A Report On

THE LOCAL DEVELOPMENT PRACTITIONERS SCHOOL

1-14 December, 1985
Jawale Village – Satara District
Maharashtra

During 1—14 December, 1985, a pilot Local Development Practitioners School was conducted by the Institute of Cultural Affairs: India. Twenty-one people representing communities and organisations from central and southern India participated in the two-week programme.

For the region, this pilot programme was a response to project isolation and the need for new approaches to communication felt by development field workers. For the ICA: India, the school symbolised a transition in rural development strategy from direct scheme implementation to "scheme catalysis" based on training, collaboration and networking. The venue for the residential programme was the Institute's Human Resource Development Centre in Jawale Village, Khandala Taluka, Satara District, Maharashtra State.

This new programme represented a Phase III activity of the International Exposition of Rural Development (IERD). The following is a documentation of the curriculum.

Participants represented the following communities and organisations:

* Adarsh Vidhyalaya (Shirwal)
* Canara Bank (Karnataka, Tamil Nadu)
* Chikhale Village, Raigad District
* Corporation Bank (Karnataka)
* Institute of Cultural Affairs : India
* Jawale Village Youth Mandal
* Maharashtra State Transport Corporation
* Pune District Zilla Parishad
* Ragendra Vidhyalaya, Khandala
* Satara District Health Office

Backgrounds included agriculture, village leadership, study, health, community service, legal counselling, rural banking, bank officer training.

The school demonstrated the participatory process which learning is. Its components were:

1. **Conversations**

   Focused on unifying the group by catalysing reflection on particular subjects.

2. **Presentations**

   Introduced new images and provided the overview for the sessions.

3. **Workshops**

   Served as mechanisms for testing new images and skills for their relevance within an individual's own circumstance.

4. **Methods Demonstrations**

   Used participant input and illustrated the practical application of the particular method.

5. **Events**

   Built a sense of community within a diverse group of people. Provided a way to explore issues and images raised during the sessions from a different perspective.

6. **Team Work**

   Provided an opportunity to assess and strengthen individual's grasp of methods and skills.

7. **Individual Work**

   Ensured participation of all by structuring intervals of solitary thinking prior to group discussion.

8. **Village Laboratories**

   Created a link between theory in the school and action in the field. These included shramdans, planning meetings, surveys and the technology fair.

9. **Resource Persons**

   Provided the means for practically focusing on the most critical issues for local development practitioners.

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EFFECTIVE
IMPLEMENTATION
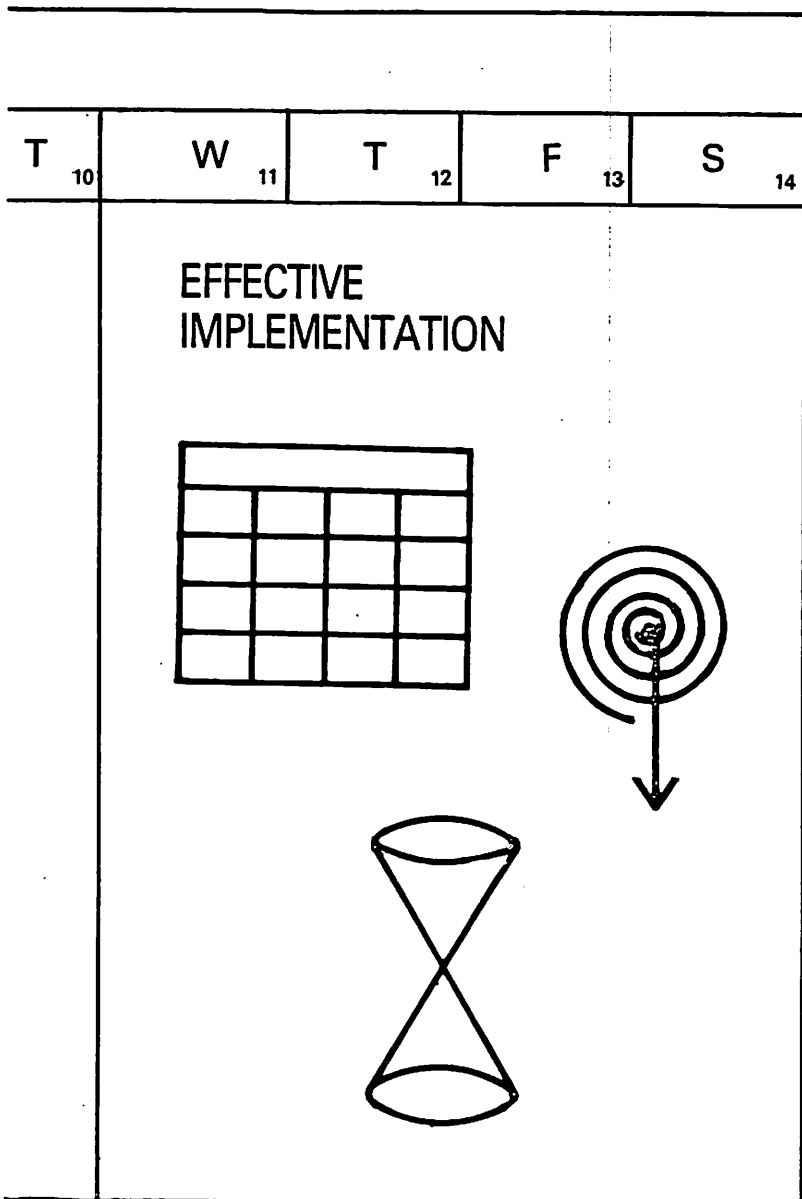
HUMAN DEVELOPMENT PROCESS

Sustained socio-economic development happens when attention is given to developing the human factor. The first module focused on the "people" side of development. This was achieved directly through the continual interchange with Jawale villagers and was emphasised indirectly with the introduction of the school's participatory methods.
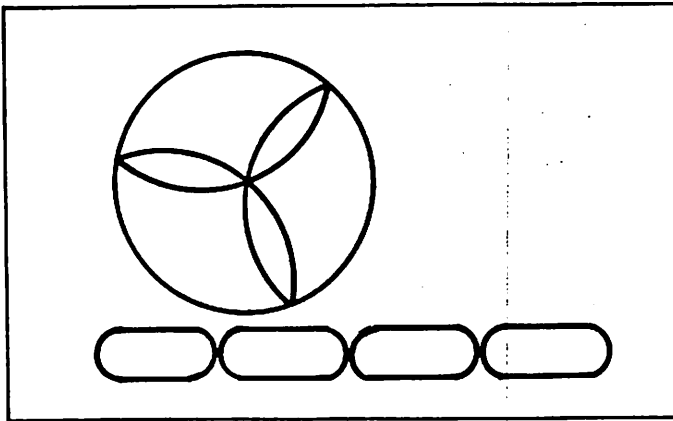
Day One

The module begins with a session to get acquainted and share development experience. Working in teams, participants articulate their key questions about development. These conversations provide an opportunity for individuals to focus on common concerns. Village leaders take the teams on a visit of Jawale. ICA analysis tools are used to generate questions and reflection on Jawale's development journey.

Day Two

A five-step process for integrated planning and consensus-building is demonstrated. As a part of this process, participants first articulate the focus question for the plan. The second session is devoted to projecting the long-range vision of the group. Session three explores the underlying issues facing the participants in implementing their vision. The following session names the actions which will address the issues. These actions are prioritised in session five. The last session looks at the specific steps required and places them on a ninty-day calendar. Participants experience generating ideas in a number of ways: in individual reflection, in small teams of three, in full plenary sessions.

Day Three

Workshop teams use the morning session to adapt the five-step process into planning formats. In the afternoon, the teams use the formats they have created with different village groups. One team arrives in a village where a meeting is planned only to have no one attend. This leads to a helpful reflection on what is required to elicit village participation. An evening reporting session utilising drama and songs to convey the teams' experiences concludes the module.

IMAGINAL COMMUNICATIONS

The educationist Kenneth Boulding makes four observations about human behaviour:

1. Everyone operates out of images
2. Images can change
3. Messages affect images
4. When images change, behaviour changes

This understanding provided the foundation for the second module. Its purpose was to expand participants' definitions of "communication" and explore various methods for changing images.
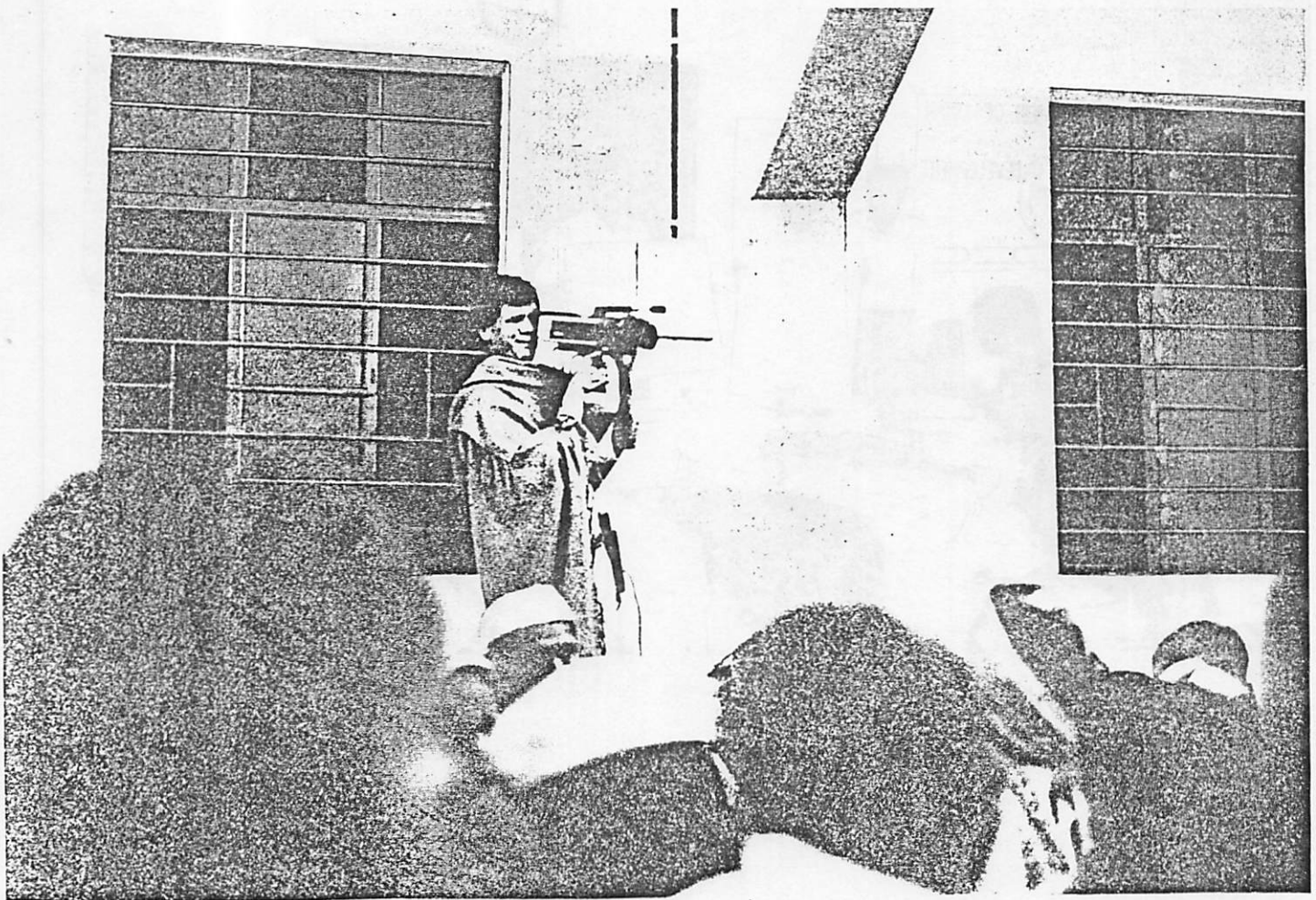
Day One

The morning session begins with a brief presentation on New Age communication. Working in teams, participants experiment with increasing their effectivity in communicating through attentiveness and listening exercises and facilitating group conversations. In the afternoon, more time is devoted to the concept of "image—change" and its foundational impact on human resource development. The workshop allows individuals to explore the possibility of shifting unproductive patterns in their own project situations.

Day Two

In a morning workshop on "eventfulness", participants use the methods introduced in the module to plan Jawale village shramdans. This requires dividing into teams, meeting with the community leadership to decide work sites and consensing on logistics. In the evening, a video presentation of Peter Russell's book **Global Brain** provides an opportunity for the group to discuss the relationship between consciousness and development.

Day Three

A conversation over breakfast using visualisation focuses participants' imagination and energy on the day's planned event. The two work teams spend the day in the shramdans: One team works with the primary school to build a cement platform. The other team assists in cleaning out drains. The event is documented on video to be shown at a later date. The teams meet back in the evening for dinner and share their experience using drama and song. The celebration continues with the Jawale Bhajan Mandal performing for the school and the community in the Human Resource Development Centre.
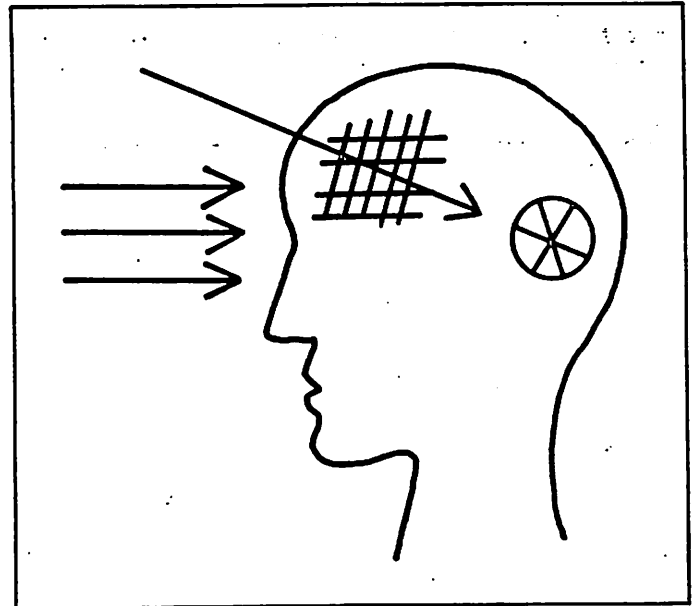
LEADERSHIP JOURNEY

Hidden beneath the apathy, anger and isolation experienced in communities is a large store of creative energy. Individuals who display the capacity to tap this human resource are critical to the development process. In this module, "leadership" images shifted away from static, politically defined concepts to a dynamic cultural reality.
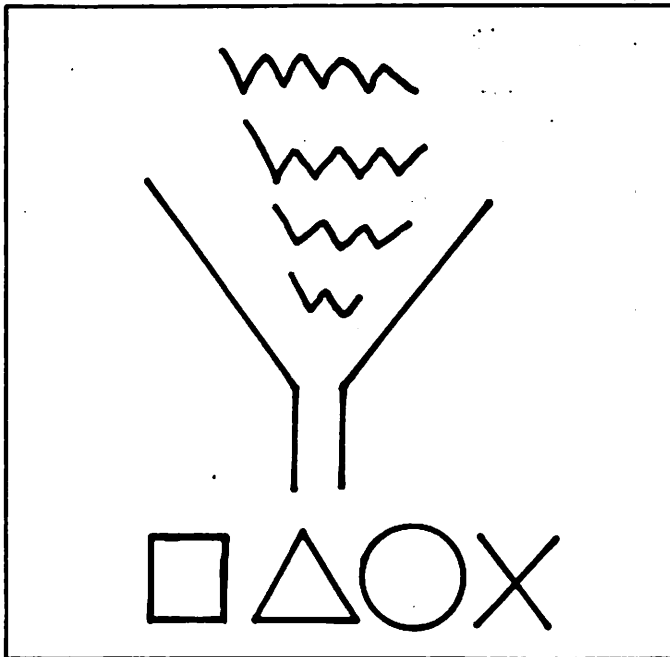
Day One

For the morning's presentation, resource person Gail West of the ICA : India, Bombay Human Resource Development Centre, facilitates a creativity lab. Designed to catalyse new solutions, the lab provides an opportunity for participants to experiment with different approaches to problem-solving. Practical application of the "New Age" skills is further stressed in the subsequent session with a demonstration of workshop methods. In the afternoon session, discussion groups explore the potential impact of "New Age" leadership qualities and skills in rural project situations. Training teams are then created to practice doing their own workshop; the groups first consense on the workshop topic and then assign each of their members to facilitate a specific step in the process the following day. The evening is spent in individual and team workshop preparation.

Day Two

In the morning, a presentation on the development journey of communities allows individuals to relate their own experiences in serving villages to those of the villages they serve. The three workshop teams facilitate the school through the formats they have created and the product from each workshop is documented. In the afternoon presentation, resource person Sadashiv Bhosale, a Jawale village leader, describes his efforts over the years in mobilising community participation. In training teams once again, participants observe and then practice a method to facilitate group conversations.

EFFECTIVE IMPLEMENTATION

Sustained, effective development is the result of a "synthesised" approach to the local situation. Both the design and the content of the final module reinforced this, as participants worked at practically integrating concepts and approaches explored throughout the school.
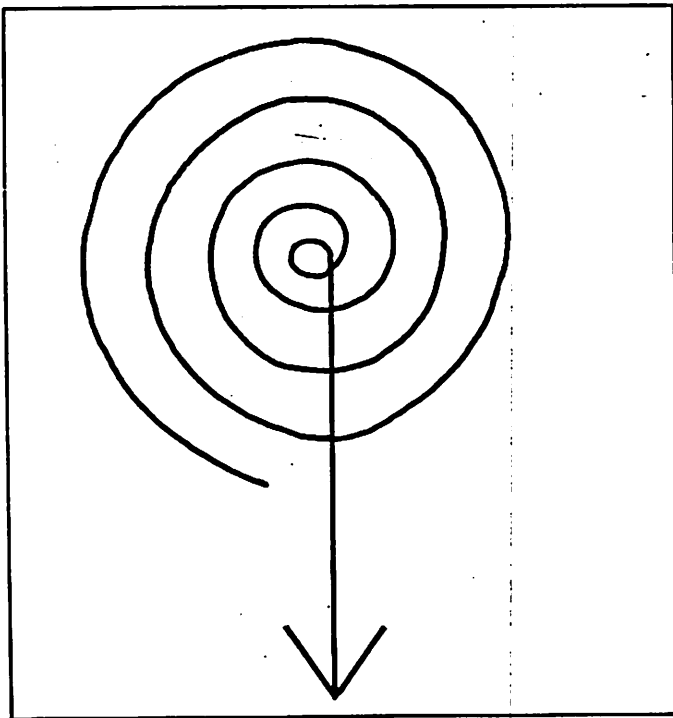
Day One

The "Voices of Local Practitioners" handbook series (a publication of the International Exposition of Rural Development) serve to catalyse individual reflection on development approaches. The 'accelerating factors in development' cited in the series are outlined in the morning presentation. These images provide the means by which smaller teams of participants explore their own experience in implementing development strategies. The afternoon is spent preparing for the next day's technology fair. In the evening, resource person Jagdish Nazareth, Ahmedabad Study Action Group (ASAG), speaks on ASAG's experiences with economic development and facilitates the subsequent question and answer session.

Day Two

The community event of the module is the technology fair described on the following pages. Participants are actively involved in the set up, exhibits, hosting and evaluation of the fair.

Day Three

A think tank process is demonstrated using the question of development of the poor as its focus. The exercise reveals the perceptions and trends affecting this sector and leads to a discussion of bold moves that can be taken at the local level. The module concludes with a look at motivational methods applicable to community situations. As a part of this session, participants. review their experience of the school and from the consensed highlights create songs, a story and a symbol.

Day Four

The final day consists of several types of evaluations: A Re-entry Lab allows participants to project individual priorities and decisions on the basis of what has been explored and developed in the course of the school. Conversational and written evaluations of the curriculum reflect on both personal and regional implications for the LDPS. During the evening's graduation dinner, resource person B. Rudramoorthy, MPDC Pvt. Ltd., Bangalore, shares his experiences in developing human resources and challenges the participants to utilise the skills attained during the two weeks in their own situations.
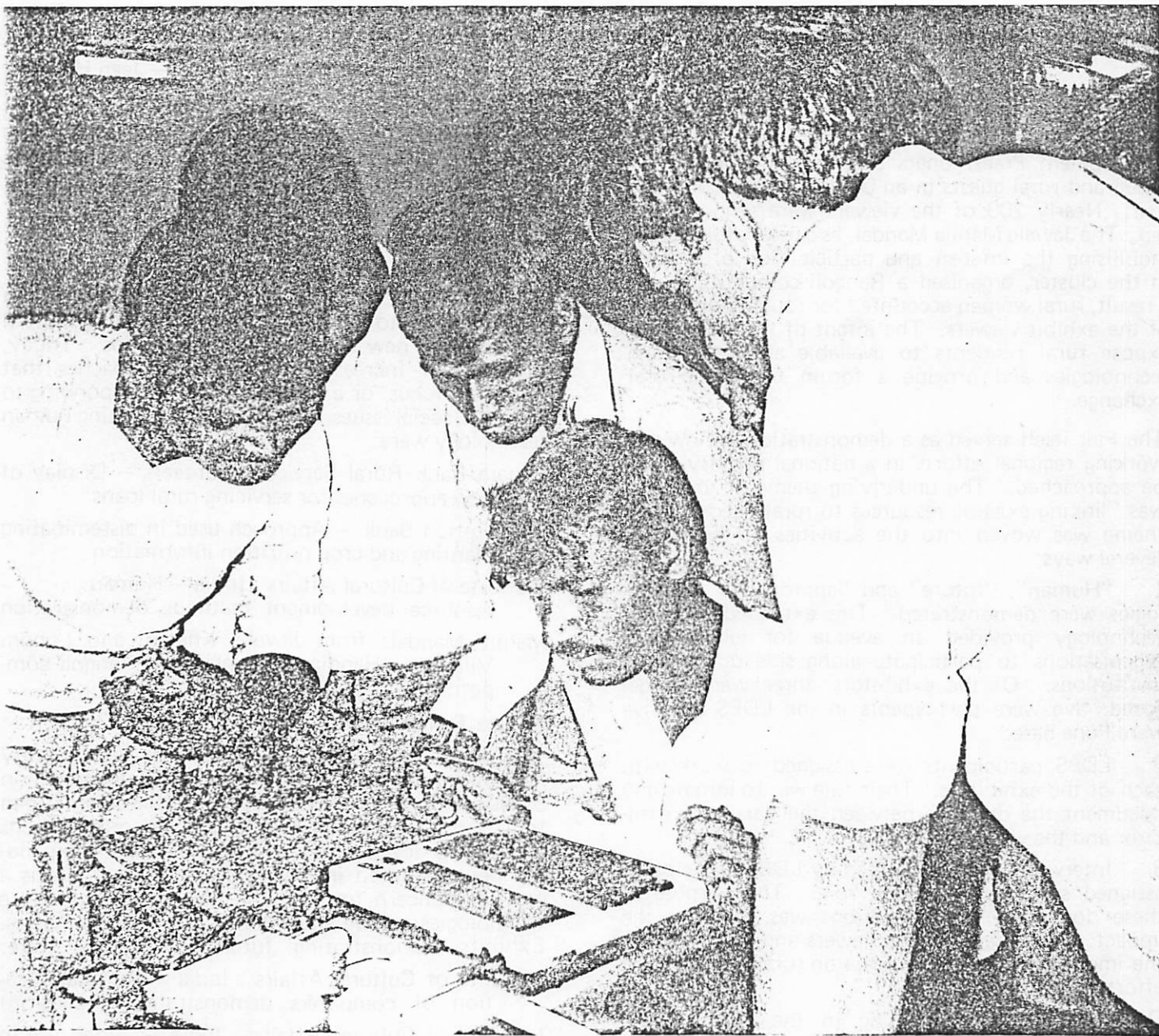
TECHNOLOGY FAIR

"There is no longer such a thing as village people, cosmopolitan people, tribal people, urban people. There are only planetary people. We are all partners of the planet. The next fifty years will be about learning this reality."

— Jean Houston

The Day

On 12 December from 9 a.m. to 6 p.m., the Local Development Practitioners School hosted over 700 urban and rural guests in an Open House Technology Fair. Nearly 200 of the viewers were school children. The Jawale Mahila Mandal, as a means for further mobilising the interest and participation of women in the cluster, organised a Rangoli competition. As a result, rural women accounted for roughly one-third of the exhibit viewers. The intent of the day was to expose rural residents to available and developing technologies and provide a. forum for urban-rural exchange.

The Fair itself served as a demonstration of how networking regional efforts in a national priority could be approached. The underlying theme of the event was "linking existing resources to rural needs." This theme was woven into the activities of the day in several ways:

1.   "Human", "future" and "appropriate" technologies were demonstrated. This extended image of technology provided an avenue for village-based organisations to participate along side urban-based institutions. Of the exhibitors, three were village-based, five were participants in the LDPS and five were Pune-based.

2.   LDPS participants were assigned to work with each of the èxhibitors. Their role was to initiate and document the dialogue between the particular exhibitor and the viewer.

3.   Interviews were conducted by LDPS participants assigned specifically to that role. The purpose of these documented conversations was to assess the impact of the Fair on the viewers and to determine the implications of that impact on rural development efforts in the region.

Organising and participating in the Open House Technology Fair provided individuals with an opportunity to practically apply the communication methods highlighted in the LDPS curriculum.

The Exhibits

There was a total of thirteen displays within the context of human future and appropriate technologies. They represented a combination of urban and rural resources, existing and developing approaches.

Human Technology

Within the context of local development, this dimension of technology consists of specific methods which when applied to a situation release human potential and catalyse new community relationships. Today, there is an increased interest in approaches that provide a focus, or a starting point, for responding to complex social issues. Exhibits demonstrating human technology were:

Canara Bank Rural Service Volunteers — Display of new approaches for servicing rural loans

Corporation Bank — Approach used in disseminating planting and crop nutrition information

Institute of Cultural Affairs : India — Human resource development methods demonstration

Mahila Mandals from Jawale, Khaneri and Lohom Villages — Handicraft display and Rangoli competition

Future Technology

This aspect includes electronic devices that magnify human capacities and relationships. A phenomenon considered by many to be primarily relevant to urban India, the network of individuals and organisations devoted to developing future technologies is expanding beyond urban interests. As a result, there is a growing concern for applying the benefits of future technologies to the situation of India's rural masses. Exhibits demonstrating future technology were:

Institute of Cultural Affairs : India — Rural application of computers demonstration (hands-on)

Institute of Cultural Affairs : India — Video use in rural development documentation

Poona University, Educational Media Research Centre — Marathi documentaries on rural life.

Poona University, Regional Computer Centre — Computer Literacy and School Studies (CLASS) project demonstration (hands-on)

Appropriate Technology

Appropriate technology is an assessment of the New Age — forming its concepts into locally relevant images and adapting its tools to meet the unique demands of the local situation. Methods of appropriate technology still exceed the financial resources of the majority of the people. However, in seeking solutions to this concern, the process of adapting technology is becoming more collaborative in nature. Innovator and User are emerging as partners, decreasing the gap between resource and need. Exhibits demonstrating appropriate technology were:

CASTFORD (Centre for the Application of Science and Technology for Rural Development) — Hot box and smokeless chulha display

Jawale Village Agriculture Volunteers — New planting approaches and plant varieties display

Jawale Village Health Officer/Khandala Block Community Health Volunteers — Preventive health methods, microscope

Poona University, Physics Department — Solar panel, solar cooker demonstration

Poona University, Physics Department — Display of Integrated Rural Energy System in Shirkoli Village

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For the region, the impact resulting from the number of people and the diversity of exhibits produced a cultural event. Villagers' suppositions of the future directions available to their communities ware challenged. Their awareness of the role they play in developing technology was increased. The majority of villagers interviewed responded positively to the future technologies displayed. Although few had a clear picture of how a tool such as a computer could practically be used in a village, the general consensus seemed to be that these tools were the likely next phase for communities currently using electronic devices such as VCRs. Viewers indicated a high practical interest in exhibits relating to appropriate technology. When asked during the interviews to indicate additional information and training interests, over 80% referred to the displays pertaining to alternative energy.

For the exhibitors, the success of the Fair confirmed that information dissemination is a process. Furthermore, in order for this process to be effective, the following three components were discerned as necessary:

* CONTEXT

This context is two-fold. Firstly, it explains how the technology being demonstrated relates to the overall development objectives of the region, the state, the nation. In the course of their conversations with the exhibitors, villagers proved themselves well-informed and vitally interested in the various appropriate and future technology schemes in progress nationally.

Secondly, the context outlines how the technology relates to the villager's situation. Acceptance of the computer exhibits was facilitated by the explanation made by Poona University of the CLASS project goals. As part of this explanation, the exhibitors painted a picture of how computers could be useful in a village and outlined the current and projected involvement of villages in the CLASS project.

* HANDS-ON

Demonstrations which structure viewer participation generate the most interest. Increasing the level of participation increases the level of receptivity to the ideas being disseminated. The Jawale Village Health Office's use of a microscope and scales attracted villagers to the exhibit. Information was then given pertaining to preventive health methods. The computer exhibits were designed with hands-on demonstrations and the exhibitors encouraged villagers to try. The video documentation display had a monitor playing back footage shot during the LDPS/Jawale village shramdan while new footage was taken of the Technology Fair. A few of the displays did not structure active participation to such an extent and as a result were not frequented to the degree of the others.

* SIMULTANEOUS FEED-BACK

When information dissemination is participatory it increases in relevance. Creating a two-way exchange encourages the viewers to assess for themselves the degree in which the technology is useful. The Poona University Physics Department's display of Integrated Rural Energy System in Shirkoli Village was noted during the interviews as one of the most relevant to the region. The variety of large photos on display and the exhibitors' willingness to "converse" rather than "explain" catalysed a greater depth of receptivity to the new information.

RESOURCE PERSON PROFILES

Gail West

For the past fifteen years, Ms West has been associated with the ICA in North America, Southeast Asia and South Asia. Through the Bombay HRDC, she is currently researching new approaches to human resource development in the workplace.

Sadashiv Bhosale

Shri Bhosale is former Chairman of the Taluka Purchasing and Selling Committee. In Jawale village, he is recognised as an active member of the community's leadership team. The success of this team was particularly noted in 1982 when the village was awarded the District Unity Prize.

Jagdish Nazareth

Director of the Dholka Rural Project of the Ahmedabad Study Action Group (ASAG), Mr. Nazareth devotes his energies to pioneering new economic alternatives for the poorest of the poor. He is concerned with the role of voluntary organisations in the national development effort.

B. Rudramoorthy

Mr. Rudramoorthy has over thirty years' experience in rural development through his involvement in government agencies, financial institutions, the business community and voluntary organisation networks. Founder of the Agricultural Finance Corporation, Mr. Rudramoorthy currently makes his home in Bangalore where he works as a private consultant to development activities across the country. He is a member of the National Steering Committee of the International Exposition of Rural Development (IERD).
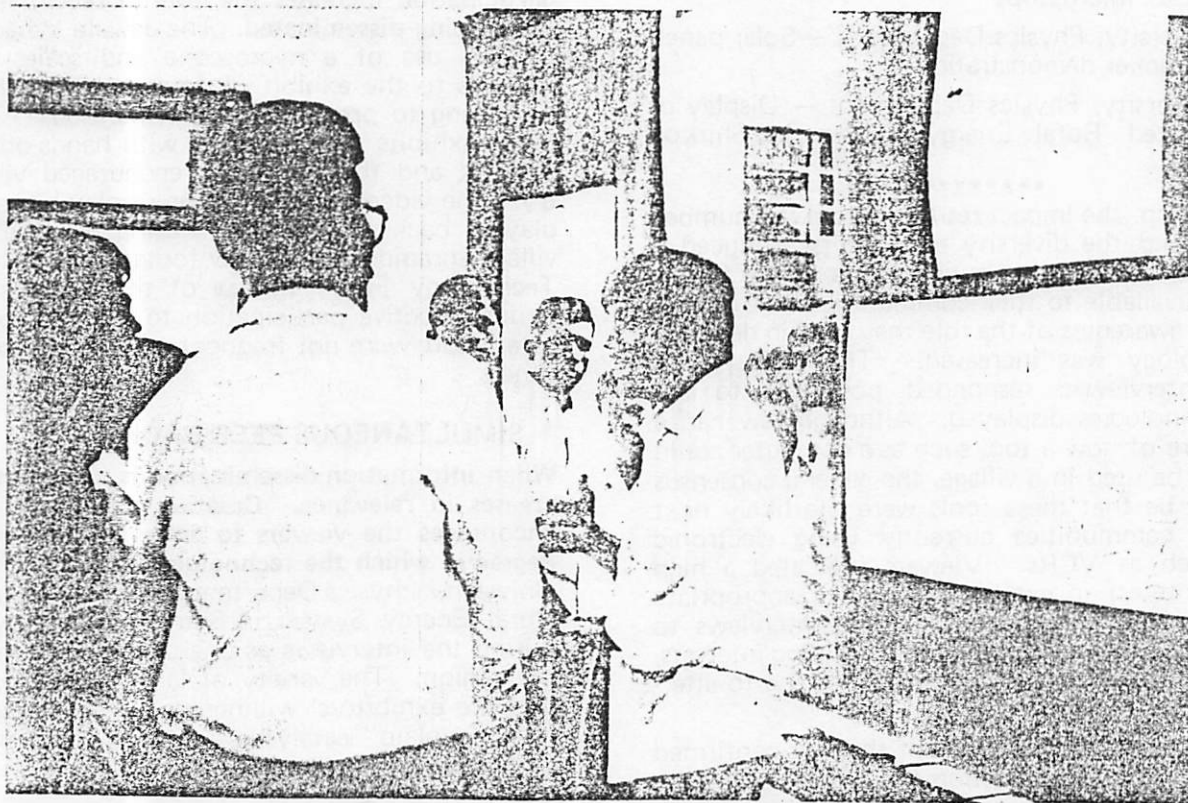
FACULTY PROFILES

Hiraman Kokane

Mr. Kokane has worked with the ICA in South Asia for over nine years. Posted in the Pune HRDC, he is a member of the Regional Coordination Team for western and southern India and is responsible for staff training and development. He is originally from Nasik District.

Kevin Balm

For the past ten years, Mr. Balm has been associated with the ICA in North America and South Asia. He is currently working on management development pro-grammes in the Bombay HRDC. Originally, he is from Hyderabad.

Wendy Lyn

Ms Lyn has been associated with the ICA for eight years in Australia and South Asia. She is serving as part of the Regional Coordination Team for western and southern India and is responsible for programme development in the Jawale HRDC. She is Australian.

Arjun Algaonkar

For nine years, Mr. Algaonkar has worked with the ICA in South Asia. He is currently assigned to the Jawale HRDC where he assists in government scheme implementation. He is originally from Chandrapur District.

Ashleigh Norment

Ms Norment has ten years' experience with the ICA in North America and South Asia. She is assigned to the Jawale HRDC where she is coordinating research on rural computer application. She is American.

PS Kamble

For eight years, Mr. Kamble has worked with the ICA in South Asia. In the Jawale HRDC, he is currently a part of the Block Development Team. He is origin-ally from Yawatman District.

Heidi Holmes

Ms Holmes has been associated with the ICA for fifteen years in North America, Southeast Asia and South Asia. Currently with the Pune HRDC, she is serving on the Regional Coordination Team for western and southern India and is responsible for staff training and development. Ms Holmes is Canadian.

Asaram Bhoyar

For the past seven years, Mr. Bhoyar has worked with the ICA in South Asia. In the Jawale HRDC, he is currently a part of the Block Development Team. He is originally from Bhandara District.

Ronnie Seagren

Ms Seagren has fifteen years' experience with the ICA in North America, the Far East and South Asia. She is a member of the Regional Coordination Team for western and southern India. Assigned to the Chikhale HRDC, she is part of the Village Cluster Development Team and a coordinator of IERD Phase III activities. Ms Seagren is American.

Yeshoda Varma

Ms Varma has worked with the ICA in South Asia for eight years. She is now working with the Bombay HRDC where she is responsible for programme deve-lopment. Ms Varma is originally from Jalana District.

HUMAN RESOURCES DEVELOPMENT CENTRE

The Human Resource Development Centre at Jawale is located in Khandala Taluka, Satara District. Sixty kilometres from Pune, the Centre is easily accessible from the Pune-Bangalore Highway. The region is drought-prone and has thus become the scene for numerous innovative development schemes by both government and private organisations.

The main function of the Jawale HRDC is to provide leadership development opportunities for project personnel and community leadership in the region. Regular residential programmes, such as the recently held Local Development Practitioners School are being scheduled. In addition, on-going training events offer shorter workshop formats and modules emphasising particular leadership skills foci.

The Jawale HRDC is serving as a catalyst for networking development efforts in the region. Frequent interchange forums are being used to strengthen common actuation priorities and promote a spirit of cooperation among the various development agents in the area.

The HRDC is providing its expertise on a consultative basis to regional-based business associations, educational institutions and private industries Programmes range from strategic planning sessions to seminars on New Age management approaches and learning processes.

The Human Development Association, an adhoc body representing a broad spectrum of regional activity and interests, provides an advisory role in strategic programme direction and curriculum development of the Jawale HRDC.

Additional information on the Jawale Human Resource Development Centre may be obtained by addressing inquiries to:

The Institute of Cultural Affairs : India
Human Resource Development Centre
Post Jawale
Khandala, Satara 412 801
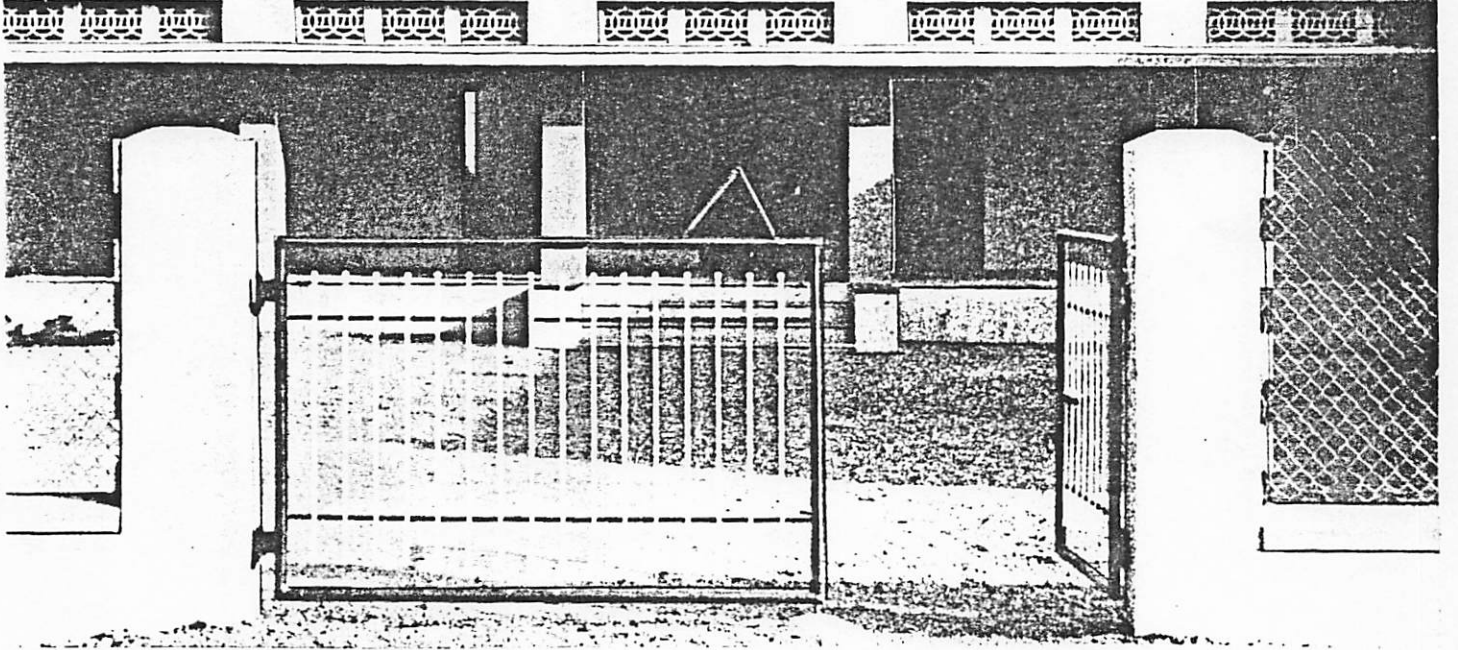Maharashtra

THE INSTITUTE OF CULTURAL AFFAIRS: INDIA

The Institute of Cultural Affairs : India is registered under the Societies Act of 1860. It functions as a research, training and demonstration network and is concerned with recreating the role of service. It is affiliated with the Institute of Cultural Affairs International, which has consultative status with the United Nations Economic and Social Council (UNESCO).

The ICA : India's programmes emphasise the human potential in development; helping people to help themselves in shaping their own future. Its ultimate aims are local self-sufficiency, self-reliance and self-confidence.

Financial support for the ICA : India's activities comes from individuals, government agencies, corporations, service organisations and programme fees. The staff is as diverse as the communities it serves and embraces all religious and humanitarian beliefs.

मानविय साधन विकास केंद्र जवळे
HUMAN RESOURCE DEVELOPMENT
CENTRE -·- JAWALE