

# HRD COMMUNIQUÉ

## newsletter

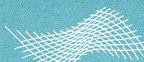
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Institute of Rural Management



Resource Center



RSPN

Rural Support Programmes Network

Rs. 50/-

### Dear Readers!

**G**reetings from the Institute of Rural Management

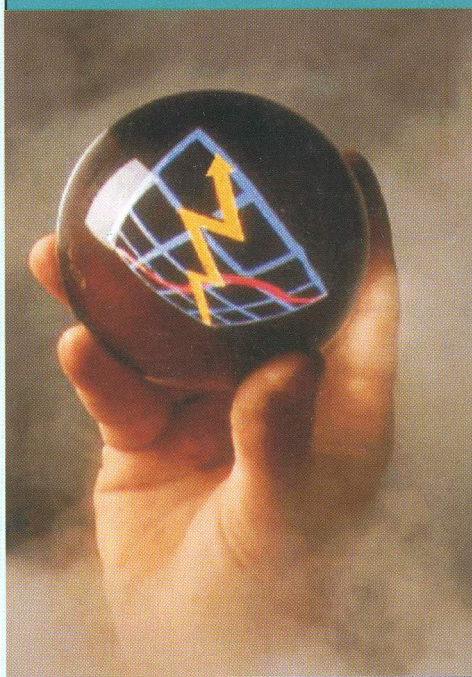
For this issue of HRD Communiqué we have chosen a new and unique theme: Improving Training Quality. The theme of this issue has been drawn from the initiative of our team i.e. the provision of quality training. For this purpose, our team has decided to conduct training workshops on regular basis. A quality training programme is one which is clear about the competencies it seeks to cultivate and stresses on relevance.

We can see that over the years, a significant progress has been made in this regard. Although, the progress we made is not consistent but a significant improvement has taken place.

The hallmark of this issue of the communiqué is that it contains an article on Improving Training Quality by Mike Breckin who is the Director of International Development Center in Huddersfield University, UK and an expert in Human Resource Management.

It also gives you a report of public forum on Food Security in Pakistan conducted by Akhter Hameed Khan Resource Center.

### IMPROVING TRAINING QUALITY



In the last part of the issue you can read the case studies of the community initiatives.

I hope you find the current issue interesting and useful. Your comments and suggestions, views and observations would be greatly valued as they will contribute to diversity and richness of contents.

Please send your feedback to: saeeda@irm.edu.pk

### Inside

#### Public Forum

Food Security in Pakistan ..... 02

Role of ICE in Quality Education ..... 04

Vocational and Technical Skills Project ..... 06

Events, Training and Workshops ..... 08

Upcoming Training ..... 08

Boost your self - esteem ..... 09

#### Lead Article

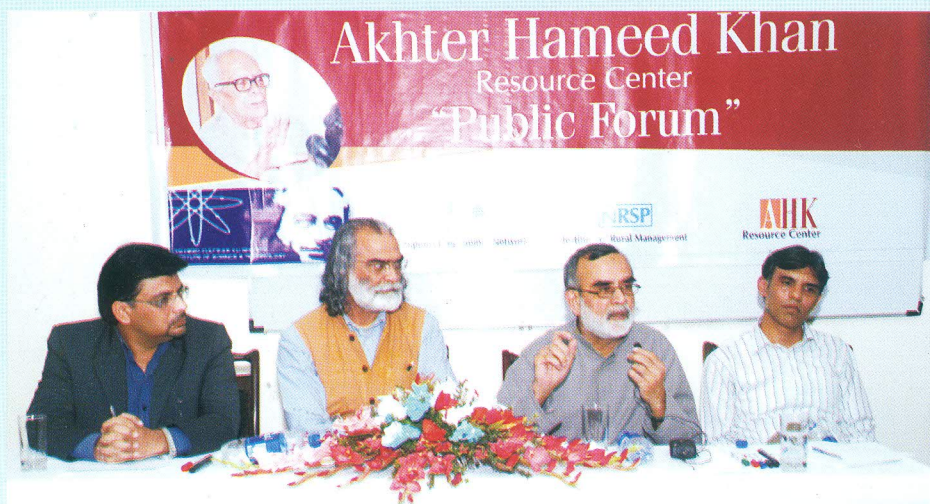
Improving Training Quality ..... 10

IRM News ..... 11

Case Studies ..... 13



# Food Security in Pakistan



L to R: Asad Hussain; SZABIT, Sarwar Bari; Pattan Development Organization, Fayyaz Baqir; AHKRC and Abid Suleri; SDPI

Akhter Hameed Khan Resource Centre (AHKRC) conducts a quarterly public forum on the current issues of the society. The 3rd Akhter Hameed Khan Public Forum on the issue of Food Security in Pakistan was conducted on Oct 31, 2008. It was organized at Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST) Islamabad Campus.

The panelist included: Dr. Abid Qaiyum Suleri; Executive Director- Sustainable Development Policy Institute (SDPI) and Mr. Sarwar Bari; National Coordinator - Pattan Development Organization while Mr. Asad Hussain; Deputy Director- SZABIST was the chief guest of the event.

The proceedings started with the recitation from the Holy Quran. Mr. Fayyaz Baqir; Director-AHKRC welcomed the panelists and the participants. In his welcome address, he highlighted the life and achievements of Akhter Hameed Khan.

Commenting upon the objective behind conducting AHK Public Forum, he said

that the forum provides a platform where People, Professionals and Politicians (PPP) are brought together. The objective behind making this combination (PPP) is that whenever this triangle is formed; we start triggering of a process where people are enabled to make basic and fundamental changes in their own lives.

Mr. Bari opened the floor. He said that the food security of a large number of nations across the globe is at stake because of recurrent food shortages and price hike. Like many other countries of the world, Pakistan is greatly affected by this phenomenon and the recent flour crisis is just one example of it.

He also highlighted the issue of food insecurity as a major concern and its impact on the rural as well as the urban population of the country. He gave a brief comparison of the food situation in Pakistan and its availability in developed countries.

Mentioning the concerns of the community about the food crisis, he

suggested that Pakistan must take drastic measures to tackle the issue while focusing on achieving sustainable food security through increasing productivity, encouraging entrepreneurial agriculture and introducing income diversification interventions at the farm level.

"In the varied and rapidly changing, agriculture sector, government needs to offer new opportunities to hundreds of millions of rural poor to move out of poverty by engaging them in high value agriculture and non-farm economy" he added.

Mr. Abid Suleri; Executive Director- SDPI speaking on the issue about food crisis stated that the soaring international food prices, coupled with reduced national food production, rapidly increasing energy prices, effects of climate change on agro-food production, attempts to use bio-fuel as an alternative to fossil fuel, and multilateral trade politics (negotiations on agriculture) have posed direct problems for the governments of the poor as well as the developing countries.

While emphasizing the importance of investment, he further suggested that the current price hike should be an awakening call for the world. It is the need of the time for the countries around the world to make long term investment in the food supply. If the governments want to remain insulated from the external triggers then the only way out is to invest more in food production and become food sovereign.

Soaring food prices should be a wake-



# Food Security in Pakistan

AHKRC Public Forum



participants of the Forum

up call for the world to make long term investment in the food supply chain in general and for countries like Pakistan in particular because extremism is the off shoot of food insecurity". Abid Suleri; Executive Director- SDPI.

Mr. Fayyaz Baqir wrapped up the discussion by sharing that the current food crisis is not the product of limited production capacity either nationally or internationally. The key factor is governance. He added that this food scarcity is created by the traders, hoarders, multinational corporations and present fiscal policies are another factor contributing to current shortage.

While taking the case of Pakistan he said that we are lacking in three areas:

- Articulation of a sound policy
- Articulation of short term, medium term and long term plans
- Enforcement and consistency in these policies

The chief guest in his concluding discourse appraised the efforts of AHKRC in highlighting such issues at forums like these. He thanked the organizers of the public forum for taking the initiative to generate debate at such a critical issue at the right time. He concluded with the theory of comparative advantage suggesting that we should determine some other area where we have advantage instead of just concentrating on wheat production.

The AHKRC Forum concluded with the shields of appreciation, presented to the panelists. The Chief Guest; Mr. Asad Hussain presented shields to the



speakers: Mr. Abid Suleri and Mr. Sarwer Bari. At the end Mr. Roomi S. Hayat; Executive Director- IRM presented shield to the chief guest of the event.

## Announcements

Akhter Hameed Khan Resource Center is starting a workshop on formulating research questions for graduate students in February. For registration please contact [samar@irm.edu.pk](mailto:samar@irm.edu.pk)

Akhter Hameed Khan Resource Center is screening outstanding documentaries on development in rural areas of Pakistan.

The next documentary will be screened on Feb 6, 2009 (Friday)  
Time: 3 PM  
Title: Valleys in Transition  
Venue: Institute of Rural Management,  
House #6, Street 56, F-6/4  
Islamabad  
Contact: 051-2822752-92

We are looking for case studies conducted by RSPs staff on their own work or on the partner organizations. Please send your case studies to [saeeda@irm.edu.pk](mailto:saeeda@irm.edu.pk)

Saeeda Zardad



The Teacher Resource Up-gradation Center (TRUC) of NRSP - Institute of Rural Management lay claim to significant achievements in building the capacities of teachers through in service teacher training and teaching materials development after completing 24 months of Teacher Training Program implementation under PESRP (February 2006- February 2008). Through continuous teacher training school participation had increased by making the quality of classroom instruction better and relevant.

## Project Performance Output

- 4,731 primary school teachers in Attock, Chakwal, Rahim Yar Khan, Vehari, and Faisalabad were trained on Innovative Teaching Methodologies
- Teacher and SC Training Modules were reviewed and revised editions developed. A Resource Book on Teaching Phonics was also developed. A video documentation

of the Training on Innovative Teaching Methods was prepared as well as 32 supplementary teaching guides (for all subjects in the curriculum of grades 1-5).

- Ongoing teacher assistance activities through a coaching and mentoring scheme for trained teachers to address gaps and challenges that come with the use of new teaching techniques were adopted and implemented.
- Resource Centers for teachers in all districts were established.
- Capacity building activities for the members of NRSP-IRM's training/ monitoring teams and mentors were regularly provided.
- Trained teachers' reactions to the training, behavior changes and ability to implement what was learned, the results of which will be used to improve future training and to tailor ongoing teacher assistance activities were monitored and evaluated.

In consideration of the positive results of this Teacher Training Programme, the team feels motivated to do more and conceptualized a broader approach in dealing with the challenges in education. The plan is to enhance the scope of TRUC's reach by designing and developing a center encompassing all facets of education. TRUC will then be just a component of a larger hub which will be known as INNOVATIONS CENTER ON EDUCATION (ICE).

The center will symbolize change represented by a *melting ice* where the various areas in education needing change will be recognized; then commitment and energy will be *mobilized around an identified purpose* after which the *new methodology or model will be institutionalized*. The center will then have the following components divided into three broad categories:

1. Using different techniques that will dissolve the crystallization of current behavior.
  - Research - Conducting research/TNA/Situation Analysis and developing a monitoring and evaluation mechanism covering the curriculum/classroom management/assessment/teaching methodologies/school community partnership component, process evaluation and outcome evaluation of teaching
  - Development of a Teaching Competency Framework
  - Development of Competency Assessment Inventory
2. Moving the entire social system to a new level of operation





- Organizing training activities that will strengthen the in- service requirements of schools. This is a way of responding to the immediate need of teachers for quality, relevant, continuous in-service training. The training activities will focus on the following areas- upgrading teaching/learning skills; school and community partnership; mentoring the mentors; school empowerment; multi grade teaching; utilization of local resources; fund raising; establishing sub- resource centers in different areas. This will be carried out by providing resource persons for trainings/ workshops; designing training programmes and plans; and assisting with the development of resources and training materials.
- Training programmes being offered by ICE
- Participatory Approach to School Governance through School Councils
- School Empowerment Programme through Continuous Professional Development for Teachers, Head Teachers and Coaching and Mentoring
- Building the Capacity of Partners in Education
- Development of advocacy and communication materials, e.g. newsletter, annual reports, education support materials, educational videos, etc
- Promoting health in schools by developing and implementing comprehensive school health programs
- Establishment of a teachers network to strengthen their links with one another and other

partners in education

Search for best school and effective teachers

Organizing annual education conferences, school exhibits and fairs, interschool visits, summer camps, demonstration teaching

3. Securing the new system against reverting to the old ways or to some other unintended result
- Development and implementation of a **Program on Adult Literacy and Life Skills (PALLS)**

Establishment of ICE- INNOVATIONS CENTER ON EDUCATION with the following services:

Demonstration school (Pre-School to Grade 5)

- Exhibit Room
- AV Room
- Library and Computer Room
- Model Cafeteria (serving low cost, nutritious meals)
- Model School Clinic
- Playground (Physical Fitness Gym)
- Organic Garden
- Mosque (Islamiat Center)

## Vision:

The Training Team of NRSP-IRM Innovations Center on Education (ICE) envisions government schools offering quality education that will equip children/youth with knowledge and skill to better themselves, their people and their communities, and preserve their culture and environment as they cope with the challenges of life

## Mission:

The vision will be achieved by continuously designing and providing training to school

teachers, head teachers and stakeholders in education particularly those who are in the primary level that will make them effective facilitators of learning in schools, devoted to, and proud of being teachers, head teachers and education practitioners, nationalistic as well as socially involved, with a deep sense of spirituality, integrity, and professionalism. We are also committed to creating, and developing curricula, supplementary teaching guides and other teaching and learning materials that will inspire and empower teachers to become better educators. NRSP-IRM ICE's training program has a peer coaching and mentoring element distinguishing it from other programs.

## Team Values:

The values governing ICE's Program's development includes the following:

- The team functions in accordance with the highest standards in all relationships with partners: teachers, children, district officers, education officials and stakeholders, parents, and the community
- The team fosters a climate which encourages innovation, creativity, leadership and diligence amongst team members and rewards accordingly

ICE is currently building the the capacity of teachers and Parent Education Committees (PEC) in Balochistan.



# Vocational and Technical skills for better livelihood



In August 2008, Institute of Rural Management in collaboration with Plan International started a pilot project on "Vocational and Technical Skills for Young Men and Women in Vehari for Better Livelihood".

The project was meant for the young men and women of the area so as to provide them with the skills necessary for earning better livelihood. The target of the project was to train people within the period of six months while another important objective of the project was to ensure maximum participation of the women of the area. It aimed at giving them skills to enable them generate income ultimately empowering them. Before designing the training events, a

## Facts:

Donor	Plan International
Project Area	Vehari (Punjab)
Trades	Beautician, tailoring and embroidery
Project duration	6 months
Target	150

training needs assessment (TNA) was conducted in the area so as to identify the participants and their needs.

Institute of Rural Management (IRM) designed training events on three different trades namely: Basic Tailoring, Basic Computer and Beautician. Programme schedule was prepared after consultation with the trainers keeping in mind the level of understanding of the participants. Follow up trainings were also designed to check whether the participants were utilizing the skills or not.

It was a very first time that the beautician training was being conducted in vehari. The unique feature of the project was that the female participation went over the target although the women participation at such level was impossible in an area like Vehari. In the beginning the participants were very hesitant to come because of the traditional attitude of the people and the participation even did not reach the target. But with the passage of time when the participants

analyzed the training procedures, people started coming in bulk that it became difficult to manage them. They started making requests to Plan International for admission but due to budget constraints and limited space only four more participants were admitted.

It was the support of the different training institutes that made this project successful. Tailoring training was conducted with the coordination of Sanat Zar, beautician with the Sahar Beauty Parlor and Training center and basic computer with the Pioneer Institute of Computer Sciences.

The training sessions were visited by different people from donor agency. "Livelihood Project officer" of Plan Pakistan; Yousuf Shakir commented



that it was the best experience while working with NRSP- IRM and he said that we would be pleased to work further with them in other areas. DPO – NRSP; Mr Pervez Gondal also visited the training events.

The project also included the training of life skills- Passport to success funded by RSPN. The training was given to all the participants who took the training of beautician and tailoring. It was a pilot project which was



# Vocational and Technical skills for better livelihood



assigned to IRM for implementation. These training helped participants develop confidence among them and improve their communication skills, control on emotions and financial management planning and interview skills etc.

The induction of life skills in the product was very effective and fruitful as the feedback was very positive.

Provision of training kits was also a part of the project so as to support the participants to initiate their business. NRSP also provided linkages to the trained participants. They were not only given micro-credit but the training kits as well so as to encourage them utilize the skill while starting their own small businesses. The kit included all the relevant material related to the training they were imparted.

At the end of the project, a closing ceremony was held in the resource center.

People from different NGOs, government offices and donors attended the ceremony.

The Chief Guest of the ceremony was Javed Chishti DO- Finance and Planning. Roy Akhtar Azhar; DO-Social Welfare Sanat Zar, Khalid Pervez; Field Unit Incharge- Plan Pakistan, Yousuf Shakir; Livelihood Officer-Plan Pakistan and DPO-NRSP also attended the ceremony. Participants also demonstrated their work. Two participants from each trade expressed their views about the effectiveness of the training.



Amara is one of the participants of tailoring. She was identified by Plan Pakistan as needy. She said that she had no knowledge of tailoring before attending the training. When she started the training she thought that it would be very difficult to learn the tailoring skills within a month but the cooperation of trainers and friendly attitude of the coordinators enabled her to learn the skill. She said "It was a big achievement for me that I got a contract of twenty suits on Eid during the training.

She also said that the life skill training gave her the confidence to talk in front of the people." Before the training I was very shy but the life skill training gave me confidence". The chief guest Javed Chishti; DO- Finance and Planning said that it was a



successful effort of NRSP – IRM for women empowerment in these areas and trainings like these should be conducted on government level as well. "We will negotiate with GM - NRSP in support the government to introducing these training courses at matriculation level", he added.



# Up Comming Training



## Women's Leadership Programme

Women's Leadership Programme is commencing cohort III of the Programme which will focus on Leadership and Management.  
Jan 19-31, 2009



## Young Professionals Leadership Programme

Young Professionals Leadership Programme is arranging a five – phase programme which will be commencing in  
Jan 25 - Feb 06, 2009.



## Loan Portfolio Management

A Training on Loan portfolio management for the micro credit professionals is being organized by IRM.  
Jan 7 - 10, 2009

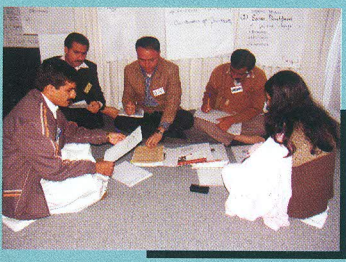
## Effective Financial Management

Staff Training Programme is conducting a training workshop on Effective Financial Management for Finance staff.  
Jan 27 - 31, 2009



## First Aid Road Safety and Attitude Change

A Training Workshop on First Aid Road Safety and Attitude Change for Driver is being conducted at IRM.  
Feb 7 - 8, 2009



## Effective Recruitment and Performance Appraisal

A Training on Effective Recruitment and Performance Appraisal Process for all RSP managers involved in the process of recruitment and performance appraisal is being organized by IRM in Islamabad.  
March 3 - 5, 2009

## Leadership & Management Development Training XIII

Professional Development Programme is arranging a twelve days training on Leadership & Management Development for mid level professionals at IRM  
March 1 - 12, 2009



# Boost your self-esteem



Samar Saeed Akhtar is a fresh and brilliant graduate of International Islamic University. She is a gold

medalist. Currently, she is working with AHKRC.

There are some traits that we all humans possess in general. There is absolutely no one who hasn't felt envious in life, or has never compared him-self with others; or in other way, desired to achieve what others around him, accomplished in life. These feelings come naturally to us; however the extent to which they exist in our lives varies from person to person.

Many times we get to encounter marvelous personalities who can be defined as accomplished, suave and ever delighted. We too find people who are generally crabby, judgmental of others and often speak too much about themselves. Thus a variety of behaviors prevails among us, which is the beauty of mankind. Though I don't believe in stereotyping people by putting them in different categories but point is that even though we all possess similar traits but their degree of existence in our personality differs. Imagine what it would be like if all of us possess same level of greed, covet, sarcasm, passion, humor, self indulgence, and what not. On the whole we are a bundle of desirable and undesirable traits. Amongst all these feelings there is one aspect that at times bear the brunt of our personality evolution; that is our SELF ESTEEM.

We often neglect the importance of self

respect but believe me it is one thing that can change everything in your life: your perspective, accomplishments, even other people's treatment of you and most importantly your contentment with life.

There are some small lessons that will help you in respecting your own self.

## **Stop dependence:**

We often seek refuge in our family, friends and those around us whenever we encounter setbacks or during any turmoil. At times, we make friends so that they can offer an emotional cushion in hard times. It is critical that we stop depending on others and understand the fact that our refuge lies in our own self. We need to tell ourselves that only we have to go through the hard time and face it like a gentleman.

## **Work hard but believe in destiny:**

Efforts are typically followed by expectations; we seek an outcome for all our endeavors; for example employees expect some form of appreciation of work from boss, a competent student expects a lucrative salary and when somehow one doesn't attain what he seeks then devastation is likely. We need an attitude shift: always believe that you will get only what is in your destiny. Perseverance and faith in destiny; both are the ingredients of success.

## **Own yourself:**

Accept yourself the way you are. At times we are influenced by a certain personality that we deliberately imitate him or make pretense of desirable attributes that we do not possess; which may result in loss of our distinct individuality. Do admire someone because you at times unconsciously attain that quality, but acknowledge

your own strengths and weaknesses. Identification of our weaknesses is the first step of self improvement because your weakness is likely to evolve into strength once you work upon it. According to Aldous Huxley:

"There's only one corner of the universe you can be certain of improving, and that's your own self."

## **Love yourself:**

"If you can't get a compliment any other way, pay yourself one." -- Mark Twain.

Remember that you are special. No matter what others think of you or make you feel like a loser, the reality remains that you are unique. Instead of seeking anyone's approval make yourself the way you want yourself to be. Further when you respect yourself then those around also give you respect. As Dr Sonya Friedman said, "The way you treat yourself sets the standard for others."

## **Never fear of making mistakes:**

The prime reason of not identifying our true potential lies in the fact that we do not confront our fears and dare to accept challenges. You might not have spoke in front of public till now; why not try once. You might not be able to utter a single word in first attempt but give yourself pat on the back for at least taking the plunge. Next time you might be able to deliver a statement and you never know you become a good speaker one day. Remember you cannot learn unless you make mistakes; every time you make a mistake feel good about it because they are the best teacher.

Last but not the least, listen to all but do; whatever you think is right.

Samar Saeed Akhtar





*Mike Breckin is an internationally respected Technical Training authority and organizational consultant. He holds a Doctorate from London University. He has a vast work experience in the field of development. He's working as an expert of Technical Training and Human Resource Development in the Ministry of Higher Education, Syria; a European Union funded Project His previous International work includes: DfID Projects in Jordan, Oman and India: World Bank and ILO in West Africa: UNDP Project in Pakistan: British Council development programme in Ethiopia. Currently, Mr. Breckin is serving as a Director of Institute for Educational Research, in Huijia University; China. He has also served as a Director of the International Development Centre in Huddersfield University.*

Over recent decades considerable progress has been made in both education and training. Of course this progress has not been universally consistent. Different countries and, indeed, different organisations within a

single country have different capabilities and have set different priorities. But, nevertheless very significant advances have taken place.

We now have more accurate standards by which to measure intended learning outcomes, quality control systems which ensure consistent and focused delivery of learning, a better knowledge of the psychology of learning and of behavioural change – which particularly in the case of training (as opposed to education) frequently has to accompany skills development.

One of the most significant of these advances has been the recognition that effective learning is a balance between knowledge, understanding and competence. In the UK, for degree awarding courses, the Quality Assurance Agency provides guidance in this through its Subject Benchmark Standards. But the balance between these three key learning outcomes must obviously vary to some extent according to the subject which is being studied, the level at which it is being studied and the nature of the use to which the learning will be put.

In the case of training, it is usually true that competence is the outcome by which the success of the training is judged. The ability in the person trained to 'do something' is the key learning outcome; a certain level of knowledge and understanding are necessary, but without the ability to apply these, the training will normally be considered a failure. The same is not necessarily true – at least not to the same extent – in education. Therefore a quality training programme must be very clear about the competencies it is

seeking to develop. But quality in training also means relevance.

Therefore a well designed training programme must not only include all the abilities required, but also exclude unnecessary or irrelevant content. The latter can sometimes be more difficult to achieve than the former. Nevertheless, this is important, not only because of the cost and, often also, the inconvenience of training, but because we need the learning outcomes to be closely focused on essentials and not sidetracked by irrelevant inputs.

There is also a question over how long should we expect a particular learning outcome to remain adequate to match changing competencies. Because competencies do change sometimes in the modern world, very rapidly. A 'leading edge' skill today becomes commonplace, or even out-of-date tomorrow. This we understand and consequently modern human resource management thinks in terms of 'all of life' development; the need for periodic re-training. But, on the other hand, trained people continue to learn informally through their experiences on-the-job. So how do we judge when formal re-training is required? This again returns us to the issue of competence, but this time to address the question of when has a competence changed in such a way that the experience of a worker on-the-job is insufficient to bring about the required performance changes.

Following these introductory observations, it will come as no surprise that the remainder of this brief paper will be given to a discussion of issues related to competence. Although



understanding competence is not the only requirement for quality training, once we are able to identify the competence needed for a particular task, we are in a position to provide quality training through selecting the appropriate learning tools.

A simple, but useful definition of competence is the ability to consistently complete an activity to a predetermined standard in a predetermined time. But hidden in that simple definition are numerous potential problems.

To begin with competence is not an absolute value. Whilst it is true that a person may be judged to be either competent or not competent in a particular activity, the determination of what constitutes that competence may vary widely. This is true within employment sectors, but is particularly the case between different categories of activity. To take an extreme example, the same proportionate level of competence would not be attached to the activities of a waiter in a restaurant as it would to a surgeon in an operating theatre. Therefore competence is determined in large measure by the value that we attach to a particular activity. It is also frequently influenced in practice by the perceived simplicity of a competence; if it appears easy to achieve a particular skill then it is usually included whether it is actually essential or not. So our waiter may never need to operate a dish washing machine as it is not a part of his job, but as it is seen as a simple skill to acquire it would probably be included in a training programme. This is somewhat paradoxical and contrary to the observations earlier in this paper,

but it is nevertheless true.

Competency is usually measured also in the time taken to complete an activity. However, again we are confronted by marked variations. If we return to our surgeon, the time it takes him to complete a surgical process is rather less important than the success of the outcome: for the waiter on the other hand, the speed with which he is able to serve customers may be an essential aspect of competence. Of course the waiter and the surgeon are extreme examples, but these (and other) complications in determining satisfactory competences exist right across the working environment. But these difficulties must be solved if we are to facilitate quality learning.

Therefore our efforts to improve the quality of training commence in the workplace as perhaps they should. They commence with our ability, as trainers, to understand and to analyse the tasks being conducted and to define them as learning outcomes. The accuracy with which this is done will ultimately determine the quality of the training and its success in meeting the actual needs of the working environment. In many practical working situations this is by no means an easy task. And the work environment itself is subject to wide variation which may add their own quota of complications. Some years ago, a textile company in Asia was worried about the performance of its workers and was considering an up-grading training initiative. The concern was based upon the productivity level being less than that predicted by the manufacture of the equipment being used in the company. This they believed indicated a lack of

competence in their employees. In fact they were mistaken. The productive capability of the textile machinery was calculated by the manufacturer using new equipment in an ideal working environment with fresh operators. When placed in a real working environment there was a substantial down-grading of the system and this accounted for the reduced overall productivity. All working environments differ to varying degrees. In this case the competence of the workforce was not the issue and nothing would have been achieved by additional training.

Although not the only requirement for improving the quality of training, a clear understanding of competence, derived from an accurate analysis of the working environment and of the tasks being conducted there, makes an essential contribution.

## IRM News

- Mr. Fayyaz Baqir has taken over as the Director of the Akhter Hameed Khan Resource Center.
- IRM has restructured its sections. The new sections are:
  - Social Mobilization
  - Livelihood Section
  - Management Development Programme
  - Professional Development Programme
  - AHKRC
  - Services
  - Finance & Accounts



# Case Studies

## Walk on progressive track.....

### CO Basti Raees, District Rahim Yar Khan

Community Organization; Basti Raees



Salman U/C Abad Pur is a very poor and under-developed CO of the district Rahim Yar Khan. Along with many other problems, the residents of the community are facing a major problem of transport. As it is a remote area, it lacks infrastructure. Since the condition of the roads of this area is shabby, the main problem they are facing with is the transportation between the city; Mouza Dolatpur and their Basti. It takes almost two hours to them to reach the main road to the city from their village. The reason is that a canal happens to pass through their farms to their basti. It is very difficult for them to carry their crops to the market for vending. The road they were using was very rough and shabby so the distance they used to cover happened to turn approximately 4 kms.

Another problem they were confronting due to this canal was that the children of the Basti were unable to go to the school because they had to walk for two hours to reach the village school while using the alternate way to the school which was not only very long but shabby as well.

There was only one solution of all their problems and that was the construction of a bridge on the canal for the easy

transportation.

So, one day all the members of CO and people of the village decided to build a bridge on canal to ensure easy and quick access to the market and to the school. They meet their spiritual leader (Pir Sahab) Makhdom Almdar Hussain Shah who had a very strong influence on local political powers. Makhdom Almdar Hussain Shah discussed the problem with Makhdom Ali Akbar who was MPA at that time. As a result of their continuous personal efforts, district government gave them a grant of Rs.4, 50,000 for the canal bridge project.

The bridge is complete and ready for transportation now. There is also a proper system of repairing the bridge in case it is damaged.



"Prior to the formation of CO, we never planned for mutual benefits. Now we have started developing the links for the benefit of the CO. This is the result of social mobilization of NRSP that opened the window of awareness for us", said Gul Muhammad (President; CO Basti Raees Salman)

### Determination only; if you want the best

Abdulkarim, CO Kotsamaba, District Rahim Yar Khan

Abdulkarim is a poor resident of

Behishti village, union council Kotsamaba; district Rahim Yar Khan. His mother has died and he lives with his father and seven siblings. His father is Imam Masjid and cultivates five acres land as well but unable to meet the needs of his family. Abdulkarim wants to surmount the financial problems of his family.

In 2004, he completed his intermediate education but could not continue his studies due to financial problems. With this education he tried hard to get a job but all in vain. Somehow he heard about National Rural Support Programme (NRSP).

This name stimulated him in taking decision to become the member of community organization (CO) on the platform of NRSP, because he wanted to fill the colors of reality in his dreams i.e. dreams of getting a social status, self reliance, and helping others. When he became the member of the CO he came to know about the vocational training programme of NRSP-IRM. He joined NRSP was sent to Islamabad to attend the training of "Basic Mobile Repairing".

His family members were very happy to know that all the training expenses will be beared by NRSP. In August 2005, he came back with the basic theoretical



and technical knowledge about mobile repairing. He took his first loan of Rs.10, 000. From this loan; he bought



# Case Studies

a computer and mobile repairing tool kit, and started his small business in partnership with a friend in a mobile



shop in Kotsamaba but unfortunately the partnership could not work. He decided to move to Rahim Yar Khan where he worked as an apprentice on a mobile shop with the monthly package of Rs.5, 000. With his income he refunded his first loan and got another loan of 14,000. With this loan and his savings he planned to open his own mobile repairing shop. In the meanwhile, fortunately he got another opportunity of participating in "Advance Mobile Repairing" training in August 2007 at IRM, which enhanced and polished his on hand skills.

In December 2007; finally he opened his own shop and now his monthly earning is Rs.9000. After paying electricity bills and deducting other operational expenses, he is saving Rs. 3000 per month. Now he is financially strong enough to support his family.

**Social mobilization; building a better tomorrow**  
**Najab Shaheen Bibi, CO Walana, Chakwal**

Najab Shaheen is a CO Manager of village Walana; District Chakwal. She says " before attending the training of NRSP; the terms "village development, self help and social and economic stability" were all as incomprehensible

as mathematical formulas for me in the past, and I needed a lot of time to comprehend them". When she heard about the proceedings of a men's CO meeting and she came to know that people gather and talk about their problems in order to find solutions, it was a new idea for her and the other women of the village. The idea appealed her and she with the help of the NRSP made CO in her village. She was selected as the Manager of the CO.

She attended several courses when she was made the manager of the CO. she attended the Leadership Management Course from NRSP-IRM which enabled her to understand the terms "village development, self help and social and economic stability".

These training courses also taught her record keeping planning and effective communication skills. She was then better able to establish linkages with other organizations and to coordinate and organize CO meetings. She also learnt how to internalize the concept of



depending on their own capabilities to help their community and themselves by forming linkages with Government Departments and non-Governmental organizations for the betterment of the community.

She also introduced an income generation plan at the household level according to which the women

community members intended to enhance and acquire skills for income generation and enterprise development.

She also established a school in her community after attending a series of teacher training courses with the cooperation of NRSP. She equipped her with the latest teaching techniques and increased the enrollment in the school. There are around 70 children in her school that she had established with the support of NRSP.

The school fee per child is 100 Rs. per month.

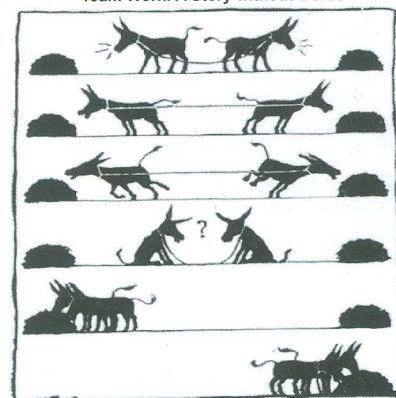
She also attended the agriculture workshop which was held with the collaboration of NRSP which enabled her to increase her annual income to Rs 36,000.

"These COs provide a platform not only for discussing our problems but helps us to find out the solution of our problems as well. It taught us different ways of saving, and how these can be utilized effectively".

She is determined to form more COs. She has organized 100 households through 3 women's COs and two men's COs in Hattar, Bharpur.

We are looking forward to "Income Generation Training" and an "Enterprise Management" training which will be held with NRSP's cooperation in the near future. (Najab Shaheen Bibi)

Team Work: A Story without words





# Akhter Hameed Khan

## Resource Center

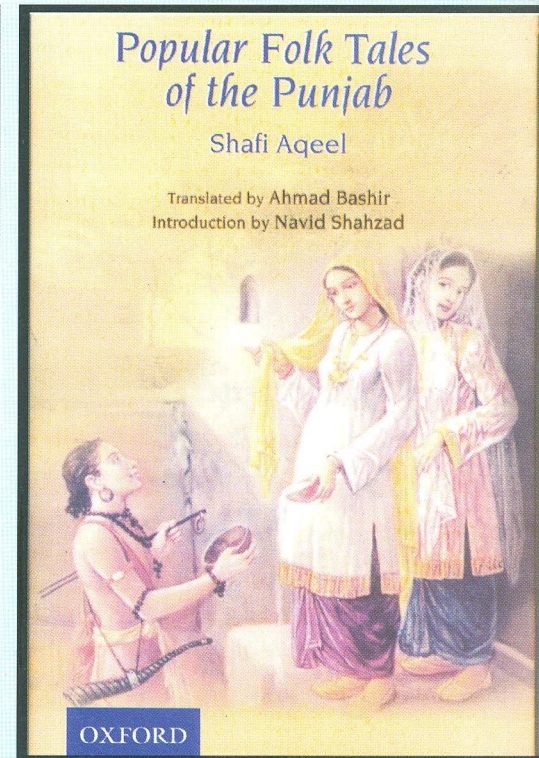
### BOOK REVIEW:

**Popular Folk Tales of the Punjab** is a collection of Punjabi folk tales, which is compiled from the narratives of people from various parts of the province of Punjab.

These tales form a part of the cultural and literary heritage of the subcontinent of South Asia. They represent the human predilection for telling stories that goes back to the beginning of time. The stories are not the creation of single individual but the product of diverse minds embodying the tradition of different ages and the emotions and perceptions of countless generations. Such stories can be very useful as they provide the raw

material for all great literature today and the novel, the short story, epic poetry etc, in some form or other, are all indebted to the legacy handed down by word of mouth through thousands of years.

Shafi Aqeel is a journalist, writer, poet, art critic and a translator. He has edited and co-edited a number of magazines, and contributed columns on art and literature to the national newspapers. He has written various books and book reviews.



## New Arrivals in Akhter Hameed Khan Resource Center

### Siyahat-e-sultani

By Mamoona Sultan

### Peshawar City on the Frontier

By S.M Jaffar

### The Sindh Police

By Akhtar Hussain Khan

### Journey to God

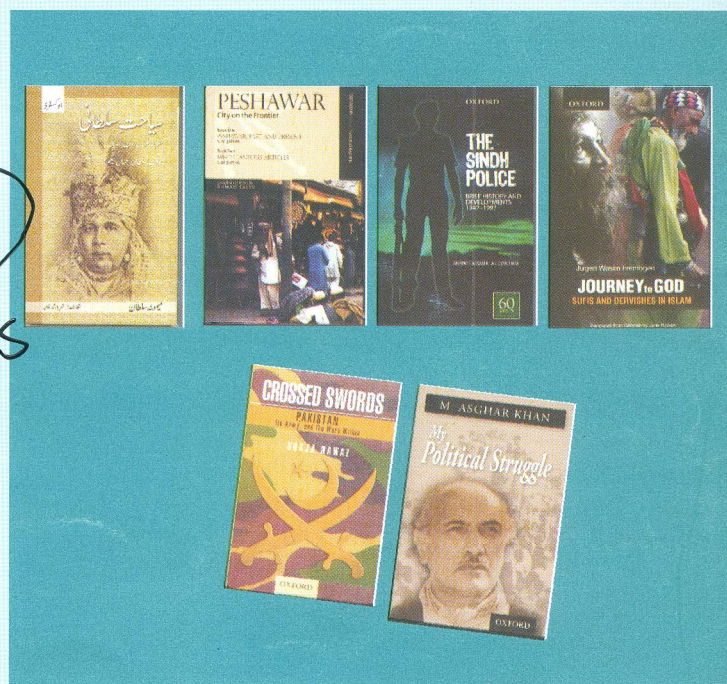
Sufies and Dervishes in islam  
Translated by Jane Ripken

### Crossed Swords

By Shujah Nawaz

### My Political Struggle

By M. Asghar Khan



Please write to us at: Editor, HRD Communique

NRSP-Institute of Rural Management

6, St. 56, F-6/4, Islamabad or

E-mail: info@irm.edu.pk

Tel: +92-51-2822752, 2822792, Fax: +92-51-2823335

Websites: www.irm.edu.pk - www.ahkrc.net.pk