

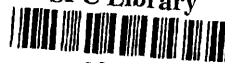
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REPORT ON COURSE FOR YOUTH AND DEVELOPMENT WORKERS,  
CONDUCTED BY THE SOUTH PACIFIC COMMISSION'S MOBILE TRAINING UNIT,  
REPUBLIC OF PALAU, March - November 1984

07-206

South Pacific Commission  
Noumea, New Caledonia  
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## I. Introduction

Following the request of the Government of the Republic of Palau in 1983, the SPC Mobile Training Unit conducted a nine-month in-country non-residential course for twenty trainees near Koror, from 1 March to 23 November 1984.

## II. Background

The Government of Palau recognised that several factors were contributing to a growing 'youth problem' throughout the Republic. These factors included:

- (a) the continuing youth population movement from rural areas to the capital of Koror in search of employment;
- (b) the limited capacity of the labour market to generate paid employment for young people, especially the out-of-school youth sector;
- (c) the increasing awareness that the development of rural areas is dependant on the participation of young people in productive rural occupations;
- (d) the escalating rate of alcohol/drug-related problems in the youth sector; and
- (e) the realisation that one major constraint to the development of rural communities was the lack of qualified development workers to organise and administer self-help projects at the community level.

It was with this background that the Government of Palau requested the services of the SPC MTU (Mobile Training Unit) to provide training for youth and development workers.

## III. Objectives of the MTU programme in Palau

### 1. Short-term objectives

- (a) To provide on-the-job training, over a period of nine months, for development workers from throughout the Republic who work a substantial amount of their time with young people on community development projects.
- (b) To conduct short and medium length courses in programme organisation, skills and policy development to equip the trainees with knowledge and skills to plan and implement community-level projects and activities.
- (c) To develop non-formal educational methods, techniques and materials for use in community development programmes based on the specific needs of Palauan youth and their communities.

- (d) To identify and undertake basic research on out-of-school youth in Palau for local youth and community work agencies.

## 2. Long-term objectives

- (a) To establish a core of skilled and experienced professional youth and development workers in Palau.
- (b) To support and facilitate the progress towards the self-reliance of youth development organisations/agencies in Palau.
- (c) To increase public awareness of youth's contribution to development and encourage public support to ensure that adequate resources are made available at both the national and local community levels for out-of-school youth programmes.

## IV. Operational and organisational structures

The organisation of the programme and the type of training provided emphasised a decentralised non-formal approach to community development which included:

- (a) Training that was practical, on-the-job oriented, based on the trainees' specific training needs in relation to their work environments.
- (b) The training content, approach and duration was sufficiently flexible to meet the individual trainee's personal as well as his/her professional needs.
- (c) Extensive programme input was made by twenty-eight local resource persons.
- (d) The training was closely linked with on-going research on youth and community development problems in Palau.
- (e) The course content was based on integrated community development and emphasised agriculture, fisheries, rural energy, health, environment, media, and youth and adult education.

## V. Advisory Committee and selection of trainees

The office of the Vice-President/Minister of State appointed an Advisory Committee for the programme with representatives of government ministries, sponsoring agencies, voluntary and church organisations and included four women members who represented women's interests. The Advisory Committee assisted the MTU staff with the formulation of the course content and other matters to ensure that the course met local training needs, and made the final selection of the trainees.

The Advisory Committee decided at its first meeting that, as the programme aims to provide training in skills for integrated rural community development projects, a town venue would not be appropriate and chose Ngermid's Abai near Koror as the course venue. The committee also decided on a non-residential course which would limit the government's counterpart contribution, and the trainees stayed with relatives in Koror and travelled daily to Ngermid. The committee also decided that the States' Executives and Chiefs should be briefed about the MTU course prior to the selection of their candidate trainees.

### Trainees

Twenty trainees were selected from the twenty-eight candidates who had been nominated by national government departments, state governments and private organisations. Preference was given to candidates most likely to have a multiplier effect in their own localities and who were assured of a post at the completion of the course. The following students attended the course:

Loretta Anastacio  
 Mary Basiou  
 Toshi Baules  
 Bismark Brel  
 Darios Ellis  
 Eugenio Ililau  
 Bendeix Lakobong  
 Ellen Lujan  
 Elsie Mai  
 Tobias Marbou  
 William Merep (who died in a tragic boating accident)  
 Peter Napoleon  
 Brenda Ngirchomlei  
 Abraham Reklai  
 Selina Rechetuker  
 Eli Sebalk  
 Uchel Sechewas  
 Barbra Solang  
 Ignacia Yobech

### VI. Staffing

Director	: Mr S. Lolesi, SPC Specialist in Out-of-School Youth Education
Instructor in Community Development	: Mr J. Mahase (left the Unit in June 1984)
Youth Affairs Consultant	: Mr T. Vunakece, Executive Secretary, Fiji National Youth Council
Counterpart Director	: Mr G. Johannes
Secretary	: Mrs U. Watanbe
Storeman/Driver	: Mr J. Yalap
Cook	

### 1. Resource persons

Twenty-eight local resource persons from various government departments and organisations including education, agriculture, health, statistics and planning, foreign affairs, public works, public supply and the Development Bank gave freely of their time and expertise. This helped to ensure that the training remained relevant to both national and local development needs and also to establish links of co-operation and collaboration necessary for the post-programme period between the trainees and the resource persons.

### 2. SPC Programme Officers

Mr N. Navunisaravi - Statistician, who taught the importance of the analysis and use of statistical data in the formulation of development programmes.

Mr J.C. Paulet - Rural Technology Officer, who described alternative sources of energy and their applied uses in rural development.

## VII. Host Government responsibility and participation

The office of the Vice-President/Minister of State was responsible for counterpart support and in addition to appointing the Advisory Committee and Counterpart Director, provided a wide range of administrative and liaison assistance to the MTU throughout the nine months' duration of the course. Further counterpart contribution included housing for the two resident MTU staff members.

## VIII. Methodology of the training programme

The basic training course was organised into three separate modules, each of three months' duration. The main emphasis was on practical learning to facilitate an action-reflection approach to personal and group development and to maintain the greatest possible degree of continuity between the trainees and their individual work situations. In keeping with the principles of non-formal training, a variety of instructional methods was used to ensure that the content of the programme remained within the ability of the student body to benefit fully from what was being taught. Careful attention was paid to the need to retain a balance between theory, practice and recreation.

Methods used were:

- Lectures
- Discussions
- Small group work
- Guest speakers
- Individual projects
- Group projects
- Observation
- Participation
- Individual student presentations
- Group presentations
- Practical training
- Tutorials.

## IX. Training course content

### Module One (3 months)

During the first three months the trainees learnt a wide variety of skills, attitudes and knowledge required in community development work. They were also encouraged to participate in the planning and ongoing evaluation of the course itself. A student committee was elected and assumed responsibility for several aspects of the training programme. While the nature of the course does not permit the rigid allocation of time between practical and theoretical teaching components, the trainees spent approximately one-third of the first module in face-to-face contact with young people and other members of the community, and the other two-thirds in a 'classroom' situation.

The following subject areas were covered in the first module:

- |  |   |
|--|---|
| <u>Orientation</u>                       | - course objectives, assessment of the trainees' training needs, etc.   |
| <u>Understanding society</u>             | - basic social science concepts.  |
| <u>Youth in society</u>                  | - human development, societal attitudes towards youth, identification of youth's problems and needs, role of youth clubs and national youth councils.   |
| <u>Community development</u>             | - approaches and techniques.  |
| <u>Role of Government</u>                | - structure and organisation.   |
| <u>Communication skills</u>              |   |
| <u>Programme planning and evaluation</u> | - aims and objectives, implementation, evaluation, identification of resources.   |
| <u>Basic practical survey methods</u>    |   |
| <u>Basic practical skills</u>            | - use of hand tools, elementary construction, methods using local and imported materials, vegetable gardening, composting and food preservation techniques, fishing and fish-processing skills, building smokeless stoves, basic small machine mechanics. |
| <u>Cultural studies</u>                  | - development of cultural activities for youth groups.  |
| <u>Sports and recreation</u>             |   |
| <u>Project proposal writing</u>          |   |

## Module Two

The second module began on 4 June when the trainees, as part of their group project, undertook a comprehensive community survey in various communities in the states of Koror and Airai. They interviewed residents in their homes or at their places of work, and all the baseline data and related information gathered in these interviews were treated as strictly confidential and used for development education and statistical purposes later on in the course. The printed guidelines that the trainees used for the survey stressed the major needs and problems of Palauan youth, such as their high expectations and low achievements in the formal school system, the movement of young people from rural to urban areas, urban youth unemployment, and there were also questions, answerable by yes or no, on the general welfare of each village, population, living conditions, housing, number of wage-earners, land area under cultivation, number of crops, livestock, etc.

Several individual projects were also made during the second module including a fishing, cultural revival and a construction project.

## Module Three

The theoretical knowledge gained during the first three months and reinforced during the field work exercise was the basis of much of the work covered in the third module which included:

- |                          |  |
|--------------------------|--|
| <u>Data processing</u>   | - compilation of data, interpretation and production of reports on field work exercises. |
| <u>Club organisation</u> |  |
| <u>Leadership</u>        | - qualities, training.   |
| <u>Self-development</u>  | - awareness, public speaking, vocational guidance and general counselling skills.        |
| <u>Basic accounting</u>  | - fundraising, budgeting and money-management skills.                                    |

## Civic education and community service by youth.

At the closing ceremony on 23 November, the Vice-President, Mr Alfonso Oiterong, presented graduation certificates to the fourteen trainees who had successfully completed the nine-month course. Tobias Marbou, who spoke on behalf of the trainees, said that the closing ceremony represented not the end but just the beginning of their task of applying their newly acquired skills in their home communities. His final phrase confirms the objectives of the course - "We believe that the future of Palau is in the hands of the skilled and concerned youth leaders".



#### X. Evaluation by the trainees

There was general agreement that the course objectives had been achieved as the course had provided training in appropriate subject areas that would help the trainees to be more effective in their own work situations. The trainees also stated that for the training to achieve its full impact and potential in the long term, follow-up support should be provided by the national and state governments as well as by the communities themselves.

The trainees all expressed their thanks to the South Pacific Commission and hoped that follow-up support training could be provided by SPC at some later date.

#### XI. Acknowledgements

The South Pacific Commission conveys its special thanks to the Office of the Vice-President/Minister of State, which provided vital support services from the planning stages through to the implementation and conclusion of the course. Also to the Chiefs of Ngermid who allowed the Ngermid Abai centre to be used as the course venue. This, while providing the appropriate rural setting for the course, was close enough to Koror to enable the trainees to make the trip each day. The success of the course was also in no small part due to the assistance and expertise given by the local resource persons as well as to the continued enthusiastic response of the trainees to the variety of learning situations that they were continually exposed to during the course.