

Restricted

Report to the Office of Technical Co-operation
on a
Mobile Training Scheme
for the
Training of Front-Line and Supervisory Developmental Personnel
in
Land-Locked and Least Developed Countries
of the ECAFE Region

by

The UNDP/ECAFE Project Development Mission:

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This report has not been cleared with the Office of Technical Co-operation of the United Nations which does not, therefore, necessarily share the views expressed.

The report, that follows, constitutes material and recommendations which should form part of the project proposals for the Mobile Training Scheme. The report is not in the format of a UNDP project request but is a professional technical document that provides a deep insight into the factual situations of under-development with particular reference to the training needs for front-line developmental personnel; its recommendations are the result of a long familiarity with the situation in Asian countries and provides a new professional approach to the problems of training which in view of the mission is a major break-through from conventional training methods which have proved so ineffective in the past.

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I. INTRODUCTION

A. Background

In response to Resolution 2564 (XXIV) of the United Nations General Assembly that special technical assistance measures be provided to the land-locked and least developed among the developing countries, ECAFE proposed to the U.N. Office of Technical Co-operation a mobile training scheme:

- to train cadres engaged in front-line and supervisory tasks in the fields of social welfare, community development, youth welfare, co-operatives and local government so as to help these personnel to more effectively fulfil their respective responsibilities in their jobs and in that process, to establish an increased capacity in them for the training of such personnel in the future within the countries themselves;
- that ECAFE implement such a technical assistance programme, in the form of a mobile training scheme, during 1973-74, and if so warranted, to extend it beyond those years based on an evaluation of its utility to the countries concerned. (Initially, during 1973-74, this project planned to cover the training needs of Nepal, Afghanistan, Laos, and, if possible, Bhutan, Sikkim and Maldives Islands; and perhaps later also to some of the South Pacific Islands.)

The United Nations Office of Technical Co-operation in supporting this proposal, in principle, suggested that ECAFE mount a field mission to some of these countries during 1972, in order to determine more specifically the needs of these countries, both qualitative and quantitative, in the fields enumerated above, and also to some neighbouring countries in order to ascertain the latter's interest in assisting in the scheme through any specific training institutions and the nature and timing of assistance which they were prepared to render.

This Report is the result of an ECAFE mounted UNDP-financed project development mission that visited Afghanistan, Nepal and India from 20 December 1972 to 16 January 1973 and Laos from 22 January to 26 January 1973. Members of the project development mission were:

1. Miss Frances M. Yasas (U.S.A.), Leader of the Mission, and Regional Adviser on Training in Social Work and Community Development attached to ECAFE;
2. Mr. Pratap Singh Basnyat (NEPAL), Social Affairs Officer, Social Development Division, ECAFE;
3. Mr. David Drucker (U.K.), Short-term Consultant with ECAFE in teaching methodology and field practice in social work.

B. Purpose

Briefly, the purpose of the project development mission was to:

1. identify the specific training needs (and their priorities) of the front-line and supervisory personnel in social welfare, community development, local self-government (Panchayats or Village Councils), youth development and co-operatives;
2. elicit a firm need and commitment on the part of concerned government departments/officials in each country regarding their desire, interest and support for the project and for the proposed training programme;
3. clarify and ascertain such elements as are already incorporated in country programming of the United Nations Development Programme in the fields of social welfare, community development, local government, youth development and co-operatives training, so that the mobile training scheme does not duplicate but rather supplements or develops additional needed dimensions and competence in training;
4. identify the specific training institutions in the region, particularly in India and Thailand (by visits) and in the Philippines (by correspondence) which would be prepared to co-operate in supporting the objectives of the mobile training scheme and the specific nature of assistance they were prepared to render;
5. produce a report that would include details as to the points outlined above, including what kind of training programmes need to be given, in which countries, why, when and how, together with the specific operational costs of the project.

/ C. Methods

C. Methods Used for Fact-Finding, Diagnosis and Proposals

Methodological approaches used in data-collection, analysis, theory building, theory testing and putting forth proposals for the mobile training scheme are discussed here in an outline form. They are however important for record as they formed the rationale, professional basis and the diagnostic tools which helped to slice through to the core of the specific training problems and needs of the land-locked countries visited and which definitely shaped the nature of the methodological approach projected to meet these training needs as presented in this Report under Appendix IV.

1. Preparatory Stage (in Bangkok, Thailand)

• The mission:

- (a) read and discussed existing material as available in ECAFE on Nepal, Laos and Afghanistan;
- (b) theorized as to the possible methods of approaching the problem of in-country mobile training in the lesser developed countries, not only on what was read and discussed but by drawing heavily on their cumulative years of experience in working in social work and community development education in Asia.

Some of the main ideas drawn from this early analysis of possible approaches to the mobile training scheme were:

- cumulative experience in Asia in social welfare and community development education has clearly shown that many of the curricula are not based on actual field problems in the communities or countries served or on the actual analysis of the jobs to be performed by front-line and supervisory level personnel;
- over-reliance on western models and theories still exists, both regarding what subject matter goes into the curricula, as well as insufficient indigenization of western experiences by trainers from Asia who may have been educated in the west. First-hand observation and evaluation of the local problems is often neglected or not seen clearly as the raw building blocks of both training problems as well as social theory. Ideas currently fashionable in western social sciences and social work are used for analysing the complexities of tradition-laden countries in Asia, whose problems differ

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not only in magnitude but also in quality. Gunnar Myrdal and many others have repeatedly pointed out the inadequacies of this approach of squeezing native environment and material into intellectual concepts not always valid for people in the developing countries of the Third World;

- most trainers, themselves, have not had enough in-depth experience at the grass-root levels in their own countries, as front-line and supervisory workers;
- most trainers do not generally possess the necessary skills of how to devise a training programme for front-line and supervisory staff based on actual local problems to be tackled and the analysis of skills of jobs to be performed; there is very little knowledge and skill of how one gets at an indigenous curriculum, (or social theory in one's own country).

This preliminary professional analysis led the team to certain basic questions related to their proposed field visits: what are the major social problems and needs in the country? How was the current training curriculum formulated? What are the actual jobs that need to be performed by front-line and supervisory workers? Have these been broken down into a job description, job analysis and the specific skills necessary to be learned? What consideration was given to these questions in designing the curriculum? What indigenous teaching materials exist? What teaching methods are used? What evaluation follow-up and action research has been related to training programmes, etc.

The working hypothesis based on knowledge of field visits over the last decade by ECAFE staff, was that: the area of indigenous curriculum development, its step by step process, with all the training implications that go into that, has hardly been touched upon in Asian professional education in social welfare and community development. There has been virtually little or no training of trainers in this process. There has been too much reliance on foreign models and little knowledge how to obtain an indigenous curriculum and a model suited directly to the actual needs of each country.

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It was also postulated that the most rapid and effective way of maximizing to the fullest the lasting output of a mobile training scheme was to concentrate on the training of the trainers of the front-line and supervisory workers in social welfare, community development, youth welfare, local government and co-operatives in each country, and to work out the training programme for them in such a way that they would be oriented to the self-developing process relating their training to actual field observations, problems and needs; irrespective of the specific field programme on which employed. In other words, to develop in them the capacities of providing social problem-oriented training through field research and observations, by:

- i) a systematic way of looking at, perceiving and reporting back on the problems in their communities and the jobs to be done by front-line and supervisory staff;
- ii) devising training programmes based directly on the problems in the communities to be tackled, analysis of jobs to be done, skills needed, in what form, etc. all this step by step, thus constructing a curriculum for training with distinctly spelled out objectives and content;
- iii) learning how to see and develop teaching materials from various local experiences; learning how to develop innovative teaching methods, evaluation techniques and simple action research related directly with teaching and field instruction;
- iv) identifying gaps and inconsistencies in programmes and policies for feed-back into the evaluation and planning process.

Most important of all, it was felt that the objective and the method of training the trainers in these countries must be aimed at leaving behind in the trainers a competence and confidence on how to devise on-going indigenous training programmes of various kinds from time to time.

2. Field visits to Nepal, Afghanistan, Laos (and India)

Methods adopted during field visits were: asking specific questions concerning training needs during interviews with various Ministry officials concerned, trainers, experts in the country and others

in governmental and non-governmental organizations related to the fields covered by the mission. Four mini-seminars were arranged by request; the purpose of these mini-seminars was to inform the participants about the mobile training scheme, propose certain concrete issues about its organization, methodology and implementation and to evoke reactions and discussions on the same. A full day mini-seminar was held in Nepal with instructors drawn from five regional training centres, plus the participation of officials and experts of related Ministries; in India, two mini-seminars also were held: one at the Hyderabad Institute of Community Development and one at the Delhi School of Social Work.

At the end of the visit to Nepal, a short summary of the main findings was presented in written form to the head of the training section, Home Panchayat Ministry and his staff, and a general agreement obtained on the same. In Laos, a short summary of main findings was presented in written form to the planning officials and this agreement obtained in principle. In Afghanistan a short summary of the main findings of the project development mission was sent in written form a few days after the conclusion of the visit.

3. Post field visits and report writing period in Bangkok

After the above field visits, while in Bangkok, the team presented its findings and invited discussion thereon, particularly on its proposed methodology from (a) the Chief and some staff of the Social Development Division, ECAFE; (b) Sub-committee on Integrated Rural Development of the Regional Inter-Agency Meeting on Social Development.

D. Difficulties of Field Visits - Nature of Inquiry

There were two major difficulties:

One of them was the lack of time on field visits to Laos and Afghanistan. In Laos, there were only four working days to cover four Ministries; in Afghanistan, due to unavoidable delay in getting to Kabul, (plane cancellation), the visit was curtailed by one day.

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Another difficulty was of a substantive nature: how to find

out the specific training needs in each country? Early in the field

visits, the project development team discovered that to focus on

getting statistical information during interviews about the numbers

of persons to be trained, in which field, for how long, etc. etc. would

divert attention to the collection of vital statistics at the cost of an

in-depth look at the real problems of training. The team therefore

deliberately opted for a much more difficult but fundamental task, namely,

trying to dig down into the nature of the training problems of these lesser

developed countries: namely, asking questions about who are the front-line

and supervisory worker in each country; what programs objectives are

they expected to serve; what exactly they do; do they have a job

description, and a job analysis, which can be possibly broken down into

the specific skills required to perform the job? How, and on what basis,

was the current curriculum, (if there be one), in each country formulated?

These questions would appear to be simple and obvious but getting answers

to them involved delicate and lengthy interviewing, which should reward

by identifying and exposing the inadequacies without offending the

interviewees of the governmental departments. Also, complicating the

issue was the fact that government's own policies, objectives, programmes

in community development and social welfare were frequently in a state of

flux and kept changing due to various exigencies; they were not clearly

spelled out, especially the "social component" in the community development

process, who were the personnel to carry out this objective and responsi-

bility and precisely where in the administrative structure they were

located or were intended to be located.

E. Persons Met

A complete list of people met by the project development mission

during field visits to Nepal, Afghanistan, India and Laos may be found in

Appendix X. They generally included such categories of persons as UN

Resident Representatives, National Programme Officers, Ministers, or

officials in Planning Ministries, Ministry of the Interior and/or

Community Development, Ministry of Social Welfare, Ministry of Agriculture,

/ Co-operatives,

Co-operatives, Youth Welfare (where existing) as well as selected voluntary, or semi-governmental organizations engaged in social welfare. United Nations, UNICEF and specialized agencies' advisers were also met with, when possible; training institutions in community development, social welfare, co-operatives, etc., were also visited.

II. SUMMARY OF THE FINDINGS

A. Governments' Needs and Interests in Participating in this Project

The Royal Governments of Nepal and Laos have very clearly expressed their interest, need and intent to participate in the proposed mobile training project. (See Appendices I and II for statistical data on the projected needs and more particularly for a diagnostic analysis of the factual situations in Nepal and Laos as well as the rationale for the proposals included in the project).

Several functional Ministries of the Royal Government of Afghanistan, including the President of the Economic and Technical Co-operation of the Ministry of Planning, also expressed a keen interest, need and desire to participate in the project. (See Appendix III). The Deputy Minister of the Ministry of Planning, however, while preliminarily agreeing in principle, has indicated the need for some more time to consult with the above mentioned Ministries before formally endorsing the project. The UNDP in Afghanistan is pursuing this matter and further developments will be reported directly to UNDP.

The Deputy Resident Representative of the UNDP in Delhi inquired from the Deputy Secretary (Sikkim) Ministry of External Affairs, Government of India, whether Sikkim would be interested, (Appendix IX is a copy of that letter); and a reply is awaited. Maldivé Islands have also been approached by correspondence by the UNDP; Sri Lanka, on the same lines. A cabled reply from UNDP (Sri Lanka) ascertains the Maldivian interest and agreement in principle. Ascertaining the specific training needs of Maldivé Islands needs follow-up by ECAFE Social Development Division. Bhutan was unable to send a representative to meet

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the team at Delhi but replied by cable that it had no interest in training front-line and supervisory level personnel at the present.

B. Training Needs in Nepal, Laos and Afghanistan - A Brief Summary

In order to understand the logic, step by step, how the project development mission sought facts from countries visited diagnosed them, and arrived at its conclusions, it is necessary to read carefully the full length and technical observations made on each country visited. (See Appendices I, II and III).

The diagnosis of the social situation and the specific training needs in each country broadly follows the same format: a brief survey of major problems and needs in the country, an analysis of the specific training needs in various functional Ministries, government and non-governmental agencies, ending with a summary of what was presented to the Government at the end of the missions visit, including the stated interest, need and intent Government to participate.

It is hoped that Appendices I, II and III will be carefully read, for in these lie the rationale and the case for the proposed methodology for the mobile training scheme as well as the action proposed.

However, to meet time constraints made upon busy administrative decision makers, the briefest of summaries from Appendices I, II and III is made here merely to sketch the lines of the detail upon which conclusions have been advanced.

1. NEPAL

Nepal has emerged in the last 20 years from a long history of political, social and topographical isolation, difficulties of survival and adoption of inward-looking social patterns. These have slowed up the development process in the past but the universal problems of getting social priorities correctly balanced in physical projects is now seen by Nepal quite clearly.

The educational system and higher education are not as yet geared to the rural emphasis that Nepal desires and the full contribution of youth has not been effectively harnessed to the development tasks.

Problems of settlement of an increasingly mobile people, health hazards, the difficulty in caring for dependants, and a strong local self-government base for the polity, are viewed as programmes of major concern.

In the training field much has been accomplished but diagnostically one sees following inadequacies:

- how conceptually training is institutionally separated from the needs of the field and indigenous sources of strength;
- insufficient task defining job analysis, insufficient clarity of administrative lines;
- problems of co-operation between functions;
- inadequate models of operation, poor supervisory control; lack of evaluation, and only embryonic action research, etc.

A demand then clearly emerges for a new look at the training process, particularly the training of trainers in Teaching Methods, Materials, Action Research and On-going Evaluation, and Curriculum Construction. The national importance of the Panchayat System, and its crucial multi-dimensional role in development, are stressed everywhere and correctly. Training is identified "as one of the important strategic inputs in this field." The mobile training scheme must obviously be based in Nepal with this crucial area of the Government's Training. A methodology for the scheme has been developed and discussed in Nepal with the Home Panchayat Ministry and its trainers for meeting these needs. Other government and non-government agencies (such as the Children's Organization, Red Cross and Paropakar) have been included in the thinking that the model represents ^{1/} and these agencies have expressed positive interest in joining the over-all scheme.

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^{1/} The basic methodology incorporated in this model has become modified and refined as the project mission visited other countries, and gradually has become the core approach for the variety of structures, conditions and needs that have been found. It has been initially discussed in all of the three countries and special attention was given to this aspect of the work also during visit to India. For detail of the proposed methodological approach see Appendix IV.

2. LAOS

In summary, the problems of development in Laos are compounded by the political and military situation, difficulties of administration, security, and budget, the large numbers of refugees and orphans, the inaccessibility of large areas of the countryside, in an overwhelmingly agrarian country. The chronic shortage of educated Laos who could form the core from which trainers and middle level personnel could be drawn, is particularly severe in this country also. Training programmes are only at an embryonic stage in some fields and very little exists in the fields and programmes to which the project development mission is related.

Interest was expressed to the project development mission in expanding the national training centre of community development at Ban Amone to training centres in the region and provinces. Not only 154 development agents of the Rural Affairs Department need to be retrained by refresher courses but district officers, inspectors, and chief of villages and sub-districts ought also to be included in training, it was said. The Rural Affairs Department expressed a need to have its own core of trainers in community development.

The Ministry of Social Affairs would like to have its own in-service training programme but lacks trained trainers to do so. The Ministry of Social Affairs and the Ministry of Youth and Sports also recognized their need for assistance in the training of trainers.

The Ministry of Planning requested the assistance of the Mobile Training Scheme in evaluating existing training programmes, improving them in both quantity and quality and setting up of new training programmes as needed.

Suggestions have been made for an over-all training policy by the Planning Ministry itself. In the Planning Ministry, there is currently a co-ordinating training committee as well as an executive training committee. Human resource development sector is one in which the UNDP in Laos has been the most intensive in past years. It is stated that the successful outcome of activities taken up in other

sectors will depend on the development of this sector in accordance with the country's real needs. The Planning Ministry has reinforced this by laying down the principle that training methods at all levels will have to be thoroughly overhauled to meet the country as new emerging conditions. Acceptability in principle has been indicated by the Royal Government of Laos, as follows:

"..... that there be a cadre of trainers, there needs to be a designation of specific suitable personnel. These specific personnel must be committed to the development of a training project and its implementation over a period of four to five years.

Their role would be to clarify in terms of operational skills, of the jobs to be done to meet certain problems in community development, refugee work and social welfare problems of various kinds, including youth welfare. Specifically, they would learn how to develop training programmes of various kinds based on the analysis of problems to be tackled, jobs to be done, skills to be learned, and how to devise learning experiences to learn them. They would learn how to develop indigenous teaching materials, methods of evaluation, information gathering, action research and informing and improving of policy and programmes as they go.

Specifically, then, if the Royal Government of Laos so wishes, the Mobile Training Scheme could assist in the following way:

The Mobile Training Team consisting of international experts plus national staff (specifically designated by the Royal Government of Laos) would jointly work out the specific details of launching operationally in Laos a training scheme for the training of trainers responsible for training of front-line and supervisory level of workers in field projects and programmes given priority under the integrated policy of the Planning Ministry." 2/

In summary, the officials of the Planning Ministry confirmed, in principle: (i) the need and interest of the Government to have a mobile training scheme inside Laos to help designated Lao trainers to develop training competencies within themselves through on-the-job training;

/ (ii)

2/ From the Summary presented by the Project Development Mission to officials of the Ministry of Planning and agreed to by them.

(ii) its preparedness to do its best to designate three trainers each from Rural Affairs Ministry, from Ministry of Social Affairs and from the Ministry of Youth to work "full time" as trainers with the Mobile Training Scheme; and (iii) its intent to make every effort to provide incentives for local Lao trainers to stay on-the-job training for the next several years.

3. AFGHANISTAN

Afghanistan, an extremely agrarian society, emerging from centuries of geographic and political isolation, (like Nepal), is experiencing problems of nation building and in initiating change and development. A major problem is seen in: how to associate the people in the preparation and the implementation of projects and plans of the country; how to create such conditions (in villages, especially) that innovations and local leadership and organization spring from within; how to develop a partnership in development between the people and the government and, from the Mobile Training Scheme's point of view, how to tie in social considerations to the ferment of physical development? Kabul, the capital city, and a few other favoured areas, are growing at the expense of the total needs of the country. In Kabul, are clustered those favoured by education which, in the main, is not yet geared to the rural priorities of the government. Such conditions augur ill for development. Harnessing youth to the task and reconstructing the community development inputs of an earlier period are important areas of concern. Once again the need for training is emphasized and the importance of training the trainers is seen as the proper approach for indigenization of the training programmes.

The Mobile Training Scheme's "Point of entry" would seem to be most useful in relation to the Provincial Development Department, currently situated in the Office of the Prime Minister, and vitally interested in finding ways and means of including a social component to its current largely physical infrastructure plan for village development, as well as in training manpower necessary to implement this. However, much interest was shown in wishing to involve themselves with

such a scheme by those responsible for programmes in the Ministry of the Interior, PA/CA, Department of Extension Service in the Ministry of Agriculture, possibly in programme for students and unemployed graduates and village teachers. The Afghan Women's Society has already a regular training programme for social welfare. It expressed a great interest and need to have its training programme evaluated and its trainers more effectively trained on-the-job. The project development mission in Afghanistan conveyed that:

"A Mobile Training Scheme could most effectively work in developing training cadres relating themselves to specific training programmes required by government policy decisions and specific tasks that have to be performed.

Such training personnel and cadres could be drawn from various Ministries and Universities. They could come together from time to time but a decision would need to be made regarding most effective administrative location.

To design effective training programmes, it is very important that specifics be given to who is to do what and in what organizational structure they can be located. These decisions rest completely with the Royal Afghanistan Government. It is essential to build up training and trainers in each country to do this. The design of these training programmes and their implementation is a skill in its own right and can be taught. This would be the major task of the Mobile Training Scheme, starting from the exercise of developing a detailed job analysis from observing operation of the worker and spelling out the skills required, to the appropriate training content, methods, training materials and action research.

The more complex of these Mobile Training Scheme operations would, of course, be conducted on a pilot basis and fully examined in collaboration with Afghanistan personnel."

In principle, such an approach was accepted by the Royal Government of Afghanistan but they wished the details to be worked out carefully.

C. The Common Elements in the Social Situation and in the Training Needs of Nepal, Afghanistan and Laos

1. In Nepal and Afghanistan, although community development programmes have been tried over a decade, for several reasons, the social component of these programmes has withered away. New efforts

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to plough back these social components (as well as field workers) are emerging and struggling to take a suitable form. Concerned Ministries in both countries are seeking new ways and means of doing this. Therefore, both countries are now attempting a fuller spelling out of government policy, objectives, programmes, manpower needs, and training requirements in this field. The crucial questions needing decision are: Who is (or should be) the front-line worker? What is his job description, analysis, specific job skills, and functions viz. other departments and personnel (governmental and non-governmental) at the village level? Who is the supervisor? What specifically is his job analysis in terms of skills required? Where is he located in the administrative structure and interrelationships?

2. Social welfare is not yet fully understood, or explicitly recognized and implemented, as a distinct, recognizable profession, with its constellation of knowledge, attitudes, skill and value base, and having its own trained manpower, located in specific Ministries or government departments, and having certain explicit job functions related to the solving of specific social problems. Professionally trained manpower in this context is almost non-existent. Professionally trained nationals in these countries are: Afghanistan (3), Nepal (0) and Laos (1).

However, the emergence of the profession is embryonically visualized as follows:

Laos has a Ministry of Social Affairs but, as yet, no regular in-service training programme for its workers; Laos is very interested in receiving assistance to develop this trained cadre.

Afghanistan has no Ministry of Social Affairs (Social Welfare), as such. Training in social welfare has been started on a regular basis by the Afghan Women's Society, which is related directly to the Minister of Education. The Afghan Women's Society prepares women to take up jobs in kindergartens, clinics, work with families, prisoners, etc.

Nepal has 5 regional training centres for its Home Panchayat (local self-government) Ministry's personnel. The training programme in these is on the Panchayat system and in community development.

Except for the Women's Affairs Training Center (one of these 5 regional centres) social welfare training per se has not been introduced to date.

The Women's Affairs Training Centre's programme is largely based on home economics and on methods of involving village women in raising their standard of living. As social welfare is subsumed under the Home Panchayat Ministry, great possibilities exist for introducing a basic social welfare course into this Centre's curriculum as well as in the other Panchayat centres. It is the explicit policy of the Home Panchayat Ministry to utilize Panchayat Training institutions for future social welfare training.

3. The development of co-operatives training in all countries is in its early stages and could with advantage be strengthened in co-operation with the ILO regional office.

4. The need to evaluate and better relate the whole educational system directly to the needs of the country is itself now a big recognizable problem and Governments would be happy to be assisted in this re-orientation in co-operation with UNESCO.

5. All these countries are concerned with the problems and needs of out-of-school youth; none of the countries visited had any specific youth policy or an organized volunteer corps of youth for national service and development, although all these countries are in various stages of giving serious thought to this situation.

6. Perhaps the most crucial issues common to each country is: how to best involve villagers into self-help projects that could be self-generating and integrated with the Government's plans for development.

7. Another important common need is: how to decentralize and foster a two-way process that would better bring together grass-root and central levels of planning efforts so as to systematically assess, programize and provide for the socio-economic needs and components of national development plans.

8. In all three countries there was not enough appreciation that many of the solutions to their problems can only come through proper scientific analysis of their actual problems at the community levels and the formulation and use of innovative methods to solve them. It cannot come through reliance exclusively on western models, but only through developing appropriate competencies within the country to scientifically identify field problems and test methodologies to solve them.

9. Little realization of how indigenous social theory in community development and social welfare is or could be developed through the indigenous front-line personnel, supervisors and trainers.

10. In all countries there was too much concern with subjects to be taught rather than specific skills to be acquired for problem solving.

11. In all countries there is a problem of how to train the trainees who have had limited education, how to devise innovative teaching methods and materials to educate them.

12. In all countries visited there is insufficient teaching materials developed from field practice in the country, or none at all.

13. Little or no follow-up of trainees exist to field-test their training and its relatedness to programme development.

14. Little or no systematic, experimental, action research has been undertaken as an integral part of programme planning or training.

15. Even where there has been some training of front-line and supervisory level workers, inside or outside of the country, there has certainly been very little or no systematic training, directly focused on training the trainers in community development, social welfare, youth welfare, local government, co-operatives inside the country.

D. Common Training Need in Nepal, Laos and Afghanistan

The most specific and critical training need therefore, common to Nepal, Laos and Afghanistan, was: the need to train the trainers

in the fields of community development, social welfare, youth welfare, co-operatives and local government, in the process and methodology of developing indigenous training programmes for front-line and supervisory level workers in such an organic, systematic, and specific way that a basic training competence is left behind in the trainers which can then be applied by them to any training programme for front-line and supervisory level field staff, in the future, irrespective of the programme content.

It has, therefore, the considered opinion of the mission, that as a basic premise, the Mobile Training Scheme must be focused on the training of trainers inside the country through on-the-job evaluation and training and only when, and if, specific areas of training needs are uncovered, which cannot be met inside the country, should provision be made for assistance in getting them any training outside the country, under the specific and explicit condition, that the learning opportunities will be sought as far as possible, directly related to the training needs of the country, and that the trainer, upon return home, will be required to put such learning into practice.

E. Training Resources Available Within the ECAFE Region

India has promised assistance to this project, if requested, by: sending short-term highly qualified experts to assist the international Mobile Training Team as needed; providing consultation services, both in India and through correspondence, on any problems the Mobile Training Scheme may wish to discuss; providing upon request, the names of one or two persons who are qualified to be considered for one of the three persons to make up the international staff of the Mobile Training Team; and offering special tailor-made courses for a small group of trainees from any of the land-locked and least developed countries participating in the ECAFE Mobile Training Scheme.

Other training resources available in the ECAFE region include: Bangladesh, Pakistan, Philippines and Thailand. (See Appendix V for details on selected training resources available in the region).

III. A PROFESSIONAL APPROACH FOR THE TRAINING OF
TRAINERS UNDER THE MOBILE TRAINING SCHEME

A. The Philosophy

1. The training programme should be directly related to a study and analysis of local problems at the field level and on the specified role of the village level worker, vis-a-vis the programme as well as the other governmental and non-governmental functionaries.

2. This role of a village level worker (and of his supervisor at the district level) should be analyzed and broken down into the specific skills needed on-the-job, for problem solving in specific or given content areas.

3. An analysis of the skills needed on-the-job by front-line and supervisory level workers should be assessed in terms of these being the building blocks in the development of a curriculum. Learning experiences could then be provided to include educational objectives, spelling out the "doing" and the "knowing" components for specific problem-solving situations at the local level.

4. Learning experiences should be organized into educational objectives, content, teaching method and materials and arranged into units.

5. Teaching methods must be developed to meet actual training and trainer needs.

6. Local teaching materials should be developed systematically, from on-going field experiences, under supervision, and be an integral part of the whole teaching and learning methodology.

7. In-built action research and periodic evaluation on:
(a) the various aspects of teaching and learning process as well as
(b) the effectiveness of problem solving of workers and field projects, should be an integral part of the training scheme.

8. The need and importance of an effective communication system should be so built into the training programme, that a two-way process of feedback is engendered, not only from the field to various persons in the administrative and planning structures, but also from the administrative and planning structures back to the field.

9. The whole training programme should be so designed and implemented as to leave behind in the local training cadres in each country, a self-generating competence and self-help capacity in the skill of designing of curricula for front-line and supervisory level of personnel for any kind of training programmes in any field in the future.

(Only when and if specific areas of training needs are uncovered which cannot be met inside the country, should provisions be made for assistance in getting training outside the country under the specific condition that the learning opportunity will be sought directly related to the training needs of the country and the over-all strategy of the Mobile Training Scheme and that the trainer, upon return home, will be required to put it to practice).

10. Local trainers in one land-locked country, who have acquired the skills necessary for indigenous curriculum development in their own country, should be encouraged and provided the opportunity under this project, to share their skills and experiences with local trainers in other land-locked countries so that a core of competence and expertise in training is developed, shared cross culturally as a permanent resource from which to draw.

11. The training of trainers scheme in each land-locked country could aim conceivably at covering the total training cadre needs in that country.

12. The training programme should have and is designed to evoke a creative and dynamic quality, calling for much initiative, vision, and imagination not only on the part of the local training cadres, but also creative leadership, participation and support from relevant governmental personnel at national, district and village level.

13. The Mobile Training Scheme, as an innovative methodological approach to in-country training, in meeting the specific training needs of land-locked and least developed countries, should itself have an in-built system of recording and evaluation from its inception so that this innovative approach to training can be professionally assessed on a wider or global basis and its considered experiences shared freely by the international professional community in other regions.

B. The Method and Organizational Structure

In summary, the mobile team, in-country, will consist of members drawn from three sources:

- a) The international experts - "core" members;
- b) International supporting staff brought in and out as required;
- c) The nationals of the participating country, who are responsible for the various training programmes.

Members from each of these will be divided into functional sub-groups aimed at setting up a multi-faceted but integrated demonstration project, which will:

- a) form a detailed analysis of problems related to specific communities; explore the dimensions of practice e.g. front-line workers and supervisors; identify and improve skills; make a detailed job analysis; spell out the social component in technical undertakings; establish the most effective relationship to each other of workers, supervisory, and technical staff, etc.;
- b) develop skills in the creation of teaching materials, methods and curriculum construction;
- c) identify areas for, and skills in, undertaking action research;
- d) inform policy-makers of the detail (derived from experience and presented in terms that planners can respond to) to be filled into the general policy intentions and to find and point out gaps and inconsistencies which will require attention;
- e) to provide the basis for working out a variety of specific training programmes at a later date.

The number and combination of groups in each country can be modified to the local situation. Ideally, however, 8 functions are envisaged:

1. Steering Group;
2. Role performing group (Front-line and supervisory workers);
3. Role Analysis Group;
4. Action Research Group;
5. Teaching Methods Group;
6. Teaching Materials Group;

7. Projects and technical collaboration-group;
8. Policy development group.

It is intended that, in addition to bearing their over-all joint team responsibility for the scheme, the members in these groups will be giving primary attention to the specifically assigned tasks and become resource persons in these functions to the whole group.

Procedures

Front-line workers will serve continuing cycles of 4 work periods (3 in their field jobs and 1 at the supervisory base). The workers grouped in pairs will alternate their attendance at the supervisory base in such a way that one is always at the field base, while one is at the supervisory base, and in the second and fourth periods, both will be in the field base.

Supervisors, also working in pairs, will receive groups from the various field bases every other work period.

In collaboration with the functional sub-groups, the supervisors will perform an educational function, as well as their administrative one.

At the supervisory base the experiences in the field will be systematically collected to be worked upon by the sub-groups and appropriate support will be provided for the front-line workers. Supervisors and members of the sub-groups will arrange for visits and sessions at the field level on a regular basis also.

The sub-groups will meet with the international member regularly. The international team therefore will find its activity centred around consultations, seminars, and a kind of tutorial programme related to a range of specific assignments. Their expertise will therefore be provided as required on a "cafeteria" rather than a "banquet" style basis.

As these assignments are worked upon in-country, it will be possible for the international team (working somewhat on the same pairing arrangements as the others) to move out and carry forward the programme in other participating countries.

/ The concentration

The concentration of people working at the field level would not of course be practical under normal operational conditions but is justified on trainer cadre-forming grounds, creating indigenous based programmes.

The methods and procedures outlined here are not the training programmes to be fully repeated, extended or the eventual shape of training.

This is the foundation laying phase to be followed after full evaluation by the phase which will assist trainers to use their new skills, experience, and materials, etc. as the enriched source from which they will be constructing training programmes for the newly defined front-line and supervisory workers in a variety of programmes.

C. Estimated Cost (for two years operation, 1973-1975)

		<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>SUB-TOTAL</u>	<u>TOTAL</u>
1.	<u>One Director</u> Project leader, expert in planning and administration of in-service training programmes and curriculum development, (p-5 level)					
	8 mm x \$2,500	20,000				
	12 mm x \$2,500		30,000			
	4 mm x \$2,500			10,000	<u>60,000</u>	60,000
2.	<u>Two experts</u> (P-4 level, permanent or ad hoc)					
a.	Expert in in-service training with special competence in teaching methods, teaching materials and curriculum development					
	6 mm x \$2,500	15,000				
	12 mm x \$2,500		30,000			
	3 mm x \$2,500			7,500	<u>52,500</u>	
b.	Expert in in-service training or curriculum development with special competence in action research and evaluation techniques					
	6 mm x \$2,500	15,000				
	12 mm x \$2,500		30,000			
	3 mm x \$2,500			7,500	<u>52,500</u>	105,000
3.	<u>Honoraria</u>					
a.	Several ad hoc short-term training experts from outside the country on community development, social work, local self-government, co-operatives, etc. as required from time to time					
	8 mm x \$500	4,000				
	12 mm x \$500		6,000			
	4 mm x \$500			2,000	<u>12,000</u>	
b.	One local training expert and liaison officer (to be attached to and responsible for the Mobile Training Project within the country, each in Nepal, Laos and Afghanistan till completion, additional remuneration for the selected government officials on pay with his government)					
	8 mm x \$200	1,600				
	30 mm x \$200		6,000			
	12 mm x \$200			2,400	<u>10,000</u>	

	1973	1974	1975	SUP-TOTAL	TOTAL
3. c. One local administrative assistant cum secretary each in Nepal, Afghanistan and Laos at \$60 a month					
8 mm x \$60	480				
30 mm x \$60		1,800			
12 mm x \$60			720	3,000	
d. Locally appointed training experts (honoraria) at \$200 a month					
6 mm x \$200	1,200				
15 mm x \$200		3,000			
6 mm x \$200			1,200	5,400	
e. Translation and interpretation (English to local language and vice versa)					
6 mm x \$150	900				
30 mm x \$150		4,500			
12 mm x \$150			1,800	7,200	37,600
4. <u>Travel</u> (inside and outside the country)					
a. Project director and experts	3,000	3,000	2,000	8,000	
b. ECAFE Social Development Division staff and regional adviser on training in social work and community development (for periodic consultation with and evaluation of the teamwork and to participate in the training as trainer as required)	2,000	2,000	1,000	5,000	
c. Short-term and local training experts	1,200	2,000	1,000	4,200	17,200
5. <u>Per Diem</u> (both inside and outside the country)					
a. Project director and experts	2,500	2,500	1,000	6,000	
b. ECAFE Social Development Division staff and regional adviser on training in social work and community development	1,200	1,800	1,000	4,000	
c. Other short-term and local training experts	1,200	1,800	1,000	4,000	14,000

	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>SUB-TOTAL</u>	<u>TOTAL</u>
6. <u>Office Accommodation, Equipment, Stationery, etc.</u>					
a. Bangkok supportive work (including a secretary at \$200 a month - ad hoc assignment)					
3 mm x \$200 + stationery & office space (\$1,400)	2,000				
2 mm x \$200 + stationery & office space (\$600)		1,000			
2 mm x \$200 + stationery & office space (\$600)			1,000	4,000	
b. Country offices (accommodation will be provided by the respective Governments)	3,000	4,000	1,000	8,000	12,000
7. <u>Library, Teaching Materials and Audio-Visual Aids</u>	7,000	11,000	7,000	25,000	25,000
8. <u>Ten to fifteen fellowships for trainees for 3-6 months (including travel and other extra charges to attend specially tailored courses and/or study tours in third country and for host Government to organize the special courses) at \$250 each a month</u>	12,000	18,000	-	30,000	30,000
9. <u>Evaluation of the project at the end of two years (travel, per diems and honorarium (2 man-months), if necessary)</u>	-	-	5,000	5,000	5,000
10. <u>Miscellaneous expenses</u>	1,720	1,600	880	4,200	4,200
	<hr/>				
	US\$ 95,000	160,000	55,000	310,000	310,000
	<hr/>				

NOTE:

- (1) The above estimated cost is for 2 years (early 1973 to early 1975), and if so warranted, the project may be extended beyond those years based on an evaluation of its utility to the countries concerned.
- (2) The headquarters of this project will be mobile (approximately 8 months, each in Nepal, Laos and Afghanistan).
- (3) The director will be appointed two months before starting the project (tentatively 1 May 1973) for making necessary arrangements for the training programmes. He will visit Bangkok from time to time, as necessary, for consultation with ECAFE and other UN specialized agencies in connexion with the project.
- (4) The substantive support to the project will be given by the Social Development Division and the administrative support by the Division of Administration (ECAFE).
- (5) If four or more least developed among the developing countries of the ECAI region are to be covered within 1974, it may be necessary to consider two teams under one project leader to meet this need satisfactorily. The cost plan for this will be presented separately, if required.

D. Country Responses to the Projected Methodological Approach

In the course of the Mission's work, an approach was devised to meet the particular conditions of the countries concerned and the situation arising from the need to train front-line and supervisory workers with the training potential that each country has. It was necessary to consider how an international input such as the Mobile Training Scheme could concurrently serve a variety of training needs in a number of different countries. A "methodology" emerged, drawn from experience in this field, and geared to the problems encountered regarding the proper place of training in development situations, and the shortcomings of training programmes as have been encountered throughout the region. As elaborated elsewhere, the focus has become directed towards the trainers, with the central idea of enriching and enlarging their capabilities in a way which would enable each country to indigenize its training and for the task to continue and flourish eventually without repeated inputs from outside. It is hoped that the trainers of these countries will form a nucleus of experienced persons who can also sustain each other.

In order to "test" the validity and practicality of this approach, to further make explicit the underlying assumptions, and to get some feed-back regarding the "fit" of the methodology, the project development mission presented its proposals to a number of experienced persons in a variety of ways -- one of the most important ways being to set up mini-seminars to examine and discuss both issues and details. Many questions were posed and considered, and in this way the methodology was refined. Such seminars were held with:

- a) Officials of the Ministry of Home Panchayat and the trainers of the Panchayat Training Institutes and Women's Affairs Training Centre at Lalitpur, Nepal;
- b) Officials and the trainers of the National Institute of Community Development at Hyderabad, India;
- c) Officials and the trainers of the Delhi School of Social Work at Delhi, India;
- d) Staff of the Social Development Division, ECAFE at Bangkok, Thailand;
- e) Members of the Inter-Agency Sub-Committee on Integrated Rural Development at Bangkok, Thailand.

/ Consistently

Consistently the methodology evinced keen interest on the part of all participants. Almost without exception, there was an initial expectation and wish for the familiar mould of courses and fellowships abroad, but in every case this was such modified and more often than not abandoned as the participants examined the methodology and recognized the context in which the mission placed these earlier approaches to training needs.

From Nepal and India, the mission received written acknowledgment of the methodology:

"As one of the ways of enhancing the proficiency of trainers is to training them in developing a meaningful curriculum which is geared squarely to the need of the workers in the field. In this connexion, a member of the Fact Finding Mission, Mr. David Drucker, presented a model for training front-line and supervisory workers based on their day-to-day experience and the expectations of the village societies. The basic premise of the model was very much appreciated by the participants and they would welcome a detailed elaboration of it for discussing in the on-coming Seminar of Panchayat Instructor to register their understanding and suggestion which would be crucial for the successful application of the model." 3/

"The methodology and model of operational strategy presented by Dr. Drucker evoked interest and enthusiastic response and the views expressed were that the model and methodology should be tried on a pilot basis. The mechanics and the methods of training to be adopted, the contents and duration of the programme were also discussed in general. But the view broadly held, was that training programmes for trainers and field workers should be directly related to local conditions, local norms, traditions and needs of the people." 4/

Mr. Ghildyal, Director of Training NICD, Hyderabad writes:

"Requisite knowledge, skills and attitudes have to be demonstrably developed in the trainers with a view to enabling them, in turn, to generate and instil in the field functionaries these and such others as may be necessary. This postulates a continuing activity in which the nucleus of trainers would be involved in a self-educating and self-development process through which various inputs of training such as content, methods and approaches etc., would be fashioned, adapted and concretised in conformity with the locale of the situation."

/ "The idea

3/ Mini-Seminar Report, p. 5, Home Panchayat Ministry, Nepal

4/ Report on ECAFE Mission Visit, p. 4, National Institute of Community Development, Hyderabad, India.

"The idea is excellent conceptually. The scheme envisages an on-going and continuing interaction between different kinds of personnel connected with imparting training, so that they would all have a realistic perception of the roles and responsibilities of those whom they are ultimately expected to train. This is a package arrangement of developing skills, perceptions and understanding in trainers and would provide the trainers an integrated experience of their role in a capsule form."

"Not conventional" and "ambitious" were terms often used in discussion. Unconventional in the sense of getting away from set courses etc., and ambitious, in the range of objectives the methodology attempts to encompass, and the problems facing so many training programmes it aims to tackle. The project development mission maintains that a thorough-going scheme must be unconventional if the conventional failures of conventional programmes are not to be repeated. Common is the problem of actually getting training applied successfully and unambiguously to the various development tasks. Ambitious would seem appropriate given the nature of the assignment and the results to be achieved. The strength of the methodology has been seen by participants to be realistic in its concern to relate to the development problems and social, administrative and policy realities which exist, and to indigenize the training throughout. Though professionally this is conceptually acclaimed, the how of doing this has not systematically been worked out in the developing countries. Much discussion took place in the seminars, as elsewhere, relating to the methodology, the nature and activity of the front-line worker. A study was referred to in India which showed that social action in the village seemed to be nobody's specific responsibility, and it highlighted the necessity for such a person who would not take over technical responsibilities, but concern himself with the social aspects of projects and processes in the village.

It is recognized that considerable preparatory work will have to be carried out both in devising the roles and functions of such trainer members and in helping them to adopt these effectively. Questions were raised regarding complexity and the desirability of amalgamating the 8 functional groups perhaps to 4 or 5 and the importance of sufficient counterpart staff was emphasized.

/ The logistics

The logistics of where and when, (in-country and between country) will provide some headaches and the question of how long international members of the team will have to stay with various operations until the functions are institutionalized by the trainers will add to these problems. The international team will, considering their small number, have a heavy responsibility along with the steering group, in keeping the team stimulated and nourished with inputs related appropriately to the phases and stages of the project and providing for the momentum to continue during their geographical absence. Some of the more unpredictable operations should be piloted first.

Generally, it was thought that the team would have to operate throughout one cycle or possibly two (for example, in rural projects cycles in terms of seasons). The need for obtaining sufficient technical expertise was mentioned. There is no question that the methodology demands initiative and independent and self-disciplined work and a systematic and sustained "seeking out" which makes a radical departure from traditional didactic teaching and learning. Acknowledged, as a difficulty, it was thought however that such an approach was certainly required and should and could be successful. The emphasis which was thoroughly supported is on the organization of the trainers in practicing and mastering skills in "how to find out how to do specific things," which permeates at all levels of the scheme, rather than functioning from the assumption that we already sufficiently know what and how things need to be done and that training requires effectively telling front-line and supervisory field level personnel what to do.

/ V.

V. RECOMMENDATIONS

- It is recommended that:
1. The Mobile Training Scheme be implemented as quickly as possible, as both the Royal Governments of Nepal and Laos are eager to begin.
 2. The order of implementation of the Scheme be as follows:

attention be initially focused on Nepal, then embrace Laos, Afghanistan, Maldives Islands, and other countries that by that time may wish to be included.

(As this Report was being written, the Maldivian Government has indicated to UNDP, Colombo, Sri Lanka, their support in principle to the Scheme but are, according to UNDP, Colombo, not able to determine their exact training needs. To determine these, it might be appropriate to initiate through UNDP, Colombo, a request from the Maldivian Government for a visit to the Maldives Islands by ECAFE's Regional Adviser on Training in Social Work and Community Development in order to make a preliminary assessment of the specific training needs of front-line and supervisory developmental personnel of Maldives Islands related to the fields of social work, community development, youth welfare, local government and co-operatives.)

3. The proposed methodological approach for the training of trainers be accepted as a matter of principle.

4. That recruitment for the international staff of the Mobile

Training Scheme be done as soon as possible, especially for the team

leader. (See Appendix VI for the job description for the team leader.

The job descriptions for the other two international job posts may be found in Appendices VII and VIII). In the interest of economy, the

project development mission "shunters" to propose more than 3

international staff for the Mobile Training Team, but, in the light of detailed professional considerations, time necessary to incarnate the skills of indigenous curriculum development in local trainers, and the interests of several Governments to begin as soon as possible, it

/ recommends

recommends, that as a criterion that, if four or more land-locked and so-called least developed countries are to be considered entry possibilities for the Mobile Training Scheme within the period of 1973-74, that considerations be given to the need and necessity to have for the Mobile Training Scheme two teams of two experts each with one project manager.

5. That the administrative responsibility for the Mobile Training Scheme be lodged in ECAFE's Administrative Division and the broad substantive, over-all supervisory responsibility with the Social Development Division of ECAFE.

6. That this Report should not be considered in its present form as a UNDP project proposal but as a professional technical document constituting material and recommendations which should form part of the project proposal for the Mobile Training Scheme. It provides deep insight into the factual situations of under-development with particular reference to the training needs for front-line and supervisory development personnel, proposing a new professional approach to the problem of training in the land-locked countries of the Third World. This is a major break-through from conventional subject-oriented training methods, proved so ineffective in the past. To convert this professional Report into a formal project proposal for circulation to Governments will need a different approach and ECAFE (Social Development Division) will be happy to do so, once UNDP accepts the project in principle. In its present form, the Report is not for release to Governments or general circulation.

V. APPENDICES

- I. Diagnosis of the Situation in Nepal
- II. Diagnosis of the Situation in Laos
- III. Diagnosis of the Situation in Afghanistan
- IV. A Methodological Approach for the Mobile Training Programme
- V. Training Resources Available within the ECAFE Region
- VI. Job Description (Team Leader)
- VII. Job Description (Expert)
- VIII. Job Description (Expert)
- IX. Letter from the United Nations Development Programme, India to Deputy Secretary (Sikkim), Ministry of External Affairs, Government of India
- X. List of Officials Met

DIAGNOSIS OF THE SITUATION IN NEPAL

A. Some major problems and needs

Nepal is a small developing country having an area of about 56,000 square miles. It is situated along the eastern Himalayan region and is surrounded by the Tibetan region of the People's Republic of China, India and Sikkim. Its population is 11.3 million (1971 census). Over 90 per cent of the people live in rural areas and are dependent for their livelihood on agriculture. Although agriculture is the main enterprise, compared to the average in other parts of the world, the production per acre is low. It is said that among other factors for this (as elsewhere) farmers are reluctant to adopt new varieties of seeds and new methods of cultivation because of tradition, social values, beliefs and superstitions.

Topographically, the country is divided into three broad regions: (a) the Terai and the Inner Terai in the South, partly swamps, partly forests and partly agricultural cleared land, twenty miles wide, altitude varies from 250-600 feet; (b) the central hill region with elevation of 4,000 feet to 12,000 feet, interspersed with fertile valleys; and (c) Himalayan region in the north -- partly pasture land, partly arid and arctic desert wastes with 240 peaks exceeding 20,000 feet in elevation.^{1/} The snow line is above 17,000 feet.

About 13 per cent of the total area of the country is under cultivation and more than half of the population live in rural hills, and about 5 per cent are urban dwellers. The growth rate of the population is about 2 per cent per year.

The literacy rate is only 11 per cent and among this only 1 per cent is women.

In general, the living standard is low and the mortality rate is high. The expectancy of life is said to be between 25 and 40 years. Attendant upon these conditions, there are the usual endemic diseases, some of which can be traced to chronic lack of good drinking water.

/ For over

^{1/} Nepal Country Programme proposed for UNDP assistance (1972-1975).

For over 100 years, until 1951 Nepal was isolated from the rest of the world by the feudal government of the Ranas. The regime kept Nepal isolated not only from the rest of the world, but also its own administrative units were isolated from each other with direct contact only to the Centre. Consequently, little or no technical development took place during this period. But, in the fifties, with the advent of democratisation, measures of development started and attempts were made to provide an opportunity to the people for participating in the developmental process.

A village development programme with the objective of developing rural areas with the active participation of the people was started. As it was not possible for Nepal to have each technical ministry to have a separate office at the village level; this programme was envisaged to provide the various departments with a channel for their programmes. The importance of the need of creating local institutions was strongly realized, if the people were to be effectively involved in the developmental process. The programme was terminated in 1962 and was then succeeded by Panchayat (local government) development programme, so as to provide a formal structure for involving people and their representatives in the development of both rural and urban communities.

The institution of Panchayat was created both at the village, district, zone, and national levels. The current Five-Year Plan of Nepal also has given great importance in involving Panchayats of various levels in the process of both plan formulation and implementation, in order to make the participation of the people in the local development more active and dynamic.

There are about 4,000 village Panchayats and 16 town Panchayats. The introduction of the system of Panchayat also stimulated the voluntary agencies in strengthening their own resources. An integral part of the Panchayat system is five class and professional organizations; the Nepal Peasants Organization, the Nepal Youth Organization, the Women's Organization, the Nepal Labour Organization, and the Nepal Ex-Service Men's Organization.

With the introduction of this system, His Majesty's Government of Nepal has been admirably involved in the training of its workers and the local leaders. It was realized that the training of workers and local leaders was an important element

/ in enhancing

in enhancing people participation in development. In 1971, a local development department was created in the Ministry to give specific emphasis for this purpose. Initially, the emphasis on training was on the establishment of viable structure of Panchayat system for local participation in national development. The Government indicated that a second phase in training is highly necessary now with a different emphasis. It is in this area that strong indication was made by the Government for the assistance of the United Nations through the Mobile Training Scheme in training their trainers.

Summary of Major Problems and Needs

The salient problems of Nepal are:

(1) Although the Panchayat system of government has paid great attention to people's participation in development, the long history of isolation, both politically and socially, with the consequent adoption of inward-looking social patterns, makes the full involvement and participation in national development a slow and difficult task. The problems of integrated planning and the appropriate social elements in such planning, being given proper priority, are providing difficulties for the Government (as do such matters in nearly all countries). For example, one observer reports:

"While the Nepalese Panchayat System of Decentralization is community development oriented and if followed can facilitate development work based on felt needs and people's co-operation in meeting those needs, by and large, this system has not been fully utilized.

Unfortunately, in quite many cases, HMG's Ministries, as well as the aid-giving countries and UN organizations tend to short-cut the way to the selection, formulation and implementation of development projects and bypass completely the Panchayat System and thus invite difficulties and bottle-necks in implementation." 2/

(2) The land-locked nature of the country (surrounded by its giant neighbours) is a major constraint.

(3) There is a tendency for the inhibition of Nepalese trade, professions and vocations by the influx of enterprising outsiders working in Nepal.

/ (4)

(4) There is a growing movement and the need to resettle people, who are moving from more difficult areas to the more fertile areas spontaneously or due to initiation of land reform programmes, or where malaria control and improved transportation facilitate movement. In addition to this, a growing attraction to the urban centre, particularly to Kathmandu and Terai is evident.

(5) The refugees are to be accommodated and settled.

(6) The new Education Plan recognizes that the education system is poorly geared to the need of the country. Higher education is largely linked to Kathmandu catering for and encouraging a middle-class and elite group of students whose aspirations are not motivated in meeting the rural needs of Nepal, and for whom it is difficult to provide work opportunities.

(7) Involvement of the youth in the "back-to-the-village movement," as yet, does not seem to spell out specifically what their role must be and as such, they have not yet been effectively utilized in village development work.

(8) There is a tendency (as everywhere else) for an increasing disparity in development and the distribution of its rewards. Attempts are being made in solving this problem by the setting up of regional based development axis.

(9) The care of the handicapped and children, the care of the aged, etc. are problems which are beginning to surface. There are all too frequent disasters, such as landslide, flood, etc. in such a terrain. The non-governmental organizations and the Red Cross Society along with the Government are struggling to cope with these.

B. Indication of His Majesty's Government of Nepal --
Interest and Support

In order to ascertain the interest of His Majesty's Government of Nepal, selected officials both at the functional ministries and planning ministry, were met by the mission (for list of the officials met, see Appendix X). All the officials met indicated, not only interest, but even enthusiasm, in the prospect of being involved in, assisted by, and contributing to the Mobile Training Scheme. Suggestions were made that the training should emphasize training the officials inside the country and priority should be given in training the trainers in the field of Panchayat development, and social welfare.

/ A one-day

A one-day mini-seminar of the representatives of the Ministry of Home Panchayat and the principals and instructors of the Panchayat Training Centres was also organized, one of the purposes being to ascertain the interest of the Government in the scheme. The Government's interest in participating in the scheme was reiterated by the mini-seminar, in the following words:

"(i) The Panchayat Development Programmes make a heavy demand on the Panchayat Training Programme ... and is responsible for training a large army of officials and elected workers the proficiency of trainers in their respective disciplines plus in the method of curriculum development, training evaluation, teaching methodology, etc. becomes a factor of critical importance and in which depends the success of the Panchayat training and Panchayat Development Programme.

(ii) Assistance in enhancing the trainers' capabilities could be of immense help." 3/

While supporting the mobile training scheme, it was also indicated that the Government would be happy, if other countries are also involved in the training programme in Nepal.

Various non-governmental organizations, for example, Nepal Red Cross Society, Paropakar, Children Organization, etc. have also indicated great interest in training their personnel through the mobile training scheme.

As regards the training in social welfare, it was suggested that, as currently no separate department for social welfare exists, the training should concentrate on the training of trainers and the personnel of non-governmental organizations.

Before the Project Development Mission departed, it presented the following formulation to the representatives of the Home Panchayat and Planning Ministries. This was generally accepted, reflecting their interest to participate in the scheme:

(1) The mobile training scheme assists in the development of the most relevant training programmes for the training of front-line and supervisory level personnel in Panchayat development and social welfare built on the existing regional training institutions and personnel under the Home Panchayat Ministry.

/ (2)

3/ Report of the one-day Mini-Seminar on "ECAFE Mobile Training Scheme" organized by the Home Panchayat Ministry, Kathmandu, 26 December 1972.

(2) to accomplish the above, efforts should be concentrated on improving the competencies of the trainers and instructors, with the following objectives:

To develop a basic methodology for constructing indigenous training programmes working from the problems and specific tasks to be performed by front-line and supervisory staff in Panchayat development and social welfare and from these building curriculum objectives, content, learning experiences, teaching methods and teaching materials.

The approach should be to set up a demonstration project of an integrated nature, which will include specifying job descriptions and breaking this down to detailed job analysis, showing the operational relationships to supervisory and other staff within the village, district, zonal and national levels of administration, together with the relevant technical staff of other ministries and agencies (governmental and non-governmental).

This involves the development of action research and the involvement of trainers' competencies in collecting, analysing, developing teaching materials of various kinds and practising a full range of teaching methods.

In the course of the above operations to systematically document any gaps and inconsistencies in policy and programme, which, in collaboration with other Ministries and non-governmental agencies, will result in position papers formulating and recommending policy and programme development through appropriate administrative channels.

This demonstration project will provide a great enrichment of present skills, knowledge and materials and will lead to a detailed evaluation, in order to provide a full opportunity for constructing training programmes directly related to the full range of jobs that have to be done by governmental and non-governmental agencies in social development of Nepal.

(3) In relation to social welfare in the above scheme, although the Government stresses its importance by its current policy, so far no specific training programme in social welfare exists. In view of this, it is recommended that one training personnel from each regional training centre be specifically designed as having particular responsibility for working with the mobile training scheme in the development of training programmes for governmental and non-governmental personnel in the field of social welfare.

(4) The general method of the Mobile Training Scheme will be to develop the competencies of trainers in Panchayat development and social welfare in the country according to the process and operation described above. Where in this process, specific skills and knowledge are uncovered, which cannot be provided on this basis and must be met from the outside of the country, full support, encouragement and planning will be made for this purpose.

(5) Where the experience, skill and opportunities for practice by the trainers in Nepal can be seen to meet the training needs of other land-locked and least developed countries in Asia involved in the Mobile Training Scheme, the trainers from Nepal will join in training projects outside the country.

C. Specific Training Needs

(a) Home Panchayat Ministry

The national importance of the Panchayat System and its crucial multi-dimensional role in development are stressed everywhere. Training is identified ... "as one of the important strategic inputs in this field." The Mobile Training Scheme must obviously begin with this area of the Government's programme. There have been five annual Panchayat Instructors' Seminars which, judged by the reports, have been of a very high standard indeed. Discussion has provided a frank evaluation of the Panchayat and the training programme summed up in the statement "Policy enunciation -- very good, but implementation" implying much needs to be done. The effectiveness of training could be enhanced, for example, it is said as follows:

"For instance, in the early years of Panchayat System, training mainly emphasized introducing and explaining the System to the people ... But today, ... the training has to lay greater emphasis on analytical approach to their manifold problems and help them understand them in their proper perspective." 4/

"There is a greater demand on Panchayat training for enhancing operational efficiency of all official and non-official workers of the system." 5/

/"Panchayat

4/ Private source.

5/ Ibid.

"Panchayat training should also take upon itself the responsibility of providing feedback for the action programme of different agencies of government and in this role, it should be able to draw their attention to different aspects of successes and failures of their programme and continuously provide them with suggestive guidelines for improvement. In other words, Panchayat should possess the capacity for consultancy service to different development agencies in the field of Panchayat Development." 6/

Problems of Training

The same source continued:

"The following are some of the problems that stand in the way of developing a good training programme:

1. Staff performance:

- a). Lack of experience of working in the field in most of the teaching staff at the time of initiation into the service.
- b) Limited research, writing and publishing by instructors.
- c) Academic standing of teachers not impressive in the sense of it being distinctly superior to those most of the higher level participants.

2. Performance of institutes as whole units:

- a) Lack of opportunities for maintaining contacts with the field.
- b) Lack of atmosphere for teaching staff for engaging in deep study and research efforts due to lack of resources, encouragement and a deliberate policy to that effort.
- c) Lack of definite course content (as contrasted to present list of topics), its continuous evaluation from the angle of trainees requirements in his job.

These are some of the present drawbacks which have cumulatively stood in the way of developing a prestigious, operational and informative training programme." 7/

Currently the present training is given to:

1. District and Village Panchayat Members
2. Village Panchayat Secretaries
3. Village Lay Leaders

/ 4.

6/ Ibid.

7/ Ibid.

4. Class Organization Members^{8/}

5. Government Employees and Officials, etc.

The project terms of reference which directs attention to the training of front-line and supervisory level personnel is obviously most timely and apposite to the situation in Nepal.

Some Background

Much discussion ensued regarding the defining of "front-line" workers. Twenty years ago there was a front-line worker on the government payroll -- the village development worker -- later known as the Panchayat Development worker. Ten years later this village level worker disappeared in favour of the function being carried out by an elected villager within the Panchayat with the various technical departments of the Government intending to service the villages directly. This approach with its intention of making the "front-line" worker responsible to and of the village rather than to and of an external government department, has proved to be less rewarding than it was hoped. Though there are still some who think that this arrangement essentially stresses the importance of the responsibility of the village, there is a growing consensus that

"While some mechanism exists at district level for planning in each specialized field individually, a scheme for holistic and integrated planning at the district and village level is crucial for enhancing the effectiveness and maximization of benefits of development programmes;

While the village Panchayat and class organization members function as front-line workers at the village level the fact still remained that they represented by and large the elements of traditional social order favouring mostly status quo and whatever contact has been possible for them with outside world has been too meagre to make any appreciable progress towards the rapid modernisation of the rural society. Therefore, while basic institutional reforms like land and other social reforms are prerequisites for rapid advancement of village societies, there is a pressing need for massive multi-purpose rural development programme on the one hand and on the other, an agency at the village level with training and competence in the business of modernizing society which can interpret such programmes to the village people and guide them in their endeavour." ^{9/}

/ A New Start?

^{8/} See page 3.

^{9/} Report of the Mini-Seminar on ECAFE Mobile Training Scheme. Op cit.

A New Start?

The point made is that now there is once again a recognition and apparently a declared policy intention that there is a

"need for an external agent trained in the business of modernizing society at the village level." 10/

The original front-line workers are no longer available and in this sense the training institutions see themselves as "starting again" to produce them and certainly see this as the most urgent and most contemporary priority for training. However, the experience of the last twenty years can still be considered a major asset and much may still be drawn upon.

Nevertheless, it is said that:

"there is no field experience from the old days to work from" and even if there were "Times have changed in ten years." 11/

A Diagnosis?

Discussion identified a number of important areas:

a) Job description for "front-line" workers and supervisors remain very general and have not been spelled out in operational terms. A full job-analysis concentrating on specific skills would be essential, for providing an indigenous and effective base for training programmes.

b) The clarity of administrative lines and responsibilities has not advanced far enough to embed the training firmly into making sure that what the trainees learn will be constantly used and reinforced by the actual job to be done; demands of the situation, encouragement and controls; administrative co-operation with other departments.

c) The way of handling co-operation effectively with other departments has not been sufficiently worked out and the earlier "tensions" that arose between technical departments and Panchayat workers have not yet been administratively or operationally resolved.

/ d)

10/ Private source. Op cit.

11/ Verbal statement made during discussion by an official of the Home Panchayat Ministry.

d) No clear set of realistic models of how the Panchayats and the workers should function in development have been built in sufficient detail.

e) Supervisory control is not good enough and it is not clear what and how the supervisors assess performance of workers and the Panchayat.

f) Evaluation of training remains at best at the "How useful did you find ...?" "How far did this lecturer fulfilled?" level.

g) Action research remains somewhat abstract and it is not clear how the research is being used, i.e. the action element of research needs to be clarified in, selection of research subject matter; the process of researching; and spelling out the research consequences for training, policy and programme.

Such questions as "Why does this project succeed here and not there?", "What went wrong?", "Which are the feasible projects and why?" are not being asked enough. Nor is on-going built-in, information gathering and evaluation considered as an essential action research focus. "Research" seems, as is so common, to have been inhibited by a desire to be seen as relatively sophisticated set-pieces rather than being action carefully planned, observed, documented and directly leading to improved operational performance.

"..... all the Panchayat Training Institutes as also the Research Division in the Panchayat Ministry are supposed to engage in research continuously but their performance in this area has not been very encouraging" 12/

This highly self-critical examination and assessment by the trainers in Nepal is commendable but no doubt does not capitalize upon their achievements, experience and obvious potential.

Nevertheless, emphasis is laid both as a practical "point-of-entry" for international assistance and as a national "multiplier" strategy to increase the "capability" and "competence" of the trainers.

"As one of the ways of enhancing the proficiency of trainers, is to train them in developing a meaningful curriculum which is geared squarely to the need of the workers in the field." 13/

/ The demand

12/ Report of the Mini-Seminar on ECAFE Mobile Training Scheme. Op cit.

13/ Ibid.

The demand is clear for help in the areas of a) Teaching Methods
b) Teaching Materials c) Action Research and On-going Evaluation d) Curriculum Construction.

Diagnostically speaking, the Project Development Mission detected two common problems:

(1) A tendency to institutionalize and thus conceptually separate functions (reinforced by administrative sections. The Ministry has a Research Division, Training Division, Local Development Department, etc.) of operational "wholes" e.g. Research and Training; Operational Realities and Training; Administrative Relationships (especially to other Departments) and Training; Research and Policy, Programming and Training, Evaluation of Programme and Training; etc. etc.

For professional purposes, we are always much concerned with the links and areas between, as the focus of our attention.

(2) A tendency to seek resolvment of problems outside of one's own experience before having pursued and used one's own experience (often unique) to the full, and making fairly sure that outside institutions can provide fairly exactly what is required. This along with other factors pressing in the same direction leads to seeking means which have proved in many places consistently disappointing and alienating from local realities and conditions.^{14/} This leads to "looking out" solutions rather than "looking in."^{15/}

Such solutions in terms of scholarships and fellowships were certainly spoken for, but it was noted carefully that the planning officials and policy firmly emphasized in-country efforts as being preferable.

The Panchayat situation and needs have been discussed in some detail here because in many respects it is a "proto-type" situation relevant to different organizations and different countries at similar levels of development. It is

/ too

^{14/} It is fascinating to note that a recommendation for assessing 'Professional Standing' and 'Professional Achievement' awards roughly twice as much credit to books, articles, etc. published by foreigners than locally and that research reports are credited relatively at rather low-level.

^{15/} Stauffer, R.B. "The Need to Domesticate Foreign Models," Solidarity Vol. VII, No. 4, Manila, April 1972.

too early for a high degree of operational specialization and yet skills have to be learned discretely within a coherent 'whole' operation. The links between specialization and the 'holistic' framework has to be concentrated upon if specialization is to reap a sufficient reward. Thus training has to be arranged within the total operational framework of development and must be 'generic'.

A model was constructed which attempted to put together many of the salient factors enunciated in the Panchayat discussions, and to specifically address itself to the problems and present needs of the Ministry.^{16/}

This was presented to the trainers and the Ministry at a Mini-Seminar.

The model starts from the premise of identifying what problems need to be tackled by which personnel in what programme and administrative structure. What do such personnel start with, and how exactly do and can they function? From a scheme that sets out to operationally contribute to answering and clarifying such job analysis questions, a methodology emerges to develop the components of curriculum construction, such as setting educational objectives, contents, teaching methods, and teaching materials, and giving special attention to collaboration with technical ministries and helping to formulate and sophisticate policy programme and administration -- all within an action-oriented research approach. The process of involving the trainers in this "seeking out" method is a matter of imparting, practising and mastering the skills of training which are skills in their own right. Such skills are not basically altered by the specifics of the tasks to be undertaken by the eventual trainees (though of course content will differ). Therefore, different "kinds" of trainers could join the scheme and the approach and the model can be utilized for them. They will of course concern themselves with their kind of tasks and their trainees, but the skill elements will remain common. Indeed, as the project development mission discussed the training needs of the agencies reported below, they expressed their interest in joining. In this respect, may be specifically mentioned the willingness of the Nepal Children Organization, the Red Cross, and possibly the Paropakar and the National Council of Social Welfare^{17/} to designate training officers for this purpose.

/ (b)

^{16/} See Section II of this Report (page 9).

^{17/} See this Report, Section II, page 10.

(b) Local Development

In order to give a development orientation to the Panchayat system, a separate department of local development has been set up since 1971. Through this system, efforts are being made to mobilize the under-utilized capacity of the labour and untapped revenue potential of the labour force in local communities in support of the locally initiated, small self-help development activities, so as to involve the large number of the people in the development efforts meaningful to them. Though the production can be increased through big economic projects, national development, in reality, depends on social awareness. The programme stresses popular association, not only in development efforts, but to make the people self-reliant by educating them in all aspects of the development processes.

But there is lack of over-all trained personnel at all levels, particularly in rural areas. In order to overcome this difficulty, the Government is currently aiming to train 2,000 local development workers and 1,000 women workers within a period of five years.

They will be a multi-purpose worker and will be used by the local development department to initiate and implement the social and economic programme indicated above. In addition to this, the need for training the following persons was also strongly expressed by the local development department:

- (i) field supervisors of the local development department
(a minimum of 100 to provide at least one per district);
- (ii) trainer specialists to teach in the training centre; etc.

(c) Land Reform and Land Settlement

Nepal has introduced a large scale programme of land reform with the following objectives:

1. change in ownership pattern
2. increase agriculture production
3. shift of labour and capital to non-farm section.

This wide range of activities have necessitated training of personnel, and interest and need have been expressed to the Project Development Mission for the training of land reform and land settlement personnel.

/ (d)

(d) Co-operatives

His Majesty's Government of Nepal has given great emphasis on the development of co-operatives. It has been considered as an effective means of bringing about the voluntary changes in the existing agrarian situation of the country in order to establish a just society, free from all sorts of exploitation. Currently various multi-purpose and specific types of co-operatives are organized in various parts of the country under the land reform programme to break up the intermediaries system of credit, a compulsory saving fund is created through the contribution of both land-lord and tenants.

So as to handle these funds a village committee is formed with the representative of the people and the nominee of the Government, and it is considered a stage towards the formation of co-operatives in areas where a full-fledged co-operative is not established. There are about 4,000 such committees in the country.

A training centre has been established with the intention of training both officials and non-officials of the co-operatives. The people responsible for training these personnel indicated interest in receiving assistance through the Mobile Training Scheme. The needs expressed were in the area of:

- (i) training of trainers in co-operatives;
- (ii) training of supervisory and administrative personnel in co-operatives;
- (iii) front-line and direct service workers.

The regional office of the International Labour Organization and Food and Agriculture Organization are also currently making a study on the possibilities of helping in the development of co-operatives in Nepal and it is therefore considered appropriate that the assistance by the Mobile Training Scheme in co-operative training should be closely related with the training implication of the finding of this study.

(e) The Children's Organization

The Children's Organization is a class organization under the Home Panchayat Ministry. It has a central committee and 65 district committees. Some of its activities are: (i) running an orphanage for 200 children, ages 0-16;

(ii) conducting a model primary school (350 children, up to grade 5); (iii) operating a nursery day care centre, a free time centre and a vocational training centre.

Training needs are said to be:

- (a) orphanage staff, especially 2 house-mothers, 1 boy supervisor, 15 ayahs;
- (b) central supervisors (job functions include visiting district committee, evaluating their programmes, suggesting new programmes, educating, etc.);
- (c) district supervisors (they work with district committees to make policies and programmes for children).

(f) Paropakar (Help Others) Association

Conducts many institutions like orphanages, clinics, maternity houses, high schools, etc. Current training needs are: how to organize and set up an old people home.

(g) Nepal Red Cross Society

This is an independent organization affiliated with the International Red Cross Society. This organization has 40 affiliated branches in the districts. Its work is primarily concerned with (i) ambulance service; (ii) disaster relief and rehabilitation; and (iii) refugee settlement. Of special interest to the Mobile Training Scheme, the society indicated interest of training their workers in the activities related to the social welfare functions of the Red Cross, through the Mobile Training Scheme, as currently only training in first aid is given due to the limitation of the training facilities. In this regard, it further indicated its interest in designating one of its staff member as a training officer in linking with the mobile training scheme.

(h) Xavier School

Near the school, a community centre is being started. Boys come off the streets and are given shelter, tuition, etc. It has a shifting population. The Jesuit Father would be glad to send someone for training should such a training programme be started.

(i) Youth Welfare

Due to the shortage of the time and the unavailability of the youth officials, the mission was unable to have direct contact with persons, directly related with the youth welfare activities. However, we have noted a number of important areas for further consideration. They are:

(a) Lack of employment opportunities for youth at all levels of society. A youth organization at the national level exists in order to represent youth statutorily at the national level. The function of the organization is to inform the youth the socio-economic development of the country and use their united strength for the over-all development of the countries. But we do not know how this organization performs its role.

(b) The Government calls for youth to take a role in providing services to the nation. There was much comment on the lack of guidance specifically, how and when to do it; associated with it, is possibly Government's "back to the village campaign".

(c) In the context of programme directed to students, here also it is not clear as to what exactly the youth should do in the village.

(d) UNICEF is currently consolidating a study through their consultant, Dr. F. Okada, to clarify and identify what the most effective role UNICEF might play in the interest of Nepalese children and youth. If specific programmes emerge from the above areas of concern, there are obvious training implications.

D. Training Resources Available

His Majesty's Government of Nepal has established five training centres for training officials and local leaders in the field of Panchayat development. Four centres are located in the different parts of the country (Rampur, Pokhara, Nepalgunj and Bhadrapur). The remaining one in Kathmandu is concerned with the training of women workers and women lay leaders. In addition to this, separate training centre for training co-operatives personnel also exists in the country. The Government of Nepal has indicated interest in availing these resources for training both the officials and non-officials.

On the outskirts of Kathmandu, a S.O.S. village, a modern type of orphanage, has been built. It consists of a collection of houses. In each house there are 9 children with one house-mother. Currently there are 53 children in this village. Twenty-five house-mothers have been selected. They are given a 9-month training programme.

This village might be considered as a training resource for field visits or placements for a social welfare course.

Also, Mrs. Edith Pohl, social worker trained in Austria, representative of S.O.S. in Nepal, is interested in assisting the Mobile Training Scheme through teaching or helping on social work curricula, if such request is made. She has a diploma in social work, has worked with the Red Cross, refugee camps, has diploma from Vienna in vocational guidance, had 6 months training to prepare for pre-vocational training unit, then joined S.O.S. She is going on home leave but will return in September 1973. She indicated that Austria might assist in some social workers training course. She feels there is a great need for in-service training and work with women in rural areas.

The International Council on Social Welfare is prepared to finance under the Nepalese Council of Social Welfare an eight-month or one-year training programme for child welfare workers for 15 trainees. About 4 teachers will be involved in this. US\$ 8,000 is available. (Mr. S.D. Gokhale, Assistant Secretary-General of ICSW, suggested that instructors need to be trained to train those who will be enrolled in the course).

Mr. Gokhale, and later Dr. J.N. Giri (Nepal) whom the project development mission met, have indicated the possibility that these funds and technical service of the ICSW might well be made available within the context of the Mobile Training Scheme, and using the Lalitpur Women's Affairs Training Centre as a base. To this, His Majesty's Government of Nepal has agreed, as a principle.

The Technical Report (Social and Community Development - Nepal) prepared by Messrs. Gregorio M. Feliciano and Behari K. Shrestha to the United Nations Office of Technical Assistance regarding social and community development programme for Dhaulagiri, Gandaki, Lumbini Sector of Nepal in November 1972, makes a number of proposals regarding training. The shape of such training and resources made available for this proposed project does not duplicate the plan of the Mobile Training Scheme but is an additional training resource for these specially designated sectors of Nepal.

DIAGNOSIS OF THE SITUATION IN LAOS

A. Some Major Problems and Needs

Laos is a small, land-locked kingdom of 91,429 square miles located in the midst of the former Indo-China peninsula. It shares the 3,162 miles of its boundaries with six other countries, namely: 264 miles along the northern frontier with Mainland China; 1,108 miles on the north-eastern boundary with North Vietnam; Thailand stretches 1,090 miles along Laos western boundary. Laos' three other neighbours are: South Vietnam, Khmer Republic and Burma.

Being a land-locked country, Laos' ocean port is Bangkok in Thailand, some five hundred miles from Vientiane. Mekong river is the only system of navigable water. An important project to link Thailand and Laos with a bridge across the Mekong still needs to be implemented.

Laos population is estimated at about 2.9 million people. Of these 1,600,000 belong to the Laos and Tribal Thai; 60,700 are Lao Then or Kha; 400,000 are Meo, Yao, and other ethnic groups. With a growth rate of 2.4 per cent, Laos is not considered over-populated. Laos also has one of the lowest density of population in the world (about 30 per square mile). Less than 10 per cent of the people live in cities. 90 per cent live in small villages near river areas.

Some major problems in Laos are: the heavy hardship and drains placed on a small developing country by condition of war. Laos has not known peace since 1953. Economic and social development thus have been severely handicapped by the military situation caused by the war. A great part of its national budget has been going to national defence and police, mostly by way of wages paid to the army.

The problems and needs of the refugees have been, and continue to be, the constant pre-occupation of the Royal Government of Laos. It is difficult to get exact figures as to the number of refugees there are. One unofficial report states that: the Royal Government of Laos estimates that the number of refugees at 700,000 but works on the basis of 300,000.

With the event of peace, a new situation emerges in terms of accessibility to rural areas. (This may require understanding and collaboration that needs to be worked out, in those areas not currently in control of Royal Government of Laos). The wish to return home of most of refugees is already a need anticipated by the Royal Government of Laos.

The next five-year plan of the Royal Government of Laos gives top priority to rural affairs. It will be necessary not only to prepare most refugees to return home but also to set up new villages for them in areas where possibilities exist for agricultural development and good marketing facilities. Some thinking has already gone into having pilot development zones (size of approximately one "muong" -- 25,000 to 40,000 persons) where integrated activities of community development, functional literacy and agriculture can be carried out. This project may be seen as the first step of a policy for regional development.

Infant and maternal mortality are very high in Laos. So is the number of orphans. In the Government-controlled areas along the banks of the Mekong, the existence of 5,000 orphans has been estimated in one unofficial report. For the whole country, the estimate of orphans is 15,000, it was stated in the same report. How to best plan and develop programmes and services to meet their needs is a challenging problem in the field of social welfare. A survey of exactly who these orphans really are ought to be made and plans evaluated as to how best develop services and programmes, in Laos conditions, to meet what possibly may be varying needs among the so-called "orphaned" children. Not all these children may be without father and/or mother. Perhaps some of their families, parents (or one parent) may be re-located. In the case of children without parents, not all may need or ought to be in orphanages. (Where such a need for an orphanage clearly exists, existing institutions, such as Caritas, Our Lady of Hope and several others, ought to be strengthened and developed in various ways, including on-the-job training for different kinds of personnel engaged in orphanage work). Other alternatives to orphanages in developing countries ought also be explored, as for example, a modified form of Children's Villages or Co-operatives.

/ Since

Since over 50 per cent of the people in Laos are between the ages of 0-20 years of age, attention needs to be given not only to the needs of youth (vocational training, their employment possibilities) but also to the great role youth's idealism, energies and gifts could play in national development programmes and tasks. A national cadre of youth for development has been recommended by a number of U.N. Advisers. The need to develop a national youth policy, also, has been pointed out by the recent visit of a U.N. inter-regional adviser on youth and is being considered by the Government.

Proposals also are under consideration by the Planning Ministry for putting into the next Five-Year Plan provisions specifically aimed at Children and Youth.

Other social welfare needs and problems needing attention and assistance in Laos as expressed by officials from various Ministries are: illiteracy, juvenile delinquency, health problems, prison work, medical social work, improvement of the home-making skills of refugee women, work with tribals, care of the aged, the physically and socially handicapped, decreasing the problem of prostitution and the re-integration of discharged soldiers into the main stream of national development in event of peace, and generally raising the standard of living, income and productivity for the people with an emphasis on the villages - the key to the actual and potential of Laos development. "Most of Laos potential: manpower, minerals, arable land is in the villages."

"While Laos has not been able to achieve a strong sense of unity among its people, family and community units at the village level, has existed for centuries and continues to be of primary importance in the life of the Lao people." 1/

B. Specific Training Needs Found

Obviously, to meet the varying social welfare and community needs and problems as outlined above, front-line and supervisory personnel are needed at the village and district level. For this on-the-job training is

1/ Menger, Matt, Rev., and Hickey, Geraldine, The Child of Laos.
October, 1968. Mimeographed, unpublished document.

needed and the establishment of a full scale training policy so that a firm foundation is laid before rapid expansion.

Interest was expressed to the project development mission in expanding the national training centre of community development at Ban Amone to training centres in the regions and provinces. It was stated that training has been found most effective when given close to the environment known to the trainees and geared to that most suited to them. The Rural Affairs Department expressed a need to have its own core of trainers in community development. Not only development agents should be re-trained by refresher courses but district officers, inspectors and chiefs of villages and sub-districts ought also to be included in training, it was said.

Both the Ministry of Social Affairs and the Ministry of Youth and Sports also recognized their need for assistance in the training of trainers.

The Planning Ministry requested the assistance of the mobile training scheme in evaluating existing training programmes, improving them in both quantity and quality and setting up of new training programmes.

It is to be noted that suggestions have been made for an over-all training policy by the Planning Ministry itself. In the Planning Ministry, there is currently a co-ordinating training committee as well as an executive training committee. The development of human resources is the sector in which UNDP operations in Laos have been the most intensive in past years. It is stated that the successful outcome of activities taken up in other sectors will depend on the development of this sector in accordance with the country's real needs.^{2/} That last phrase "in accordance with the country's real needs" needs to be underscored as it is a principle that the project development mission has especially noted and which is central in its proposed methodological approach to the training of Lao trainers in the mobile training scheme. Furthermore, this is re-inforced by the Planning Ministry which "has laid down the principle that training / methods

^{2/} UNDP: Country and inter-country programming: consideration and approval of country programmes, Laos, 1972-1974, p. 21.

methods at all levels ~~are to be thoroughly overhauled~~ with the aim of adapting them to the new conditions with which the country will have to cope.^{3/}

(a) Community Development

It is to the great credit to the Royal Government of Laos that legislation exists concerning community development work in Laos. This clearly emphasizes a "community approach" and gives particular attention to the development of the rural person and people in rural communities.

The responsible Ministry for Community Development is the Ministry of Rural Affairs. Its executive and administrative organization for community development is the Commission for Rural Affairs.

The Ministry of Rural Affairs has about 154 development agents. 65 out of 154 have had some training in Thailand. In Laos, in 1968, there was one training programme for 30; in 1969-1970, two training programmes for 45 each year; in 1971, there were two training programmes for 30 persons and in 1972, one training programme. All need refresher courses.

The organizational chart of the Ministry of Rural Affairs and the functions of personnel and organs are given below:

Organizational Chart of Rural Affairs
Functions and Organs

	TECHNICAL	EXECUTIVE	CONSULTATIVE
Government	Ministers and Secretaries of State	Prime Ministers, Minister for Rural Affairs, Secretary of State for Rural Affairs	Cabinet Council
Central Administration	Departmental directors and heads	Commissioner for Rural Affairs	National Rural Development Commission
Provincial Administration	Provincial Administratives	Chaokhouèngs Chaomuongs Nai Dans and Nai Kongs	Provincial Rural Development commission Local rural development commission

(contd.)

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Organizational Chart of Rural Affairs
Functions and Organs

	TECHNICAL	EXECUTIVE	CONSULTATIVE
Villages	Front-line rural officers	<div style="border: 1px solid black; padding: 2px;">Development zone: one zone chief and several rural officers</div> Nai Tasèng Nai Ban Villagers	Tasèng council Village council (Royal decree # 254-66)

Activities are organized on the basis of development zones. Seventeen of these exist. Rural development programmes are also assisted by USAID.

The training for rural development programmes is carried out at Ban Amone Training Centre, the national training centre, about 10 miles from Vientiane. Refresher courses for senior development workers, Seminars for Buddhist monks and other community leaders have also been held at this Centre.

Present rural development programme covers less than 44 per cent of Lao population. The greatest bottleneck is shortage of skills and instructors and, of course, accessibility to areas resulting from war. There is currently no full-time core community development trainers staff at Ban Amone, outside the Director. During a training programme, instructors are drawn from the Ministry to assist in training. There is a need to organize a well-manned staff of trainers from Ban Amone Training Centre itself and for the provinces, when it is possible to expand training resources to reach them.

(b) Social Welfare

The Ministry of Social Affairs has three main sections: Social Aide, Resettlement and Labour. Social Aide Division gives assistance to refugees (food, clothing), care of orphans, home economic training and relief in kind. It also acts as liaison with philanthropic and charitable organizations. Resettlement is concerned with the planning and organizing for resettlement. The Labour Division has been concerned with problems of labour.

/ Although

Although the Ministry of Social Affairs has about 200-300 on its staff, due to the war, some have been taken away by the armed forces. Currently, there is an estimated 100 workers in the field engaged in activities relating to refugee work, social welfare and labour. They have had very little training in Laos and little in Thailand. There is a lack of sufficient expertise to give instruction, according to Miss Suntone, Director of Social Aide. When asked if anything like a method has evolved in working with refugees, the reply was no. Workers rely heavily on their own initiative and intelligence in the field as well as any slight orientation to the job they may have gotten.

Several years ago in the resettlement division, there was a one-month training programme. Very little has taken place in training since then. Although periodically, personnel have been sent to Thailand for training in the Department of Public Welfare (one source estimated that 40 have so been trained) examination of the nature of this training appears to indicate it is short-ranged, of several months duration only. It has been said that of the 40 Lao persons who have had some training in the Department of Public Welfare in Bangkok, most have left for better jobs. Apart from the Director of Social Aide, Miss Suntone, trained at the Institute of Pasteur in France in 1956, there is not a single other Laos, professionally trained person in Laos; no one has been sent to Bangkok for full training in the Thammasat University School of Social Work. There is no planned in-service training of any kind currently going on in the Ministry of Social Affairs.

The situation where there is no form of systematic continuous in-service training going on in a Ministry or Department of Social Affairs, where almost all the workers are untrained, constitutes a rather serious problem as far as effectiveness of current and emerging work with refugees, children, women and youth are concerned. In-built helps to accountability, which training provides, are lacking.

Miss Suntone expressed a great need for assistance in setting up in-service training in the Ministry of Social Affairs and on training the trainers. In view of the serious problems and needs of Laos, the Ministry

of Planning expressed a desire to have the current programme of the Ministry of Social Affairs evaluated and assistance given to setting up in-service training on a firm footing.

(c) Ministry of Youth and Sports

The Ministry of Youth and Sports has a training programme for primary school teachers. The idea is that each primary school is to organize its own youth activities and extra curricula activities around its youth.

It is planned also to train teacher's aides in rural areas. There are very few trained to train in these programmes.

The Ministry was very keen to ask the mobile training scheme to help train the trainers in their training programmes.

C. Proposed Mobile Training Scheme for Laos as Presented to the Royal Government

The following summary was presented in written form by the project development team mission to officials in the Planning Ministry and orally read by the UNDP Resident Representative. It is presented here as it was modified in a few places by the officials of the Planning Ministry and as it was accepted, in principle:

The need for a training cadre which will be self-generating has been recognized. Differences in emphasis as to the means of training, for example, in-country training of trainers, the proper place of study in the region, including study tours, and the value of experts coming to Laos have been discussed. (Study abroad, obviously has a point, but only when closely related to an over-all strategy of training policy and development plan inside the country, if resources are to be maximized. It has been suggested that a full list of those who have had related training abroad be made and their present posts and responsibilities identified.) Opportunities have existed and continue to exist for training outside the country but these must be explicitly related to the beginning of training programme inside the country. This, particularly is the terms of reference of the ECAFE mobile training scheme (project development mission): how, where, to strengthen or develop competencies of Lao trainers inside Laos through on-the-job training? It may also be here noted that besides Laos, the mobile training scheme includes the

servicing of the training needs of trainers in Afghanistan, Nepal, Bhutan, Sikkim, Maldives Islands. After the establishment of the firm beginning of a training cadre in each country, (through on-the-job training of trainers), possibilities exist for sharing of cross country experiences between and among trainers, as well as for additional training of trainers in the region in such countries as India, Thailand, Pakistan and the Philippines. The latter opportunities for additional training in the region need to be specifically related to concrete identified training needs spotted in and through in-country training of trainers.

If the above thinking is acceptable to the Royal Government of Laos that there be a cadre of trainers, there needs to be a designation of specific suitable personnel. These specific personnel must be committed to the development of a training project and its implementation over a period of four to five years.

Their role would be to clarify in terms of operational skills of the jobs to be done to meet certain problems in community development, refugee work and social welfare problems of various kinds, including youth welfare. Specifically, they would learn how to develop training programmes of various kinds based on the analysis of problems to be tackled, jobs to be done, skills to be learned, and how to devise learning experiences to learn them. They would learn how to develop indigenous teaching materials, methods of evaluation, information gathering, action research and informing and improving of policy and programmes as they go.

Specifically, then, if the Royal Government of Laos so wishes, the mobile training scheme could assist in the following way:

The mobile training team consisting of international experts plus national staff (specifically designated by the Royal Government of Laos) would jointly work out the specific details of launching operationally in Laos a training scheme for the training of trainers responsible for training of front-line and supervisory level of workers in field projects and programmes given priority under the integrated policy of the Planning Ministry.

D. Indications of Royal Government of Laos Interest and Desire to Participate in the Mobile Training Scheme

The following questions in writing were also read orally by UNDP Resident Representative to officials of Ministry of Planning before the project development mission team left Laos. After each question the oral answer was given by the Ministry of Planning officials as given below.

"Can the Ministry, in principle, confirm:

- (a) the Government's need and interest to have a mobile training team inside Laos to help designated Lao trainers to develop training competencies within themselves through on-the-job training?

Yes.

- (b) is it prepared to designate, say:

3 persons from the Rural Affairs Ministry as trainers
3 persons from the Ministry of Social Affairs as trainers
3 persons from the Ministry of Youth as trainers

to work "full-time" with the mobile training scheme on in-country training programme?

Yes.

- (c) what degree of assurance and support the designated trainers will have to stay on-the-job of training of the next four-five years?

Every effort would be made to provide incentives and encourage them to stay on the job. "We will do our best", it was said.

A question was raised by officials from the Ministry of Planning concerning the qualifications expected of the desired Lao trainers to work with the mobile training scheme. It was clarified that what was expected were not graduates (not many of these were around) but persons with good common sense, intelligence and experience, in the field. Persons who could work well with others, who were dedicated to the idea that they will teach and who have the qualities and suppleness of mind to take the training profit by it, and use it.

Another question from the officials from the Ministry of Planning related to the language qualifications of the trainers to be trained. A suggestion was made by them that perhaps one of the Lao trainees could be someone whose English was good and who could act as interpreter to the other trainees. Another suggestion was that perhaps someone could be recruited from the Laos Administrative College.

/ A final

A final question raised by the project development mission team to the officials of the Planning Ministry in the presence of the UNDP Resident Representative whether the projected mobile training scheme was over-lapping or duplicating anything in the country programme or planned for it. A particular point was made in this regard in reference to the projected pilot development zone project, mentioned earlier that has a training component in community development in it. The answer given was that it would not. The mobile training scheme would supplement and strengthen existing efforts and not duplicate them.

E. Approach to Training Methodology in Laos

The approach to training methodology in Laos would be the same as that proposed for Afghanistan and Nepal and more specifically described under Appendix IV of this Report.

F. Training Resources Available

The national training centre at Ban Amone is a facility that could be used for training programmes of various kinds. The Royal Government of Laos has agreed to find three persons from the community development field, three persons from Social Affairs Ministry and three persons from the Ministry of Youth and Sports as especially designated from the Royal Government of Laos to work with the mobile training scheme along the lines proposed in E.

DIAGNOSIS OF THE SITUATION IN AFGHANISTAN

A. Some Major Problems and Needs

Seventeen million Afghans live largely in 16,000 villages, in the bottom of valleys, scattered all over a country very diversified geographically, socially and culturally. Relative isolation, over four centuries, nationally and geographically, due to change in trade routes from land to high seas for international exchange, had cut Afghanistan off from the rest of the world community. In this situation, the Afghans have developed their own methods of production, often highly innovative, considering resources available. Since 1919, however, Afghanistan has started a process of re-entry into the world community and into scientific knowledge and technology. Time is needed to catch up, but, as one observer, put it:

..... the Afghan community does not refuse development but does not want any kind of development. it wants its own development, its own common project, its own plan in which the people recognize and can identify themselves. ^{1/}

This, precisely, is one of the main problems in Afghanistan today: how to create such conditions in villages that local leadership, innovation and organization can come from within; how to associate the people not only in the implementation of projects and the Plan of the country but also in its planning stages.

The majority of the people are under 20 years of age (55 per cent of them are between 0-19). The average standard of life, health and sanitation is very low. On the average, it is said that out of two children, one dies before reaching the age of five.

Out of 13,000 young Afghans, who yearly get their baccalaureate, less than half of them will get a job in the University or in the Administration structure.^{2/} Many high-school graduates are unemployed.

/ Currently

^{1/} Lung, Louis, Dr. "Planning Development in Afghanistan", a Report presented to the Minister of Planning, November 1972.

^{2/} Ibid.

Currently, there is some serious thinking going on as to how to make education more suited to the needs of the country. Also, a plan is being formulated in the Ministry of Information and Culture on: how to organize and implement a national youth corps to tackle the problem of mass illiteracy.

Increasing productivity is most important. Every Afghan works for 5 people.

Like Nepal and Laos, the main characteristic of Afghan community is its agricultural nature. It is agriculture that accounts for over 60 per cent of national products and almost all its exports. As in other Asian countries, the most crucial issue is how to integrate this actual and tremendous potential force into national planning and to organize and improve its contribution to economic and social development.

As elsewhere in Asia, where capital cities have grown at the expense of the rest of the country, (thus widening the gaps and inequalities between regions and categories of people), so it is in Afghanistan. Kabul, its capital city, has been draining the brains, money and resources at the expense of the rest of the country. It has been noted that:

Almost all people with university diplomas, 80 per cent of the doctors, 90 per cent of private industrial projects and all available money are in Kabul, and most of them drawn out from the provinces. They are emptied from people capable of taking initiative and bringing dynamism to their zones; they are emptied from financial means and possibilities of action. In a few years, Kabul will be an island of activities in the midst of an economic desert. 3/

The development of 5 economic regions, or planning zones, taking into account the diversity of the country, with the active assistance of the people, is now in the process of being promoted in Afghanistan.

/ The

The general state of planning in Afghanistan (as elsewhere in many Asian countries) is that a mechanism has not yet been found, tried, or sufficiently developed, that takes into account social and economic realities. This requires a systematic two-way process of communication from the villages to the government and from the government to the people in villages. This needs to be fostered so that government planning is prepared and carried out with the consultation and participation of those people from whom assistance is needed to achieve its objectives.

His Excellency the Ministry of Planning recognized in August 1972 that, probably, the average income per capita and per year was diminishing. Works and projects have been accomplished, but a self-generating process of development has not occurred.

Development must come from the people themselves in joint co-operation with the Government. It cannot be imposed. The economic and social policy of the government, together with the organization to be established, needs to take into consideration getting the consent of the people and to organize their participation in the planning and implementation of the programmes and plans.

Since the key to Afghanistan is its 16,000 villages representing 85 per cent of the total population, some proposals for finding ways and means to associate villages to economic and social development and to prepare for the future, are now before the Planning Ministry. One of these proposals suggests:

..... a deep study of areas where the government wishes to intervene done with active participation of the people. We must start from what people already know and to find out with them the things they need and they desire to learn. emphasis must be laid on training and information if we want active participation of the people, we must explain to them what we intend to do, why and how. They must be informed and prepared to welcome government intervention and projects of development. 4/

/ Basic

Basic principles outlined in this proposal are: A development policy for the villages should be worked out. It suggests, the Government should not only authorize but encourage people in the villages to organize themselves in order to promote economic and social programmes through a structure called the local company. This local company would inform the villages of projects of common interest, investigate the needs and interest of the people, prepare periodic economic and social balance sheet, serving as a basis for a programme, train agriculturalists to new techniques, give life to new activities, gather resources to finance new projects. This company would also act as a representative of the people and could enter into collaboration with the government on a development contract. For this is suggested a setting up of a methodology through a series of pilot experiences in Ghor, Badakhshan, Hazaradjat, Kunar and the creation of an Afghan Institute for Economic and Social Research, Action and Training to implement it. Simultaneously, preparation, with the Ministry of Justice, of the legislation necessary for the generalization of the programme, and with the Ministry of Planning, for a framework for Regional Planning is considered necessary.

Currently, sponsored by UNICEF, a multi-disciplinary approach used by teams led by CINAM is going on now for the Ministries of Planning and Public Health. These teams are living in two villages, trying to see these villages through the eyes of the people, and to envision through them as to present and future aspirations and needs of the people. During this period of free dialogue, they will find out who among the inhabitants has more ideas; is more dynamic and possibly a leader of the local development committee and managers of new projects.

Also, the recent past, rural community development and local development (Provincial Development Programme) have been briefly commented on by Lung. He has felt that it was going along the right direction until 1970. Up to this time this included: works of local interest, suggested by the population, to be accomplished by the people themselves, with the assistance of the Provincial Development Department (P.D.D.), of the Ministry of Interior. There was a provincial development

/ officer

officer in each of the 28 provinces whose job it was to co-ordinate the initiative of the people with help from the Government. A budget was allocated and a surveying team set up in Kabul.

In 1970, this programme which had been going on well evolved into a different shape: the "Food for Work" Programme. It was during this time that Afghanistan suffered very much from draught and famine and marshalled all its efforts, and those of the international community to meet the basic needs of its people. Wheat was given to people who agreed to work for projects organized by PDD. Central administration had all the programmes in its hands: they conceived the plans and organized the projects. People were invited to work for them. It is questioned by Lung whether this scheme has led to greater initiative, autonomy, responsibility of the people.

Summary of Major Problems and Needs: Infant care, child welfare, youth welfare, raising the health, literacy, and living conditions of all the people, especially in rural areas are obvious needs. So is increasing the productivity of the active agricultural workers. Regional development is essential to put a brake on Kabul, its capital city, from draining all its resources.

Planning in Afghanistan has not sufficiently involved the people. Crucial questions raised are: how to associate the people in the preparation and the implementation of projects of the Plan of the country; how to create conditions in villages from which innovation, leadership and local government can come; how to use out of school, high school and university graduates in national development scheme; how to develop a partnership in development between the people and the Government. Rural community development (up to 1970) in the PDD using the community development approach had been successful. A different approach, after 1970, has not had happy results. A fundamental question remains: Is it possible to re-evaluate community development approach and include its successful elements into a new endeavour? Together with this, is it possible to try out new alternate approaches, as, for example, suggested by Lung, and over a series of

pilot projects, using both approaches, evaluate both for further possible generalization for a larger all-country approach?

B. Indications of the Royal Government of Afghanistan's Interest and Desire to Participate in the ECAFE Mobile Training Scheme

The project development mission was in Afghanistan for six days exploring the Royal Government of Afghanistan's needs and interest in participating in the mobile training scheme. It was concerned to find out evidence of the training needs of front-line and supervisory level workers in any Ministry, who are or could be engaged in social development tasks, as expressed in the current or emerging plans of various Ministries, social welfare organizations and the Planning Ministry.

Great interest and need for assistance in training its personnel was expressed to the mission by the following Ministries and organizations: The Women's Organization, the Provincial Development Department, PACCA, and the Department of Extension Services of the Ministry of Agriculture. The President of the Planning Ministry and Implementation Section welcomed the idea of the mobile training scheme.

Officially, the Royal Government of Afghanistan has communicated with ECAFE that, in principle, it wishes to participate in the mobile training scheme but asks for more time to consult with various functional Ministries before formally endorsing the project. UNDP, Kabul, is taking the responsibility to follow-up on this and will communicate its findings to ECAFE.

C. Specific Training Needs and Possible Points of Entry for the Mobile Training Scheme

1. Provincial Development Department

In 1954, the Royal Government of Afghanistan with the co-operation of the United Nations launched a community development programme in Afghanistan. It was located in the Ministry of Interior. It consisted in uniting the efforts of the people with that of the Government in developing the socio-economic conditions of the communities. Free labour and local materials were given by the people and technicians were given by the Government. Five types of personnel were involved

in this community development programme: the village worker, fundamental education organizers, health advisers, agricultural workers, block development officers, and technical experts and semi-skilled workers. The opinion of all consulted was this community development programme functioned successfully until 1970. To meet the great emergency situation of famine and draught, at that time, a food for work programme was implemented. The Provincial Development Department became the inheritor of the community development programme coming directly under the Prime Minister. The tasks of PDD changed. The community development elements are not there now but some intention now has been expressed to bring them back now that the famine emergency is over. No formal step as yet has been taken. There appears to be a need for some action and/or some pilot projects that would help inform, demonstrate and shape Government social policy in involving people in national development efforts, together with the spelling out of social objectives, programmes, methodology and trained manpower necessary to carry them out effectively.

Group interest has been shown by this Department in receiving assistance from the ECAFE mobile training scheme on the training of personnel on different levels for the PDD projected programme. In the administrative chart of the Department there is a training section. As stated in the draft proposal of the Provincial Development Department: "Among the most important needs is to institutionalize training capability within the PDD so that over a period of years qualification of personnel can be significantly up-graded."

So far, although the plans of the PDD are not yet finalized, the emphasis of the PDD programme, appears to be on the development of the physical infrastructure in the communities of Afghanistan. This is indisputably an important task. However, the training of personnel engaged in technical tasks of physical development belongs to appropriate United Nations technical divisions and agencies and is outside the terms of reference of the mobile training scheme.

The project development mission noted, however, the very keen interest of the PDD to include in its objectives and methodology, a possible social component. This was evidenced in oral exchanges between the project development team mission and the Provincial Development Department. (This interest was certainly shared by the President of the Planning and Implementation Section.) It was also evidenced by the written answers to a questionnaire given to the project development mission by the PDD in which some of the training needs included adequate training to field staff, on how to make socio-economic studies of rural development projects and how to work with people so as to induce the spirit of self-help.

Should this interest be an intent, as far as the Royal Government is concerned, the mobile training scheme could assist in the training of trainers for PDD who would be responsible for the training of front-line and supervisory workers engaged in social development tasks. For example, the PDD is planning to have a PDD office in each Provincial Centre. There will be seven planning teams to go to the Provinces to evaluate the possibilities of building roads, bridges, wells. (Each of the seven planning teams will be composed of one engineer and one economist, assisted by one Peace Corps volunteer). The idea is these planning teams will make all plans for projects prior to the arrival of the engineering teams. Each of these will be composed of one engineer and two technical assistants, with an associate expert from the United Nations followed by 14 project execution teams, each composed of an engineer team leader, two mechanics and ten project officers, assisted by one or two Peace Corps volunteers. If it were possible to include, as a member of the planning team, going into the Provinces one or two persons, specifically assigned to: assess the social needs, conditions, and resources of the people; identify leadership and the quality and range of their participation, interpret to them and the people the programme of the Government, in order to maximize grass-root support; work with the people to help them organize village councils (as this becomes policy, according to the constitution, village councils are to be established) and assist in implementing

/ self-help

self-help projects, the mobile training scheme should consider the training aspects of this need.

This idea of including a social component to the planning teams going into the provinces, assigning one or two persons to be specifically responsible for this training scheme, and evaluating their job analysis over a period of time, could be tried on a pilot basis in a number of villages.

(It may be here noted that there are 40 Peace Corps working as volunteers with PDD. In an interview with the Director of Peace Corps in Kabul, a definite interest was expressed by Peace Corps in getting involved in social development tasks.)

2. The Ministry of Interior

The Ministry of Interior has a multi-purpose land settlement project assisted by UNDP in the Kunar regional development scheme. This project aims to include assessing the economic, social, agricultural and educational needs of the region. Training is needed for this project for many different kinds of personnel. If the project should include, from its earliest stages, some personnel who would be investigating the social situation and needs of the people, their capacities for self-help in implementation of projects, the mobile training scheme should consider the training aspects of these personnel. Interest was also expressed to understand better what is possible in land reform and how other countries, in similar social structure, have handled their problems.

3. PACCA

PACCA is moving ahead in two experimental areas in the establishment of co-operatives. They anticipate the setting up of a Co-operative Department in the Ministry of Agriculture. They would need to gradually introduce field officers. The training plans of PACCA in this regard were seen to be very closely related to the mobile training scheme. PACCA indicated it would welcome the reinforcement and support that the mobile training scheme could give in

the development of this aspect of their work.

4. Department of Extension Service in the Ministry of Agriculture

The Department sees their training task not only in agricultural know-how but in the all important area of training their trainees in how to approach and work with farmers. They have one extension worker for 3 to 4 villages and one supervisor for 10 village workers. There are 2,500 village level workers and supervisors. More are needed. Vacancies exist for 5,000. Some of the problems of extension workers are low educational background. Very few are graduates. Seventy-five per cent have no agricultural background. Their average age is about 23. The average age of the farmer is 40. It is difficult to get an old experienced farmer men to listen to a young inexperienced lad, just beginning to learn how to tackle the problems in rural areas. Current curriculum has 75 per cent on technical subjects and 25 per cent in social aspects of working with people.

The Department suggested: that the mobile training scheme might help to evaluate the training programme they have begun and to enlarge its social component, along with help in training methodology and the development of training materials. Also, enthusiasm was shown in the idea of having their workers effectiveness evaluated through appropriate questions on the same in any social study of particular villages the PDD might one day undertake.

5. The possibility of involving students and current unemployed graduates as a corps of social development workers, and orienting village teachers towards development tasks in rural areas, are suggestions that merit careful consideration. Before the project development mission left Kabul, it was informed by a U.N. Education Adviser that a definite policy decision had been reached to make a mass attack on the eradication of illiteracy by 21 March of this year. This responsibility has been given to Ministry of Information and Culture. Students are to be used.

All the above are examples of possible points of entry that have been identified for the mobile training scheme. Fairly full discussions with persons responsible for these in various ministries as well as with the Women's Organization, were held. There is no doubt of the need for, and interest in, participating in the mobile training scheme. The national priorities and details will of course have to be worked out in due course. However, a general approach, which might take into account these points of entry and others, is summarized below.

6. Afghan Women's Society

This is an independent women's organization, under the leadership of Mrs. Saleha Foraug Etemadi. A subtle distinction is made by this organization between working with the Ministry of Education and the Minister of Education. It works with the Minister!

This organization has 14 affiliated branches in the Provinces. Its work is concerned with the rights of women, including the fight against polygamy, illiteracy and with the support and development of women in the family and society. It undertakes training of women in home economics, typing, kindergarten work, hair-dressing, and handicrafts. (More than 1,000 women, trained at the Afghan Women's Society in Kabul, earn their wages at home.) Of special interest to the mobile training scheme is that this Afghan Women's Society has been conducting a social worker's training course on a regular basis for a number of years. They take women, who after 11 years education, take a three-year training programme in social work. Upon graduation, these women work in clinics in Kabul, community centres and try to remedy conditions of women prisoners. They also work in family welfare programmes. In these, a social worker visits families every month, sometimes over years, helping with its various problems. The Afghan Women's Society plans to have social workers in each of Kabul's ten zones. Future plans of the Afghan Women's Society also include to have community centre in every quarter in Kabul.

There are only several trained social workers in Afghanistan. (All trained in France). One is Chief of Service in the Women's Organization, one is the Head of the Women's Society; the other is working with women in the villages with CIMMA, in an experimental pilot project.

Mrs. Etemadi expressed a definite need and keen interest to receive assistance from the mobile training scheme in the following ways:

- i) the current social work training programme needs evaluation;
- ii) the teachers now teaching in the current social work training programme need to develop further their competence for on-the-job training.

D. General Tentative Approach to Training Methodology

A mobile training scheme could most effectively work in developing training cadres relating themselves to specific training programmes required by government policy decisions and specific tasks that have to be performed.

Such training personnel and cadres could be drawn from various Ministries and Universities. They could come together, from time to time, but a decision would need to be made regarding most effective administrative location.

To design effective training programmes, it is very important that specifics be given to who is to do what and in what organizational structure they can be located. These decisions rest completely with the Royal Afghanistan Government. It cannot be expected that an outside mobile training team of experts can train front-line, (village level), and supervisory level workers directly. Nor is it desirable to do so. It is essential to build up training and trainers in each country to do this. The design of these training programmes and their implementation is a skill in its own right and can be taught. This would be the major task of the mobile training scheme, starting from the exercise of developing a detailed job analysis from observing operation of the worker

/ and

and spelling out the skills required, to the appropriate training content, methods, training materials and action research.

The more complex of these mobile training scheme operations would, of course, be conducted on a pilot basis and fully examined in collaboration with Afghanistan personnel.

E. Training Resources Available in Kabul

The Director of Peace Corps in Kabul expressed a great interest in co-ordination and collaboration with the mobile training scheme. If asked, Peace Corps would be glad to consider recruiting, at their own expense, a highly qualified person, to assist the mobile training team in Afghanistan. Peace Corps would also be willing to see if it can recruit and assign specifically qualified volunteers in the field of community development and social work to assist in Government projects should such an opportunity arise in the future, if the Government so wishes, and Peace Corps is asked.

A METHODOLOGICAL APPROACH FOR THE
MOBILE TRAINING PROGRAMME

By its terms of reference, the target groups for the Mobile Training Scheme (MTS) Project are the front-line and supervisory level workers, as defined and located by each of the least developed or land-locked countries who may wish to participate. It is neither practicable (for obvious reasons) ^{1/} nor desirable for any international unit to train such a large number and variety of personnel directly. The focus of attention should therefore be upon those responsible in each country for the training of the front-line workers.

OBJECTIVE

The general objective should be to set up a guided and well-demonstrated participatory activity which can develop on-going cadres of trainers with self-generating skills. These skills are the ones related to the components of the training task brought together in the process of curriculum construction from an indigenous field base. Such skills will provide competencies for tackling a maximum range of training tasks.

STAFF & ITS RATIONALE

This methodology envisages a group of staff consisting of:

- (a) an international team selected for their skills in components of the training task and curriculum construction and responsible for the over-all unity of the Mobile Training Scheme;
- (b) a number of special supporting staff, brought in and out, of the team as required for reinforcement on specific subject matters and specific purposes; and
- (c) those trainers responsible for training in various programmes in each of the countries.

/ Members

- ^{1/} For example, variety of language, numbers of persons to be trained and the variety of their functions, the need for detailed knowledge and the local situation requiring access to rural and often remote areas but most importantly the fundamental requirement of establishing an indigenous training with a self-generating centre of trainers who will have taken major responsibility from its inception for the development of training under the aegis of the Mobile Training Scheme.

Members of (a) particularly and (b) should be considered mobile in the sense of serving in more than one country over a period of time, as and when the occasion arises. 2/ However, the major emphasis of the MTS will be to develop in-country training capacity.

It should be well noted that this (a) (b) (c) classification is related to where the staff members are drawn from and most certainly does not denote any notion of an hierarchy. The MTS should be run as a joint responsibility of all its members. Its tasks are to be divided by capabilities, functions and specific responsibilities and not by status. It aims at creating a team which will "find out how to ..." and exchange observations, material, experience, questioning and thinking openly but systematically. Every member will have his own unique and complementary vantage point of observation and way of experiencing it within the over-all objectives. The "esprit de corps" and ways of organizing daily working together is both the means and objective which are essential as the source from which will flow the on-going process of creating each country's training programme geared to contributing substantively to social and economic change, growth and development. This philosophy and attitude is required not only for the trainers but needs to imbue and characterize the training process itself, so that in turn the same relationship will infuse the work of the trained with the people they serve.

IN-COUNTRY OPERATIONAL STRUCTURE

Operationally, from the total staff group will be ideally 8 sub-groupings. However the number of groups will need to be adapted to the number of team members involved and local conditions in each country. Various combinations are possible. For example, the steering group can consist of members performing one of the other functions; the teaching materials and teaching methods functions could be combined as could what has been called here the Projects and Technical Collaboration Group and the Policy Development Group. The point to be made is that the functional groups must be able to give primary attention to the specific tasks assigned in addition to bearing their over-all joint team responsibility for the scheme. For spelling out proposes the eight functions are

/ enumerated

- 2/ National trainers (c) who have acquired the necessary technical skills should have the opportunities to join the Mobile Training Team in other land-locked countries and share and demonstrate their experiences.

enumerated as follows:

1. Steering Group:

To oversee and organize the whole operation to "trouble shoot", to put the total experience together for curriculum construction purposes, to prepare the evaluation phase, to follow through to the application phase for working at the specific training programme plans and their implementation. (Potentially this group may constitute a national training council in this field).

2. Role performing groups:

Trainers will be asked for the purposes of MTS:

- (a) to join front-line staff operationally and actually carry out front-line work under front-line conditions. The use of these experienced people in this way will be to reinforce and set examples to the front-line workers and find ways in reporting their activities and thinking in such a way as to provide the material and checking mechanisms for the work of those responsible for the areas enumerated below;
- (b) similarly, trainers will be asked to join the supervisory level workers operationally.

3. Role analysis group:

- (a) Front-line analysis, to spell out in great detail the job analysis of such workers based upon observation and careful collection of descriptive materials from the front-line workers;
- (b) supervisory workers analysis similarly to front-line workers as in 3 (a).

4. Action research group:

To identify problems, enumerated these, place them in their social context and order of priority, spelling out criteria for so doing (what difference will it make operationally to know what ... ?). To provide research designs. To give special attention to the needs of the steering group. To assist in systematising on-going record keeping, collecting, collating, analysing the wealth of material and evaluating the process.

5. Teaching methods group:

To spell out and provide examples and demonstrations of various

/ methods

methods and relate these in terms of their effectiveness to specific aspects of the training programmes.

6. Teaching materials group:

To collect, collate and sophisticate materials for teaching purposes. Designating the specific uses of each piece of material and developing teaching/training notes for each. Paying particular attention to specific areas for which teaching materials are required, are non-existent or scarce and finding ways of filling these gaps. Compiling annotated bibliographies and an index of research materials from each of the participating countries and relating research from other countries as subsidiary to these. Where it will be specifically useful, to translate texts, not just in terms of language, but in concepts and illustrations. Possibly, developing a collection of cross-cultural examples of particular themes or training points.

7. Projects and technical collaboration groups:

To collect together examples of links to departments, agencies, etc. Specifically to spell out the social components of physical projects and to identify the social skills which could operationally be built into project planning and implementation. To provide "position papers" for these purposes.

8. Policy development groups:

To collect all examples as turn up at the field level, of gaps and inconsistencies in policy or programmes and to prepare "position papers" for discussion with appropriate personnel so as to collaboratively prepare, put forward and make representation for policy and programme improvements.

This division of labour aims at setting up a multi-faceted but integrated demonstration project which will:

/ (a)

- (a) form a detailed analysis of problems related to specific communities; explore the dimensions of practice e.g. front-line workers and supervisors; identify and improve skills; make a detailed job analysis; spell out the social component in technical undertakings; establish the most effective relationship each other of workers, supervisory, and technical staff, etc.;
- (b) develop skills in the creation of teaching materials, methods and curriculum construction;
- (c) identify areas for, and skills in, undertaking action research;
- (d) inform policy-makers of the detail (derived from experience and presented in terms that planners can respond to) to be filled into the general policy intentions and to find and point out gaps and inconsistencies which will require attention;
- (e) to provide the basis for working out a variety of specific training programmes at a later date.

The principle followed is to take the training group through the detailed step by step exercises of experiencing and collecting material which will begin with an examination of the problems in the community which are to be tackled leading to a detailed and realistic job analysis broken down into skills, knowledge and attitude required and systematically link each element of the analysis to a unit of teaching in terms of educational objectives, practice, content and method.

PROCEDURE

In consultation, of course, with the departments and programmes concerned, after a general orientation to the scheme and a specific spelling out of each person's function, the general procedure would be designed along these lines:

Front-line workers would, for the purpose of the MTS, operate in pairs. This is to enable continuity at the front-line level to be maintained, for support, stimulation, record keeping purposes, to help make the implicit, explicit, and to enrich discussion, decision-making, and to work against a sense of isolation, loss of role identity and to assist "esprit de corps."

... / Their

Their work programme would be divided into a series of four work periods, three of which would be spent operating on the job and one working period at the supervisory base. Each pair would alternate in such a way that there was always at least one worker in operation in the field base and more often both at the same time. This will mean that every second work period, one of the pair would be at the supervisory base.

Supervisors will also be linked in pairs and will set up a programme for the front-line workers drawn from their practice (each supervisor would have two groups, each of which will be arriving once in every four work periods, so giving the supervisor a programme to conduct every two work periods). Supervisors will also regularly visit the field sites.

It should be noted that the emphasis here is on a supervisor's educational role though, of course, his administrative responsibilities are not to be neglected. Indeed it will be a part of the team's responsibility to examine the supervisor's task carefully for training programme purposes.

The groups responsible for the various training curriculum components will also visit the field sites and regularly take joint responsibilities for the supervisory programmes. It is in this way that they will collect the material to work upon and to provide the inputs and support to the front-line workers through the supervisory process.

Each of the 8 area - responsible groups will meet regularly to work upon the material collected in consultation with the International Team whose role it will be to nurture and plan with the steering group, the content and methods for conducting the activities at the various levels of operation.

The International Team will, therefore, find its major activity centering around consultations, seminars and a kind of tutorial programme related to a range of specific working assignments. Content will be marshalled and communicated according to the need as it arises but on a planned basis.

They will plan their "teaching" inputs on a "cafeteria" style rather than the more familiar "banquet" style of set courses. Here will the expertise of the team be fitted to the need as carefully and productively as possible. Work will be divided into "assignment" periods.

The periods in which the local in-country assignments are worked upon will allow the international team members to operate in other countries in the region on a mobile basis, and for these to be picked up according to plan as they return or circulate through the different countries or country project areas.

It will of course not be necessary for the whole international team to necessarily be moving together geographically. However, in getting the scheme started in the first country, it requires the members of the international team to remain closely together until working understandings and procedures are satisfactorily established, and the whole programme begins to move. The director will, of course, need to be especially mobile in "paving the way" and may well need to move into countries ahead of his colleagues to examine, clarify and set up the appropriate "points of entry." They will try to follow something of the pairing system which we have for the front-line and supervisory level workers.

SPECIAL NOTE

In normal operational terms of course, this scheme would not be possible. However, one is attempting here to do several related things together and the major focus is in expanding the capabilities of trainers and training as a national resource of great importance. Even so, the scheme aims at the same time to improve standards as it creates materials; define a set of job analyses; provide service; provide curriculum components; conduct research and clarify policy and administrative structures related to operational realities, etc.

This is not the programme to be fully repeated, extended or the eventual shape of training. One is at this first phase trying to create and enrich the basic materials and methods and personnel, which will lead to the more detailed formulation of true proto-types of service tasks and training matched to this, after a full evaluation of the demonstration has been completed. Then the project will be entering the second phase of assisting the trainers in detail to apply their new skills and materials in setting up the training programmes for the newly defined front-line and supervisory staffs which along with their new capabilities and resources will have emerged for use from the first phase of the Mobile Training Scheme.

APPENDIX V

TRAINING RESOURCES AVAILABLE WITHIN THE ECAFE REGION

The mission had the opportunity of visiting the institutions in India which are marked with asterisk. The remaining institutions described here have not been visited for the purpose of the mission but are known to members of the mission and seem relevant for the Mobile Training Scheme to utilize, if necessary. There are, of course, many other institutions in the region in the field and the mission wishes to draw attention to the document: "Details of Training Courses Available to Foreign Trainees in the ECAFE Region" produced by ECAFE, Bangkok (November 1972).

INDIA

*/ National Institute of Community Development, Rajendranagar, Hyderabad, Andhra Pradesh

Subject: Community Development

General Description:

This is a national institute functioning as an apex body for providing orientation in ideological concepts, philosophy and methods of community development and Panchayat Raj, and conducts specialized courses, concerning different areas of rural development, and social change. It provides academic guidance to the training centres in different parts of the country under different state governments and imparts the necessary training centres. It also serves as a clearing house for information on community development and Panchayat Raj.

The medium of instruction is English and international students are accepted in this institute. Special short courses to meet the need of a group of international trainees can be arranged in this institute upon request.

/ The

*/

Information collected by the visit of the Mission.

The trainees to this institute are the top level administrators, technical officers, and trainers concerned with the community development and social change. Rooms for both men and women are available in the hostel operated by the institute.

*/ Delhi School of Social Work, University of Delhi, New Delhi

Subject: Social Work and Community Development

General Description:

This institute offers post graduate professional training in the field of social work. The courses offered are: (i) man and society; (ii) human development and behaviour; (iii) history and philosophy of social work; (iv) social case work; (v) social group work; (vi) community organization and social welfare administration; (vii) methods of social research and statistics; (viii) fields of interest such as, (a) correctional service and social work with the handicapped; (b) personnel management and industrial relations; (c) medical and psychiatric work; (d) community development and family planning.

Short-term tailor-made special courses on social work, community development, local self-government and youth development, can be organized upon request with nominal charge.

International trainees are accepted in this institute. The medium of instruction is English. The minimum qualification required for admission in regular course is Bachelor's degree from Delhi University or any university recognized by the Delhi University with 50 per cent marks in the aggregate. Rooms for both men and women are available in the hostel operated by the institute.

*/ Centre for Training and Research in Municipal Administration, Indian Institute of Public Administration, New Delhi, Indraprastha Estate, New Delhi

Subject: Local Government

/ General ...

*/ Information collected by the visit of the Mission.

General Description:

This is a national training centre providing training to the senior level officials of the Government concerned with local government, local leaders and trainers in this field. The courses offered are: (i) municipal administration; (ii) comparative local government; (iii) municipal budgeting; (iv) municipal personnel management; (v) laws on municipal administration; (vi) municipal management. The courses are of short duration varying from 2 to 6 weeks.

All courses are open to foreign officials who are dealing with the local leaders at various levels of administration. The medium of instruction is English. Rooms for both men and women are available in the hostel operated by the institute. Short-term tailor-made courses to foreign students can be organized upon request. Request for admission of foreign trainees should be made through the Government of India.

Vaikunth Mehta National Institute of Co-operative Movement, Poona

Subject: Co-operatives

General Description:

This is a national institute providing training to senior executives of co-operatives, business enterprises, senior administrators of co-operative departments and the teachers in co-operative training institutions.

This institute offers a diploma course in co-operative management besides short-term courses in diverse fields of co-operative management. They are (i) personnel management in co-operatives; (ii) financial management; (iii) sales management; (iv) co-operative executive development programme; (v) management of consumer's co-operatives, etc. Duration of courses varies from 2 to 39 weeks.

Special short-term tailor-made course for a small group of about 15-20 international trainees can be organized upon special request. Medium of instruction is English.

/ PHILIPPINES

Community Development Training Centre/PACD, University of the Philippines,
Los Banos Unit, Laguna, Philippines.

Subject: Community Development

General Description:

This is a national training institute of the Presidential Arm on Community Development, dedicated to the training of professional community development workers for consecrated service to the people. The training by this institute is given in community development to PACD workers, to personnel of other governmental agencies, and foreign participants coming from different parts of the world.

The courses offered in this institute are: (i) community development; (ii) group development and human relation course; (iii) planning and administration of development programme; (iv) training for development; and (v) volunteerism.

The course on community development covers fields such as (i) community development; (ii) local government; (iii) group development; (iv) group development and human relation; (v) community planning; (vi) community training; (vii) research and evaluation; (viii) development planning; (ix) supervision; (x) family planning; etc.

The course on volunteerism is geared towards channelizing youth's talent and energies in productive and innovative efforts. The duration of the courses varies from 1-6 months. The medium of instruction is English. Special short-term tailor-made course for a group of about 15-20 international trainees can be organized upon request in the above-mentioned fields. Rooms for men and women are available in the hostel operated by the institute.

The PRM Training Institute, Philippine Rural Reconstruction Movement,
Philippines.

Subject: Rural and Community Development

General Description:

This is a private organization, non-sectarian and non-political, dedicated to improve the living conditions of the village people. It offers training in the field of rural reconstruction, integrated programme on local government, education, health, community development, co-operatives, etc. to the multi-purpose rural construction workers, professional students and personnel of agencies interested in rural reconstruction, local leaders, etc. International participants are also taken in these courses.

The medium of instruction is English and Filipino. Rooms for men and women are available in the hostel of the institute. Short-term tailor-made course for a group of 15-20 international participants can be arranged in this institute upon request.

Institute of Social Work and Community Development, University of the Philippines

Subject: Social Work and Community Development

General Description:

This institute offers graduate and undergraduate courses leading to the Master, Certificate course and Bachelor of Science courses in community development and social work. The duration of the course for Master's degree is two years, certificate course - one year, and Bachelor's course - four years. In order to strengthen its teaching function, the institute conducts research and extension work. The Master's and certificate course are opened to Bachelor's degree holders whereas the Bachelor's course is open to those who have completed at least the first two years of liberal arts, and have interests in working in the field of social welfare and community development.

The language used in this institute is English and Tagalog.

International students are taken in these courses, if they meet the minimum educational requirements as mentioned above.

BANGLADESH

Academy for Rural Development, Kotabari, Comilla, Bangladesh

Subject: Rural Development

General Description:

This is both a training and research institution. It offers training in the field of: (i) rural economics; (ii) rural administration; (iii) rural sociology; (iv) social psychology; (v) community organization and communication; (vi) agriculture mechanization and extension co-operatives and rural business management; (vii) rural education; (viii) women's programme, family planning and rural health, etc. to rural leaders, social workers, university students, etc. as well as to officials of the various nation-building departments associated with rural and community development works.

It conducts action-research and experimentation work in its own laboratory area and feeds this back into the training programme.

The trainees must be associated with rural development works and they need orientation in this field. Hostel facilities managed by the institute are available for both men and women trainees.

PAKISTAN

Department of Social Work, University of Panjab, Lahore

Subject: Social Work

General Description:

This institute provides a professional training in the field of social work leading to a Master's degree. The training course covers the following fields: (i) principle and techniques of practice of case work; (ii) group work; (iii) community development; (iv) social research and (v) social welfare administration; (vi) mechanism and dynamics of socio-psychological conditions of the individual group, society, and social institution with particular reference to Pakistan, etc.

The minimum requirement for admission to this course is Bachelor's degree of the University of Panjab or of any other recognized university with preference for social science subjects. International trainees are accepted to this course provided they meet the minimum qualification. Short-term tailor-made course on social work can be organized in this institute for international trainees upon request if so needed.

The medium of instruction is English.

THAILAND

Community Development Training Centres, Laem Chabang and Suanmongkol (Central Thailand), Yala (South Thailand), Ubol and Udorn (Northeast Thailand), and Lampang (North Thailand)

Subject: Community Development

General Description:

These institutions provide pre-service as well as in-service training in the field of community development. The courses include both theory and practical work in community development. The subjects covered are: (i) group dynamics; (ii) community development principles and methods; (iii) rural sociology; (iv) programme planning; (v) administration; (vi) finance; (vii) supervision, etc.

The medium of instruction is Thai and the duration of the course for pre-service is 6 months. The duration of in-service training, however, varies with the type of the course. The language used in this institute is Thai. International students are taken in these courses.

JOB DESCRIPTION

Post title: Mobile Training Scheme Team Leader and Curriculum Development Expert

Field: Administration of training programmes in field of social work and/or community development, teaching.

Duration: Two years

When required: As soon as possible

Duty station: Nepal, Laos, Afghanistan, Maldives Islands, Thailand and possibly, Sikkim, Bhutan, etc.

Job description: In collaboration with, and under the general direction of the Social Development Division, ECAFE, it will be the responsibility of the team leader to:

- (1) study the technical report of the project development mission and use this as a basis for continuing consultations in participating countries on designing the specifics of the organization of the training of trainers, cadres programme in each country;
- (2) orient the other members of the team, in-country trainers, and other related governmental and non-governmental officials, on the nature and methodology of the Mobile Training Scheme;
- (3) with other team members, to organize and implement an on-the-job training of trainers;
- (4) hold regular consultation sessions with other team members; co-ordinate their work and those of the various committees associated with the Mobile Training Scheme;
- (5) work out with team members, a reporting and recording system for the administrative and professional purposes of the Mobile Training Scheme;
- (6) work related with UNDP, ECAFE, and government and non-government officials in interpreting, reporting on, clarifying and consulting on any aspect related to the initiation, developing and evaluation of the Mobile Training Scheme;

- (7) plan, organize and implement the staffing requirements of the Mobile Training Scheme on all levels;
- (8) handle all the other necessary administrative arrangements related to ECAFE, OTC, UNDP, the various governments and non-governmental agencies connected with the Mobile Training Scheme.

Qualifications: Professional training in social work and/or community development. Substantial practical experience in administration as well as in training, preferably in Asia, especially in:

- (1) the planning and administration of training programmes in the field of social welfare, community development and youth welfare in developing countries, preferably Asia;
- (2) teaching, curriculum development from the bottom up, especially on on-the-job training of trainers.

Other desirable qualifications: Mobility, initiative, independence, practical vision; ability to motivate and develop an esprit de corps with a team;
a sense of humour;
high frustration tolerance;
ability to adjust quickly to different cultures, climatic conditions and ways of living;
a field-oriented perspective and ability to systematically draw, and help others to draw, learning experiences from field problems and local situations, for teaching and learning;
an appreciation and understanding of the importance of action research as an integral part of the Mobile Training Scheme.

Language: English, essential. French may be an additional qualification, desirable but not necessary.

APPENDIX VII

JOB DESCRIPTION

- Post title: Curriculum Development Expert on on-the-job training or curriculum development with special competence in action research and evaluation techniques.
- Field: Action Research in Social Work and Community Development
- Duration: Two years
- When required: As soon as possible
- Duty station: Nepal, Laos, Afghanistan, Maldives Islands, Thailand and possibly, Sikkim, Bhutan, etc.
- Job description: In collaboration with, and under the general direction of the Mobile Training Scheme Leader, he/she will be responsible to:
- (1) assist the team leader in the development of an indigenous training of trainers programme geared to front-line and supervisory developmental staff in community development, social welfare, youth welfare, co-operatives and local government;
 - (2) hold tutorials, supervisory sessions and consultations with trainees on various aspects of teaching and learning, especially action research;
 - (3) work with local committees set up for various functions related to the Mobile Training Scheme, especially as they require action research basis and evaluation techniques;
 - (4) train trainers in the skill of designing and implementing various action research projects integrally related to the mobile training schemes purposes;
 - (5) train trainers in the skill of designing and using of evaluative techniques connected with the mobile training scheme;

- (6) assist the team and the team leader in any way needed related to the training of trainers in the mobile training scheme, especially as it concerns action research.

Qualifications: Preferably, Doctorate in social research with emphasis on action research. Alternatively, much practical, successful experience in action research, preferably in Asian context.

Other desirable qualifications: Mobility, initiative, independence, practical vision;

ability to motivate and develop an esprit de corps with a team;

a sense of humour;

high frustration tolerance;

ability to adjust quickly to different cultures, climatic conditions and ways of living;

a field-oriented perspective and ability to systematically draw, and help others to draw, learning experiences from field problems and local situations, for teaching and learning;

an appreciation and understanding of the importance of action research as an integral part of the mobile training scheme.

Language: English essential. French may be an additional qualification, but not absolutely necessary.

APPENDIX VIII

JOB DESCRIPTION

Post title: Curriculum Development Expert on on-the-job training with special competence in teaching methods and developing teaching materials

Field: Social Work and/or Community Development Training

Duration: Two years

When required: As soon as possible

Duty station: Nepal, Laos, Afghanistan, Maldives Islands, Thailand, and possibly, Sikkim, Bhutan, etc.

Job description: In collaboration with, and under the general direction of the Mobile Training Scheme Team Leader, he/she will be responsible to:

- (1) assist the team in the development of an indigenous training of trainers programme geared to front-line and supervisory developmental staff in community development, social welfare, youth welfare, co-operatives and local government;
- (2) hold tutorials, supervisory sessions and consultations with trainees on various aspects of teaching and learning;
- (3) work with local committee set up for various functions related to the mobile training scheme;
- (4) devise various innovative teaching methods related to trainers' supervisory needs;
- (5) help trainers develop and compile for use teaching materials from local situations and field experiences;
- (6) assist as a team member, in any project related to action research;
- (7) assist the team and the team leader in any other way needed related to the training of trainers in the mobile training scheme.

/ Qualifications:

Qualifications:

Degree in social work and/or community development education, substantial experience in teaching as well as in the development of indigenous teaching materials of different kinds for social work or community development education preferably in Asia.

Other desirable qualifications:

Mobility, initiative, independence, practical vision;

ability to motivate and develop an esprit de corps with a team;

a sense of humour;

high frustration tolerance;

ability to adjust quickly to different cultures, climatic conditions and ways of living;

a field-oriented perspective and ability to systematically draw, and help others to draw, learning experiences from field problems and local situations, for teaching and learning;

an appreciation and understanding of the importance of action research as an integral part of the mobile training scheme.

Language:

English essential. French may be an additional qualification, desirable but not necessary.

APPENDIX IX

UNITED NATIONS DEVELOPMENT PROGRAMME

21, Kasturba Gandhi Marg
New Delhi-1, India

SKM/G1

29 January 1973

Dear Mr. Doshi,

Sub: A Mobile Training Scheme for the Front-Line and
Supervisory Level Personnel in the Land-Locked
and Least Developed Countries of the ECAFE Region

ECAFE, in co-operation with the United Nations Office of Technical Co-operation, is planning to undertake during 1973 and 1974, a mobile training scheme for the training of front-line and supervisory level personnel in the fields of social welfare, community development, youth development, co-operatives and local self-government, especially for the land-locked and least developed countries of the ECAFE region. The project is to be implemented with the assistance, if possible, of the existing institutions in these fields both inside and outside the country. A
.... detailed description of the project is attached.

(As you may be aware, a 3-member ECAFE mission was in India earlier this month to explore possibilities of arranging training in India for personnel from the land-locked and least developed countries under the above project. The mission's programme in India was arranged in consultation with Mr. G.D. Atuk, Under-Secretary-ED.1 of your Ministry, to whom a copy of this letter is being sent for information).

Since Sikkim has also been identified as one of the least developed among the developing countries, ECAFE would like to know if the Government of Sikkim would be interested to avail of this opportunity in meeting its more urgent needs in the training of front-line and supervisory level personnel in the above or allied fields.

We shall appreciate it if you would let us know as early as possible whether the Sikkim Government would be interested in the above project, and if so, if you would furnish information on the basis of the
.... attached questionnaire so that we may transmit it to ECAFE who would include a possible programme of training for Sikkim when finalizing the project.

Your co-operation in ascertaining the wishes of the Sikkim Government, and your early reply will be very much appreciated.

Yours sincerely,

Mr. K. Doshi
Deputy Secretary (Sikkim)
Ministry of External Affairs
Government of India
New Delhi, India

Gvido Grisogono
Deputy Resident Representative

cc: Mr. G.D. Atuk, MEA/ND
Mr. Homi B. Minocher Homji, ECAFE/Bangkok.

LIST OF OFFICIALS METNEPALI. Ministry of Home Panchayat

1. Honourable Mr. Jog Meher Shrestha, Minister for Home Panchayat and Land Reform
2. Mr. Sundar Prashad Shah, Secretary
3. Mr. Ram Narayan Shrestha, Training Chief
4. Mr. Tara Dev Bhattarai, Director General (Local Development Department)
5. Mr. Hari Mohan Prashad Shrestha, Acting Research Officer
6. Mr. Ganjedra Bahadur Malla, Acting Under-Secretary
7. Mr. Balaram Kapar, Administrative Officer (Bikas Samiti)
8. Mr. Bhola Nath Pandey, Section Officer
9. Mr. Chandra Bir Gurung, Principal (Panchayat Training Centre, Rampur)
10. Mr. Kalika Bhakta Mathema, Principal (Panchayat Training Centre, Jhapa)
11. Mr. Nutan Dev Khanal, Vice Principal (Panchayat Training Centre, Jhapa)
12. Mr. Bihari Krishna Shrestha, Senior Instructor (Panchayat Training Centre, Jhapa)
13. Mr. Keshav Raj Prasi, Senior Instructor (Panchayat Training Centre, Jhapa)
14. Mr. Khagendra Nath Sharma, Principal (Panchayat Training Centre, Nepalgunj)
15. Mr. Dharma Bahadur Thapa, Principal (Panchayat Training Centre, Pokhara)
16. Mr. Gobardhan Bahadur Karki, Principal (Women Affairs Training Centre, Lalitpur)
17. Mrs. Chandra Gurung, Senior Instructor (Women Affairs Training Centre, Lalitpur)
18. Miss Gayatri Choudhari, Instructor (Women Affairs Training Centre, Lalitpur)
19. Mrs. Mridula Shahi, Instructor (Women Affairs Training Centre, Lalitpur)
20. Mrs. Bhuvan Bhandra, Instructor (Women Affairs Training Centre, Lalitpur)
21. Mrs. Lalita Rai, Instructor (Women Affairs Training Centre, Lalitpur)

II. National Planning Commission

1. Honourable Dr. Harka Bahadur Gurung, Vice Chairman
2. Mr. Gorakshya Bahadur Pradhan, Acting Secretary
3. Mr. Gitendra Lal Maskey, Joint Secretary
4. Mr. Sagar Bahadur Pradhan, Acting Joint Secretary

III. Ministry of Finance

1. Mr. Bharat Bahadur Pradhan, Secretary
2. Mr. H. Singh Shrestha, Under Secretary

IV. Ministry of Land Reform and Cooperatives

1. Mr. Narayan Bickram Shah, Joint Secretary
2. Mr. P. Lall, Acting Registrar
3. Mr. Ram Bahadur K.C., Director (Land Reform Department)
4. Mr. Krishna Prashad Manandhar, Section Officer

V. Ministry of Education

1. Dr. Mahammad Mohsin, Member cum Secretary (National Education Committee)
2. Mr. Mohinshah, Dean (Institute of Medicine, Trikhuvan University)

VI. Non-governmental Organizations

(a) Nepal Women's Organization

Mrs. Punay Prabha Devi, Chairman

(b) Nepal Children's Organization

Mrs. Uma Pandey, Secretary

(c) Nepal Red Cross Society

1. Honourable Mrs. Kamal Rana, Vice Chairman
2. Mr. Subha Shumsher Rana, Member, Executive Committee
3. Mr. Ramesh Kumar Sharma, Member, Executive Committee
4. Mr. T.R. Onta, Administrative Officer
5. Miss Suriya Kumari, Administrative Assistant
6. Dr. R.K. Roka, Medical Officer

(d) Nepal Paropakar (Charitable) Association

1. Rt. Honourable Mr. Dayabirsingh, Secretary General
2. Mr. Asha Ram Sakya, Secretary

(e) Nepal Social Welfare Council

Dr. J.N. Giri, Member

(f) Nepal Blind and Disabled Organization

Mr. Kagendra Bahadur Basnyat, Chairman

(g) Save Our Soul (S.O.S.) Children Village, Kathmandu

Mrs. Edith Pohl, Social Worker

(h) Saint Xavier's School

Fr. Thomas E. Gafney S.J., Rector

VII. United Nations Development Programme Office

1. Mr. David Smith, Officer-in-Charge
2. Mr. Teruji Sakiyama, UN/FAO Agriculture Economic Adviser
3. Dr. Y. S. Kim, WHO Representative
4. Mr. H.K. Kuloy, UNICEF Representative
5. Mr. Ferdinand E. Okada, UNICEF Country Programme Consultant

LAOS

I. Ministry of Planning

1. Dr. Pane Rasavong, Commissioner-General
2. Mr. Viliam Phraxayavong, Deputy Commissioner General
3. Mr. Siavath Songvilay, Director
4. Mr. Thongphala Phonseya, Adjoint Directeur de la Cooperation
5. Mr. Boualay Chanthalangsy, Assistant (Division de la Planification Social)

II. Ministry of Social Welfare and Labour

Miss Sunthone Bilavary, Director

III. Ministry of Education, Youth and Sports

1. Mr. Sommay Pathoumxad, Director General (Youth and Sports)
2. Mr. J.J.A. Frans (Ex-UNESCO Expert)

IV. Ministry of Rural Affairs

1. Mr. Vongsavanh Boutsavath, Commissioner General
2. Mr. Kou Chansina, Director (Training)
3. Mr. Qui Khounkham, Director (Community Development Centre, Ban Amone)
4. Mr. Khamka Hadaoheuanl, Adviser Assistant

V. Ministry of Interior

Mr. Hongsa Chanthavong, Director (Planning and Training)

VI. Ministry of Agriculture

1. Mr. Thong Sy, Programme Director (Lao Saving and Loan Cooperative)
2. Mr. Percy Auram, CUNA/AID Specialist (Lao Saving and Loan Cooperative)

VII. United Nations Development Programme Office

1. Mr. Kenneth D. Luke, Resident Representative
2. Mr. Ali Hamadache, UNESCO Expert on Functional Literacy

AFGHANISTAN

I. Ministry of Planning

1. H.E. Dr. Ali Ahmad Khuram, Deputy Minister
2. Mr. Nabi Salehi, President (Economic and Technical Cooperation)
3. Mr. Abdul Aziz Feroqh, President (Planning and Economic Analysis)
4. Mr. Abdulahad Rasidzada, Director (Department of Economic and Technical Cooperation)
5. Mr. Mohamad Anwar Nabizadah, Vice President (Department of Technical Cooperation)

II. Provincial Development Department

Mr. A.W. Mansury, President

III. Ministry of Interior

1. H.E. Mr. H. Hashim Sofi, Deputy Minister
2. H.E. Mr. Abdul Wahid Malekyar, Deputy Minister
3. Mr. Hasib, President (Department for Planning)
4. Mr. Fateh Mohamad Khatgar, President (Department of Resettlement)
5. Mr. Sharar, Chief (Kunnar Development Project)
6. Mr. Abdul Baqi, Chief (Organization and Education)
7. Mr. Musa Naimi, President (Central Traffic Department)
8. H.E. Ghulam Ali Aaien, Governor of Badakshan

IV. Ministry of Education

1. H.E. Dr. Yasin Azim, Deputy Minister
2. Mr. Abdul Sami Madosh, President (Department for Extension Services in Agriculture)

V. Ministry of Agriculture and Irrigation

1. H.E. Mr. Juma Mohammad Mohammadi, Deputy Minister
2. Mr. Abdulla Faizyar, President (Department for Extension Services in Agriculture)
3. Mr. Abdulla Neek, Vice President (Department for Extension Services in Agriculture)
4. Mr. Wadood A. Zafari, Director (Programme on Agriculture Credit and Cooperatives in Afghanistan)

VI. The Afghan Women's Society, Kabul

1. Mrs. Saleha Etemadi, President
2. Mrs. Hamedeni Sharif, Chief (Mother and Child Section)
3. Mrs. Nafisa Mubarez, General Director (Training)
4. Mrs. Hafiza Khalil, General Secretary and Director (Foreign Relation Officer)

VII. Kabul University

Dr. M. Fazal

VIII. United Nations Development Programme

1. Mr. Michael Cruit, Assistant Resident Representative
2. Mr. Abdul Yari, Research and Programme Assistant
3. Mr. R.H. Ardill, UNESCO Programme Co-ordinator
4. Mr. R.R. Mehta, UN Engineer Expert and Team Leader
5. Mr. A.P. Dewan, WFP Adviser
6. Mr. J. Stewart Blacklock, FAO Assistant Programme Adviser for Programme on Agriculture Credit and Co-operatives in Afghanistan

IX. Others

1. Mr. John D. Guyer, Director, American Peace Corps
2. Mr. Louis Lung, CINAM Representative

INDIA

I. Ministry of Food, Agriculture, Community Development and Cooperation (Department of Community Development and Co-operation, New Delhi)

1. Mr. M.A. Quraishi, Secretary
2. Dr. A.N. Agha, Joint Secretary (Community Development)
3. Mr. J.S. Sarohia, Joint Commissioner (Training)
4. Dr. D. Paul Chowdhry, Director (Public Co-operation)
5. Dr. N.P. Jain, Director (Social Education)
6. Mr. J.N. Chaku, Director (Cooperative training)
7. Mrs. S. Kumar, Deputy Director (Cooperative training)
8. Mr. D.N. Kotwal, Under-Secretary (Training)

II. National Planning Commission, New Delhi

Mr. Asok Mitra, Secretary

III. Department of Personnel, New Delhi

Mr. H.N. Haldipur, Joint Secretary

IV. Indian Institute of Public Administration, New Delhi

Prof. Dr. G. Mukerji, Director

V. Centre for Training and Research in Municipal Administration, New Delhi

1. Prof. Deva Raj, Director
2. Shri A. Datta, Reader
3. Dr. M. Bhattacharya, Reader
4. Mr. M.K. Balachandra, Lecturer
5. Mr. D.D. Malahatra, Lecturer
6. Mr. L.P. Gupta, Research Officer
7. Mr. P.V. Rao, Statistician

VI. Delhi School of Social Work, New Delhi

1. Mr. S.N. Ranade, Director
2. Mr. K.D. Gangrade, Director (NSS Unit)
3. Mr. P.L. Govil, Reader
4. Mrs. Sita Basu, Reader
5. Dr. A.K.S. Yadav, Lecturer

VII. National Institute of Community Development, Hyderabad

1. Shri J.G. Kunte, Acting Dean
2. Shri U.C. Ghildyal, Director (Training)
3. Mr. P.R.R. Sinha, Director (Agriculture Extension and Community Development)
4. Dr. W. Khan, Director (Economics)
5. Mr. Bala Krishna, Joint Director (Statistics)
6. Dr. S.P. Jain, Deputy Director (Panchayat Raj)
7. Dr. K.C. Alexander, Deputy Director (Sociology)
8. Mr. Y.V.N. Charyulu, Deputy Director (Training)

VIII. Village Development Officers Training Centre, Hyderabad

1. Mr. M.V. Rama Somayazulu, Principal
2. Mr. Gouri Shankar, Instructor
3. Mr. K.V. Krishnamurty, Instructor
4. Miss V. Sita Lakshmi, Chief Instructress, Home Science Wing.

IX. Extension Education Institute, Hyderabad

1. Mr. T. Somasundaran, Professor
2. Dr. A.S. Murthy, Associate Professor
3. Mr. Tej Bahadur, Associate Professor
4. Mrs. A.M. Bhawe, Assistant Professor
5. Mrs. Sudershan Rao, Technical Assistant
6. Mr. K.R.K. Shree, Technical Assistant

- X. Co-operative Training College, Hyderabad
1. Mr. C.D. Prashad Rao, Principal
 2. Mr. G.V.S. Reddi, Lecturer
 3. Mr. K.S. Sundararajan, Lecturer
 4. Mr. V. Venkateswarlu, Lecturer
 5. Mr. C. Rangaiah, Lecturer
- XI. State Institute of Community Development and Panchayat Raj, Hyderabad
- Mr. Ramanand Rao, Principal
- XII. Andhra Pradesh State Council for Child Welfare, Hyderabad
1. Dr. P. Tirumala Rao, Honorary Secretary
 2. Mr. T. Kapadia, Honorary Treasurer
- XIII. Rehabilitation Centre for Mentally Handicapped Children, Hyderabad
1. Mrs. Lalitha G. Melkate, Clinical Psychologist
 2. Mr. N. Guru Murthy, Pre-Vocational Instructor
 3. Mr. Srinivas Gudi, Speech Pathologist and Audiologist
- XIV. Bal Sevika Training Centre, Hyderabad
1. Mrs. A. Swarnalatha Devi, Supervisor
 2. Mrs. T. Revathy Bhaskar, Health Instructress
 3. Miss V. Sarojini, Educational Instructress
 4. Mrs. C. Vijaya Lakshmi, Music Teacher
- XV. Nizam Women's Welfare Trust, Hyderabad
- Dr. Parin Vakharin, Director
- XVI. Andhra Mahila Sabha, Hyderabad
1. Mr. G.G. Aire, Director (Handicrafts)
 2. Mr. J. Kameshwar Rao, Director (Training)
 3. Miss Vijaya Laxmi, Manager, Nursing Home.
- XVII. School of Social Work, Hyderabad
1. Mrs. Prema Malhatra, Principal
 2. Mr. Yahya Bin Mond, Vice Principal
- XVIII. Royal Bhutan Mission, New Delhi
- Mr. Dago Tshering, First Secretary
- XIX. United Nations Development Programme, New Delhi
1. Dr. John McDiarmid, Resident Representative
 2. Mr. Guido Grisogono, Deputy Resident Representative
 3. Mr. Paul Matthews, Assistant Resident Representative
 4. Mr. Michael Heyn, Assistant Resident Representative
- XX. ILO Area Office, New Delhi
1. Mr. A.D. Granger, Director
 2. Mr. P.S. Barr. Kumarakulasimche, Area Officer
- XXI. UNICEF Regional Office, New Delhi
1. Mr. Gordon Carter, Regional Director
 2. Mr. P.H. Reddy
 3. Mr. Sindhu Phadke