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

by

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UNITED NATIONS ECONOMIC COMMISSION FOR ASIA AND THE FAR EAST
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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 ECOSOC Region

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This report has not been cleared with the Office of Technical Co-operation of the United Nations Secretariat and therefore, necessarily share the views expressed.
The report, that follows, constitutes a trial and recommendations which should form part of the actual proposals for the Mobile Training Scheme. The report is to in the format of a MINP Project Request but it a professional technical document that provides a step-wise to the factual situations of under-development with particular reference to the training needs for front-line development personnel; its recommendations are for training of the familiar with the situation in recent countries and growth of a new professional approach to the training of teachers and in view of the mission as a matter of course. Some current local training methods which have proven to ineffective are not part.
I. Introduction
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II. Summary of the Findings
   A. Government needs and interest in early learning in this Project
   B. Training needs in Nepal, Laos and Afghanistan
      - A brief summary
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III. Professional approach for the Training in relation under the Whole Training Scheme
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III. A PROFESSIONAL APPROACH TO THE TRAINING OF
                             VAC IN THE PROVINCE, THE MAHARANIS.

1. The Philosophy

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

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

3. As a result of the analysis of the skills needed on-the-spot by
provincial and supervisory level workers should be identified as part of those being
the building blocks in the development of a curriculum. Learning experiences
could then be provided to include educational structures, specializing in the "doing" and the "knowing" components for specific problem-solving
situations at the local level.

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

5. Teaching methods must be developed or used at all training
and trainer levels.

6. Local teaching materials should be developed cooperatively
from on-going field experiences, local supervision, and are a part of the whole teaching and learning methodology.

7. In-building a case study and teaching methodology

     (1) the various aspects of teaching and learning problem as well as
     (2) the effectiveness of problem solving or "parents" and field agents,
    should be an integral part of the training process.

8. The need for interaction of all levels of training system should be so built into the training programme that a timely
   process of feedback is engineered, not only for the field but with persons in the administrative and planning structures and that the
   administrative and planning structure must be the forum...
9. The whole training programmes should be initiated and implemented to leave enough in the local or native cadre in each country, a self-generated, competent and self-help capacity in the skill of designing of curricula for front-line and supervisory level of personnel for any kind of training programme in any field in the future.

(On this and if specific areas or training needs are unserved which cannot be met inside the country, enough provisions be made for assistance in getting training outside the country. It is to be specially considered that the learning opportunity will be available directly related to the training needs of the country, and the overall planning of the Mobile Training Scheme and that the learners’ needs and conditions, will be required to suit it to practice).

10. Local workers in the land-locked country, who have acquired the skills necessary for adequate manpower development in their own country, should be encouraged and invited to participate under this project, to share their skills and experience with local workers in other land-locked countries so that a collective confidence in experience in training is developed, trained on a permanent level as a permanent resource from which to draw.

11. The training of trainers should in each land-locked country could be considerably structured to meet the local training needs in the country.

12. The training programme should be such as designed to take a creative and dynamic role. Ideas of teaching, thinking, and imagination at work, at the heart of the training courses, but also create a learning environment which can and should be relevant, economical, practical and local, as well as flexible.

13. The Mobile Training Scheme, as an innovative technical project attached to the country training, a technical local training and local land-locked and land-locked countries, will be made to fit into an overall concept and scheme of forming and an innovative and ready to thinking to be used in the wide or local area of its own form and purpose, and to form the international professional community is this method.
In summary, the whole plan, in-detail, will consist of elements drawn from three sources:

a) The international experts - "core" resources;

b) International support in the form of technical assistance;

c) The nationals of the participating countries, who are responsible for the various national programmes.

Members from each of these will be involved into functional sub-groups aimed at setting up a "intermediate" and "in-depth" research and development project, which will:

a) Form a detailed analysis of problems related to specific communities; explore the existence of practices and the role of traditional values and systems; examine the relationship between people and livestock; and observe what damage is done to them in order to carry out feasibility studies and define the lines of action;

b) Develop studies on the preparation of animal feed, methods and technical considerations;

c) Identify areas for, and skills in, education, health care, and research;

d) Inform planners and policy makers of the current facts and experiences and present them to the governments involved, with the idea of them being taken into the general public debate; and set forth the point of view and relevant alternatives, with the ultimate aim of helping to provide the basis for the choice of specific animal programmes at a national level.

The number and composition of people to be taken in will be subject to the local situation. Ideally, the sub-groups will consist of:

1. Owners of livestock;

2. People from the animal feed industry;

3. People from the institutions;

4. Administration;

5. Teachers and students;

6. Research workers.
7. Projects and technical collaboration group
8. Policy level group.

It is intended that, in a situation where over-all program response is required by the scheme, the workers in these groups will give primary attention to the specialized assigned tasks and become resource persons in these functions to the whole group.

Procedures

Front-line workers will serve rotational cycles in a work setting (2 in their field jobs and 1 at the supervisor's base). The workers grouped in pairs will alternate their attention at the supervisor's base in such a way that one is always at the field base, while the other is at the supervisor's base, and in the second and fourth periods, to be in the field base.

Supervisors, also working in pairs, will group staff with the various field bases every other week period.

In collaboration with the specialized groups, the supervisor will perform an executive function, as well as other administrative duties.

At the supervisory base the experienced in the field will be systematically collected to be served upon and transmitted to the appropriate persons. A small group of the marks obtained during the field is given on a regular basis also.

The subgroups will report to the international advisor regularly. The international team, therefore, will have an advisory, advisory, and consultation function, and is held to perform the related range of specific assessments. The advice will then extend the field if required in the "international" manner that a "national" style basis.

As these assessments are carried out at regular intervals, it is possible for the international team to work together in the same actual arrangement in these reports to take out all the errors and contradictions in other participating countries.

The assistant
The concentration of people working at the field level would not of course be practical under normal operational conditions but it justified or trainer training rounds, creating indigenous training programmes.

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

This is the beginning of the phase that follows evaluation of the phase which will assist trainers to use their new skills, experience, and materials, etc. as the training stages from which they will be constructing training programmes for the newly defined frontline and supervisory workers in a variety of companies.