

Overseas Development

HOW BRITISH AID WORKS IN PARTNERSHIP WITH DEVELOPING COUNTRIES

Success in Somalia despite the risks

Operation Restore Hope, the US-led military initiative in Somalia, aimed to do just that – to enable aid agencies to deliver urgently needed food and supplies to Somalis in desperate need as a result of civil war and famine.

It has been successful, although there is still much more to be done.

Death rates in the camps and feeding centres have dropped dramatically and as Minister for Overseas Development Baroness Chalker saw for herself when she visited Somalia earlier this month, people in some areas are already being given seeds, tools and other supplies to help them return to their villages and begin to rebuild their shattered lives.

However this has been achieved at a cost. Security is still very tenuous and since December 1992 nine aid workers – three expatriate and six Somali – have lost their lives while working to help those in need. Their courage and dedication have been outstanding.

Valerie Place, a volunteer nurse with the voluntary agency Concern Somalia, was killed in a road ambush near

Afgoi town on 22 February.

Valerie was just 23 years-old, and had been working in Somalia since September 1992. She had been in charge of the Pan Africa Feeding Centre in Mogadishu, where over 2,000 famine victims receive medical and nutritional care every day.

Valerie was killed after visiting the feeding centre for the last time. She was on the way to Baidoa. Ironically, she had been transferred there because of her success at Pan Africa – during her time at the centre Concern had helped get rations and medical care to the people most in need.

The mortality rate had fallen to just two or three deaths a week. Many severely malnourished children had recovered enough to attend lessons, and Valerie had recently set up a school at the centre.

Lawlessness

She died just as she was really beginning to achieve what she left her native Dublin to do.

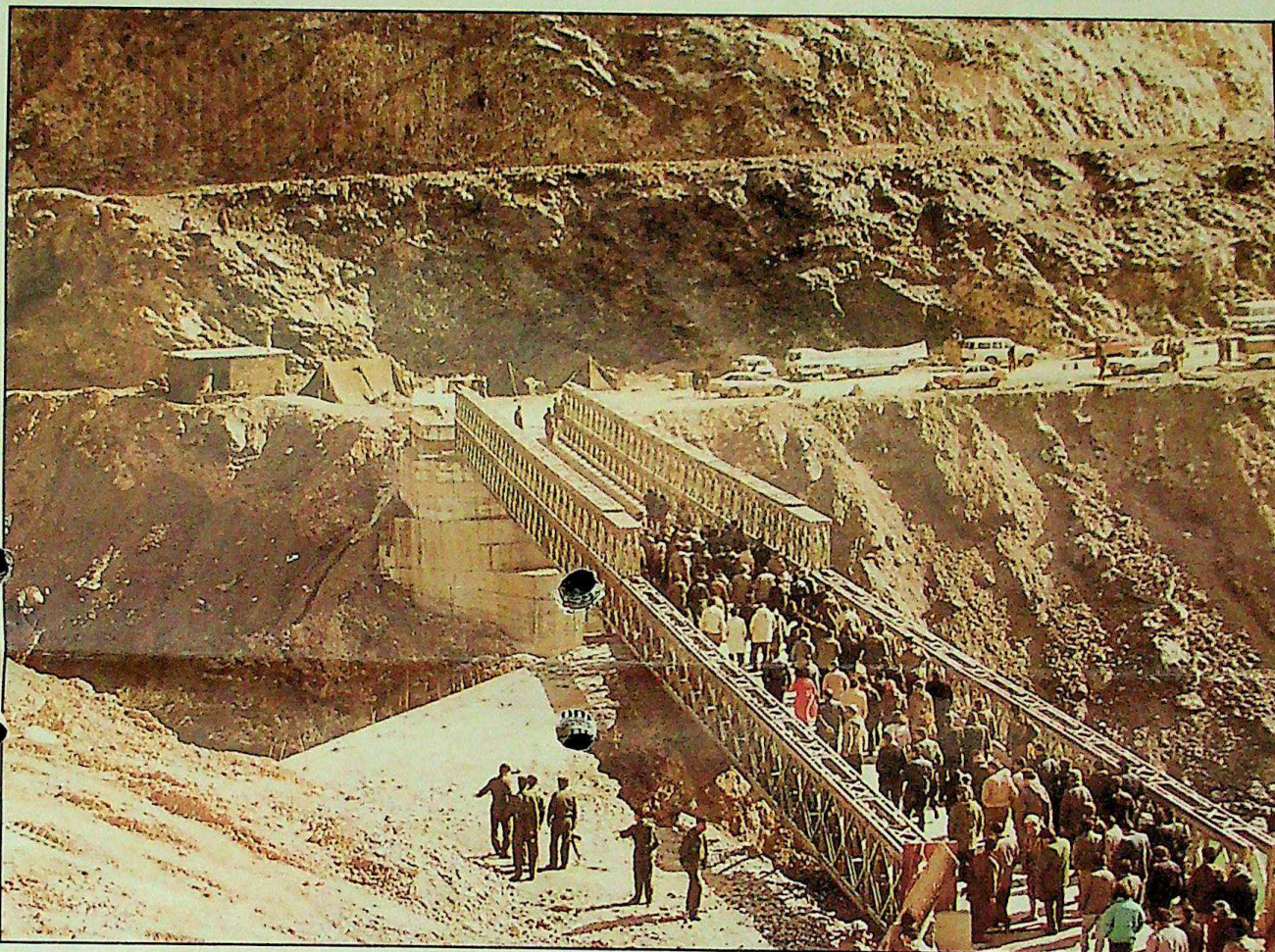
"Her commitment to help people in Somalia was only an extension of her caring, as she was very active in her own community in Dublin," says Concern, mourning the tragic loss of "a victim of the lawlessness which is widespread in parts of Somalia."

It is a lawlessness which causes increasing concern to those UN and voluntary agencies with staff and volunteers serving in the country. Valerie's death follows the loss of Unicef volunteer Sean Devereux, shot dead in Kismayo on 2 January. He was 28 years-old, and known for his dedication to children at risk.

Despite the danger, the agencies are determined. Concern is quick to assert that "the Somali team, while deeply saddened by Valerie's death and aware of the prevailing lack of security, are determined to maintain the programmes in place".

Unicef, "mourning the loss of a dynamic and committed colleague" will retain the 15 professional and 80 support staff in Kismayo carrying out supplementary feeding, medical and other lifesaving programmes.

Memories of Sean's own dedication inspires them despite the risks: "While my heart beats," he said, "I have to do what I can do, and that is to help those who are less fortunate than ourselves."



Above: Six-month feat. This new Bailey bridge connecting Turkey and northern Iraq at Mosul was built in record time with ODA funds and expertise on the ground from the Save the Children Fund.

The bridge, which will help humanitarian supplies reach northern governorates during the difficult winter months, will not succumb to flooding damage like its predecessor. Story, page 12. Photo: Save the Children.

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Aid to South Africa – Pretoria office for fast-growing programme

A new regional aid office will open in Pretoria, South Africa, in summer 1993.

The office, which will manage the British aid programmes to South Africa, Namibia, Botswana, Lesotho, and Swaziland, will also be responsible for certain aspects of the programme to the Southern African Development Community (SADC).

Democratic

These programmes are currently managed from Lilongwe, at the British Development Division also responsible for the British aid programmes to Malawi, Mozambique, Zambia and Zimbabwe, and the remaining SADC work.

The new office will redistribute the management load, and strengthen the running of the British aid programme in

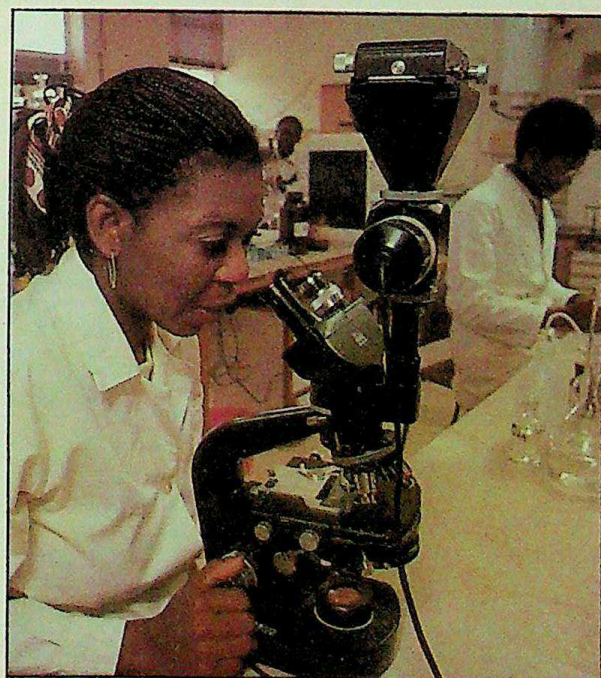
South Africa.

Britain's bilateral aid programme in South Africa was around £10 million in 1992, with a further £10m attributed as a share of European community aid.

The programme represents a practical demonstration of Britain's commitment to the creation of a democratic and non-racial society in South Africa, preparing for the day when South Africa's black citizens play a major role in government and economic development.

Emphasis is on education, urban and rural development projects, and new initiatives in public administration training, small business development and the health sector.

Programmes are planned and implemented directly with community groups, NGOs and some universities.



Above: Emphasis on the health sector. Photo: David Reed/Panos.

WOMEN IN DEVELOPMENT

Improved horticulture feeds Gambian families

Poor rural women are playing a key role in a Y-Care International community agricultural project in the Gambia. Support from the ODA's Joint Funding Scheme will help give a boost to an area where education and employment opportunities are minimal, and women traditionally bear the responsibility for feeding the family through subsistence agriculture – cultivating household plots or community gardens.

The aim of the project, which will initially run for three years, is self-sufficiency in food, higher incomes for families, and diversified and better production methods.

The project began with meeting community groups, and identifying the key problems for rural households – most cultivation in the Gambia is manual and labour intensive. At peak times such as the planting and harvesting periods there is not enough labour, but at other times there is underemployment. Growers are often short of appropriate seeds, and fertiliser is either used incorrectly or not used at all.

Fertiliser

Providing capital and training can help. Each village working with the project must ringfence land for a community garden or fruit farm and undertake maintenance of both plots and fencing. YMCA capital helps provide village committees with equipment, seed and fertiliser. Committee members responsible for each stage of cultivation – land clearing, planting, weeding, harvesting and tool maintenance – receive training in the most appropriate and sustainable techniques. Wells are sunk to provide the reliable water source so vital for horticulture.

Many families in rural Gambia are unable to feed themselves all the year round. Y-Care hopes produce from the new village gardens and fruit farms will address this shortfall. There should also be surpluses for sale outside the villages, raising the incomes of producers and providing opportunities for other development activities in the community.

Wddy Balliseh is one of the women benefiting from the project. She has four children, and working in the project garden as well as her own groundnut field means money for school fees as well as clothes for herself.

She complains about the water supply. With more water, she says, they could grow even more. She finds it easy to sell the produce. If the price in the market is not good she and some

Y-Care International is the overseas development agency of the British Young Men's Christian Associations (YMCA).

It was set up by Terry Waite in 1984, and works with YMCAs worldwide to achieve long-term development in some of the world's poorest communities.

Every project is a Y-Care/YMCA partnership.

Y-Care ensures that projects are locally relevant and cost-effective. It undertakes to supply skilled people and funds quickly – when for example a natural or man-made disaster strikes – through the international YMCA network.

of the other women take it to further towns and get a better price. Next she hopes to start a banana garden near the river to bring in more money.

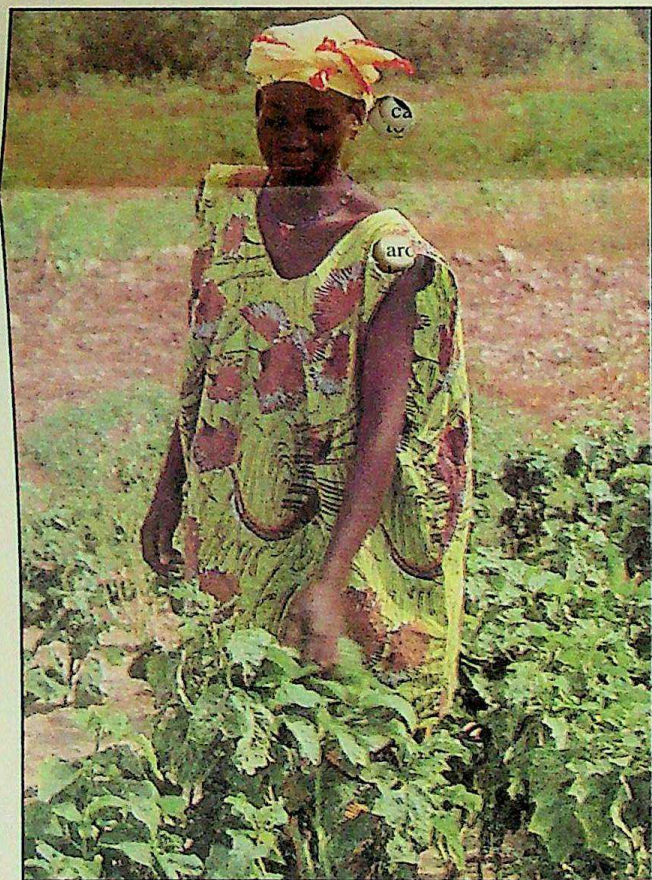
Trust

Ibrama Dranneh, president of the garden committee, is happy for women like Wddy to play leading roles in the project. His committee has both a woman chairman and treasurer.

"People trust a woman more," Ibrama says.

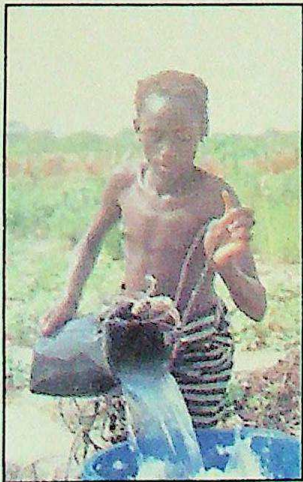
After each harvest the committee hands the profits over to the treasurer who sees that the money is banked for use in emergencies.

It gives the community security they never had before.



Above: Wddy Balliseh standing by her crops.

Women will benefit most from the project as the responsibility of feeding the family falls upon them.



Below left: Helping at the well.

Junkeh Ceesay is nine years-old. She has four brothers and two sisters. She helps her mother in the gardens, although she does also go to school.

In the rainy season they plant sweet potatoes and cassava, and in the dry season a variety of vegetables. Some of the food is eaten by the family and the rest is sold in the nearby market town.

Three-quarters of the money raised when the food is sold goes to the bank, and a quarter is used by the family. That means there will be money to buy seeds next year, and planting can continue.

Photos: Caroline Nurse, Y-CARE.

A long day in the kitchen

Mariam Sidibe lives in Banamba, Mali. It is a small community of just 8,000 people, where women traditionally play an important and difficult dual role – running households and earning in-

come. Income is often needed desperately. The extended family system which operates in Mali can place a large financial burden on some households.

For Mariam, who herself has six children, help has come in the shape of a loan from the development agency PLAN. Spotting a gap in the market –



Left: Mariam serves a customer at the cooperative restaurant. Photos: PLAN.



Above: Shopping in the market. Mariam buys meat, spices, potatoes and oil each morning before the restaurant opens.

Camera work challenges the old image

Ten women with little or no previous experience in photography took part in an experimental workshop run by DRIK, the fast-growing photographic agency based in the Bangladeshi capital, Dhaka.

The women, who spent a month exploring the scope of black and white film as a means of communication, came from a range of backgrounds and professions including local NGOs, education and the arts.

Space

An exhibition of their finished works challenged the stereotypical image of women in the Third World. It looked at how pictures are used, and what they say about empowerment, a patriarchal society, and giving women space.



It was a unique opportunity for Bangladeshi women to turn the camera on themselves and explore elements of their own identity, including strength and sexuality.

For the participants it was a huge success and a way of discovering unknown skills and means of expression. Two of the women have subsequently joined the staff of DRIK as professional photographers.

An exhibition at London's Photographers' Gallery later this year will include works by Shahidul Alam, DRIK's founder and director.

Migration

Destructed Borders, which opens on 23 July and runs until 18 September, looks at flux, including the effects of social change and migration in present-day Bangladesh.

Shahidul Alam's works explore his country's struggle for democracy, and the evolution of its identity since independence in 1987.

For more information about *Destructed Borders* contact: the Photographers' Gallery, 5-8 Great Newport St, London WC2H 7HY.

Left: Images of Bangladesh. Child flower seller, Dhaka. Photo: Shafiqul Alam/DRIK/ODA.

Mariam has earned cash for some time by selling food at the side of the road – she is now running a women's cooperative restaurant, serving traditional food to 60 customers a day. The PLAN loan allows the women to buy ingredients in bulk and therefore run the business at a profit.

With a large family to care for it makes for a long day. Mariam is up before 6 am to sweep the yard and fetch water before making millet porridge and okra sauce for her husband, a baker.

At 3pm she dashes home from the restaurant with the family's lunch, and manages a siesta in the heat of the afternoon before going back to work for the evening shift.

"It is a hard life," she admits. "But I get satisfaction from being able to improve my family's standard of living."

But the success of the cooperative goes further than that. Mariam is proud of what the women are achieving for themselves. "I believe I am truly contributing to women's development by what I am doing," she explains.

She has plans for the future – buying better equipment for the restaurant, improving storage facilities, and achieving the luxury of a kerosene refrigerator so that meat can be bought in bulk – Banamba has no electricity.

The cooperative is also building on its business skills with help from PLAN, learning the basic numeracy which is vital as the profits start to grow.

Food to Somalia

Minister for Overseas Development Baroness Chalker announced emergency food supplies worth £2.4 million for Somalia, on 11 January.

The food, which will be given through the International Committee of the Red Cross, will help victims of famine and civil war. It will comprise 5,000 tonnes of rice, 1,000 tonnes of lentils/beans and 1,000 tonnes of vegetable oil.

On 20 December Britain flew urgently needed medical supplies to Somalia, part of a £1m pledge given through the British Red Cross which will provide blankets, plastic rolls, cloth, and trucks for emergency work within Somalia.

Britain's humanitarian aid to Somalia since the start of 1992 is now over £40m.



Minister for Overseas Development Baroness Chalker and deputy Prime Minister and minister of economics of Ukraine, Mr Viktor Pinzenyk, have signed a memorandum of understanding on technical assistance to Ukraine.

The agreement covers Britain's intention to provide technical assistance through the Know-How Fund for the support of economic, political and administrative reform.

Britain already funds a number of projects in Ukraine through the Know-How Fund: the British Food Consortium Kiev Region Food Project, for example, and a radioactivity food screening project.

Above: Signing the memorandum on 10 February.

Nigeria health and power boost

British funding of Nigeria's health projects and power got a boost on 18 January. Minister for Overseas Development Baroness Chalker signed agreements for an extra £1.6 million for each sector.

Lady Chalker was on a visit to Nigeria, where she met with ministers and officials as well as visiting an ODA-funded forestry project.

The health projects are in

priority areas: family planning, primary healthcare and control of sexually transmitted diseases and AIDS.

More aid to the power sector will help finance advice to Nigeria's National Electric Power Authority, supported by British engineering and management consultancy services since 1990.

The new aid brings total British assistance to this project to £8.5m.

New grants for India announced

Minister for Overseas Development Baroness Chalker announced grants of £90 million for three projects in India, on 25 January.

A hydroelectric plant in Hirakud, Orissa, will receive £21m. The project, part of Britain's energy efficiency initiative in India, will renovate and uprate the capacity of two turbine generators at the

Hirakud dam. With a huge gap between electricity supply and demand throughout India, more efficient production is vital.

A £6m grant will modernise eight regional engineering colleges, helping to raise the quality of technical education in India and meet the expanding needs of the country's industry.

West Bank school

A Palestinian girls' school on the Israeli-occupied West Bank will be built and equipped with a £500,000 British grant channelled through the United Nations Relief and Works Agency (UNRWA).

The school forms part of the UNRWA programme for Palestinian refugees which provides vitally needed assistance in health, social welfare and employment as well as education.

Since the Gulf War the enormous need for schools, particularly for girls, has increased. There are frequent school closures in the Occupied Territories, and existing school accommodation is often overcrowded and ill-equipped.

Armenia relief

Britain will give a further £200,000 in humanitarian aid to Armenia and Nagorno-Karabakh for refugees displaced as a result of conflict in the region. The grant will be channelled through the UN and the ICRC.

The former Soviet republic is virtually cut off from the outside world. It has had little heating and power since the main gas pipeline was badly damaged at the end of January. Telephones are dead.

The International Committee of the Red Cross (ICRC) warns that: "People could freeze to death in their beds".

Britain's humanitarian aid to Armenia, Nagorno-Karabakh and the regions is now £700,000.

Fighting yellow fever

A Unicef mass vaccination programme for the control of a yellow fever outbreak in the Rift Valley province of Kenya will receive ODA funding of \$150,000 (£100,000).

Britain was the first overseas donor to respond to the appeal.

Over 70,000 people are at risk in Baringo and Elgeyo Marakwet districts – an estimated 70 per cent of them women and children.

With an incubation period of just three to six days, yellow fever can spread through a community very fast.

Unicef aims to slow the process and save lives by vaccinating everyone quickly – within about three weeks.

Zambia debts axed

Britain will write off all Zambia's aid debt – a total of £56 million – from 1 April, provided that Zambia's economic reform programme remains on track.

The decision reflects British support for the economic reform programme undertaken by President Chiluba's government, despite problems created by drought in the region.

Zambia's debts were re-scheduled in 1991 under the Trinidad terms, a British initiative whereby the poorest, most indebted countries reduce payments to foreign governments by up to 50 per cent. Thirteen developing countries have so far benefited.

World development awards for business

British companies have won recognition for their work in developing countries for the fourth year running through the World Development Awards for Business, run by the development education charity Worldware.

Five awards were presented in December by Minister for Trade Richard Needham, MP. British Petroleum won the Worldware Award for Effective Communication with its advertising campaign *For All our Tomorrows*, run on television and in international business journals for three years.

Heinemann Educational won the Williamson Tea Award for Social Progress with its *African Writers* series, which has enabled new writers in independent Africa to speak to fellow Africans and to an international readership.

The African Highlands Produce Company Ltd (AHP), part of the Glasgow-based Finlay group, won the Tate & Lyle Award for Sustainable Development. AHP produces a tenth

of Kenya's tea and runs the country's only instant tea factory.

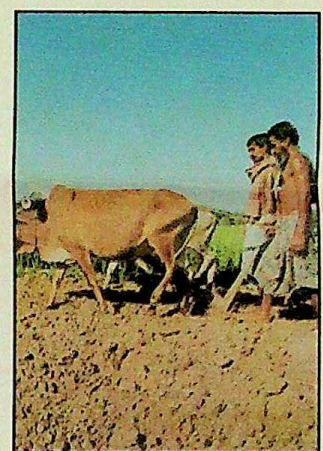
The RTZ Award for Long-term Commitment went to two Unilever subsidiaries, Hindustan Lever and Lipton India, for rural development in the Etah district, near Agra. Efforts to improve milk supply have led to a major village development programme run by local committees and company management trainees.

The World Vision Award for Development Initiative went to Leslie Davidson, former chairman of Unilever Plantations, who helped transform palm-oil output for Malaysian smallholders by introducing a Cameroon weevil which pollinates palm flowers. He also won acceptance of an environmental charter for tropical plantations.

World Development Awards for Business aim to make British companies more aware of the contribution they can make to economic and social development overseas, and to increase awareness of this in Britain.

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Farmers will benefit. Photo: Shafiqul Alam/DRK/ODA.

Britain the first on Sudan locust alert

Britain has agreed £100,000 for a Food and Agriculture Organization (FAO) campaign fighting desert locusts devastating Sudan.

The grant will buy urgently needed insecticides and contribute towards training local personnel in their use. The training will help avoid wasteful, ineffective spraying and prevent the accidental contamination of spray operators.

Britain is the first foreign donor to respond to Sudan's

locust crisis, which saw around 150,000 hectares along Red Sea coastal areas infested by the end of January, after swarms moved into Sudan from Eritrea.

As the locusts move across the country supplies of insecticides are starting to run low. FAO estimates 500,000 hectares could be affected by early April.

Hoping new supplies will soon arrive, its plant protection department has extra aircraft on standby.

Research agreement

The ODA will collaborate with the Medical Research Council (MRC) on the promotion, funding and management of international health research in developing countries.

A new agreement was published on 21 December. It commits the ODA and MRC to a joint programme of high quality research into priority health problems including reproduc-

tive health, malaria, AIDS and sexually transmitted diseases.

The ODA and MRC already collaborate in a substantial programme of research in these areas, including major research on AIDS transmission and prevention in Uganda, and studies on malaria and women's and children's health currently taking place at MRC laboratories in the Gambia.

British consultants 'outstanding'

Hunting Technical Services Ltd has been named British Consultant of the Year by the British Consultants Bureau for its 'outstanding' contribution to the ODA-funded Bangladesh Flood Action Plan.

Consultants evaluated the impact of completed flood control, drainage and irrigation projects on local farmers (left), and recommended strategies for the future.

BRITISH OVERSEAS DEVELOPMENT

A free bi-monthly newspaper produced by the Overseas Development Administration reporting on how British aid works in partnership with developing countries for social and economic progress.

Editor:
Amanda Hewett
071 917 0496
Deputy editor and editor of the School Section:
Sarah Williams
071 917 0504

Assistant editor:
Ian Taylor
071 917 0286

Circulation:
Bernard Burrell
071 917 0503

Fax: 071 917 0523
Telex: 263907/8 LNDG

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Village healthcare programme helps fragile community

The British voluntary agency Health Unlimited has set up a health worker training programme in Baraka, Namibia, with support from the ODA's Joint Funding Scheme.

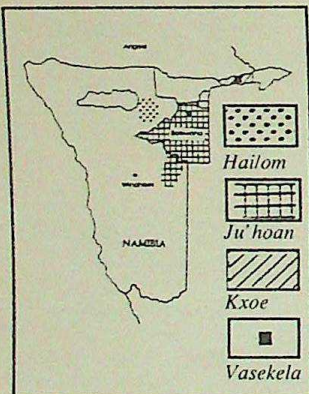
The programme aims to benefit Ju'hoansi families, providing health education and promotion and a basic health service responding to common diseases.

Health Unlimited currently has two staff based on the project. They provide training for health workers chosen at village level, and follow up their training with regular field supervision.

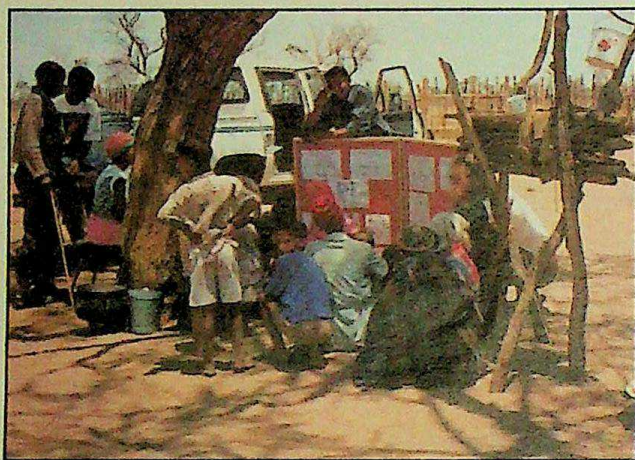
Here one of the community health workers tells the story of her involvement with the villagers.

Health Unlimited was set up in 1984 and now works in Asia, Africa and Latin America, providing support and training in primary healthcare for communities threatened by conflict or discrimination.

In Namibia the goal is to help a community whose existence is still fragile become responsible for its own healthcare, thereby giving families better control of their future.



Top: Health education using visual material.
Bottom: Elderly bushmen.
Photos: Health Unlimited.



When a new role means a long day

Baqu became a community health worker in 1991. Initially she lived the traditional nomadic life of the Kalahari bushmen before moving into Tjumlkui with her family.

Life in Tjumlkui exposed her to education, and she is unusual in that she is bilingual (Ju'hoan and Afrikaans) and literate in both languages. It has enabled her to adapt rapidly to her new role as community health worker.

Baqu lives at the training camp in Baraka, eastern Bushmanland, 10 miles from the Botswana border. She is married with four children and her family lives with her at Baraka.

Gathers

When she started working for the health project she had to change her life considerably. She could no longer go out into the bush regularly to gather roots and berries. Providing food for her family became more difficult and more costly. Nowadays she gathers food whenever possible on trips to the communities and once a week buys

mealie, sugar and tea at the local store.

There are three community health workers on the core team of the Health Unlimited project. They are responsible for 31 villages in an area of 800 square kilometres. It is a very demanding job, with long days out in the communities assisting with clinics, translating, organising health education sessions, and being the key link between the expatriate staff and the communities.

She attends workshops, seminars and practical sessions at Baraka on a weekly basis to increase her knowledge and understanding of basic curative care, preventive care, health education and promotion and literacy.

Each village has selected its own health worker who attends regular training at the main camp in Baraka.

Baqu enjoys the work and doesn't mind working long hours: "I like to learn new things and to be able to help and teach the people in the communities."

However, life and work in the bush is harsh and one has to

Until the 1950s several thousand bushmen were still hunting large game with poisoned arrows and gathering wild food in the westward extension of the Kalahari basin in Namibia. The area was a last refuge for a people systematically exterminated from their traditional lands in southern Africa by both black and white settlers.

Under the South West African administration, Ju'hoansi bushmen migrated from their traditional homelands into the newly created administrative centre at Tjumlkui, with promises of agricultural training, jobs, education and health facilities, but they were disappointed. High unemployment and pressure on land meant many ended up living on government handouts. Alcohol abuse became a problem in the community.

Their traditional lands, meanwhile, were set aside for 'conservation', with the creation of a game reserve

where human habitation was banned. By 1970 the bushmen had lost 70 per cent of their territory and all but one of their waterholes.

Then in the late 1970s, alienating them further from their lands and tradition, came the recruitment of bushmen as 'trackers' by the South African Defence Force fighting the South West Africa People's Organisation (SWAPO).

Dryland

It was in the 1980s that bushmen groups first attempted a return to tradition. But they needed support, both in establishing rights to their land and financing new resources – cattle herds, and dryland gardens to supplement hunting and gathering.

The Nyae Nyae Development Foundation of Namibia was set up in response to this need. It has helped the Ju'hoansi bushmen set up a political and repre-

sentative body – the Nyae Nyae Farmers' Cooperative – which helps raise money to develop a necessary infrastructure, and represents the community before government bodies and donors.

Today there are 31 settlements in the Nyae Nyae region, an area of around 800 sq km (see map). They vary in size from six to 100 people, and are widely dispersed. Boreholes operate with wind or solar pumps. There are kraals for cattle, and trickle irrigation feeds kitchen gardens. In Baraka a training centre comprises a teacher-training unit, workshop and clinic.

The Ju'hoansi community is still under threat. The 1992 drought in southern Africa has meant a fall in the water table of four to 10 metres. Vegetable gardens are damaged by elephants, cattle attacked by lions. Land is under constant threat of repossession for game conservation and tourism.

be very flexible to be able to adapt to changing circumstances all the time. When the rainy season has just started Baqu gets up with the sunrise so she can start work early. At this time of year it's too hot to work in the afternoon. She will be able to rest in the shade in the late afternoon with friends and relatives.

At seven o'clock she opens the clinic and dispenses medicine for the tuberculosis patients in Baraka.

TB has been identified as a major public health problem among the Ju'hoan people, compounded by their poor nutritional status, crowded living conditions and smoking.

There are 10 patients at Baraka, mainly children, who come to the clinic daily to ensure that they receive the correct dose and, equally important, take it.

After the early morning clinic the health team will visit three villages in the south of Bushmanland with their mobile clinic and community health education programme. Following rain the roads often become impassable and Baqu isn't sure if the truck will manage to get through the water and mud.

River

The first village, N=ama, is 50 km from Baraka. This is normally a one-hour drive, but today the road is like a river and the journey takes twice as long. The truck has to be pushed several times.

The villagers all come to the truck to greet the team. People have been away for some weeks, some staying in Tjumlkui, others in Botswana with relatives. This is a common occurrence – villages can be unoccupied for several months putting additional organisational strain on

the health programme. Greetings and news are exchanged before the clinic begins.

Today several children have high fevers and Baqu fears malaria. People can die very rapidly from malaria, so Baqu checks that the village health worker has a sufficient supply of chloroquine for the coming month.

'The importance of personal hygiene – it takes a lot of convincing.'

There is also a scabies epidemic causing severe skin sores, some badly infected. Baqu explains how to prevent scabies and dispenses a lotion, explaining the importance of personal hygiene, regular bathing and how to disinfect clothes and blankets. It takes a lot of convincing. The villagers tell her that medicine given by the health team is not sufficiently strong to kill the scabies and this causes the regular recurrence.

After the clinic Baqu calls the people to come and participate in the health education discussion. Today they are talking about TB and illustrate their talk with pictures. These work very well. People congregate in the scant shade of a tree to see them and listen. Animated discussion follows as to which local herbs can also be used to cure this disease and who has died from it in the past.

At the next village most of the people have gone. The men have gone hunting and will probably stay away for a few days. The women have gone to gather roots and berries. Only elderly people and some children remain, none of them sick. Baqu will come back in a few days.

It is still early, but getting hot – around 40°C – so the team

'People are sitting around their fires, talking.'

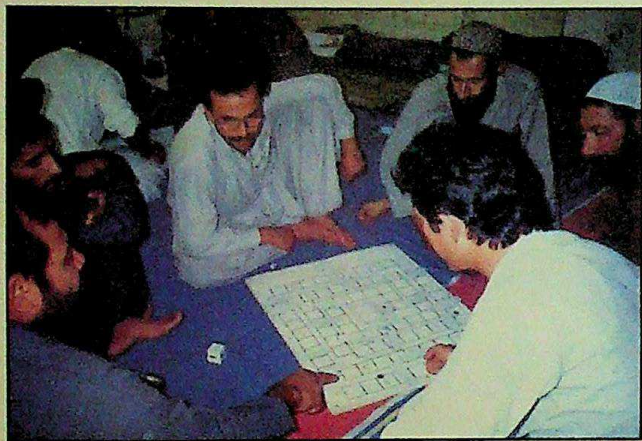
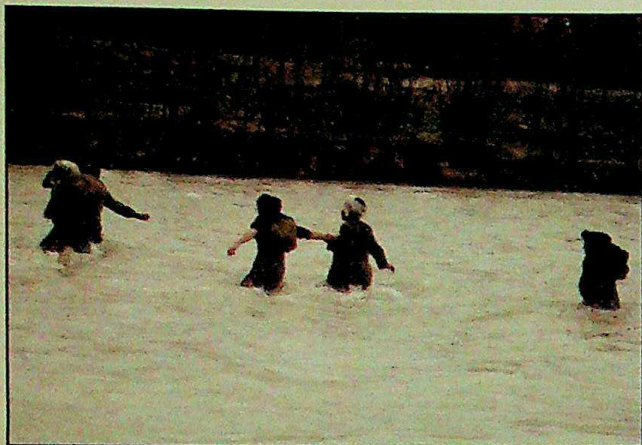
transport the child to Tjumlkui clinic from where she can be referred to the hospital in Mangetti, two hours' drive away.

By the time she gets home the sun is long down and the people in Baraka are sitting around their fires, talking, playing music and dancing. Baqu joins them for a just a short while before retiring. She has another early start tomorrow.



HEALTH

Integrated approach to rebuilding lost traditions



Health Unlimited has been working in Zabul Province, southern Afghanistan since 1984.

Initially its involvement was a partnership with the local Mujahidin commander. Since the Soviet withdrawal, however, it has worked increasingly with the Shura – the council of elders which represents the traditional form of local authority and governance in Afghanistan.

The community comprises 50,000 people. Most live along the banks of the Arghandab river but a significant number are on the 8,000-foot Gazak plateau in the north. The community is mostly *Kakar Pashtoon*, a particularly conservative Islamic group whose women maintain strict purdah.

Unlike communities in much of northern Afghanistan, few families in Zabul Province fled to neighbouring Pakistan during the war years. Although they saw only limited action against the Soviet occupation forces locally, many young men joined the Mujahidin to defend their land.

Infrastructure

Many traditional activities were therefore neglected and there is now a considerable need for rebuilding the life of the community. Literacy levels are low – only about 10 per cent of men and less than one per cent of women.

A whole generation of men has grown up without access to the traditional education of Mullah schools, and much of

the infrastructure has fallen into disrepair due to lack of maintenance.

Health Unlimited is supporting an integrated programme which recognises the interdependency of community health and other systems, including clean water supply, agriculture, irrigation and literacy.

The irrigation system, for example, gives particular cause for concern. It comprises an ancient network of channels known as *karez*es which provide water for agriculture.

Reconstruction of the system has been planned to improve the water supply to crops and thereby increase yields.

The work will encompass spring protection and ensure a vital supply of safe drinking water.

Three community clinics have been built and health workers trained. A community school is getting funding. Educationalists working with local teachers are broadening the school curriculum, which was previously limited to Koranic studies.

Seeds

Health Unlimited is also involved in agricultural support, providing improved seed strains and fertilisers.

A reforestation programme supplying fruit and nut trees has been undertaken with support from the UN's Food and Agriculture Organization.

Livestock health has had a boost too, by training basic veterinary workers and providing drugs.

Breakfasts, snakes, and news from the BBC

Abdul Wahid is married with a two year-old son. In 1989 he moved from the family home in nearby Arghandab valley to Gazak, a 8,000-foot plateau in the southern foothills of the Hindu Kush. Since then he has worked at Gazak clinic as the mid level health worker.

The population of Gazak and the immediate area is approximately 10,000, living in 20 villages. Gazak clinic however is the only clinic serving the much wider area of Khiquan, an area with a population of 50,000 people. Most of the inhabitants are subsistence farmers growing mainly wheat, maize and fruit trees.

Abdul lives in a small mud house one hour's walk from the clinic. He rises early and attends morning prayers at the village mosque, leaving his wife, in strict purdah, in the confines of the house.

She prepares his breakfast – tea and naan bread soaked in milk and melted butter which is the produce of their only cow – after her own prayers.

Abdul works with and supervises two outreach workers Said and Hamidullah, who are based very much in the community, making home visits, providing a limited curative service and community health education.

They both live nearby, and invariably call in at his house on their way to work – usually during the BBC Pashtoo service at 8 am – and they too are given breakfast.

The clinic building was constructed in 1989 by the community using local materials and is situated on the hillside close to the community school. Medical supplies are delivered by donkey.

Each morning when the

medical team arrives people are already waiting, men crouching against the wall while children and mothers, allowed out only for a clinic visit and always escorted by one of their menfolk, gather on the verandah out of sight.

It is an encouraging sign of how much the community trusts their health workers that so many women attend this clinic.

Abdul usually sees between 40 and 50 patients in one day. He particularly enjoys seeing children. Their illnesses are those encountered everywhere – acute respiratory infections, diarrhoeal diseases and skin infestations. Many are undernourished and Abdul's duties include measuring their mid-upper arm circumference to be entered in their 'road to health card'.

Diet

Children identified as undernourished are selected for a family visit by an outreach worker, who explains to the family elders about diet requirements.

Although many local people are poor and unable to supplement their diet with more nutritious food, traditional practices can compound the problem. Families feed from a communal pot, and small children are often not fast enough to sustain their own nutritional requirements before the meal is finished.

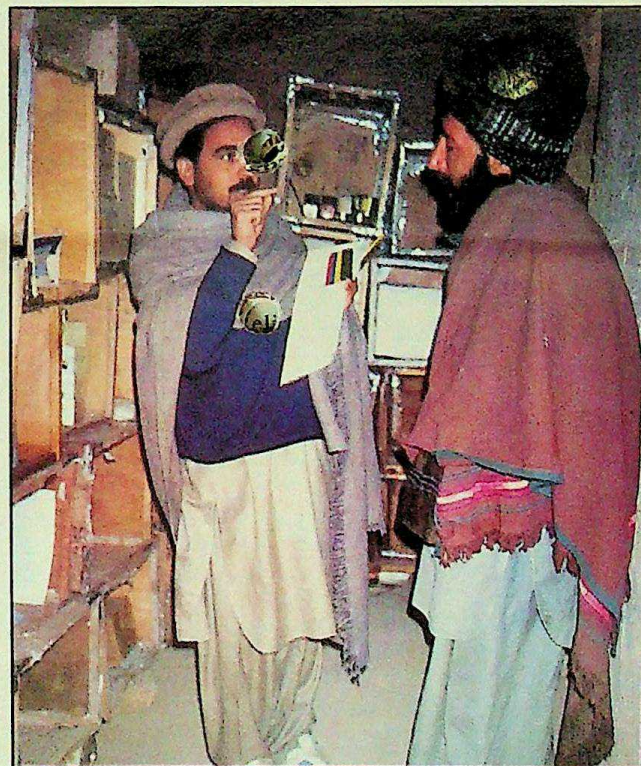
Much of the outreach workers' follow-up of children like these is through family education – often illustrated stories, puppet shows or games of 'road to health ludo'.

After the clinic is finished Abdul might have a call out. One day it could be a snakebite at the school. These are treated

initially by the Yunani (traditional) doctor, and can be a suppurating wound by the time Abdul arrives. And there are shotgun wounds, usually inflicted accidentally, and injuries from mines.

Abdul has seen many young people lose a foot or hand as a result of mine injuries in recent years, but usually manages to treat these in Gazak. Gunshot wounds which require treatment in Pakistan involve a long and uncomfortable journey.

Finally he sets off for home accompanied by his outreach team. But the working day is not finished. They will stay in the fields planting wheat until sunset.



Health Unlimited has received ODA Joint Funding Scheme support of £173,000 for its integrated programme in Afghanistan since 1991, and £53,000 for work in Namibia (left).

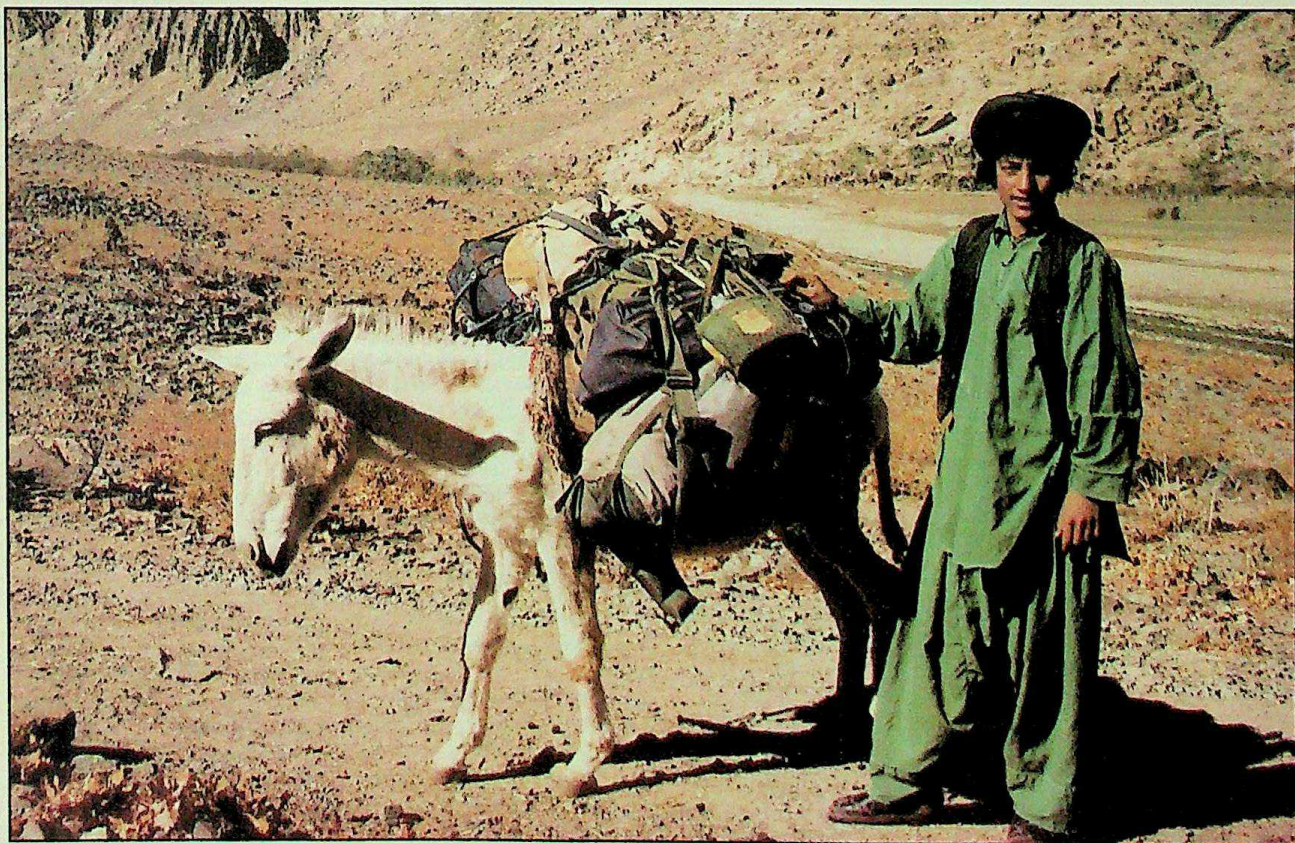
Far left, top: Getting to the clinic. Crossing the river can be impossible if the water is too high or cold.

Far left, bottom: Abdul (far right with cap) plays a game of 'road to health ludo' with some of the village men.

Left: A lesson in medicine storage at the clinic.

Below: Medicines and other essential supplies for the clinic are transported by donkey.

Photos: Anne Beardshall, Health Unlimited.



To learn, or not to learn?

British people are not known for their eagerness or ability to learn foreign languages.

Perhaps it is laziness, perhaps embarrassment, perhaps simply lack of opportunity when English is so widely spoken worldwide, but the average British citizen working or travelling overseas is often reluctant to venture as far as "What time is breakfast?" or even "Good morning".

As far as holidaying is concerned, sticking to safe familiar English probably isn't important. But for thousands of people working on short or long-term contracts in developing countries, the question of whether or not to learn the

local language is a very important one. If classroom French or German seemed intimidating, how will Shona or Urdu feel? How to find a teacher? What will people think?

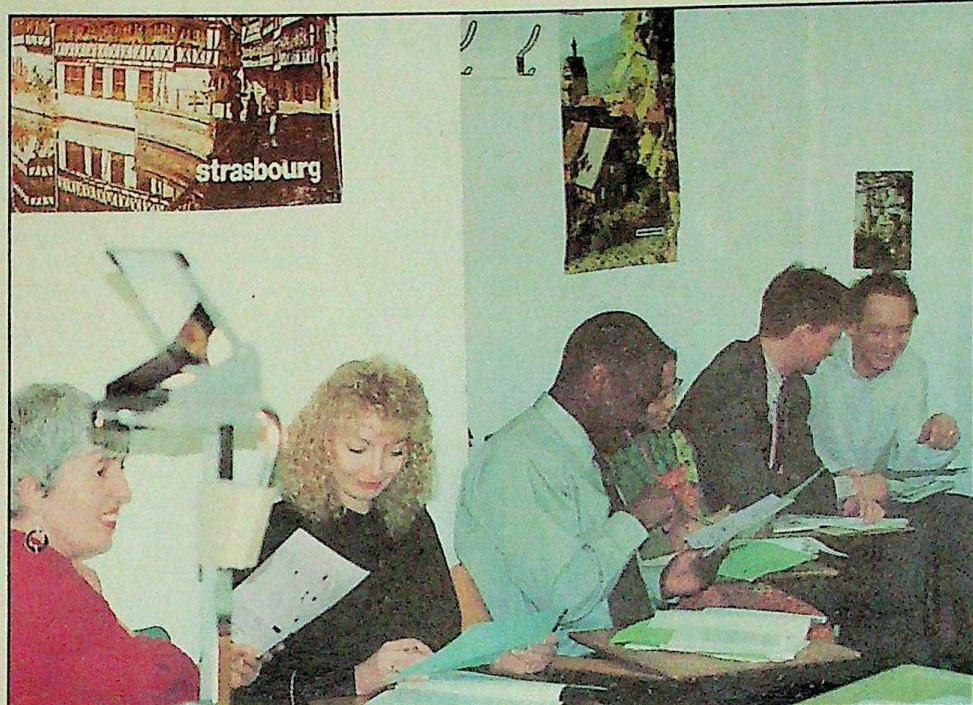
For some British people working overseas the decision is taken for them. Voluntary Service Overseas for example has a policy on local language: everyone doing VSO must undertake to learn the language of the host country. It is seen as a very important part of the preparation, and VSO provides appropriate tuition in-country as soon as volunteers arrive.

"In our experience a readiness to learn a local language is much more than just a means to greater effectiveness or to buying the vegetables," explains VSO director David Green.

"It also signals an interest in and respect for local cultures and indeed local colleagues and friends.

"It implies that this 'working together' is worth working at. It moves us towards people."

Other voluntary agencies, governmental organisations and commercial companies give their workers a choice, providing them with informa-



Above: Emergency aid workers in Westminster Adult Education Service language class.

Below: Class at the Centre for African Language Learning.

tion about where to find tuition if they wish.

Some people stagger on for two or three years relying on a few phrases and a social life centred around the English-speaking community. Others become fluent, even on short-term contracts, and throw themselves into the life of the local community with enthusiasm, enjoying the kind of diverse friendships only the sharing of a common language

can provide.

So does it matter? Why learn the language?

British Overseas Development talked to some of the people in the language business – either users or providers – about their experiences.

海南
经济发展
与环境保护
国际研讨会
文集

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Bangl
dance
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Penny James is a VSO volunteer based in the Bangladeshi capital, Dhaka. She ran her own dressmaking/design company in Bristol, and is now helping women in poor communities produce garments and handicrafts based on traditional designs, for sale at home and abroad.

Penny works very closely with the local community. For her learning Bangla was essential, and high priority. She was no stranger to language learning. School had given her a "slow but undistinguished mastery of French" which holidays in France helped her hold on to. She also got by in German, and as a university mature student got to grips with Italian – which she loved – and even Greek, despite being faced with the daunting prospect of a whole new alphabet.

Two years later she applied to do VSO, and suddenly she felt vulnerable.

"My picture of VSO had been working with a nice little group of African women's cooperatives, going from village to village speaking in Pidgin as we sat out in the village compound. Reality was somewhat different. I landed up in Dhaka, the poorest, most crowded capital city in the world.

Yes, you guessed it, they speak a language with a different alphabet. Thank God for having tried Greek – the biggest hurdle was already jumped, I knew it was possible for me to learn Bangla. However this time it was slightly different. It was for real. I had to learn. My success at work depended on it – always before it had been for



Meeting emergencies

Relief workers involved in humanitarian aid to former Yugoslavia will be getting to grips with essential Serbo-Croat during March.

Westminster Adult Education Service offers short, intensive evening classes in Albanian, Romanian and Serbo-Croat aimed specifically at British professionals and volunteers taking part in emergency aid activities.

Tutors are all native speakers, and class sizes vary from 10 to 16 students.

Courses take students through the basics: greetings, gestures and responses, asking directions, reading signs, telling the time and shopping. Then they move on to more specialist vocabulary.

Students are encouraged to bring along lists of essentials based on their own particular needs, so tuition cov-

ers a range of information from warehousing to medical services.

Head of languages Christine Dunnmow is pleased with the success of the courses to date. Still subsidised, thankfully, by Westminster, they are well subscribed and attended at just £21 for five two-hour evening sessions (Serbo-Croat).

"The only problem is knowing when to hold a course," she explains. "The people who most need them are very often overseas. Trial and error have shown the end of summer and immediately before Christmas when volunteers go out are probably good times to pitch it."

For details of short courses contact: Westminster Adult Education Service, Buckingham Gate Centre, Castle Lane, London SW1.

Africa, measure by measure

Kupotea ndiyo kujua njia (To be lost is to know the way) says an old Swahili proverb.

Learning a language is like that. You have to jump into it and flounder around before you start to make progress. The harder the language, and the more foreign it is to your mother-tongue, the more you flounder to begin with.

Persevere and you start to make progress. *Haba na haba hujaza kibaba* (Little by little you fill up the measure) goes another idiom. It sums up nicely how it feels to learn a very foreign language.

Flag

Saidi el-Gheithy, director of the Centre for African Language Learning (CALL) in Covent Garden's Africa Centre presents copies of the proverbs to all his students – usually half-way through their first morning, when spirits are just starting to flag.

The students are teachers, aid workers and volunteers, as well as employees of commercial companies taking up contracts in African countries.

Class sizes and course durations vary, as CALL offers a totally flexible service. One-to-one tuition is on offer, either daytime, evening or weekend,

with home tuition available for anyone who really cannot get to the centre. Larger, more interactive groups are also popular.

Swahili is probably the most popular course, being by far the most widely spoken language of the African sub-continent. But CALL can arrange a teacher in just about any African language required. Shona, Bambara, Igbo, Maasai – Saidi el-Gaithy's trained and motivated staff can provide them all.

CALL also offers a translation service, covering a wide range of African languages, and the centre has its own resource library. One of its kind in the range of African languages available, CALL attracts students and researchers from all over Britain, and also overseas.

The centre carefully monitors feedback from the users, and is pleased to find it so positive. "Particularly valuable is the introduction to local culture which helps to bring the language alive," says one woman in her end of course report. Another speaks highly of: "the combination of work sheets and tapes" which she can use at home to practise.

For details contact: CALL, Africa Centre, 38 King Street, London WC2E 8JT. Tel: 071 240-0199.

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如一年排放 30 亿吨工业受到污染, 危及人、畜力对工厂进行调整和技术废水排入河中, 川南土排放, 曾一度使酸雨的管理和监督, 制定了一例”、“规定”, 划片进行保护的规划, 建立了工业大的监督检查制度, 在控制”, 由主管省长和市长上亿元人民币去解决等深刻认识到“控制污染, 具有伟大的历史意义和来我们确定了“新污染整治”的原则。设置和定期治理, 及时关闭了一造纸、化工、硫磺、冶力, 生态环境恶化的情渐恢复了良性生态环境发展和环境保护的和谐



UNDP: Meeting the Challenges of a Changing World

The United Nations Development Programme (UNDP), an agency with a US\$1.4 billion annual budget, oversees many UN economic and social activities in developing countries. It is an active partner with the United Kingdom's ODA and with over 20 other members of the OECD Development Assistance Committee. But for all its size and influence, it was little known outside the development community until it began issuing the *Human Development Report* in 1990. The report, and UNDP, made headlines by ranking countries according to a yardstick which combined life expectancy, literacy and basic purchasing power into one human development index. (The UK ranks tenth.) UNDP now justifiably calls itself "the human development agency."

UNDP is well-equipped to play its unique role in development assistance: it is neutral economically and politically, decentralized into 120 field offices, and given a mandate by the UN to manage and coordinate the UN system's development activities globally. It provides technical assistance to over 160 developing countries through a field network that spans Africa, Asia and the Pacific, Latin America and the Caribbean, the Arab States, Eastern Europe and, most recently, the Commonwealth of Independent States. UNDP draws upon the expertise of over 40 UN specialized agencies and other organizations, as well as research institutes in every field around the globe. And it is committed to building partnerships for human development with donors, private institutions and non-governmental and grassroots groups.

UNDP also unites developing countries in the search for solutions to common problems, and to worldwide concerns such as environmental degradation. Its global and interregional programmes support research in such fields as major food crop production, biological pest control, prevention and cure of tropical diseases, new and renewable energy resources, HIV/AIDS and safe motherhood.

UNDP's funds come from the voluntary contributions of members of the United Nations or its agencies — virtually every nation on earth — and are used to help developing countries attain important national goals. Six key areas have been singled out for special attention by UNDP's Governing Council: the environment and natural resources; poverty eradication and grassroots participation; management development; technical cooperation among developing countries; transfer and adaptation of technology; and women in development.

Just as the World Bank and the International Monetary Fund are

the big-money lenders, UNDP is the world's largest source of multilateral grant technical assistance, helping countries build the capacity to use loans well, and to pursue a course toward self-reliance. When specialized UN agencies bring medical skills or agricultural expertise to, say, Ghana, non-specialist UNDP is likely to fund the work, and also to manage and monitor its progress on behalf of the recipient country.

UNDP prides itself on the close partnership it has forged with ODA and other aid agencies. Not only does UNDP receive the majority of its funding from voluntary contributions from developed country governments (\$54 million from the UK in 1991), but it cooperates with them in many other ways. UNDP and bilateral aid agencies raise funds

it can better assess human development requirements nationally.

UNDP has changed too. It has moved away from "projectitis," under which countries received support for a number of distinct projects, to a more integrated programme approach designed to better respond to the whole of a developing country's needs. It tightened up its headquarters operation, cutting budget and staff by 15 per cent in 1992. It has pushed for a bigger development role for national institutions and to increase the involvement of local communities in pursuing a nation's development goals.

A number of urgent challenges have broadened UNDP's mandate in recent years, including the Global Environment Facility — which seeks to help developing countries address environmental problems — and the WHO-

ordinators play a vital role in managing relief and rehabilitation efforts, cooperating with the office of the UN Emergency Relief Coordinator and Under-Secretary-General for Humanitarian Affairs. Whether the emergency involves refugees or natural disasters — such as prolonged drought in Mozambique or severe floods in China — UNDP is often called upon by governments to help design rehabilitation programmes and to direct donor aid.

UNDP resident representatives frequently act as Directors of the United Nations Information Centres as well, and serve as the representatives of many UN bodies. Among them are the UN Population Fund, the International Fund for Agricultural Development and the UN Industrial Development Organization. Upon request, resident representatives may also as-

terms that time and again have confused outsiders.

The IPF is the amount of assistance UNDP allocates to a country over a five-year period, based mainly on population and per capita income. The country programme, drawn up by UNDP with the government of each developing country, and with the participation of cooperating agencies, maps out the national development priorities which IPF resources will support.

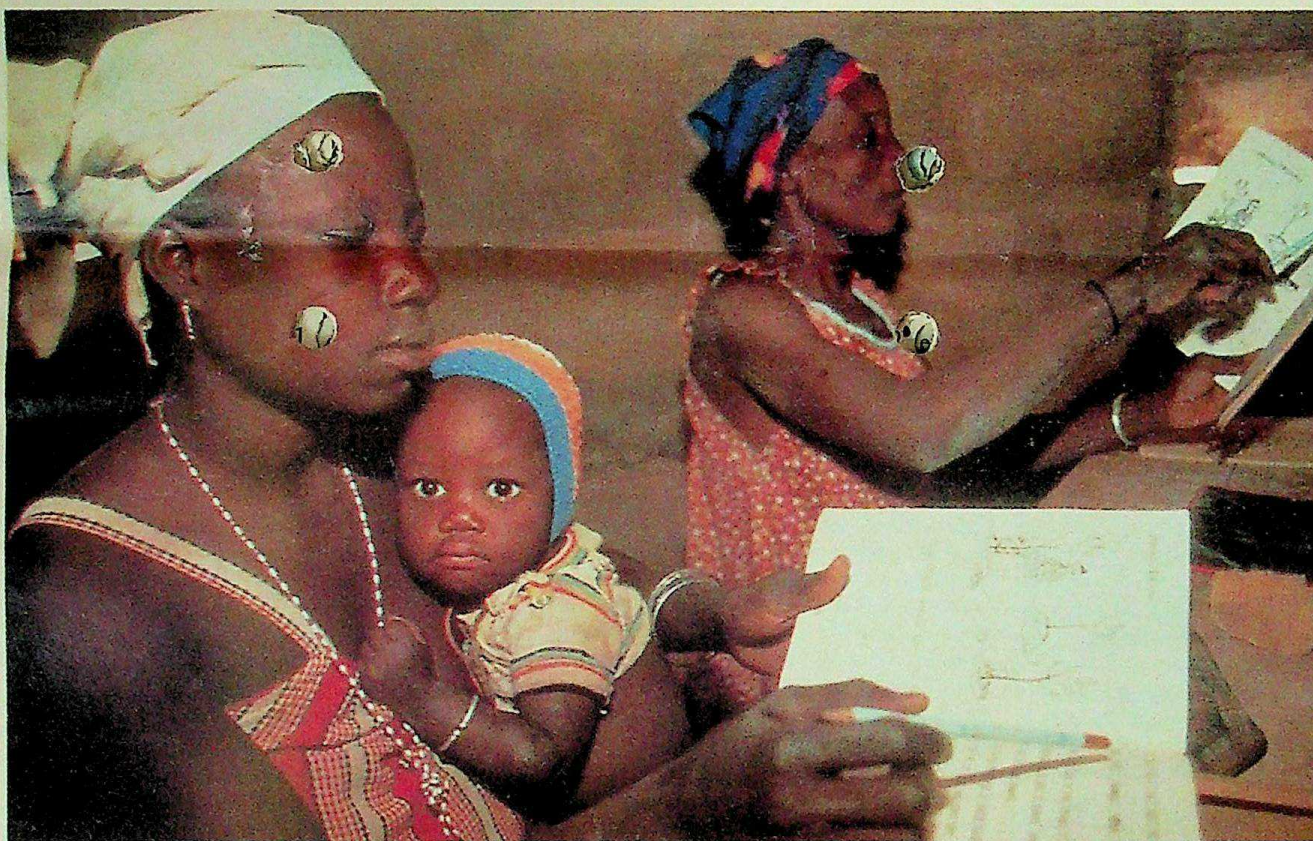
Fifty-five per cent of all UNDP resources are provided to countries designated *least-developed* by the UN General Assembly and 80 per cent of UNDP funding is utilized in Asia and Africa, where the vast majority of least-developed countries are located. Developing countries themselves provide 50 per cent or more of the total costs of most projects,

paying for local personnel, facilities, equipment and supplies. UNDP therefore oversees a programme with a value more than twice that of its own contribution.

Over the past 40 years, UNDP assistance has helped developing countries irrigate millions of hectares of farmland, leading to increases in production of major food crops. Pre-investment surveys have resulted in the exploitation of major mineral deposits and unleashed vast supplies of hydro and geothermal power. Support for local institutions and industries has enabled millions of young men and women to receive education and job training. Funding for the installation of wells, standpipes and sanitation facilities, and support for research to control tropical diseases, have paved the way to better health. Equally important, some \$9 billion a year in capital, from public and private sources, has been generated from investment-related activities. The largest commitments have been made for general development, natural resources, human settlements, transport and communications, agriculture and humanitarian and aid relief.

As we approach the turn of the century, UNDP's determination to assist developing countries in meeting the challenges of a rapidly changing world remains undaunted. The goal of helping emerging nations build the capacities they need to carry out sustainable development after outside assistance ends has become more urgent than ever. So has the spirit of international cooperation, which is why UNDP continues to seek new ways of enhancing its relationship with its development partners.

Edited by Sid Kane. For more information on UNDP and its activities please contact: UNDP, Division of Public Affairs, One United Nations Plaza, New York, NY 10017. Tel: (212) 906 5315 Fax: (212) 906 5364



Burkina Faso: A literacy class for women.

together for a variety of special initiatives. They carry on joint projects, like a \$14 million Guyana rain forest programme involving several UN agencies, ODA and the Commonwealth Secretariat. In some cases UNDP acts as the coordinator and manager of programmes on behalf of bilaterals. A \$115 million programme of assistance to Central American refugees funded by Italy and coordinated by UNDP is a prime example of such cooperation.

Publication of the first *Human Development Report* in 1990 led to a change in development priorities in some developing countries. More than 20 countries have since requested help in devising a human development strategy. India, for example has sought UNDP's help in improving health and educational statistics so that

UNDP Global AIDS initiative. In such undertakings, UNDP counts heavily on support from and cooperation with bilateral development assistance organizations.

With its extensive network of field offices, UNDP has the greatest on-the-scene representation of any development assistance organization. UNDP offices often represent the whole United Nations system and are headed by UNDP resident representatives, who are normally also named resident coordinators of all United Nations development activities in the field. Typically, UNDP does not operate alone but in close cooperation with other UN agencies, including UNICEF, UNHCR, the World Bank and the World Food Programme.

When emergencies and natural disasters occur, resident co-

sist in coordinating bilateral assistance programmes.

UNDP was established by the UN General Assembly in November 1965 through the merger of two predecessor programmes — the United Nations Special Fund and the Expanded Programme of Technical Assistance. The latter was set up by the General Assembly in 1949, giving UNDP over 42 years of technical cooperation experience. UNDP's Administrator is appointed by the UN Secretary General and confirmed by the General Assembly. He is responsible to a 48-nation Governing Council — representing all major regions and both donor and recipient countries. The Governing Council sets policy guidelines and approves all indicative planning figures (IPFs) and country programmes — two common UNDP

We appreciate this opportunity to share information on the United Nations Development Programme with readers of ODA's newspaper. As an organization funded by voluntary contributions, it is very important for us to maintain a dialogue with our donors. We hope that this special section will serve to elucidate UNDP's role in international development assistance, while underscoring several of our priority areas and goals.

**Søren Dyssegaard, Director,
Division of Public Affairs,
UNDP New York**

Putting Human Development First

It seems like an obvious idea. Put people, not income, at the centre of development. But it took a fresh look and a new book to make "human development" a growing test for successful development in this decade. The book is the *Human Development Report*, published annually over the last three years for UNDP by Oxford University Press. It is helping to change perceptions concerning the ends and means of development.

Beginning in 1990, authors of the report, a distinguished group of development economists, gained worldwide attention for human development by ranking countries based on certain indicators of people's well-being. The Human Development Index combines average life expectancy, education levels and purchasing power to come up with a single number by which countries are ranked on the index. Thus, Japan and Canada have vied for the top position among 160 countries, while the United Kingdom ranked 10th and the countries of Sierra Leone and Guinea have showed the lowest human development. Many countries with relatively high GNP rank lower than poorer countries do in terms of human development, making the point that it is not the money a country has, but how it is spent.

While the United Arab Emirates (UAE) ranks 12th in GNP, with its US\$18,400 per-capita income higher than that of some industrialized countries, it ranks 57th in human development, with

an average adult literacy rate of 55 per cent, according to the 1992 report. Costa Rica, on the other hand, has a per-capita GNP of only \$1,800, less than a tenth that of the UAE, but ranks 15 steps higher in human development. Its adult literacy rate is 93 per cent. The suggestion is that the UAE has not funnelled available resources to meet priority human needs as well as Costa Rica has. Part of the answer lies in military spending: the UAE spent 174 per cent as much on the military as it did on combined education and health; Costa Rica, with no army, spent four per cent as much on military as on the two social sectors.

But it is not merely country-ranking that has caught the world's attention. It is the way the authors have cast aside the 1980s preoccupation with income as the measurement of development success, and have made concrete suggestions to channel budgets towards the health and happiness of people. Headlines tell the story: "Study Faults Third World Priorities — UN Program Cites Military Spending," said a US paper in 1991. And in 1992, referring to the role trade plays in global income gaps: "Third World Finds 'Free' Markets Closed — A UN Study finds that barriers cost developing nations \$500 billion a year — 10 times what they get in aid."

The *Human Development Report* was born as a concept in 1988, when UNDP was redefining its mission and identity. The

idea of focusing on human development was greeted enthusiastically within UNDP. Administrator William H. Draper III asked Mahbubul Haq, former Planning and Finance Minister of Pakistan and earlier a top economist at the World Bank, to be his Special Adviser and chief architect of the report. Among the distinguished development economists who have been on the Haq team over the past three years are Lord Meghnad Desai and Frances Stewart, both well known in the U.K.

The reports to date have looked at its global dimensions and at the ways countries and aid-givers could better channel available resources to human development. The 1993 report will focus on participation in human development by people — by and in markets, in communities and in local governance.

Not necessarily reflecting the views of UNDP and its Governing Council, the report has been frankly controversial. When it ranked countries according to a *freedom index* in 1991, some UN country representatives called for the end of the report. Since then, the report has not included such an index. But that does not mean that the report has stopped discussing governance, democracy and freedom as issues. Indeed, the 1993 theme of participation is bound to stimulate strong debate.

Beyond debate, however, there must be action. UNDP was pleased to have more than 20 countries requesting help in launching or strengthening national human development initiatives. The high

point from a policy perspective came in late 1991 when human development was made the theme of the eleventh summit of Central American presidents. All seven presidents signed a commitment to create national action plans for human development, infants and youth. Three countries in the region have already reallocated national funds — by UNDP estimates as much as \$500 million — to priority social sectors.

In all regions, specific human development initiatives are being planned or are now in progress. In Pakistan, a country human development report was prepared with help from UNDP and UNICEF, and provided contributions to the

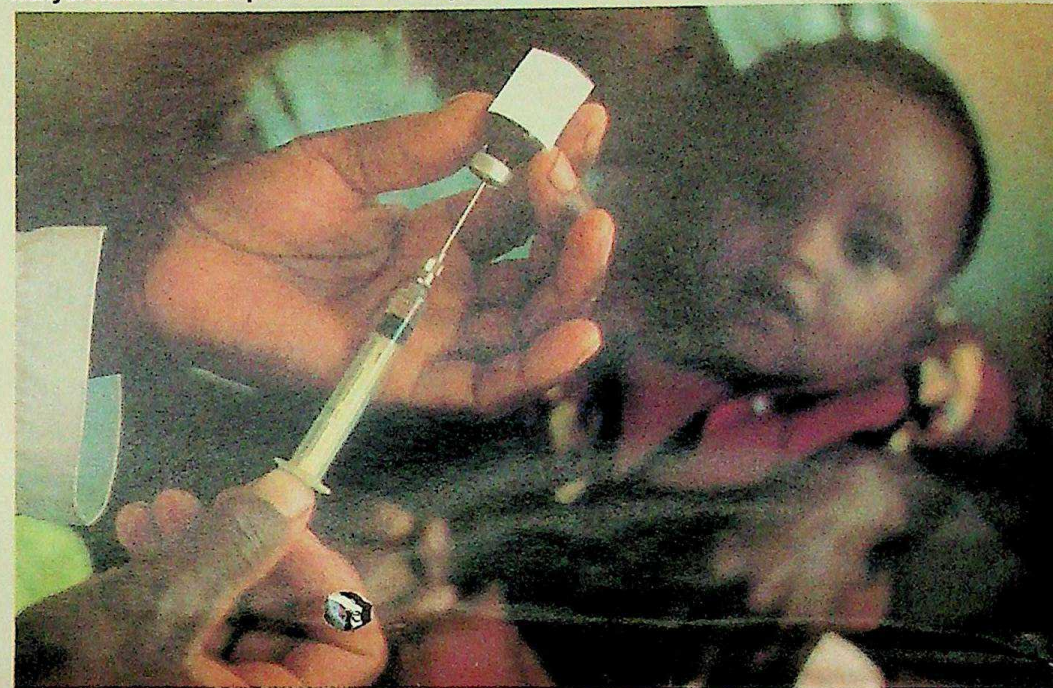
country's Social Action Plan, attracting co-funding from the Netherlands. Other human development initiatives are underway in Colombia, Ghana and Bangladesh.

Experience has shown that the process of making sustainable human development real is both simple and demanding: simple because it need not involve additional outside funding; demanding because it does involve a different approach to development, one which evaluates any activity in terms of impact on people and our planet. What are some of the new approaches required by human development? Often it means empowering people, which can be difficult for some governments. It means compiling

accurate social and economic indicators where they may not have existed before. And, among other basic steps, it means reallocating funds from often-powerful ministries involved with industry and defense to social service ministries, and within those ministries to specific human development areas, say, from urban to rural areas.

"I am confident that the report will place human priorities at the very heart of the development dialogue," says Mr. Draper. "UNDP stands ready to offer all necessary support to developing countries to translate their human development priorities into action programmes."

Kenya: Human development involves improved health care.



Development and Democratization

The world is witnessing large-scale transformations that would have been unthinkable not long ago. Although there have been exceptions and setbacks, political and economic systems are becoming increasingly open, competitive, and participatory. This phenomenon has been described — perhaps for lack of a better expression — as democratization, or, as the breakdown of authoritarianism.

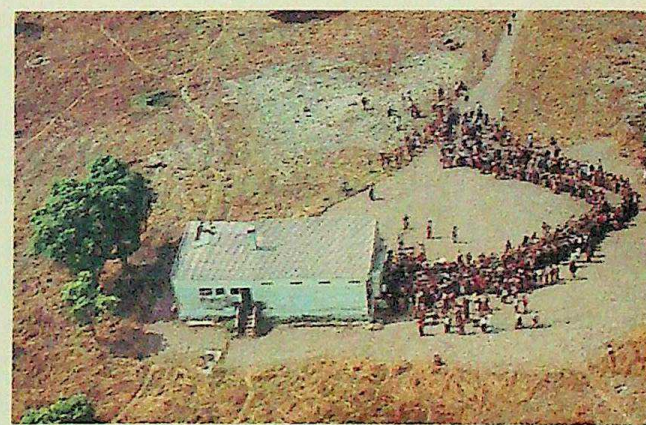
With it has come renewed hope for development in countries that have been held back by years of civil war and conflict. In open societies which value individual rights and have accountable governments there are more opportunities for sustained economic development than in closed systems which stifle individual initiative.

Time and again, the United Nations has sought to persuade opposing parties to resolve their differences through the ballot box. It has brought in peacekeeping soldiers and monitors to insure free and fair elections and has disarmed guerrilla forces and supervised local police. Nearly three dozen governments have approached the United Nations with requests for assistance involving elections. These include more than a dozen African countries, Albania and Romania in Eastern Europe, El Salvador and Guyana in Latin America and Cambodia in Asia.

Increasingly, governments are asking for help in building democratic institutions as well, as has been the case in El Salvador where UNDP is supporting the establishment of a human rights commission and a civilian police force. UNDP has also been called upon

to work closely with national institutions to monitor elections — and to strengthen their capacities to do so — as in Nicaragua and Angola.

In Angola, for example, UNDP provided logistical and technical support for a massive air operation to establish nearly 6,000 voting stations throughout the country, many located in remote areas surrounded by mine-ridden roads. Election personnel were flown by helicopter to polling stations, and many voters were air lifted to the nearest voting booth. But despite these efforts and an internationally recognized free and fair election in September 1992 — which received support from Denmark,



Angolans turn out to vote in Moxico Province.

Sweden, France, the United Kingdom and other donors — the UNITA party questioned the results and placed the country back on the brink of war. In Haiti, too, where the UN took a lead role in ensuring credible elections in 1990, internal politics played havoc with the results, although the election had won the approval of a

team of international observers and the UN. Despite such difficulties, UNDP and the new Electoral Assistance Unit of the United Nations have launched several initiatives to better accommodate the growing number of requests for assistance in this important area. One new project is bringing together representatives from aid agencies and electoral institutions in Africa and Asia to discuss aid co-ordination and technical assistance for elections.

Another new UN initiative involves the creation of a Trust Fund for Electoral Assistance to be administered by UNDP. This Fund will provide increased technical and material support to countries which have no previous experience in organizing multi-party elections.

UNDP and the UN Electoral Assistance Unit have also recently issued a set of guidelines to enable UN resident coordinators around the world to respond more effectively to government requests for support to the electoral process, and to help in the co-ordination of related donor aid.

UNDP and the UN Electoral Assistance Unit have also recently issued a set of guidelines to enable UN resident coordinators around the world to respond more effectively to government requests for support to the electoral process, and to help in the co-ordination of related donor aid.

Support to Governments in Market Reform

From Mongolia to Morocco and from Turkey to Tanzania, there are few developing countries today that have not declared themselves determined to encourage private enterprise and the free market system. UNDP is committed to assisting this effort. It has established a Division for Private Sector in Development, and a Global Privatization Network.

To build national capacities in this field, UNDP is assisting countries in laying the foundation needed for a viable private sector. Needs include laws and regulations that promote entrepreneurship and govern the conduct of business, skilled managers, a capital market and an adequate physical infrastructure, including transport, telecommunications and energy supply.

One example of UNDP's approach can be found in Tanzania. UNDP has helped design a detailed five-year programme for the government, identifying such necessary actions as building a capital market, developing small and medium enterprises, promoting investment and exports and drawing up a suitable industrial and trade policy.

In the countries of the former socialist bloc, the task of creating the basis for a market economy is a major plank of UNDP's programme. Assistance to these countries includes providing experts under the special UNDP programme known as Transfer of Knowledge through Expatriate Nationals (TOKTEN). This draws on the expertise of expatriates who have acquired valuable experience

working in the market economies and are now eager to transfer their skills back to their native lands during short consultancies. Experts are also being provided through two other UNDP programmes: UN Short-Term Advisory Resources (UNISTAR), which sends managerial and technical advisers from the business community to assist private and parastatal enterprises; and UN Volunteers, which provides specialists on volunteer terms. All of these programmes are also being applied in other parts of the world.

In many countries, including those of Eastern Europe, the task of building a healthy market economy includes the privatization of state-owned enterprises. UNDP does not see privatization as a universal panacea, and recognizes that the approach should be tailor-made to each country's social, economic, political and cultural conditions.

"Except in a few countries, the progress of privatization has been slow," comments Professor Vemuri V. Ramanadham, a leading Indian economist and coordinator of UNDP's Interregional Network on Privatization. "Now countries are beginning to realize the impediments to privatization as well as some of the difficulties that it brings with it. Our role is to tell them about the options available, which can include retention in public ownership."

To achieve its goals, the Privatization Network organizes seminars and workshops where international experts on privatization share their knowledge with



Poland: Entrepreneurs in a Warsaw street market.

national planners. The Network has also published a manual entitled *Guidelines on Privatization*.

One developing country that has embarked on a vigorous privatization programme is Guyana. Initially lacking the organization and skills to plan and execute the programme, the country turned to UNDP for help. Experts were provided to assist the government in setting up a divestment unit and in formulating a detailed privatization policy. Out of the 36 enterprises in which the government was involved, 11 have now been successfully privatized.

UNDP is also committed to involving private enterprise in the development process itself. This is an imperative because much of the technology that the world needs, particularly in the areas of environment and health, is in the hands of the private sector.

Safeguarding the Environment

Environmental protection and development, once thought contradictory, must be mutually supportive if we are to survive and prosper. At the UN Conference on Environment and Development, held in Rio de Janeiro, Brazil, in May 1992, the nations of the world accepted the premise that saving Planet Earth is a fight in which we must all take part. It is not the leaders who attended that historic summit who will suffer the full impact of global warming, ozone depletion, loss of biodiversity and the generational consequences of absolute poverty. It is our children and grandchildren.

To assume their share of responsibility for protecting the planet, developing country governments will need the support of the international community. UNDP is currently financing some 630 environmental projects val-

ued at over US\$700 million. These include initiatives to help developing countries preserve biodiversity, fight desertification, protect tropical forests and improve air and water quality. Since 1988, more than 80 developing countries have participated in UNDP-sponsored workshops on environment and sustainable development. In many cases, these have inspired government policy and action plans.

In signing Agenda 21 in Rio, 170 nations pledged to work together to create a more livable future. An important aspect of this far-reaching action plan is developing the capacity of countries to manage their natural resources. UNDP is taking a lead role in a new global initiative titled CAPACITY 21, which is designed to help developing countries formulate and carry out their own national environmental programmes.

What does this involve? In short, it means training people in environmental management. It means building up national and regional institutions, such as universities, environmental research centres and non-governmental organizations so that they can better deal with environmental issues. It means helping countries forge development plans which are environmentally sound, and seeing them translated into action.

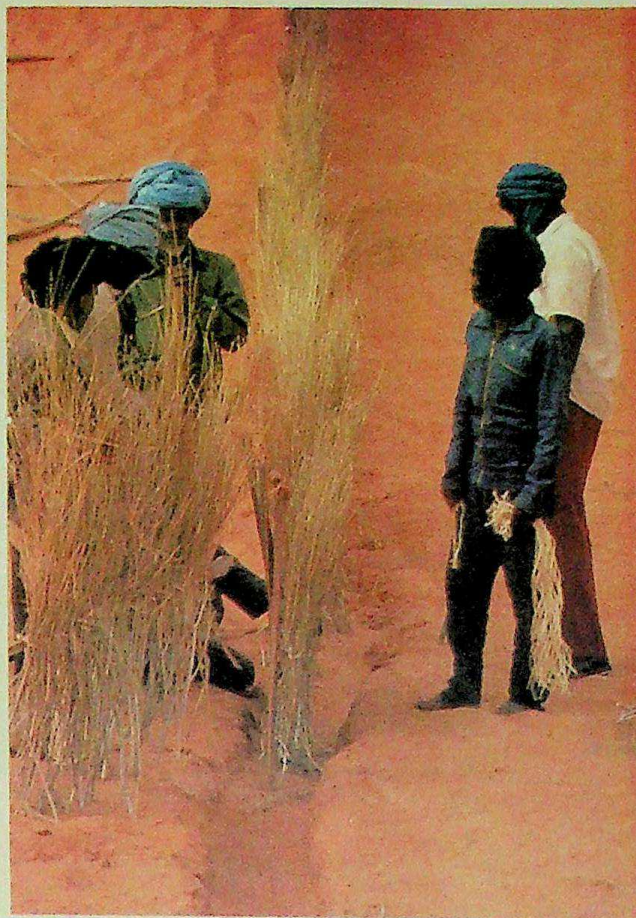
Already, UNDP has received requests from more than 50 countries which have asked for help in areas ranging from protecting forests to developing comprehensive strategies for sustainable development — including the drafting of environmental legislation. CAPACITY 21 is expected to become an important vehicle through which governments and other donors can assist the efforts of the developing world.

Similarly, the \$1.3 billion Global Environment Facility (GEF), jointly managed by UNDP, the World Bank and the UN Environment Programme, and financed by a consortium of donors, is helping countries develop both institutional capacities and specific programmes to tackle problems of global concern. These include the loss of biodiversity, ozone depletion, global warming and pollution of international waters. Some \$200 million from the GEF has been apportioned to UNDP, and already activities are underway.

Among them is an \$8.2 million project to clean up the Danube River Basin, and ensure the sustainable use of its natural resources. Another is a \$5 million research programme to reduce methane emissions from rice fields, largely in Asia. Rice production alone accounts for one-quarter of the world's methane emissions, which contribute to global warming.

The Interim Multilateral Fund of the Montreal Protocol is another venue through which the international community is working with developing countries to create a more promising future for all. Under this fund, UNDP, the World Bank and UNEP are providing experts to train developing country technicians in adapting to ozone-friendly technologies. In Ghana and Kenya, for example, nationals are being trained to recycle ozone-depleting chlorofluorocarbons (CFCs) in refrigerators and air-conditioning units. In China, UNDP is helping the government shape a national programme to eliminate the production and use of CFCs. Initial projects under way are valued at more than \$1.5 billion.

The Conventions on Biodiversity and Climate Change represent new challenges. UNDP is doing its part by helping developing countries analyze and assess their own resources and responsibilities in relation to these historic conventions. It is also re-

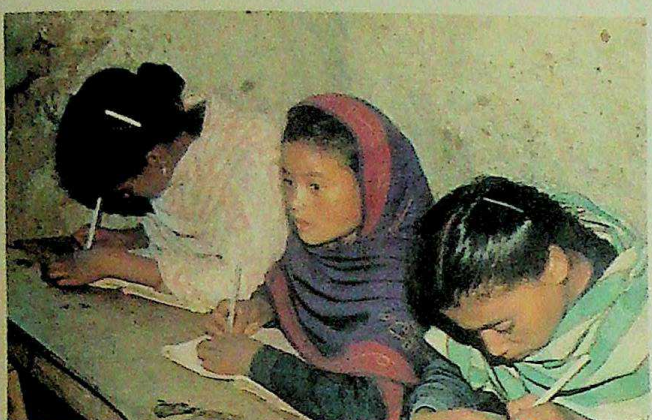


Mauritania: Sand-dune fixation.

viewing all projects and programmes to ensure environmental sustainability.

A healthy environment is of vital interest to all — rich and poor alike. And it is only through international cooperation that

the ambitious goals set out at Rio stand any chance of being achieved. ☛



Nepal: Increasing primary education for girls.

UNDP and Women

Eighteen years ago, the United Nations General Assembly proclaimed 1976-1985 the UN Decade for women with high hopes. But while the decade did succeed in raising awareness, it failed to result in dramatic changes for the majority of women in developing countries. In 1990, the UN Commission on the Status of Women reported an alarming regression in educational, employment and health opportunities, and called attention to the high cost to societies of this failure.

UNDP recognizes that women contribute significantly to social and economic development and is committed to their increased involvement in local and regional initiatives as well as to their overall advancement. This is reflected both in the programmes the organization supports in more than 160 countries and territories and in its staff recruitment, promotion and retention policies. Since 1975 the percentage of women in professional posts at UNDP has more than doubled, growing from 15 to 31 per cent.

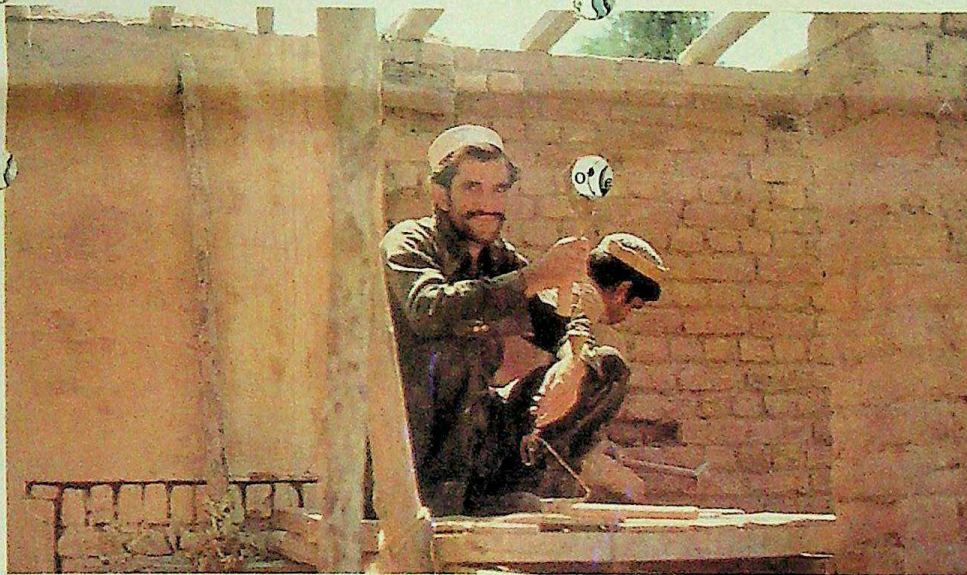
In 1987, UNDP created a special division for women in development (WID) to ensure that women's needs and capacities are integrated into project designs and programming. The division assisted a number of countries that were interested in bringing women more fully into the national development planning process. One activity involved training UNDP and other UN agency staff, as well as government counterparts, in WID issues. So far, this training has been carried out at UNDP headquarters and in more than 10 developing countries. Also, working closely with the United Devel-

opment Fund for Women (UNIFEM), the division sought to include women's concerns in different planning and resource mobilization exercises.

At the operational level, UNDP supports programmes and projects worth millions of dollars designed to specifically benefit women. In western Nepal's remote Seti Zone, where 80 per cent of the students in village schools are boys, girls and adults are receiving literacy training along with instruction in how to care for forests, maintain trails, grow vegetables and build latrines and fuel-efficient cooking stoves. Thousands of girls and adult women have attended courses held in hundreds of villages and young women instructors are being trained to spread the programme further.

Other projects assist women by extending credit, supplies and necessary services. In Ghana, for example, UNDP worked with the UN Food and Agriculture Organization to organize 221 local farmers, including women, into cooperatives to improve their harvests and incomes. Because loans administered by the Ghana Commercial Bank are guaranteed by cooperatives, female farmers were able to borrow money in their own names for the first time. Cooperative members also received help in obtaining seeds, fertilizers and storage facilities, which allowed them to triple their maize yields within five years.

In 1991, UNDP's Governing Council approved a five-year US\$8 million programme to help governments develop more gender-sensitive policies and programmes. A task force will be established in each participating country to assist policy makers in reviewing the status of women in all new project proposals. ☛



Pakistan: Helping people build their own homes.

Putting Hope Back Into Cities

Rapid urban growth threatens to turn hope for a better future into an environmental nightmare for billions of city dwellers. In 1990, the world's urban population stood at 2.4 billion, two thirds of which lived in developing countries. By the year 2025, a United Nations study estimates that it will more than double, to 5.5 billion — a little larger than present total world population.

Much of this growth will be in developing countries, which will contain 4.4 billion people or 80 per cent of world urban population by the year 2025. The fastest growth will be in the poorest areas. By the end of this decade, 17 of the world's 25 mega-cities with populations exceeding 10 million, such as Buenos Aires and Mexico City, will be in the developing world.

Urban sprawl in these and other cities is closely linked to rapid population growth. It is also fed by massive rural-urban migration from villages and remote towns to

large cities, in the belief that urban centres provide better job opportunities, social services and wages.

Many migrants live in abject poverty in cities. Their swelling numbers far outstrip the availability of shelter, potable water, jobs, transportation and clinics. According to the World Bank, about a

quarter of the urban population in developing countries was living in absolute poverty in 1988. By the year 2000, more than half the poor will be concentrated in urban areas.

Already, the beginnings of environmental disaster are being felt. Problems range from air pollu-

tion, contamination of drinking water and hazardous waste pollution, to depletion and degradation of freshwater resources, occupation of high-risk land, and damage to ecosystems and cultural property.

UNDP has long supported activities to improve life for city residents. Since 1971, it has provided

priority areas for improving the urban environment over the next decade:

- upgrading solid waste management, energy use and alternative transport systems;
- reducing air pollution;
- alleviating poverty and improving the quality of life of disadvantaged groups, including women, squatters and slum dwellers;
- enacting laws for urban environmental management;
- incorporating environmental planning in city master plans.

UNDP has launched several national and regional programmes to implement these priorities. In its Asia-Pacific 2000 Initiative, NGOs in India, Pakistan, the Philippines, Sri Lanka and Thailand are creating more viable settlements and better water and waste disposal facilities.

Similarly, the new \$4 million LIFE Programme, supported by UNDP, Sweden, the Netherlands and Germany will finance demonstration projects by NGOs, community groups and local governments to improve the urban environment.

In Africa, UNDP is funding nearly 200 waste management projects costing nearly \$150 million. Activities range from solid waste management and waste water treatment to garbage disposal and recycling.

In addition, UNDP funds global research through its Urban Management Programme, jointly executed by the World Bank and the United Nations Centre for Human Settlements. The programme is examining the underlying causes of urban environmental concerns and will propose policy options. It will also focus on pollution control and waste management. ☛

In its Asia-Pacific 2000 Initiative, NGOs in India, Pakistan, the Philippines, Sri Lanka and Thailand are creating more viable settlements and better water and waste disposal facilities.

more than US\$3.5 billion in financing for urban-related projects. These range from provision of low-cost, self-help housing and public services, to promoting income-earning labour-intensive works programmes and small-scale private enterprises.

In 1991, UNDP identified five

LANGUAGE



From business to barter

Carol Howarth works in the Commercial Department of the British Embassy in Beijing. She has a degree in French and German from Bradford University, and did a full-time course in Mandarin before taking up her current post seven months ago.

Although "it is possible to work in China without speaking Mandarin" Carol believes it helps enormously if you do.

The Foreign and Commonwealth Office provides language tuition for staff serving overseas.



Above: Carol Howarth (left) with colleagues and members of the business community.

My two years of Chinese language training began at the School of Oriental and African Studies (SOAS) in London. We were a class of six – three from the FCO, two from the British Council and one chartered accountant.

The FCO provides two years of full-time training in Mandarin for people who need the language to do jobs at the Embassy. Our second year was spent at the Chinese University in Hong Kong, but other students have been to Taiwan and Peking, as the local language in Hong Kong is Cantonese and the opportunities to use Mandarin there are limited.

Like most people who are chosen to do hard language training, I had a background in modern languages. However learning Mandarin was a different story altogether! Although the grammar is relatively simple, the nature of the language makes it very difficult for westerners.

One of the major problems is that the written language uses characters. There is no alphabet, and each character has to be memorised. We were expected to learn up to 5,000 characters over two years – the majority of characters in regular use. An educated Chinese might know twice as many.

Another stumbling block is the system of tones. Taking the same sound and pronouncing it with a rising, rather than a falling, tone can completely change the meaning. I once asked to exchange Hong Kong dollars in the Friendship Store in Canton and was presented with a biro, because *gang bi* can mean ei-

ther dollars or biro depending on the tones.

Moreover words pronounced with the same tone have many different meanings, and even Chinese can only tell which is intended by the context.

Because of these characteristics Chinese requires a much greater degree of rote learning than is the case for European languages. This becomes quite boring. It is not easy to acquire new vocabulary by absorbing it from reading and listening – it has to be laboriously looked up and drummed in.

An academic training can never fully prepare you for using a language to live and work in a country. I am rarely required to read newspapers or follow Chinese news broadcasts, as I had learned to do. Instead I need to be able to use and understand spoken Chinese for telephone calls, meetings and the banquets which are an important means of doing business here.

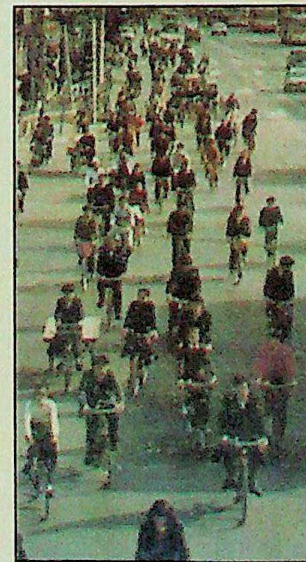
It is all very well being able to discuss the collapse of the Soviet Union when you really want to say: "No sea slugs for me, thank you".

It is a great advantage to speak Mandarin. Although interpreters are almost always available for meetings, standards vary a good deal, and it is very useful to be able to follow what is going on. Colleagues in the Embassy who do not speak the language feel they miss out on quite a lot.

It really comes into its own when travelling in the provinces, where there are fewer English speakers, or shopping on local markets where you can get better deals if you can barter in Mandarin.

The Chinese are always impressed by foreigners who have taken the trouble to learn their language, and will invariably praise your skills, however inadequate they are.

I know that I will never speak Chinese as well as any European language I have studied for the same length of time. But I am still confident that it helps me do my job better and gain more from my time in China, than if I had not studied it.



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veils

நோய் எச்.ஐ.வி
சக்தியை அழிக்கும்

my sake, suddenly it was for someone else's sake, and I had two months to do it in.

Anyone who has never been to a country where they can neither speak nor read a single word of the local language can have no idea how vulnerable they will feel. We assume that the man standing next to us is telling his friend that we are stupid, ugly, illegally placed, or needing a sock in the jaw, and this in turn usually produces a response in us which is aggressive, introverted or unfriendly.

Learning Bangla was for me one of the most emotional experiences of my life. It was of course tied up with my arrival in a country which was alien in every way. Strange food, intense heat and poverty certainly made one vulnerable, but I believe that it was the actual language learning itself which was so emotional.

At language school one's peers are horribly significant. How they are doing affects you quite ridiculously, however much you tell yourself you are not competing. It is in all your interests that you all do as well as possible. Your failure to remember a conjugation when someone else has got it right reduces you to depths of depression usually reserved for failed love affairs!

I did the course with my husband. We normally work and live very equitably together (although we are a fairly competitive pair) but I have never found it so hard to be civil to him. I spent a great deal of the course convinced that he was going to be a wonderful scholar and I a complete failure. Subsequently I found that we'd all felt the



Above: Close friendships (Penny is on the left). Learning enough Bangla to get there was the dance of the seven veils.

same at various times.

Learning Bangla is like doing the dance of the seven veils. On the first day of the course you throw off the first veil: not only do Bangladeshis not say please, and rarely thank you, their greetings are, like so much in their lives, culture and religion-specific.

Asalamu ualaikum (God be with you) is the Muslim greeting, answered by *Ualaikum asalam* (And with you too). Hindus and Christians use the greeting *Nomoshka*. How do you know who is who? Well it is a Muslim country so be safe – only use *Nomoshka* if you know who people are.

Transport is another veil. In

Bangladesh local journeys are usually by a rickshaw, and since many rickshaw pullers are illiterate it is no good getting someone to write down the address for you even if you are lucky enough to get a rickshaw puller who knows the area.

The Bangladeshi road naming and numbering system leaves a lot to be desired. The only sure way of finding an address is to have been there before and remember it. *Bam dike* (go left), *Dan dike* (go right), and *Thamun* (stop) are therefore early essentials.

At the end of two months we could all get by with varying degrees of sophistication. Many of us had learned up a good vocabulary for our work, although, as I found, the words from the dictionary or even a teacher who knew nothing of your particular subject, were frequently wrong.

Literary

To make matters worse, the Bangla dictionary uses literary language found in poetry but which not many people speak. There is often another ordinary word following the High Bangla one, but when you don't know the language which one do you choose?

One of the recipes for success in language learning is not

to mind making a fool of yourself. I have found that the least successful at learning have been those who are very shy and self-effacing. They felt that they must 'get it right' before they said it, and so never practised enough. More than anywhere else practice makes perfect with language learning.

Nothing succeeds like success. A day or so spent learning how to deal with the bazaar followed by a successful shopping trip can put you onto a new plane. Every successful communication with a Bangladeshi gives you a real lift, and assurance that you can do it.

And you can do it. At a project in the far north, I stopped to talk to people in a small shop on my way in. After a few words the shopkeeper called to the group of people who are always standing around: "Listen to her," he said. "I have lived here all my life and she has only been here 15 months, yet she speaks much better Bangla than me!"

I have continued to have a weekly Bangla lesson throughout my time working here, which has done various things for me. It has kept me working at the language, peeling off a few more veils, rather than making do with an almost totally clothed muse.

It has given me close contact with Bangladeshis who expect me to speak good Bangla and are not satisfied with *lazy talk*. But, most importantly, it has taught me about the culture and the people through the language structure.

It has been an ever-opening book: a way to go home and genuinely say: 'I began to know these people...' and to love them too.

.n légët mu né : « dem naa
g nu génné basañ yi ». Ñu d
bi ñu léému ko. Ñu bàyyi fi fa
yépp, nag yépp, lépp, ñu h
ñu dem ba génn ci r

OPINION

Development – the vain pursuit of a single truth?

The voluntary organisation ActionAid celebrates its twenty-first birthday this year. Director Martin Griffiths talked to *British Overseas Development* about what it has achieved, and where it goes from here.

‘ActionAid now has programmes in 19 countries and a large field staff dedicated to the proposition that the attack on poverty can only be based effectively on the enlargement of the control people have over their own lives.

It was quite different in our early years. We based our approach to poverty on the provision of specific goods and services to individuals, believing this simple transfer of resources could transform the lives of poor people.

The process of development is not so simple. Handouts can disenfranchise or disempower, and the action of groups is essential if wrongs are to be remedied. The causes of poverty often, perhaps usually, lie far from the village and cities where its effects are visible.

ActionAid is not alone in its progressive move from simple charity towards a more complex vision of the world. The practice of development during the recent past has shown a similar progress. In the seventies emphasis was placed on the dominant role of the state in generating domestic prosperity.

Privatisation

Investments in import substitution and in state bureaucracies, however, were perceived by the eighties to be an inadequate response. Policies of the principal donors and the multi-lateral agencies – including, of course, most importantly the World Bank and the International Monetary Fund – began to emphasise the privatisation of development efforts. The debt crisis led many policy-makers to doubt the effective-

ness of the state and to emphasise the efficiencies of market economies.

The eighties was characterised as the ‘lost decade’ of development. Despite significant investments in Third World economies, poverty increased in many parts of the world, and the operation of the market was slowly recognised to be, in many cases, punishment of the poor.

In the nineties donors have acknowledged that a mix of state and private sector action is essential, and that attention to the development of people and of social sectors is a necessary basis for economic growth. More attention (though often more rhetorical than real) is being paid to the process of development – the participation of people involved in the struggle against their own poverty.

We are beginning to understand that this is not simply a matter of efficiency, but one of respect. Development as a process of partnership between rich and poor where there are rights and obligations on both sides, and where each contributes to the welfare or otherwise of the other, is a concept just beginning to take hold – although for many of us the current emphasis on participation is eerily reminiscent of similar debates in the late seventies.

My concern here though is to suggest that there is no particular truth, no final single answer to the problems of poverty, and that indeed the search for one is a delusion, a snare.

ActionAid recognises a diversity of approach based on understanding of particular conditions is the only responsible way forward. Of course this will lead to new mistakes. Engagement with the complex is always more fraught with error than the delivery of the familiar. But, as Robert Chambers *Below: Literacy skills. The ‘90s’ emphasis is on long-term effects in the community. Photos: ActionAid.*

tells us, we must learn to ‘fail forward’.

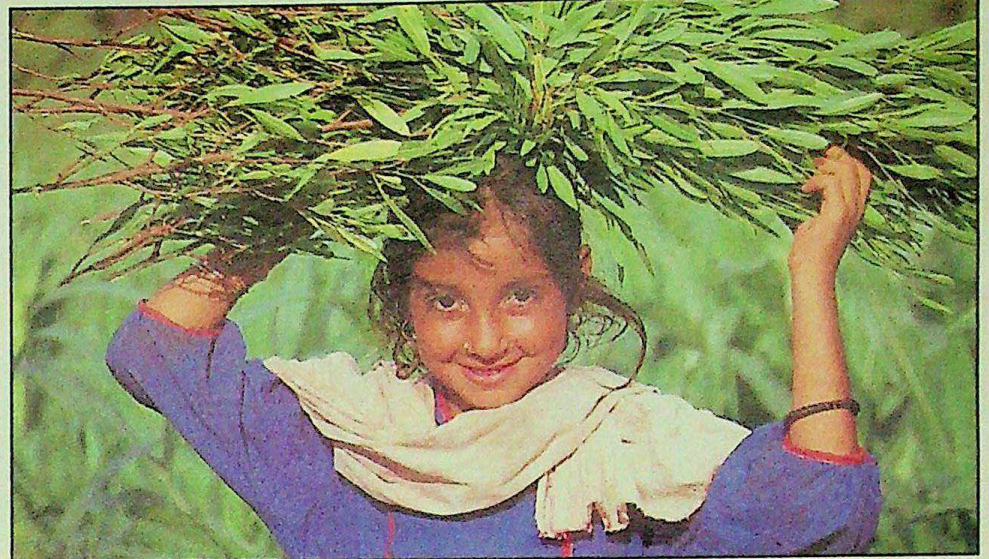
If we accept that there are no simple answers and that being alive to the importance of asking the right questions are the imperatives that should guide our actions, then it follows that the transfer of knowledge is as important a part of the development process as the transfer of resources. Indeed, the principal basis for empowerment is the confidence gained from knowing one’s choices and resources.

This emphasis on the transfer of knowledge is an essential *raison d’être* for NGOs, whose limited resources but greater potential capacity for learning make them the natural gadflies – the proper critics of other actors in the development process.

We have a great deal to learn if we are to move ahead with some confidence that the nineties will be a decade more successful than the last. In particular we need to base our learning on the attitudes, practices and customs of both rich and poor – both the north and the south.

It is not enough simply to draw from the experiences of poor people. We must also study the experiences of the better-off, and try to understand the priorities and policies of the north. We have to look both ways.

There is a subsequent need

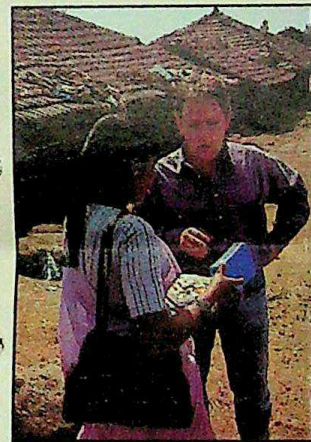


for a coalition between the practitioners of development and consultants and academics who study the process. The Development Studies Association (DSA) of Britain and Ireland has been making moves in this direction.

DSE recently held a seminar at Oxford on the *United Nations and Humanitarian Assistance*. Representatives from the

UN, British NGOs and universities were able to discuss openly the inexcusable shortcomings in the international community’s response to humanitarian crises.

The different perspectives



Above: ActionAid director Martin Griffiths talks with a project fieldworker.

Top: Development in the ‘90s. Women and girls are high priority.

were invaluable in establishing areas of consensus, areas where confusion still reigns, and many areas where further action or research is needed.

This partnership of reflection and action is particularly important at a time when some of the assumptions of the relations between peoples are under scrutiny.

There is certainly no ‘new world order’, but there are seismic changes in familiar contracts between states and citizens and between states.

These present new dangers as well as new opportunities. The understandable and ready response of humanitarian agencies to crises, sometimes without due attention to the needs of sovereign government, may lead to short-term improvements, but may equally lead to a fatal erosion of the capacity of governments to provide long-term services for their citizens.

Reflection and research is not, therefore, a luxury but the essential prerequisite to effective action. Devoting resources to it is not to deny them to communities in need, but a basic insurance against facile action whereby they are the first to suffer.

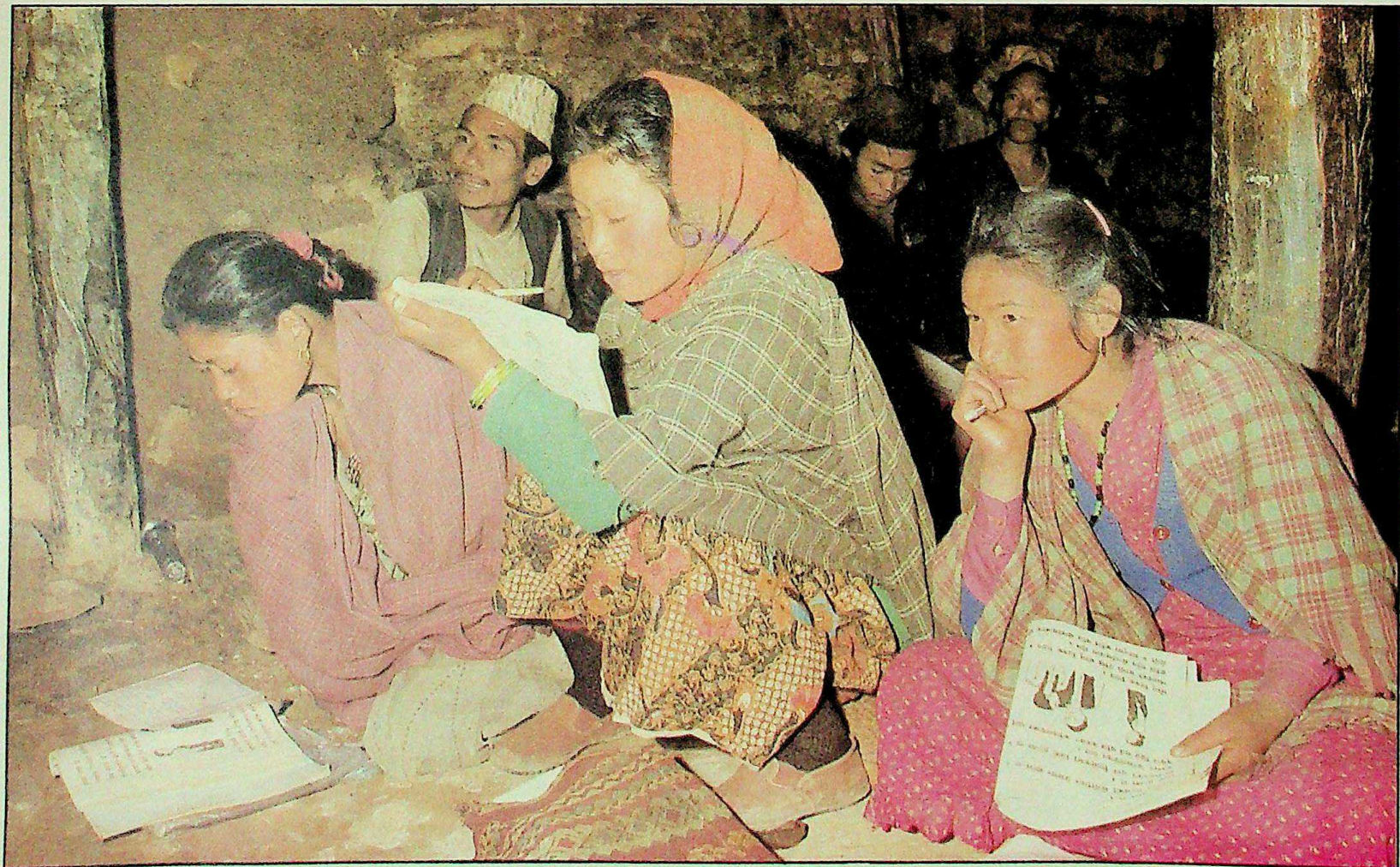
Open

The history of development has been a story of conflicting emphases and of the pursuit for a single truth. I believe it is a vain search.

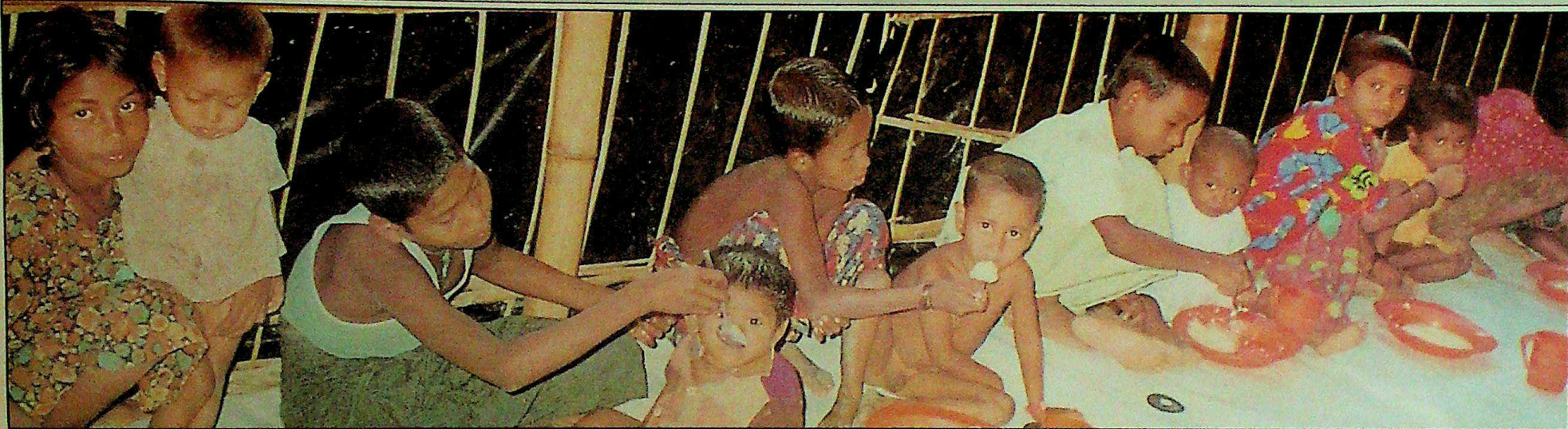
Reflecting on changing conditions and the way people behave must make us conclude how little hindsight tells us about the future – only that we must remain open to instruction.

It remains for us to know our current shortcomings. What are they? Perhaps that we fail to realise the extent to which an examination of rights and obligations might give us a new basis for work, be it between rich and poor or donors and recipients.

Such contracts, with a renewed clarity of accountability between the parties, might provide for a greater respect in a situation of material inequality.



REFUGEES



New food boost for refugees

A new, low-cost instant food, designed and piloted by Britain's Milk Marketing Board, could replace more expensive American imports currently used in camps for displaced families.

The instant food, which contains milk products, soya flour, wheat, rice and vegetable oil, is highly nutritious, and unlike many other products can be made up without hot water if necessary. Its most popular use will probably be as infant formula, but it also makes a basic soup, and can be used to prepare the breads and chapattis more acceptable to adults.

As well as nutrition value and social acceptability the product scores highly on taste – a criterion the Milk Marketing Board researchers have considered carefully before launching the initial field trials. They want families to like the product.

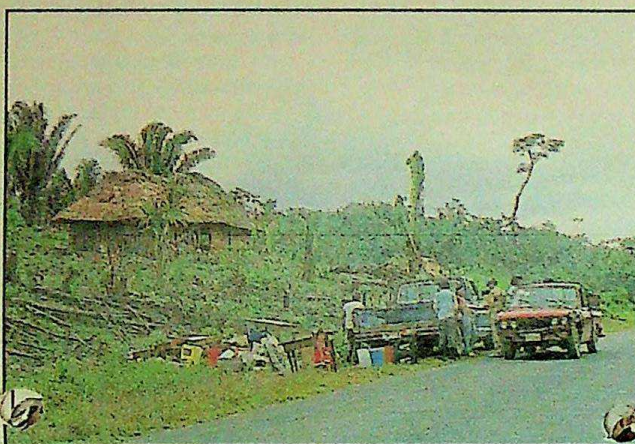
In Bangladesh, where the new product has been under-

going consumer testing, the initial response has been extremely promising. Between September and December 1992, 2,000 refugee children in six camps operating a Save the Children and UN High Commissioner for Refugees feeding programme were given the food, and 1,000 of them closely monitored for weight and height gains. It has been a successful experiment. The children have thrived, and the product proved easy to use, cheap to transport and distribute, and slow to spoil.

The Milk Marketing Board is delighted with the first field tests. The formula was chosen out of 14 possible candidates, and considerable effort was put into planning and market research before getting this far.

The board sees "a real need for an EC-supplied foodstuff to cut down delays and supply costs". As research continues, with ODA and EC funding, that goal could soon be in sight.

Belize youth demands literacy



The only English-speaking country of Central America, Belize, is home to 200,000 people of at least eight major ethnic groups and numerous dialects.

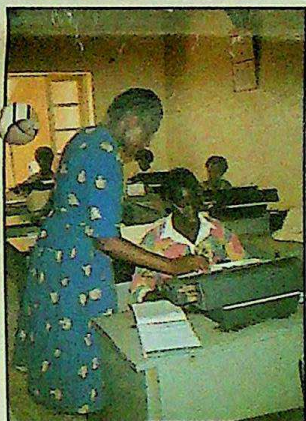
The country is suffering serious changes in its social infrastructure: migration of much of its adult population to mainland North America, and a huge influx of migrant Salvadorian refugees, Belize. Photo: Neil Cooper/Panos. Below left: Secretarial school for refugees, Khartoum. Photo: YMCA.

and refugee people from Central and South America fleeing persecution or foreign aggression.

The Belize government has made arable land available to refugee families for farming, but many are not farming people, and have moved into large urban areas such as Belize City in search of work. Many are illiterate, few fluent in English, and the result has been a rapid increase in unemployment and urban poverty.

Support from the Young Men's Christian Associations (YMCA) could help ease the burden for many of the young refugees and displaced people. Adult literacy and English as a foreign language programmes have been set up in direct response to requests from young people themselves.

Relief for Sudan's displaced families



Refugees and displaced families in Sudan's Hawata and Mafaza camps are benefiting from YMCA programmes. About 1,300 people have received support during 1992.

Malnourished children, pregnant women, lactating mothers and disabled people are

the target of supplementary and therapeutic feeding programmes.

Wet and dry foods containing dura, lentils, oil, milk powder and sugar have successfully reduced malnutrition levels to around three per cent.

A tree nursery programme is providing up to 6,000 seedlings for both refugees and local Sudanese families to plant near their homes.

Women's groups are receiving particular support. Health education sessions are giving women an opportunity to discuss areas of particular concern, and raw materials are being provided for making handicrafts – an important source of income-generation.

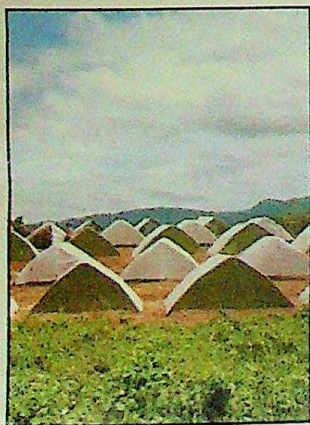
YMCA plans to play a part in support of departing Eritrean refugees once repatriation starts.

Encourage

The aim is to help young refugees integrate smoothly into Belizean society and become better accepted, help social stability, and promote YMCA as an educational and community service organisation.

Although it operates a resource library and runs training courses at its main offices, YMCA aims to open an additional centre in a poor area of Belize City to encourage greater community participation. It will provide training for volunteers and professional staff, and work closely with the police and immigration authorities both in obtaining visas and providing referral services for young refugees and displaced people.

Rohingya homeless welcome sturdy shelters

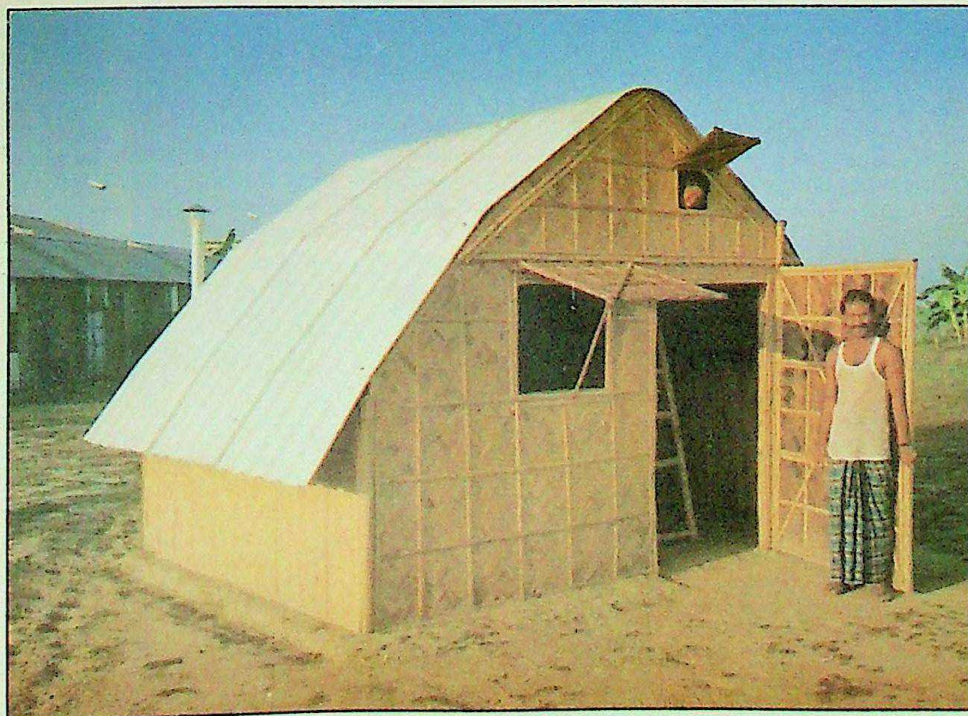


A Bristol company, David Sorrell Associates, has designed and produced a sturdy semi-permanent shelter housing thousands of displaced Rohingya people in northern Bangladesh.

The permanent (above and right) is easily assembled on-site to accommodate up to ten people.

The shelter is still on trial, but appears to be highly successful.

Based on a simple design which is cheap to produce, it could have a wider future housing homeless families in over-populated urban centres like the Bangladeshi capital, Dhaka.



Refugees in Eritrea could find a welcome opportunity to generate income and learn new skills through a local partner organisation of the Spastics Society of India. The society has helped develop the 'triumph' wheelchair (above), and opportunities for developing and marketing the new design in other developing countries are now being researched.

TRAINING

High standards, clever clues

Ian McKenzie retired from the police service in 1987, and like many experienced officers, didn't know just how much he would miss the job. Then detective inspector in Greater Manchester Police's Fingerprint Bureau, he had 30 years' commitment to serving the community behind him – 30 years using the specialist skills he loves and prides himself in.

Luckily though, Ian's involvement in fingerprinting is far from finished. He will spend the next year in Swaziland, southern Africa, helping develop expert skills in officers of the Swazi police service.

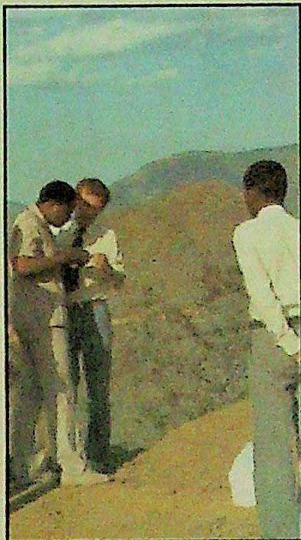
Ian was surrounded by suitcases, a taxi bound for Manchester airport on its way, when he talked to *British Overseas Development* about a welcome collaboration between the British Police Service and forces in a growing number of African democracies.

"I love this work," Ian says excitedly, "You'll have to forgive me going on about it. It's so interesting."

He will have a few hours to kill in transit at Johannesburg airport – time perhaps to learn the Swazi for 'Good morning, how are you?' or 'Come right in'. He's found that's a reasonable amount to start off with, although it's terrifying when he gets the replies! It breaks the ice.

"I first went overseas in 1982," Ian explains. "I was then inspector and second in command at the Greater Manchester Fingerprinting Bureau. The ODA was looking for police specialists to undertake short training courses in a range of disciplines in developing countries, and was approaching chief constables of the 43 British forces in the hope of finding suitable candidates."

"Where fingerprinting was concerned what the ODA most needed at the time was someone to design and run a four-month, basic scene-of-crime course in Zimbabwe, where the police



Fingerprinting is just one police specialism provided by ODA-sponsored experts. Officers from British police forces train counterparts in the developing world in a range of disciplines, including dog training, advanced driving skills, equestrian training and general CID skills.

Left: Fingerprinters need a good eye. Ian McKenzie takes some Ugandan CID officers through some of the techniques.

force was lacking in appropriate technical skills.

"When Greater Manchester's chief constable James Anderton chose me it was a tremendous honour. I'd never been to Africa before, and I didn't know much about it, but it never occurred to me not to go. I was just so pleased to be able to help."

Since then Ian has run short courses in both Zimbabwe and Uganda, and after retiring from the British police service found himself free to spend more time teaching the specialism he loves.

"Fingerprinting skills are vital to a professional police force. It's essential to have the right training – to have qualified experts who can get up there in the box and give irrefutable evidence. The fingerprint expert is the first man

called in when a crime has been committed. It's such an important role. The fingerprint man has to answer any question a judge throws at him. He knows his evidence could 'hang someone'. So he has to be properly trained."

He? Well in Britain few women have traditionally gone into fingerprinting, although Ian can see no reason why they shouldn't, either here or overseas.

'We've had many colleagues staying with us. It's such a rewarding experience for everyone.'

explains. "And a good instinct. 'You need to be able to put yourself in the place of the criminal – to think the way he's thinking. Women are usually very good at that!'"

Ian will be looking for these qualities in Swazi officers when he begins to vet candidates – his first task upon arrival. Twenty-four men will be chosen. He must also set up a brand new photographic unit with the top quality equipment provided by the ODA, and help find local technicians to operate it.

The courses are all based on New Scotland Yard models, and standards are very high. "It won't be enough for an officer to say 'I've always wanted to do fingerprinting'," Ian explains. "He will have to prove real commitment before he's accepted for training, and be prepared for some very hard work."

A gruelling 'trial' where candidates are cross-examined in the witness box completes each training course. It is a stressful experience, and one which Ian remembers well from his days in Greater Manchester.

"After all the hard work we don't want anyone to fail," he explains. "So we give the officers lots of mock trials until we are confident they will make the grade. That's what we did in Manchester."

Left: After all the hard work, graduation smiles from a newly qualified fingerprint expert. Photos: Ian McKenzie.

Ian feels it helps that Swaziland, like Zimbabwe and Uganda, has British-type policing and a British justice system.

Eventually he aims to identify future trainers who will come to Britain for more advanced tuition and experience with a British force.

"Over the years we've had many colleagues from Zimbabwe and Uganda staying with us at home during their training," he reminisces. "We've all loved it – us and them. It's such a rewarding experience for everyone. You learn a lot from each other."

He remembers taking one African colleague 'wrapped up in a big coat' to Blackpool, to show him the sea for the first time in his life. His reaction? "He loved it!"

"We put him up in my son's bedroom," he remembers. "It was absolutely covered in Manchester City stickers and posters at the time."

"I think he found the whole thing quite an interesting experience!"



Skills buy a better future

Surprisingly, Ralph Flaherty has retained his broad northern accent. Despite a working life spent a thousand miles from the Lancashire cotton mills which trained him, he personifies the straight-talking, no-nonsense manner of Britain's north-west – conviction, too.

Ralph is director of Dhaka's Urban Skills Education Project, an ODA-funded training programme which gives practical skills to children from the Bangladesh capital's poorest families.

The skills Ralph learned in the textile industry of his old home town are just some of those on offer. Cotton and silk production are valuable industries in Bangladesh, but below Ralph's office at the project headquarters disadvantaged kids are weaving, printing, making furniture, repairing radios and TVs and learning vehicle maintenance.

Trainees choose for themselves what they would like to learn. Sometimes, if it doesn't work out, they change to a different skill. But they all have one thing in common: these bright, lively high-achievers want to beat the Dhaka slum poverty trap. They want the education and training that will put them in a job. They want a future.

Mohammed, still busy in the car maintenance workshop although his shift finished an hour ago, is a typical example. Squatting over a pile of engine seals which need to be cleaned, he admits to enjoying the training so much that putting in extra time is easy.

Garage

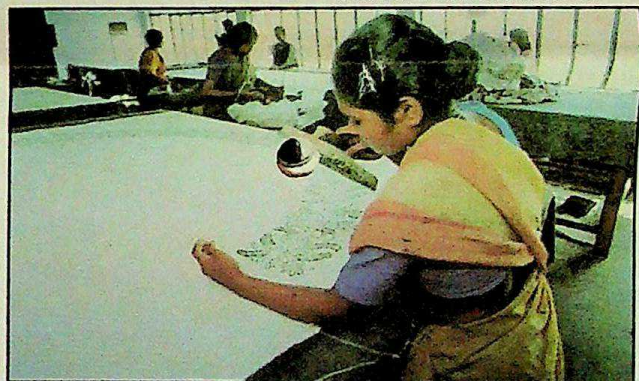
He's 18, and rather shy. It takes much persuasion to get him to tell his story. His father, he says, works in a garage, selling motor oil and similar products. So Mohammed has always been used to car-related talk. It gave him an interest.

But he wants a better future than his father. The project sent him to school, gave him a basic education – literacy and maths – and is now giving him specialist training. He intends to take it further after graduation, doing some extra study, and perhaps working for a Masters degree.

He hopes to marry, raise a family, look after them properly. Study comes first though. It is easy to understand his determination. After each shift trainees go home to one-room slums – corrugated iron shacks without water, power or the most basic sanitation.

For many life before joining the programme was prostitution, theft and begging. Now they are getting a trainee salary, medical and pastoral care, and hope for the future.

Skill-share makes it possible. Skills, enthusiasm, and a bit of north-west grit.



Kenya's teachers look for training

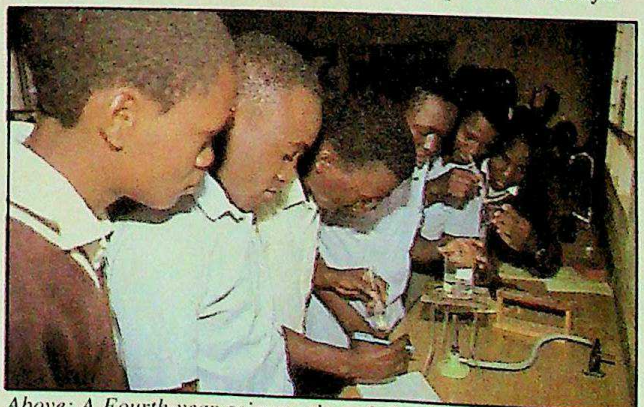
British aid will pay for the specialist services of the Reading-based company CfBT Education Services as part of a £2 million education programme in Kenya.

CfBT consultants, who specialise in managing overseas education projects, will work with the Kenyan Ministry of Education to determine the factors influencing school drop-out rates, and will advise on data collection and analysis.

The programme will also

include setting up around 100 new teacher advisory centres with technical support from Voluntary Service Overseas volunteers. Around 850 Kenyan teachers will attend training courses in maths, science and English.

The Kenyan Ministry of Education will send schools inspectors to the University of London Institute of Education for training. Training inspectors forms part of a programme to strengthen the framework for schools inspection in Kenya.



Above: A Fourth-year science class. Schools are high priority in Kenya. Photo: J Hartley/Panos.



FOOD SECURITY

A Sri Lankan recipe for success



A food-processing small business can be started by even a very poor person. A Sri Lankan string hopper (rice noodle) business, for example, can be set up with less than £5. Every household has the basic equipment.

People on low incomes do best in business if they get some help building on their own experience. The British development agency Intermediate Technology (IT) has been providing just that kind of help, in partnership with local partner organisations, and with ODA funding.

An IT training centre, the Cathy Rich Memorial* Food Processing Training Unit, opened in January 1992. It offers courses for village or estate level social mobilisers (extension workers) who work with the community, holding group discussions to increase awareness of community health, group funds, savings and hundreds of other areas related to improving living conditions.

An initial eight field workers underwent 45 days of thorough training at the centre and went back to their working areas with increased confidence.

The training enabled them to share their experiences, learn basic theories of food science and many food processing technologies and techniques. Marketing, financial management and other business skills were also part of the course. Training and leadership skills were also improved.

In May 1992 35 people trained on previous Cathy Rich courses gathered at the unit to participate in a refresher workshop. Over five days they evaluated the improvements they had gained from the original course, discussed problem areas and found solutions through sharing experiences. They were very pleased with the unit as a valuable facility to complement their fieldwork, and the unit is known as *Our Unit*. A second refresher workshop was held in December 1992.

As poorer people often

Above: simple technology. Every house has the basic equipment for food-processing.

need help with funds to attend training courses the unit hopes to establish a revolving fund offering help with training costs. Community groups agree money could be paid back in instalments.

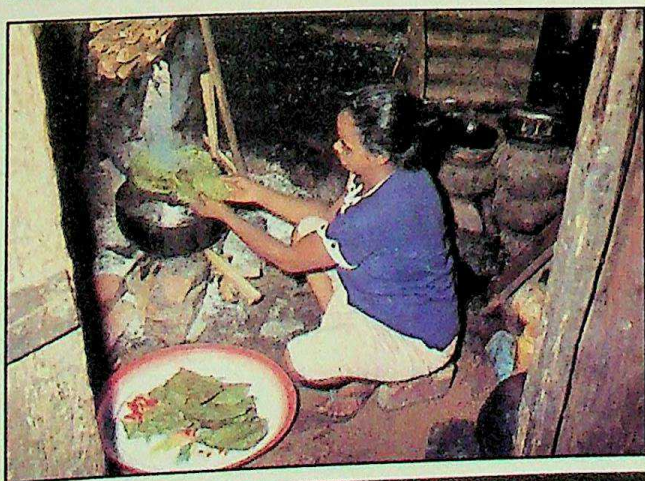
Also useful would be a system where people could run businesses on trial without buying their own equipment, getting training on the job while selling products at a profit.

The unit is developing a service to enable poor entrepreneurs to use its facilities for five production runs. They pay costs borne by the production cycle – usually minimal – to cover for wear and tear on machinery. It gives them a chance to try out equipment for themselves.

The unit follows up all trainees for three years, sending staff to visit past participants in the field once a quarter. These visits help the unit staff to identify further training needs.

The training is offering real opportunities for people to build upon their existing food-processing skills. It is making a long-term difference to the lives of many poor families.

**Cathy Rich was a British project officer working in Sri Lanka who died in a road accident in 1986.*



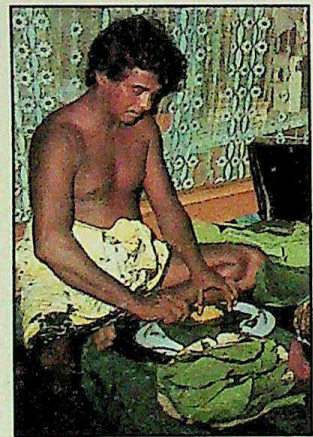
Ranjani Rajapaksa was one of the first social mobilisers to be trained by one of Intermediate Technology's local partner organisations, the Hambantota Integrated Rural Development Programme. She learned leadership and facilitating skills.

Social mobilisers like Ranjani set up groups in their community, improving access to government and retail services, such as buying goods more cheaply in bulk.

Villagers in Ranjani's district chose food-processing as an income-generating activity. One group even opened a small shop.

Ranjani attended one of the unit's food processing courses in the hope that groups would widen their product range and learn about marketing and packaging.

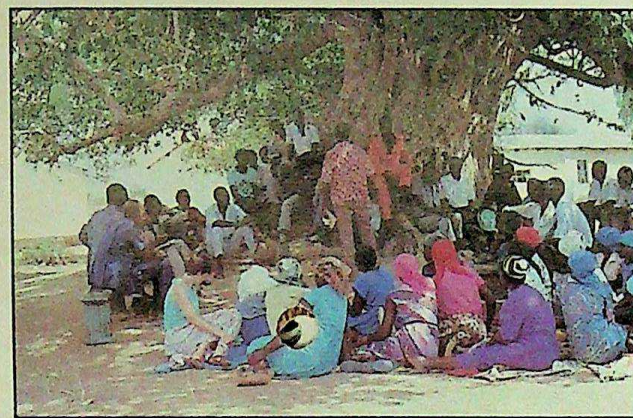
It worked very well and her village groups are directly benefiting as a result of training received at the unit.



Above and below: preparing snack foods, Sri Lanka. Photos: Intermediate Technology.



Design and decision-making



Community group. Photos: Intermediate Technology.

ODA and Comic Relief grants have supported Intermediate Technology (IT) activities in marginal, isolated areas of southern Zimbabwe, where widespread drought has meant lost field crops and cattle holdings.

In Chivi, an area of high population density where subsistence farming is based on millet, sorghum, maize and vegetables, many poorer farmers have suffered because they cannot afford to increase yields by buying the necessary fertiliser, pesticides and improved seed varieties.

Two years ago IT began working with farming groups to identify appropriate technology options for food production, in close cooperation with the Zimbabwean Department of Agricultural Extension.

Four groups – two farmers' clubs and two women's garden groups – were chosen to pilot a project looking at both field crops (water conservation, animal draught, appropriate seed varieties) and vegetable gardens (water conservation, pest control, fencing).

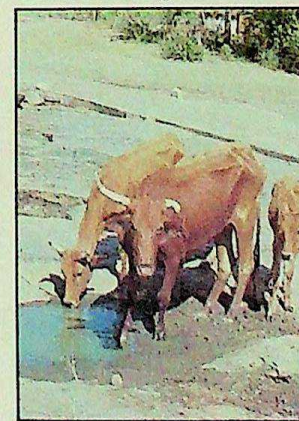
Each group chose two men and two women to visit government research stations, training centres and other NGO projects in Zimbabwe to identify appropriate technology options which might tackle their own identified problems. The community talked through the options and drew up plans for trying out various options.

Group members attended training courses run by visiting experts in tied ridging for water conservation, chemical and or-

ganic pest control methods, and sub-surface irrigation using clay pipes for vegetable production. There have also been workshops in leadership training to help strengthen the groups as independent local institutions.

The groups are gaining confidence. They have lobbied local government over a planned food-for-work scheme to test new techniques in their own fields. They have rejected drought-relief packages containing fertilisers which would degrade their land without significant yield increase.

The groups have proved that they can prioritise and organise their own development activities, and the approach is spreading to other villages. IT's project officer plays a coordinating role, and dialogue is being set up with local groups and agricultural staff. With feedback meetings at every stage everyone is involved, not only in implementing activities, but design and decision-making as well.



Above: cattle, important to subsistence farmers, have suffered in the drought.

Harvesting is a crucial operation for many small farmers in the developing world. Labour intensive methods mean timing and the availability of manpower are always potential problems.

A collaborative project at Silsoe Research Institute, Bedford, and the Philippines-based International Rice Research Institute could help many rice farmers avoid the problem.

Researchers have produced a basic machine – the pedestrian controlled stripper (photo above) – which will allow the farmer to strip and collect only, leaving the processes of collecting the remaining straw, rethreshing and grain cleaning to be completed separately.

Two further versions of the machine, involving different levels of mechanisation, are being formulated. One comprises the basic stripper with the addition of an axial flow rethresher/separater. This version threshes out any unthreshed rice and separates out the long straw, thus reducing the volume of material collected. Cleaning still remains to be handled as a separate process.

The other version also includes a cleaner, allowing clean grain to be bagged from the machine.

While the machines are being developed at Silsoe a socioeconomic study of rice farming in the Philippines is examining the needs of farmers' varying levels of labour intensive methods.

The ODA is funding the research.

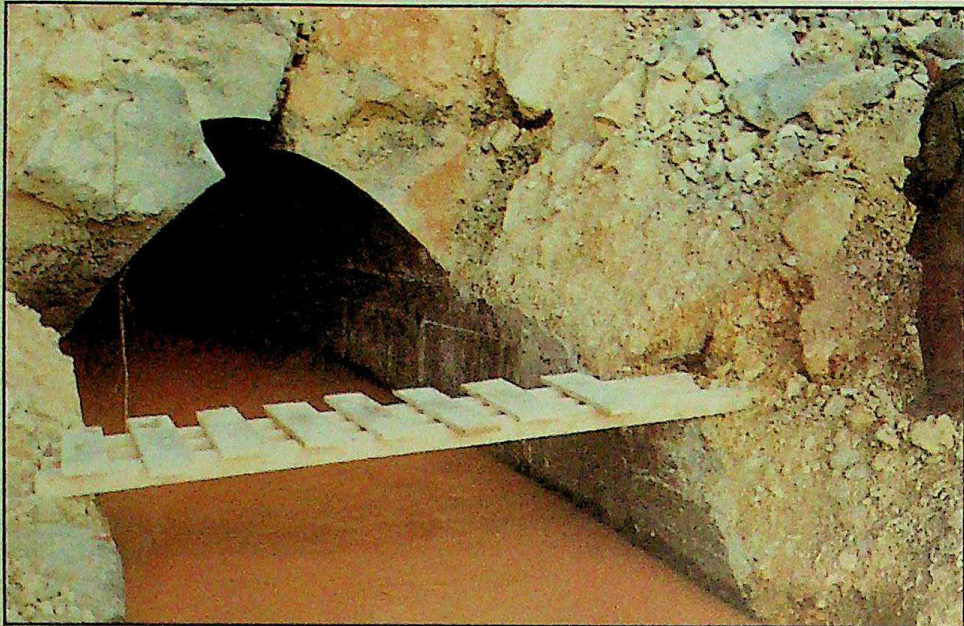
Black pig programme

The January issue of *British Overseas Development* featured the work of Lumle Regional Agricultural Research Centre, Nepal. One reference to activities at the centre was to a successful pig breeding programme.

The work – which under the eastern hill districts' small-holder farming system has produced animals with both higher levels of fecundity and productivity – was in fact carried out at Pakhribas Agricultural Centre in the east of the country.

Our apologies to staff at Lumle and Pakhribas centres.

NEWS



Above: Bosnia's vital Peruca dam was crippled by war in the former Yugoslav republic. ODA expert advisers have played a key role in an emergency made by man (story below). Photo: Terry Pike.

Forty million 'forced to leave their homes'

Forty million people throughout the world have been forced to leave their homes because of natural disasters and civil conflict, Minister for Overseas Development Baroness Chalker said last month.

In her speech to the Ditchley Foundation about the ODA's role in disaster relief, Lady Chalker focused on three key terms:

- the new peacekeeping/humanitarian aid interface;
- the use of the military in delivering aid;
- the role of the United Nations.

"The need for humanitarian aid grows greater rather than less. Afghanistan, Armenia, Cambodia, Iraq, Mozambique, Somalia and former Yugoslavia are all synonymous with humanitarian aid – and civil war," said Lady Chalker.

"In war-torn areas like the former Yugoslavia, humanitarian aid alone cannot cure the needs of the victims."

"Such situations call for a variety of peacekeeping and

humanitarian solutions. Some of the answers are complex; some are very simple."

Natural disasters also demanded a carefully-structured response.

"There is no single formula for disaster relief. Every disaster must be individually assessed and each requires its own individual, local and international response."

"Not every disaster requires the despatch of high-tech equipment and highly trained personnel."

Dramatically

Lady Chalker said she was particularly proud of Britain's record on disaster response and mitigation. The ODA's Emergency Aid Department administered exactly £100 million in non-food humanitarian aid in 1991/92.

This year the figure was already £115m.

The ODA, continued Lady Chalker, liaised closely with British embassies and NGOs and with the United Nations.

The role of the United Nations itself had changed dramatically.

Lady Chalker said the end of the cold war and the events that followed "have given new life to the UN."

"By collective agreement of its member states, the United Nations is now looked to for solutions to complex problems around the world where peacekeeping and humanitarian aid or be inextricably linked."

The British Government would continue to support the UN Department of Humanitarian Affairs as it worked to ensure effective coordination of the UN as a whole in responding to emergencies.

The UN military forces were also praised by Lady Chalker for protecting relief convoys and for their peace-keeping operations.

The British Government, promised Lady Chalker, "will address real needs by providing the right response at the right time, and by supporting national and international organisations which exist to ensure that this assistance is on the spot when required."



Mr Robert Horton is the newly appointed president of the British charity British Executive Services Overseas (BESO), which provides specialist help and training in developing countries.

Mr Horton is pictured above meeting Her Royal Highness the Princess Royal, with BESO council member Mr Tim Lankester, ODA Permanent Secretary.

Photo: Catherine Moubrey/BESO.

Nepal projects

Minister for Overseas Development Baroness Chalker will accompany HRH the Princess of Wales on a visit to Nepal from 2 to 6 March.

Lady Chalker will visit British-funded aid projects and meet Nepalese ministers to discuss Britain's continuing support of Nepal's programme of economic and administrative reform.

Northern Iraq bridge is winter lifeline

Roads between Turkey and northern Iraq are vitally important for transporting humanitarian supplies to the northern governorates because of the Iraqi economic blockade on Kurdish areas.

Supplies must avoid areas like Mosul, for example, which lies directly on the route in from Turkey through Zakho. It is controlled by the Iraqi government.

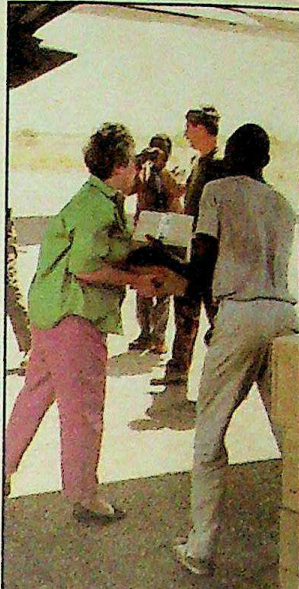
Avoiding both Mosul and very mountainous areas – essential in the difficult winter months – means taking trucks across the Zab river at Quandil. But since the loss of a Bailey bridge during a thaw

of lying snow in early 1992 this has been a difficult exercise, involving unreliable and expensive raft ferries.

Not so now: a replacement bridge funded by the ODA and completed in a record six months by local contractors opened at the vital crossing point on 16 January. Save the Children managed the project on the ground.

The new construction keeps an essential lifeline into northern Iraq free, and unlike its predecessor, will not be liable to flooding damage when mountain snows melt in the spring.

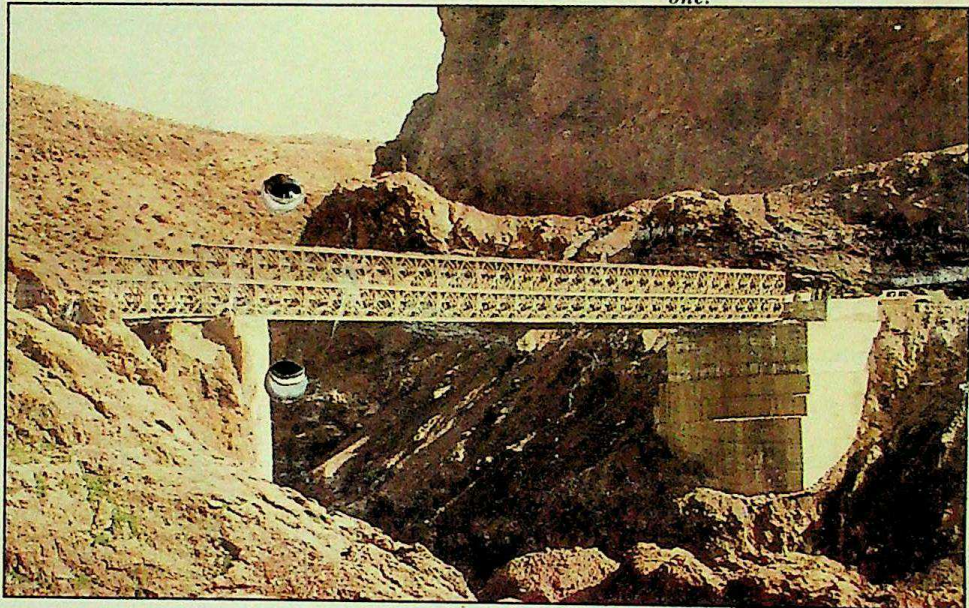
Photo: Save the Children.



Above: Hands-on relief. Minister for Overseas Development Baroness Chalker helps unload relief supplies on the tarmac at Wajir, northern Kenya.

Lady Chalker visited northern Kenya and Somalia in January, and met aid workers bringing relief to refugees and displaced families.

Aid workers at risk – see page one.



Access to cancer care

Britain will give £1 million to a three-year cancer care project in Gujarat, India, providing access to care for four and a half million women and nearly five million men in five districts by 1996/7.

The Gujarat Cancer Research Institute in Ahmedabad will enhance its community outreach programme for pro-

viding cancer care services – prevention, early diagnosis and effective treatment of cancer.

This will benefit the most disadvantaged districts in a state where the incidence of many cancers in both sexes is rising, particularly among rural and tribal populations. The institute is the only large cancer centre in Gujarat.

Lifeline drivers meet Minister

Minister for Overseas Development Baroness Chalker visited Bosnia and Croatia on 21 January.

Lady Chalker met British volunteers engaged in a range of specialist relief activities, including warehousing and logistics.

She also met members of the Cheshire Regiment and other members of the British armed forces who are monitoring the security situation and providing protection for aid convoys.

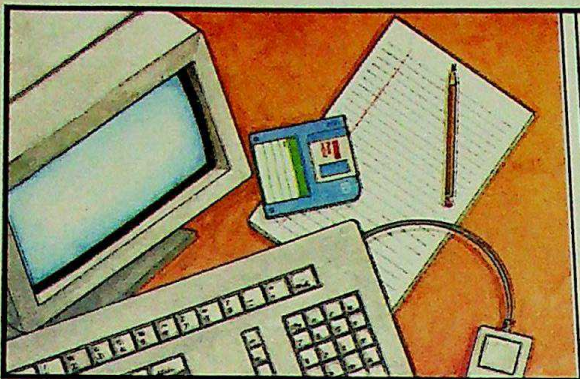
Lady Chalker is pictured left presenting a set of audio cassettes to ODA truck drivers at Metkovic.

An unusually mild winter has helped save hundreds of thousands of lives in Bosnia, but cold and starvation remain a threat.

"Through the Red Cross and our own direct efforts with UNHCR, Britain and her EC partners are doing all we can to help", Lady Chalker said.

"No-one has done more than Britain to help UNHCR."





School Section

BRITISH OVERSEAS DEVELOPMENT

Brambles' Kenyan ramble for Red Nose Day Four

Radio One DJ Jakki Brambles escaped from BBC's Broadcasting House in mid-February to embark on her first trip to east Africa.

Jakki went to Kenya to visit some of Comic Relief's aid projects and to record a series of special reports to be

broadcast during the run up to March 12 - Comic Relief's fourth Red Nose Day.

Will Day, Africa grants director of Comic Relief, wanted to show Jakki how funds raised by the last Red Nose Day, in 1991, are being put to good use.

Jakki visited a range of projects including a programme set up to provide the Masai* people of Kenya with adequate healthcare.

"The project was not so much about giving people medicine. It was more about training Masai staff to teach the rest of the community the importance of using clean water and washing hands, to prevent them from getting ill," Jackki told the School Section on her return.

"We met a really interesting Irish bloke, Mike Megan, who is running the project and has worked with the Masai for 20 years. We drove out into the bush to what looked like a clearing.

"It was actually an open-air clinic where about 250 women had come to have a health education class. Some of the women had walked for two days to get there.

"We also visited a couple of primary schools in Kisumu. There is a huge drop-out rate at schools in this area, partly because the teachers have not had much training and the children often find lessons very boring.

"Comic Relief money has paid for teacher training so that teachers can learn how to make lessons more interesting. The training doesn't

cost much but makes such a difference. Now the kids are desperate for knowledge

"I was staggered by the beauty of Kenya. It was great to see how simple and quite cheap solutions can make a big difference," adds Jakki.

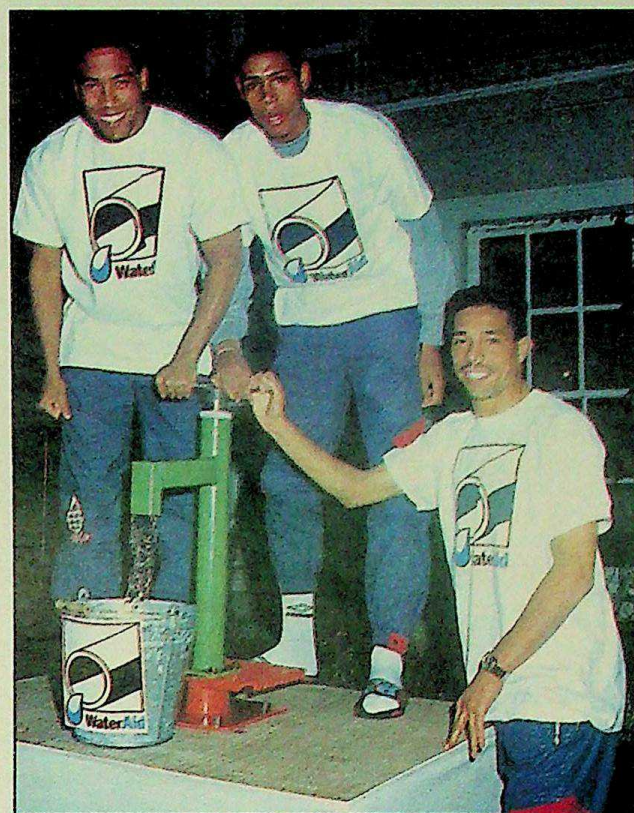
You can listen to Jakki's reports from Kenya every weekday from 1 to 12 March during her lunchtime show, between 12.45pm and 3pm on BBC Radio One.

* Masai= Nomadic tribal people who live in Kenya and Tanzania.

Since 1985 over £70 million has been raised by the public for Comic Relief. Every penny has been used to support long-term development projects in Africa and Britain.

For Red Nose Day Four, Comic Relief has produced educational material for use in schools and youth groups.

For details of *Behind The Nose* video (£5), Comic Relief posters (£3.50) and Teacher Relief packs (£10.75) contact: Comic Relief, Charity Projects, 1st Floor, 74 New Oxford Street, London WC1A 1EF. Tel: 071 436 1122.



Soccer stars pump it up for WaterAid

England's football squad took time out from training on 15 February to help WaterAid launch its latest appeal.

Twenty-three million homes throughout England and Wales will receive an appeal leaflet with their water bills, asking them to support WaterAid's water and sanitation projects in Africa and Asia.

As England manager Graham Taylor pointed out: "Twenty-five thousand children die every day in the de-

veloping world from bad water. They often have to walk as far as one of my players runs during the course of an international match - about six miles - just to fetch polluted water."

Des Walker, Carlton Palmer and John Barnes (pictured above) were three of the players who showed their support for WaterAid.

They operated a handpump of the type used in many of WaterAid's projects.



Above: Radio One's Jakki Brambles. Jakki was thrilled to see what a difference Comic Relief money has made in Kenya. Photo: BBC Radio.

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No uniform means cash for Unicef

Thousands of students in schools around Britain swapped their regulation clothes for the latest fashions as part of Unicef's National Non-Uniform Day on 5 February.

This is the fifth year that Unicef has held a Non-Uniform Day to raise money, and this year's proceeds will support its education work in primary schools in Zambia.

The day encouraged schools not only to raise funds for Unicef but also to learn about school and everyday life in Zambia, southern Africa. All schools participating in the event received a free poster pack on Zambia.

St Michael's Primary School in north London, along

with many others in Britain, used Unicef's new educational pack *Palm Grove*, which focuses on a small community in Zambia.

Lydia and Dereck, two of the children featured in the pack, attend Park Grove Basic School. It closed for a short time in 1992 because there was no water to flush the toilets. Writing materials are often in short supply; there is no plaster on the walls and no frames in the windows.

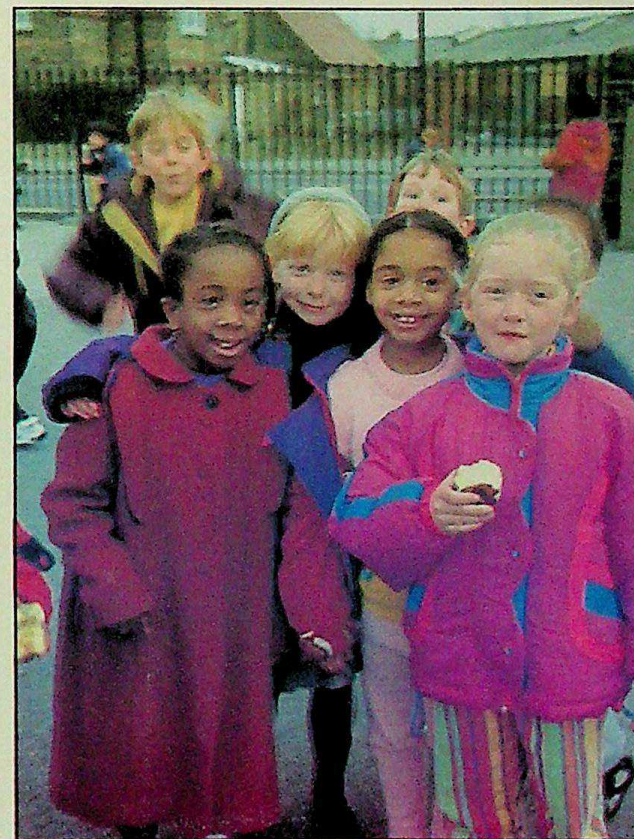
Unicef is working with the Zambian Ministry of Education to improve the quality of primary education in the country and to ensure that every child has the chance to go to school. The money raised by Non-Uniform Day will enable Palm Grove and other Zam-

bian schools to improve standards of education and pay for teacher training.

Palm Grove teaching pack, which contains a poster, a 20-page booklet, colour photographs and a teacher's handbook, costs £13.35. It is designed to help teachers with Geography Attainment targets at Key Stages Two and Three.

For a copy send an A4 stamped addressed envelope to: Heather Jarvis, Education Officer, Unicef-UK, 55 Lincoln's Inn Fields, London WC2A 3NB. Cheques and postal orders should be made payable to Unicef.

Right: St Michael's Primary School in London was one of over 2,000 schools taking part in Non-Uniform Day. Zambian musicians Larry C and the Kariba Band taught the children Zambian dances and songs. Photo: Unicef.



The fair art of Traidcraft

What is trade? Monica Philbrick put this question to a group of 12 and 13 year-olds at Breckenbeds Junior High School, Gateshead.

"Swapping something" and "buying things" were two of the replies.

It was Industry Day at the Tyne and Wear secondary school. Industry Day was set up to link schools with local businesses and organisations. Representatives are invited to discuss the aims and objectives of their companies with students to encourage their understanding of economics and industry.

One of the companies which took part was Traidcraft, whose head office is only a few miles away from the school. Working with craftsmen and women in several developing countries, Traidcraft advises them on the type of products that will sell in Britain and how to improve production techniques.

Through its mail order catalogues, Traidcraft enables community workshops and co-operatives in poorer countries to trade with the developed world and get a fair price for their goods.

Success

Traidcraft is keen to spread the word about the success of its fair trade projects in the developing world. Monica Philbrick is School's Officer for Traidcraft Exchange, the charity linked to Traidcraft PLC.

She feels that talking to students is an ideal way to raise awareness of development issues and give a positive image of the developing world.

"The problem with trade is that it can benefit some people more than others," Monica explained to Year Eight. "The people who do all the hard work are often paid very little, but others involved in the chain - from distributors to shop owners - get more."

The students were encouraged to think about how many everyday goods they use have been imported to Britain

from poorer countries of the world.

"What are your clothes made of?" asked Monica. "The label might say 'Made in England' but where do you think the cotton used to make it originally came from?"

The students had a look through Traidcraft's catalogues which show the range of gifts, crafts, clothes and household items sold by the company - from Indian cushions to Thai shirts.

"Traidcraft not only tries to sell these goods at a fair price, it is also selling a message," explained Monica. "Fair trade is not only possible, it can also make a profit and benefit people producing the goods."

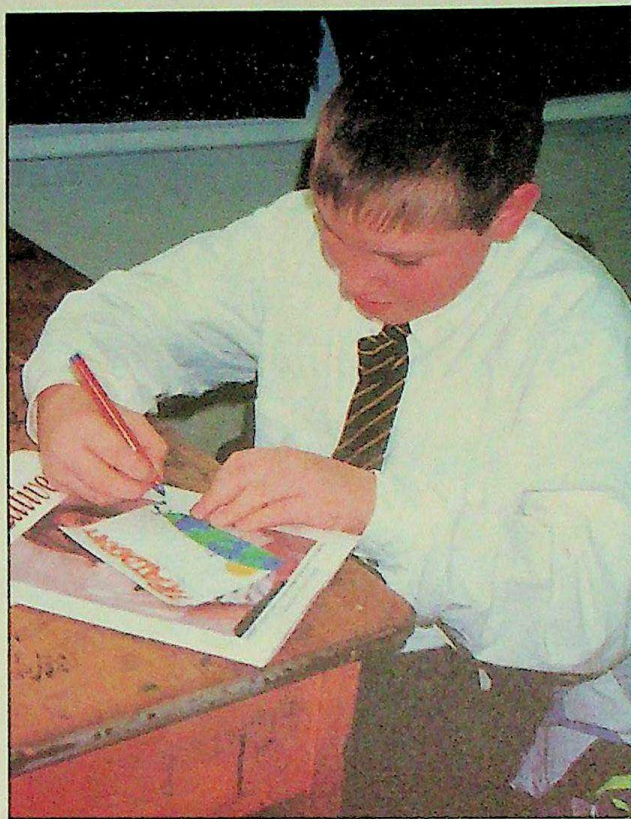
To get this point across, the students watched a video on community businesses and workshops in the developing world. It emphasises Traidcraft's wish to create partnerships between the people they buy from and the people they sell to.

The class was then divided into five groups and each group was given a pack containing Traidcraft products from a particular country - silk scarves from India, jewellery from Mexico, T-shirts from Zimbabwe, cocoa from Bolivia and handicrafts from the Philippines. Information sheets on who had produced the goods and how they were made were included in the pack.

The idea was for the students to have a good look at the products, read about the people who had made them and think of words to describe the products which would persuade someone in Britain to buy them.

Clare, Carolyn, Alison and Amanda were given the Indian silk scarves. The silk had been dyed using a method called batik, which involves putting wax onto the silk before dyeing it.

The girls were very enthusiastic about their products: "They are made by women in Calcutta," said Clare. "The



women are teaching others to improve their skills and the profits they have made have enabled local workshops to develop."

Joanne Hogg explained that her group was looking at handicrafts from the Philippines: "I really like these little boxes because you can't get anything like this in the shops here," she said.

"Everything is made by hand and the people who make them come from poor families who were living in slums in the city. The project is good because it employs a lot of young people who have just left school."

A group of boys responsible for the Zimbabwean T-shirts discussed how the cotton, grown in the Kadoma area, was processed. They were surprised to learn that the workers did not always have electricity as the supply was very unreliable.

"The background information helps the students to think about the sort of conditions that these people have to cope with when they're working," Monica explained.

"It makes the students think about the differences in

Above: Steven designs a Traidcraft logo for the poster.

facilities. Some of the workers might not have electricity or running water. There may be a shortage of food, raw materials, storage and transport. The weather may be unreliable. Watching a video helps the students to appreciate that most people are not poor because they are lazy. The craftsmen and women work very hard, often in difficult conditions, and deserve a decent wage for what they make."

Another point that some of the students picked up was that children in developing countries often have to work as their families need their children's income to survive. If a family is given the chance to send a child to school, then he or she is more likely to get a job in the future.

Each class taking part in Industry Day had to make a large poster, to be displayed on corridor walls. Year Eight cut out pictures from the catalogues and drew illustrations. The students wrote a summary of the products they were promoting.

"Minoti Ghosh makes batik scarves. She applies wax to the silk with a brush," read the description by the Indian scarves group.

The finished display was very impressive and both Monica and the students were pleased with the result. So was the day a success?

"I've really enjoyed it," beamed Joanne Steadson. "I didn't really want to come today because last year's Industry Day was dead boring, but this has been great."

Monica agreed. "The end result speaks for itself," she said. "Today was something of an experiment but the kids seem to have really enjoyed it. We plan to develop these materials into case study packs which can be loaned to schools all over the country."

Trauma in the war zone

Kazimir is thirteen years-old. At the moment he lives with his mother, his 10 year-old brother and his cousin in temporary accommodation in Zagreb, Croatia.

Kazimir has not been physically injured in the war raging in former Yugoslavia. But he is suffering from psychological trauma after witnessing some horrific sights in his home town.

The worst event was when a grenade fell in their shelter, as Kazimir explains:

"We managed to run away but had to climb over dead bodies while snipers were shooting at us. My father was wounded and taken to hospital. We have not seen him since, but I hope he is in one of the detention camps we have seen on television."

"I try not to talk about it, but I get very upset and I often dream about what happened."

Kazimir is one of hundreds of thousands of children whose minds have been tormented by the fighting, bombing, torture and rape they have seen or experienced.

A recent United Nations survey estimates that as many as 900,000 children have been psychologically traumatised by the war in Bosnia and Croatia.

Like many of the adults around them, children cannot understand how the war started or how their former friends and neighbours could turn on them with such ferocious hatred and cruelty.

Tihomila Becker is a child psychologist who has

been working with children in Bosnia and Croatia. In the town of Stobrec, where 1,000 people have sought refuge from the fighting, Tihomila met a terrified nine year-old girl.

"I saw my house being burned," the girl tells her. "We had to run away into the forest and walked from one village to another. I was so hungry. After two months we reached a town where we saw people making food but they did not offer us any."

A small five year-old boy named Nedim talks to Tihomila as he huddles up to his grandmother.

"I want to go home," Nedim says over and over again.

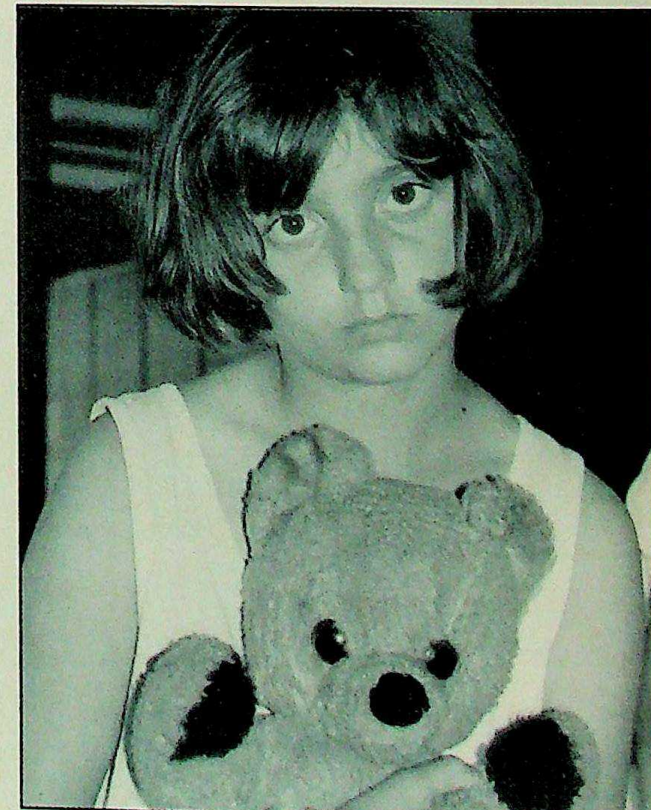
He and his grandmother are very worried about Nedim's parents, whom they have not seen for months. They do not know where they are or if they are still alive.

He tells Tihomila: "Our house was burned down. I had a new red tricycle, a red and yellow one with a bell. Do you think they have burned my tricycle too?"

Through the ODA, Britain is helping to relieve the suffering of the victims of the civil war in former Yugoslavia.

Since early 1992 Britain has given over £70 million worth of urgently needed supplies including food, medicines, fuel and sleeping bags.

Britain has also recruited engineers and other experts to repair electricity supplies and truck drivers to deliver the goods along very dangerous routes to the people in need.

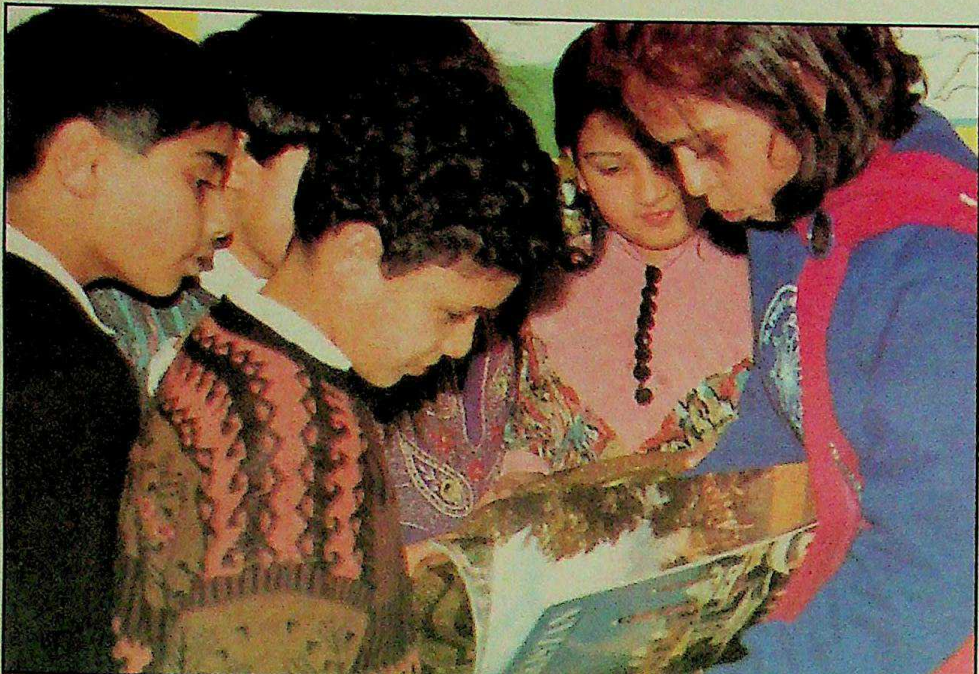


Above: Like thousands of people in former Yugoslavia this girl is now homeless. Photo: Edith Simmons/Unicef.



Above: Year Eight at Breckenbeds proudly show off their finished wall display on Traidcraft.

FOCUS ON PAKISTAN



Above: Pakistani teacher Rubina Sheikh shares her knowledge and culture with pupils at St Philip's in Bradford.

Teacher swap benefits Bradford community

"Now I want you to match the landmark with the Pakistani town it is found in," says Rubina Sheikh to a group of seven year-olds at St Philip's C of E First School, Bradford.

Life at the school has not been quite the same since the arrival of Rubina Sheikh, a teacher from Islamabad, north-east Pakistan. She is in Bradford for a year as part of the Teaching and Learning Intercultural project (TALI).

Meanwhile, St Philip's teacher Trish Mursh is spending a year at Islamabad College for Girls in Pakistan, where Miss Sheikh usually teaches.

Exchange

Last May Brenda Brown, head teacher at St Philip's, went to Islamabad with another head teacher to set up the teacher exchange.

"We interviewed a number of teachers who had either volunteered or had been recommended by their head teachers," says Mrs Brown.

"Rubina was chosen because she was outstanding. Also, she was able to come to England at quite short notice which made arrangements easier."

The purpose of the teacher swap is to encourage an exchange of cultural knowledge, ideas and language.

Ninety-seven per cent of the pupils at St Philip's are of Pakistani origin. At home many of the children speak Urdu or Punjabi which makes reading, writing and speaking English at school more difficult.

"I always speak to the children in English," says Miss Sheikh, "But if they have a problem sometimes I speak to them in Urdu to explain."

"I am also teaching English to some of the Pakistani parents on Thursdays," she adds. "Many of them find it very difficult to learn English as they did not go to school when they were in Pakistan."

"Some of the mothers can't write Urdu, their native language, and so I am teaching them how to do that as well!"

Miss Sheikh brought handicrafts, photographs and books from her country to share with the staff, pupils and community in Bradford.

Pupils in Year Four have been doing a project on Pakistan and have been learning about the towns of Mirpur and Attock, where much of the Pakistani community in Bradford comes from.

"These towns are in agricultural areas in the north of Pakistan. But there is not enough land for the people to live off and so many go into the army and police or they emigrate," says Miss Sheikh.

Although most of the pupils at St Philip's School are of Pakistani origin, many have never been to Pakistan and do not know much about the country.

"I knew something about Pakistan before but I've learnt a lot from Miss Sheikh," says Muhammed Raees, aged seven. "People make things by hand in Pakistan, like the big dish on the table over there. And we've drawn maps so we know where Pakistan is."

Muhammed went to Pakistan two years ago. What does he think of it?

"It was quite good. They have different things from what we have in Bradford. I stayed with my grandparents. Their house had a flat roof

and the weather was very hot."

Sobia Liaqat, aged seven, has also been to Pakistan:

"It was very hot when I went. We bought clothes with sparkly diamonds on them and they were much cheaper than they are in Bradford," says Sobia.

"We ate lots of chapatis, but we eat them at home a lot as well," she adds.

For Rubina Sheikh, teaching at St Philip's is very different from Islamabad College for Girls.

"At my school in Pakistan there is a very rigid structure to subjects and lessons and we have to follow the government's curriculum department books," she says.

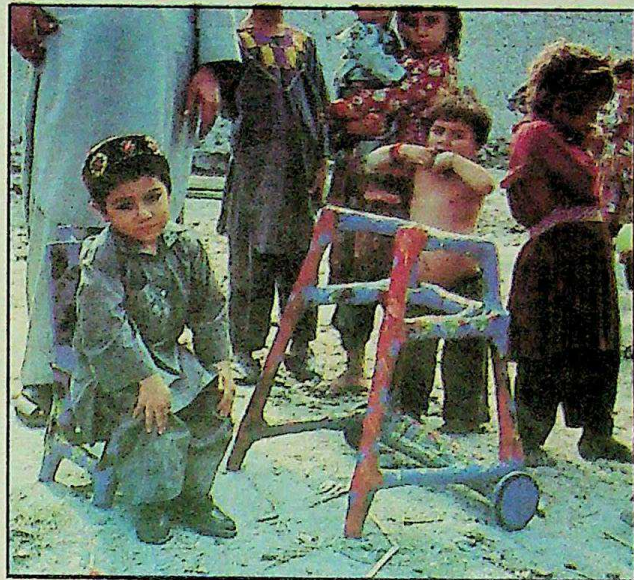
"The school day in Pakistan is shorter than it is in Britain. It starts at 8am and finishes at 1.30pm. St Philip's is so much smaller than Islamabad College, which has about 2,500 students and 200 teachers!" exclaims Miss Sheikh.



Waste paper puts Zia back on his feet

Zia Ulhaq was born seven years ago in a refugee camp near Peshawar in Pakistan. His parents and sisters had left Afghanistan after Soviet troops occupied Kunduz province, bombarding their house and killing other members of the family.

The only son among eight children, Zia was vaccinated twice against polio. But because his parents did not know the correct dosage, or the number of times a child should be vaccinated, he did not complete the course and he caught the disease when he was 18 months-old.



As a result Zia was unable to stand. Even sitting and crawling were difficult.

His father, Mohammad Nabi, was a low-paid official. He spent a lot of money on different medicines for Zia. None of these worked, and the boy's legs became weaker. He was then advised to take Zia to a physiotherapy clinic for massage and exercises. Every day for a year they went to a local clinic which helped Zia, although he still found sitting difficult and his legs remained deformed.

Local

In 1989 a two-week course was started by the Save the Children Fund (SCF) at the Badaber Training Centre. The course was set up to train local people as physiotherapists so that they could work in a community-based rehabilitation programme.

The course included ways to make low-cost appliances, such as walking frames and crutches for disabled people.

When a consultant came to train the teachers he asked them if they knew of

a child who might benefit from such a programme. One teacher was a relative of Mohammad Nabi, and he suggested Zia should be brought to the centre.

Nervous

When his father brought him along, Zia was nervous and unhappy about the idea. He was only five years-old and was unsure of his future. He had the feeling that people were experimenting with him and not necessarily helping him.

In fact Zia was lucky because although the centre needed him, he needed them and would benefit from the therapy he was to receive. Through working with Zia, four primary health care teachers were able to learn how to assess the needs of a disabled child and how to offer constructive help.

The teachers were shown how to make a special chair and walker for Zia out of recycled materials. They used a strong mixture of glue and waste paper from SCF's office! The chair was designed to aid sitting and the walker to encourage natural walking, rather

Above: Practical, low-cost appliances have enabled Zia and other children to walk. Photo: Colin Alfred/SCF.

than limping, which can lead to further back and hip problems. These aids were to help prepare Zia for the use of callipers (leg supports).

Once the appliances were made, the teachers and Zia's father were shown how they could make the maximum use of them. Zia paid a second visit to the training centre to try out his new chair.

This was a much happier occasion than the first and after the finishing touches had been completed, the teachers delivered the two items to Zia's home in the refugee camp. As a result of working with Zia the teachers were able to give practical support to many more children.

By the end of 1991, with the combined help of physiotherapy, callipers from a local mission hospital and the specially designed aids from SCF, Zia was able to walk unassisted and even run a few steps.

In two years the four primary healthcare teachers have been able to train 142 community health supervisors. They in turn have trained 2,662 community healthcare workers, reaching a population of approximately one million Afghan refugees, some of whom may be able to return home to Afghanistan.

SCF has been involved in Pakistan's North West Frontier Province for over 11 years in primary healthcare training and management training for Afghan refugees. Many refugees are disabled, either as a result of polio and cerebral palsy caused by poor health standards, or the effects of war, particularly land mine injuries.

FOCUS ON PAKISTAN



A new country with an ancient history

Pakistan is a new country but the land on which it stands has a history which dates back more than 4,000 years, when one of the earliest civilisations in the world lived along the banks of the river Indus.

Pakistan was created when the British Government granted self-rule to India in 1947. Differences between Hindus and Muslims were so great that the country was divided into two independent states – India for the Hindus and Pakistan for the Muslims.

The partition between India and Pakistan was not pain-

less. Many lives were lost in the conflicts between Hindus and Muslims over territory and religion.

Pakistan originally had two parts – East and West – with India in the middle. Inevitably, a country divided in two by a thousand miles of Indian territory proved difficult to govern.

East Pakistan, which was smaller but had a bigger population, believed that West Pakistan had too much power and influence.

A civil war in 1971 resulted in East Pakistan declaring its

independence and becoming Bangladesh.

Pakistan has faced many problems since its creation. There have been two *coup d'états*, 24 years of martial law or states of emergency and the violent deaths of three heads of government.

The war in Afghanistan also affected Pakistan badly. The supply of guns to the guerrillas fighting against the Russians in neighbouring Afghanistan contributed to a rise in crime and lawlessness.

While Pakistan's political rulers are caught up in an

often dangerous game, life for low-income Pakistanis is also very harsh. According to the UN, Pakistan fares badly on the usual signs of development, such as literacy and nutrition.

These problems have affected millions of Pakistanis and particularly young people.

Infant mortality rates are very high and primary school enrolment (particularly of girls) is low.

Despite these serious problems, Pakistan is a fascinating country with beautiful scenery.

The Moghul empire has gone, but its mosques remain. There are also sites of ancient Buddhist civilisations and 5,000 year-old ruins.

A diverse range of landscapes can be found in Pakistan. Some of the world's tallest mountains can be found in the north of Pakistan. By contrast, there are huge lakes, thick forests and fertile valleys in the regions beneath the Himalayas.

Left: Agriculture is the mainstay of Pakistan's economy. Nearly three-quarters of the population live and work on the land. Most work is done by hand or using simple machinery but some farms use modern machinery and chemical pesticides to produce crops for sale in Pakistan and for export. Photo: Jean-Luc Ray/Agfa Khan Foundation.



Paki

Over the last three years the ODA's bilateral aid programme to Pakistan – money from the British Government to the Pakistani Government – has averaged £23 million a year.

This makes Pakistan the third largest recipient of ODA funding in southern Asia.

Assistance to Pakistan has focused mainly on energy, irrigation, education and health and popu-

lation programmes. These sectors are high priorities, in terms of Pakistan's needs, and are areas in which real progress can be made.

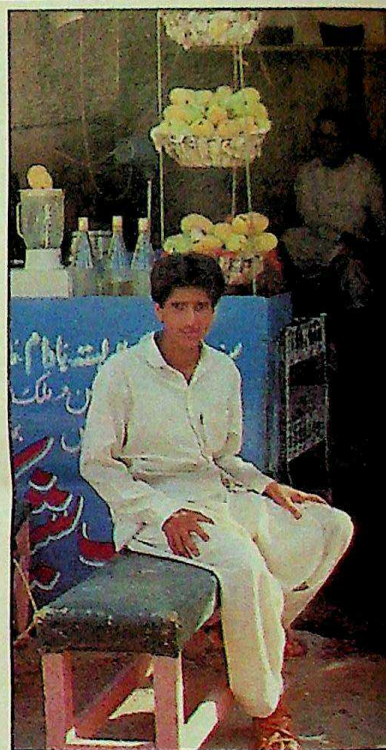
Britain provides funding for development work in Pakistan through contributions to agencies such as the World Bank, the European Community and the Asian Development Bank.

Support is also given to Pakistan through vol-

Left: These boys live in Peshawar in the North West Frontier Province. They work in a metal workshop in the back streets of the city to supplement their families' incomes.

Children from poor families in Pakistan often miss out on their education as they are sent out to work at an early age. Their families need the extra income that a child can earn, even though wages for child labour are generally very low. Photo: David Stewart Smith/VSO.

Right: Mohammed and Akram are brothers who live on the outskirts of Peshawar. Their family runs a fruit stall selling watermelons, apples and mangoes to locals and passing tourists. Photo: Antony Robbins.



Country

Location – Pakistan is in southern Asia, with India to the east and Afghanistan and Iran to the west. It also borders China in the far north-east. Islamabad is the capital.

Size – Pakistan covers 796,095 sq km, which is about three times the size of Britain.

Climate – This varies in the different regions of Pakistan. It is generally dry and hot, with an average temperature of 27° C (80° F).

In the mountains of the north it can be very cold during the winter and some of the highest peaks are covered in snow and ice all year round.

Temperatures in Karachi in the south-east are usually between 13°C (55 °F) and 34°C (93 °F).

Estimated population (1990) – 122 million. At the present rate of growth the

number of people in Pakistan is expected to rise to 195 million by the year 2010.

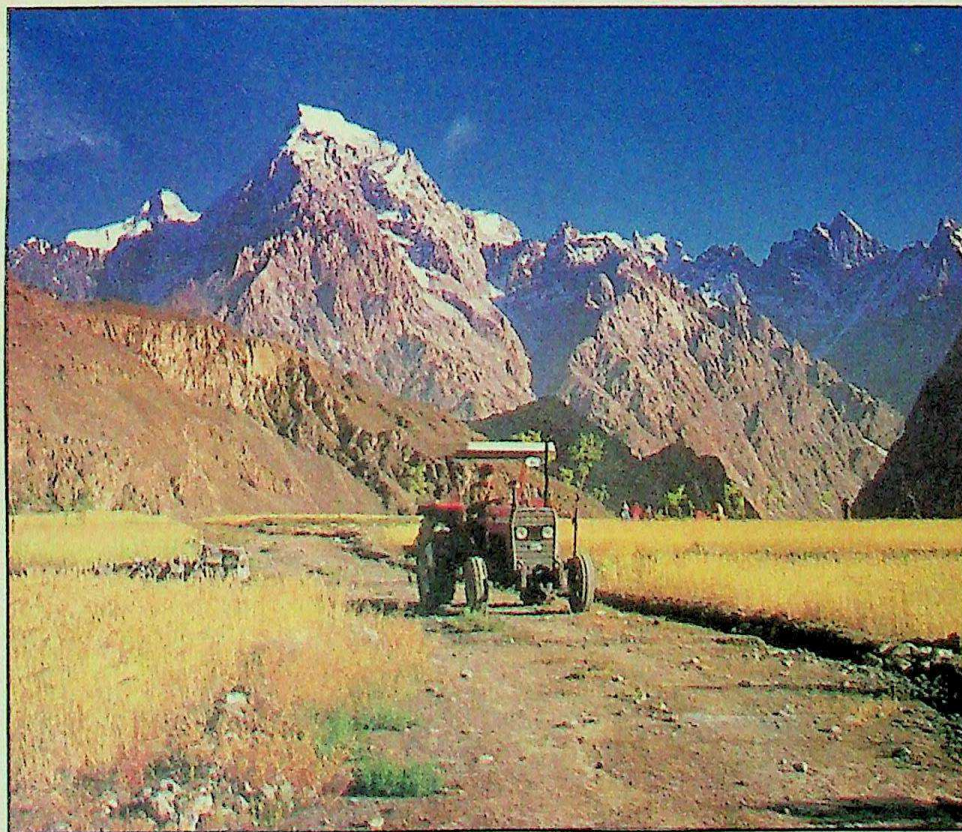
One in ten Pakistani babies die before they are one year-old. Measles, tetanus, diphtheria and polio are responsible for the deaths or deformities of thousands of children in Pakistan.

Life expectancy is 58 years, compared with 75 years in Britain.

Religion – Islam is the state religion (around 94 per cent of people are Muslim). The rest are Hindus, Christians, Sikhs and Parsees.

Languages – Urdu is the official language. There are many regional languages including Punjabi, Pushto, Sindhi and Saraiki. English is used in government and business and for teaching in colleges, universities and many schools.

Adult literacy levels (in rural areas) – Male: 47 per cent, Female: 21 per cent.



FOCUS ON PAKISTAN

stan



Women demand equal status

untary agencies such as Voluntary Service Overseas (VSO), the Save the Children Fund (SCF) and the Aga Khan Foundation (AKF).

Using agencies is an effective way of making sure that support provided by Britain reaches the people in Pakistan who are most in need.

The ODA has also provided specialist training for Pakistani students and trainees over the last

three years. Under the Technical Co-operation Programme, around 900 Pakistanis have come to Britain to study subjects such as engineering.

During the heavy flooding which swept through Pakistan in 1992 Britain was the first country to offer emergency aid.

Tents, blankets, medicines and equipment were flown to Lahore and transported to the flood-stricken regions.

Pakistan, like many other developing countries, suffers from rapid population growth.

The current annual growth rate is estimated to be about three per cent – and the birth rate is particularly high among the poorer sections of Pakistani society.

Traditionally Pakistani men earn the family wage while women are expected to take care of the children. Women in Pakistan obviously think that caring for their children is very important, but a growing number of women also want to have more independence.

Ill-health, excessive pregnancies, too many mouths to feed and not enough money to feed them, combine to limit the choices available to many Pakistani women.

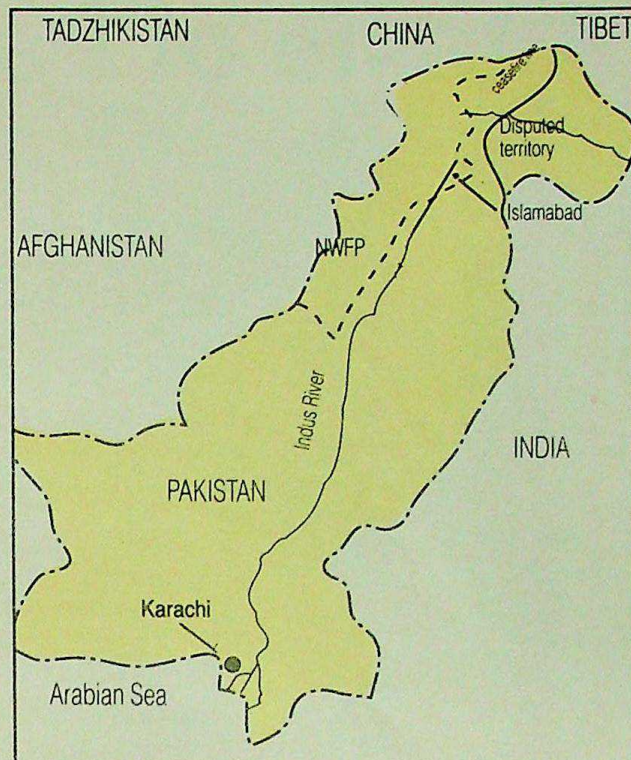
Islam has given equal status to women, but in rural

areas women still own less than one per cent of property and land, and make up less than three per cent of the paid labour force.

Female literacy is also very poor, and health facilities for women are often insufficient. The rural areas in particular are without basic health services, and only a third of the people have access to family planning.

The Pakistani government has set up a women's status commission although the findings have not been made public. A ministry for women's development also exists, but it has not yet delivered many real benefits.

However, the non-governmental organisations (NGOs) have been very active. Women's organisations have sprung up and pressure groups are demanding that everyone in Pakistan pay



more attention to the needs and opinions of women.

There are signs that the status of women is improving. The age at which women are marrying seems to be rising. This means that fewer girls are marrying when they

are in their teens and perhaps very much under the influence of their parents.

Women's educational opportunities have expanded. But the question is whether they are in keeping with the high population growth.



fact file

Currency – Pakistani rupee.

Economy – Nearly three-quarters of the population lives in the countryside and half the work-force of Pakistan works in jobs related to agriculture.

Rice is an important food for the people of Pakistan and it is also exported to many other countries in the world. Pakistan produces one-tenth of the world's cotton, most of which is exported.

Important industries are steel and cement, textile, paper, sugar and flour mills, cooking oil and cigarette factories and soft drink plants. The majority of Pakistani industries are in small workshops in towns and villages.

Livestock – sheep and goats are the most common kept animals but there are also cattle, buffaloes, chickens, donkeys and horses.

Average income – £275 per person per year

GNP – £255 million

Calorific intake (average) – 2,200 per day.

Access to piped water – 79 per cent of the population in urban areas, 40 per cent of rural population.

Number of doctors – 55,572 or one doctor for about every 2000 people.

Communications – The country is linked by networks of roads and railways. Pakistanis use all kinds of transport, from plane to rickshaw.

Number of radios – 705,447 or one for every 173 people.

Number of telephones – 1,460,700 or one for every 84 people.

Number of televisions – 1,613,996 or one for every 76 people

Resource material on Pakistan

Pakistan is one of the countries specified for study in the National Curriculum at Key Stages Three and Four. There is a range of material available on Pakistan:

Gariyam is a photo pack which looks at transport in the context of an economically developing country – Pakistan. It contains a teacher's booklet, 11 colour photos and a number of cross-curricular activities. The pack is written for Key Stage Two but should be of interest to Key Stage Three because of its focus on Pakistan.

Price £9.50 (plus 19p p&p). ISBN 1 870727 959. Oxfam order number 163171. Available from: **Oxfam Education and Publications, Management Accounts Department, PO Box 120, Oxford OX2 7FA. Tel: 0865 312353.** Cheques and postal orders must be crossed and made payable to Oxfam.

Centre for World Development Education, now known as **Worldaware**, has produced a **Country Sheet on Pakistan**. The A4 illustrated fold-out sheet describes aspects of agriculture, industry, health, education, water, food, housing, cities and links with Britain. It provides a useful introduction to the key development issues facing Pakistan.

Price 70p. Order number L-167. Available from: **Worldaware, 1 Catton**



Street, London WC1R 4AB. Tel: 071 831 3844. Cheques and postal orders should be made payable to Worldaware.

Landmarks, BBC's history and geography series for 9-12 year-olds, broadcast a four-part series on Pakistan in February. Entitled **Pakistan and its People**, the series looks at the contrasting lifestyles, geography, agriculture, industry and history of the country.

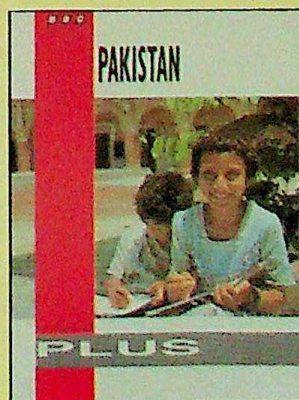
The first programme offers an overview of Pakistan, its history and people. The following three programmes take a closer look at life in three different areas of Pakistan – the Swat Valley in the north, a village in the Punjab and life in the suburbs of Lahore.

Producer Peter Evans says he hopes that teachers and pupils will be amazed and fascinated by the similarities and differences between Britain and Pakistan.

If you missed the series on television, it is available as a **Pakistan Video Plus** pack, which includes teacher's notes, BBC FactFinder book and wallcharts. Price £34.99 (plus £1.50 p&p). From: **BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire LS23 7EU.**

An Urdu version of the series on Pakistan will be broadcast on 31 May, 1 June, 7 June, 8 June at 9.25-9.45am on BBC2.

Change in the Swat Valley, Pakistan, is an activity



pack written and designed by ActionAid to complement BBC's Landmark series **Pakistan and its People**.

The pack includes 30 A4 colour photographs, information booklets, sketch cards and maps. It encourages pupils to look at the environmental, historical, economic, cultural and settlement changes in the Swat Valley. Price £9.00.

ActionAid has also produced a set of four colour posters showing the changes in Pakistan. Price £3.00.

These are designed for geography Key Stages Two and Three. Available from: **Kate Turner, ActionAid, 3 Church Street, Frome, Somerset BA11 1PW.** Cheques should be made payable to ActionAid Education.

The Save The Children Fund has produced a free leaflet called **Children in Asia – The Facts**. It contains case studies on children in several Asian countries including Pakistan.

Also available is a series of **country reports** on a number of developing countries, including Pakistan. These are available free of charge from: **the Save The Children Fund, Overseas Information, Mary Datchelor House, 17 Grove Lane, London SE5 8RD.**

Left: BBC's Landmark series on Pakistan is now available on video

FOCUS ON PAKISTAN

A taste of Pakistan



To give you a real taste of Pakistan the School Section invited Zarina Baloch, originally from Lahore in the Punjab, Pakistan, to cook some authentic dishes.

Zarina chose to make dahl (a lentil dish), ghobi aloo (spiced potato and cauliflower), and basmati rice. You should be able to buy the ingredients for these recipes in any good supermarket.

Why not have a Pakistan day at school and try cooking one or all of these dishes in a Home Economics class?

Dahl

Ingredients:

¼ large onion, finely chopped (the rest of the onion will be used in the other two dishes)
1 clove garlic, crushed
250g masoor dahl (split red lentils)
½ teaspoon of salt
½ teaspoon of red chilli powder
1 tablespoon of fresh coriander leaves or 1½ teaspoons of ground coriander
1 heaped teaspoon of garam masala powder

Method:

Fry the chopped onion in a pan with a small amount of oil, on a medium heat for about four minutes. Add garlic. When they are golden brown turn off heat and put to one side.

Put the lentils in a deep saucepan and cover them with cold water. Add salt and chilli powder.

Put the saucepan onto a high heat and cook for about 10 minutes or until the lentils

have swelled and are soft to the touch.

Turn the heat down to low and add the fried onions and garlic. Stir well for about five minutes. Add the chopped coriander and stir it into the dahl.

Pour into a serving bowl and sprinkle garam masala over the top.

Ghobi aloo

Ingredients:

½ onion, finely chopped
1 clove garlic, crushed
3 or 4 medium-sized potatoes, peeled and chopped into large bite-size pieces
1 teaspoon hot chilli powder (optional)
1 teaspoon ground black pepper
¼ teaspoon turmeric
½ teaspoon ground coriander
½ teaspoon ground ginger
¼ teaspoon ground cumin
½ teaspoon salt
1 small cauliflower, washed and chopped into medium-size florets
a few chopped coriander leaves for decoration
1 large carton of natural yoghurt as a side dish

Method:

For this recipe is best to use a fairly deep saucepan, or a large frying pan, with a lid.

Fry the onion on a medium heat in a little oil until golden brown.

Add the garlic, potatoes and about four tablespoons of water and fry for about 5 minutes. Add the spices and stir for two minutes.

Right: Ghobi aloo is nutritious and delicious and it is not very expensive to make.

Zarina demonstrates what it should look like when it is ready to be served. Photo: Sarah Williams.

Add the cauliflower. If the mixture looks dry add a small amount of water to moisten it.

Put the lid on and leave on a low heat for about 7-10 minutes, or until the cauliflower and potato have softened.

Place in a serving dish and add a few chopped coriander leaves for decoration. A side dish of natural yoghurt is usually served with Pakistani food, to complement and cool down the hot flavour of the spices.

Basmati rice

Rice is served with almost every meal in Pakistan. Zarina recommends this method as the onion gives the rice a lovely colour and flavour. The tea-towel trick should stop it from cooking like rice pudding.

Ingredients and method

1 ½ cups of basmati rice, rinsed and left to soak in a bowl of cold water for 5-10 minutes.

The remaining ¼ of the onion, chopped and fried in a saucepan until it has turned dark brown.

Add 3 cups of cold water to the pan and ¼ teaspoon of salt.

Bring to the boil and add the rice. Keep stirring until most of the water has been absorbed. Turn down the heat to low and wrap the lid of the pan with a tea-towel before placing it over the pan.

Leave for a few minutes to allow any remaining moisture to be absorbed. The rice is ready when the grains do not stick together.

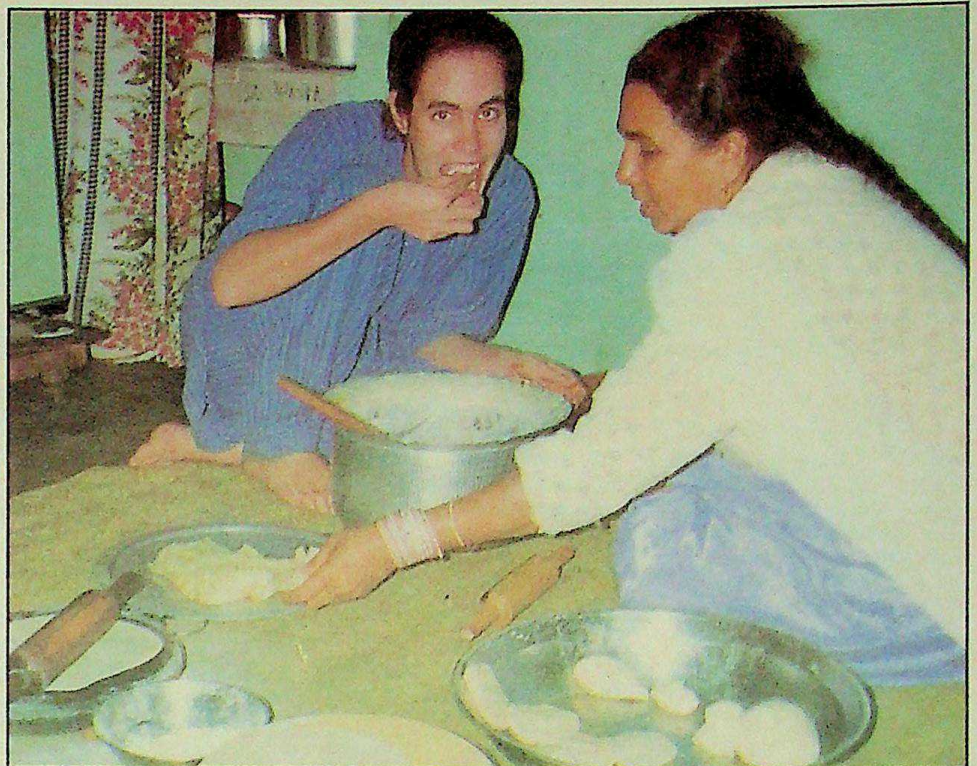
PLEASE TAKE CARE. ASK AN ADULT TO HELP IF YOU ARE NOT USED TO COOKING.

Recipes

If you know a good recipe for a dish from the developing world, please let us know.

Send in your recipes to:

The Editor, School Section, British Overseas Development, ODA, 94 Victoria Street, London SW1E 5JL.



No convenience food but great neighbours

Ruth Chuck was very noticeable when she moved into Shah Faisal Colony, outside Karachi, in 1986. She was the only white person who lived in the area.

"I had thought that the people might be hostile towards me but everybody was very friendly and made me feel welcome," she admits.

She had come to Pakistan as an English teacher with Voluntary Service Overseas (VSO) and was not sure what to expect.

Tired

"When I arrived in Pakistan my original job was to teach English to teachers in a secondary school. I was supposed to start lessons at 1.30pm, when the school day ends. But by that time the teachers were so hungry, hot and tired that they just couldn't learn anything," says Ruth.

"I decided to change the time of the class to 6pm. I wasn't sure how many people would turn up in the evening but as it turned out not only teachers came but also students who wanted to improve their English."

Although Urdu is the official language of Pakistan, English is the language used in the business world.

"It is more important to be able to write and understand English than speak it," explains Ruth. "English is used in official communications but there is also a certain amount of status attached to being able to speak English."

Ruth spent three years as a VSO volunteer in Pakistan. Next door to her flat in Shah Faisal Colony lived a

family of nine. Ahmed, the father, was an engineer with Pakistan Airways and his wife had a busy job looking after their seven children.

Dinner

"They invited me round for dinner when they found out that I was eating scrambled eggs every night. It was the only thing I could cook as there is no such thing as convenience food

Above: Ruth is being shown by one of her neighbours how to prepare puri. This is a dough-based dish which is deep-fried and looks similar to a chapati.

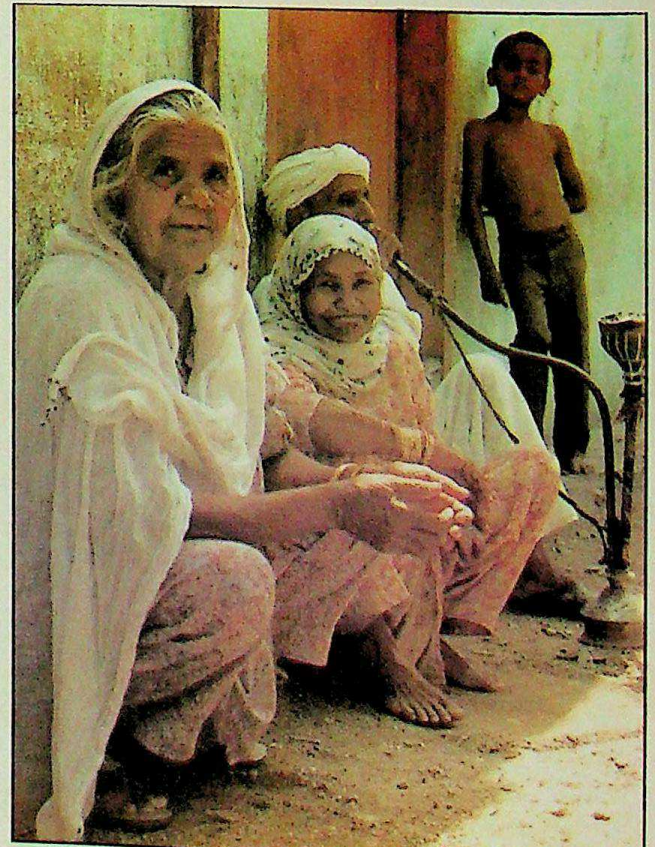
Below: A familiar street scene in Karachi where Ruth spent three years teaching English. Photo: Sandra Willett/Aga Khan Foundation.

in Pakistan!" exclaims Ruth.

"At first I was a bit wary as I didn't want to intrude and I knew that they didn't have much money. With seven kids I thought I was just another mouth to feed.

"But they kept asking me to come round until I ended up eating there almost every night. Their house was very small. It had just two rooms, plus a kitchen, bathroom and a veranda but it was always very clean, neat and homely. I really enjoyed going round to their house as they made me feel so welcome," continues Ruth.

"I was accepted by them almost immediately as they were so open, like most of the Pakistanis I met."



Korup – Cameroon's forest of treasure

When we hear about man's destruction of the rainforest many of us automatically think of Brazil.

We picture trees being chopped down for

timber and to make way for the production of crops to feed expanding populations.

Yet rainforests are vanishing in other areas of the world too. In Cam-

eroon, central Africa, there is an area of dense rainforest the size of Greater London. It is called Korup, and is thought to be the richest remaining rainforest in Africa.



Korup is home to a wide variety of rare and beautiful wildlife. Over a quarter of all the monkey species found in Africa live there, along with over 315 species of bird and over 400 species of tree.

It is also home to some small communities who live in villages in the rainforest.

Like the rest of the world's rainforests, Korup is in danger of destruction by man. But unlike rainforests in other regions, the main problem here is hunting.

Many rare species including the forest leopard and the forest elephant are hunted by the local people and outsiders who sell them for high prices in Cameroon and neighbouring Nigeria.

It is vital to save these animals from extinction as the

rainforest depends on wildlife to pollinate trees and distribute seeds.

In 1989 the World Wide Fund For Nature (WWF) launched an appeal for funds for its conservation work in Korup. Over £353,000 was raised by donations from individuals and companies.

A central area of the forest has been set aside as a national park. Every effort is being made to encourage people to stop hunting inside the national park and to take up other activities.

Conservation

WWF has worked closely with the local people through all stages of the project. The people of Korup have had a leading role in the conservation and management of their own environment and natural resources.

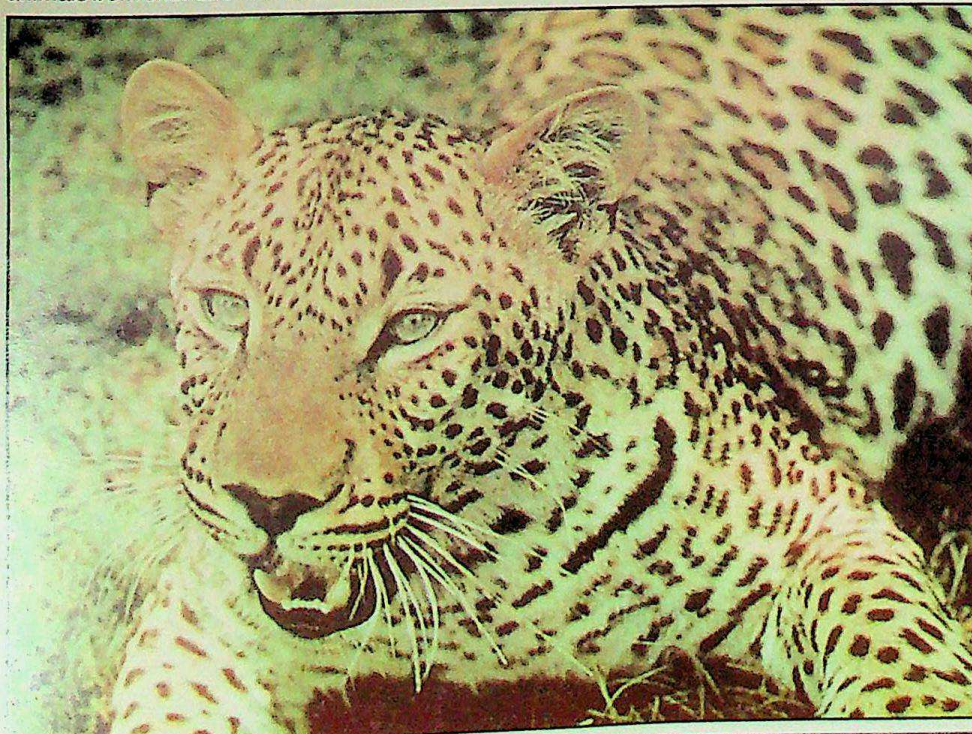
The WWF team in Korup has carried out research into alternative ways for the communities in Korup to earn money and grow food.

Identifying and developing ways for the local people to earn a living instead of hunting, which was a major source of income and food, is a vital part of the project.

Many families collect and trade vegetables, fruit and nuts from the forest, such as country-onions and bush mangoes. In addition maize, nuts, beans and soya bean

Right: The tree frog (Hyla Arborea) one of many species found in the Korup rainforest. Photo: Mattias Klum/ WWF UK.

Below: The forest leopard, a native of Korup, is hunted for its beautiful skin. Photo: M Boulton/WWF UK.



Above: Korup rainforest covers an area the size of Greater London. But unless its huge variety of plants and wildlife is protected the future of Korup is uncertain. Photo: M Rautkari/WWF UK. Left: Working closely with the communities in Korup is a vital part of the project. Donna Alexander, (wearing blue headscarf) rural development adviser for the Korup project, is working with the villagers of Baro. Photo: C Wicks/ WWF UK.

seeds have been distributed at cost price to Korup farmers and they have received advice and guidance on farming techniques. Research into how to increase protein in the diet of many villages is continuing.

Goats

A goat-rearing project is in the process of being set up to provide protein for the local people. Over 3,000 seeds have been planted by the local people to provide fodder for the goats.

The tree nurseries provide useful indigenous trees from which fruits, nuts, spices and oils can be harvested. The produce can then be sold and the proceeds form an important source of income for the

local people, particularly women.

Communities along the Ndiain river in Korup have been encouraged to produce food crops, which are now being sold in the town of Mundemba where there has been a food shortage.

Food crops are now being shipped to Mundemba by boat. WWF and the ODA have recommended that a small road should be built into this fertile area so that food crops can be brought into the town more easily.

Without the road, the people living in the town will not have enough food and there is a chance that they may go back to hunting in the park.

WWF has helped to provide equipment for hospitals and has repaired and equipped schools. Some young people from villages in the park have been offered training in livestock and agriculture or have been given grants to study carpentry and masonry at local technical colleges.

A new project has been set up which aims to make use of the properties of plants growing in Korup. So far over 90 naturally produced chemicals have been found, 38 of them new to science.

These chemicals may be used in industry or medicine. It is hoped that harnessing and using natural chemicals from the forest will benefit the forest community, the people of Cameroon and the rest of the world.

Another issue at Korup is the need to resettle the villagers who live inside or close to the park boundary.

The whole issue has been handled in a sensitive way by WWF and ODA staff over the years. Many meetings and workshops have been held with the villagers to discuss their problems and difficulties and to give the villagers an opportunity to choose new sites outside the park in the more fertile areas.

These communities will take an active part in laying out their new villages, making new farms and rebuilding their homes. The people of Korup are used to change. Historically the villagers have tended to move about every forty years, when the number of animals in the immediate area has decreased.

The ODA has supported the Korup project since 1986 and recently agreed to continue to do so up to 1994/5.



Resources

Forest Matters is a pack for secondary teachers on topical worldwide environmental issues.

Seven case study books cover a range of themes, including rainforests and women in development.

The pack has guidelines for use in geography, science, English and cross-curricular themes.

Price £18.00 (plus £2.25 p&p). ISBN 0 9512 455 46. Available from: Greenlight Publications, Ty Bryn, Coomb Gardens, Llangynog, Camarthen, Dyfed SA33 5AY.

Street life – a hope for the future

It is 7.30am and an exhausted teenager sits down and lights another cigarette. Her name is Sandra and she has just finished another night's work on the streets of Recife, Brazil.

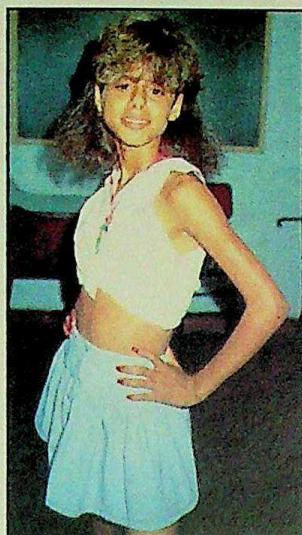
Sandra is a 14 year-old prostitute who sells her body to earn money to live. She left home last year when her mother said she could not afford to look after her any more.

There are millions of girls and boys around the world who, for one reason or another, find themselves living and working on the streets.

Some street children still live with their families but work on the street in the day to supplement their parents' income. Others live on the streets, perhaps because they were abandoned, or because they ran away from home where they were being abused by a member of their family.

In 1986 an organisation called ChildHope was set up to bring the world's attention to the plight of these children and young people.

ChildHope has a particularly busy programme in Brazil where huge numbers of children live and work on the



The Casa de Passagem provides Sandra with support and hope for the future. Photo: Angela Hawke/Unicef.

streets of Rio de Janeiro. Here, ChildHope UK has joined up with several other organisations already working with street children.

Risk

Young people on the streets of Rio are often at risk and increasing numbers are being attacked, beaten, tortured and murdered. They are also likely to suffer from malnutrition and catch serious diseases.

Last year a childline was set up to enable children to call for help. The service also

gave the public an opportunity to report any acts of violence against children.

Posters, leaflets and advertisements around the city publicised the telephone number and all calls were free.

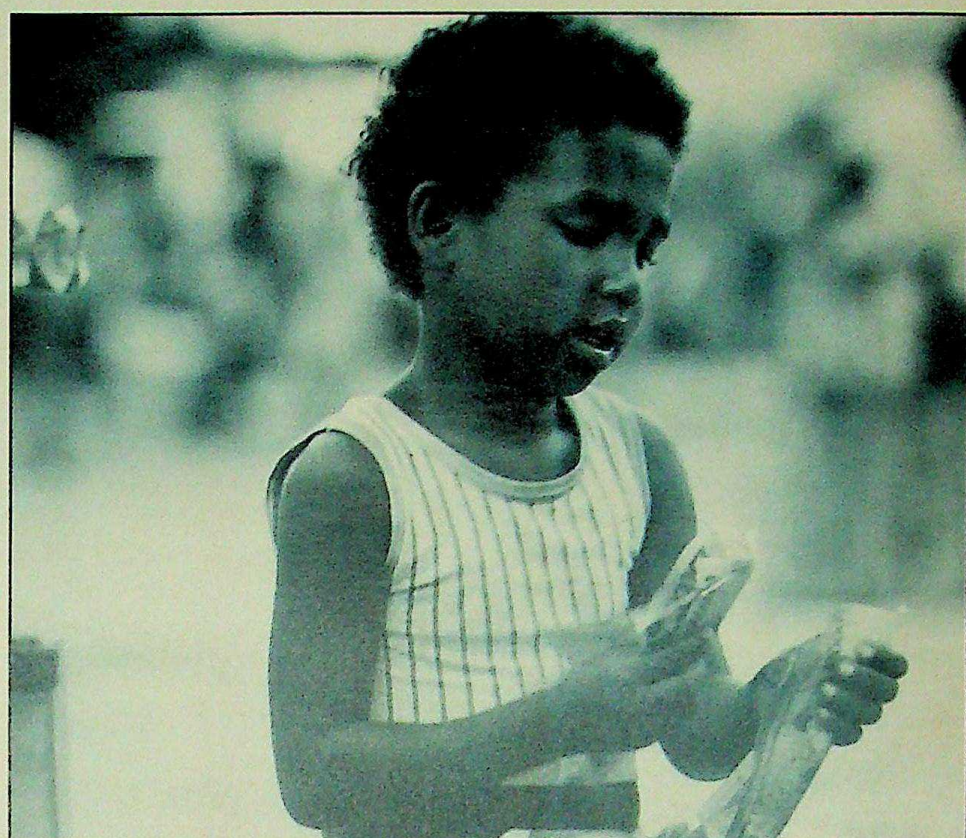
In the first year of this service there were about 25 reports of violence a day, which highlights just how many street children are at risk.

The ODA recently agreed to provide money for a ChildHope project in Brazil. The project is called PROJICA. It aims to reduce violence against street children by recruiting local organisations such as child welfare groups, the press and human rights groups who will report cases of abuse to PROJICA.

Once a case has been reported the social worker will identify who is committing the crime and take legal action if necessary.

ChildHope is also involved in work in the community which aims to prevent children from leaving or being forced to leave their families in the first place.

"We have student volunteers in Rio who get together



Above: Child labour is common in Brazil. Three out of ten children between 10 and 14 years-old go out to work. Photo: Marcelo de Oliveira/ChildHope.

with members of the community to discuss domestic violence and problems in the home," says Kate Ewart-Biggs of ChildHope UK.

"This kind of preventative work has to be carried out with a great deal of caution and sensitivity. But some of the volunteers are from these sort of areas themselves which means they have a better understanding of the communities and are more likely to be accepted by them."

Organisations like ChildHope and Unicef are

helping street children to rebuild their lives. Day centres and places of refuge set up by aid organisations offer street children support, hope and education.

The Casa de Passagem in Recife, Brazil, is one such place. It is here that Sandra is able to escape temporarily from the streets where she earns a living.

Advice

All the girls who come to the Casa (house in Portuguese) help out with cooking and cleaning and learn to read and write. They are given advice on AIDS and how to protect themselves against it.

Counsellors at the Casa encourage the girls to examine their lives and help them gradually open up and discuss how they feel about what they do for a living.

The girls find comfort in knowing that they are not alone, as one girl, Prazeres, explains:

"When I come to the Casa I clean the house, go to my art class and take part in discussion groups. You see we don't just benefit from the Casa, we are part of it.

"It gives a real routine. I was a very unhappy person

before I came here. Now things look much better to me. Here I have found a family."

Perhaps the biggest problem is how to help these young people to earn a living without putting themselves at risk.

"Once these kids have been looked after in a residential community, they become weakened to harsh life on the streets," says ChildHope's Kate Ewart-Biggs.

"But street children have already shown that they are brave and determined by rejecting child abuse or poverty which they regard as unacceptable.

"We are forging links with local employers and encouraging them to help find work for former street children in community activities and businesses.

"Employers are often reluctant to employ them. But street children are very enthusiastic and, if given the chance, will prove that they want to change their way of life."

For details contact: ChildHope UK, 40 Rosebery Avenue, London EC1R 4RN. Tel: 071 833 0868.

Raising chickens means dad stays home



Left: Champa practises her reading with her father's help but only after she has fed the chickens. Photo: S Alam/DRIK.

Families wash in canals which run alongside the paddy fields. Water for drinking, cooking and watering animals comes from the same source.

Lucky

In many ways though, Champa is lucky. Many girls her age never see their fathers.

They are miles away in Dhaka working as rickshaw drivers, street vendors, house servants - anything to earn some cash. In the bari there are few opportunities for making a decent living.

Raising chickens and goats carefully and getting a reasonable price for them at the market allows Champa's father to remain with his family in the bari, at least for the time being.

Champa's bright. She knows how important those chickens are. That's why she checks them every day at three o'clock.

* bari = small cluster of houses. A village is made up of a cluster of baris.

Champa and her four sisters get home from school around three o'clock and go straight to the chicken coop to see how their birds are getting on. They check on the goats, even though they saw them only four hours ago.

Champa is 11. She lives in Bangladesh in a small community about 40 km from Dhaka, the capital city. English is her favourite subject at the moment.

She's also studying Arabic, maths and Bengali. The children don't get homework as such, but Champa's father insists on hearing her read every afternoon.

He wants his daughters to get as good an education as they can at the village primary school which most children in the bari* attend for at least a few years, until they are needed full-time on the land.

The family house is one room, so Champa and her father hold their lesson sitting cross-legged on the bed the whole family shares.

As Champa reads, her younger cousins, neighbours and friends wander in and out.

The bari has no electricity, so Champa's family go to bed as soon as it is dark. They have no piped water.

British Overseas Development School Section

Editor: Sarah Williams

Tel: 071 917 0504

Comments and ideas from schools and young people's organisations are welcome. If you have a project that you think could feature in this section please contact us.

If you'd like to receive regular copies of the newsletter contact:

Bernard Burrell, ODA, Room 523, 94 Victoria Street, London SW1E 5JL. Tel: 071 917 0503.

NATIONAL SEMINAR ON DEVELOPMENTAL REFORMS IN INDIA

Developmental Reforms Resurgent Republic



To CMF/TN/RLK/SKK
for information

Developmental Reforms for a Resurgent Republic

NATIONAL SEMINAR ON DEVELOPMENTAL REFORMS IN INDIA

DECEMBER 8-10, 2000

AT

INDIAN INSTITUTE OF MANAGEMENT, BANGALORE

MS/MK - Could we
contact them
for background
papers etc

RN
2/1/01

Developmental Reforms for a Resurgent Republic

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NATIONAL SEMINAR ON DEVELOPMENTAL REFORMS IN INDIA



Developmental Reforms for a Resurgent Republic

**NATIONAL SEMINAR
ON
DEVELOPMENTAL REFORMS IN INDIA**
DECEMBER 8-10, 2000
AT
INDIAN INSTITUTE OF MANAGEMENT, BANGALORE

Background

Reforms for Resurgent India is a major theme of the 'Republic 50' celebrations, being organised by the government of India. Last fifty years are testimony to the indomitable democratic spirit of the people of this country. India proudly claims to be the largest and the most vibrant democracy of the world. The Indian ethos has proved itself during this period, despite the shortcomings of the system. While celebrating our achievements as a democratic polity, it is time, now for introspection and improvement. No emphasis is needed for the proposition that reforms are necessary in the five major spheres of the system: 1) Developmental, 2) Educational, 3) Electoral, 4) Judicial, and 5) Administrative. It is said that reforms in the system are linked with the ideology of a nation. Under our constitutional framework, "Power to the People" is our ideology and nationalism is our creed. Development, decentralisation, transparency and value-orientation are national goals to make the system a vehicle for change. On each of the above five areas, there is going to be a national seminar to be

held in different parts of the country, during November-December, 2000. For more details please see the website: www.nationaldebate.nic.in

National Seminar

The national seminar on developmental reforms is scheduled to be held in the Indian Institute of Management Bangalore, during December 8-10, 2000. This national seminar is expected to generate a firm resolve for desired change. We are aware that much work and effort has been put in all these areas. There is plethora of material that can generate meaningful debate.

The emphasis here, however, is not on the production of materials on 'total' reform, but on the adoption of a 'nodal' strategy for reform. The attempt will be to identify some key areas in each of the aspects of the system and to come out with positive proposals for change, which will draw a road-map for resurgent India.



Seminar Structure

His Excellency Shri K R Narayanan, The President of India has been approached to deliver the inaugural address. The function will be graced by Union Ministers and other important dignitaries.

During the first technical session, selected practitioners will make presentations on their vision of development and how they are driving the right path.

The second day, through seven parallel sessions will identify crucial issues, strategic paths and action plans for the next twenty years. The parallel sessions are a) agriculture, natural resources management, and rural development, b) social sector [Including population, women-tribals, urban and rural and disabled people] c) governance, debureaucratisation, and people participation, d) macro monetary and fiscal policies, e) Science and technology, f) trade, commerce, industries and non-formal industries, g) infrastructure (including both rural and urban,

roads, power, housing). Each parallel session will have four key note papers and focussed group discussion, followed by group report presentation towards the end of the day.

On the third day, there will be an exclusive session to move towards consensus, based on the conflicts, concerns indicated in the earlier sessions.

Participants

Leading well-known experts in the respective fields, former and present administrators, activists and leading researchers will take part in the deliberations.

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INDIAN INSTITUTE OF MANAGEMENT, BANGALORE

Dear

As you may be aware, currently we are celebrating the 50th anniversary of Indian Republic, through various programmes and projects. In a major departure from the past, this time, the government has decided to make the celebrations more participative by involving experts from different fields to move towards more productivity.

To generate a healthy and dispassionate debate on the broad theme of "Reforms for a Resurgent Republic" the Government of India, has decided to organise a series of National Seminars on Administrative, Judicial, Electoral, Educational and Developmental Reforms.

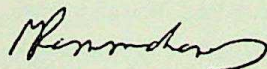
The National Seminar on Developmental Reforms will be held on December 8-10, 2000 at the Indian Institute of Management, Bangalore. A brochure highlighting relevant details of this event is attached.

This seminar is a serious attempt to mobilize public opinion and thereby create an atmosphere conducive for bringing in long overdue developmental reforms, and hence we consider your participation extremely important.

We earnestly request you to kindly participate in this seminar. A line of confirmation is highly appreciated.

Thanking you

Yours sincerely,



M. Rammohan Rao

Director, Indian Institute of Management, Bangalore
Co-Chairman, National Organising Committee

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**NATIONAL SEMINAR
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Statement of Issue and Concerns for Debate

Background

Over the last five decades, India has been striving hard to ensure basic needs and equal opportunities to all and all-round efforts for a self-reliant and prosperous national economy. We have moved forward in areas of food-security, industrial infrastructure and science and technology. Still, the nation is confronted with serious problems related to poverty, unemployment, malnutrition, social and economic disparities and regional imbalances.

So far, the development process has been largely influenced by development philosophies of aid/grant agencies and relied mainly upon the models suitable for western economies. Even United Nations' agencies have recently modified their approach and adopted better indices of development. Planning Commission is also involved in a similar exercise for India. These are sporadic instances and confined to smaller areas/sectors. During the last decade, a substantial change has taken place in the developmental initiatives, emphasising the role of market and reducing the state intervention. This has been debated vehemently on both the sides, one arguing the gains of liberalisation, and the other indicating the uncertainties.

The proposed dialogue is an attempt to evolve developmental reforms with Indian perspective, as part of the Commemoration of 50th Anniversary of Indian Republic. The government is committed to usher in a new era of development for a proud and prosperous Bharat. In this paradigm shift, the country has to ensure peoples' participation, including all types of institutions, organisations and the community-in true spirit of our excellent democratic tradition. The challenge is to chalk out the best possible action-plan in present global scenario keeping our national priorities in sharp focus.

The concept of development is not purely a matter of economics. It is a matter touching upon history, at culture, and society. Hence, the developmental measures undertaken at any particular period are time-specific and also society-specific. Any developmental strategy for an ancient society like Indian one will have to harmonise the "tradition" and the "modernity", at the ground level. The modernity is not adequate for the future, and the tradition is not complete without the modern input. That means the strategy in the main will have to be based on tradition, and the modernity has to be the additive. The strength of the traditional beliefs and lifestyle should not be minimized in any developmental strategy. The policy making on globalisation and liberalisation needs to be reviewed from this perspective and in the background of eastern values rather than merely western values.

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Major Concerns

1. General Policy Issues

- 1.1 Ensuring proper employment opportunities to all aspiring hands has to be the first objective of national planning for development. Involvement in sustained, meaningful productive employment is the only guarantee for meeting basic needs.
- 1.2 Consolidating local experiences (people based/NGOs demonstrated) in development and institutionalise for scaling up, through suitable policy changes and administrative guidelines.
- 1.3 Women in the process of development—capacity building, participation, and empowerment.
- 1.4 Empowerment of the persons with disabilities, disadvantaged groups and neglected sections of society.
- 1.5 Development of bypassed regions, assimilating them in the mainstream process of economic growth with locally supported developmental initiatives.
- 1.6 Effective transfer of knowledge and skills from lab to land in all sectors. All research institutions / universities' involvement in socially relevant output, and increased stress on the process of technology and knowledge transfer.
- 1.7 Evolving suitable policy and legal framework conducive for development in all sectors. This should cover effective utilization of resources, good governance, strengthening of local initiatives.
- 1.8 Move towards (a) reducing government's non-plan expenditure, (b) dependency on external borrowing for development sector, and (c) increasing domestic resource mobilization for development.
- 1.9 Steering the intellectuals and action groups to focus on Indian perspective of development through all research institutions, academic bodies and NGOs.
- 1.10 Ensuring sustainability and credibility of NGOs' interventions and efforts for development.
- 1.11 A nationwide strong network of cottage, village, small, medium and big industries backed by a vibrant service-sector is the crying need for a self-reliant society.

2. Agriculture, Natural Resources and Rural Development

- 2.1 Strengthening of rural infrastructure with major focus on providing backward and forward linkages with appropriate technology.
- 2.2 Employment supporting and employment generating activities, particularly in rural areas and skill development for non-farm employment opportunities.
- 2.3 Ensuring speedy decline of poverty levels both in rural and urban areas with local initiatives, local organisations, effective micro-finance interventions and retaining the self respect of poor. Needs rethinking on methods of rural and urban poverty estimates.
- 2.4 Community participation in management of natural resources, sustainable development of all natural resources, typologies including both formal and informal.
- 2.5 Efficient management of food sector so as to reduce inefficient subsidies and unnecessary expenditure.
- 2.6 Initiating concrete steps to double the food production in the next 20 years.

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3. Governance

- 3.1 Evolving efficient performance measurement systems for all sectors. This should include incentives and disincentives for implementers at all levels.
- 3.2 Effective Governance at central, state, and local levels (including Panchayat Raj Institutions, urban bodies, and NGOs).
- 3.3 Reorientation of resource allocation and manpower both at national and state level.
- 3.4 Decision making and implementation focus on Indian perspective of development.
- 3.5 Specify the role of government vis-a-vis users' community across sectors, levels, and modalities.
- 3.6 Increasing pro-active professional machinery in the government agencies.
- 3.7 Restoring confidence and faith of common people during the reforms process.

4. Social Sector

- 4.1 Strengthen social sector (including health, education, housing, social welfare and bypassed sections). Design strategies to provide total literacy and health for all in the country by 2010.
- 4.2 Improvement of social indicators' level in BIMARU states.

5. Science and Technology

- 5.1 Strengthening National Missions in frontier areas (e.g. information technology, bio-technology and holistic environment management etc.) and other areas of science and technology.
- 5.2 Initiatives for developing environmental friendly technologies with minimum negative externalities.
- 5.3 Documentation of our LokVidya in area like ayurveda and holistic approach in management of natural resources.
- 5.4 Strengthening indigenous solutions to local problems, emphasis on participating in long-term basic research and experimentation.

6. Monetary and Fiscal Policy

- 6.1 Fiscal consolidation and macroeconomic stabilisation.
- 6.2 Towards a more disciplined fiscal regime-Fiscal Responsibility Act.
- 6.3 Control and management of public expenditure and reduction of populist measures both by the central and state governments.
- 6.4 Raising resources for development, widening the tax-base.
- 6.5 Abolishing black economy through strict measures.

7. People's Command and De-bureaucratisation

- 7.1 Restore the command to community controls and management wherever possible. De-bureaucratisation and community-management has to be guiding mantra for development in the coming decade.

The Debate and dialogue on developmental reforms is expected to address the above crucial issues. We anticipate the dialogue to address these concerns in a dispassionate way and provide clues to policy makers for enhancing meaningfulness and effectiveness of the reforms process based on national consensus. Needless to add that in a democratic system like ours such debates and discourses are critical from the point of sharpening the understanding of the multifaceted nature of the reform process.

A happy and prosperous life is natural aspiration of all in the society and moving towards a higher goal is the national urge today. Let us not forget that development in its true sense has to be integral and holistic encompassing physical, moral and spiritual aspects in its totality. Let us make a concerned move towards a proud and prosperous resurgent India.

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Indian Institute of Management
Bangalore

**NATIONAL SEMINAR
ON
DEVELOPMENTAL REFORMS IN INDIA**

DECEMBER 8-10, 2000
AT
INDIAN INSTITUTE OF MANAGEMENT, BANGALORE

Venue:

Indian Institute of Management, Bangalore, Bannerghatta Road, Bangalore 560 076

Date:

8 - 10 December, 2000

Time Schedule:

Day One

1700 - 1830	-	Inaugural Session
1830 - 1900	-	Break
1900 - 2045	-	Technical Session
2045	-	Dinner

Day Two

0900 - 1730	-	Parallel Sessions on: <ul style="list-style-type: none">• Agriculture, Natural Resource Mgmt & Rural Development• Social Sector (Women/tribal/urban poor/disabled people/ people's participation)• Governance, People command, Debureaucratisation• Macro, Monetary and Fiscal Policies• Science & Technology• Trade, Commerce, Industries• Infrastructure
1730 - 1900	-	Panel Discussion on alternative strategies for Development

Day Three

0900 - 1330	-	Group Report Presentation Valedictory
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For further information please contact:

JR Saligram,
Chief Programmes Officer (EE)
Indian Institute of Management, Bangalore
Bannerghatta Road, Bangalore 560 076
Phone : 080 6582450 (extn 3203) / 6993203
Fax : 080 6584004 / 6584050
E-mail : reformsseminar@iimb.ernet.in

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