

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

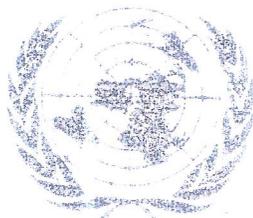
by

The UNDP/ECAFE Project Development Mission:

Frances Maria Tassis

David Brucker

Pratap Singh Basumaty



UNITED NATIONS ECONOMIC COMMISSION FOR ASIA AND THE FAR EAST

Bangkok, Thailand

February 1973

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Frances Maria Yasas

David Dwyker

Pratap Singh Basnyat

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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 man in view of the mission as a major break-through from conventional training methods which have proved so ineffective in the past.

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III. A PROFESSIONAL APPROACH FOR THE TRAINING OF
TEACHERS UNDER THE MOBILE TRAINING SYSTEM

A. The Philosophy

1. The training programme should be directly related to a study and analysis of local problems at the field level and of the specialized role of the village level worker, vis-à-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 methods 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 of (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 process.

8. The need and importance of an effective communication system should be so built into the training programme, that a timely process of feedback is engendered, not only from the field to the persons in the administrative and learning 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, special 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 overall 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 a successful 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 every land-locked country could aim conceivably at covering the total training cadre needs in that country.

12. The training programme should seek and be designed to evoke a creative and dynamic quality, calling for imagination, 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 levels.

13. The Mobile Training Scheme, as an innovative methodical approach to in-country training, is meant for specific training needs of land-locked and least developed countries, and it should have an in-built system of monitoring and evaluation of its performance. This innovative approach to training can be profitably applied on a wider or global basis and its considered experiences should be shared with the international professional community in a regular manner.

2. The Method and Organisational Structure

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

- a) The international experts - "core" members;
- b) International support in staff brought in 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 actual component in technical undertakings; establish the most effective relationships to each other as workers, supervisors, and technical staff, etc;
- b) develop skills in the creation of teaching materials, methods and curricula 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 refer 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 will be modified to the local situation. Ideally, however, if facilities are envisaged:

1. Steering Group;
2. Role performance group (front-line workers and supervisors);
3. Role Analysis Group;
4. Action Research Group;
5. Teaching Materials Group;
6. Teaching Materials Group;

7. Projects and technical collaboration groups;
8. Policy development groups.

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 continuous 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 the other 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 experience in the field will be systematically collected to be worked upon by the sub-groups and a appropriate support will be provided for the responsible workers. The staff members of the sub-groups will arrange conferences in sessions at the field level on a regular basis also.

The sub-groups will meet with the international center regularly. The international team therefore will function actively through seminars, consultations, seminars, and a kind of tutorial program, related to a range of specific assignments. Their expertise will therefore be available as required on a "cafeteria" rather than a "laundrette" type basis.

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

The document

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 layer phase to be followed after full evaluation by the phase which will assist trainers to use their own 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.