seedlings planted in the dry plains. Scouts and local people agreed to care for them.

TOTAL SEEDLINGS DISTRIBUTED: 4,100

TREE NURSERY PROJECT, Page 2

One can positively say that the project has been contributing to the development of Kenya in a small way. The knowledge, skills and the attitudes that the participants have been equipped with cannot be measured in monetary value. This knowledge will go a long way towards improvement of our environment as well as supplying our people with fuel wood.

TRAINING COURSES: A training course syllabus has been prepared for the following categories:

- Cub Scouts
- Scouts
- Senior Scouts and Rover Scouts
- Other youth organizations
- Leaders or adult leaders

All Scouts and other youth camping undergo a brief course in tree-planting techniques and conservation. The main emphasis is Learning by Doing. During the year under review, the following courses have been held:

Four Preliminary Training Courses, each involving 32 candidates. These courses last for five complete days of which one complete day is devoted to Tree Nursery Management and general conservation.

National Bata Sponsored Inter-Patrol Competitions involving sixteen patrols of six. These patrols are drawn from all the provinces of the country. These competitions take place for 2½ days, of which half-a-day is spent on Tree Nursery and its general management as well as practical work.

Other learning forums were held for all the groups camping in Rowallan Camp. Individual members of the public have also benefited by coming for informal learning.

In all these endeavors, we have involved the relevant government ministries and other concerned agencies.

PROGNOSIS FOR THE FUTURE:

- 1) to double the output of seedlings with emphasis on increasing the number of tree seedlings. Last year there were 5,000 seedlings. In 1985, we want to have over 10,000 seedlings in the nursery ready for distribution.
- 2) to issue information hand-outs/brochures to supplement training courses.
- 3) to increase the number of project participants from 5,729 to 7,000.
- 4) to do follow-up to the participants to encourage them to start similar activities in their local areas.

REQUIREMENTS:

Seeds	3,000
Polythene Bags	3,000
Fertilizers	2,000
Installation of a Water Tank	4,000
Additional Pipes and Taps	1,000
Erection of Nursery Shed	2,000
Literature	2,000
Follow-up activities	<u>5,000</u>

TOTAL K. SHS. 22,000

PROJECT EVALUATION

The project has been beneficial by:

- 1) improving the Rowallan Camp as a National/Training Center by including conservation to be learned by Scouts and other campers
- 2) promoting tree-planting by growing and distributing seedlings
- 3) encouraging setting up of individual and group tree nurseries by Scouts and other members of the community
- 4) improving our environment and helping people to grow both fruit and fuel wood trees
- 5) learning useful skills in conservation

REPORT FROM IANZONI PRIMARY SCHOOL - MACHAKOS, KENYA

The Regional Executive Commissioner Mr. Kiraithe Nyaga and his distinguished Guests from USA, the National Executive Commissioner Kenya Scout Association Mr. P. Ngui, the Chief, all other honorable guests, ladies and gentlemen.

On behalf of the teachers, parents and Scout/Guides I have the pleasure to welcome you to Ianzoni Primary School. I would like you to feel quite at home and part of our developing community. We feel honored when visitors come to our school and community.

Our visitors from USA. May I inform you that we owe a lot of respect to Mr. Nyaga and Mr. Ngui to what they have done to us and the entire country of Kenya. They have initiated a lot of projects starting with our water tank which you see here. No doubt our pupils will drink clean water from the tank and we shall be able to run a successful tree nursery. Had not been for their wise leadership, in SCOUTING maybe Kenya and the other African countries would not have benefited as they have already.

I would also like to thank for coming to our developing country and see its immediate problems.

On the other hand, I would like to inform you what we do here in school and in the community around. We participate in the following Harambee Activities:

- 1) Tree Planting - We have planted trees in the school compound and in the catchment area of Kyakatole Water Dam. It is sad to say but we could not avoid it, unfortunately we had a prolonged drought all over the country and most of the trees we had planted, dried. It is only natural trees that were able to withstand the dry conditions. At present we have 1200 seedlings in our Tree Nursery which we will plant immediately rain comes.
- 2) Vegetable Growing - This has been a great success because we have been able to sell cabbages, tomatoes, coriander, cowpeas and potatoes to the community around.
- 3) Road Repair - We have done this especially in gullies formed by erosion at the Kyakatole Water Dam area.
- 4) Adult Literacy - We teach our parents to read and write.

As concerns our water tank, I would like to clarify to you how we received the materials. The SCOUT/GUIDES and the parents of this school worked hand in hand and collected enough stones for the foundation. They also supplied all the water used for the tank. They also provided food to the mason who built the tank. The county council of Masaku gave us a free mason.

Funds came from the following:

The World Scout Bureau through Mr. Nyaga	Ksh. 22,000.00
Visitor from Canada (Monique)	Ksh. 2,220.70
Friends Canada (through Mutisya)	Ksh. 25,000.00
Contributions from parent	Ksh. 2,000.00
Borrowed from School Development Fund	Ksh. 2,000.00
	<hr/>
TOTAL	Ksh. 53,220.70

We have used all the money in the construction of the tank. It is unfortunate to inform you that the headmaster of this school and his chairman withdrew money from their school account to buy stones for the construction of their STD' 8 classroom. They handed the money to the treasurer and unfortunately it was stolen from the treasurer's house. I wrote to a friend in Canada, Don Langford, and he brought us Ksh. 15,000. We used this money to complete the water tank and hoped if we get money from the World Scout Bureau we could refund it and construct the classroom as we intended.

FUTURE PLANS AND PROPOSALS:

- 1) fence our vegetable garden and tree nursery
- 2) plant more trees in the school and the community around
- 3) start bee-keeping. At present we are not able to start because our school field is small and cannot accommodate this important project. I have talked with a neighbor and he has promised to sell us land for this purpose.
- 4) canteen. From time to time our children in school do without their lunch and it is our intention to start a canteen to sell porridge at a very reduced price. We will also sell other minor commodities to make money for the Scout fund.

BEE-KEEPING PROJECT(January 1984 - March 1985)PHYSICAL IMPROVEMENT/ADDITIONS

An Apiary was set up with the original nine hives donated by the Ministry of Livestock Development. The Association set aside an area in the Camp for the Apiary. The hives were increased by 21 more hives, and other necessary equipment was bought through a donation got through the WSB-Africa Regional Office. (\$2700 USAID) The Apiary has now got 30 hives with six stocked.

APIARY MAINTENANCE

Scouts from the Nairobi City and Kiambu District worked every weekend under experts' supervision.

TRAINING

2,000 Senior Scouts and Rovers were trained in bee-keeping using the Apiary. A course for Scout leaders, drawn from all parts of the country, was held and 35 candidates benefited from that training.

PROGNOSIS/REQUIREMENTS FOR THE FUTURE

Construction of a mortar mesh refinery/store	20,000
Two adult leader courses in 1985	30,000
Follow-up activities	10,000
	<hr/>
TOTAL K. SHS.	<u>60,000</u>

PROJECT EVALUATION

- 1.) a group of 10 out-of-school youth are going to start a bee-keeping project as a follow-up to their adult leader who attended a course here.
- 2) a group from Kibera Kianda Village are planning to keep an Apiary as a follow-up of an informal course they participated in here.
- 3) the youth are learning useful skills which will benefit them in self-employment.

DAN G. MWANGI
PROJECT CO ORDINATOR
 Camp Warden

WORLD SCOUT BUREAU - AFRICA REGIONAL OFFICE
HUMAN SETTLEMENT PROGRAM

<u>MORTAR MESH BUILDINGS CONSTRUCTED AS OF 2/11/85</u>	<u>NO.</u>	<u>SQ. FT.</u>
<u>WUNDANYI</u>		
Ngerenyi Village Polytechnic Staff House	1	400
Mwafugha High School Staff House	1	300
Sagasa High School Staff House (2 MM houses are planned for April '85)	2	576
<u>NAIROBI</u>		
Rowallan Camp Bunkhouse & Staff House	2	650
YMCA Kibera Community Center	1	700
Jamuhuri demonstration	1	100
Riruta semi-urban housing: 20-family units	3	3200
<p>(The YMCA is planning to build another MM building in Kibera during March '85. The Scouts intend building 4 small bandas at Rowallan in March '85.)</p>		
<u>MACHAKOS</u>		
Kilome Green belt office	1	300
<u>WESTERN KENYA</u>		
Busia School Staff House	1	290
Ortum Mission Hospital (primary health care adviser)	1	300
<p>(Ortum Hospital is building one and perhaps two more MM staff houses in Feb.-March, 1985)</p>		
<u>NAKURU RIFT VALLEY</u>		
Berea CPK Farm (built by farm laborers)	12	3900
<p>(Plans are well under way to build a teachers' staff house at Berea primary school in March-April, 1985)</p>		
<u>EASTERN/CENTRAL</u>		
Embu (Chuka) Staff House & Dispensary	1	300
Kagio (Kirinyaga) Staff House	1	300
<p>(Meru Prison is constructing a staff house during February-March, 1985)</p>		
<u>UGANDA</u>		
Kaazi Warden's House	1	300
<p>(A second MM house will be built in March-April, 1985 by the Kiteredde construction institute)</p>		
TOTAL MORTAR MESH HOUSES AND SQ. FOOTAGE	<u>29</u>	<u>11,616</u>

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HUMAN SETTLEMENT PROGRAM, Page 2

TRAINING PROGRAM

Wundanyi Workshop-	55 trainees
Uganda Workshop	50 trainees
Hands-on training at follow-up- projects in community (15 separate building projects)	150 trainees

4

USAIDIZI WA NYUMBANI KWA KUJARISHA MCHANGANYIKO WA 1-1-1 KUJARISHA NI HATARI

Mgonjwa wa kuhara anahitaji maji ili kuyarudisha yale anayoyapoteza. Pia anahitaji chumvi kidogo na sukari. Mchanganyiko huu unaweza kutengenezwa haraka nyumbani. Kwa hivyo, usaidizi wa kwanza ni lazima uwe na mchanganyiko huu wa kusaidia nyumbani uliotengenezwa kwa njia nne.



1. Chemsha maji halafu wacha yapoc
2. Weka maji katika kikombe
3. Weka chumvi katika maji
4. Onja kwanza ili chumvi isiwe kali
5. Weka sukari baada ya kuonja chumvi
6. Onja kinywaji uhakikishe ladha si chungu kuliko ya machozi.

Mpe mtoto mara kuhara kunapoanza
 Mpe mara kwa mara mpaka kuhara kusimame
 Mpe kwa kijiko ikiwa kuna kutapika
 Mpe zaidi kuliko alivyo poteza



5

THIBITISHA KUKUA KWA MTOTO KWA KUTUMIA CHATI

Marathi ya kutopata chakula kinachofaa kwa miaka ya kwanza ni shida kugundua.

Kwa kumpima mtoto wako mara kwa mara mpeleke katika kituo cha afya (kliniki) na kuweka matokeo katika chati ya kukua, unaweza kuhakikisha mtoto wako anaendelea kukua kwa njia inayofaa.

Ikiwa mtoto wako hakui kwa njia inayofaa, ni lazima uangalie kiasi na ubora wa chakula cha mtoto.



Kwa maelezo zaidi andika kwa:-

njia **5** za
 kuhudumia
 afya
 ya
 watoto



1

MNYONYESHE MTOTO WAKO

Kunyonyesha ni hali ya asili na sahihi ya kumlisha mtoto mchanga. Maziwa ya mama yana vyakula vyote maalum ambavyo mtoto anahitaji. Yana vitu ambavyo husaidia kumlinda mtoto kutokana na maambukizo ya magonjwa, na kuhakikisha kukua vyema, thabiti na kwa afya, katika miezi michache ya kwanza ya maisha. Maziwa ya mama yako daima huru kutokana na uchafu.



Appendix C-6

2

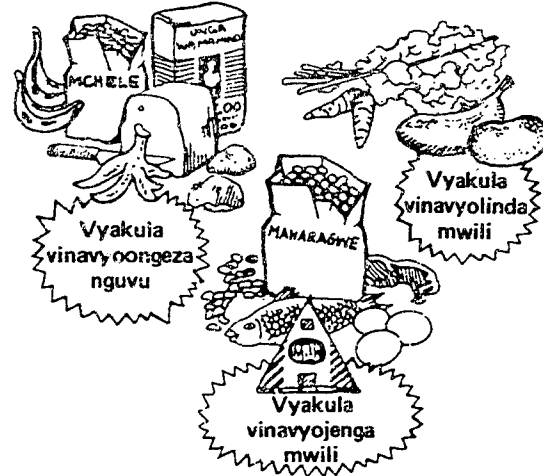
MPE CHAKULA SAWA CHA KUACHISHA MAZIWA YA MAMA

Unapofikiria kuwa mtoto anahitaji chakula zaidi (kufikia miezi 4-6 kwa umri) na kunyonyesha maziwa ya mama pekee hakutoshi, usiache kunyonyesha maziwa ya mama, lakini mpatie vyakula vingine kidogo kidogo.

Chakula cha kila siku lazima kiwe cha mchanganiko wa vyakula aina tatu vifuatavyo:-

1. **Vyakula vinavyoongeza nguvu mwilini kama:** Uji, Ugali, Viazi, Mkate, Mchele
2. **Vyakula vinavyojenga mwili kama:** Mayai, Maziwa, Nyama, Samaki, Mboga aina ya kunde - Maharagwe, Njugu
3. **Vyakula vinavyolinda mwili (yaani matunda na mboga za majani) kama:** Mapapai, Maembe, Karoti, Sukuma wiki.

Mtoto anapokuwa tayari kula chakula chochote kinacho liwa na wazazi (kufikia mwaka 1 kwa umri) afadhali ahimizwe kufanya hivyo. Lakini kunyonyesha maziwa ya mama lazima kuendelee pia. Chakula cha mtoto na kile cha jamii yote lazima kitengenezwe katika njia ya usafi ili kuepukana na magonjwa ya kuhara.



3

MPE MTOTO WAKO KINGA

Kwa kumpeleka mtoto wako katika kituo cha afya (kliniki), anaweza kupata chanjo ya kuzuia magonjwa 6 hatari:

- 1) *Kifua kikuu (T.B)* Chanjo hii hupeanwa mapema wakati mtoto amezaliwa
- 2) *Kifaduro (Whooping Cough)*
- 3) *Diphtheria*
- 4) *Pepo Pinda (Tetanus)*

Magonjwa haya yote huzuiwa kwa chanjo hiyo hiyo ya (D.P.T), ambayo ni lazima kurudiwa mara tatu. Chanjo ya kwanza hupeanwa mtoto akiwa na miezi mitatu (3). Chanjo ya pili akiwa na miezi minne (4). Chanjo ya tatu akiwa na miezi mitano (5).

5) *Ugonjwa wa Kupooza (Polio)* Chanjo ya polio hupeanwa kwa kinywa wakati mmoja na chanjo ya D.P.T

6) *Suruu* Chanjo hii hupeanwa akiwa na miezi tisa (9)

