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UMN News



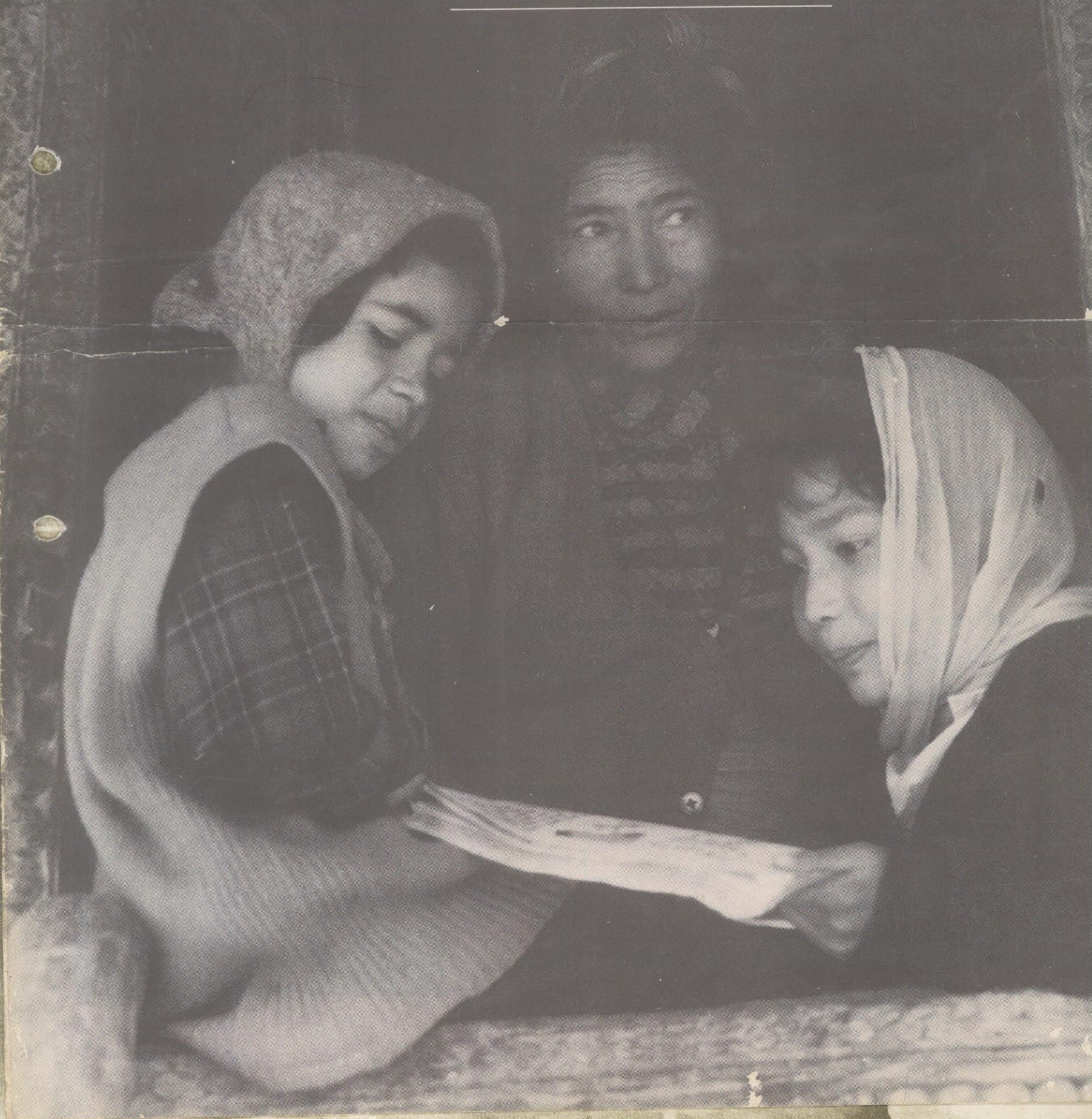
United Mission to Nepal

The Legacy of Learning

Training

Scholarships

Human Resource Development



Nepal's Best Resource

It is often said that Nepal's resource with the most potential for development is hydropower, due to the many rivers running down from the Himalyan snows. But surely the most important resource is the people of Nepal. The development of their skills and abilities and motivation is the key to improvement in all sectors.

The UMN Constitution purpose statement has always contained this goal: "To train the people of Nepal in professional skills and leadership." The statement of "Vision and Strategy Into the 21st Century" adopted by the UMN Board of Directors 3 May 1996, states that "...for the greatest long-term impact we should give highest priority to developing the capacity of Nepali organizations to respond to the needs of Nepal."

The success of this strategy will depend on the development of Nepali human resources. UMN's extensive scholarship programs have been a significant help to hundreds of students at all levels over the years, a service now curtailed by funding shortages. All UMN project activities have contributed to developing the capacity of Nepalis to do the work needed to improve their communities and family lives.

An outstanding example of this is the place where Nepal's two main resources - people and hydropower - have come together in UMN's Engineering and Industrial Development Department. In 1958 a young Norwegian engineer, Odd Hoftun,



(L-R) Edgar Metzler, Odd Hoftun & HMG Official

came to Nepal to build the Tansen Hospital. Soon after arrival he wrote of a vision in which Nepal, with many physical similarities to Norway, could also raise its standard of living through developing hydropower and the small industries that would make possible. Now, 38 years later, that vision has become a reality. It began with establishing the first technical training school in Nepal. Over the years hundreds of Nepalis learned new skills and moved into productive service.

The challenge of human resource development remains a chief priority for UMN. The basis for this work is the belief that God has created all persons with unique talents and abilities and all should have an equal opportunity to develop those for the benefit of the human community. We hope this is a challenge all our partners worldwide will join in supporting.

Edgar Metzler
Executive Director, UMN

*We are guilty of many errors and many faults,
but our worst crime is abandoning the children,
neglecting the fountain of Life.*

Many of the things we need can wait.

The Child cannot.

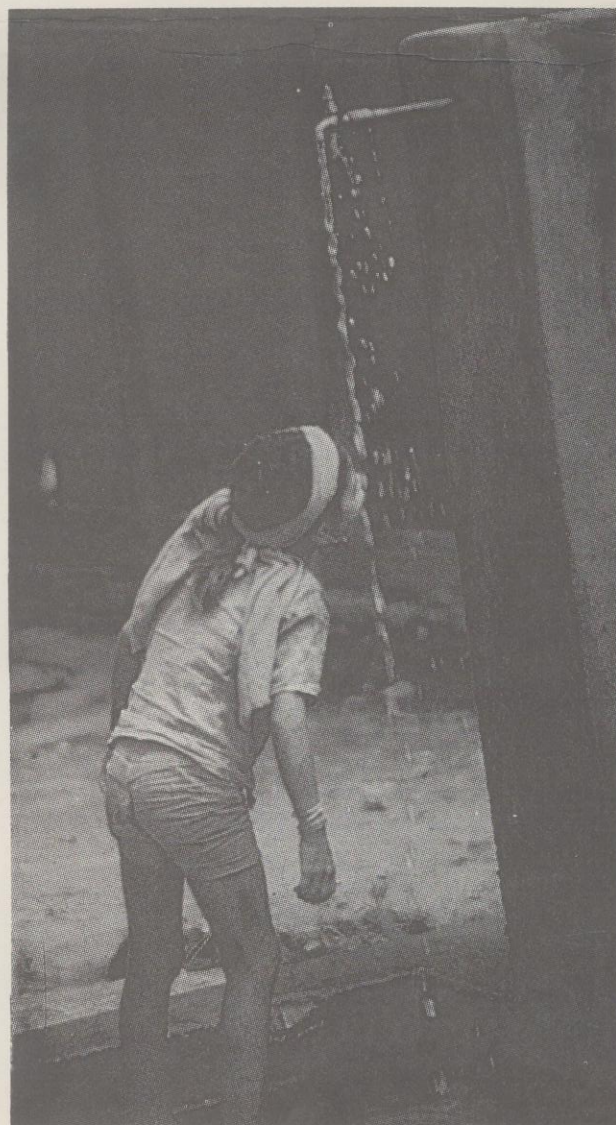
*Right now is the time his bones are being formed,
his blood is being made and his senses are being
developed.*

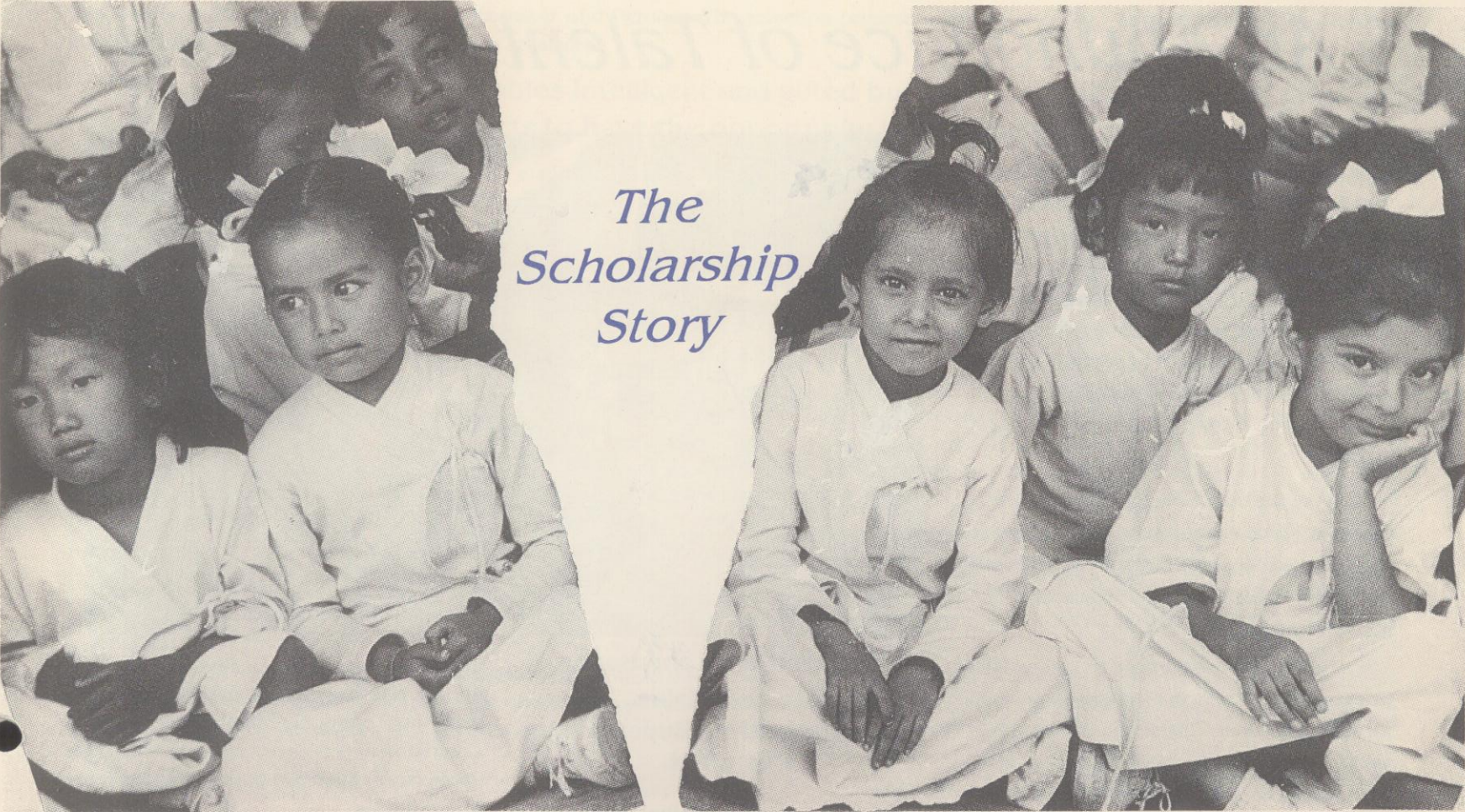
To him we cannot answer "Tomorrow".

His name is "Today."

- Gabriela Mistral

Nobel Prize-winning poet from Chile





The Scholarship Story

UMN's Scholarship Programme

UMN, through its Scholarship Programme, continues to support worthy students for general and campus-level study as resources allow. A total of 992 campus and school-level students continue to receive scholarship funds along with the 190 students currently studying on scholarships at Gandaki Boarding School. In 1994-95, a total of 25 children were selected for school-level scholarships and 14 for campus-level scholarships.

Women, marginalised groups and the disabled are especially targeted for these scholarships.

Unfortunately in 1994-95, due to financial constraints, the UMN Scholarship Programme found it necessary to restrict its planned activities and consolidate its efforts. We hope this will change and we pray that the funding will increase to give some of Nepal's children the opportunity of an education.

UMN's Scholarship Programme has provided scholarships to almost 3000 Nepali boys and girls over the past 40 years, enabling them to receive training and an education.

Since 1994/95, UMN has had to restrain giving to needy groups as its scholarship funding has been limited. The following facts show the decreasing rate of scholarship recipients from 1994/95.

| Total no. of scholarship recipients in | 1994/95 | 1995/96 |
|--|---------|---------|
| School Level | 864 | 664 |
| Post School Level | 128 | 46 |

Average cost for attending school/receiving training:

1. School Level:

Public School ----- US\$ 40 per year

Private School ----- US\$ 150 per year

Boarding School ----- US\$ 770 per year

2. Post School Level: ----- US\$ 400 per year.

An Abundance of Talent and Ability

Out of the 585 students enrolled at the Gandaki Boarding School (GBS) in Pokhara, 190 of them are scholarship students. GBS successfully retained the King Birendra Bidhya Regional Shield for the best results in the previous year ('95), as well as attaining a high level of academic excellence in the SLC exams results this year. Class 11 of GBS had a 100% pass rate in their exams as well as a 99.7 % pass rate in their Cambridge 'O Level exams!

One of the mandates for GBS students is that they reach an international standard of academic excellence. Thanks to the dedicated teachers as well as the diligence of the students, it has proven so.

Students are encouraged to be involved in extra-curricular activities and to develop an all-round talent. Recently, GBS students walked out triumphantly with awards after winning an Inter-School Badminton Competition, much to their coach's delight. Equal emphasis is given to sports and extra-curricular activities. A unique job experience, for the duration of one week, is offered to the students in 'Class 10 work experience.' To date around 69 students have participated in a working environment in a variety of urban as well as rural settings throughout different districts of Nepal.

The GBS scholarships support, poor rural children who otherwise would not have an opportunity to go to school.

Over the years, the main donors have been the Finnish Evangelical Lutheran Mission (FELM), as well as faithful private sponsors such as Glen and Evelyn Maddy from the USA. They have encouraged contributions from their area for the past 18 years!

Two kinds of scholarships are available – full time and part-time. The cost of a full scholarship is US\$ 770, (including tuition fees and board). There are around 80 students on part-time scholarships. Consistent financial contributions have sustained GBS scholarships, enabling students to complete their studies.



With Fortitude and Hope Over Hills and Plains... How GBS Scholarship Students are Recruited.

Mr. Daya Ram Timilsina has been a scholarship officer for the past nine years. He has been faithful to his call of duty in recruiting potential poor, rural scholarship students. He shares some of the hardships he and his staff have to face when they go to recruit potential scholarship students. Part of their job involves crossing difficult rough mountainous terrain and valleys to reach remote villages, where he meets with students and their families.

The GBS scholarship programme was established in 1966.

Children between ages six to sixteen are eligible for scholarships. The National Education Committee stated that the mandate will provide high quality education for different ethnic groups, from remote areas and introduce schooling for girls.

The Scholarship Committee meets to decide on the location of scholarship exam centers. The centers are usually chosen in remote, difficult to access areas. Different villages are chosen every year. There is more concentrated recruitment carried out in the western region of Nepal.

During the months of July and August the exams' centers are advertised in the local papers and announced on radio. Most villagers hear the radio announcements and then set out to bring their children to where the exam centers are located. District Education officers are also sent to different schools, specifically to public and not private schools.

In groups of two to four, staff and representatives from GBS then go through out

the country to the exam centers, travelling through hills, plains rivers and valleys to reach the remote areas. No other school has such a recruitment process! It takes as much as a whole day or even two days to walk to some of the villages.

Arriving at the exam center the GBS staff meet with parents, teachers and potential students. Both parents and students are interviewed and asked many questions concerning their background, financial status, the number of siblings in the family, etc. They are then requested to fill in a comprehensive questionnaire. Potential students sit an exam in Nepali or English and Math. Most of the students take their exam in Nepali.

After the exam, papers are collected and sent to GBS for marking. The papers are then sent to the Scholarship Committee who conduct the selection process. Children who make it to the scholarship list are then notified. Decisions transcend class or caste. Preference is given to low caste groups and girls. The Scholarship Committee at times sends out teachers to verify information received.

Results of successful candidates are then printed in the newspapers and announced on the radio. A copy of the results are also sent to all schools concerned and posted on notice boards. Of the 600-800 applications received, only 25 are chosen.

The exam results are released around September and October. The selection process takes 3-4 months. Information of a scholarship student's progress is given to their respective sponsors.

The selection process enables intelligent and gifted but financially disadvantaged girls and boys from over 38 districts to have the opportunity to study at GBS.

GBS alumni comprise an impressive list of engineers, doctors, supervisors, nurses and teachers. UMN continues to assist in funding the scholarships as well as provide personnel to the school.

"I came from the village of Lama Chaur, in the western region of Nepal. My father left my mother long ago and he doesn't really care for us he left us no land or house. We have to live with our uncle, in his land. My life is in a pitiable condition, while my father spends his life in luxury with his other family in India. But anyway, my Mom is affectionate and kind to me and I enjoy living with her. In my village I used to see many children carrying their school bags and going to school. I also wanted to learn and was too much interested to study and get more knowledge, and I always disturbed my Mom about this! I forced my Mom to send me to school. And I started at 6 years old in my village school and I was very good in my schoolwork. Then the GBS examiners came to my village school. It was a big day for me, I was very excited and easily passed the exam. When I received the letter from GBS, my life was filled with joy. And my Mom too was so happy... I began to think about my future and time I would spend in GBS. I couldn't sleep at all that night because of such happiness which I never had before.

I received many prizes and congratulations from my friends and elders from the village. But in the end of the day, this happiness was covered by a black cloud. It was farewell time and it was very difficult for me to leave my home, I felt as if the hills and trees were weeping along with me as I gave a last glance to all my family and friends. My uncle took me to GBS. At first I was very scared and kept quiet a lot in class, because I couldn't understand English very well. But after some time, I made many new friends, and I wasn't so homesick afterwards. I failed my first term examination, for the first time in my student life! Here the competition was high. Therefore in the second term I worked very hard and began to understand English. As I started to understand slowly, I improved a lot in my studies. Now I am in grade 8, and let's see what will happen in the future. I am sad to say that my sisters and brothers are uneducated but I have a chance to study and I look forward to a bright future."

Gita Kunwar, GBS Student.

Developing Local Skills and Employment Opportunities

The Khimti Project is Nepal's first large-scale private-sector hydropower project. After the successful completion of the Jhimruk and Andhi Khola hydroelectric projects, Butwal Power Company and a Norwegian collaborator formed a new Nepali Company, 'Himal Power' to launch the Khimti Project. To date only 10% of the population have access to electricity. The US\$140 million Khimti hydropower project however involves more than the construction of a power plant!

Training and Technology Transfer Program (TTTP).

Under the TTTP, the employees of two UMN related organizations, Himal Hydro and General Construction Ltd. and Butwal Power Company Limited will be given a variety of opportunities to improve their skills through classroom learning and on-the-job training. Some of the participants will be offered courses in Norway on the operation and maintenance of power plants. All planning and implementation of the TTTP program will be done by Himal Hydro, designed with local resources and techniques. US\$ 2 million will be spent on this program to provide skills training for local personnel.

Another UMN related organization, Butwal Technical Institute will be involved in training operators and maintenance persons who will be needed once the construction phase is complete.

The local communities will benefit through employment, community development programs and rural electrification. A minihydro power scheme, built to supply construction power, will be handed over to the local people at the end of the project.

The following are some examples of the kind of training Nepali staff will be receiving:-

- construction management including the development of quality assurance procedures and a corresponding manual;
- proper use and maintenance of various types of construction equipment; and,
- experienced tunnel foreman will work together with Himal Hydro Crews to ensure the highest standards of speed, quality and safety in excavation and rock support.

The Project Manager for the civil construction consortium (made up of Himal Hydro and Statkraft Anlegg), Bjorn Drablos, indicated a flexible approach will be taken in the training:

"We need to be ready for adjustments along the way if we don't achieve our aims in some areas. We then need to increase our efforts, in response to those areas..."

The objective of the TTTP will be to equip and train Nepalis to use and maintain the skills that will enable them to carry out the work at the speed necessary to finalise the project before the stipulated deadlines.

The TTTP also equips Nepalis to undertake future projects with their own skilled management and staff; boosting their confidence in utilizing and maintaining advanced machinery and managing projects on a larger scale. The TTTP will be an important and valuable step toward independence and maturity for Himal Hydro and BPC. In the signing ceremony in London, General Manager of Himal Power Limited, Peter Harwood said that the dream of his and many others had been fulfilled after three years of hard work. Harwood said that His Majesty's Government had made a significant contribution to enable the signing of the documents.

More importantly the TTTP will assist the Nepali management to vie for tenders and be competitive as in other organizations. The TTTP will also create a pool of employment opportunities—where Nepalis themselves can chart the course of their future.

Learning how to Save Lives

I was very sad and shocked, to get up one Sunday morning, only to find that my mother and younger sister who were sick for many days, had died. They died of cholera. Later the same day, my elder sister and sister-in-law became very sick too. I was afraid and did not know what to do.

People in my village believe that if you don't give anything through the mouth then the diarrhoea will stop; but they only got worse.

Where could I go for urgent help? There was a UMN project office nearby the village. I attended the classes there last year and learned to read and write. I thought maybe the teachers there could help me.

Bimala and Kirsti came quickly to help us and to try to stop the cholera from claiming my neighbours lives. They made a 'rehydration drink' from a handful of sugar and a pinch of salt. They made some more and when there was no more sugar left, we used rice water instead.

My sisters drank all the water. They began to understand that this drink will make them feel better. As I looked at them, I cried. How I wished I knew what to do before, then my mother and elder sister would still be here.

Bimala and Kirsti told me to keep everything clean. I dug a temporary toilet and put a lot of ash on it to keep the flies away. I found an old pot for my sisters to vomit into. They were tired. I would not sleep. I didn't want to lose them too, so I stayed up during the night to watch them. I had to fight sleep but I had to fight this cholera too. My teachers promised to return in the morning.

As for some other villagers, they ran into the forest to 'hide' from this cholera. They did not know about this rehydration drink.

In the morning I saw some hope in my Father's face. Even the neighbours looked less frightened. My sisters felt better. I encouraged them to drink more, up to 4 litres of water a day. After a while they even

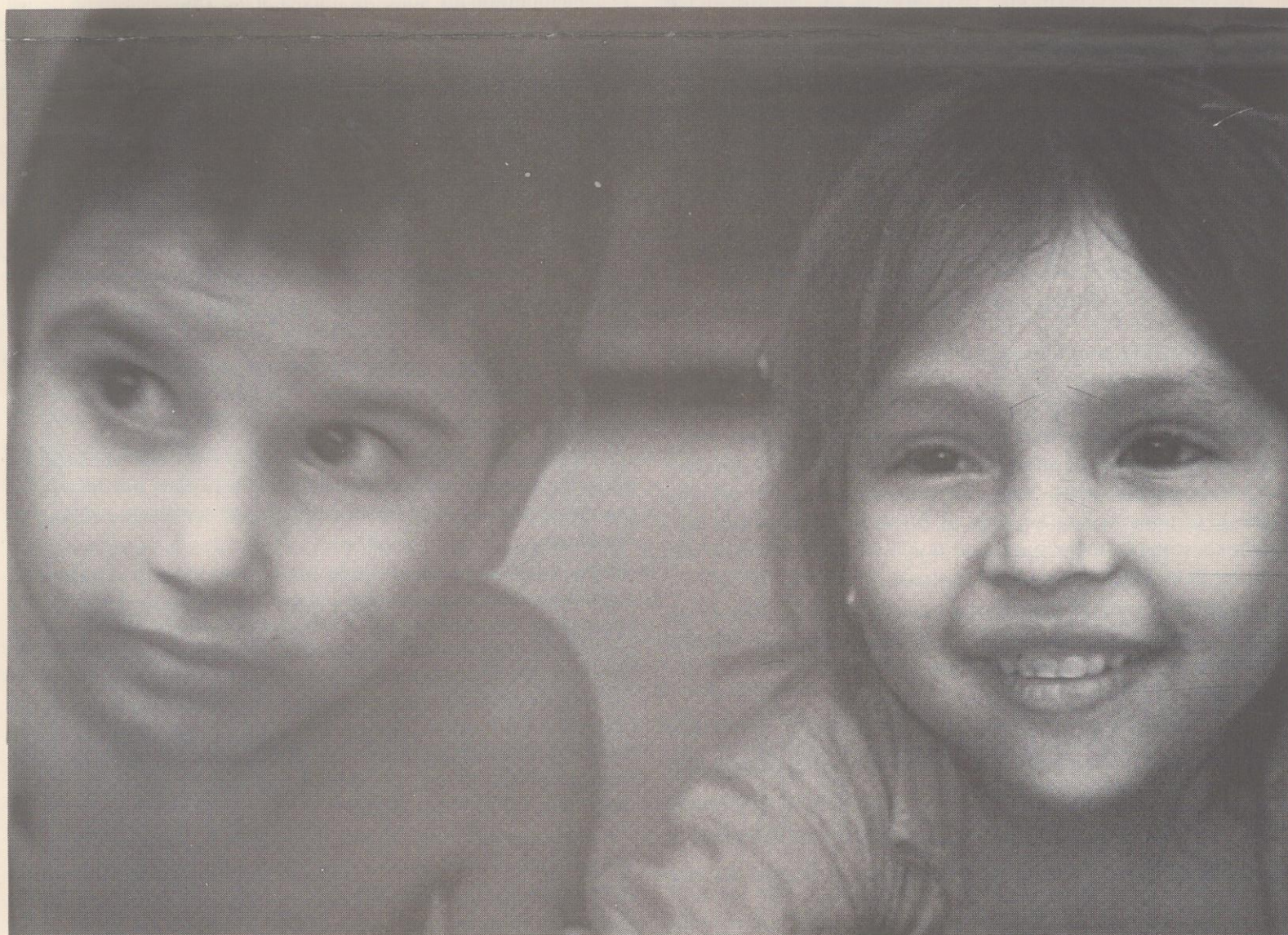
began to eat some rice.

Now I know what to do if anybody is sick with diarrhoea. We need to build toilets for every house and keep our village really clean. Then we won't get sick. My sisters have recovered and are healthy! They didn't die of cholera, so the villagers are convinced now that water should be given to sick people with diarrhoea. They too have learnt something new and useful.

Through the NFE classes I have learnt many things that I can apply in my life and even teach others. I don't feel so useless anymore.

I can't wait till next years classes, there is so much to learn from my teachers. Old habits can change and peoples lives can get better. //

- Man Bahadur B.K. - Jajarkot, Far-west, Nepal



THE TRAILBLAZERS

Butwal Training Institute (BTI) is leading the way towards new frontiers with its first batch of women trainee (technical) graduates. In 1994, the first four women technical trainees graduated from BTI. Currently six women are enrolled in BTI's two-year training course. These women receive hands-on training in the mechanical, electrical and woodwork trades.

Upon graduation from BTI they are then offered work opportunities with Nepal Hydro Electric (NHE.) NHE has sponsored all of the women so far and employed them as trainees in their electrical workshops.

Prior to recruitment, these women as well as the men are required to sit for an entrance examination in written English and Math. They are required to have completed their secondary education. Most of these graduates have reached the School Leaving Certificate (SLC) level. (Which is equivalent to secondary/high-school level)

How are women recruited?

Entrance examinations are advertised on notice boards and in the local papers. Of the 300 applicants last year, eighteen women were short-listed and six women commenced work in the BTI trainee programme.

These female technical trainees are pioneers as they are a unique group of women to be receiving technical training in a predominantly male workplace.

In Nepal, where the status of women is unequal to men; women are in the cultural context, required to take their place at home, in the kitchen or in the fields, tending to the needs of their husbands, in-laws and children... These young women trainees have definitely gone against the norm, and yet have achieved success at home and at work. They continue to persevere...

Kalpna Aryal (a 21 year old Brahmin girl) was a child-bride betrothed at the tender age of three. She never saw her husband till she was eleven years old and never lived with him till she completed her SLC, passed and then moved to Butwal to set up home with him. Her husband opened a hardware shop, while Kalpna continued to learn new skills at BTI. During her childhood, Kalpna recalled walking 2 hours each way over ravines, hills and streams, in order to get to her school house.

She was determined to improve her lot and hungry for an education. "Since I was a child, all I ever wanted was to study and find a well paying job... I had no plans more important other than that."

Her husband told her that if he couldn't study further, then she should. "He didn't stop me and I'm glad for that... besides he was away in another city, so I could concentrate on my studies. My parents are very proud of me and my brother too. We were the only ones to pass the SLC exam in our whole village! They supported me throughout my schooling and even boast of my employment in BTI to the village people!" Kalpna came to know of the training that BTI was offering only after fellow villagers had gone to the town and returned with the news. Even then she did not realize that women were being recruited for the training until she had read an advertisement in a local paper. Just obtaining news of training opportunities poses a challenge in the rugged mountainous terrain of Nepal. With the encouragement of her husband and family, Kalpna then pursued a training course in BTI.

Although Kalpna receives the usual pressure from her in-laws to have children, she has no intention to have any as yet. "There is no one to watch them for us here; most of the family live very far away; besides I don't have any desire to have children now, and I don't know what the future holds... all I want now is to work here in NHE and improve my skills."

Kalpna, a child-bride betrothed at the age of three, is a wife and pioneer graduate now. She was able to cross all barriers due to her supportive parents and husband, who continue to encourage her to pursue her studies and reach for the stars.



Belkumari's father was a British Gurkha who served in Hong Kong, Singapore and Brunel. Belkumari did her schooling in a Gurkha Boarding School and returned to Nepal when she was 7 years old. She is now 19 years old and works in NHE.

With the exposure to different lifestyles outside of Nepal, her parents never hesitated to encourage their children to take up every opportunity to advance themselves socially as well as in education.

"We still retain our traditional Nepali cultural values, including getting married at an early age. My parents want me to get married, yes I'd like to later. I still want to continue to work even after I'm married - I'll never leave my work even if I have children! I can work as good as a man and still feel like a woman."

Meena K.C is 21 years old and is the eldest child in a family of three children. Her father knew that there was technical training available for girls and he proceeded to make the initial inquiries at BTI on behalf of his daughter. He wasn't going to let the apple of his eye leave home alone, so Meena's whole family moved to Butwal while her grandparents lived in their village home!

When asked what she will do after her training, Meena said that her father plans to open up a workshop and she will manage it for him. Comparing her achievements with those of her school peers, Meena confidently says, "I can do my own work, with my own hands and I'm proud of this." Meena is currently involved in post-graduation training in NHE. BTI is justly proud of its courageous and determined women trainees and pioneer graduates.



"We, the people of our village have been undertaking all minor schemes, as best as we can. Using our own resources and materials... We have carefully carried out the plans discussed and performed some of the development and construction activities. We have also built a two-room building to conduct adult education classes and meetings. We hope to continue working together. We work hard and are more united now. We continue to work collectively for development improving our own lives and those of our families."

*The Beautiful Pheasant Group
Rojena Development Committee, Tusane Khola*

The Rural Development Department (RDD) has embarked on a programme of strategic community capacity development. Through its programmes it is seeking to enable communities to participate in their own development more effectively. RDD's projects focus on group training and they have proved highly successful in assisting and educating local communities in skills training. Villagers are being enabled by their training to identify and manage their natural resources in an improved and more balanced way.

"Land here is steeply terraced, sloping towards the south-west. That is why the fertility of the soil is quite low. On top of this, we lack irrigation facilities. We, therefore, are food sufficient for 4 to 6 months only. We meet our demand for food for the rest of the year by working as laborers for others, going to a nearby town for employment, selling "ghee" (clarified butter), and raising goats and pigs." - a Kalleri Villager.

The plight of the people of Kalleri echoes decades of subsistence farming, employing traditional methods of tilling and terracing land, irrigating the fields, cultivating crops and cutting forests. RDD assists communities in their transition towards a more developed agricultural economy by promoting income generation schemes which provide villagers with security and confidence in their own skills.



Through RDD's approach community cooperation and unity are enhanced. Its programmes seek to build on existing skills and knowledge. Encouraging initiative from the people in their own development fosters confidence and trust between the trainees, staff and communities. Development can then stem from the priorities of local people rather than from the remote and often unrealistic agenda of an agency outside of the community.

RDD tries to serve as a catalyst for change. It offers training programmes that help to create an environment conducive for villages to learn from grass-roots level, in this way benefiting the village as a whole.

RDD supports local people and organizations by raising awareness through social analysis, the sharing of information, through the presentation of a problem-posing process and by non-formal education. It assists rural people in their efforts through technical and material support; training that includes literacy, community organising and development of leadership and by linking the community with other organizations which are able to provide resources.

"We villagers believe and only now see, that many offices and organizations alone cannot do much. We also must be involved and take equal responsibility. Now we understand that development lies in our hands... We must start small and learn more... Change will come slowly... but it will come from our homes, our families and by our developing new skills to help ourselves. This is what development means to us." - The Kalleri Group

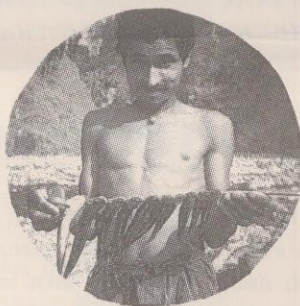
RDD has chartered pathways of progressive development by listening, sharing and responding to the voice of the people.

Rural Development Centre (RDC)

RDC's modus operandi since its establishment (as an extension farm and centre for the Animal Health Improvement Programme) has changed from a center-based consultancy to a strictly training organization. RDC provides performance-based training in practical skills development in the field.

The Training Coordinator of RDC, Walt McCaslin, explains, what it is means to use a "participatory model" by using the forest as a classroom. "It involves transferring skills to the trainees that they can then use in ongoing community or individual family development activities. It also means actually taking the trainees out into the forest and working with the natural resources doing practical activities and developing those skills," explains Walt. Although RDC began to move more in the direction of training in 1989, the real shift in emphasis to field-based training came in response to a cost-benefit analysis implemented in 1994. This analysis recommended taking more of the training out into the area where the trainees lived so that more of the target group, rural farm families, could be reached. Now over 60% of the training is done in the field in contrast to only 30% previously.

RDC offers training in five main areas: horticulture, agronomy, forestry, animal health and the construction and maintenance of drinking water systems. A variety of materials including pictures, flashcards, activities and lesson plans have been developed and organized into modules which can be integrated flexibly in a variety of contexts. Many teaching methods are employed in the training, but above all the practical aspects of training are emphasized in contrast to the theoretical. Walt McCaslin describes the training as "hands on training", "learning by doing" or "learning together." RDC staff conduct training assessments and modify their teaching programmes according to the specific needs and situations of their trainees. Last year RDC trained 808 people. Those trained included rural farmers, women, people in the occupational castes, youth and the members of other local community groups. RDC was also involved in training staff from the projects of non-governmental organizations with which it has partnered.



Training has proved effective, exciting and has motivated the villagers to come forward to participate and interact in the development of their own villages.

Sustainable Development

A central theme of RDC's training approach has been sustainability. How can the trainees and their communities use the new knowledge and skills to continue their development? One of the ways in which sustainability is ensured is by asking trainees to set goals at the end of their training for activities which they will continue to carry out for their own development in their communities when they return home. They are encouraged to select activities which will fit into their farming operation and the community as a whole, activities that will utilize the knowledge and skills which they have acquired during their training.

A follow-up visit by a team of trainers from RDC for the purpose

of evaluation takes place within 6 months of the end of each training course. This reinforces what has been learned and enables long-term planning and evaluation of the impact of the training. Follow-up is based on the Performance Development Model. Trainees are evaluated primarily on their performance against the goals which they themselves have set, rather than only on their knowledge or even the skills which they have acquired. "Where the training activities have been specific either for the individual's benefit or for 1 or 2 people who are rendering service to the community the incidence of continued use is high", says Walt McCaslin. He goes on to cite the encouraging example of a follow-up done of vegetable production training in Surkhet, "We have gone back after 18 months to see how many of those people were actually involved and it was more than 70% that were actually using various aspects of the training."

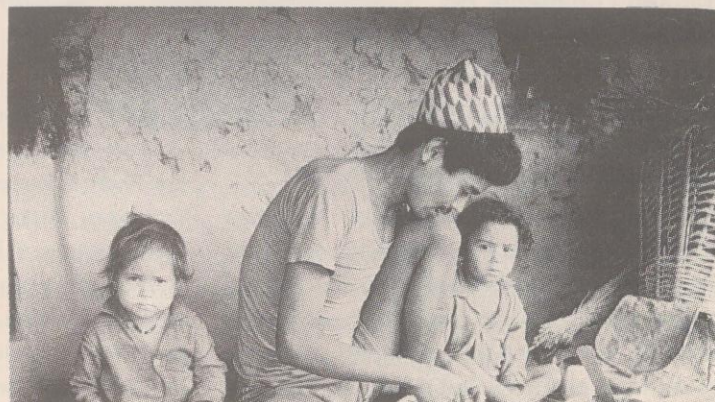
Moving training from a training centre to the field has increased focus on one of the most important beneficiaries of the RDC's training, rural women. It is well known that women do most of the farming work in Nepal, and studies have shown that the smaller the landholding is, the more input there is likely to be from women. For instance, women do more than 80% of the stall feeding of cattle in Nepal. When animals are sick they are the first to know. RDC is now taking the training directly to the women who can utilize the training most. A Gender Issues Group has been formed to focus especially on women's issues and to design new training materials and curricula that are more tailored for women.

RDC continues to provide ongoing training for its own staff. Most of this training has been conducted internally, with assistance from UMN's Training and Development Section. Training programmes conducted for staff have included:

- Trainer's Training
- Management Training
- Participatory Approach Workshops
- English Language Training
- Trainers Workshop for the improvement of skills and knowledge.
- On-the-job training (such as computer training).

From time to time and where it is appropriate staff are sent overseas for study.

It is RDC's goal through all of its training to promote development that is participatory, sustainable and indigenous. The challenge is to remain cost effective and dynamic and in doing so, deliver training to the small rural farmers of Nepal which effectively meets their needs. In order to meet this challenge RDC is working together with communities and along side other local and international non-governmental organizations, to create participatory development from grass-roots level.

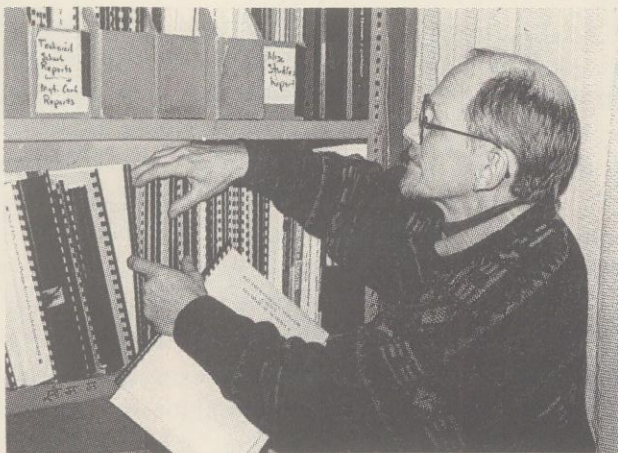


Giving Training a Leading Edge Through Research and Development

"When I was at Andhikola Project, we faced the problem of getting enough skilled manpower to do the Project and so it meant that we had to do a lot of training ourselves ... It really made me gain an appreciation for the need for skills training in Nepal", shares David Ramse. Challenged by his experience in Andhikola, David later worked to develop a model, as part of his doctoral dissertation, for conducting followup studies of technical school graduates. This model was successfully tested with Karnali Technical School students in Jumla (Western Region of Nepal) and is still used by the government's Council for Technical Education and Vocational Training (CTEVT). UMN's contribution to technical education in Nepal, at first with the Karnali Technical School in Jumla and subsequently through secondments to CTEVT, has been a very significant one.

For the past 4 years, David Ramse has been seconded or loaned from UMN as Research and Information Trainer Specialist to CTEVT. He works closely with a Nepali counterpart, Sundar Prasad Bajgain, helping

to design and implement such activities as followup studies and training needs assessments. His goal is to enable and train



staff to conduct good research on their own using proper methodologies. "Things are not so tidy in the field as they are in the office", he explains.

An outgoing and energetic person by nature, David enjoys the many opportunities which his work provides to relate both professionally and personally with colleagues. He believes it would be easy "to be a little island in a government office with my own little pet project". He prefers instead to make himself "accessible" and "available" to those

with whom he works. For him this has meant being involved in a variety of ways with his colleagues often without receiving the recognition for his work. "I give CTEVT the credit", he says. His work has included writing or editing reports, speeches and other English documents for colleagues as well as organizing in-service training for CTEVT staff in professional English writing. "If we can work closely with our counterparts and other colleagues in more of a servant role then the whole 'handover problem' isn't there". David goes on to comment on the problem of "ownership" of projects often discussed in UMN, "...Ownership is not a problem when you don't own it in the first place", he explains.

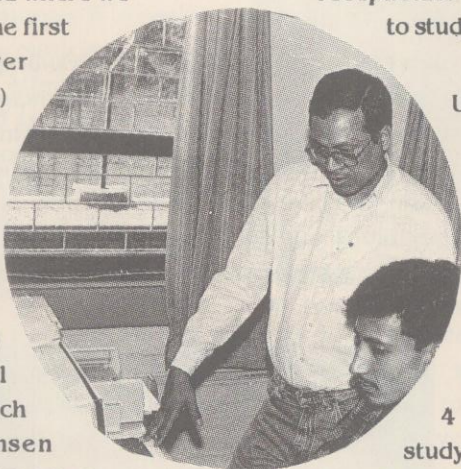
David believes that CTEVT must concentrate, in the future on developing its role of helping to set standards for new training programmes and skill testing, "linking up those who have the skills with those who need the skills, the products with the users." He believes that this as an area where UMN can be of assistance to the government. Effectively sharing his expertise and experience in research in a low-key way through his secondment, David Ramse is himself an important link in helping Nepal meet its need for skilled manpower. ■

Creating Challenges

"I liked that type of job!...We had to run the hospital. UMN was providing less funds and UMN's subsidy was being reduced....We had to manage on that. It was really challenging and really exciting....It was very difficult and we had to find where we could save money....In the first year we saved over Rs.500,000 (US\$ 9050) on improvements in the purchasing system alone...We saved lots of money...When you are successful you are excited!", Purushottam Pradhan comments on the job as Hospital Administrative Officer which he held in UMN's Tansen Hospital before leaving on a scholarship for further study in the USA.

Perhaps it has been his spirit of optimism and the fact that he relishes challenges that has sustained Purushottam all along. Both of his parents died within a month of each other when he was only 8 years old; and he grew up with his brothers and sisters in Patan, a

town, south of Kathmandu. Faced with a difficult choice early in his work career between his job and continuing with his education, Purushottam decided to leave his job at Hotel Shankar as a night shift receptionist because he was too tired to study after staying up all night.



Purushottam first joined UMN in 1978 as a Senior Business Office Assistant with Shanta Bhavan Hospital's Community Health Programme. Promoted the next year to Assistant Administrative Officer, he worked in that capacity for 4 years before leaving for study on a Masters Degree with Tribhuvan University. After receiving his degree, Purushottam was accepted as a Trainee Business Manager at UMN Headquarters in Kathmandu where he worked for 5 months before leaving to work as Business Manager in Jumla. It was during the 5½ year period that Purushottam worked in Jumla that he was granted an in-service

scholarship to study for his MBA in the US. While he was preparing to leave for study, Purushottam was asked to replace the Administrative Officer leaving Tansen Hospital at that time. Agreeing to this meant that his training was postponed for another 3 years.

Purushottam has recently returned to Nepal after completing his studies at Eastern College in Pennsylvania. Being his first time abroad he found it a bit confusing at first. But with the help and support of friends, as well as the college, he was able to make adjustments within a short period of time. International students from a number of countries were there studying with him.

Reflecting on the intensity of his course of study he comments, "You study more and you learn a lot". Purushottam found it particularly challenging to try and adapt a course of study which concentrated mainly on the American health care system to the situation he knew in Nepal. "A person who has to work or study there has to think about what you can fit into your work and what you can't....Can you implement it here considering the environment of the place and organization

contd →

The HRD Approach

In the field of Human Resources Development (HRD), UMN has emphasised training and capacity development as 'fundamental' to its work. It has always had a strong focus on training Nepalis, to provide trained staff for UMN programs and more generally for Nepal. Over the years this has been done in different ways: there has been much informal on-the-job training; separate projects were begun to meet specific needs for UMN and Nepal (eg Business School, Nursing Campus); the Inservice scholarship program was developed to provide skilled and qualified Nepali staff for UMN programs. In September 1992, the UMN Training & Development (T&D) section was established within the Personnel Department. It was created to provide more responsive support services to UMN programs and to provide leadership to UMN in Training & Development issues: helping UMN better fulfil its commitment to develop local capacity and excellence of service. It offers services for Nepalis and Expatriates: in Manager/Organisation Development, English Language and Expatriate Nepali language and orientation.

Human Resource Development includes a range of management initiatives concerned with providing the best possible link between the individual staff member, their work and the organisation so that the organisation as a whole can be more effective in meeting its goals. Traditionally training has focused on individual workers or managers, and addressed the question: "How can their full potential be achieved?" From this starting point, the emphasis has been on training programs for individuals, including scholarships, many of which have little observable impact back in the work place. The HRD approach broadens the question to: "How can the organisation's staff (individually and corporately) and the organisation's management systems and culture be developed so that the organisation meets its goals and provides its services in the best possible way?" This means the focus is now on identifying strategies that will develop the whole organisation and incorporating them as part of the overall strategic plan. At the same time, an Organisation doesn't learn unless learning takes place at an individual level as well - for this reason, UMN is promoting the use of Personal Development Plans wherever it can.

The goal of Human Resources Development is for learning to be everyone's business and in this way, we can continue to meet the challenges that face UMN both now and in the future.

The Future - Learning Organisations

The T&D section wants to see UMN projects that can be accurately described as "learning organisations". Learning organisations are places that:

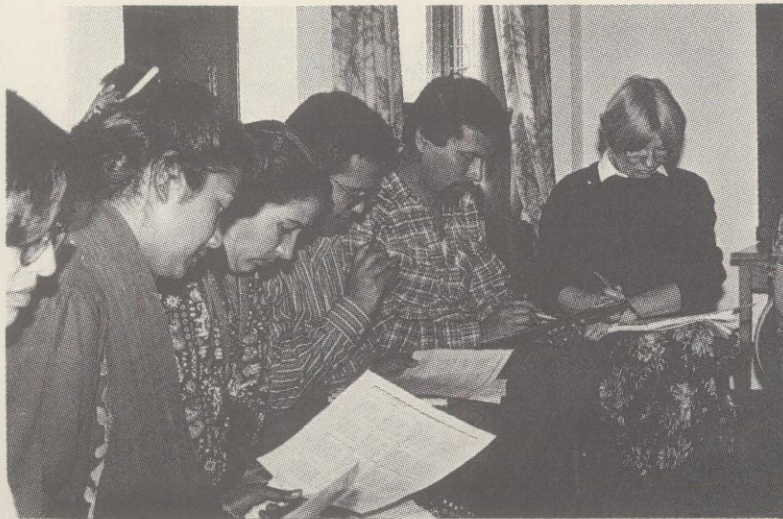
- encourage individuals to identify their own learning needs and set challenging goals for themselves
- encourage regular reviews of performance, with feedback and a desire always to improve performance
- encourage managers to adopt a coaching style of management, always looking for learning opportunities
- encourage all staff to challenge the traditional way of doing things and find better ways
- encourage commitment to the goals of the organisation through open, two-way communication.

UMN has made significant steps along the journey of Human Resource Development. We now

want to pick up the pace and establish practices that will lead us into the 21st century and beyond.

Donors and Sending Organizations can help in different ways -

- give general program funding to different UMN projects, including adequate funding for planned HRD development activities. This funding should not be arbitrarily divided between 'scholarships' and other training, but be allocated to the project for the variety of different HRD strategies
- give to specific initiatives which impact on the strategic development of the mission. This money would be administered by UMN's T&D section
- give general HRD funding towards the ongoing costs of running UMN's T&D section. This includes developing new materials and staff that in turn are working with all the UMN projects



→ Creating Challenges.....

where you are working?" Purushottam realises, concepts which he has learned in his courses in Total Quality Management, Managerial Accounting, Financial Management and Personnel Management, will be especially useful in hospital work in Nepal. Another valuable part of his training was his practical work experience in Regal Memorial Hospital in Pennsylvania, USA. Beyond the knowledge which he acquired, Purushottam thinks an important benefit is the confidence which he has gained.

Purushottam believes, that in addition to serving to attract people to work in UMN, making provision for in-service training is vital to its objective of "Nepalization". "If people are not trained, if they are not ready, then it will be difficult to "Nepalize". Selection of candidates, their courses of study, and the work which they will return to, all need careful thought and planning. "Training is necessary for the staff to keep them updated and to fill the gap between what exists and what is needed in the future", he emphasizes.

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NEWSFLASH

- 21st July, 1995 - Jumla, Nepal. Fifteen years of prayer and planning were celebrated when the Karnali Technical School (KTS) built and nutured by UMN was handed over to His Majestys Government (HMG).
- 26th November, 1995 - A HMG Reception was held to commemorate the signing of the UMN/HMG General Agreement.
- 2nd January, 1996 - The First Rural Development Department Agreement was signed.
- 2nd February, 1996 - Agreements related to the construction and financing of the Khimti I hydropower project were signed at a ceremony in London. To date the Khimti hydropower project is one of largest private sector undertakings in Nepal.
- 1-3 May, 1996 - Kathmandu, UMN Board of Directors Meeting.

United Mission to Nepal

A cooperative effort between the people of Nepal and 39 Christian organisation from 18 countries.

HEALTH SERVICES
 Cares for the sick and promotes health through hospitals, community health and education programmes



EDUCATION SERVICES
 Assists in the development of education at different levels through formal and non-formal methods/training

INDUSTRIAL DEVELOPMENT
 Facilitates private sector industrial development, appropriate technology dissemination and technical training



RURAL DEVELOPMENT
 Assists rural communities in their efforts to improve their quality of life through awareness building, non-formal education/training and technical support

CREATIVE TEAM

Writers:
 Paul Sefeldt
 Nirmala Abishegam

Technical Advisor:
 Andy Collins

Desktop Publishing Artist:
 Ramesh Tamang

Production:
 Hasta Gurung
 Astha Koirala

Editor / Creative Concept:
 Nirmala Abishegam

Photo Credits:
 Anthony Tittley
 Andy Collins
 Nirmala Abishegam
 Paul Sefeldt
 Steve Martin

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For more information, please contact the
 Communications Office, UMN, P.O. Box 126, Thapathali, Kathmandu, Phone: 228118, 228060, Fax: 977-1-225559
 E-mail: umn@umn.mos.com.np