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(GROUPS), GOVERNMENT (ADMINISTRATIVE BODY), UNITED NATIONS,
ASIA,

        THE PURPOSE OF THIS SUBREGIONAL WORKSHOP, HELD IN 1965
IN BANGKOK, THAILAND, UNDER THE AUSPICES OF THE UNITED
NATIONS, WAS TO ENABLE ADMINITRATORS, OPERATORS, AND
EDUCATORS IN COMMUNITY DEVELOPMENT AND RELATED FIELDS TO
REVIEW THE FINDINGS AND RECOMMENDATIONS OF NATIONAL WORKSHOPS
ON PROFESSIONAL EDUCATION IN URBAN AND RURAL DEVELOPMENT, TO
PROPOSE SUITABLE CURRICULUMS WITH ATTENTION TO CONTENT,
TEACHING METHODS, AND CONTRIBUTIONS OF OTHER DISCIPLINES AND
METHODOLOGIES, TO RECOMMEND WAYS TO TRAINING INSTRUCTORS AND
DEVELOPING TEACHING MATERIALS FOR USE IN COLLEGES,
UNIVERSITIES, AND SCHOOLS OF SOCIAL WORK, AND TO SUGGEST
USEFUL MEANS OF COORDINATING ACADEMIC, GOVERNMENTAL, AND
AGENCY RESOURCES. INCLUDED IN THE AGENDA WERE GENERAL
GUIDELINES, ESSENTIAL COURSES IN THE SOCIAL SCIENCES AND
RELATED FIELDS, BASIC AND ELECTIVE COMMUNITY DEVELOPMENT
COURSES (INCLUDING COURSES RELATING TO SPECIAL PROJECTS,
GROUPS, AND INSTITUTIONS), INTENSIVE AND SPECIALIZED STUDY,
DEVELOPMENT OF LOCAL TEACHING MATERIALS, IMPROVED TEACHING
AND FIELD WORK TRAINING, REGIONAL AND INTERNATIONAL
COOPERATION, AND SPECIAL ADMINISTRATIVE PROBLEMS. (APPENDIXES
INCLUDE SEVERAL SPEECHES, LIST OF PARTICIPANTS, COMPOSITION
OF WORKING COMMITTEES, AND A BIBLIOGRAPHY OF 113 ITEMS.) (LY)

SUB-REGIONAL WORKSHOP ON PROFESSIONAL
EDUCATION IN COMMUNITY DEVELOPMENT

ECAFE, Bangkok, Thailand
7-17 December 1965

REPORT

UNITED NATIONS
Bankok, 1966

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REPORT OF THE SUB-REGIONAL WORKSHOP ON

PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

TABLE OF CONTENTS

PART ONE

Requirements and Curriculum

PART TWO

Grouping and Description of Courses

TABLE OF CONTENTS (Cont'd)

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* The descriptions of these courses were not included since it was recommended that the existing courses, with appropriate modifications, should be used.

** Special descriptions of these courses were considered unnecessary as the detailed descriptions thereof given in CD II - Methodology of Community Development - and CD III - Administration and Planning of Community Development - should prove sufficient.

TABLE OF CONTENTS (Cont'd)

ANNEXES

PART ONE

REQUIREMENTS AND CURRICULUM

CHAPTER I

ORGANIZATION OF THE SUB-REGIONAL WORKSHOP

Origin

The very rapid growth of national community development programmes in Asia during the 1950's and the application of proven community development methods to national socio-economic development programmes affecting both the rural and urban areas, has created the need for systematic professional education in community development to supplement short-term in-service training programmes arranged by Governments, particularly for their high-level community development personnel. This need had been expressed by several international study groups, conferences and seminars. It had also been recognized by the United Nations and expressed in a number of resolutions of the Economic and Social Council. More specifically, the United Nations Seminar on "The Role of Local Leadership for Community Development in Asian Countries" (Bangkok, August 1963), had suggested that a regional expert group be organized to study and recommend suitable curricula for training and education in community development but that it should be preceded by several national workshops in selected countries, so that the findings as well as some of the participants in these workshops could assist the expert-group.

Some national workshops were accordingly held during 1964-65 in countries of the ECAFE region, at their request, with the advice and assistance of the United Nations. They were organized, by bringing together national educators, administrators and operators in community development and related fields to study and recommend curricula for professional education in community development. Specifically, these national workshops were:

1. The Workshop on Professional Education for Urban Community Development (Hong Kong, 8-12 June 1964).

2. The Workshop on Social Work Education including Community Organization and Development (Taipei, 3-8 December 1964).

/3.

3. The Workshop on Professional Education in Community Development (Seoul, 17-19 March 1965).

4. The Workshop on Social Work Education including Community Organization and Development (Seoul, 10-13 August 1965).

5. Technical Meeting on Community Organization Curriculum including Community Development (Tokyo, 16-17 August 1965).

Assistance was also rendered to the Government of Thailand in organizing and conducting several workshops, including one for community development supervisors.

The Sub-Regional Workshop on Professional Education in Community Development was then organized by ECAFE at Bangkok from 7 to 17 December 1965 under the joint sponsorship of the Bureau of Social Affairs and the Bureau of Technical Assistance Operations. The participants were invited from among those who made important contributions to the National Workshops and reports of these Workshops were used as basic working papers.

Objective

The objectives of the Sub-Regional Workshop was to provide an opportunity for administrators, operators and educators in community development and related fields to:

(a) review the findings and recommendations of the National Workshops on professional education in urban and rural community development;

(b) study and recommend, in the regional context, curricula for education in urban and rural community development, with particular emphasis on content and methods of teaching and the contribution of other disciplines and methodologies;

(c) recommend ways of training instructors and developing teaching material in rural and urban community development for use in universities, colleges and schools of social work;

(d) suggest ways of co-ordinating the resources of academic institutions, government departments and voluntary agencies in order to strengthen professional education in community development.

/Agenda

Agenda

The substantive agenda of the Sub-Regional Workshop consisted of:

1. Presentation of reports highlighting findings and recommendations of the National Workshops.

2. Guide-lines for education in community development.

3. Social science courses necessary for education in community development.

4. Basic community development courses:

   (a) Introduction to CD.

   (b) Information course.

   (c) Relationship between CD and other plans and programmes.

   (d) Planning and administration.

   (e) Comparative study.

   (f) Contribution of methodologies of other disciplines to CD.

   (g) Community survey and social statistics.

5. Additional courses:

   (a) in rural CD,

   (b) in urban CD.

6. Intensive study of core aspects of CD.

7. Specialized study of major components of:

   (a) rural CD programmes,

   (b) urban CD programmes.

8. (a) Development of local teaching material.

   (b) Improvement of field work training.

   (c) Improvement of teaching methods.

9. Administrative problems and requirements for professional education in community development.

10. Regional and, where appropriate, international co-operation, including technical assistance, in implementing the approved recommendations.

/Working

Working documents

The working documents consisted mainly of the reports of the six National Workshops, in addition to relevant United Nations documents viz:

Report of the Working Group on Development of Indigenous Teaching Material for Social Work (ECAFE, Bangkok, 2-12 September 1964)

Report of the United Nations Asian Seminar on Urban Community Development (Singapore, 10-20 December 1962)

Role of Local Leadership for Community Development in Asian Countries; based on the findings of ECAFE Workshop on the same subject (Bangkok, 21-31 August 1963)

Additional documentation prepared for facilitating discussions, consisted of the annotated agenda: annex A, and Some Essential Points for the Reference of Working Committees: annex B.

Participants

In line with the National Workshops, the Sub-Regional Workshop also attempted to include a cross-section and inter-disciplinary representation, covering important aspects of professional education in community development. Governments were therefore requested to nominate experts falling within one or more of the following categories:

Category No. 1. Administrators and/or operators in rural and/or urban community development.

Category No. 2. Heads or professors of departments of community development, sociology and/or social work at universities offering instruction in community organization and community development.

Category No. 3. Educators in social sciences related to community development.

Category No. 4. Directors or instructors of national training institutes in community organization and development.

Category No. 5. Specialists of voluntary agencies interested in community development.

/These

These participants were invited as experts in their own right and not as government representatives. Due to limitations of budget, twelve out of thirty-one had their travel and per diem costs financed by the United Nations. The rest were financed by respective governments or by national and foreign voluntary institutions. The participation of UNICEF, the United Nations specialized agencies, inter-governmental organizations, as well as the ECAFE secretariat, the Asian Institute for Economic Development and Planning, and the Committee for Co-ordination of Investigation of the Lower Mekong Basin was aimed at providing technical knowledge in fields of development closely related to community development or those in which community development has a role to play. The list of participants is reproduced as <u>annex C</u>. In addition, on their personal request, three observers were also admitted in their individual capacities.

Opening

The Sub-Regional Workshop was inaugurated by Mr. M.S. Ahmad in the absence of the Executive Secretary, U Nyun. His opening statement forms <u>annex D</u>. Mr. Sai Hutacharoen (Thailand) was elected Chairman; Mr. Kim Won Kyu (Republic of Korea), first Vice-Chairman; and Mr. T.C. Van (China), second Vice-Chairman. Mr. T.C. Van was also elected Rapporteur with Miss Parin Vakharia (United Nations) as Joint Rapporteur. The agenda was unanimously adopted.

Organization

The total participants were divided into four Working Committees (A,B,C & D), taking into account their respective technical fields of competence, relating these to the subjects for discussion, and ensuring an equitable country representation in all Working Committees. Working Committee B was the largest and had the biggest load of work. It was required to discuss some items as a whole group and other items separately, under Sub-Committees B(i) & B(ii). The composition and responsibilities of the working committees and sub-committees are set forth in <u>annex E</u>.

/The discussion

The discussion leaders of each Working Committee took turns as
Chairmen. Many working documents and syntheses of national reports were
prepared by some Working Committees for their own better understanding.
Periodically, the Working Committees reported their findings to the plenary
session for discussion as well as for co-ordination. Agenda item 1 dealing
with "Guide-lines for Teaching in C.D." (for details see page 13) and item
10 dealing with "Regional and International Co-operation, including Technical
Assistance" (see annex F) were dealt with directly by the plenary meetings.
The Steering and Editorial Committee was formed out of all office bearers
of the Plenary, Working Committees and Sub-Committees.

Closing

The closing session was presided over by the Executive Secretary
U Nyun (see annex G). He particularly stressed that participants should feel
free to use ECAFE's consultants and personnel resources as a medium for
exchanges of information, and to refer national problems to it. He said it
was not necessary for them to wait until the next ECAFE seminar in order to
do this. Mr. Sai Hutacharoen summarized the achievements of the Sub-Regional
Workshop in his speech which is given in annex H. The draft report was then
discussed in the final plenary session. The ECAFE secretariat was authorized
to recast the report since much of the work of the Working Committees and
Sub-Committees was carried out in great hurry, in a race against time. The
report so recast is presented in the following chapters.

Conclusion

In several ways, the Sub-Regional Workshop could be considered a very
successful in having achieved a concensus on the need for professional
education in CD and in having worked out a curriculum consisting of university
and other common requirements, basic social science courses and community
development basic and elective courses, for a four-year study at the under-
graduate level and a two-year study at the junior college level. The concepts
of community development have been clarified and its roles in national overall

/and special

and special development plans and programmes have been identified. The number
of credit hours for each of the four types of course and the subjects to be
taught in each of them have been evenly distributed. The descriptions giving
in detail the objectives and content for all the basic social science courses,
the community development basic courses and most of the community development
elective courses have been prepared. The principles and methods of developing
instructors, national teaching material, teaching methods and field-work
training as well as of promoting team-work among academic institutions and
their co-operation with the administrative and operational agencies in
strengthening and expanding community development have been worked out.
Ways and means, including those for obtaining national, regional and
international support, to implement the curriculum have been suggested.

All the recommendations of the Sub-Regional Workshop, though basic,
are only for the reference of Governments and academic institutions. They
are subject to modification to suit the needs and conditions of each country.

CHAPTER II

PREVALENT CONDITIONS AND REQUIREMENTS
FOR TRAINING IN COMMUNITY DEVELOPMENT

The Executive Secretary's inauguration speech for the Sub-Regional
Workshop was presented by Mr. M.S. Ahmad. The Executive Secretary said in
the speech: "It is my strong conviction that the principles and methods
of community development properly defined, rightly focussed and effectively
applied will make a significant contribution to the development in our region.
ECAFE has pioneered in a number of significant adventures such as the Mekong
Development Project, the Asian Highway and the Asian Development Bank. You
can help us to embark upon another adventure; for when, as a result of your
efforts, Asia comes to possess dedicated and competent community development
personnel equipped with knowledge and skill to develop human capital to the

/fullest

fullest extent, that achievement will be of no less significance to the region's prosperity than any of the projects we have so far undertaken".

The Executive Secretary also said: "I attach great importance to this Sub-Regional Workshop and believe that you, the elite of the National Workshops, will fully achieve its objective, namely to formulate sound curricula for professional education in community development, rural as well as urban, designed to train workers so that they will be able to produce concrete and satisfactory results".

The participants in the Sub-Regional Workshop fully shared the Executive Secretary's strong conviction that community development could and should make a significant contribution to the development and mobilization of human capital as a means of expediting national economic and social development.

The participants in the Sub-Regional Workshop heard with great interest the statements presented by the leaders of the national teams on the salient points of the National Workshops and Technical Meetings which had been held with the assistance of ECAFE in their countries during the past two years. All the team leaders expressed their sincere appreciation for the valuable assistance generously provided by ECAFE in planning and conducting the National Workshops and Technical Meetings, which had proved of great help to them in strengthening and expanding their community development training programmes. Most of the team leaders stated that such national workshops had never before been held in their countries.

The Sub-Regional Workshop was particularly impressed by the fact that the National Workshops and Technical Meetings had succeeded in bringing together, for the first time in most of the countries, instructors, administrators and operators of community development and of other disciplines closely related to community development, to discuss training which is the most basic question of community development, and to find ways and means for its improvement and expansion, including the formulation of curricula, development of teaching staff, methods, material and field facilities as well as the identification

/of (a)

of (a) the contribution of the methodologies of social work, agricultural extension, social or adult education, etc., to community development, (b) the mutual contribution of community development and administrative and technical services and (c) the role of community development in overall and special development plans and programmes. It was gratifying to learn that initial steps were already being taken in some countries to implement the recommendations of the National Workshops and Technical Meetings.

The Sub-Regional Workshop reviewed the situation of community development and the training of community development workers in countries of the sub-region, together with the settings under which they were and could be trained and, synthesized the findings and recommendations of the National Workshops and Technical Meetings.

Rapid expansion of community development and similar programmes, which were varied in scope and emphasis, had taken place in countries of the sub-region during the past decade. For example, besides the comprehensive rural reconstruction programme which was reported to be similar to community development, China (Taiwan) had recently started a network of urban community development projects and adopted the community development approach in implementing a broad social welfare programme financed by the entire income from the increased land tax. In Hong Kong and Japan, even though there were no comprehensive community development programmes, a number of projects similar to community development and important subjects related to community development had been integrated and undertaken by governmental departments in charge of welfare and education. In Hong Kong, there had been 22 public and private community and social centres, 28 Kaifong ("Neighbourhood") Associations and 12 adult education and recreation centres in 1965. Japan had had in 1960 more than 20,000 main and branch Kominkan (citizens public halls for multi-purpose activities) with about 4,900 full-time workers. A number of projects such as agricultural co-operatives, home improvement extension, agricultural extension, social education, social welfare councils at various levels, and so forth, had been vigorously promoted especially since the end of World War II.

/In the

In the Republic of Korea, rural community development programmes and self-help projects were dealt with respectively by the Ministry of Agriculture and Forestry and the Ministry of Health and Social Affairs. In 1964, there had been 730 "community development pilot districts", each consisting of 4-12 villages served by a community development worker. About 4,600 villages, one tenth of all the villages of the country, had been covered. In order to cope with the seven-year food increase plan (1965-1971) and the second economic development five-year plan (1967-1971), the Korean Government had decided to adopt the community development approach and to integrate community development and agricultural extension, making the former agriculture-focussed and the latter community development-oriented. A national community development six-year plan had been formulated in order to cover all the more than 33,100 villages of the country. There had been in 1964, about 2,800 community development and agricultural extension workers in the Republic of Korea and more than 4,750 additional agricultural extension workers would have to be employed as a result of the seven-year food increase plan. An additional 3,628 rural workers had already been recruited and trained in community development. To quickly equip the existing community development workers with knowledge and skills in agriculture and to train existing and new agricultural extension workers in the principles and methods of community development, was proving to be an extremely difficult task, as there was only one national training institute to do the work.

In Thailand, fundamental education teams had been organized in the latter part of the 1950's following the training of fundamental education organizers which had started in 1954. A national community development programme had been initiated in 1956. In September 1965, there had been 40 community development District Area Coverage Projects covering 4,543 villages and serving 2,643,337 people. The working force in the field included 482 community development workers and 47 CD-Way workers. The primary concern of the latter was women, children and youth. The Department of Community Development had a full-time training staff of more than 50 to run two training centres, to conduct in-service training courses and to organize village leadership training meetings.

/A body of

A body of knowledge of community development had been developed and many community development workers had been trained in countries of the sub-region. The knowledge developed and the workers trained were, however, confined primarily to the front-line level and were unable to cope effectively with the new needs. Failing to live up to the expectations, community development was undergoing agonizing re-appraisals.

While most of the countries in the sub-region had not had, until very recently, professional education in community development, many of the already employed community development front-line workers had, however, bachelor's degrees, though in fields other than community development. Currently, there were about 6,049 and 649 such workers in the Republic of Korea and Thailand respectively. Pre-service and/or in-service training was provided in most, if not all, of the cases. The general practice was that, after working in the field for a reasonable period, the front-line workers were promoted to such posts as supervisors and community development officers at sub-district or district levels. Additional training, though brief, was usually given before or after promotion. This appeared to be different from the fields closely related to community development. Their front-line workers were usually junior college and vocational school graduates and the supervisors were generally regular university graduates specializing in the different fields and with some practical experience.

A number of schools of social work and departments of sociology and social work offered teaching in community development, either separately or combined with community organization and to some extent orientated towards the urban setting. Community development was occasionally taught separately or in suitable courses offered by departments of agriculture, education, public administration and the like. Most of these courses, however, seemed not adequate and systematic enough to be considered as professional education in community development.

Several universities in certain countries of the sub-region had very recently established special departments of community development; one at

/post-

post-graduate level, two at fourth year undergraduate level and one at second year junior college level. While appreciating these pioneering efforts, it was felt that a great deal remained to be done in professional education for community development, in quality as well as in quantity. The study of the curricula of these departments revealed that they dealt more with social sciences and technical fields related to community development than with community development itself. The content of the social science subjects seemed to be unco-ordinated and inadequate in the context of community development. The content of the technical subjects could have given more emphasis on application than on theory.

The synthesis of findings and recommendations of the National Workshops appeared to indicate an urgent need for professional education in community development in order to train high-level personnel as a means to increasing the impact of community development on national development. The Sub-Regional Workshop noted, with appreciation, the comprehensiveness of the recommendations of the National Workshops and Technical Meetings, which include:

(a) the types of high-level community development personnel to be trained, such as planners, administrators, instructors, supervisors, researchers, evaluators, district officers and project directors;

(b) the essentials of professional education in community development;

(c) a curriculum for professional education in community development covering university and other common requirements, basic social science and basic community development courses, and giving in some cases, the subjects, sequence, content, focal points of teaching of each of the social science and community development courses;

(d) the mutual relationships and contribution between community development and administrative and technical services;

(e) the role and functions of community development in overall and special development plans and programmes;

(f) the contribution of the methodologies of such disciplines as social work, agriculture extension, home demonstration and social and adult education to community development;

/(g)

(g) the development of instructors, national teaching material
and adequate facilities for field work instruction;

(h) the kind of co-operation between academic institutions and
administrative and operating agencies required for strengthening
and expanding professional education in community development; etc.

CHAPTER III

GUIDE-LINES AND SOME ESSENTIALS
FOR PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

The review of the prevalent conditions of community development and
training in community development in these countries and the synthesis of
the findings of the National Workshops helped to strengthen the belief of
the Sub-Regional Workshop in the professionalization of community development
as an effective means of increasing the impact of community development on
the improvement of people's living conditions and the promotion of national
prosperity.

The concensus of the Sub-Regional Workshop was that the professionali-
zation of community development should begin with and focus on the development
of high-level personnel, taking into account the availability of a large
number of trained front-line workers.

The Sub-Regional Workshop discussed at length the following points
which were believed to be of vital importance to professional education in
community development.

Guide-lines for Teaching in Community Development

It was agreed that professional education in community development
in countries of the sub-region should be based on their prevailing socio-
economic conditions, status of community development and related programmes,
requirements of manpower well-trained in community development and present

/and potential

and potential instructional staff and educational facilities. The recommendations of the National Workshops and Technical Meetings mentioned earlier should be used as valuable references. Furthermore, the Sub-Regional Workshop adopted unanimously the following guide-lines for teaching in community development:

(a) Teaching the student to be a development agent (planner, administrator, educator, etc.) in rural and urban community development programmes as well as instructing him the role of a community worker in national economic and social development and in special development projects (such as land reform and settlement, river basin and hill-tribes development, industrial and housing estates, etc.).

(b) Understanding of wholeness of man, totality of society, inter-relationship of social and physical environments, and interaction of psychological and other factors.

(c) Emphasis on balanced professional and spiritual development of the student, including dedication to the cause of humanity.

(d) Focus on actual problems in the national context, translating theory into action.

(e) Instilling an inter-disciplinary approach, and inter-agency collaboration, team-work and concerted action.

(f) Acquiring methods and skills of organizing, educating and developing the people and the community, using people's organizations as channels of communication of ideas and methods, developing lay leaders and sustaining community action.

(g) Knowledge of principles and methodology of administration, such as planning, programming, supervision and management of community development programmes, at all levels.

(h) Use of discussion and demonstration methods, observational visits, role play, supervised field work, etc., in suitable projects.

(i) Development of pilot projects as social laboratories for training, research, experiment and demonstration purposes.

Types and Levels of Personnel to be Developed

Divergent views were expressed in this connexion. In the opinion of some of the participants, professional education in community development should focus on development of personnel for supervision and supervisory posts. The experience of some disciplines closely related to community development was illustrated to support their views and concrete suggestions were presented for the consideration of the Sub-Regional Workshop. Other participants, while agreeing on the importance of supervision in community development, felt that it should be only one of the major concerns of professional education in community development. They also had reservations regarding the term "supervisory posts" which they considered not specific and broad enough to convey the kinds of high-level personnel to be developed.

It was generally agreed that professional education in community development should be designed to develop high-level personnel for policy making, administration and management, programme planning, training, supervision, research, evaluation, public relations, project direction, etc.

It was also agreed that graduates should have several years of successful practical experience before they could be considered for more responsible community development positions.

Types of Courses to be Offered

In the opinion of the Sub-Regional Workshop, four-year professional education in community development at the undergraduate level in a regular university would require four major types of course, namely university and other common requirements, basic social science courses, community development basic courses and community development elective courses. The subjects of study for each type of course, with the exception of those for the university and other common requirements, recommended by the Sub-Regional Workshop are outlined below:

/Basic

<u>Basic Social Science Courses</u> - sociology and social anthropology, psychology and social psychology, government and politics, law, economics and methodology of social research.

<u>Community Development Basic Courses</u> - introduction to community development, methodology of community development, administration and planning of community development, information on important subjects related to community development and on the role of community development in overall and special development plans and programmes, comparative study of community development, field work and graduation paper.

<u>Community Development Elective Courses</u> -

Group A - important subjects related to community development.

Group B - core aspects of community development.

Group C - role of community development in overall and special development plans and programmes.

Group D - role of special groups and institutions in community development.

In making these recommendations, the Sub-Regional Workshop was fully aware of the difficulties of their implementation. Though regarded idealistic and ambitious, all the courses, including many of the community development elective courses, were recommended either because they were required by the universities or were considered basic in professional education in community development. The actual offering of these courses should, however, be decided by the Governments and academic institutions according to needs and available facilities.

<u>Settings and Length of Teaching</u>

It was resolved that professional education in community development would require at least four years at the undergraduate level in a regular university. This should be the major concern of the Sub-Regional Workshop.

/However,

However, a two-year study at the junior college level was believed to be
necessary at this stage to meet the urgent needs in some countries and was,
therefore, recommended. The two-year study was further divided into a "certi-
ficate course" for high school graduates and a "diploma course" for junior
college and vocational school graduates without bachelor's degrees.

The discussion of the settings under which professional education
could be offered touched upon the question of incorporating the professional
community development teaching into the curricula of schools of social work.
A number of schools and departments of social work in countries of the sub-
region had been offering teaching in community development. Properly
strengthened and expanded, reasonably balanced teaching in community development
could be provided by them. However, some of these schools and departments
recognized undergraduate specialization and some did not. While there was
general agreement that these schools and departments should be encouraged to
give greater emphasis to teaching in community development, divergent views
were expressed regarding the advisability for the Sub-Regional Workshop to
make specific suggestions as to how such incorporation should be actually
done, as this, in principle, should be left to the discretion of the authorities
of the academic institutions concerned.

Allocation of Credit Hours

Currently, the four-year university education in countries of the
sub-region included an average of approximately 140 credit hours of study.
Using this as a guide, 50 per cent i.e. 70 credit hours, was allocated to
university and other common requirements and basic social science courses
and the other half to community development basic and elective courses. It
was estimated that the basic social science courses would require a minimum
of 34 credit hours. Out of the 70 credit hours allocated to community
development basic courses and community development elective courses, the
former would require a minimum of 48 leaving 22 to the latter.

/Distribution

Distribution of Community Development and other Courses

The Sub-Regional Workshop discussed the questions of the distribution and sequence of the various courses and made the following general recommendations:

Community development basic courses should be offered as early as possible in the universities and should be well distributed throughout the four-year period so that they would provide the basic knowledge required for the field work courses and community development elective courses in the third and fourth years.

University and other common requirements and basic social science courses should spread over the entire four-year period except for those subjects which are essential pre-requisites for professional understanding. The avoidance of concentration of the required courses in the first or second year would permit the introduction of professional community development courses at an earlier stage.

Subjects that are likely to be given once and not be repeated later on should be offered at the later stage of the four-year period.

Community development elective courses should be considered possible areas for additional study. The selection of the specific subjects and the allotment of appropriate credits therefore should be left to the decision of the individual government and university according to needs and facilities.

/PROPOSED .

CHAPTER IV

PROPOSED CURRICULUM
FOR PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

After long and careful deliberations, the Sub-Regional Workshop succeeded in formulating a proposed curriculum for professional education in community development. It was done (a) on the basis of the results of the review of the prevailing situation of community development and training in countries participating in the Sub-Regional Workshop, (b) in accordance with the guide-lines unanimously adopted by the Sub-Regional Workshop and (c) in the light of recommendations on or related to professional education in community development made by the National Workshops and Technical Meetings held in countries of the sub-region.

The proposed curriculum was recommended with the understanding that:

(a) Each and every part of it, though basic, should be treated merely as suggestions and used only for reference. The Sub-Regional Workshop was fully aware of how greatly needs and situations differed not only from country to country but also from place to place and even from time to time in a country. The courses to be offered, the subjects to be taught, the content to be covered, the points to be emphasized and the weight to be given to each course and subject, as well as the setting under which the proposed curriculum should be carried out, should be decided by the countries and academic institutions concerned according to their needs and facilities.

(b) Although the proposed curriculum had been designed to develop high-level personnel in community development, graduates of community development from either a regular university or a

/junior

junior college must have some years of practical experience
before they could be considered for more responsible positions.

(c) The primary concern of the proposed curriculum was a four-year
course of study at the undergraduate level in a regular university.
All the courses, the subjects for each course, and the content
for each subject as well as the weight, sequence and description
of each course and most of the subjects, had been prepared in
that context. The proposed curriculum might also serve as a
reference for a two-year study in a junior college or for short-
term pre-service and in-service courses. Appropriate modifications
to suit the special needs of junior colleges were suggested and
a special curriculum condensed from that for the four-year
course of study was worked out.

(d) The proposed curriculum could be adapted to such settings as
schools and departments of social work, departments of sociology,
departments and institutes of public administration and departments
and colleges of agriculture or education, as well as to special
departments of community development in regular universities or
junior colleges.

(e) No matter under what setting professional education in community
development might be offered, the important courses, especially
the basic social science courses and community development basic
courses, including field work, outlined in the proposed curriculum,
must be adequately taught in accordance with professional standards.

For easy reference, the proposed curriculum is presented in tabular
form as follows. It summarizes the types of courses, the subjects of teaching,
the years at which the courses should be offered and the minimum number of
credit hours for each type of courses and for most of the subjects.

/PROPOSED

PROPOSED CURRICULUM

PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT
FOUR-YEAR UNDERGRADUATE STUDY IN A REGULAR UNIVERSITY

COURSES	Year	Credit hours	Total
1. University and other Common Requirements	1 & 2		36
2. Basic Social Science Courses			34
Man and Society (Sociology and Social Anthropology)	1	6	
Psychology (General Psychology and Social Psychology)	2	6	
Government and Politics	3	3	
Law	3	3	
Economics	4	6	
Methodology of Social Research	2	6	
Community Area Study	4	4	
3. Community Development Basic Courses			48
CD I ...Introduction to CD	1	6	
CD II ...Methodology of CD	2	8	
CD III...CD Administration and Planning	3	8	
CD IV ...Information			
A. Important Subjects Related to CD	2	6	
B. Role and Functions of CD in Overall and Special Development Plans and Programmes	3	6	
CD V ...Comparative Study of CD	4	4	
CD VI ...Field Work	3 & 4	8	
CD VII...Graduation Paper	4	2	
4. Community Development Elective Courses			22
Group A ... Important Subjects Related to CD	3 & 4		
(a) Social Planning and Development			
(b) Social Welfare			
(c) Family, Child and Youth Welfare			
(d) Agricultural Extension			
(e) Home Economics including Nutrition			
(f) Social and/or Adult Education			
(g) Public Health and Environmental Sanitation			

/(h)

COURSES	Year	Credit hours	Total

    (h) Co-operatives

    (i) Vocational Guidance and Employment Service

    (j) Local Government and Local Administration

    (k) Other subjects of special importance, such as
        public administration and advanced study of
        one of the above subjects

Group B ... <u>Core Aspects of CD</u>   4

    (a) Programme Planning

    (b) Administration and Management

    (c) Personnel and Training

    (d) Financing of programme and projects

    (e) Supervision

    (f) Research and Evaluation

    (g) Communication and Public Relations

    (h) Development and Mobilization of Human
        Resources and Community Action

Group C ... <u>Role of CD in Overall and Special Development</u> 4
                <u>Plans and Programmes</u>

    (a) Economic Development

    (b) Land Reform

    (c) Settlement and/or Resettlement

    (d) River Basin Development

    (e) Hill Tribes and/or Minority Groups Development

    (f) City Planning

    (g) Housing and Industrial Estates

    (h) Public Works

    (i) Other important development plans and programmes
        such as regional, urban and rural development,
        and war on poverty, hunger, illiteracy, disease,
        unemployment, slums and juvenile delinquency.

Group D ... <u>Role of Special Groups and Institutions in CD</u> 4

    (a) Women and Youth

    (b) Co-operatives

    (c) Voluntary Agencies

    (d) Local Government and Local Administration

The reasons for recommending the four major types of course as well as the overall objectives for each of them are given below.

The university and other common requirements had been recommended in order to comply with the prevailing practices in countries of the sub-region.

The basic social science courses had been included in the proposed curriculum because community development dealt with man and the social sciences studied man in his different aspects. No matter how diverse the conceptions of community development might be, the idea of socio-cultural change and development understood in terms of improving the community, was seen to be common to all and to serve as a basis for defining the role of social sciences in community development. In the teaching of social sciences, the applied aspects should be emphasized without neglecting the concepts and theories.

The study of the social sciences would provide the community development workers with insight into:

(a) people as individuals and as members of a community;

(b) the nature of a community;

(c) the nature and function of the particular community in which they will work.

and would help the community development workers to:

(a) increase people's awareness of their needs and their potential for satisfying these needs by organizing themselves into effective action groups;

(b) perceive the potential human, material and technical resources which the community has for self-development;

(c) discover how these existing resources together with outside technical and financial assistance, when necessary, could be mobilized for development;

(d) act as channels of communication between the people and governmental and other agencies; and

/(e)

(e) help the people realize that community development would not only benefit themselves, but also contribute to the overall progress of their country.

The basic social science courses as recommended should be considered as an ideal. It was hoped the universities would attempt to set up courses specially for community development students. Should the implementation of this ideal prove impossible, community development students could then take the relevant courses in the various fields of social sciences already being offered in their universities. In that case, a similar course should be arranged to integrate the general social science courses as they applied to community development.

Community development basic courses had been recommended in order to give the students the right perspective of community development and the basic knowledge of its concepts, functions and methodology. In certain countries, there seemed to be some confusion about these essentials in teaching as well as in operation of community development. In the opinion of the Sub-Regional Workshop, community development should be human factor conscious, group and community centred, organization and education focussed and action and development directed. The chief concern of community development should be the human factor in development, mobilizing human capital and community resources and marshalling popular participation and local action to facilitate and expedite administration and technical services for the promotion of human welfare and national prosperity.

The overall objectives of the community development basic courses included:

(a) to provide the student with basic knowledge of the philosophy and history, concepts and meanings and role and functions of community development;

(b) to teach the student the principles and methods of (i) working with individuals, groups, communities, institutions and agencies, (ii) administration and planning of community development, (iii) development of human and community resources, (iv) promotion of popular participation and local action, and (v) planning and conducting social research;

/(c)

(c) to give the student a general knowledge of and essential
information on (i) the important subjects related to community
development and (ii) the overall and special development plans
and programmes;

(d) to familiarize the student with the organization and functioning
of the agencies in charge of these subjects and plans and programmes;

(e) to teach the student the role and functions of community development
in facilitating (i) the promotion of administrative and technical
services and (ii) the implementation of overall and special
development plans and programmes;

(f) to familiarize the student with the experiences of other countries
in community development as reference in formulating a forward
look in community development including the development of new
concepts and methods, identification of new roles and functions
and pioneering in new adventures and directions to meet new needs
and situations.

The Sub-Regional Workshop fully recognized how difficult it was for
the academic institutions to offer, at this stage, all the community development
basic courses it had recommended, taking into account especially the inadequacy
of qualified instructors, teaching material and field work facilities. As
pointed out earlier, the entire proposed curriculum, though considered basic,
should be adapted to the needs and facilities of each country and each academic
institution. Even the community development basic courses should be similarly
adapted.

To meet the special needs of countries and the personal interests of
students, four groups of community development elective courses with 22 credit
hours were proposed for additional study. Elementary knowledge of and essential
information on most of the subjects of these elective courses were provided in
the community development basic courses. The additional study of a certain
subject under any of the groups was not intended to prepare a student to be a
specialist in that subjects but to equip him with better understanding and more
knowledge of it so as to widen the scope of his contribution.

The students studying community development should be obliged to choose,
with the approval of their instructors, the subjects suited to their special
interests from any of the four groups of elective courses included in the

/proposed

proposed curriculum. To make his study of the elective courses meaningful, a student should be advised to concentrate, if possible, on one subject or on related subjects in one group.

In view of the importance of the roles and contributions of the other academic disciplines and operating agencies concerned, it was recommended that all efforts should be made by the department responsible for teaching community development to ensure the full participation of teachers of those subjects in planning and conducting the elective courses.

Thirty-two subjects were suggested, and only 22 credit hours were allotted to these elective courses. Obviously it was neither intended nor possible for a single academic institution in any country and at any time, to offer so many courses. Furthermore the offering of all these subjects was not considered necessary as the needs would differ with place and time. The community development elective courses, like the basic social science courses and community development basic courses, had been suggested only for reference and selection.

A number of the subjects suggested for the elective courses, especially those under Group A — Important Subjects Related to Community Development —, were usually taught in the existing courses in some universities and colleges in this sub-region. While the inadequacy of the existing courses in the community development context was fully recognized, it was not considered feasible to offer separate course on these subjects for community development students, at least for the time being. It was, therefore, recommended that: (a) the existing courses offered either in the university attended by the student or a nearby university should be utilized; and (b) arrangements should be made to add to the existing courses, where necessary, topics of special importance to community development. Such additions could be useful also to the regular students of these courses.

Community development is intended to facilitate, _inter alia_, the promotion of agriculture, education, health, nutrition, home economics, social welfare, etc. The additional study of any of these subjects is meant to equip

the student with more knowledge of the essentials and methodology of the extension aspect of the subjects so that he will understand better and co-operate more effectively with the responsible agency and its staff in the promotion of the rele ant services.

Elementary knowledge of most of the subjects under Group B -- Core Aspects of Community Development -, Group C -- Role of Community Development in Overall and Special Development Plans and Programmes -, and Group D -- Role of Special Groups and Institutions in Community Development - were provided in the relevant community development basic courses. The offering of separate courses for additional study of any of the subjects under any of the three groups was recommended only when and if there were special needs and adequate facilities in the country to do so. Some of the subjects under each group could be taught jointly in one course. In point of fact, the original recommendations of the Sub-Regional Workshop neither included the subjects under Group D nor some of the subjects under Groups A, B and C. During the recasting of the report, Group D had been added to cover the Role of Special Groups and Institutions in Community Development, which should, for the sake of clarification, be distinguished from Group C -- Role of Community Development in Overall and Special Development Plans and Programmes. Some subjects had been omitted from, some added to, and some reclassified under, each of the four groups on the basis of the importance, relevance and sequence of the subjects.

Additional study of the core aspects of community development had been recommended (a) in order to encourage more systematic study and development of these aspects of community development for teaching and operational purposes and (b) with a view to equipping the student with deeper knowledge of the principles and methodology of any of these aspects so as to increase the scope of his contribution. More emphasis had been given to the subjects relating to administration and planning taking into account the reasonable achievements in developing the knowledge and methods of working with individuals, groups and communities on the one hand and the urgent need for more trained personnel in administration and planning on the other.

/As mentioned

As mentioned above, these elective courses would involve operation as well as teaching. Hence it was recommended that they should be closely linked with research and field work, especially by using the findings and experiences for seminar type discussions.

One of the emerging trends in community development was its increasing role in overall and special development plans and programmes and the use of the community development approach to facilitate and expedite their implementation through the development of human capital and community resources and the mobilization of popular participation and local action, etc. In spite of the efforts being made in this direction and the awareness of the importance of the human factor in development, community development had not been able to create a real impact on these development plans and programmes. To enable it to play this new role effectively and to increase the contribution of community development, elective courses under Group C -- Study of The Role of Community Development in Overall and Special Development Plans and Programmes - were recommended. They had been designed to: (a) provide the student with a general knowledge of the principles and concepts of these plans and programmes and the essential information on the organization and functioning of the agencies in charge of them; (b) enable the student to identify (i) the relationship between community development and these plans and programmes, and (ii) the role and functions of community development in implementing them; and (c) teach the student how to perform these functions using the basic knowledge and methodology of community development.

Elementary teaching of these development plans and programmes was covered by the course entitled Community Development IV -- Information. Special courses on the role of community development in some of these plans and programmes could be offered temporarily or permanently, separately or jointly, to meet the particular needs of the country. It was by no means intended to suggest that all these courses be offered simultaneously in any country or academic institution.

/Another

Another trend in community development indicated the increasing
importance attached to the roles of women and youth as well as of co-operatives,
voluntary agencies and local government and local administration in community
development.   In fact, a selective integration of community development with
local government and local administration was already being effected in some
countries.

On account of this trend, elementary teaching regarding the relationships
with and roles in community development of special groups and institutions
had been included in the relevant community development basic courses.   To
systematize this study, Group D had been added to the recommendations of the
Sub-Regional Workshop.   In accordance with current needs and the availability
of facilities, the subjects listed in that group might be taught jointly or
separately.   As an alternative or a supplement, it was suggested that the
students be advised to elect existing courses dealing with subjects similar
to those in this Group.

The Sub-Regional Workshop found that the even distribution of community
development and other courses in the four-year curriculum was not an easy task.
A heavy concentration of courses in the first and second years could not be
satisfactorily avoided.   Out of the 140 credit hours, 38 each were alloted to
the first and the second years and 32 each to the third and the fourth years.
It was hoped that more satisfactory arrangements could be made by the academic
institutions concerned, taking into account the possibilities that some of
the basic social science courses might already have been covered in the
university and other common requirements.   The credit hours so saved should
prove helpful in spreading the courses more evenly.

As mentioned earlier, the Sub-Regional Workshop was of the opinion
that, although focussed on four-year course of study at the undergraduate
level, the proposed curriculum might serve as a reference for a two-year course
of study at the junior college level.   The following gives the modifications
suggested by the Sub-Regional Workshop for this purpose.

/CD A

/SUGGESTED

SUGGESTED OUTLINE
FOR
PROFESSIONAL TRAINING IN COMMUNITY DEVELOPMENT
TWO-YEAR UNDER-GRADUATE STUDY
IN A JUNIOR COLLEGE

COURSES	Certificate Course		Diploma Course	
	Credit hours	Total	Credit hours	Total
1. **University and other Common Requirements**		15		0
2. **Basic Social Science Courses**		19		19
Man and Society (Sociology and Social Anthropology)	4		4	
Psychology (General Psychology and Social Psychology)	4		4	
Government and Politics (including Law)	4		4	
Economics	3		3	
Methodology of Social Research	4		4	

(**Note:** the students in the Diploma Course
will already have taken university
requirements and some basic social
sciences. They could take those
social science courses which they
have not already taken.)

3. **Community Development Basic Courses**		40		44
CD I .... Introduction to CD	6		6	
CD II ... Methodology of CD	8		8	
CD III... CD Administration and Planning	6		6	
CD IV ... Information:				
A. Important Subjects Related to CD	4		4	
B. Role and Functions of CD in Overall and Special Development Plans and Programmes	6		6	

/CD V

COURSES	Certificate Course		Diploma Course	
	Credit hours	Total	Credit hours	Total
CD V ... Comparative Study of CD	4		4	
CD VI ... Field Work[1]	6		8	
CD VII ... Graduation Paper[2]	0		2	
4. Community Development Elective Courses	6		17	

Group A ... **Important Subjects Related to CD**

Group B ... **Core Aspects of CD**

Group C ... **Role of CD in Overall and Special Development Plans and Programmes**

Group D ... **Role of Special Groups and Institutions in CD.**

For details see the Curriculum for the four-year undergraduate course of study.

1/ For certificate course: 3 terms only at 2 credits each term.

2/ Not needed for certificate level.

The Sub-Regional Workshop spent considerable time in preparing the course descriptions which it considered extremely necessary at the initial stage of professional education in community development. Realizing the inadequacy of many of the course descriptions which had been prepared in haste and under pressure, the Sub-Regional Workshop authorized the ECAFE secretariat to make suitable alterations.

Following this authorization, the ECAFE secretariat recast the course descriptions in consultation with appropriate specialists, whenever feasible. The draft course descriptions were sent to the participants of the Sub-Regional Workshop for comments and approval. The finalized versions of the course descriptions are presented in part two of this report.

In view of the importance attached by the Sub-Regional Workshop to the course descriptions, the ECAFE secretariat considered it desirable to mention briefly the following points:

That many of the course descriptions might appear too detailed. They, like the other parts of the proposed curriculum, had been prepared merely as suggestions and only for reference and should be so treated. The adaptation of any part of them should be left to the discretion of the instructors teaching these courses.

That special course descriptions of some of the subjects under Community Development Elective Courses Group A -- Important Subjects Related to Community Development - had been prepared in the context of community development at the Sub-Regional Workshop. The subsequent review had revealed that the excessive emphasis on the community development context had led to insufficient attention being paid to the essential elements of these subjects which should properly constitute one of the major objectives in teaching them. It had further revealed that the contents of teaching outlined in these course descriptions would duplicate, to a large extent, those of the community development basic courses. Considering these factors together with the question of feasibility of offering such a large variety of special courses, the course descriptions had been omitted with great regret.

That the special course descriptions prepared at the Sub-Regional Workshop of the subjects under Community Development Elective Courses Group B -- Core Aspects of Community Development - had also been

/omitted

omitted at the time of recasting, taking into account the fact that a
fairly detailed description of each of them had already been provided
in Community Development II -- Methodology of Community Development -
and Community Development III -- Community Development Administration
and Planning.

The Sub-Regional Workshop also studied the question of offering an
orientation course for students majoring in disciplines closely related to
community development, but it felt that such a special course could not reasonably
be incorporated into any academic curriculum. Instead it was suggested that the
orientation could be better carried out in a series of lectures offered as a
part of such relevant courses as sociology, economics, education, agriculture,
home economics, political science, public administration and social work. It
was also suggested that the orientation be offered as a seminar or workshop for
officers and workers in fields of importance to community development as well
as for legislators and government administrators.

The Sub-Regional Workshop recommended that orientation should include:

(a) the principles and concepts of community development as well as its
role and functions in economic and social development;

(b) the roles of (i) the human factor, (ii) human capital and community
resources and (iii) popular participation and local action in
development;

(c) the relationships between community development and the closely
related administrative and technical services and the contributions
each could make to the other;

(d) introduction to the national community development programme
including its objectives, organization, activities, targets,
achievements, people's contributions, etc.;

(e) exchanges of views and experiences regarding the effectiveness of
community development, using examples drawn from disciplines or
fields of special interest to the students or participants.

/CHAPTER V

CHAPTER V

FIELD WORK TRAINING
FOR PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

Theory and practice are the two main ingredients of professional education for community development. To establish concepts and to formulate principles, theory is basic. To identify theory and to translate it into action, practice is essential. Classroom teaching and field-work instruction are the two major instruments of professional education for community development. What is learned in the classroom must be tested in the field before it is applied. To be meaningful, theory and practice must be balanced and classroom teaching and field-work instruction must be integrated.

Professional education for community development, like community development itself, is comparatively new. Each and every part of it remains to be developed. This is especially true of field-work because this learning experience must be acquired by dealing with real problems and in live conditions as well as under qualified guidance and adequate supervision. This does not only apply to community development methods and skills but also to community development principles and concepts. In field work, a student identifies the principles and concepts and tests the methods and skills learned in the classroom. With carefully planning and adequate guidance, new knowledge and skills can also be acquired in field work.

This integral part of professional education for community development should be comprehensively planned and systematically organized so that provisions will be made for all community development students to undertake guided study and practice of:-

(a) Generic methods and skills in:

(i) performing the basic functions of organizing and educating the people.

(ii) working with the individuals, groups, communities, institutions and agencies.

/For those

For those students who wish to undertake additional study of core aspects or special roles of community development, provisions should be made for guided learning and practices of:

(a) Specialized methods and skills used in dealing with:

(i) core aspects of community development such as programme planning, administration and management, personnel and training, financing, supervision, research and evaluation, communication and public relations and development and mobilization of human resources and community action;

(ii) the role of community development in overall and special plans and programmes such as land reform, settlement and/or resettlement, river basin development, hill tribes and minority groups development, city planning, housing and industrial estates and public works;

(iii) the role of special groups and institutions in community development such as women and youth, co-operatives, voluntary agencies, local government and administration.

The comprehensive plan of field work of professional education for community development should provide the following settings for guided learning and practice:

(a) Ordinary neighbourhoods and communities, projects and programmes for generic methods and skills.

(b) Special neighbourhoods and communities, projects and programmes for the role and functions of community development in special plans and programmes.

(c) Agencies engaged in community development for methods and skills of planning administration, financing, training, supervision, evaluation, etc.

/In addition

In addition to the above settings community development pilot projects and those for special plans and programmes of great importance to the country should be developed out of suitable existing projects. If necessary, new ones should be created as social laboratories for experimentation of methods and training of students.

Social work education can draw upon long and rich experience in field-work instruction. Carefully selected and wisely adapted, professional education for community development will greatly benefit from such experience. It should be remembered, however, that the greatest caution should be exercised so as to avoid blind transplantation.

Social work is only one of the several fields closely related to community development. The experience gained with social education, public health, home economics, agricultural extension, and public administration in field work should also be drawn upon and utilized.

Willingness to "dirty one's hands" and a knowledge of elementary skills in the various technical fields of interest to community development are additional virtues and useful assets but they do not constitute absolute essentials of field-work instruction in community development, for the primary concern of community development is the organization and mobilization of the people and their communities in a way that will facilitate the carrying out of technical services and so on; it is not the function of community development workers to undertake these tasks themselves.

There was some discussion regarding the number of hours proposed for field-work training and the difficulty of providing sufficient hours for the students to do field work in view of certain restrictive university regulations. It was considered essential that such factors as the setting, the type of project and other practical problems be taken into account. It was agreed that 240 hours a semester (two days or fifteen hours a week) of field work should be regarded as a desirable minimum requirement for professional education in community development.

/Findings

Findings of National Workshops

In reviewing the reports of the National Workshops and those submitted by Thailand and Japan, the participants were happy to note that all the reports emphasized the importance of field work for teaching in community development. As some of them clearly stated, field work is essential (a) to relate theory to practice, and (b) to develop proper skills and attitudes in the students.

However, most reports recognized some major problems:

    (a) lack of field work facilities,

    (b) lack of field work instructors and supervisors, and

    (c) inadequacy of co-operation between academic institutions and operational agencies.

In this connexion, it was noted that one of the specific objectives of the National Workshops was to strengthen the relation and co-operation between academic institutions and governmental and voluntary agencies, and especially to widen and improve the facilities for field work.

To overcome these problems and difficulties, a number of specific recommendations were made. Some of the most important were:

    (a) the coming together of teachers in community development and representatives of operational agencies to achieve in order to co-operate in improving field-work training;

    (b) the setting up of community development pilot projects for demonstration, field training and research;

    (c) the drafting of manuals by academic institutions stating the objectives and requirements of field work for use by agencies and supervisors;

    (d) co-ordination of field work requirements;

    (e) organization of training, orientation courses, workshops or seminars for field work supervisors.

/One of

One of the National Workshops stated that agencies lack understanding of the importance of field work and are handicapped in planning a field-work programme for students because their work is carried out as a continuing process.

Some more specific suggestions and recommendations were that:

(a) field work must be closely related to class-room teaching;

(b) time for field work should be increased, especially for the purpose of development of methods and skills;

(c) academic institutions should work out a systematic plan for field work with adequate supervision by qualified instructors or supervisors;

(d) field work should be planned in progressive stages, going from simple to more comprehensive settings with progressively increasing responsibilities;

(e) a period of block placement in a particular agency must be included in field work.

The Sub-Regional Workshop was gratified to note that Urban Community Development Pilot Projects had been proposed in Taipei for training and demonstration purposes, and that steps were being taken towards their implementation in co-operation with three universities.

It was agreed that field work training should be planned and given in progressive stages. At the first stage, students could visit different places to observe group meetings and group activities; later they should participate in these activities and to learn to work with people and local leaders on an individual basis and then move on to working with groups, communities, institutions and agencies, and finally be trained in skills of administering certain selected projects under the supervision of programme directors, project managers and other appropriate officers. Training in the fourth year should be particularly geared to the type of work which students will be expected to perform when they go into the field of community development.

The following settings for field-work placements, both rural and urban, were discussed and proposed by the Sub-Regional Workshop:

(a) demonstration and pilot projects undertaken by the government, academic institutions and other agencies, including demonstration villages;

(b) existing community development projects of governmental and voluntary agencies;

(c) community centres in urban and rural areas;

(d) mobile community development units;

(e) research centres, etc.

In discussing field-work placements it was agreed that:

(a) both concurrent and block field-work placements are essential;

(b) when and where block field-work training is to be given, it should be left to the individual countries to decide (i) the type of project that can give the learning experience required, and (ii) the feasibility of using vacation time for block field work.

Essentials of field work training

In planning field work, it was felt essential to consider:

(a) the objectives of field-work training (general and specific);

(b) the basic requirements for good field-work placement;

(c) the kind of placement;

(d) the length of time of placement.

Under specific objectives the following were listed:

(a) to provide opportunities for practical experience in community development;

(b) to familiarize students with actual community life situations;

(c) to relate theory in the class-room to practice in the field;

(d) to develop the skills required by community development workers;

(e) to develop professional identification in the worker.

/The following

The following were suggested under "basic requirements for good field work placement":

(a) adequate and qualified supervision;

(b) co-ordination between supervisors and class-room teachers;

(c) sharing of common goals in field-work training between universities and operating agencies;

(d) making field experience selective, by basing it on the maturity, aptitude, and academic achievements of students.

Under the "kind of placement" it was agreed that, in order to make the field-work training programme effective, block placement as one of its essentials, should again be stressed and recommended.

With regard to the length of time of placement, it was considered essential not to move students too frequently from one setting to another, but to place them in one setting long enough to enable them to learn the whole process involved in a project as completely as possible.

Co-operation between academic institutions and operating agencies

The Sub-Regional Workshop reviewed the existing situations relating to this question and made some suggestions in order to promote this co-operation i.e.:

(a) that planning of field work should be done in close co-operation between academic institutions and operating agencies in order to produce a realistic and practical plan;

(b) that some recognition should be given to the agencies concerned, such as employing the agencies' staff as part-time lecturers in the university;

(c) that orientation courses or planning sessions should be organized for field work supervisors;

(d) that field work manuals should be prepared for the reference of operating agencies and for the use of the supervisors;

/(e)

(e) that efforts should be made to secure governmental support in kind, finance, trained personnel (including supervisors), the use of buildings, and experimental projects to improve existing agencies and make them suitable for field work placement of students;

(f) that, if no government project is in operation, it is essential that a pilot project be established with the co-operation of universities and operating agencies;

(g) that opportunities should be provided for supervisors and university staff to hold regular meetings to share ideas and discuss problems.

Development of existing projects into social laboratories for research, demonstration and training for community development

During the discussion of this item, it appeared that most projects or researches being currently undertaken were on an individual basis without proper co-ordination with other agencies concerned with similar problems. It was therefore recommended that closer co-operation be promoted between universities and operating agencies in research and evaluation of existing projects. University staff as well as students might be encouraged to participate actively in pilot projects of community development by taking charge of certain areas and conducting the required surveys or acting as advisers to project workers.

Supervision in community development field work training

There are three different types of supervisor:

(a) unit supervisors, who undertake supervision of a group of students at one time;

(b) worker/supervisors, who allocate part of their time to supervising one or more students;

(c) university teachers, who also act as supervisors.

General principles

The following general principles were recommended:

(a) that the community development students placed under any one supervisor should be kept to a manageable number, so to ensure effective and adequate supervision, taking the work-load and responsibilities of the supervisor into consideration;

/(b)

(b) that individual supervisory conferences should be provided for each student at regular scheduled times during field training, preferably at least 1 1/2 hours per week.

Methods of supervision

It was suggested that the following methods of supervision be adopted:

(a) orientation to the field-work placement allotted by the supervisor to the student prior to field practice;

(b) individual and group supervision sessions between supervisor and students;

(c) process recording as basis for discussion at supervisory conferences as well as summary recordings;

(d) focus of supervisory conferences on the problems encountered by students in the field and on the development of professional identification; it should relate to what the students are learning in class, especially about generic principles, values, and skills;

(e) regular supervisors' meetings including all supervisors of community development and university teachers;

(f) self-evaluation of the students;

(g) evaluation of each student's performance by the supervisor.

Aids to supervisors

As necessary aids to supervision, it was recommended:

(a) that orientation programmes in community development should be planned by the university for supervisors;

(b) that a comprehensive supervisor manual should be prepared;

(c) that individual records should be kept on each student, giving his background and experience;

(d) that records should be made of supervisory conferences between the student and supervisor;

(e) that supervisors should be kept informed of the activities of the university, by sending them calendars, etc., so that supervisors will feel part of the university faculty and feel recognized for their contribution.

/CHAPTER VI

CHAPTER VI

DEVELOPMENT OF TEACHING MATERIAL AND TEACHING METHODS FOR PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

Teaching Material

Lack of national teaching material was considered a major problem in community development, which was still at a formative stage. Added to this were many difficulties resulting from shortage of experienced teachers and research workers who would be qualified to prepare literature from national material. These and other difficulties had compelled educationists to depend on text books written abroad which might or might not be applicable to conditions in the country concerned. It was a matter of common experience that teachers confronted with these problems used foreign text books to convey theoretical concepts, simultaneously offering examples from the national scene to support the theory.

Participants in the Sub-Regional Workshop gave brief accounts of the situation in their respective countries and found great similarity in the problems faced. They noted that the supply of national teaching material in the entire region was negligible. Some had made attempts to overcome this handicap by traslating selected literature into the national languages. Some countries, e.g. Japan in the recent years, had profitably used written or filmed case-histories, or community organization leaflets, pamphlets and other written material prepared by community organization agencies for purposes of public relations and staff development, in addition to formal textbooks on community organization and reports on social research.

Similarly, progress has been made in the Republic of China where increasing use of audio-visual aids, such as slides of community welfare agencies (YWCA), movie pictures of 4-H clubs, etc., was being made, and in Hong Kong where two community surveys that could be used for teaching purposes had been completed and a third one was being prepared.

/Before considering

* A bibliography of literature on community development used in some countries of the sub-region is given in annex I.

Before considering ways of developing national teaching material, it was considered important to stress certain educational objectives which could serve as guide-lines:

(a) Teaching material for community development does not stand alone. It should be related to the objectives as well as to the content of the curriculum.

(b) Educational objectives are the criteria by which teaching material in community development should be designed, selected and used. Therefore it is essential that teachers in community development have a very clear concept of the objectives of each course they are to teach, as well as of each unit of it.

(c) Educational objectives are statements of the knowledge, understanding and skills the student should acquire, and they should accordingly be set forth in clear terms.

(d) Educational objectives are inherent in the existing community development programmes and the actual duties, roles and functions of community development workers. In setting forth the educational objectives of the curriculum, it is important to take into account the background of the students, the type of experience they have and are likely to need, traditional values and educational philosophy of the country, as well as of the training institution, new developments in research and the prevalent theories of learning.

The development of teaching material for community development then is the result of a process of thinking that occupies itself with such questions as: (a) what are the objectives of the course; (b) what is the content to be taught; (c) who are the students; (d) which changes are expected of the students in relationship to knowledge, feeling and understanding, as well as skill; (e) how can learning experiences be planned to meet these objectives and; finally, (f) what teaching material can be chosen to make each phase of learning effective?

It was decided to accept the definition of teaching material as given in the report of the Working Group on the Development of Indigenous Teaching Material for Social Work* as a working definition of teaching material for community development. Teaching material for community development, then, comprises the media, tools and instruments through which the teacher teaches and the student learns. They could be broadly categorized as: (a) visual: text-books

/of community

* Report of the Working Group on Development of Indigenous Teaching Material for Social Work, ECAFE, Bangkok, November, 1964, p.107.

of community development, articles from journals, case records, case studies, manuals (for community development workers and supervisors), newspapers, cartoons, flip-charts; (b) audio: radio tape-recordings, discs, etc.; (c) audiovisual: films, T.V., film-strips, slides; (d) action-media: field-trips, role-playing, drama, shadow-plays, puppetry.

It was recommended that, with the increasing availability of radio and television, these means of mass communication should be put to greater use for teaching purposes.

Of great significance to the entire process of teaching-learning is the teacher-student relationship. A significant question was raised as to what extent the teacher should be considered teaching material? If one of the major objectives in education for community development is to develop in the student the right attitudes -- a sense of responsibility, dedication, respect for people, sympathetic understanding of their difficulties, personal integrity, etc., -- then does the teacher have the moral responsibility to set the example? By giving of himself with a sense of dedication, he can help the student develop his inner potentialities to the maximum. If community development is to claim a share in the development of human resources, what contribution can a teacher make, and by what methods, to help develop the potential resources of the student? The question was left unanswered but it poses a challenge which educators in community development can hardly afford to ignore.

The Sub-Regional Workshop recommended that more opportunities should be provided to instructors in community development in different universities and in neighbouring countries to meet and exchange experiences in seminars, conferences, etc. It was also felt that much could be gained by testing out the applicability of records and similar teaching material developed by one institution, in other colleges providing education in community development. The need for instructors to co-operate in developing teaching material including writing of text books and reference material cannot be overstressed.

In order to relate teaching material to objectives and content, it was found necessary to go through courses I to IV of the community development basic courses in the proposed curriculum for the four-year undergraduate

study in universities in order (i) to identify specific needs in teaching
material for community development and (ii) to locate some of the major sources
of teaching material. The results of this analysis of the proposed
curriculum were:

Community Development I -- Introduction to CD

For the teaching of the concept of community and the history,
definition, principles and concepts of community development, the Sub-Regional
Workshop recognized the need for more and better selection and translation of
foreign text-books and articles on community development, as well as similar
material from the fields of sociology and social anthropology. It was also
felt that the production of national text-books in these fields, although
increasing in number, needed to be further stimulated. Selective use could
also be made of films and national literary writings such as novels, short-
stories, drama, poems, as well as the religious teachings and folklore
available in various countries. More use should be made of relevant United
Nations and other international as well as governmental publications on
principles and concepts of community development, including the annual or
quarterly reports of national and foreign departments responsible for community
development.

There was a serious lack of national case records and studies for
teaching processes and methods of community development. Although it was
understood that CD I is an introductory course in community development and that
more intensive stress on methods in community development is contained in
Community Development II, nevertheless, some limited and selective use of case
material for illustrative purposes would be very useful. Strong support was
given to the idea that well qualified and experienced community development
personnel could be given special assignments to develop such case records and
studies for teaching purpose in co-operation with teaching staff of
universities and other training institutes. Some very selective case records,
text-books and studies in social work which show how to work with individuals,
groups, and communities might also be used for teaching processes and methods
of working with individuals, groups and communities in community development.
The possibilities of developing teaching material out of process recording
of committee meetings in and outside community development, showing (a) group
process and (b) the role of community development worker in this process,

/was also

was also discussed. For teaching the functions and roles of the community
development worker, teaching material such as official documents pertaining to
the community development worker's functions and responsibilities, manuals,
job descriptions, as well as very selective comparative material from other
countries on functions and roles of community development workers were suggested.

Community Development II -- Methodology of CD

The teaching of the course on methodologies of working with individuals,
groups, institutions, etc., especially needed case records and case studies
showing processes of the actual application of the various methodologies in
community development. There was very little material of that kind available
at present. For example, little or no material seemed to be available on the
application of social work methods in the actual practice of community
development.

Community Development III -- CD Administration and Planning

For teaching the courses on administration and planning of community
development, and especially for teaching principles and methods of planning,
programming, organization and administration, the following teaching material
was considered useful: United Nations publications on community development
administration, text-books on social and public administration, organizational
charts of agencies, manuals from governmental and voluntary agencies, basic
literature on book-keeping and accounting, official documents showing the
planning and administrative processes, district gazettes and reports and records
on projects and programmes.

It was agreed that, for teaching principles and methods of supervision,
very useful teaching material could be found in social work text-books,
journals and other literature on supervision, etc. In addition, it was strongly
felt that records on actual supervisory experiences in community development
were very much needed.

Teaching material on evaluation of workers could be developed out of
daily work sheets, diaries and weekly reports of workers and students. For
evaluating programmes and projects, teaching material could be found in reports
of expert evaluation teams and evaluating agencies, reports of independent
research institutions, national and local demonstration and pilot projects, as
well as in good field-work reports compiled by administrators, supervisors,

/workers and

workers and students, and from reports of group meetings of students, workers, teachers and agency supervisors engaged in evaluating a community development project.

Illustrative teaching material was also needed to teach methods and techniques of concerted action and team-work. Possible sources for this teaching material were: field-work and monthly reports of workers and supervisors, minutes of meetings and research reports.

<u>Community Development IV — Information</u>

A. Important subjects related to CD.

B. Role and Functions of CD in Overall and Special Development Plans and Programmes.

For teaching the information course on national plans and programmes and on important subjects related to community development, it was found that useful teaching material could be derived from official documents on national plans and policies for national development, including departmental reports, work programmes, publications on extension techniques, etc. Use was also being made of current research studies on the national social and economic situation.

It was felt that additional available sources for teaching material, such as parliamentary reports on social and economic issues, census reports, demographic reports, reports of seminars and workshops on current social and economic problems relevant to community development teaching, and related official and non-official material (for example; newspapers, articles, etc.), should be utilized.

It was agreed that the teaching material suggested above would also be useful for teaching the relationships between community development and other development plans and programmes, and its role and functions in them. However, the material needed to be further interpreted and analyzed to clearly show the relationship between community development and these plans and programmes. For this reason more research and case studies would be required. In addition, directories of voluntary agencies and the descriptions of their programmes found in their reports were also considered helpful for teaching the relationship and mutual roles between community development and voluntary agencies.

/Community

Community Development V — Comparative study of CD

Specific teaching material for teaching this course could be derived from: United Nations publications on community development in various countries, selected national studies on community development, other selected material from different countries; studies from national and international bodies, various community development journals, reviews, bulletins, etc.*

Recording

It was agreed that good community development recording, an important means for the development of national teaching material, should include:

(a) process recording, which should answer questions related to: (i) who are the persons involved in the problem or situation; (ii) what and where is the situation or problem; (iii) how is the problem being handled; (iv) what are the changes effected in the persons, groups and situation; and (v) why did this occur; and (b) summary recording.

Translations

It was also agreed that, although translations from foreign texts are very important, experiences in various Asian countries have shown that for a translation to be truly effective and convey the actual meaning of the text, it needs to be done creatively and not literally.

Plan for Developing National Teaching Material for Community Development

To develop national teaching material for community development properly, the following general steps were recommended:

(a) compilation and review of existing teaching material in community development;

(b) identification of general and specific needs;

(c) locating major sources of teaching material, national as well as foreign;

(d) review, selection and evaluation of material from these sources;

(e) translation and editing of foreign texts;

/(f) special

* Analysis of the causes of success and failure in community development projects in certain countries could be found in such books as "Closed Ranks" by Cummings, "Blossoms in the Dust" by Kusum Nair, and "Values and Action: An Analysis of a Social Welfare Programme in India" edited by Rowe (University of California, Berkeley).

(f) special assignments to selected workers in the field to develop teaching material;

(g) the development of a basic bibliography of teaching material in community development;

(h) setting up of a basic library of community development teaching material.

It was considered necessary for the universities, colleges and schools of social work to take the initiative in the development of national teaching material for community development, which they could do, _inter alia_, by:

(a) working out a comprehensive plan for development of national teaching material for community development, which should include documentary and field research, and should make full use of the graduation papers and field-work reports of students;

(b) requesting agencies for specific teaching material which they are in a position to develop;

(c) assisting such agencies in selecting, editing and developing case material;

(d) exploring and evaluating research material available in the various social science departments relevant to community development;

(e) teaching students good reporting and recording;

(f) encouraging the production of students' publications and professional journals in community development;

(g) encouraging the compilation of a basic social science reader for community development;

(h) organizing seminars and workshops on methods and techniques of developing national teaching material;

(i) seeking financial resources for research and survey projects for teaching material in community development.

In carring out the above, the universities and colleges including schools of social work would need the full co-operation of the operating agencies, which are the primary sources for development of teaching material.

It was also recommended that countries set up national and/or regional committees, institutions or other appropriate bodies for the development

/of national

of national teaching material which could be a part of existing councils, committees, etc., depending on the need of the country.

Concerning internal resources to assist in the development of national teaching material, the Sub-Regional Workshop suggested the following:

(a) that more funds should be made available to universities, colleges and schools of social work for the development of national teaching material in community development, and for hiring qualified and full-time staff;

(b) that the possibilities should be explored of getting the support of companies, firms, and charitable organizations and trusts, in developing national teaching material by sponsoring the production of films and other audio-visual aids, etc.

Concerning external resources, it was felt that the development of national teaching material for community development could benefit tremendously from international assistance by agencies such as the United Nations, its specialized agencies, US AID, foundations, etc. In this connexion, ECAFE was requested (i) to initiate special pilot projects for the development of national teaching material in community development; (ii) to expand its clearing house activities in training for community development, especially in teaching material, and (iii) to strengthen its present advisory services to the various countries for the development of teaching material in community development.

Teaching Methods

It appeared from the reports of National Workshops that various teaching methods were already being utilized successfully in the countries concerned, such as lectures, group discussions, seminars, workshops, use of audio-visual aids, etc. One report suggested the use of discussion, demonstration, field observation and practical work in selected project areas as very important methods of teaching in pre-service and in-service training of community development workers. Japan reported the use of the "buzz-group" method, lecture-forum, film-forum and workshop. Thailand reported the usefulness of field activities, the establishment of audio-visual centres, questions and answers sessions, term paper assignments, outside readings and individual consultations.

/All reports

All reports pointed to the need for improving teaching methods in community development education and training, through (a) holding seminars where teachers teaching similar subjects could come together, (b) establishing a council of social work education which would include this task as one of its terms of reference, or (c) appointing a group of specialists consisting of community development educators, administrators and practitioners.

The Sub-Regional Workshop had a general discussion on effective methods used in teaching community development. Lectures to be effective should be followed up by discussions with the students regarding their own reactions and experiences concerning the subject matter. Role-playing was considered a very useful teaching method, but it should be used carefully and after the students had become fully acquainted with one another. Tape-recordings were helpful but there seemed to be some problems about getting enough of such tape-recordings and ethical questions about confidentiality. Some general teaching methods used very effectively in various countries of the sub-region, which could probably be used for most of the basic community development courses were described as follows:

(a) The teacher ought to present to the students and discuss with them the outline of the course and its focus at the beginning of the course. A bibliography for the course ought also to be given.

(b) Each student should be asked to choose a particular topic for individual study for which reference material ought to be given by the teacher.

(c) At an agreed time, the students should individually report their findings to the teacher and the class.

(d) Students should then form small groups for further study and discussions on other topics related to the course and finally bring in their group reports to class.

(e) A term report should be prepared.

The use of the above methods had proved very helpful in establishing closer teacher-student relationships and in detecting the behavioural and study problems of the students.

Like teaching material, teaching methods are also closely related to the objectives and content of each course. Therefore the following specific methods were suggested as effective in teaching basic courses in community development, in addition to the general methods previously outlined.

/For illustration,

For illustration, detailed discussion took place on Community
Development I and II and the following methods were suggested.

Community Development I

(a) Observation tours, also visits to various kinds of meetings,
followed by group discussions on what was seen and observed. Field
exposure could take place even before the community development
introductory course starts.

(b) Films, especially those showing the functions of community
development workers. Before showing the film, students could be
instructed by the teachers about what they ought to observe.
These films could be shown several times, with focus on one
particular aspect each time, followed by discussions. Films
showing the role of a community development worker are also very
helpful in helping the student to acquire an emotional identification
with the profession.

(c) Case records for the identification of process and methods and for
learning skills and attitudes.

(d) Visits by experienced workers to the class-room for talks on their
work.

(e) Reading assignments as a supplement to class-room instruction.

(f) Lectures by personnel from technical departments, as well as from
universities and visiting experts, on national social and economic
problems, plans and policies.

Community Development II

It was stressed that this course should be taught concurrently with
field work. The teaching of any method has to be supported by case records
that show the process of working with individuals, groups, communities and
institutions. Sociograms were mentioned as especially effective in teaching
group process and socio-drama in teaching specific social problems.

Other Courses

The Sub-Regional Workshop agreed that it was not necessary to further
specify the methods to be used for the other community development basic
courses. All methods could be used, including demonstration and role-play,
workshops, seminars, conferences, etc. In dealing with and using these methods
and material, the teacher should be aware of the fact that the student is

/expected

expected to develop not only the knowledge and the skills of the profession but also the appropriate attitude and values so important to a good community development worker. The Sub-Regional Workshop also agreed that teachers must have a certain amount of freedom in using these teaching methods and material, keeping in mind that there may be limitations on the use of different methods related to the teachers' personality.

It was pointed out that the information course should be planned in close co-operation with the academic disciplines and technical departments. In the case of the latter, the personnel who give the lectures should preferably be principal officers or section chiefs who know the policies and who are in close contact with problems and the implementation of plans. They should be recognized as part-time lecturers as is done in some countries of the sub-region. It was urged that the outline and the focus of the course be discussed thoroughly with the part-time lecturers.

/CHAPTER VII

CHAPTER VII

ADMINISTRATIVE PROBLEMS AND REQUIREMENTS
FOR PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

The study of the administrative problems and requirements for professional education in community development revealed that the basic problem was the lack of recognition of the importance of professionally trained personnel in community development. In spite of its rapid expansion and increasing roles in overall and special development plans and programmes, community development was still administered and operated primarily by personnel trained on an ad hoc basis. The Sub-Regional Workshop was neither surprised nor disappointed at this situation. Every field and discipline, at its pioneering stage, has gone through a similar phase. Community development could not be an exception.

A number of administrative problems of professional education in community development could be attributed primarily to this very basic problem. This lack of recognition limited the demand for professionally trained community development personnel, and reduced the attraction to promising students to choose community development as a career. It also made academic institutions hesitant to expand or to initiate professional education in community development.

The Sub-Regional Workshop, therefore, believed that convincing policy makers, national leaders and high officials, including those in charge of finance and planning, of the importance of professionally trained community development personnel was one of the principal means of overcoming the administrative problems of professional education in community development.

To convince these important persons and to win their support, the following measures were suggested:

(a) conducting, from time to time, orientation seminars and conference with the active participation or the honorary sponsorship of the policy makers, national leaders and high officials;

(b) arranging visits to community development projects by these important persons to observe actual situations and successful results;

/(c)

(c) holding personal consultations, informal meetings, orientation
seminars and arranging field visits for the heads and important
staff of governmental departments and voluntary agencies including
the YWCA, YMCA, church groups, Rotary and Lions Clubs, Junior
Chambers of Commerce, etc.;

(d) adoption of an effective communication and public relations system
to generate, inter alia, the interest and support of the general
public to community development.

The Sub-Regional Workshop felt that the status, salaries, promotion
etc., of community development workers were matters of great importance to
community development as well as to professional education in community
development. It was found that, in countries of the sub-region, the status,
prestige, salaries, etc., of the community development personnel were, in
general, low. They lived and worked under hard conditions and yet their
treatment compared unfavourably with that given to those in other fields
with similar responsibilities. This problem must be solved quickly and
satisfactorily; otherwise community development and its education would be
adversely affected.

In the opinion of the Sub-Regional Workshop, qualified teaching staff
with adequate academic backgrounds and sufficient practical experience in
community development was vital to the success of professional education in
community development. The shortage of such teachers was a common phenomenon
in countries of the sub-region. Many of the community development instructors
in the universities and schools of social work appeared to lack the necessary
practical experience. Their teaching was based on text-book knowledge with
limited application to actual situations. Community development instructors
ought therefore to be selected on the basis of academic knowledge, suitable
personality and practical experience. In assessing the knowledge and experience
of the instructors, emphasis should be given to the situations in their own
country. The personality of community development instructors was especially
important. Besides providing the students with professional knowledge and
skill, the instructor must be able to inspire his students and to develop in
them a spirit of dedication, a sense of responsibility and the right attitude
towards people and work.

/For the

For the selection and development of teaching staff, the Sub-Regional Workshop offered the following suggestions:

(a) That in the selection of new instructors, emphasis should be given to their personality, maturity, and practical experience besides academic training;

(b) That experienced and successful community development workers with knowledge of the needs and conditions of the people and communities should be selected as trainers;

(c) That all efforts should be made to develop the existing teaching staff including:

(i) Provision of opportunities to gain field experience in community development operation, research, evaluation, etc., which should be a regular part of their teaching duties and undertaken with adequate assistance in the form of personnel, funds, equipment and supplies. The development of existing projects or the creation, as necessary, of new pilot projects for the instructors and students to learn and work together should prove to be very useful.

(ii) Creation of assistantships to promising graduates for advanced study as a means to build up the teaching staff.

(iii) Organization of national and regional seminars and workshops as well as field visits and study tours inside and outside the country to increase knowledge and experience in community development. The regional seminars and study tours should preferably be arranged on an exchange basis.

(iv) Invitations to outstanding foreign community development educators on a temporary basis to help in the development of national teaching staff. Those experts should be carefully selected to ensure flexibility of attitude and sympathetic understanding of the needs and situations of the country.

(v) Development of suitable national, sub-regional or regional training programmes for high-level community development personnel. As appropriate, the possibilities of establishing a regional institute for higher education in community development either independently or jointly with a suitable national or regional institute should also be explored.

(vi) Educational leave and fellowships for advanced study inside and outside the country. In the case of advanced study abroad, the candidates should be carefully selected so as to ensure that they will benefit from the study and make suitable contribution to education in community development.

/To solve

To solve the problem of selection and retention of capable students for the study of community development, the following suggestions were made:

(a) In the selection of students, emphasis should be given to (i) personality, sense of dedication, sympathetic understanding of and right attitude towards people, (ii) strong belief in community development, as a national cause and an effective instrument of economic and social development, (iii) emotional maturity, intellectual potentiality and social acceptibility as judged by their extra-curricula activities inside and outside the school, (iv) family background and experience of life, and (v) education (i.e. high school graduates).

(b) The interests, aptitudes and attitudes of the candidates could be tested, as appropriate, by exposing them to actual conditions of the people and communities and arranging for them to (i) participate in work camps and social and community centres as done in Hong Kong and (ii) serve as volunteers in community development and related projects as experimented in Thailand and other countries.

(c) Additional incentives likely to attract and retain students of high calibre should be provided in the form of national scholarships, part-time work, etc.

Since community development is a comparatively new field, its objectives, concepts, principles, functions and methodology need to be systematically studied and developed. This will involve a great deal of work, which should be done jointly not only by all the academic institutions concerned but also in co-operation with the community development administrative and operating agencies.

The Sub-Regional Workshop strongly recommended that a feasible scheme of division of labour and co-operation be formulated and implemented by all parties concerned. The scheme might profitably include (a) the assignment of the teaching, especially of the Community Development Elective Courses, according to the qualification of instructional staff and the availability of training facilities, (b) the exchange of instructors and, as feasible, the selection by students of certain courses offered in neighbourhood academic institutions, (c) the holding of regular meetings for the heads of departments offering community development courses and their instructors to exchange knowledge and experience; and (d) the undertaking, in co-operation with community development

/administrative

administrative and operating agencies, of joint pilot projects which would constitute social laboratories for research, experimentation, training and service purposes.

Regarding co-operation between academic institutions and administrative and operational agencies in strengthening and expanding professional education in community development, the Sub-Regional Workshop felt that great importance should be attached to it in order to make teaching realistic and operation scientific. The following suggestions were offered to illustrate how the co-operation between these institutions and agencies could be improved:

(a) Provision, by the administrative and operational agencies, of information on (i) the problems and needs of the people and communities, (ii) the plans and programmes to cope with these problems and needs, and (iii) the type of workers required to carry them out.

(b) Participation, by the representatives of administrative and operational agencies, in the planning and implementation of the curriculum including the giving of lectures and conducting of discussions by qualified and experienced administrators and operators.

(c) Employment, by the administrative and operational agencies, of community development graduates.

(d) Advice and assistance by the academic institutions to the administrative and operational agencies in (i) planning and conducting community development seminars and workshops as well as of pre-service and in-service training courses, (ii) planning and implementing programmes and projects, and (iii) conducting research, studies and evaluation of programmes.

(e) Joint development pilot projects as social laboratories for research, experimentation, training and service purposes.

With regard to financial and other assistance to strengthen and expand professional education in community development, the Sub-Regional Workshop considered that, in addition to governmental and other national resources, international and regional support including that from the foundations and bilateral agencies was urgently needed especially at the initial stage of professional education in community development. The Sub-Regional Workshop

/urged that

urged that the technical assistance agencies, including the United Nations
Special Fund and the Colombo Plan, give the most sympathetic consideration
and generous support thereto. The following indicates some of the ways to
make the effective use of such support: development of selected national
instructors through the provision of fellowships for (a) advanced study in
countries with conditions similar to those of their own, and (b) for study
tours, workshops and short-term training institutes; provision of the
services of outstanding community development educators to help, inter alia,
in the development of national instructors; development of pilot projects as
social laboratories for research, experimentation, demonstration and training
purposes; supply of teaching literature and equipment; development of
national teaching material; and translation of important foreign literature
into the national languages.

As to regional co-operation in promoting professional education in
community development, the Sub-Regional Workshop made the following
recommendations:

(a) Promotion, by ECAFE, of the exchange of information, literature
and other training material within the region.

(b) Provision, by ECAFE, of experts services and fellowships for
the strengthening, expansion and, as appropriate, evaluation of
professional education in community development in the region.

(c) Holding, by ECAFE, of sub-regional rather than regional conferences
and seminars for training and education in community development.
These conferences and seminars should be held, from time to time,
in countries where community development education and operation
are advanced so as to enable the participants to observe,
first-hand, problems, conditions and achievements.

(d) Establishment, with the combined efforts of countries in the region,
of a regional centre for training and research in community
development to give an opportunity to the community development
instructors and those responsible for the planning and administration
of community development training programmes, to widen their
outlook, to increase their knowledge and to acquaint themselves
with the new trends of community development. Some of the academic
institutions in countries of the region might be prevailed upon

/without

without great difficulty to release individual faculty members
for a short period of say three months to contribute to such
training. The centre should also undertake research programmes
for both the educational and operational aspects of community
development as these are badly needed in countries of the region.

The Sub-Regional Workshop suggested that national associations of
community development be established. Their functions should include (a)
collecting and disseminating information on community development and related
programmes and projects in the country, (b) providing a forum for discussion
of problems of common interest and of vital importance to the community, and
(c) liaison with national, regional and international agencies including
ECAFE in the exchange of information, experience, publications and other
similar matters in community development.

/CHAPTER VIII

CHAPTER VIII

REGIONAL AND INTERNATIONAL CO-OPERATION FOR PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

Following upon the statement presented by the ECAFE secretariat, participating countries made the following suggestions with regard to national and regional projects for which they would like ECAFE render technical assistance with the participation, wherever possible, of the United Nations Children's Fund, the United Nations Special Fund, the World Food Programme, the specialized agencies and other suitable organizations.

(a) Establishing a regional training center to prepare qualified instructors in community development. A course in the center should preferably last more than nine months (one academic year).

(b) Provision of fellowships to assist participating countries to send teachers to the center (or elsewhere) for study or observation.

(c) Assistance, at national levels, in obtaining and/or developing teaching material, in translating standard English literature into the national language and in providing expert advice for, inter alia, training of instructors.

(d) Assistance, at the regional level, by making available (i) materials and information on teaching in community development, preferably by establishing a central library and clearing house, and (ii) funds to translate local teaching materials into English for use in other countries and to produce periodically a detailed bibliography on available community development literature including reports and studies. Similar help is also needed in the area of teaching methods, which could be developed through the holding of workshops, seminars and study groups.

(e) Establishing and developing pilot projects in community development and in fields closely related to community development, such as urban community development, land reform and settlement, local self government and river basin development so as to serve as centers for research, experimentation and student and teacher training.

/(f)

- 63 -

(f) Assistance in strengthening national training centers and academic institutions for the short-term training and professional education in community development. In some cases short-term training could last over a one-year period. This could be done by assisting in the co-ordination of existing local resources including voluntary organizations and by obtaining additional assistance from United Nations sources.

(g) Provision of continuing assistance through United Nations Development Programme experts in community development in addition to regional advisory services.

In order to simplify the process of requesting technical assistance from the United Nations and specialized agencies it was proposed that, in future:

(a) The country seeking such assistance should hold informal initial consultations with the appropriate United Nations body at the regional level, stating in general terms its problems and requirements.

(b) An officer or expert from the regional commission would then visit the requesting country for a period of one to two weeks, so as to assess the local situation, determine the needs and help make a detailed request.

(c) The requesting country would then work out a formal proposal or request, process it through the appropriate governmental channels and submit it to the United Nations Resident Representative with a copy to the regional commission.

If this procedure could be recognized even informally, it would assist countries needing help to make use of available resources at the regional level in the most effective manner.

The Sub-Regional Workshop was of the opinion that the three-tier training programme in the field of community development undertaken by ECAFE had proved very useful. In taking note of the regional institute for training community development instructors, which was the ECAFE project for 1966, it was recommended that such training institutes be held by ECAFE for high-level community development personnel on a regular and continuing basis.

/PART TWO

PART TWO

GROUPING AND DESCRIPTION OF COURSES

DESCRIPTION OF COURSES

PROPOSED CURRICULUM

PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT

BASIC SOCIAL SCIENCE COURSES

Man and Society (Sociology and Social Anthropology)

Objectives:

To provide an integrated introduction to the concepts, theories, and methods of sociology and social anthropology; to introduce the student to the way these disciplines look at and understand society, with particular emphasis on the concepts of structure and function, and the holistic approach to the study of man as a person and of society as an integrated relationship of parts; and to train the student to conceptualize and organize social facts and processes meaningfully, and relate them to the problems, tasks, and objectives of community development.

Content:

Sociology and social anthropology as sciences: Methodology; relationship to one another and to the other social sciences.

Culture as a specifically human characteristic: Definitions; properties; functions; psycho-somatic and socio-historical background; dimensions in time and space: culture and cultures; relativism of culture; enculturation and acculturation; culture, society, and the individual.

Society: The concepts of social structure, function, and organization; human needs and social institutions; principles of analysis of institutions: charter, norm, personnel, activities, material apparatus, function; the interrelationship of parts to one another and to the whole society.

/Social control:

Social control: The value system; social norms, folkways, mores, customary and enacted law, custom, morality, religion, convention, etiquette, fashion and fad; social sanctions.

Social interaction: Primary and secondary relationships; social contact and social distance: isolation, conflict, competition and co-operation; social integration.

Social grouping: Formal and informal association; status and role: ascribed and achieved; bases of association: kinship, common residence, sex, age, occupation, rank, interest, etc.

Kinship, marriage and family: The life cycle; the role of the kinship system in ordering social relations; elementary family and extended kin groupings; descent, succession, inheritance, marital residence.

The social relations of production, consumption, and distribution.

The social relations of political control.

Religious institutions and beliefs: The nature and social function of religious beliefs and practices.

The local group: Neighbourhood, community, nation; rural and urban differences.

Social differentiation and stratification: Basis of social ranking; social mobility; ethnic or religious minority groups.

Socio-cultural change: Theories of social change; factors and processes involved; obstacles to change: economic, cultural, social, and psychological; conditions under which change occurs.

Human ecology: The interrelationship between natural environments considered as active, integrated parts of human cultural systems and human populations.

Psychology (General Psychology and Social Psychology)

Objectives:

To give the students knowledge of the science of psychology which will enable them to understand and see how the human individual

/grows,

grows, learns and functions in the human society, with special
emphasis on social behaviour, in order to help them to relate to
and organize people more effectively for community development.

Content:

Foundations of psychology: Psychology as a science and its relations
to the physical, biological and behavioural sciences; the application
of scientific methods to psychology; physiological basis of human
behaviour; basic psychological concepts -- stimulus - response
relations; social and cultural context of the human situation.

Learning and motivation: Theories of learning; habit formation and
acquisition of skills; the role of language in human learning --
thinking and problem solving; the meaning of motivation; physiological
drives; social motives; the physiology of emotion and the function
of emotion in learning; reward and punishment and control of
behaviour; socialization of emotions; dynamics of behaviour -- psycho-
analytic concepts.

Socialization: The infant and the child in the family; the informal
small group situation; influences of the community; social institu-
tions; formation of personality in the individual.

Social perception: Attention and the principle of selectivity of
behaviour; determinants of attention; nature of perception; social
perception; judging social situations and personalities; the role of
past experience in perception -- meaning.

Social interaction: The significance of roles in social interaction;
the acquisition of social status in relation to social classes, and
social stratification; social norms -- needs and values; frustration
and conflict; formation of attitude; attitude scales and measurements;
prejudices; social distance.

Group behaviour: The informal group situation; the formal group
situation; group dynamics; leadership; public opinion; mass
communication media; crowd behaviour.

/Psychology and

Psychology and contemporary life.

Government and Politics

Objectives:

To provide the student with a basic understanding of the political and administrative processes of his own country, especially at the local level so that he will be equipped to advise and guide the people in matters of civic interest.

Content:

Theories and concepts of government; origin, nature and functions; forms of government.

Structure and system of the government (of the country).

The central government: Government agencies; technical departments and voluntary organizations.

The local government and administration: Patterns of decentralization and deconcentration; local administration and provincial administration; local self government; relations of central - local governments.

Politics: National politics; local politics; popular participation in political processes.

Civic groups and organizations especially in communities: Formal and informal groups; mechanics of group functioning.

Law

Objectives:

To provide students with an elementary knowledge of the general principles of law and legal system of their country, in order to enable them to understand the overall functioning of the legal system and to get in touch with proper authorities in compliance with national and local legal requirements.

They will be oriented especially towards law and custom relating to community development, with special emphasis on application in the community setting.

/Content:

Trends in industrial production -- its importance in total
production, possibilities of future expansion; obstacles in
increasing industrial production.

Economic development and planning:

Major factors affecting economic development such as population,
capital, enterprise, human attitudes and social institutions;
importance of the human factor in economic development; investment
in human resources -- improvement in the qualities of man both as
a producer and consumer, education and training, improvement in
health; mobilization of human resources.

Principles and forms of co-operatives, importance of voluntary
efforts, choice between increased production and consumption,
social implications of economic development, role of community
development in economic development.

Policies for economic development: Existing distribution of
income, and redistribution of income as a means of economic and
social development; attitudes and policies for changing consumption
patterns; price policies and policies for stepping up savings
and investment.

Methodology of Social Research

Objectives:

To equip the student with skills to plan and carry out social
research effectively, and to enable him to acquire a more systematic
knowledge of the community in relation to local development planning.

Content:

Significance of social research: Definition and scope; scientific
vs. non-scientific observation; respect for factual data and
analysis.

Types of research: Pure and applied research (action research);
descriptive; historical; experimental; survey; ex post facto;
documentary; projective; case studies.

/Methods

Methods of research: Library; field-observation; participant-
observation; interviews and questionnaires.

Research design: Reference tools - readings, selection and
evaluation of documentary data; problem identification and
formulation; hypotheses and assumptions; operational
definitions; population (universe) and units of analysis.

Survey techniques: Sampling probability and non-probability;
mapping.

Statistical techniques: Use and misuse of statistics; measurement
of statistical data; interpretation of results; prediction;
organization and presentation - graphs, tables charts, categorizing,
coding, tabulating.

Data processing: Organization; analysis and interpretation of data;
devices (manual and machine).

Reporting.

Community Area Study

Objectives:

To supply the prospective worker with essential background
information to understand the values, way of life, and problems
of the people he will be dealing with.

Content:

This course is a systematic presentation of the results of basic
social science research, and of other sources of information
(worker's in the field, etc.) on the communities covered by the
community development programmes of the country.

The presentation is specific and descriptive of all aspects of the
social organization of the community, but it also provides casual
interpretation of social facts whenever possible and available.

It follows all categories listed in the course "Man and Society"
which are relevant to the community under consideration. It is
the factual counterpart of the more theoretical and less specific
presentation given in that course, and logically presupposes it.

/COMMUNITY

COMMUNITY DEVELOPMENT BASIC COURSES

COMMUNITY DEVELOPMENT I -- Introduction to Community Development

Objectives:

To understand (a) the nature, structure, characteristics, etc., of the community, (b) the similarities of and differences between rural and urban communities, (c) the problems and needs of rural and urban communities, (d) government resources and programmes to meet these needs, (e) the importance of the human factor, people's participation and community action in balanced economic and social development.

To introduce the history and philosophy, principles and concepts, processes and methodology of community development.

To study the functions of community development workers and the methods to perform these functions.

Content:

Understanding of the nature, structure, characteristics, etc., of the community including those of local government and administration and the similarities and differences between rural and urban communities therein.

Familiarization with (a) the life, problems and needs of rural and urban communities, (b) the traditional and new practices and institutions of the people as well as the past and present grogrammes and efforts of the government at various levels to cope with these problems and needs, (c) the gap between actual needs and available services in rural and urban communities, (d) the obstacles encountered in improving rural and urban living conditions, and (e) the present and potential resources of the government and those of the people in this endeavour.

Awareness of the relationships between (a) human development and material development, (b) social development and economic development,

/(c)

(c) administrative development and technical development, (d) local development, regional development and national development, (e) rural development and urban development etc.

Comprehension of (a) the importance and role of the human factor, technology and skill, human and community resources, self-help and co-operative efforts, popular participation and community action in development and (b) the need for the development and mobilization of these resources and efforts to supplement those of the government for local and national development.

Study of (a) the history, philosophy, scope, definitions, etc., of community development, (b) principles and concepts of community development including planning and administration, team work and concerted action, (c) the processes and methods of community development, and (d) the functions, organization, programmes, etc., of the agency in charge of community development at different levels.

Identification of (a) the similarities and differences between community development and community organization in principles and concepts, scopes and settings, points of emphasis, and (b) their mutual relationships and contributions.

Knowledge of the general and specific functions of community development workers:

General functions:

To clarify the concepts of social engineer, development agent, programme planner, multipurpose worker, institution builder, resource person, catalyst, organizer, educator, adviser, enabler, stimulator, facilitator, expediter, co-ordinator, liaison, including those dealing with communications and public relations etc.

Specific functions:

To know the people and local communities and to win their respect and confidence through working with them.

/To develop

To develop and revitalize, when necessary, the confidence, self-help, mutual help, neighbourhood feelings, community spirit and sense of civic responsibilities of the people, thus leading to social integration.

To stimulate and mobilize the people and local communities in the improvement of living conditions.

To identify and develop present and potential local leadership.

To recruit and train voluntary workers including on-the-job training.

To advise and assist the people and local communities in:

(a) identifying individual, group and community needs and problems;

(b) formulating plans including priorities, schedules, requirements, etc.;

(c) assessing requirements and resources including costing;

(d) mobilizing the resources of the community;

(e) obtaining technical and other assistance from governmental and voluntary agencies;

(f) strengthening and supporting existing organizations and institutions and, if necessary, creating new ones including clubs, groups and village and neighbourhood councils;

(g) implementing plans, sustaining interest, evaluating progress, etc.;

(h) management, including recording, reporting, care and use of equipment and supplies.

To serve as the liaison between the people and local communities and the governmental and voluntary agencies: presenting and interpreting the needs of the former to the latter and explaining the policies and programmes of the latter to the former.

To explain and accelerate the programmes and activities of governmental and voluntary agencies.

/To promote

- 74 -

To promote team work and concerted action of the people,
local communities, governmental departments (administrative
and technical) and voluntary agencies.

To explain the principles and concepts of community development
to the administrative and technical personnel of governmental
and voluntary agencies.

To perform duties of a technical nature or undertake specific
programmes in which the worker has been specially trained.

To assume, as appropriate, such administrative duties as
programming, direction, supervision, training, research
and evaluation.

Familiarization with the trends of community development including
(a) the increasing use of community development as an approach;
(b) the emerging changes of community development concepts such
as felt need, multi-purpose worker; geographical area of work and
contribution to economic development; (c) the gradual recognition
of the role of community development in land reform, settlement
and resettlement, river basin development, etc.; (d) the adoption
of community development by industrially developed countries in
urban and rural development and war on poverty, hunger,
disease, etc.; (e) the identification of the relationship between
community development and local government and administration, etc.

Comprehension of the ethics and attitudes of community development
personnel.

/COMMUNITY

COMMUNITY DEVELOPMENT II -- Methodology of Community Development

Objectives:

To study (a) the usefulness of traditional teachings and practices in community development, (b) the contribution of methodologies of social work, agricultural extension, home demonstration, adult education and public administration to community development methodology, (c) the approaches and processes of community development, and (d) principles and methods of understanding of and working with individuals, groups, communities, institutions and agencies.

Content:

Understanding of (a) the usefulness of traditional teaching and social practices to community development and (b) the contribution of the methodologies of agricultural extension, home demonstration, social and adult education, social work, public administration, public health education, etc., to community development methodology.

Study, in depth, of:

the objects and approaches of community development -- individuals, groups (including families), communities, institutions and agencies;

the processes of community development -- investigation, organization, education, planning, implementation, evaluation, follow-up, etc.;

The principles and methods of understanding of and working with:

Individuals - Establishing rapport; holding interviews; understanding and discussing inter alia their needs, attitudes, aspirations, etc.; stimulation of and advice to the individual for improvement; explaining to the individual his duties and rights as a member of the family, group, community and country and emphasizing his contribution thereto; selection of and support to individuals as models and leaders in self-help projects, etc.;

/Groups

Groups - Familiarization with the types, structure, functions, activities, etc., of traditional and new groups; strengthening and redirection of traditional groups; creation, as necessary, of new groups including women and youth; harmonization of traditional and new groups; group dynamics and role play; preparation and conducting of group discussions; selection, planning and implementation of activities of special interest; use of groups as channels to identify and develop local leadership and to communicate ideas and practices and community.

Communities - Understanding of the structure and situation, etc., of the communities; becoming familiar with the factions in the communities; easing tensions between these factors; revitalization of community spirit, team work and community action; identification of felt needs; planning and conducting meetings; selection and planning community projects; involvement and support of individuals and groups in community action; seeking for guidance and support (technical and administrative); promotion of inter-community action and co-operation etc.

Institutions - Understanding of the importance of institution building in community development; identification, strengthening and harmonization of (a) traditional institutions and statutory organizations and (b) old and new leadership; creation, as necessary, of neighbourhood units and associations and promotion of their team work; involvement and support of leaders, institutions, organizations including schools, etc., to participate in and contribute to planning and implementation of community projects and activities. as well as in laying the foundation for and furthering the effective functioning of local government and administration, etc.

Agencies - Familiarization with the field projects and activities of technical departments and voluntary agencies in the work area; presenting the needs and aspirations of the people to these departments and agencies; explaining the projects and activities of these departments and agencies to the people; harmonization of the latter with the former; promotion of mutual understanding and team-work for the common objectives; facilitating, in every possible way, the technical and administrative services, etc.

/Study of

Study of the principles and methods of:

<u>Identification and development of local leadership</u> --
Comprehension of the importance of local leadership
and its types, structure, qualifications, powers,
functions, activities, etc.; identification of
existing and potential, traditional and new, informal
and formal leaders through participation, observation,
interviews, surveys, etc.; determination of standards
of local leadership including personality, background,
attitudes, abilities, skills, etc., in the light of the
nature, setting, etc., of projects to be undertaken;
selection and training of local leadership through
democratic participation and with emphasis on civics
and functions and skills to perform these functions;
utilization, support, guidance and encouragement of
local leadership; harmonization of old and new
leadership, etc.

<u>Selection and training of volunteers</u> -- Understanding of
the special importance of the role of volunteers
in community development; determination of the needs
for volunteer services and the types of volunteers
required; identification, through observation and
studies, of individuals possessing the personality,
interest, abilities, skills,etc. useful to community
activities; selection and motivation of these indivi-
duals to serve as volunteers; orientation of volunteers
in principles, concepts and methods of community
development; refreshing or training, in co-operation
with the field staff of technical services concerned,
of the volunteers in the knowledge and skills of
their fields of activities; utilization, guidance,
support and encouragement of volunteers, etc.

<u>Planning and management of local projects</u> -- Planning
from below on the basis of the results of survey,
felt needs of the people, resources of the community,
etc., and in the light of national policies and plans,
programmes and activities of technical departments
and voluntary agencies and assistance from the outside;
determination of priorities, targets, schedules, etc.;
assessments of requirements and resources; assignment
of duties and responsibilities; evaluation of achieve-
ments and modifications of plans, etc.

<u>/General</u>

<u>General knowledge of managerial methods</u> -- covering
filing, recording, reporting, budgeting, accounting,
etc. as well as calculating, requesting, receiving,
storing, distributing, care and use of supplies and
equipments; understanding of the importance of the
time element in procuring and distributing supplies
and equipment and keeping of promises to the people;
arranging the teaching of the office bearers of
groups and organizations concerned in the skills
of doing the above themselves, etc.

<u>Communication at local level</u> -- Understanding of
importance of the various methods of communication
in community development; knowledge of the types,
content, channels, tools, principles and methods
of communication; analysis of the effectiveness
of exhibits, films, radio, television, literature
and other audio-visual media as well as of
observations, demonstrations, participation,
individual discussions and group and community
meetings in communication with the people;
familiarization with the structure, means, rules,
procedures and methods of communication with the
agency in charge of community development and other
agencies closely related to community development, etc.

<u>Team work at the local level</u> -- Recognition of the
respective roles and responsibilities of the people,
technical departments, local government and voluntary
organizations in community development; understanding
of the importance of team work and concerted action
in community development and of mutual respect and
mutual contribution in team work and concerted action;
knowledge of principles and methods of promoting
team work and concerted action among all parties
themselves and with each other in planning and
implementing local projects, etc.

<u>Sustaining and strengthening of interest</u> -- Understanding
of concentration and sustaining of the interest of the
individuals, groups, communities, institutions and
agencies in maintaining and expanding existing
activities; study of the essential elements and
methods and skills of sustaining and strengthening
interests by the use of competitions, awards, visits,
grants, subsidies, etc.

<u>/COMMUNITY</u>

COMMUNITY DEVELOPMENT III - Community Development Administration and Planning

Objectives:

To provide the student with a general knowledge of the principles, concepts and methods of community development administration and planning vis-a-vis those of public and social administration and planning and to acquaint him with the points of emphasis in the various aspects of community development administration and planning.

Content:

General knowledge of the principles and concepts of public and social administration and planning and their application to community development administration and planning.

Brief review of the general practices regarding the following aspects of community development:

Organizational structure:

The advantages and disadvantages of (a) creating independent governmental agencies and offices for community development and (b) attaching community development to (i) the offices of the chief executives, (ii) a technical department or bureau in charge of agriculture, education or social welfare, and (iii) the ministry of interior and local government.

Organizational structure for planning:

National, provincial, district and village councils or committees to co-ordinate the planning and implementation of community development programmes and projects.

The objectives, power, responsibilities, composition, structure and functioning of these councils and committees.

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* This description is long and detailed and should be greatly condensed for this course. With appropriate elaborations, the descriptions of some of the subjects may be adapted to the same subjects under Community Development Elective Courses Group B.

The effectiveness of these councils and committees and the problems and difficulties encountered by them, in achieving the objectives.

The roles of the chief executives and representatives of technical services in these councils and committees.

Organizational structure for execution:

National, provincial, district and projects agencies and/or offices to execute community development programmes and projects.

The departments, divisions or units of these agencies and/or offices and their responsibilities, staff patterns, etc.

Work Area:

Viability of a local community as a work area; the concepts of inter-community, "block", "area coverage", zone and region in community development; the co-termination of community development work areas with those of local government and administration, etc.

Administrative Practices:

Powers and responsibilities and their delegation to community development personnel and councils at lower levels.

Rules and procedures and their simplification to produce quick and satisfactory results.

Basic knowledge of the principles and methods of the following aspects of community development:

Planning and programming:

Principles and methodology of overall and sectoral planning and programming.

/Harmonizing the

Harmonizing the overall policies and plans of the government,
the programmes and activities of the technical departments
and other agencies concerned and the needs and aspirations,
plans and projects and activities of the people and communities.

Estimating the requirements and resources (human and material,
internal and external, overall and sectoral).

Determining the order of priorities and difference of emphasis
according to needs and settings, resources and abilities.

Setting up schematic plans including targets, schedules, etc.
for overall programme and special projects.

Developing channels and procedures of planning between higher
and lower levels.

Periodic reviews of progress and improvements of plans.

Personnel:

Establishing a general system of personnel development and
management.

Calculating community development manpower requirements
for overall programme and special projects.

Establishing staff patterns, post classifications and job
descriptions.

Setting up salary scales, allowances and other benefit and
welfare schemes.

Determining standards and methods of selection and recruitment
of staff.

Developing programmes for professional education and staff
development.

Co-operation with academic institutions in professional
education;

Training of trainers;

Pre-service training of new staff;

/In-service

In-service training of existing staff;

Educational leave for advanced study;

Meetings, conferences, study tours, etc.

Periodic review, promotion, transfer, etc.

Financing:

Community development financing, including pool of resources and the pros and cons for a community development agency to have its own budget for technical services.

Financial planning and budget formation for overall programme and special projects, including estimates of people contribution.

Winning support of legislative bodies, responsible agencies and the public through, as appropriate, social action and visits to successful projects.

Creating new resources such as special funds, drives, lotteries, surtax on sales of special goods.

Encouraging people's contribution in cash, kind and labour.

Utilizing the financial and technical resources of technical departments, voluntary agencies and interested foundations.

Financing of local projects through grants-in-aid, loans, apportioning local taxes, allowing levy collections, supporting community production enterprises, etc.

Subsidizing academic institutions and voluntary agencies in training, research, demonstration and evaluation.

Estimating and accounting, in particular, the contribution of the people and communities.

/Management:

Management:

Formulation, implementation and supervision of the systems (including rules and procedures) of:

Clerical, messenger, transportation and other services;

Documentation - receiving, registration, distribution, action, indexing, filing, etc.;

Reporting - forms, content, frequency, channels, presentation (statistical, descriptive, analytical), comments, action, follow-up, etc.;

Equipment and supplies, request, order or purchase, receiving, checking, recording, storage, distribution, use, care etc.;

Accounting and auditing - receiving, payments, book-keeping, auditing etc.

General study of the following aspects of community development:

Communication and Public Relations:

Understanding of the special importance of communication and public relations in community development, considering its comprehensive nature.

Knowledge of the principles and concepts, channels and instruments, methods and skills of communication and public relations in general and those related to community development in particular.

Knowledge and skills of orienting national leaders, governmental authorities, technical personnel, people and groups, etc., in the principles and concepts, contribution and achievements of community development through participation in planning, training and evaluation as well as through seminars, conferences and observation of community development in action.

Communications:

Study of the systems and methods of multi-way and multi-level communication:

/Vertical

Vertical   - From top to bottom and vice versa, from
              head office to the field and vice versa;

         - Their channels and functioning.

Horizontal - Inter-staff, inter-division, inter-agency
         and inter-disciplines;

         - Their channels and functioning.

Knowledge of the instruments and methods of communication,
their use and assessment of their effectiveness:

   Personal interviews and consultations;

   Group meetings and discussions;

   Field visits, demonstrations and other direct contacts;

   Mass media and audio-visual aids;

   Correspondence and written reports.

Public Relations:

Understanding of the basic concepts of public relations.

Study of the essentials of public relations, including the
formation and implementation of a public relations system
emphasizing, _inter alia_, the organization of a clearing house
to collect and disseminate information.

Comprehension of the importance of (a) the objectives of
public relations such as generating public interests and
understanding and winning co-operation and support and
(b) the targets of public relations such as the public,
legislators, planning, financing and administrative authorities,
technical departments and national and international voluntary
agencies and technical assistance agencies.

Knowledge of the principles and methods of (a) choice of
subjects, focus and content, (b) organization, presentation
and interpretation of materials, and (c) selection of
channels, taking into account the targets and settings.

Awareness of the effectiveness of (a) using case studies and
stories to illustrate the meaning and achievements of community
development with emphasis on human and community resources
development, people's contribution and community action in
local and national development; (b) mobilizing and utilizing
such existing resources and facilities as newspapers, journals,
radios, televisions as well as folk songs and plays, religious
and other festivals, market days and tea or coffee shops,
schools, community centres and other public places and
gatherings.

Assessment of the usefulness of the following methods of
public relations:

Orientation through conferences and seminars;

Visits to successful projects;

Holding of method and result demonstrations;

Participation in planning, training, evaluation, etc.;

Operation room audio-visual aid and picture pamphlets
and reports; and

Observation tours to nearby countries.

Comprehension of the effectiveness of the system and methods
of public relations and their evaluation.

Team-Work and Concerted Action:

Understanding of the concept of team-work and concerted
action and their special importance in community development.

Awareness of the distinctions between integration and
co-ordination and team-work and concerted action.

Comprehension of the importance of the following elements
in team-work and concerted action such as (a) respective
roles and responsibilities, equal partnership and willing
co-operation, mutual understanding and contribution, (b)
the leadership of chief executives at various levels and
(c) the "unknown hero".

/Analysis

Analysis of the problems and difficulties of team-work and
concerted action in community development and study of the
ways and means to solve them; identification of the role and
functions of community development in team-work and concerted
action and development of the principles and methods to perform
these functions including team work and concerted action
internally and externally, vertically and horizontally, from
top to bottom and vice versa, among people, inter-group,
inter-community, inter-agency, inter-discipline and among all
parties concerned.

Supervision:

Study of the meaning and objectives, principles and concepts,
methods and skills of supervision.

Familiarization with the experiences of such fields as
education, public administration and social work in supervision.

Knowledge of the essentials and methods of formulating and
implementing a community development supervisory system
covering objectives and responsibilities, organizational
structure, staff pattern, job analysis, tools and mechanics,
rules and procedures, etc.

Understanding of the importance of the personality, education
and experience of the supervisors as well as of the training
of the supervisors emphasizing both sensitivity and technology.

Study of (a) the functions of supervisors such as advice,
assistance, encouragement, stimulation and transmitting of
new methods and skills, (b) the methods to perform such
functions including individual visits and consultations,
group meetings and discussions, observation of the work of
successful supervisors, provision of reference material, etc.,
and (c) the tools of supervision such as work schedules and
records of workers and supervisors, reports audio-visual
aids, etc.

/Research:

Research:

Familiarization with the agencies and institutes engaged in
community development research and their plans, programmes
and subjects of study.

Comprehension of (a) the distinction between action research
and academic research and (b) the importance of action
research in community development planning, operation,
evaluation and teaching.

Identification of (a) the types of research of special
importance to community development and (b) the focus of
emphasis in research vis-a-vis the settings (rural and urban)
under which community development functions as well as the
programmes (land reform, settlement and resettlement, etc.)
in which community development plays a role.

Intensive study of the principles and concepts, processes and
methods of these special types of research including pre-project
survey, community self-survey, community action research and
community development case and documentary studies.

Knowledge of the importance of the roles of field study and
documentary research including traditional practices and
institutions, religious and other classical teachings in
developing principles and concepts, methods and skills,
planning and administration of community development.

Assessment of (a) the role and effectiveness of research in
community development, (b) the relationship between the
subjects of research and the needs of community development,
(c) the extent to which the results of research have been

/used

used especially in community development planning and
evaluation.

Review of the relative importance of extensive studies of
general subjects and intensive research of specific aspects,
in community development.

Understanding of the essentials of formulating and imple-
menting a comprehensive plan for research in community
development, emphasizing (a) practical needs and action,
(b) field as well as documentary studies, (c) co-operation
between operational and administrative agencies and
academic and research institutions, (d) utilization of
graduation papers and field-work reports of students and
(e) academic training and practical experience of research
personnel in both research and community development.

Evaluation:

Understanding of the meaning and objectives, principles
and concepts of evaluation.

Identification of the types of evaluation and review of
their relative effectiveness:

Participation evaluation (self-evaluation);

Observation evaluation (outsider evaluation);

Evaluation as an integral part of an operating agency
(integration of evaluation and operation);

Evaluation by another agency (part of high planning
and administrative bodies, co-operation with academic
and research institutions).

Knowledge of (a) the functions, organization, plans, programmes,
rules and procedures, etc., of the evaluation agency, (b) the

/pre-conditions

pre-conditions of evaluation including undertaking basic
surveys, establishing bench marks, familiarizing with the
plans and programmes of operating agency, etc., (c) the
timing of evaluation (continuing, periodical, etc.) and
(d) the major subjects to be covered in evaluation such
as the realities of plans, programmes and targets, the
adequacy of personnel, finance and supplies, the tangible
and intangible achievements and the problems and
difficulties.

Comprehension of the importance of the attitudes and
qualifications of evaluators and their selection and
training;

Identification of the functions of evaluators and study of
the methods to perform these functions, including (a)
evaluation through participation, observation, (b) spot-
check and sample and case study of projects, and (c)
discussions with the people and local leaders, community
development officers and workers, representatives and
workers of governmental department and voluntary agencies
concerned.

Review of criteria and skills for evaluating the intangible
achievement of community development.

Study of (a) the methods and skills of organization, analysis,
interpretation and presentation of the results of evaluation
and (b) utilization and follow-up of evaluation.

/COMMUNITY

COMMUNITY DEVELOPMENT IV A -- Important Subjects Related to Community Development

Objectives:

To provide the student with (a) a general knowledge of important
subjects related to community development, (b) an understanding of the
relative importance and respective roles of these subjects in rural
and urban community development (c) basic information on the organi-
zation and functioning of the governmental departments and voluntary
agencies interested in these subjects (d) the relationships between
community development and these subjects and the guiding principles
of team work and concerted action.

Content:

Study of the relative importance and respective roles of such subjects
as agriculture, education, health, nutrition, home economics, social
welfare, small industries, etc., in rural and urban community development.

General knowledge of the essential elements of and recent developments
in the above and/or other fields according to country needs and
facilities.

Analysis of the extent to which the results of the studies and extension
of these subjects have reached the people and communities as well as the
reasons for this.

Essential information on the organization, plans and programmes of
technical departments and voluntary agencies engaged in these services
as well as the rules and procedures to be followed by the people and
communities interested in obtaining their assistance and services.

Identification of the respective responsibilities and mutual contribution
between community development and these services;

/Study of

Study of (a) the role and functions of community development in (i) removing social obstacles to these services, (ii) promoting team work among all parties concerned to achieve common objectives and (b) the performance of these functions using the basic knowledge and technology of community development.

COMMUNITY DEVELOPMENT IV B. -- Role and Functions of Community Development in Overall and Special Development Plans and Programmes

Objectives:

To study (a) the essential elements of overall and special development plans and programmes of special interest to community development, (b) the objectives, organization and functioning of the agencies in charge of these plans and programmes, (c) the role and functions of community development in increasing the impact of these plans and programmes and (d) the performance of these functions using the basic knowledge and methodology of community development.

Content:

Awareness of (a) overall plans and programmes for national economic and social development including priorities, targets, etc., (b) special plans and programmes for economic development, land reform, regional development, river basin development, hill tribes and minority groups development, city planning, housing and industrial estates, settlement and resettlement, public works, co-operative societies, local government and local administration; and (c) other plans and programmes of special significance such as war on poverty, hunger, illiteracy and disease.

Understanding of the importance of the role of special groups and institutions such as women and youth, co-operative societies, voluntary agencies and local government and local administration in community development.

/Knowledge of

Knowledge of the essential elements and problems of (a) national economic and social development (b) any of the special developments of importance to the country, and (c) special groups and institutions.

Information on the objectives, organization and functioning, including rules and procedures, of agencies which are responsible for overall and special development plans and programmes and, as appropriate, for the special groups and institutions.

Identification of the roles and functions of community development in overall and special development plans and programmes and the performance of these functions using the basic knowledge and methodology of community development.

COMMUNITY DEVELOPMENT V -- Comparative Study of Community Development

Objectives:

To learn (a) the experiences of selected countries in community development, (b) the world trends and emerging changes in the concepts and functions of community development and (c) achieving a new look and new action to increase the impact of community development.

Content:

Study of the historical development and recent trends of community development in selected countries in Asia, Africa, the Middle East and Latin America, which have made important contribution to community development;

Learning the significant experiences of these countries in (a) developing any of the following major aspects of community development, and (b) solving the problems and difficulties encountered:

/Organizational structure

Organizational structure to co-ordinate planning and execution
of community development;

Team work and concerted action of agencies in charge of community
development and technical services;

Organic and functional relations between community development
and local government and local administration;

Harmonization of local needs and national policies;

Systems of supervision, communication and evaluation and their
functioning;

Methods and skills proven effective in working with individuals,
groups and communities including institution building and
development and support of volunteers and local leaders;

Systems and methods of training of community development personnel
and of orientation of the administrative and technical personnel
in the principles and concepts of community development.

Role and impact of community development on:

Development of human capital and community resources,
mobilization of popular participation and community
action in:

Savings, increasing production, reducing costs and
rationalizing consumption;

Promoting health, education, social welfare and
other services;

Facilitating overall and special development plans
and programmes including land reform, public works,
settlement and resettlement, river basin development,
minority groups development, urban renewal, housing
and city planning, etc.

Study of the adventures of some European and Northern American countries
in adopting community development as an instrument to fight against
poverty, slums, unemployment, juvenile delinquency, etc., and to improve

/the living

the living conditions of the problem areas in urban and rural
communities, including housing, urban renewal and city and village
planning as well as vocational training and employment service

Synthesis of the lessons learned from these countries and analysis
of the causes for the successes and/or failures of community develop-
ment there.

Review of world trends and emerging changes in community development
and achieving a new look and new action to increase the impact of
community development:

Reappraisal of concepts:

    Community development, not a panacea;

    People's efforts and government responsibilities;

    Community action and national leadership and support;

    Felt needs and overall policies and programmes;

    Comprehensive planning and priorities of action;

    Viability of local community for development;

    Co-ordination and integration and team work and

    Concerted action.

Redefinition of functions:

    Community development as a programme and as an approach;

    Multi-purpose functions of community development vs.
those of organization, education and motivation of the
people and development and utilization of the resources
of the people, communities and agencies in local and
national development;

/Clarification of

Clarification of role and functions of community development vis-a-vis those of the technical departments in the promotion of technical services;

Creation of new roles and functions of community development in such development programmes as land reform, public works, regional development, urban development, industrial welfare, housing and city planning, settlement and resettlement, river basin and minority group development, etc.

Redirection of efforts:

Re-emphasis on the human factor in development;

Focus on the development of human capital and community resources and on the mobilization of popular participation and community action to increase the impact of community development in local and national development;

Priority to war on poverty, hunger, illiteracy, diseases and social ills and to increase of production, reduction of costs, rationalization of consumption and promotion of thrift and saving;

Pioneering in new fields such as land reform, regional development, urban development, etc.;

Greater emphasis on the change of attitudes of government officials as well as on assumption of development responsibilities and provision of dynamic leadership and efficient organization by the government;

Adaptation of national classifical teachings and traditional practices to community development; simplification of modern theories and methods of community development and translating them into actual action;

Revitalization of the original creativity and dynamism of community development;

Development of dedicated and competent community development personnel.

/COMMUNITY

COMMUNITY DEVELOPMENT VI -- Field Work

Objective:

To provide the student with an opportunity to gain field knowledge and practical exper ence in working with individuals, groups, communities, institutions and agencies and in community development research, planning and administration: testing and applying the principles and methods learned in classes.

Guide-lines:

Application, as appropriate, of the findings and recommendations of the Sub-Regional Workshop on field-work training and its supervision, including those in survey and research.

Distinguishing field visits, field work, and field work training.

Emphasis on the importance of (a) adequate professional supervision in selecting, planning, undertaking and evaluating field-work training, (b) the roles of and co-operation between academic institutions and administrative and operating agencies in field-work training and (c) the timing of field-work training and block placements in community development project areas and/or agencies.

Harmonization of class-room instruction and field-work training and arranging, as appropriate, that the graduation paper of the student is in line with his special interest in study and field-work training.

Utilization of field work reports as teaching material and as reference for the improvement of administration and operation of community development.

Holding of seminar discussions for instructors and students to exchange experiences and views on, inter alia, the relationships between class-room instruction and actual situations. The administrators and operators concerned with field-work training should be invited to participate in the seminar discussions.

Development of pilot projects for field research and field work training.

/COMMUNITY

COMMUNITY DEVELOPMENT VII -- Graduation Paper

Objectives:

To enable the student to learn the scientific discipline in the documentary or field study of a selected subject including the process and methodology of the designing of the study, the gathering, analysis and organization of the data and the systematic presentation and interpretation of the findings.

Guide-lines:

Incorporation of graduation papers of students as an integral part of a comprehensive plan for systematic documentary and field study of community development, to be formulated on the basis of the needs of the country and the facilities available at the academic institutions concerned. Co-operation and division of labour among the interested academic institutions and research institutes should be emphasized and developed.

Emphasis on balanced intensive and analytical research and extensive and descriptive studies in order to contribute to the development of a body of knowledge of community development.

Selection of subjects of graduation papers according to the interests of the students and the requirements of the comprehensive plan.

Close supervision and guidance of the student by a qualified instructor during the entire process of the graduation paper.

Arranging, as appropriate, that the graduation paper of the student is in line with the subject of his additional study and field-work training.

/COMMUNITY

COMMUNITY DEVELOPMENT ELECTIVE COURSES

Group A -- <u>Important Subjects Related to Community Development</u>

Course descriptions for the subjects under this Group were not included, as the use of the existing courses was considered more feasible for the time being than the offering of special courses.

Group B -- <u>Core Aspects of Community Development</u>

Detailed descriptions of all the courses listed under this Group were prepared and included in Community Development Basic Courses especially in Community Development II and III. Since they could be easily adapted to the additional studies, it was felt unnecessary to have them repeated.

Group C -- <u>Role of Community Development in Overall and Special Development Plants and Programmes</u>

<u>Role of Community Development in Economic Development*</u>

Objectives:

To provide the student with the general knowledge of the basic concepts of economic development

To give the student an understanding of the importance of economic development in national development and the human factor in economic development

To identify the role and functions of community development in economic development.

/Content:

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* This course should not be offered, if the content of the course on Economics under the Basic Social Science Courses could be taught as suggested.

Content:

Awareness of the importance attached by the people and governments
to economic development and increase of production in improving
living conditions and in speeding up national development.

Familiarization with the basic concepts of economic development of special
interest to community development including capital formation, human and
physical capital, increase of production, reducing of costs, distribution of
income, rationalization of consumption, promotion of thrift and saving etc.

Understanding of the meaning of balanced economic and social develop-
ment, the relationship between economic development and social
development and their complimentary nature and mutual contribution.

Information on the experiences of selected countries in land reform.

Identification of the role and functions of community development in
economic development and the performance of these functions using
the basic knowledge and methodology of community development, including
the following:

To remove social and cultural obstacles to economic development
through the development of a positive outlook and attitudes on
the part of the people; increase the motivation and incentives of
the people for a better life, and organize the people to
communicate ideas, to learn new methods and skills and to
participate actively in the programmes and activities of development
agencies;

To increase the productive capacity and work skills of the people
through the promotion of health, education and welfare services
and the expansion of vocational training and guidance and
employment services, including those for women and youth;

/To reduce

To reduce development costs through the promotion of self-help, mutual help and co-operative efforts of the people and mobilization of human and community resources to engage in such economic development plans and programmes as agricultural production, small industries, river basin development, settlement and resettlement, irrigation, drainage, reclamation, and other productive public works;

To rationalize consumption and promote thrift and savings through change of habits, customs and traditions in relation to food, clothing, housing, weddings, funerals and other festivities;

To further the mutual understanding and co-operation between the people and development agencies, as well as between the employers and employees, through the strengthening and utilization of people's organizations, including labour and trade unions, as channels of communication and as instruments of team work to achieve common objectives.

Role of Community Development in Land Reform:

Objectives:

To give the student an understanding of the tenurial situations and their effects on agricultural, social and economic development.

To provide the student with (a) the general knowledge of (i) land reform and its effects on agricultural, social and economic development and (ii) the land reform law and regulations in the country concerned, the various actions to be undertaken under them and the organizational structure and administrative procedures for their implementation; and (b) the experiences of selected countries in land reform.

/To teach

To teach the student the role and functions of community development in facilitating the implementation of land reform through, <u>inter alia</u>, explaining land reform to the people and mobilizing their support.

Content:

Knowledge of:

The tenurial situation, tenant-landlord relationships;

The concepts and content of the land reform programme;

The significance of land reform in national agricultural, economic and social development;

The land reform law, rules and regulations;

The organizational structure and administrative procedures for the implementation of land reform; and the role of the people and communities and their organizations in its implementation.

Identification, in co-operation with the agency in charge of land reform and other agencies concerned, of the role and functions of community development personnel in land reform, and the performance of these functions using community development basic knowledge and methodology including:

Establishing rapport with the people and communities affected by land reform;

Identifying existing statutory and popular organizations and local leadership;

Explaining to the leaders and people, including landlords, the details of the land reform law, rules, regulations, etc., as well as the rights and responsibilities of the people thereunder;

/Discussing with

Discussing with the personnel of the agency in charge of land
reform, leaders and people, including landlords, the action
which should be taken (a) to ensure the effective implementa-
tion of the law and to protect the rights and privileges of
all parties concerned and (b) to assist the technical depart-
ments and other agencies concerned in (i) developing such
supplementary services as credit, production and marketing;
(ii) promoting, as appropriate, education, health, welfare and
other community services and (iii) undertaking local public
work projects such as roads, wells, canals, irrigation, drainage,
etc.;

Assisting the leaders and people in devising suitable measures
including planning, organization and leadership training to
carry out the above activities;

Presenting the problems and difficulties of the people to the
agency in charge of land reform and other agencies concerned
and vice versa;

Assisting all parties concerned with the solution of these
problems and difficulties;

Promoting team work among the people and all agencies concerned
in the implementation and follow up of land reform;

performing other duties and functions required and falling within
the community development worker's technical competence.

Role of Community Development in Settlement and/or Resettlement

Objectives:

To provide the student with a general knowledge of (a) the principles
and concepts of settlement and/or resettlement and (b) the relevant
government policy and programmes.

/To give

To give the student an understanding of the importance of settlement and/or resettlement programmes in national development.

To teach the student the role and functions of community development in organizing and educating the settlers (before and after their settlement or resettlement) for adjustment to the new conditions and participation in the development of new settlements.

Content:

Knowledge of the general principles and concepts of settlement and/or resettlement, the government's general policy, legislation, plans and programmes of settlement and/or resettlement as well as of the major details of the special projects immediately concerned.

Familiarization with (a) the organizational structure and administrative procedures of the agency in charge of settlement and/or resettlement and those of the other agencies immediately concerned, as well as with (b) the experiences of selected countries in settlement or resettlement.

Identification, in co-operation with agencies in charge of settlement and/or resettlement and other agencies concerned, the role and functions of community development therein, such as:

Investigation of the people and communities concerned;

Establishing rapport with the people and communities concerned;

Identifying the statutory and popular organizations and local leaders of the communities concerned and the strengthening of these organizations and, as appropriate, the forming of new institutions and the development of leaders;

Educating the would-be settlers and their leaders regarding the need for and importance of settlement or resettlement as well as the conditions in the new settlements and their roles, privileges and responsibilities in them;

/Ascertaining the

Ascertaining the aspirations and interests, problems and difficulties and needs and suggestions of the people and leaders;

Presenting the above findings with appropriate suggestions to the agency in charge of settlement and/or resettlement for use in formulating or revising settlement or resettlement plans and programmes;

Involving the leaders and people in the selection, planning, organization, construction, management, development, etc., of the sites for settlement or resettlement;

Mobilizing the settlers' participation through self-help and community action in development of site, construction and management of communal buildings and facilities, promotion of basic social services, etc.;

Assisting the leaders and people in preparing and carrying out the actual removal in a systematic and orderly way emphasizing both the social and physical aspects as well as in evaluating compensation, and the procedures in this connexion.

Assisting the settlers in their efforts to build up a new community and to start a new life socially and economically;

Helping to establish appropriate social, economic and political and other relations between settlement or resettlement communities and existing communities;

Promoting team work among the people, the settlement and/or resettlement agency, technical departments, local administration and other agencies concerned in all the above processes;

Performing other duties and functions required and falling within the community development worker's technical competence.

/Role of

Role of Community Development in River Basin Development

Objectives:

To provide the student with the general knowledge of the nature, principles and concepts of river basin development and its importance in and contribution to national and regional development.

To familiarize the student with (a) the government policy and programmes of river basin development and (b) the powers, functions, organizational set-up and administration procedures of the agency in charge of river basin development.

To teach the student the role and functions of community development in river basin development and the performance of these functions using community development basic knowledge and methodology.

Content:

Knowledge of the nature, principles and concepts of river basin development and its importance in and contribution to national and regional development especially social, agricultural and industrial development.

Understanding of the policy, laws and regulations, plans and programmes of the government in connexion with river basin development.

Familiarization with (a) the powers and functions organizational set-up and administrative procedures of the agency in charge of river basin development as well as with (b) the experiences of selected countries in river basin development.

Information on the plans and programmes, organizational structure and administrative procedures of agencies and technical departments closely related to river basin development.

/Participation in

Participation in the study of river basin development areas including the socio-economic conditions, land holding and utilization, population and families, local institutions and leadership, income and expenditure patterns, problems and needs, human and other resources etc.

Contribution to the planning of the social aspects of the river basin development programme.

Identification, in co-operation with the agency of river basin development, of the role and functions of community development personnel therein, such as:

Identification and establishment of working relations with local leaders and statutory and popular institutions in the affected areas;

Explanation, to the people and their leaders, of (a) the importance of river basin development, (b) the major details of the government plans and programmes, and its effect on national economy, (c) the functions, responsibilities, structure and procedures of the agency in charge of river basin development as well as of the rights, privileges and responsibilities of the people and communities in the affected areas to ensure successful river basin development;

Ascertaining the aspirations, interests, needs and problems of the people and communities and presenting the same to the agency(ies) concerned for appropriate action;

Preparation of the people and communities concerned to make the necessary adjustments and meet the changes resulting from river basin development and to make the effective investment and use of the compensations and benefits, settlement of disputes, development of leadership, strengthening of existing institutions and creation, as appropriate, of new organizations required to carry out the different parts of the plan of the government, e.g. resettlement, agricultural development and industrial and other developments.

/Assisting, in

Assisting, in co-operation with the river basin development
agency and technical departments concerned, the people and
communities in formulating and implementing plans for resettle-
ment and effective use of irrigation water for agricultural
development as well as of elective power for industrial develop-
ment;

Mobilization of local man-power and community action to carry
out, in a harmonized way, the immediate as well as long term
phases of the river basin development programme supplementing
the resources and efforts of governmental and other agencies.

The major details are illustrated below:

Resettlement - Refer to content of the appropriate course;

Agricultural communities - (a) organization of the people
and community to make effective use of irrigation water
through digging channels for irrigation and drainage, intro-
duction of new crops, methods, and implements etc.; (b)
strengthening and/or creation of such infrastructure as
credits, utilities, transport, marketing, etc.; (c) promotion
of community services including education, home improvement,
social welfare, health, housing, handicrafts, small industries,
and cultural and recreational activities using the community
development approach;

Industrial centres - strengthening and/or organization of
neighbourhood councils, expansion of vocational training and
guidance and employment services, promotion of community
facilities and services using self-help, mutual help and
community action to supplement the resources and efforts of
governmental and other agencies;

Helping the people to obtain technical and other assistance
from responsible agencies;

Promotion of concerted action and team work among the people
and communities and governmental and other agencies;

/Performing other

Performing other duties and functions required and falling within
the community development worker's technical competence including
the establishment of pilot projects for experiment, demonstration,
research and training purposes.

Role of Community Development in Hill Tribes and/or Minority Groups Development

Objectives:

To provide the student with a general knowledge of (a) the background
and characteristics, conditions and needs of hill tribes or minority
groups concerned and (b) the experiences of selected countries in hill
tribes and/or minority groups development.

To give the student an understanding of (a) the problem areas of the
hill tribes or minority groups concerned, (b) the services available
and required to cope with them and (c) the importance of integrating
the people of hill tribes and minority groups into national life.

To familiarize the student with the policy and programmes of the govern-
ment for the development and welfare of the hill tribes or minority groups
concerned and the organization and functioning of the agency in charge
of hill tribes or minority groups development and welfare.

To teach the student the role and functions of community development in
hill tribes and minority groups development and welfare and the
performance of these functions using community development basic
knowledge and methodology.

Content:

Knowledge of (a) the cultural, sociological and anthropological
background and characteristics as well as of the social, economic and
other conditions and needs of the hill tribes or minority groups
concerned; (b) the importance of integrating these tribes and groups
into national life; (c) the experiences of selected countries in hill
tribes and/or minority groups development.

/Understanding of

Understanding of the problem areas (economic, education, health, welfare, etc.) of the hill tribes or minority groups concerned and the services available and required to cope with these problem areas.

Familiarization with (a) the government policy, laws and regulations, plans and programmes for the hill tribes or minority groups concerned, (b) the organizational structure, administrative practices, programmes and activities of the agency in charge of, and the major agencies concerned with, hill tribes or minority groups development.

Identification, in co-operation with the agencies in charge of the development of these tribes and groups, of the roles and functions of community development therein and the use of community development basic knowledge and methodology to perform these functions:

Living and working with the hill tribes or minority groups concerned to do, inter alia, the following:

Identifying leaders and establishing rapport with the leaders and their people and winning their respect and confidence;

Making informal and formal socio-economic surveys to know the ways of life, habits, customs and traditions, organizations and leadership, means of livelihood, urgent problems and available services, contacts with the outside, etc.;

Explaining to the leaders and their people (a) the government's interest in and programmes for the hill tribes or minority groups concerned; (b) the importance and benefits of co-operating with the government and keeping in close contact with other communities;

Ascertaining the aspirations, immediate and future needs, problems and difficulties, etc., of the people and communities and presenting the same to the agencies concerned for appropriate action;

/Removing

Removing socio-economic obstacles including the suspicion
of the government and the exploitation of the people by
government officials, middlemen and other people;

Provision of services urgently required by and easily acceptable
to the people and educating them to make effective use of such
services;

Showing the leaders and their people through mass media and
visits to selected projects and communities and places of
historical and other interest, the conveniences and advantages
of adaptation to and assimilation with national life and
development;

Discussing with the leaders and their people ways and means
to improve their living conditions and their roles in and
contribution to the efforts towards this end;

Education and organization, in co-operation with the leaders,
of the people and their tribes or groups, identification and
development of new leadership, harmonization of the old and
new, mobilization and support of self-help, mutual aid and
community action;

Assisting the leaders, people and the tribes or groups in
formulating and implementing plans including the determination
of priorities in the light of a clear understanding of gradual
adaptation vs radical change, simple vs complicated projects,
short-term vs long-term projects, social and economic projects,
women, children and youth projects, etc.;

Encouraging and enabling the leaders, people and their tribes
or groups to assimilate and/or maintain close contact with
other people and communities leading to integration with
national life;

/Promotion of

Promotion of team work and concerted action, including the establishment of channels of communication among the leaders, people, tribes or groups and agencies;

Establishment of pilot project for research, demonstration, training and services purposes;

Performing other duties and functions required and falling within the community development worker's technical competence.

Role of Community Development in City Planning

Objectives:

To equip the student with a knowledge of the basic elements and concepts of city planning and its relationship with regional and village planning.

To give the student an understanding of (a) the physical and socio-economic causes and effects of urban blight and decay of residential areas, (b) the neighbourhood and other social factors in city planning and (c) the need for basic community services.

To help the student comprehend the socio-economic implications of city planning and to familiarize him with the policy, legislation and programmes of the government in city planning as well as with the organization and functioning of the agency in charge of city planning.

To teach the student the role and functions of community development in city planning and the performance of these functions using community development basic knowledge and methodology.

/Content:

Content:

Knowledge of the basic elements and concepts of city planning, its
relationship with regional and village planning and the importance
of co-ordination and integration in the process of planning and
implementation.

Understanding of (a) the physical and socio-economic causes and
effects of urban blight and decay of residential areas, (b) the
neighbourhood and other social factors vis-a-vis the physical aspects
of city planning and (c) the need for basic community services such
as education, health, sanitation, welfare, recreation, vocational
training and employment service.

Comprehension of the socio-economic implications of city planning
with particular reference to the adjustment to a new physical
environment by migrants from the rural areas and to a new form of life.

Familiarization with (a) the policy and legislation, plans and
programmes of the government in city planning and those closely related
to them, (b) the organizational structure, administrative practices,
including rules and procedures, programmes and activities, of the city
planning agency and those of other related agencies and (c) the
experiences of selected countries in city planning and its relation
to community development.

Participation in the entire process of city planning looking after
its social and cultural aspects, of which the major ones are specified
below:

Identification, in co-operation with the agency in charge of city
planning, of the role and functions of community development in
city planning and the performance of these functions using
community development basic knowledge and methodology;

Investigation of the social needs, conditions and problems of
the people and communities concerned, relative to the physical
environment;

/Explaining to

Explaining to the people, groups and communities concerned, the importance of, and need for, city planning, the major details of city planning, their privileges and responsibilities as well as their role in, and contribution to, city planning;

Presentation of the views and aspirations of the people and communities to the city planning agency and other agencies concerned;

Education and organization of the people by such means as clubs, groups and neighbourhood associations, identification and development of leadership, development of neighbourhood feelings and promotion of community services including community centres;

Assistance, in co-operation with governmental departments and voluntary agencies concerned, to the people and communities in identifying problems, formulating plans, determining priorities, targets, schedules, etc., estimating requirements and resources, obtaining outside technical and other assistance, assigning responsibilities, and showing them how to take the necessary action to play their role and fulfil their responsibilities;

Promotion of team work among the people and agencies concerned to ensure the successful creation of, _inter alia_, a suitable social and physical environment through city planning;

Performance of other duties and functions required and falling within the community development worker's technical competence.

Role of Community Development in Housing and Industrial Estates

Objectives:

To help the student to comprehend the effects of urbanization and influx of rural migrants on housing and other problems in the urban areas of the country, resulting from economic, industrial and other development.

To give the student an understanding of the need for and importance of housing including slum clearance, urban renewal, self-help and low cost housing and industrial estates.

To familiarize the student with (a) the policy, legislation and programmes of the government in housing and industrial estates, (b) the organization and functioning of the agency in charge of housing and industrial estates and (c) the experiences of selected countries therein.

To teach the student the role and functions of community development in housing and industrial estates and the performance of these functions using community development basic knowledge and methodology.

Content:

Knowledge of economic, industrial and other developments, urbanization and influx of rural migration and their effects on housing and problems related thereto in urban areas of a country.

Understanding of (a) the need for and importance of solving the problems of housing including slum clearance, urban renewal, self-help and low cost housing and industrial estates; (b) the policies, legislation, plans and programmes of the government in relation to housing and industrial estates and (c) the experiences of selected countries in such policies and programmes.

/Familiarization with

Familiarization with the organizational structure, administrative practices including rules and procedures, housing plans including types, costs, financing, etc., of the agency in charge of housing and industrial estates, and those of the agencies vitally concerned with especially the social and other services of housing projects and industrial estates.

Identification, in co-operation with the responsible agencies, of the social aspects of housing and industrial estates as well as the role and functions specified below, which the community development worker should play using community development basic knowledge and methodology:

Investigation of the people and communities concerned and their conditions, problems, interests, and needs and presentation of the results thereof to the responsible agencies;

Participation in planning and implementing especially the social aspects of housing and industrial estates projects including the standards for the selection of tenants, contribution of the people (including as appropriate, rent fixation), the settlement and resettlement of the people, the adjustment of new migrants and settlers, the development of new communities, the promotion of education, health, welfare, recreation and other community services and the management and maintenance of housing and industrial estates projects with emphasis on people's participation and community action;

Explaining to the people and communities, the policy, legislation, regulations, procedures, plans and programmes of the government in relation to housing and industrial estates as well as their rights and privileges, role and responsibilities therein;   .

/Education and

Education and organization of the people, identification and development of leadership, creation, as appropriate, of neighbourhood councils and committees, clubs and groups, community centres and/or other suitable organizations as channels for communication of ideas, community meetings, planning and action;

Encouraging and assisting the people and communities to co-operate with housing and other agencies and to make their own contribution through self-help, mutual help and community action in the construction and maintenance of houses (including acquiring of skills), the initiation and expansion of community services and the development of the entire community including the services for new migrants from rural areas;

Promotion of team work and concerted action among the people and agencies in housing and industrial estates projects;

Performing other duties and functions required and falling within the community development worker's technical competence.

Role of Community Development in Public Works

Objectives:

To equip the student with a general knowledge of the principles and concepts of public works and their importance and role in national development.

To give the student an understanding of the manpower situation in the country and the effectiveness of public works as a means to make use of idle man-power in national development.

To familiarize the student with the government policy and programmes of public works and the objectives, functions, organizational structure and administrative procedures of the agency in charge of public works.

/To teach

To teach the student the role and functions of community development
in organizing and mobilizing idle manpower for public works and the
performance of these functions using community development basic
knowledge and methodology.

Content:

Knowledge of the importance, principles and concepts of public works
and the role of public works in national development.

Study of the manpower situation - employment, under-employment,
unemployment - of the country, the importance of development,
mobilization and utilization of the idle manpower in national develop-
ment.

Familiarization with the policy, legislation, plans and programmes of
the government in public works and the utilization of idle manpower in
public works as well as with the experiences of selected countries
therein.

Comprehension of public works in relation to:

(a) purpose   - employment, self-help, relief;

(b) nature   - paid and voluntary labour, projects suitable
                   for national, regional and local efforts;

(c) setting   - urban, rural;

(d) activities   - (i) agriculture - rivers, dams, canals, springs,
                       reservoirs, drainage, reclamation, community
                       forest and orchards;

                  (ii) education - schools, libraries, etc.;

                  (iii) health - hospitals, clinics, health centres,
                        sanitation-drainage, public wells, baths and
                        latrines, street cleanliness, garbage
                        disposal, etc.;

                  (iv) roads, bridges, culverts;

                  (v) community centres, play-grounds, public
                      parks and cemeteries;

                  (vi) temples, churches, orphanages, homes for the
                       aged and other public buildings;

                  (vii) housing and community facilities of housing
                        settlement and similar projects;

/Understanding of

Understanding of the importance of the principles and criteria of
(a) pay (cash or kind) in public works as employment or as relief
and (b) contribution to public works as self-help and community
action with emphasis on the principle of equity to be determined in
accordance with the ability to contribute and the benefit to be received
from the results of such works.

Familiarization with the organizational structure, administrative
practices (including rules and procedures), programmes and activities
of the agencies in charge of public works.

Clarification, in co-operation with concerned agencies, of the role
and functions of community development in public works as well as
the methods and skills to perform these functions including:

(a) Explaining, tc the people and, as appropriate, to the
communities concerned, the importance and benefits of
public works to themselves and to the country;

(b) With respect to national and regional public works,
undertaking the social aspects of such works, including:

(i) organization of the workers;

(ii) identification of leaders and their responsibilities;

(iii) stimulating the morale of workers;

(iv) helping to look after the workers' living and working
conditions including health, social, recreational and
other services;

(c) With respect to public works for relief purposes, participation in:

(i) formulating the plan, including costing and financing;

(ii) selecting suitable projects, ascertaining their
viability, assessing their impacts;

(iii) setting up qualification standards;

(iv) investigating and reviewing applications;

/(v) selecting

(v) selecting and organizing the people;

(vi) identifying leaders;

(vii) arranging the training of the people in the skills of work;

(viii) helping the people in looking after the managerial side of public works; including payments, health, social and other services;

(ix) helping in the planning of schemes for the rehabilitation of the people through, among other things, vocational guidance, vocational training and employment service;

(d) With respect to local public work projects, assisting the people, communities and public works agency and other technicians in:

(i) studying needs;

(ii) determining projects;

(iii) formulating plans;

(iv) estimating requirements and resources;

(v) working out equitable standards of contribution and benefits;

(vi) assigning responsibilities;

(vii) obtaining outside assistance, especially the technical side;

(viii) procuring and care of supplies, equipment, tools, etc.;

(ix) organizing, training and mobilizing the people;

(x) management, evaluation and maintenance of work;

(e) Co-operating with the agencies in charge of public works and finance and other governmental departments and voluntary agencies concerned and promoting team work among them;

(f) Performing other duties and functions required and falling within technical competence.

/Group D

Group D - <u>Role of Special Groups and Institutions in Community Development</u>

<u>Role of Women and Youth in Community Development</u>

Objectives:

To help the student to understand the importance of (a) women and (b) youth in community development and national development.

To familiarize the student with plans, programmes and administrative structure of both governmental and voluntary agencies working with (a) women and (b) youth.

To identify the roles of (a) women and (b) youth in community development and to develop in the student the methods and skills for helping women and youth to play these roles.

Content:

Study of the past and present status and conditions as well as of the problems and needs of (a) women and (b) youth in urban and rural communities of the country.

Understanding of the importance of the role and participation of (a) women and (b) youth in community development and national development.

Knowledge of the principles and concepts of working with (a) women and (b) youth and familiarization with the organizational structure, plans, programmes and procedures of both governmental and voluntary agencies engaged in (a) women work and (b) youth work as well as with the experiences of selected countries in such work.

Identification of (a) the roles of (i) women and (ii) youth in community development and (b) the functions and methods of community development in helping women and youth to play their roles including:

/To know

To know their own needs and problems and those of their
communities and to recognize their role and responsibilities in
coping with them;

To revitalize confidence in themselves and in one another and
to create in them a desire for a better life;

To strengthen or establish organizations such as groups and clubs,
including 4-H clubs and youth camps, as channels for learning,
planning and undertaking joint activities in their own interest
and that of their communities and country as well as
identifying and developing leaders;

To help women and girls to become good wives, mothers and citizens
and young men to become good husbands, fathers and citizens and
to develop women and youth into effective contributors;

To develop such programmes as civics, literacy, continued
education, vocational training, small industries, horticulture
and poultry and animal raising, cultural and recreational
activities. In the case of women and yough girls, personal
hygiene, child care, home improvement, cooking and sewing,
gardening and handicrafts should be added and, in the case of young
men, agriculture, vocational training, continued education and
public works should be emphasized;

To determine priorities, to estimate requirements and resources,
and to assign duties and responsibilities for the implementation
of the programmes;

To win the understanding and support of the family, community,
government and other agencies;

To mobilize all possible resources and to implement the programmes
according to the priority of needs and possibilities of success;

/To assess,

To assess, maintain and expand the programmes;

To serve as the liaison between women and youth with the governmental departments and voluntary agencies and vice versa including the promotion of team work among them.

Promotion of social action and community programmes for (a) development of employment opportunities for the youth and (b) the prevention of the causes and the solution of the problems of unfortunate women and juvenile delinquents.

Role of Co-operatives in Community Development

Objectives:

(a) To provide the student with a general knowledge of the essentials and methods of co-operatives and to familiarize him with the objectives, organizational structure, programmes, activities and procedures of the important national and international agencies engaged in the promotion of co-operatives.

(b) To identify the mutual roles and contribution of co-operatives and community development and the playing of these roles as a team.

Content:

Understanding of the history and development, philosophy and objectives, principles and concepts, functions and methods of co-operatives.

Knowledge of (a) the types and levels including federations of co-operatives such as credit, health, education, better living, consumers, utilities, production, processing and marketing, (b) the objectives, activities, geographical areas etc. of each type and (c) the merits of single-purpose and multi-purpose co-operatives.

/Familiarizing with

Familiarizing with (a) the basic laws and important regulations of
co-operatives and (b) the aims, structure plans and programmes,
rules and procedures of (i) governmental departments in charge of
co-operatives (ii) national and international voluntary organizations
engaged in co-operative and (iii) international technical assistance
agencies promoting co-operatives.

Study of (a) the role of co-operatives in community development,
(b) the actual extent to which this role has been played and (c) the
methods proven effective in playing this role.

Analysis of the causes of successes and failures of co-operatives
and the extent to which community development can help to achieve their
objectives.

Study of (a) the role and functions of community development in
facilitating the operation of co-operatives and (b) the performing of
those functions using the basic knowledge and methodology of community
development, including:

> Imparting to the people the importance, meaning, usefulness, etc.,
> of co-operatives;

> Helping the people to understand the similarities of the basic
> concepts between co-operatives and their traditional mutual aid
> practices;

> Stimulating the people's interest in co-operatives and assisting
> the co-operative workers in (a) organizing co-operative societies,
> (b) selecting and training their leaders and office bearers and
> (c) planning and implementing programmes and activities of
> interest to the members themselves and to their community and
> country.

/Role of

Role of Voluntary Agencies in Community Development

Objectives:

To give the student an understanding of the importance of the role and contribution of voluntary agencies to community development.

To familiarize the student with the programmes and activities as well as with the organizational structure and administrative procedures of the important national and international voluntary agencies interested in community development.

To teach the student the mutual roles and contribution of community development and voluntary agencies and the playing of these roles using community development basic knowledge and methodology.

Content:

Identification of the major types of voluntary agencies engaged in community development and familiarization with the historical and present roles of these agencies in community development especially in Asia and the Far East.

Comprehension of (a) the special importance of creativity, dynamism, voluntarism, flexibility, informality, selectivity, etc., in community development; (b) the decline in these basic characteristics which has resulted from the quick expansion of community development to meet urgent needs; and (c) the unique role of voluntary agencies in initiating, maintaining and expanding these basic characteristics.

Clarification of the role of (a) the people, (b) the government and (c) national and foreign voluntary agencies in community development and harmonization in the formulation and functioning of these roles.

/Knowledge of

Knowledge of the organizational structure, staff pattern, financing and equipment, fields of interest, programmes and activities, methods of work, rules and procedures and actual achievements and contribution of national and foreign voluntary agencies engaged in community development.

Identification of the aspects of community development in which the voluntary agencies have a unique role to play such as experimentation, demonstration, training and research either through establishment of pilot projects, assumption of duties in connexion with existing projects, technical and financial assistance, etc.

Study of (a) the principles of co-operation between community development and voluntary agencies to achieve the common objectives and (b) the methods of playing each individual's role as part of a team.

Role of Local Government and Local Administration in Community Development

Objectives:

To provide the student with a general knowledge of:

(i) The basic concepts of local government and local adminis-
tration as well as their practical application in countries
of the region;

(ii) The role of local government and local administration in
national development both in theory and in practice.

To equip the student with a comprehension of:

(i) The organic and functional relationships between the
community, the local government and the local administration;

(ii) The role and functions of local government and local
administration in community development and vice versa.

/To teach

To teach the student ways and means of facilitating these inter-
relationships and to carry out these roles and functions including
the promotion of team work and concerted action, using community
development basis knowledge and methodology.

To enable the student, where so required by the government, to help
in the promotion of a new or improved local government system
including formation of local institutions and training of local
leadership.

Content:

Knowledge of the local self-government concept and its practical
application in the countries of the region: its characteristics,
organizations, structure and functions, powers and responsibilities,
laws and rules, in its three main patterns, viz.: comprehensive
local government system (Japan), partnership system (India, Pakistan,
Ceylon) and dual or concurrent system (Philippines, China:Taiwan).

Knowledge of local administration at different tiers, its organization,
functions, powers and responsibilities, in all patterns of centralized
(Thailand) and decentralized (Australia) administration (both by
devolution and deconcentration).

Knowledge of national laws, rules, procedures and conventions
governing local government and local administration.

Study of the role of local government and local administration in
national development, both in the formulation and implementation of
the development plans, in theory and practice, and of measures (e.g.
establishment of socioeconomic infrastructure, popular participation,
etc.) that would make their contribution to development significant.

/Identification of

Identification of the conceptual, organic and functional relationships between community development, local government and local administration, and their interrelationship as well as interdependence for the purpose of development.

Teaching of the role and functions of local government and local administration in community development as well as measures to fulfil their functions including:

Understanding of the importance of organized popular participation and community action in national development;

Identification of common interests and supportive roles in local and national development and recognition of the effectiveness of community development as an instrument to perform development functions with popular participation;

Utilization of local initiative, leadership and resources in planning and implementing development programmes;

Providing administrative guidance and financial and technical support to community development projects and personnel;

Providing leadership and direction in co-ordinating the planning of community development programmes and in ensuring team work and concerted action of the administrative and technical personnel in their implementation;

Simplification of administrative and financial procedures and delegation of responsibilities for effective functioning of community development at lowest levels;

Assuming progressively increasing responsibility for community development.

/Teaching of

Teaching of the role and functions of community development and its personnel in local government and local administration as well as the methods of performing these functions including:

Creation of the understanding by the people of the role, powers and responsibilities of local government and local administration (in all branches) in development;

Promotion of team work among the administrative and technical personnel and services;

Fostering of civic sense, identification and development of local leadership, democratic processes, community action, and local institutions;

Educating and organizing people to help institution building and management, to evince greater institutional interest in local development needs and public matters of local interest with a view to promote the growth of local government institution or to strengthen local government and administration;

Furthering an appreciation by people of the significance of the national development plan and of other governmental projects/programmes and the rationale for these as well as teaching them methodology whereby local development efforts can contribute to the achievement of national plan objectives;

Mobilizing people and local resources for active participation in planning and implementation, including assignment of responsibilities to individuals, groups, institutions, communities, agencies, and voluntary organizations.

ANNEXES

ANNEX A

ANNOTATED AGENDA OF THE SUB-REGIONAL WORKSHOP

I. Guide-lines for teaching in Community Development

    (a) Teaching the student to be a development agent, planner, administrator, educator, etc., in rural and urban community development programmes as well as the role of a community worker in special development projects such as land reform and settlement, river basin and hill-tribes development, industrial and housing estates, etc.

    (b) Understanding of wholeness of man, totality of society, interrelationship of social and physical environments, and interaction of psychological and other factors.

    (c) Emphasis on balanced professional and spiritual development of the student, including dedication to the cause of humanity.

    (d) Focus on actual problems in national context, translating theory into action.

    (e) Instilling inter-disciplinary approach, and inter-agency collaboration; team-work and concerted action.

    (f) Acquiring methods and skills of organizing, educating and developing the people and the community; using people's organizations as channels of communication of ideas and methods, developing lay leaders and sustaining community action.

    (g) Knowledge of principles and methodology of planning, programming, administration, supervision, management, etc.

    (h) Use of discussion and demonstration methods, observational visits, role playing, supervised field-work etc. in suitable projects.

    (i) Development of pilot projects as social laboratories for training, research, experimentation and demonstrational purposes.

/II. Social

II. <u>Social sciences courses</u> necessary for education in community development:
Broadly specify objectives, content and weight (number of credits) of each, e.g.
sociology, social anthropology, psychology and social psychology, economics,
political science (emphasizing public administration), law, etc. Recommend
the teaching of these social sciences in an integrated way and in the context
of the country concerned, as well as of community development.

III. <u>Basic Community Development courses</u> with emphasis on objectives, content,
and weight (number of credits) for each course:

(a) <u>Introduction to community development:</u>

    (i) Community; structure, characteristics etc.

    (ii) History, philosophy, definitions.

    (iii) Principles, concepts.

    (iv) Processes, methods (i.e. working with individuals, groups,
communities, agencies and institutions).

    (v) Functions of community development workers including
institution-building etc.

    N.B. Also indicate the content of an orientation course for
students of other disciplines closely related to community
development.

(b) <u>Information course:</u>

    (i) National social and economic problems.

    (ii) National policies and plans for social and economic
development.

    (iii) Programmes of technical departments closely related to
community development.

    (iv) Technical components of national community development
programmes, e.g. agriculture, education, health, public
works, social welfare, home economics, youth work,
co-operatives, cottage industries, etc.

(c) <u>Relationship between community development and other development
plans and programmes:</u>

    (i) National.

    (ii) Social and economic.

/(iii) Urban

(iii) Urban and rural.

(iv) Human and physical.

(v) Local government and administration.

(vi) Technical services including co-operatives.

(vii) Programmes and projects like land reform and settlement, river basin and hill tribes development, etc.

(viii) Voluntary agencies and traditional institutions of interest to community development.

(d) Planning and administration of community development with emphasis on principles and methodology:

(i) Planning and programming.

(ii) Organization and administration including personnel, financing, budgeting, reporting, etc.

(iii) Supervision and evaluation.

(iv) Concerted action and team work, etc.

(e) Comparative study of selected community development programmes (including new trends and development, analysis of causes for successes and failures etc.)

(f) Methodologies of other disciplines used in community development, e.g.:

(i) Social work.

(ii) Agriculture extension and home demonstration, including 4-H Clubs.

(iii) Social and adult education.

(iv) Public health, etc.

(g) Social survey and statistics (Emphasis will be on community survey and action research. If not already included in basic social sciences).

IV. Suggestions for additional courses in (a) rural community development and (b) urban community development, if any.

V. Intensive study of core aspects of community development:

(a) Planning, administration and management (at project and higher levels).

(b) Research (with emphasis on action research).

/(c) Supervision

(c) Supervision and evaluation.

(d) Communication and mass media.

(e) Development and mobilization of human resources and community action.

(f) Development of local leadership and institutions (with emphasis on group work and group dynamics).

(g) Training of community development personnel.

VI. (a) Specialized study of major components of rural community development programmes:

    (i) Agricultural extension.

    (ii) Home economics and demonstration.

    (iii) Social and adult education.

    (iv) Environmental sanitation.

    (v) Aspects of social welfare services, with emphasis on work with women, youth and children, including family planning.

    (vi) Vocational training.

    (vii) Cottage industries.

    (viii) Co-operatives.

    (ix) Public works.

    (x) Social aspects of rural housing and village planning.

(b) Specialized study of major components of urban community development programmes:

    (i) Social work.

    (ii) Aspects of social welfare services, e.g. family and child welfare including family planning, work with youth including juvenile delinquency, prevention and treatment of crime, rehabilitation of the handicapped, services for migrants, etc.

    (iii) Employment service and vocational guidance and training.

    (iv) Home economics and demonstration.

    (v) Social and adult education.

/(vi) Environmental

(vi) Environmental sanitation.

(vii) Cottage industries.

(viii) Co-operatives.

(ix) Public works.

(x) Social aspects of urban housing and city planning.

(c) <u>Specialized study of the role of community development in other national development programmes:</u>

(i) Local government and administration.

(ii) Land reform.

(iii) Colonization and resettlement.

(iv) River basin development.

(v) Hill tribes and special minority groups.

(vi) City planning and urban redevelopment.

(vii) Industrial and housing estates.

Note: Applicability of the above items will be subject to the needs and conditions of individual countries as well as to the availability of appropriate faculties and other facilities.

VII. (a) Development of <u>local teaching material</u> (including recording).

(b) Development of <u>field work training.</u>

(c) Improvement of <u>teaching methods.</u>

VIII. <u>Administrative problems and requirements for professional education in community development:</u>

(a) Development of teaching staff.

(b) Division of labour and co-operation among academic institutions.

(c) Co-operation between academic institutions and operational agencies.

(d) Status and employment opportunities of community development workers.

(e) Internal and external resources to strengthen community development teaching.

NOTE: The above enumerated items are not meant to be comprehensive but illustrative, and should be added to or reduced as deemed suitable.

ANNEX B

Some Essential Points for the Reference of

WORKING COMMITTEE A.

Dealing with

Social Science Courses and Social Survey and Statistics

Review and synthesis of the findings and recommendations of national
Workshops on the above subjects.

Basic Social Sciences

General requirements of universities in social sciences.

Social sciences considered basic to the teaching of community development.

Integrated teaching of social sciences for community development students.

Suggestions, in the sub-regional context, as regards the objectives,
content, weight and sequence of the course for each of the social
sciences which are considered basic to the teaching of community
development and the year(s) in which to be offered taking into
account the importance of a proper balance between the teaching of
social sciences and other subjects in the total curriculum.

Needs for and methods of further developing national teaching material
in social sciences so as to be of specific use to community development.

Social Survey and Statistics

Extent to which these subjects should be taught in the context of
community development.

Needs for and feasibilities of (a) the reorganization of existing
courses on these subjects to meet the special needs of community
development, and (b) the organization of special courses thereon
for students majoring in community development.

Suggestions as to (a) objectives, content, weight and sequence of
an introductory course on each of the two subjects and those of
the advance courses for students specializing in research and
statistics in community development and (b) the year(s) in which
these courses should be offered.

Needs for and methods of developing field training facilities.

/Some Essential

Some Essential Points for the Reference of

WORKING COMMITTEE B.

The full Working Committee will discuss the following subjects of teaching:

Introduction to community development.

Information course.

Planning and administration of community development.

Comparative study of community development programmes.

Sub-Committee B (i) is assigned to discuss the following subjects of teaching

Relationship between community development and
national development plans and programmes.

Specialized study of the role of community development
in national development plans and programmes.

Specialized study of major components of rural and
urban community development.

Contribution of methodologies of other disciplines
to community development.

The following subjects of teaching will be discussed by Sub-Committee B (ii)

Additional courses in rural and urban community development

Intensive study of core aspects of community development

Essential Points -- General

Review and synthesis of findings and recommendations of national
workshops and suggestions in the Aide Memoire and Annotated Agenda
on courses for professional education in community development.

Recommendations of the Working Committee for the formulation, in
the sub-regional context, of a curriculum for professional education
in community development taking into account the following:

Supply of and demand for trained high level manpower
in community development.

New trends and developments in community development.

/Courses to

Courses to be covered in the Curriculum

Courses and Subjects	4 years study in the universities			2 years study in Schools and colleges		
	Credits	Year	Term	Credits	Year	Term
University requirements						
Basic Social Sciences						
Basic community development courses						
Community Development I	6	2nd	1st & 2nd	6	1st	1st & 2nd
Introduction						
Information						
Contribution of methodologies of other disciplines						
Community Development II	4-6	3rd	1st & 2nd	3-4	1st	1st
Planning and programming						
Organization, administration and management						
Training, supervision and evaluation						
Concerted action and teamwork, etc.						
Community Development III	4-6	3rd	1st & 2nd	3-4	2nd	1st
Relationship with overall and other national development plans and programmes						
Role in these plans and programmes						
Functions of community development personnel in these plans and programmes and methods to perform these functions						
Community Development IV	4	3rd	1st	3	2nd	2nd
Comparative study of selected community development programmes						
Findings of new trends and developments						
Analysis of successes and failures						
Community Development V	6	3rd & 4th	1st & 2nd	6	1st & 2nd	1st & 2nd
Observational visits						
Field work						
Community Development VI	2-3	1st	1st & 2nd			
Graduation thesis or papers						

Additional courses considered basic for rural and urban community development

Courses for intensive study
.   Core aspects of community development
    Major components of community development

        In recommending the basic courses and courses for intensive study,
the objectives, content (including major details), weight and sequence
of each course and the year(s) in which to be offered should be included.
Special attention should be given to the co-ordination of community
development courses with general university requirements and as appropriate
with school and college requirements as well as with social sciences
· considered basic to the teaching of community development.

        Views should also be given regarding the need for and feasibility of
an orientation course for students of other disciplines closely related
to community development.

                        Essential Points -- Specific

Working Committee B

    Introduction to Community Development

        Formulation of the objectives, content (including major details),
weight and sequence of this course, taking into account particularly
(a) the requirements for both rural and urban community development,
(b) the new trends and developments in community development and
(c) the role of community development in overall and other national
development plans and programmes.

        Clarification of the similarities and differences between community
organization and community development. Pros and cons for combined teaching.

        Suggestions regarding the objectives, content (including major details),
weight and sequence of the orientation course for students of other disciplines
closely related to community development.

    Information for Community Development

        Views regarding the need for such teaching as well as its objectives,
content (including major details), weight and sequence.

        Adding to the content of teaching such topics as policies and
programmes and organizational structure and administrative procedures of
the agency in charge of community development.

        Instructors for this subject and their co-ordination.

    Planning and administration of Community Development

        Extent to which this course has been offered, and the need for and
ways and means to strengthen it.

                                                        /Suggestions

Suggestions regarding objectives, content (including major details), weight and sequence of the course and the year in which to be offered. Objectives and content should be programme and development oriented, principles and methodologies should be emphasized.

Comparative Study of Selected Community Development Programmes

Suggesting objectives and content (including major details) with special emphasis on (a) the positive and negative aspects of selected community development programmes; (b) the reasons for successes and failures, and (c) the development of new concepts and methods, including community development as an approach and the role of community development in national development plans and programmes like land reform, local government and administration, etc.

Inclusion of (a) rural and urban community development programmes, and (b) other important plans and programmes. Recommendations of criteria for selection of programmes and countries such as:

Rural and urban community development programmes.

Successful and unsuccessful programmes.

Countries inside and outside of region.

Sub-Committee B (i)

The subjects of teaching for which this Sub-Committee is responsible are closely related not only to themselves but also to some of those to be discussed by Sub-Committee B (ii). Hence, the question of co-ordination or integration should be given special consideration in the study and recommendations.

Study of the relationship between community development and other national development plans and programmes

Role of the human factor including popular participation and community action in overall and other national development plans and programmes.

Analysis of the relationship among these national development plans and programmes.

Assessment of the contribution expected of and made by community development to these national development plans and programmes.

Analysis of the major factor contributing to the success and failure in establishing and improving the relationship between community development and these national development plans and programmes.

/Study of

Study of ways and means to further the relationships emphasizing mutual understanding, respect, support and contribution as well as team work and concerted section.

Study of the role of community developments in overall and national development plans and programmes

Identification of national development plans and programmes, in which community development should have a role to play.

Extent to which community development has played its role in these national plans and programmes.

Categories of community development personnel required to play this role.

Special knowledge and methodologies which community development personnel should learn in order to perform their functions in each of these national development plans and programmes.

Specialized study of major components of rural and urban community development

Views regarding the desirability and feasibility for community development students to choose a major component of rural or urban community development for specialized study, either as an addition to or a substitute of the intensive study of core aspects of community development.

Identification of major components of rural and urban community development suitable for specialized study by community development students, taking into account particularly the recommendations of the national workshops and the suggestions in the Aide Memoire and annotated agenda.

Suggestions regarding the number of courses for each of the components considered necessary and feasible as well as the objectives, content (including major details), weight, sequence, etc. of each of those courses, and the year in which to be offered.

Study of the contribution of methodologies of other disciplines to community development

Views regarding the need for conducting a separate course on this subject or combining it with an appropriate course.

Identification of the methodologies of other disciplines which have aid contribution to make to community development, taking into account particularly the recommendations of the national workshops and the suggestions in the Aide Memoire and annotated agenda.

/Extent to

Extent to which these methodologies have been taught in community development professional education.

Suggestions as to the objectives, content (including major details), weight and sequence of the course taking into account those of the information course, and the specialized study of the major components of rural and urban community development.

Instructors to teach this subject and their co-ordination.

Sub-Committee B (ii)

Additional courses in rural and urban community development

Views regarding the similarities and differences between rural and urban community development as a programme and as an approach.

Pros and cons of combining the teaching of rural and urban community development.

Suggestions as to the objectives, content (including major details), weight and sequence of additional courses for (a) rural community development, and (b) urban community development, emphasising the co-ordination of the teaching of these courses especially in relation to content, if combined teaching of the two subjects is considered undesirable.

Intensive study of core aspects of community development

Need for such intensive study considering the demand for trained high level community development personnel.

Identification of the core aspects which require intensive and systematic study, taking into account particularly the recommendations of the national workshops and the suggestions in the Aide Memoire and annotated agenda.

Suggestions as to (a) the order of priority of the core aspects of study taking into account the needs as well as the availability of teaching staff and material and (b) objectives, content (including major details), weight and sequence of each course on the core aspects selected and the year(s) in which to be offered.

/Some Essential

Some Essential Points for Reference of

WORKING COMMITTEE C

Dealing with

Development of National Teaching Material.
Field Work Training and Teaching Methods.

A. Development of national teaching material

Review and synthesis of the findings and recommendations of the national workshops on the development of national teaching material in community development.

Teaching material for community development described.

In addition to the findings and recommendations of the national workshops, what else is currently being used as teaching material in community development? What other national teaching material need to be developed?

Guide-Lines for development of national teaching material.

Comprehensive plan for development of national teaching material:

(a) <u>identification</u> of specific needs in teaching material in community development;

(b) <u>location</u> of major sources of teaching material: universities, libraries, the field, agencies, etc.;

(c) i. <u>role</u> of universities, colleges and schools of social work in the development of teaching material (staff and students),

ii. <u>role</u> of operating agencies in the development of teaching material (administrators, supervisors, workers);

(d) importance of good community development recording for developing national teaching material;

(e) contribution of foreign literature: text-books, case studies, case records, etc. in community development teaching material; importance of selective and creative translations;

(f) co-operation among academic institutions, research institutes and operating agencies in the development of national teaching material;

/(g) setting up

(g) setting up of a national committee in each country for the development of teaching material for community development;

(h) internal and external resources to assist in the development of national teaching material; research funds of universities and schools, grants from government and foundations, and international technical assistance agencies.

B. Development of field work training.

Review and synthesis of the findings and recommendations of the national workshops on field work.

Present situation in field work training in community development: supervision under trained and/or experienced instructors; kinds of field work training, number of credits for field work, timing, need for strengthening field work training.

Essentials of field work training.

Securing co-operation among academic institutions and governmental and voluntary agencies in development of field work training.

Views regarding the development of existing projects into social laboratories for research, demonstration and training in community development.

Internal and external assistance required for the development of field work training.

C. Development of teaching methods.

Review and synthesis of the findings and recommendations of the national workshops on methods of teaching community development: lecture, discussion, seminars, workshops, role playing, observational visits, field work, etc.

Close interrelationship between methods and content of teaching. Illustration through review of community development curriculum.

Suggestions for furthering the development of teaching methods in community development. Evaluation of effectiveness of teaching methods.

/Some Essential

Some Essential Points for the Reference of

Working Committee D

Dealing with

Administrative Problems and Requirements for Professional
Education in Community Development

Review and synthesis of the findings and recommendations of national
workshops in relation to the above subjects.

General administrative problems

Recognition of need for and contribution of professional community
development personnel by governmental and voluntary agencies.

Supply of professional community development personnel.

Role of universities in professional education for community development.

Availability of qualified teaching staff in professional education for
community development.

Interest of promising students in community development as a career.

Raising of status and increase of employment opportunities for pro-
fessional community development personnel.

Financial and other physical requirements.

Development of teaching staff

Views regarding the qualifications of teaching staff for professional
education in community development:

      Personality
      Academic training
      Practical experience

Recommendations for the development of community development teaching
staff inside and outside of the country.

National and international resources to support:

      Expert services
      Fellowship grants

/Stimulation

<u>Stimulation of the interest of promising students in the study of</u>
<u>community development</u>

  Standards of selection:

    Personality
    Background
    Education etc.

  Fellowships to needy promising students.

<u>Increase of the understanding and support of governmental authorities</u>
<u>and technical departments and the voluntary agencies in community</u>
<u>development</u>

  Orientation through seminars and conferences.

  Demonstration through concrete results.

  Understanding of and contribution to the programmes of technical
  departments and voluntary agencies by community development personnel.

<u>Status and employment opportunities of community development personnel</u>

  Raising of status in national civil service systems.

  Creation of new employment opportunities.

  Increase of salaries and promotion and development opportunities, etc.

<u>Increase of funds and facilities for study and research in community</u>
<u>development to enrich its teaching</u>

  Formation of comprehensive plan for field study and documentary research.

  Creation of community development research councils.

  Publication of community development technical journals.

  Co-operation among academic institutions in study and research.

<u>Co-operation between academic institutions and operational agencies in</u>
<u>improving community development training and education</u>

  Participation and contribution of academic institutions in planning
  and conducting pre-service and in-service training new and existing
  community development workers.

  Participation and contribution of operational agencies in planning and
  implementing curriculum for professional education in community development.

<div align="right">/Employment</div>

Employment of community development graduates by operating agencies.

Assistance by academic institutions to operational agencies in research, planning, evaluation, etc.

Convening of seminars and workshops on community development training and education.

Developing community development pilot project as social laboratories for research, experimentation, demonstration and training purposes.

Internal and external assistance to strengthen professional education in community development on comprehensive and long term basis

Expert services.
Fellowship grants.
Audio-visual aids and other equipment for teaching.
Teaching literature.
Funds and other assistance to pilot projects.

Regional co-operation in promoting professional education in community development

Exchange of information, literature, visits and personnel.

Holding of regional or sub-regional conferences and seminars.

Development of national community development educational facilities for regional and sub-regional use and vice versa.

/ANNEX C

ANNEX C

LIST OF PARTICIPANTS IN THE SUB-REGIONAL WORKSHOP

CHINA

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Mr. S.S. Liu, Director, Department of Social Affairs, Ministry of Interior, Taipei.

Mr. Y. Fu, Commissioner for Social Affairs, Taiwan Provincial Government, Taichung.

Mrs. C.S. Yeh Cheng, Head, Department of Sociology and Social Work, China
Cultural Institute, Taipei.

Mr. H.Y. Lee, Head, Department of Sociology and Social Work, Provincial Chung
Hsing University, Taipei.

Mr. Y.Y. Huang, Director, Bureau of Social Affairs, Taipei Municipal Government, Taipei.

Mrs. Helen Ren Ling, Lecturer, Department of Sociology and Social Work,
Provincial Chung Hsing University, Taipei.

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Miss Dorothy Lee, M.B.E., Principal Officer, Youth Welfare Section, Social
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Mrs. Chou Chen Han-fen, Social Welfare Officer, Youth Welfare Section, Social
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Mr. Harold Ho, Lecturer in Community Organization, Chung Chi College, Chinese
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Miss Lee Hei-man, Lecturer in Social Work, Chinese University, Ma Liu Shui,
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Miss Louise She, Lecturer, Board of Social Studies, University of Hong Kong, Hong Kong.

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Mr. Shin-ichi Shigeta, Professor, Meiji Gakuin University, Shirokane, Tokyo.

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/KOREA

KOREA, REPUBLIC OF

Mr. Won Kyu Kim, Director, Bureau of Social Affairs, Ministry of Health and Social Affairs, Seoul.

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Mr. Byong Jip Moon, Associate Professor, Head of the Department of Rural Development, College of Commerce and Economics, Chungang University, Seoul.

Mr. Jae Hon Lee, Director, Bureau of Rural Guidance, Office of Rural Development, Suwon.

THAILAND

Mr. Sai Hutacharern, Director-General, Community Development Department, Ministry of Interior, Bangkok.

Mr. Suvitaya Yingvorapunt, Chief, Research and Evaluation Division, Community Development Department, Ministry of Interior, Bangkok.

Mr. Prasit Disavat, Chief, Hill Tribe Welfare Division, Public Welfare Department, Ministry of Interior, Bangkok.

Mr. Charoon Chamcharern, Chief, Adult Education Division, Ministry of Education, Bangkok.

Miss Nuannard Amatayakul, Lecturer, Faculty of Social Administration, Thammasat University, Bangkok.

Dr. Amara Raksasatya, Associate Professor, Institute of Public Administration, Thammasat University, Bangkok.

Dr. Jacques Amyot, Lecturer, Faculty of Political Science, Chulalongkorn University, Bangkok.

Miss Nilawan Pintong, Chief of Area Operation, The Women Volunteer Corps for Community Development, National Council of Women of Thailand, Bangkok.

Mr. Cheochan Cheepsuwnn, Trainer, Training Division, Community Development Department, Ministry of Interior, Bangkok.

Mr. Wimol Puangtong, Trainer, Training Division, Community Development Department, Ministry of Interior, Bangkok.

Mr. Pinit Garnchanavongs, Director, TUFEC, Ubol.

/SPECIALIZED

SPECIALIZED AGENCIES

Food and Agriculture Organization of the United Nations (FAO)	Dr. Nita Soysa, Regional Home Economics Officer, FAO Regional Office for Asia and the Far East, Bangkok.
United Nations Educational, Scientific and Cultural Organization (UNESCO)	Mr. T. Krishnamurthy, Adult Education Specialist, Regional Office for Education in Asia, Bangkok.
World Health Organization (WHO)	Dr. D.H.S. Griffith, Regional Adviser on Community Health Services, WHO Regional Office of South-East Asia, Delhi, India.

United Nations Children's Fund (UNICEF)	Mr. Brian Jones, Director, UNICEF, Bangkok.
	Mr. Simon Polak, Thai Area Mission Representative, UNICEF, Bangkok.
	Mr. A.E. Meager, Senior Programme Officer, UNICEF, Bangkok.
	Mr. P.K. Ghosh, Programme Officer, UNICEF, Bangkok.

Agency for International Development United States Operations Mission to Thailand (USOM)	Mr. Frank W. Sheppart, Jr., Chief Social Development Division, Bangkok.
	Dr. Orlin J. Scoville, Deputy Assistant Director for Rural Affairs, Bangkok.
	Mr. W. Sommers, Adviser on Public Administration, Bangkok.
	Mr. William Berg, Adviser to the Ministry of Interior on Training for Local Government, Bangkok.

Miss Parin Vakharia	United Nations Bureau of Social Affairs, Bangkok.
Dr. H. Schiller	UN BTAO Adviser on Social Work Training, Thammasat University, Bangkok.

Dr. M.V. Bhatawdekar	Professor of Social Planning, Asian Institute for Economic Development and Planning, Bangkok.

/SECRETARIAT

SECRETARIAT

U Nyun	Executive Secretary
Mr. M.S. Ahmad	Officer-in-Charge for the Executive Secretary
Miss Dorothy Moses	Chief, Division of Social Affairs
Mr. Hung-Chun Chang	Regional Adviser on Training for Community Development, Division of Social Affairs
Mr. Homi B. Minocher Homji	Community Development Officer, Division of Social Affairs
Mr. Euan E. Smith	Social Policy and Research Officer, Division of Social Affairs
Miss Frances M. Yasas	Social Affairs Officer, Division of Social Affairs
Mr. I. Gde Putra Kamayana	Social Affairs Officer, Division of Social Affairs
Mr. R.R. Bergh	Associate Expert on Community Development Training, Division of Social Affairs
Mr. Robert Neher	Associate Expert on Community Development, Division of Social Affairs

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Mr. I.S. Macaspac	Director, Economic and Social Studies, Mekong Committee
Mr. W.S. Arneil	Resettlement Adviser, Mekong Committee
Mr. H.A. Hossé	Adviser on Urban and Regional Planning
U Khin Maung Gyi	Regional Consultant for Public Administration

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/ANNEX D

ANNEX D

Inaugural Speech

by

U Nyun, Executive Secretary, ECAFE

It is with great pleasure that I welcome you all to this Sub-Regional Workshop on Professional Education in Community Development.

Community development, under different names, has long been employed by countries of the region as an instrument for improving living conditions, especially in rural areas. The widespread interest in community development stems from the conviction that developing countries in Asia with limited financial resources can best solve their socio-economic problems by developing and harnessing their abundant man-power to their efforts for national advancement. But community development cannot function effectively without trained, dedicated and competent personnel of all categories and at different levels.

Inspite of community development's long history and the great advances made with it in countries of this region, a great deal remains to be done in community development training. Most of the training centres already established are on an __ad hoc__ basis and are primarily concerned with front-line workers who, though important, cannot undertake this vital task alone. To be effective, community development, like other large-scale undertakings, needs high level personnel to plan, organize and administer it.

In the past, many universities and colleges did not pay adequate attention to community development research and training. Encouraging developments are, however, now taking place. Professional education in rural community development at the graduate and under-graduate levels has either been started or is being planned in several countries. Furthermore, many schools of social work offer teaching in community organization and development, but hitherto it has often been mostly in the context of urban areas.

/The __ad hoc__

The _ad_ _hoc_ training centres, academic institutions and schools of
social work have encountered a number of difficulties in their attempts to
systematize and strengthen community development training and education.
Experienced instructors are lacking; suitable curricula have not yet been
developed and training material and field facilities are inadequate.

Recognizing the importance of training as a means of increasing the
impact of community development on national economic and social development,
the Economic and Social Council of the United Nations, during the decade
1953-1962, adopted twelve resolutions on education and training directly or
indirectly related to community development. One of the major Proposals for
Action of the United Nations Development Decade is the training of community
development personnel on an increasing scale. The urgent need for such training,
especially for instructors, and for improving its content and methods was
particularly emphasized by the Economic and Social Council in resolution
975 E adopted on 1 August 1963.

Community development training experts have, upon request, been
assigned by the United Nations to assist governments in their efforts to
strengthen and expand their training programmes; fellowships have been
awarded to nationals to study community development abroad, individually or
in groups; several study tours have been organized; and community development
experts have assisted the governments in initiating and improving training
in this field. To further understanding of the relationship which community
development bears to economic development, land reform, local government,
co-operatives and voluntary agencies and to demonstrate its effectiveness
in national development, several research projects and evaluation missions
have been and are being undertaken.

Community development in some countries has failed to live up to
the expectations which its leaders, in their keen enthusiasm, aroused. New
situations and needs have developed. Community development as a programme is
undergoing critical appraisal. Community development is being gradually
adopted as a means of facilitating agricultural production, public works,
education, health and social welfare services through the development and
mobilization of human resources and community action. The increasing

/interest

interest of governments in rural and urban development, land reform and
settlement, tribe and river basin development, city and village planning,
industrial and housing estates, local administration reconstruction, etc.,
has created new opportunities for community development. A new look and
fresh initiative are required to cope with the new challenges and opportunities.

Believing that community development training is the first pre-
requisite for ensuring this fresh initiative, the Economic Commission for
Asia and the Far East has redoubled its efforts to promote such training.
The staff has been reinforced by a regional adviser and an associate
expert on training for community development. In addition to strengthening
direct and information services to governments, a three-tier programme to
provide training in community development is being implemented.

The first tier is the organization of national workshops on training
in community development. During 1964 and 1965, eight national workshops
and technical meetings were organized by governments and academic institu-
tions with the technical assistance of ECAFE -- one each in China (Taiwan),
Hong Kong and Japan, two in the Republic of Korea and three in Thailand.
Some of these were required to study and recommend, in the national context,
a curriculum for professional education in community development at universities
and schools of social work, and others dealt with in-service training of
community development supervisors and other workers. About 380 educators,
administrators and operators of community development and related disciplines
participated; their composition was designed to integrate the teaching,
administration and operation of community development on the one hand and to
relate community development to appropriate disciplines and services on the other.

It is very gratifying to note the active interest of the governmental
agencies and the direct involvement of universities and colleges in improving
community development education. All these workshops and meetings were
organized and conducted by the governments and academic institutions themselves.
I am happy that ECAFE has been given the opportunity to make some technical
contribution to their success, which was, however, primarily due to the dedication
and competency of many of you here in this conference room. I note with great

/interest

interest that some countries have decided to hold such workshops on a
continuing basis. Because of the limited resources at its disposal, it
has so far not been possible for ECAFE to help in organizing similar work-
shops in countries west of Thailand. We shall try to do so next year if
such assistance is required.

The second tier of the programme is the convening of sub-regional
workshops such as this one and a regional expert group to study and recommend,
in the sub-regional and regional contexts, suitable curricula for professional
education in community development. They are being organized subsequently
to the national workshops so that they may benefit from the latter's findings
and from the knowledge of the outstanding participants.

The third tier of the programme is the conducting of short-term
regional training institutes for higher level community development personnel.
The Asia and the Far East region, unlike the Middle East and Latin America,
does not have a permanent regional centre for training in community develop-
ment. To meet the urgent need, it is hoped that a number of regional short-
term training institutes for community development instructors, planners,
administrators, researchers, evaluators and supervisors will be organized.
Their objective will be to increase the knowledge and skills of the participants
in the aspects of community development for which they are responsible in
their respective countries. Emphasis will be given to practical problems,
basic knowledge, major essentials and new practices and techniques, etc.,
relating to the subject matter for which each institute is organized.

The first training institute for community development instructors
and officials responsible for national training programmes and directors
in charge of important training institutes will be conducted in 1966.
The findings of the national and sub-regional workshops and the regional
expert group will be used as a guide in these training institutes.

I attach great importance to this Sub-Regional Workshop and be..eve
that you, the elite of the national workshops, will fully achieve its
objective, namely to formulate sound curricula for professional education
in community development, rural as well as urban, designed to train workers
so that they will be able to produce concrete and satisfactory results.

/I have

I have reviewed the annotated agenda and strongly endorse the
proposal that the curricula should give special emphasis to (a) developing
both the spiritual dedication and technical competency of students,
(b) balancing theoretical background and practical skills, (c) using
community development as an approach in the promotion of different
technical services, (d) identifying the role and methodology of community
workers in rural and urban development, land reform and settlement, tribe
and river basin development, etc., and (e) developing and mobilizing
human resources and community action in national development.

It is my strong conviction that the principles and methods of
community development, properly defined, rightly focussed and effectively
applied, will make a significant contribution to the development and mobiliza-
tion of the abundant human capital which is so urgently needed to expedite
economic and social development in our region. ECAFE has pioneered in a
number of significant adventures such as the Mekong Development Project,
the Asian Highway Project and the Asian Development Bank. You can help
us to embark upon another adventure; for when, as a result of our efforts,
Asia comes to possess dedicated community development personnel equipped
with the knowledge and skill to develop human capital to the fullest
extent, that achievement will be of no less significance to the region's
prosperity than any of the projects we have so far undertaken.

I wish you every success in your deliberations.

/ANNEX E

ANNEX E

COMPOSITION AND RESPONSIBILITIES OF WORKING COMMITTEES AND SUB-COMMITTEES

WORKING COMMITTEE A.

Social Science Courses

Social Survey and Statistics

Discussion Leaders

Mr. Tatsuo Wakabayashi	Social Work	Japan
Mr. Amara Raksasataya	Research	Thailand
Miss Louise She	Social Work	Hong Kong

Secretary

Mr. J. Amyot	Anthropology	Thailand

Members

Mr. M.V. Bhatawdekar	Economics and Social Development	Asian Institute
Mr. R. Neher	Community Development	ECAFE
Mr. Frank W. Sheppard Jr.	Rural Sociology and Community Development	USOM
Mr. W. Sommers	Public Administration	USOM
Mr. T.C. Van	Psychology	China

/WORKING

WORKING COMMITTEE B.

Introduction to Community Development

Information Courses

Planning and Administration
Community Development

Comparative Study of Selected
Community Development Programmes

Discussion Leaders

Mrs. C.S. Yeh Cheng	Social Work	China
Mr. Shin-Ichi Shigeta	Community Organization	Japan
Mr. S.N. Ha	Social Work	Korea

Secretary

Mr. Harold Ho	Community Organization	Hong Kong

SUB-COMMITTEE B(i)

Relationship between Community Development
and Development Plans and Programmes

Specialized Study of the Role of Community
Development Personnel in National and
Special Development Plans and Programmes

Specialized Study of Major Components of
Rural and Urban Community Development

Contribution of Methodologies of Other
Disciplines to Community Development

Discussion Leaders

Mrs. C.S. Yeh Cheng	Social Work	China
Mr. H.J. Lee	Rural Guidance	Korea

/Secretary

Secretary

   Mr. Harold Ho   Community Organization   Hong Kong

Members

Mr. W.S. Arneil	Resettlement	UN
Mr. L.C. Arulpragasam	Land Reform	FAO
Mr. William Berg	Local Government	USOM
Mr. Charoon Chamcharoen	Education	Thailand
Mr. Prasit Disavat	Hill-tribe Welfare and Development	Thailand
Mr. Y. Fu	Social Welfare Administration and Human Resources Development	China
Dr. D.H.S. Griffith	Community Health Services	WHO
U Khin Maung Gyi	Public Administration	ECAFE
Mr. H.A. Hossé	Housing and City Planning	ECAFE
Mr. T. Krishnamurthy	Adult Education	UNESCO
Mr. I.S. Macaspac	River Basin Development	ECAFE
Mr. S. Polak	Women and Child Welfare Services	UNICEF
Mr. Orlin J. Scoville	Agricultural Economics	USOM
Mr. E.E. Smith	Social Policy and Research	ECAFE
Miss Nita Soysa	Home Economics	FAO

/SUB-COMMITTEE

SUB-COMMITTEE B(ii)

Additional Courses in Rural and Urban Community Development

Intensive Study of Core Aspects of Community Development

Discussion Leaders

Mr. S.N. Ha	Social Work	Korea
Mr. H.Y. Lee	Social Welfare Administration	China

Secretary

Mr. David Elder	Community Services	Hong Kong

Members

Mr. Pinit Garnchanawongs	Education	Thailand
Mr. Y.Y. Huang	Urban Community Development	China
Mr. B. Jones	Women and Child Welfare	UNICEF
Mr. Daisaku Maeda	Community Organization	Japan
Mr. B.J. Moon	Community Development	Korea
Mr. H. Schiller	Group Work	UN
Mr. Shin-Ichi Shigeta	Community Organization	Japan
Mr. Suvit Yingvorapunt	Research and Evaluation	Thailand

WORKING COMMITTEE C.

Development of Local Teaching Material

Development of Field Work Training

Development of Teaching Methods

Discussion Leaders

Mr. W.K. Kim	Social Welfare Administration	Korea
Miss Nilawan Pintong	Women in Community Development	Thailand

Secretary

Mrs. Helen Ren Ling	Community Organization	China

Members

Miss Nuannard Amatayakul	Social Work	Thailand
Mr. R.R. Bergh	Community Development	ECAFE
Mr. Cheochan Cheepsuwan	Community Development	Thailand
Mr. I.G.P. Kamayana	Social Work	ECAFE
Miss Hei-man Lee	Social Work	Hong Kong
Miss Frances M. Yasas	Social Work	ECAFE

/WORKING

WORKING COMMITTEE D.

Administrative Problems and Requirements for
Professional Education in Community Development

Discussion Leaders

Miss Dorothy Lee	Principal Officer, Youth and Community Services, Social Welfare Department	Hong Kong
Mr. S.S. Liu	Director, Department of Social Affairs, Ministry of Interior	China

Secretary

Mrs. Han-fen Chen Chou	Social Welfare Officer, Youth and Community Services, Social Welfare Department	Hong Kong

Members

Mr. P.K. Ghosh	Programme Officer, Asia Regional Office	UNICEF
Mr. Sai Hutacharoen	Director-General, Community Development Department, Ministry of Interior	Thailand
Mr. A.E. Meager	Senior Programme Officer, Asia Regional Office	UNICEF
Mr. Wimol Puangtong	Training Officer, Community Development Department, Ministry of Interior	Thailand

/ANNEX F

ANNEX F

REGIONAL AND INTERNATIONAL CO-OPERATION, INCLUDING TECHNICAL ASSISTANCE

Statement by the ECAFE secretariat

1.   Discussions over the past week, in this Sub-Regional Workshop, have resulted in several recommendations which are aimed at improving professional education for community development in this Sub-region. Some of these recommendations are of a kind that can best be implemented at the national levels. Others can, with advantage, be implemented co-operatively at the sub-regional or international levels. In both cases, a major contribution must naturally come from the co-operating countries, out of their own available resources, on the principle of self-help. To the extent that such resources can be inadequately developed or altogether absent, it would be the role of requested international technical assistance organizations to support or supplement the national effort. In addition to the United Nations and those of its specialized agencies represented at this Workshop, other inter-governmental organizations or bilateral agencies such as US/AID, as well as educational foundations, may be in a position to supply such technical assistance. The aim of this paper is briefly to place before the participants the types of technical assistance available from the United Nations, so that they may be able to suggest to the Economic Commission for Asia and the Far East the specific manner in which, in their view, ECAFE could be most helpful in implementing the recommendations made at this Workshop.

2.   The technical assistance rendered by the United Nations in the past, in the broad field of community development, has mainly centered around promoting and assisting "grass-root" programmes of socio-economic development and popular participation, such as urban and rural community development, local government, land reform and settlement, women and youth programmes, etc. Inevitably, the success of these programmes will depend upon the existence of a well trained core of professional and front-line workers in community

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development to sustain national efforts. The importance of improving professional training through programmes of international assistance is thus quite evident and has been reiterated by this Sub-Regional Workshop.

3.   The usual forms of technical assistance rendered by the United Nations to requesting Governments of member countries are:

      (a) Expert advisory services (on a country or regional basis).

      (b) Fellowships (for observation or study abroad, including study tours).

      (c) Overall survey missions and services (as a preliminary to national planning).

      (d) Regional studies (on trends, statistics or specific aspects of national programmes).

      (e) Specific inquiries and intensive surveys including evaluation of programmes).

      (f) Pilot projects (for demonstration or experiment).

      (g) Regional seminars, workshops, etc. (for promoting exchanges of information and experience).

      (h) Technical publications (including manuals, study kits, research and studies, report on seminars, etc.).

      (i) National and regional training courses, centres and institutes (Examples: the Regional Demographic Institute in Bombay; the Asian Institute for Economic Development and Planning at Bangkok. Training centres are also assisted by training and demonstration equipment and books by courtesy of UNICEF.).

      (j) Short-term regional advisory missions and services under the auspices of the United Nations regional economic commissions, including visits by staff members.

      (k) Implementation of multilateral projects such as the Asian Highway, the lower Mekong basin development, the Asian Development Bank, etc.

The availability and use of such forms of technical assistance are already well known and, if properly applied, they can greatly assist in improving the training for community development in this region.

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4.   The other important developments in technical assistance are:

(a) The United Nations Special Fund. Its creation is the result
of a general awareness of the great potential of latent
resources and latent investment opportunities in the less
developed countries, as well as the growth of the idea of
international technical co-operation in undertaking pre-
investment activity. More recently, the field of training
in community development has been accepted by the Special
Fund as being eligible for its assistance. As in the case
of Venezuela, it is now possible for a United Nations member
country to request Special Fund assistance over a period
of three to four years for providing expert instructors and
teaching equipment for rural or urban community development.
A group of experts so supplied could organize, plan and carry
out the training of community development instructors in
a national community development training institute, if a
member country would request and would undertake to continue
to operate the national (or regional) institute after
withdrawal of the Special Fund experts.

(b) The UNICEF resources, which could be more intensively used,
particularly in training programmes or training institutions
for community development, to improve the socio-economic
conditions of children, youth and mothers. This could take
the form of training materials and equipment and also equip-
ment for pilot projects.

(c) The World Food Programme (WFP). This is a joint UN/FAO
programme, established by General Assembly resolution
1714 (XVI), with pledges of multilateral food assistance from
contributory countries, for the use of surplus food as
a means of helping "finance" economic and social development.
It proceeds by way of pilot projects and food so supplied can
be used for community development training purposes, if so
desired, in the form of part payment of stipends to students
or for the use of lay-leaders under training.

(d) The Operational and Executive Personnel Programme (OPEX).
Under this programme, countries can request the services of
experts to perform operational functions within the government
rather than merely give advice. Community development teachers
can be provided under this arrangement, if requested. Generally
their availability is subject to the provision of "Funds in
Trust" by the requesting country.

5.   "The United Nations Development Decade" aims at mobilizing all efforts
of member states and their people to accelerate progress towards self-sustaining
growth of the economy and social advancement of every individual nation, with

each country setting its own targets. The Action Proposals of the Secretary-General have brought out the need to utilize national development planning as a tool for mobilizing human and material resources; to undertake economic and social reforms (including land reforms) as a precondition for improvement in standards of living; to bring about a change in the attitudes of people in order to benefit from modern technology; to pay attention to the importance of the human factor in economic development and hence the need for education, training, community development and employment of youth in order to utilize the vast latent human resources; and to improve public administration systems and local government so as to ensure optimum and well-distributed use of local and international resources.

6.   The availability of all these extended sources of technical assistance for promoting community development is a most desirable development, but the ways and means of for countries to use them efficiently in furtherance of the recommendations already made, needs to be discussed and determined at this Workshop. In discussing the possible enlargement and utilization of international technical assistance in furtherance of professional education in community development or similar socio-economic programmes of local development, participants should also give some thought to parallel programmes of local government, co-operatives, voluntary organizations, population resettlement, agrarian reforms, river basin development, etc.

7.   The example of ECAFE's assistance to member countries holding national workshops for professional education in community development, followed by this Sub-Regional Workshops is already before you. A technical institute for the countries in the region on the training of instructors in community development will be held by ECAFE next year, perhaps to be followed by similar institutes for other senior cadres of community development personnel. Studies are underway for identifying the roles of local government, co-operatives and voluntary organizations in community development and in enumerating the qualitative and quantitative problems of the tribal and hill tribe people of this region. Another study will attempt to identify the roles of women and youth in community development. A seminar which it is

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proposed to hold in 1966 will review the report of the Study on the Role of
Local Government, Co-operatives and Voluntary Agencies in Community Development
and arrive at more specific recommendations on how community development can
strengthen other national development programmes. In 1964, ECAFE undertook
an inventory of community development training resources within the region
and it is currently engaged in promoting exchanges of community development
information facilities.

8.   Finally, ways and means of achieving or furthering regional co-
operation in this field should be explored. Some examples are the likely
extension and use of national training centres or research institutes for use
by the nationals of other countries of the region, if necessary, with technical
support or assistance from the United Nations and the Special Fund. On
a national or bilateral basis, exchanges of selected teachers in community
development could be organized to enable teachers of other universities or
countries to give some account of how they initiated training for higher cadres
in community development; and, in turn, to learn what the universities or
countries visited what key have to offer in that field. The regional economic
commissions could also assist in strengthening and expanding national training
programmes, possibly by means of constituting a peripatetic team of community
development experts in the field of community development training. Such
a team could formulate plan for and informally assist requesting countries
to operate experimental or pilot training courses nationally or multi-nationally.
It could also assist in evaluating such courses and, perhaps, in investigating
and spelling out areas of research and study necessary in individual countries
for a more scientific promotion of community development. Moreover, if so
requested, it could assist local institutions and universities to carry out
such studies, and also assist governments to produce manuals and guide books
for the use of community development teachers. Information about the areas
of technical assistance in which countries of the region feel a real need
would be most valuable.

/ANNEX G

ANNEX G

Closing Remarks

by

U Nyun, Executive Secretary, ECAFE

I still regret having been unable to welcome you in person at the opening of this Sub-Regional Workshop or to be with you during your deliberations on this important subject which will have a great impact on community development as well as on economic and social development in Asia and the Far East. I was away from Bangkok during almost the entire period of the Sub-Regional Workshop because of the meetings of the Asian Development Bank and the Asian Conference on Industrialization.

As stated in my inaugural speech for the Sub-Regional Workshop, kindly delivered by Mr. M.S. Ahmad, I attach great importance to the human factor in economic and social development and hope that the Sub-Regional Workshop will, with your able contribution, formulate a curriculum designed to educate dedicated and competent professional community development personnel equipped with the knowledge and skill to mobilize the abundant human capital which is urgently needed to expedite economic and social development in our region. This pioneer adventure, if successful, will be of great significance not only to our region but to other regions as well.

I have learnt, with great appreciation, of the hard work, physical and intellectual, of each and every expert participating in the Sub-Regional Workshop as well as of its officers. The achievements and ultimate effects of the Sub-Regional Workshop will, I hope, more than compensate you for the thought and energy which you have so freely spent.

You must be as happy as I am that the Sub-Regional Workshop has achieved so much in so short a time. The bringing together of community development educators, administrators and operators with those working in important fields closely related to community development to discuss

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problems of common interest is significant. Community development, because of its comprehensive nature, requires concerted action by governmental departments and voluntary agencies concerned with community development. Teaching in community development, to be effective, requires team-work between academic institutions and operating agencies.

It is gratifying that the Sub-Regional Workshop has achieved three main tasks:

(a) It has formulated, in the sub-regional context, a comprehensive curriculum for professional education in community development covering basic social sciences and required and elective courses in community development. I am particularly happy and appreciative that the curriculum gives special emphasis to the points which I had suggested, especially the development of human capital to expedite economic and social development.

(b) It has recommended concrete measures to develop instructors, teaching methods, national teaching material and field work training. The equality of any programme is determined by the quality of workers who operate it. The degree of dedication and competency of the workers depends largely on the extent to which the instructors themselves exhibit these two vital qualities. Teaching in community development should emphasize field work besides classroom instruction, which must be taught in the context of the country. The development and utilization of national teaching material cannot be emphasized enough. I trust that religious teachings, social thought, folklore, etc., are among the major sources recommended, as such valuable material is abundant in this region.

(c) It has worked out the administrative measures needed to strengthen community development professional education in general and to implement the recommendations of the Sub-Regional Workshop in particular. Community development is new and should be given maximum encouragement by all parties concerned, especially high governmental authorities. In order to induce promising students to study community development and to continue in it as a career, due recognition, suitable status, adequate salary and promotion opportunities should be given to them in the civil service system. Last but not least, the students so trained must be sure of employment by the governmental and voluntary agencies engaged in community development.

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The valuable recommendations of this Sub-Regional Workshop will be meaningless unless they are implemented and followed up by appropriate action; these are the responsibilities of the academic institutions and operating agencies. It is earnestly hoped that they will adopt suitable measures. The proposed curriculum is only for reference. It is open to modification to suit national conditions. It may take an academic institution some time to equip itself to teach all the important subjects proposed in the curriculum. It may be regarded as a goal; meanwhile, priorities should be determined according to needs and resources. ECAFE will do its utmost possible to assist countries in their efforts towards this goal.

I have studied with special interest the recommendations on:

(a) the strengthening of national educational facilities for national and regional use;

(b) the conducting of short term regional training institutes and;

(c) the exchange of literature and personnel among countries themselves.

I reported to you in my inaugural speech that a one-month regional training institute for community development instructors and officials responsible for national training programmes and directors in charge of important training institutes will be conducted in 1966. I trust that full advantage will be taken of this opportunity.

This Sub-Regional Workshop is primarily concerned with professional education in community development, but it must be remembered that in-service training is no less important. On the contrary, the training of existing workers is just as important if not more so. I urge that all possible attention be continuously given to this matter by Governments, in order to ensure the effective functioning of community development.

I congratulate you all on an important job well done and wish you bon voyage, a happy new year and all success in whatever you do to strengthen and expand community development education and training in your own countries.

/ANNEX H

ANNEX H

ACHIEVEMENTS OF THE SUB-REGIONAL WORKSHOP

Closing Speech

by

Mr. Sai Hutacharoen

Chairman of the Sub-Regional Workshop

Mr. Executive Secretary, Ladies and Gentlemen:

On behalf of the Sub-Regional Workshop and myself, I would like to thank the Executive Secretary for his far-sightedness and creative imagination and capable guidance without which the Sub-Regional Workshop would not have been held and held so successfully. We are in entire agreement with what you stated in your brilliant inauguration speech and what you have just said about the importance of professional education in community development which is basic to the success of community development. We strongly endorse your emphasis on the human factor in national and economic development which, to some extent, is overlooked by economists and financiers who usually control national development plans and programmes. We will do our utmost to co-operate in this new noble adventure to develop human capital, people's participation and community action to expedite national economic and social development. You have made important contributions to countries of this region especially in the Asian Development Bank, Asian Highway Project and Mekong River Basin Development Project.

Mr. Executive Secretary, we consider this Sub-Regional Workshop a historical event. It is the first one held in this sub-region to study and recommend a comprehensive curriculum for professional education in community development. It is unique because of its cross-representation in participation, bringing together outstanding community development educators, administrators, operators and specialists of other fields closely related to

/community development,

community development, to discuss subjects of common interest and to exchange views and experience on this significant subject.

We believe that this Sub-Regional Workshop has made important contribution to professional education in community development not only to participating countries of this Sub-Regional Workshop but also to those of other regions as well. In my opinion, the following are the important achievements of this Sub-Regional Workshop, a comprehensive curriculum covering basic social sciences and core and elective subjects in community development has been formulated. Concrete proposals have been made regarding the development of instructors, teaching methods, national teaching material and field training facilities. Administrative problems affecting community development education have been identified. Administrative requirements to strengthen community development education have been recommended.

The curriculum, as I see it, is very comprehensive. It will take some time before we can implement it fully and effectively. It serves as a guideline for teaching in community development itself and its integration with basic social sciences and other disciplines closely related to community development. I hope each and every country participating in this Sub-Regional Workshop will do its utmost to put it into actual practice, step by step. A good curriculum will be meaningless unless it is adopted and implemented.

The achievements would not have been possible without the enthusiasm, dedication, technical competence and hard working of all the participants of the Sub-Regional Workshop. The same also applies to the professional and general service staff of ECAFE. I learned with great appreciation that the general service staff of ECAFE have worked late and even sleeplessnight.

Last but not the least, I must express my deepest appreciation of all the creative and valuable contributions of our friends who organized the national workshops in China (Taiwan), Hong Kong, Japan and the Republic of Korea, without which this Sub-Regional Workshop would not have been held at all. I am happy that the Workshops held in my country play some part toward the success of this Sub-Regional Workshop also.

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We would like to congratulate you, Mr. Executive Secretary, on your creative adventure in adopting the 3-tier programme for professional education in community development. The first and the second tiers have already been partly implemented. It is hoped that such national and sub-regional workshops will be extended to other countries of the region so that they will benefit as we do. It is gratifying to learn that, beginning from next year, the third tier of the programme will be started with a one-month regional short-term institute for the training of community development instructors, officials responsible for community development training programmes and directors of important training institutes. We strongly urge that the third tier of the programme will be put on a continuing basis as planned. The second tier of the programme includes regional workshops. A very useful purpose will be served if the regional workshop are held as planned. I hope it is not too ambitious to suggest that an international workshop on this subject be convened at an appropriate time in the near future.

To continue the three-tier programme and expand the activities of ECAFE on the exchange of information material, personnel and visits, we hope, Mr. Executive Secretary, you will agree with us that the regional advisory services will need to be strengthened.

My country is very fortunate and happy that this epoch-making sub-regional workshop has been held at Bangkok. We wish we could have done more this time to make the distinguished experts enjoy more and see more of my country, history-wise and programme-wise. I earnestly hope we will have another opportunity so that we can do as much as we wish.

/ANNEX I

ANNEX 1

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