

Volunteers and the Future of Britain's

Development Cadre : Two Papers

by

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The Future UK Cadre for Development

To achieve the objectives of the policy of more help for the poorest measures are needed to ensure a future British development cadre of adequate number and quality, especially in the field of rural development. This poses problems - of combining different sorts of experience including direct exposure to rural situations; of the difficulties new entrants face trying to cross an age and experience gap; and of poor career prospects. The main proposal is for the creation of a development cadre with ten year contracts, enabling staff to gain experience through a combination of technical assistance, consultancy, residence in developing country villages, field research and writing-up, a university sabbatical, development teaching, and work in ODM or other development agencies.

Returned Volunteers and the 'Development Cadre'

This paper builds up a picture of the qualifications and experience of volunteers interested in returning overseas and to raise questions about their potential as a resource for the development cadre. The paper is divided into five sections. The first two outline the source of information, and general trends in the volunteer programmes; these are followed by a review of the types of careers RVs pursue, and a more detailed look at those who are interested in a career wholly or partially overseas; the final section considers the demand of the ODM for overseas staff.



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Abbreviations

BVP	British Volunteer Programme
CIIR	Catholic Institute for International Relations
IVS	International Voluntary Service
NDA	National Diploma in Agriculture
NERC	National Environment Research Council
NGO	Non-Governmental Organisation
ODIN	Overseas Development Institute/Nuffield Fellow
ODM	Ministry of Overseas Development
OSAS	Overseas Service Aid Scheme
RVA	Returned Volunteer Action
RNR	Renewable Natural Resources
RV	Returned Volunteer
SSRC	Social Science Research Council
TC	Technical Cooperation
TCO	Technical Cooperation Officer
UNAIS	United Nations Association International Service
UKTC	United Kingdom Technical Cooperation
UNDRO	United Nations Disaster Relief Organisation
UNHCR	United Nations High Commissioner for Refugees
VOLAG	Voluntary Organisation
VSO	Voluntary Service Overseas
UEA	University of East Anglia
UMIST	University of Manchester Institute of Science and Technology



## THE FUTURE UK CADRE FOR DEVELOPMENT<sup>1</sup>

Robert Chambers

This paper is designed to provoke discussion. It considers the demand for UK personnel in development, the gap in supply of such personnel for the future, and possible solutions including the creation of a new Development Cadre. 'UK personnel in development' here includes Technical Co-operation Officers (TCOs), ODM and British Council staff, voluntary agency (volag) staff, volunteers, staff on secondment to development agencies, development consultants, and university research and teaching staff, working variously in the UK or abroad.

The main proposal follows from the need for a cadre with expertise and experience in rural development. Rural development is, of course, only one area to be covered in a national cadre. If the main proposal is acceptable, then a choice will lie between either limiting it to rural development, or in addition setting up parallel cadres for areas such as international economic policy and urban development, or covering all such development areas with the same Development Cadre.

### The demand for a development cadre with rural experience

A very high priority of UK policy must continue to be to enable developing country personnel to gain training and experience and to enable developing countries to become independent of technical cooperation. Moreover, technical cooperation between developing countries should and will play a much more significant part in future development. The proposals in this paper are in no way intended to maintain relationships of developing countries dependence on UKTC. Rather they are based upon the conviction that it should be in the nature of good technical cooperation to work itself out of a job. In the short term, however, an increased demand for technical cooperation in the field of rural development can be anticipated, and it will be argued that in the longer term, for activities both abroad and in the UK, there will be a continuing need for a cadre with understanding and experience of rural development.

The main premises are as follows:

- (i) The policy of more aid for the poorest has come to stay;

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<sup>1</sup> I should like to thank the many people whose ideas and comments have contributed to this paper. Responsibility for the views expressed is, however, mine alone.

- (ii) the great majority of the poorest will continue for decades to be either rural, or in countries in which the rural sector predominates;
- (iii) rural development is peculiarly slow and difficult, and requires skills and insights which come most effectively through combinations of study and research, direct in-depth exposure to rural situations, and hard practical experience;
- (iv) many of the initiatives which most effectively help the poorer people in the rural sector are small-scale and involve local institutions and institution building. The identification and appraisal of such projects, and sensitive support for them, are staff intensive and require in staff a high level of ability and relevant experience;
- (v) in the rural development field more and more will be done and should be done by nationals of developing countries. At the same time the total volume of work that could usefully be done by UK nationals related to rural development (in technical assistance, aid administration, professional links with developing countries, technological R and D, social science research, university teaching, development education, volag work, journalism, consultancy, training, etc.) will increase. The quality of that work will be sensitive to the training, experience and perceptions of those who carry it out;
- (vi) developing countries are understandably sensitive to 'junior experts', and prefer TC personnel who are experienced and mature;
- (vii) UKTC staff concerned with rural development will mostly be professionals in the physical and biological sciences, but to perform well they need a range of competences and insights from the social sciences; similarly, social scientists concerned with rural development need greater familiarity with the natural sciences;
- (viii) the quality of UKTC and aid personnel matters more than it may have appeared to in the past. 'Quality' here refers to attitudes, personal qualities, and the ability to understand and continue to learn about many aspects of rural situations and rural development.



## Problems of supply

On the supply side, three problems stand out:

### (i) Range of experience

Those concerned with development often suffer from narrowness of view. Their outlook may be confined to one discipline, or may be 'academic' in the bad sense, or may suffer from philistine ignorance or rejection of knowledge or insights. For the future, especially in rural development, the need is for those concerned to combine in themselves the capacity to take a many-sided view. This means that those in universities and engaged in training others should have practical experience, and that practitioners should have opportunities to broaden their view through periods at universities. Indeed it would be best if the distinction between 'academic' and 'practitioner' could lose its hard edges.

### (ii) The experience gap

There appears to be a gap between those who begin to qualify themselves for a development career (as overseas volunteers, as holders of Natural Resources Studentships, as staff of volags in developing countries, as ODINs, as graduates in development studies or in specialised courses geared to developing countries work), and the jobs which need to be filled. There are indications that:

- graduates in development studies find difficulty gaining first hand experience in developing countries;
- perhaps half those who work as ODINs leave development work subsequently;
- some returned volunteers would like to continue in development work but are unable to do so; (see page 19 below)
- only a small proportion of Natural Resources Students serve on after their initial obligatory tour.

More needs to be known about the scale and nature of these tendencies. But in the meantime, it seems that the problem of meeting the demand is not one of shortage of people entering the streams (into development studies, into Natural Resources Studentships, into VSO, etc.) but more one of bridging the gap which follows that initial experience, encouraging and enabling the best of such people to become part of the more experienced development cadre.

(iii) Career prospects

Poor prospects for a career in development are probably a major deterrent both for potential entrants and for persons faced with the decision whether to continue in development after a first contract abroad. This has become more serious in the past few years as the job market in the UK has tightened. Those who consider working overseas may be rational in fearing for their future employment, and in considering that their chances of promotion at home will be diminished if they spend a period abroad. The Corps of Specialists as it stands provides a career only for a small and very experienced elite.

Solutions

Present relevant arrangements include:

- the Supplementation Schemes
- the TCO cadre
- the Corps of Specialists
- the Natural Resources Studentships Scheme
- overseas volunteers
- ODINs
- the FAO Associate Expert Scheme
- the home-based schemes for government and universities
- direct contracts between individuals and overseas governments or universities
- working abroad as part of normal duties (in government, as consultants, etc.)
- working abroad on secondment from a UK employer (government, university, or public or private enterprise)

In general, (and with the exception of the Corps of Specialists) arrangements either fail to provide job or career security for those concerned; or lock people into a set of British-based obligations as well as employment which limits their availability to work abroad.

## Individual Measures

In seeking solutions, some individual measures can be proposed for consideration:

(i) supplementary field staff for volags

Direct ODM support for supplementary field staff for volags working in developing countries. Oxfam and other volags are often criticised for their administrative overheads. This may lead to understaffing in the field. Useful experience could be gained, helping to bridge the experience gap, by staff recruited by the volag but paid by ODM for as long as they were working in the field.

(ii) training support for consultants and volag staff

A scheme for funding the first period in the field for young professional staff working with consultancy firms or volags.

(iii) volunteers for emergencies

A central list (combining existing lists) of people available at a day or two's notice to respond to an emergency call. Links could be established with volags and with UNDRO, UNHCR, WHO, etc., who may have urgent needs for people at short notice. Aspirants for this fire-brigade role could put their names on and take them off, according to changing circumstances.

(iv) associate expert schemes

Exploring the possibilities of making use of the associate expert schemes of other organisations in addition to FAO.

(v) recipients as donors

Reducing the asymmetry of the aid relationships by asking recipient countries to be donors of experience to young professionals.

(vi) sensitive recruitment

Recruitment to take account of family circumstances, attitudes, etc., more than in the past, and to be sympathetic to the aspirations of younger people. Some of those engaged in the selection process should themselves perhaps be under, say, 35. A deliberate attempt should be made to increase the proportion of young people recruited.

(vii) research organisation

Encouragement by ESCOR of multi-disciplinary research projects which include young researchers, including doctoral candidates.

While these measures should help, they do not tackle the problems comprehensively. They are stitches in old fabric, not a new suit of clothes. The linked proposals which follow seek a more comprehensive solution, combining what is best from past experience with recognition that a new person, a new career, and a new framework are needed.

A Development Cadre

The proposal is to institute a Development Cadre. This would combine features of the Corps of Specialists (ten-year appointments) with others of the Home-Based Scheme (flexibility in moving between different jobs, organisations and countries, including the UK). It would differ from both in establishing a framework which would entitle those in the cadre to spend proportions of their 10 years in a variety of activities. For a ten-year period, averages might work out as follows:

	total <u>months</u>	where spent		
		<u>third world</u>	<u>UK</u>	<u>other</u>
Technical assistance/developing countries consultancy	48	48	-	-
Work in ODM or other development organisation in UK	20	-	20	-
Development education	4	-	4	-
Field research in developing countries	6	6	-	-
Analysis and writing up	6	-	6	-
Sabbatical at university	8	3	5	-
Specialised training, courses seminars	6	1	5	-
Secondment to other aid agency	6	2	2	2
Leave	12	-	12(?)	
Residence in developing country villages	4	4	-	-
Total	120	64	54	2

These are averages in order to indicate the range of possible activities. They do not imply that every person would engage in every activity.

Each person appointed to the cadre would be entitled to claim that during the ten-year period, and subject to feasibility, he could take up one year of field research in a developing country, spend one year on a sabbatical at a UK university or similar institution, have six months of specialised training, and spend periods totalling up to six months resident in developing country villages.

In terms of contractual obligations and a 'minimum management' approach, the scheme could operate in two main ways. In the first, individuals would be contracted for the whole ten-year period. The cadre's management would then be responsible for organising a pattern of assignments for each person and for making arrangements with institutions to which each person was sub-contracted. No doubt arrangements would in practice be developed in close liaison with the individuals involved, but ultimately it would be the responsibility of the cadre management to ensure an appropriate variety and balance of assignments.

The second would involve institutions as well as individuals directly in the scheme. Institutions would join the scheme and undertake obligations to take on staff from the cadre for relevant periods of their development careers. These institutional obligations would need to be flexible or the scheme as a whole would become over-rigid.

Probably some balance between the two approaches would be best.

The advantages of this Development Cadre over the Corps of Specialists are:

(i) it provides greater flexibility in relation to changing demand. Staff would not necessarily have to be re-employed abroad as soon as they returned from overseas assignments. Instead they could be retrained, or trained in new specialisms to meet changing demand, or provided with other opportunities on the list;

(ii) broader competence and wider perspectives should be developed in staff as a result of their varied training and experiences. Natural scientists would learn about the social sciences, and vice versa;

(iii) the training, research, teaching, and university sabbatical components should make it easier to recruit and prepare young professionals, thus helping in bridging

the age and experience gap;

(iv) the opportunities provided for sensitive career development, and for adapting the sequence and nature of the career to family and other personal circumstances;

(v) the degree of security provided for ten years, and the opportunities for self-development and the acquisition of experience and skills, both of which should make the cadre attractive to some of the more able and ambitious younger people.

(vi) it could be required, through a quota system, that the age distribution in the cadre be maintained in a way which would ensure adequate replenishment with younger people.

Difficulties with the Development Cadre might include:

(i) cost. Financing arrangements would have to be worked out in detail. It might be simplest for ODM to finance members of the Development Cadre throughout their ten years. Depending on the numbers involved, however, and given the rundown on OSAS staff, this might not involve higher real expenditure than at present.

(ii) management. The Cadre would require a heavier management input per person than the existing schemes.

(iii) early career experience in developing countries. This would remain a problem, but could be reduced through secondment to volags, through sponsoring field research, through attachment to consultants and to aid missions, and through the other individual measures suggested above. By virtue of joining the Development Cadre, the chances of gaining experience would be enhanced, it not guaranteed, for a young professional since those managing the Cadre would have to find her/him experience or have him/her on their books as an embarrassment. This in turn would require those engaged on recruiting to be careful in their selection of younger people, preferring those with the personality, versatility, and ability to go on learning, needed for varied roles and experiences.

A probationary period might be sensible both so that those found unsuitable could be weeded out and in order to maintain flexibility.

The Development Cadre would immediately absorb the Corps of Specialists and reduce some of the management problems which they present. It could progressively absorb some TCOs, but entry would be competitive and by no means all TCOs who applied would be admitted. It might also absorb

a substantial proportion of the more able, qualified and committed younger people who at present wish to work in development but cannot get started, or who have begun as volunteers and wish to continue.

The creation of a Development Cadre would also provide a timely opportunity to re-examine the attitudes and training of development staff. The Development Cadre could be created as a body of professionals who were not only able and versatile, but whose attitudes and orientation were appropriate for the last quarter of the twentieth century. Such a cadre, if well managed, ought to make much more effective, over time, the attempts to implement the difficult policy of more aid to the poorest.

## RETURNED VOLUNTEERS AND THE 'DEVELOPMENT CADRE'

### Summary

The aim of this paper is to build up a picture of the qualifications and experiences of returned volunteers (RVs) who would be interested in working overseas again and to raise questions about their potential as a resource for some future British Development Cadre.

Unfortunately only limited information is available on the subsequent employment experience of the more than 16,000 British citizens who have been abroad as volunteers between 1958 and 1976. The information in this paper has therefore been taken mainly from two sample surveys - one by Vivienne Cook<sup>1</sup> of 355 Voluntary service overseas (VSO) volunteers who returned in 1970 or 1971 and another by the present author of 336 questionnaires compiled by members of Returned Volunteer Action (RVA). Brief surveys of volunteers who returned between 1974 and 1976 were also used.

Changes have been taking place in the British Volunteer Programme (BVP) over the last few years. There is an overall decline in numbers, particularly in the formal non-technical teaching category. Requests for volunteers, especially among the three smaller volunteer sending agencies,<sup>2</sup> are tied more directly to a particular job overseas and this often means a skilled volunteer with work experience. These changes are mainly due to more poverty-oriented criteria for project selection and an increasing number of field staff working directly for the volunteer sending societies.

Most RVs are subsequently employed in Britain, but a substantial minority are employed in work directly related to overseas development, and a few abroad. But whether or not continuing in development, three-quarters of RVs interviewed by Cook found their overseas experience of practical use in their subsequent employment.

The proportion of volunteers wishing to continue in development seems, however, to be much higher. Cook's survey found that nine out of ten RVs favoured a career which would involve some work abroad in developing countries - and no less than six out of ten ruled out any career which would be entirely based in the UK or another developed country. Fewer than six out of ten, however, actually work abroad at any point in their career.

Why then do not more returned volunteers stay in development careers? There are several reasons:

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<sup>1</sup> Vivienne Cook 'A Study of Return Volunteers' (mimeo) August 1976.

<sup>2</sup> Catholic Institute for International Relations (CIIR), International Voluntary Service (IVS), United Nations Association International Service (UNAIS)



(i) lack of subsequent opportunities abroad, particularly in teaching, the specialisation of nearly two-thirds of the volunteers when overseas;

(ii) lack of relevant skills. This must not be overstressed since, according to Cook, no less than 57 per cent of RVs took at least one further education course on return from VSO, the majority on a full-time basis;

(iii) various difficulties in making the jump from volunteer to full professional status. RVs would in many instances find it impossible to accept volunteer terms for a further period overseas because of their domestic circumstances, but this does not mean that they would automatically expect an 'international' salary - some would even be put off by this.

(iv) lack of knowledge of opportunities and mechanisms for alternative recruitment. Cook's study showed that eleven out of twelve volunteers knew nothing about ODM schemes for providing assistance towards further training. No general information is available on the extent to which volunteers are informed about overseas recruitment possibilities - or the extent to which official and non-government development agencies consciously seek ways of obtaining persons with previous volunteer experience.

For obvious reasons, however, returned volunteers would seem to be an important source of recruitment for overseas development work, whether under official or non-official auspices. Volunteers are almost by definition highly motivated, and many have lived and worked abroad in circumstances much closer to those of ordinary people than most diplomatic or technical assistance staff. The friendship established and the insights and experiences of local life, if supported by technical expertise, provide an exceptionally strong basis for professional work in development particularly relevant for the priorities of 'More Help for the Poorest'.<sup>3</sup>

There is a strong case for recruiting more such persons into ODM itself. In view of this, it is striking that so few RVs at present seriously consider a career in ODM. Cook's study suggested that part of the reason for this is a feeling that ODM and the British diplomatic presence overseas was often cut off from the realities of the country - a view endorsed by RV's reactions to the ODM recruitment film 'Food for the Future'. If this position is to be changed in the future, the whole relationship between volunteers and ODM will need to be reconsidered, as well as ODMs recruitment policy and approaches.

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3. ODM White Paper, October, 1975

In summary, therefore, the potential for using more volunteers in a British Development Cadre exists - but specific efforts will have to be made if the potential is to be realised. Among the most important needs are:

(i) A change in attitude and approach on the part of ODM staff in their contact with RVs and a willingness to appreciate the motivation of volunteers. They should understand that volunteering in many cases is a commitment to development and not just an extension of 'student life'. They need to demonstrate that they are not bound by a limited view of the process of development but are prepared seriously to consider new ideas.

(ii) A longer-term strategy needs to be worked out which will produce a more confident approach to the recruitment of younger staff.

(iii) With more time between recruitment and posting an apprenticeship programme is required that will allow trainees to follow-up their specialist skill while at the same time not losing sight of the wider issues. Training programmes should not be restricted to the traditional channels but thought should be given to working within various organisations related to the aid field.

At a time of cut-backs in the aid budget it will be easy to argue that it is not possible to vote more resources for the recruitment of volunteers and their training for overseas assignments, but such a reaction would be short-sighted. I see no alternative to a major strengthening of the whole recruitment and training process if demands for personnel are to be met effectively and a serious effort is to be made to tackle problems of rural poverty.

#### Sources of information

The main problem that arises in trying to collate information about RVs is that none of the organisations within the BVP keeps systematic records of what happens to their RVs and whether they want to work overseas again. Most of the information in this part of the paper is therefore drawn from two independent studies, plus two ad hoc studies made by VSO and CIIR.

a) a comprehensive study by Vivienne Cook of a sample of 335 VSO volunteers who returned to the UK during 1971 or the last few months of 1970. Questionnaires were sent to 651 ex-volunteers; of these 359 were completed, however

four had come back in 1972 so a total of 355 were analysed. "The questionnaire covers a number of topics including what volunteers did overseas, their careers before and after VSO their education before and after VSO, their feelings about the VSO experience, their involvement in voluntary organisations, their continued contact with their local colleagues overseas and their views on the aims and effects of volunteering". (Cook)

b) a brief study by myself of 336 questionnaires which have been completed by members of RVA . These forms were sent to all paid up members of the organisation (600) but only this number had been returned when I undertook the study. The main function of these forms is to find out from RVs what skills they have and whether they are prepared to put these skills into a resource bank for development work in this country and/or overseas. (Sample form Appendix A).

c) a survey conducted by VSO in January 1977 on volunteers who returned between July and September 1976 to find out what they were doing and whether their overseas experience had aided or obstructed their plans. A total of 175 replied out of the 300 questionnaires distributed (see Table VI).

d) a listing by CIIR of the present occupation of volunteers who worked in rural areas and returned between 1974 and 1977 (see Appendix B).

General background and new developments in the volunteer programme

The total number of RVs is now estimated to be a little in excess of 16,000 of whom about 10,000 were in teaching posts.<sup>4</sup> Recently the total has been growing more slowly as there is a decline in the numbers of volunteers going overseas under the BVP, as can be seen in Table I.

TABLE I No. of volunteers abroad by main volunteer agencies, 1973-76

	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
VSO	1250	1178	1064	1064
IVS	137	117	88	79
CIIR	91	110	87	71
UNAIS	115	80	45	39
	<hr/>	<hr/>	<hr/>	<hr/>
	1593	1485	1284	1253

Source: Annual Reports of volunteer sending societies, 1974-77.

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<sup>4</sup>. British Volunteer Programme Secretariat

This decline is most noticeable in the programmes of the three smaller agencies; IVS have cut their programme by approximately half while UNAIS and CIIR are down to approximately one third and three quarters respectively of their 1973 sizes. These have been reduced still further in 1977.

As can be seen from Tables II - V the category of overseas employment showing the sharpest decline is teaching.

TABLE II British volunteers abroad with VSO by area of assignment

	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Education	772	737	622	591
Agriculture	112	93	100	110
Medical	140	118	102	111
* Technical	179	190	159	168
** Specialist	47	40	81	84
TOTAL	1250	1178	1064	1064

\* Included under this heading are builders, craftsmen, draughtsmen, electrical/chemical/mechanical/civil engineers, printers, geologists, and industrial arts teachers, and others.

\*\* Included under this heading are accountants, business administrators, economists/statisticians, hotel caterers, librarians, social workers, nutritionists, architects and town planners, and others.

Source: VSO Annual Reports

TABLE III British volunteers abroad with IVS by type of project

<u>Type of Project</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Agricultural (including teaching)	19	18	20	19
Social & community work	13	8	8	8
Medical and para medical	13	7	10	10
Teaching	54	36	10	7
Curriculum development, broadcasting, adult ed.	1	1	5	5
Teacher training	4	3	5	1
Vocational & technical	17	25	18	14
Accountancy, Development planning	9	9	6	6
Misc. - geologist, statistician	7	9	4	7
IVS field staff	-	1	2	2
TOTAL	137	117	88	79

Source: IVS Annual Reports

TABLE IV British Volunteers abroad with UNAIS by type of project

<u>Type of Project</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Agriculture	8	7	7	4
Social & community work	5	1	1	4
Medical and para medical	17	8	4	10
Teaching	49	30	17	3
Curriculum Development	-	-	-	-
Teacher training	-	-	-	-
Vocational & technical	13	11	2	6
Accountancy, Development planning	12	10	12	5
Misc. - geologist stats., library, language and training	11	14	1	5
Field staff	-	-	1	2
<b>TOTAL</b>	<b>115</b>	<b>80</b>	<b>45</b>	<b>39</b>

Source: UNAIS and BVP information sheets on volunteer posting

TABLE V British Volunteers abroad with CIIR by type of project

<u>Type of Project</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Agriculture	8	8	7	5
Medical	35	43	37	28
Commercial teaching	-	1	-	-
Secondary teaching	4	4	7	3
Technical & craft instruction	4	13	10	8
Building & eng. Workers	3	-	-	-
Architects	1	-	-	-
Research workers and economists	4	7	8	10
CD workers and adult ed. (Coop/credit union)	-	-	-	-
Veterinary surgeons	2	2	4	4
Librarians	1	1	-	-
Playgroup leaders	3	3	2	-
Volunteer administrators	3	3	4	5
<b>TOTAL</b>	<b>91</b>	<b>110</b>	<b>87</b>	<b>71</b>

Source: CIIR Annual Reports

This change in emphasis is a result of much questioning in the 1970s of the role of volunteer teachers, especially those working in privileged institutions overseas. This is part of a moderate to radical change by the BVP agencies in their project selection criteria in an attempt to work more directly with the poorest. Another important development is the decision to appoint their own overseas staff rather than working through the British Council, British High Commission or British Embassies. The three smaller agencies are working exclusively through their own representatives whereas VSO has approximately one third of its volunteer programme under its direct control. Efforts to set up other independent offices have been resisted in some countries by resident British representatives, who argue that a separate organisation increases the cost, confuses the image of the British presence and lacks the necessary status and administrative infrastructure; and that volunteers might be placed in projects which could embarrass the British Government. These arguments have been challenged by VSO and ODM, but the balance of power remains with FCO and therefore VSO has had to settle for a gradual phasing in of its own field staff.

All the agencies report that the changes in project selection criteria and field representation have altered the number of, and type of requests for, volunteers. The requests tend to be more specific and for people with some work experience rather than straight from college, training programme or university. The agencies' own field staff tend to have more time to work out a policy for each country and investigate requests for volunteers. This in turn has led to a rejection of many of the traditional postings. Working outside the Government framework conditions the size of the programme because few institutions other than Governments are big enough to use large numbers of volunteers.

From Tables II - V it can be seen that categories other than teaching have stayed fairly constant despite the agencies' plan to expand in these areas. The aggregate figures can, however, hide dramatic changes that have taken place within individual countries. In Bangladesh, for instance, before the war of independence VSO had about six secondary school teachers in all; now there are 30 technicians and craftsmen. A similar shift has taken place in the Philippines from University teaching to rural development. The agencies would like to expand their work to varying degrees in the non-teaching categories and as their field representative system becomes more established there could well be a rise in demand. Much will depend on the countries and the agencies concerned regarding the way they interpret their project selection criteria.



In some areas the agencies have faced difficulties in recruiting the type of volunteers required, especially those with more experience, even with high rates of unemployment in the UK. For example, there is no shortage of State Registered Nurses but qualified midwives are hard to find. High unemployment has not made it any easier to recruit volunteers because those with jobs will not give them up for fear of unemployment when they return, and for the unemployed volunteering does not mean that they can be sure of a job at the end of the period overseas.

Finally, the decline in the total number of volunteers and the changes in their composition need to be set against the changes in the size and composition of the UK technical cooperation programme over the same period. This has declined from 12,006 in 1973 to 9,287 in 1976, a reduction of 23 per cent compared with a decline of 22 per cent for the volunteer programme. In terms of composition there has been the same shift in objectives towards poverty-focussed programmes, though one suspects that the extent of the shift achieved in the volunteer programme exceeds that of the official one.

This whole area is worth further exploration both in terms of future trends in volunteer programmes and the projected increase in the technical cooperation programme.

#### Careers of ex-volunteers

From the Cook study and from the RVA Clearing House forms, it is clear that RVs tend to follow a career path directly related to the work they did overseas (with the exception of agriculturalists). This is not surprising when one considers that most volunteers are graduates or technically qualified, and a large part of the reason for their selection is that their qualification matches the demand from developing countries. It is worth speculating that agriculturalists, especially those with a practical background, find it more difficult to get a job when they return and that pay and conditions might prompt them to try for something different. Also those with a National Diploma in Agriculture might be studying for a higher qualification in the agricultural field or to broaden their qualifications. This is another area which requires more study because this category has often had the most relevant grass roots experience while working overseas.

From the Cook study and from comments made by agency staff it appears that a considerable number have found volunteering useful for their subsequent careers. Cook found that 48 per cent of RVs thought that their overseas experience "had counted in some way towards part or all of a professional qualification and/or directly entitled them to an increment in salary. 74 per cent found VSO experience to be of practical use in the job".

At this point it is worth commenting on the brief surveys carried out by CIIR and VSO of their RVs. In the former the majority are employed in this country in jobs with little apparent connection with their volunteer experience outside the purely technical link. (see Appendix B). This is interesting but it does not show what impact the volunteering had on a person's job aspirations or to what extent they are involved in activities outside their work which relate to their overseas experience (see Table VI).

TABLE VI Areas of interest expressed by Returned Volunteers in both full-time and part-time work

	<u>No.</u>	<u>% of total in survey</u>
Development orgs.		
Home action	162	48
Abroad	118	35
Overseas students/nurses	101	30
Teaching EFL/literacy	61	18
Community action/work	122	36
Advisory	66	19
Counselling	23	6
Environmental action	55	16

(Each person can indicate an interest in more than one area).

Source: RVA, Clearing House Scheme, June, 1977

The VSO study was carried out in order to find out how RVs fared in the job market and an interesting picture emerges, as can be seen in Table VIII.

TABLE VII      Study of 175 VSO volunteers who returned to the UK between July and September 1976

<u>Volunteers</u>	<u>No.</u>	<u>%</u>
On full-time course of higher education	43	25
Teaching	47	27
Taught overseas, now in non-teaching jobs	33	19
Technical	9	5
Agriculture	13	7
Health services	13	7
Miscellaneous	8	5
Unemployed	9	5
	—	—
TOTAL	175	100
	—	—

Source: VSO, Orbit, July 1977

Over half of the RVs doing courses in higher education are involved in teacher training; the rest are taking various subjects, including ones that relate directly to the manpower needs of many developing countries as can be seen from Table VIII. Five more RVs in the survey were prevented from taking courses because they could not raise grants. Unfortunately the volunteers in the survey were not asked whether they had plans to return overseas.

TABLE VIII Further education courses taken by RVs

<u>Qualification</u>	<u>Subject</u>	<u>Grant</u>
M Sc	Statistics	SSRC
"	Pollution & Environmental Control	"
"	Food Science	"
"	Irrigation Engineer	"
"	Water Resources	NERC
"	Tropical Animal Health and Production	ODM
"	Manufacturing Technology	UMIST
"	Electronics	N.I.Dept. of Ed.
"	Operations Research	SSRC
"	Information Science	"

Source: VSO Study of RVs, (mimeo) July 1977

Few of the RVs experienced long-term problems of unemployment and "53% felt that the fact that they had done VSO had positively helped them in finding a job".

Twelve out of those surveyed had already returned overseas on contract work.

Interest of volunteers in a long-term career in overseas development

The comments from agency staff suggested that many of those who wanted to embark on a career overseas used their volunteer experience as a stepping-stone because previous overseas experience is a pre-requisite for most jobs overseas.

In terms of interest shown by RVs in working overseas again the Cook and RVA material produce some interesting parallels. Cook asked three questions regarding the career intentions of RVs:

<u>Type of career sought</u>	YES	NO
based entirely in the UK or other developed countries	102 (28%)	137 (38%)
based entirely abroad in developing countries	14 ( 4%)	159 (44%)
involving some time working abroad in developing countries	223 (62%)	34 ( 9%)

Those who completed the RVA form are drawn from a wide cross-section of RVs, although most of them returned in the 1970s. Of the total of 336 respondents 118 (35%) were prepared to work overseas, of whom 20 were already abroad. It is interesting to note that there is a positive correlation between when the volunteer was overseas and the desire to return. As shown in Graph 1, generally speaking the more recent the return the stronger the desire to work overseas.

Table IX shows the job categories of RVs and their attitudes to working at home or overseas. These can only be viewed as an approximation of their views because the questionnaire is not refined enough to qualify their interest in work overseas, although a few people did answer with a query or specified short term work only. Many job categories show that at least twice as many want to remain in the UK as go overseas. In category V however, fractionally more are interested in working overseas than remaining in this country. The same can be said for the student group.

TABLE IX Interest of RVs in further overseas work by job category

	<u>Major group</u>	<u>Total</u>	<u>% wishing to work abroad</u>
II	Professional and related occupations supporting mang. & admin law & marketing	34	(23)
III	Professional and related occupations in health, educ. and welfare	160	(36)
IV	Literary artistic and sports	9	(33)
V	Professional and related occupations in eng. & tech.	40	(52)
VII	Clerical & related occupation	4	(25)
VIII	Selling occupations	1	-
XI	Farming, fishing & related	4	(50)
XIII	Making & repairing	1	(100)
XVIII	Transport operating etc.	4	(25)
	3W agencies	14	(35)
	Students	20	(55)
	Housewives and unemployed	23	(39)
	TOTAL	<u>314</u>	(38)

Source: RVA, Clearing House Scheme, June 1977

Two major points seem to arise from this table: first, that a large number of skilled people are interested in working overseas again; second, that many of the skills they have to offer are not in fields of work where the demand is high outside the volunteer field.

Although all RVs have been prepared to accept volunteer terms in the past, it would be wrong to assume that they would all be able and willing to do so again - although a small number do a second term of overseas service on volunteer terms. At the other end of the scale ex-volunteers can be found in highly-paid posts with international agencies and commercial companies. I believe, however, from conversations with agency staff and RVs that the majority of those interested in working overseas would be prepared to do so on terms somewhat better than they received as volunteers but not necessarily at inflated international expert rates. It is important to take into account people's needs and to recognise that by this time RVs might have dependents and other commitments.

Agency staff also considered that many of those who wanted to work overseas did not appear to be looking for a job with the ODM but rather with non-governmental organisations and UN agencies. This may reflect a lack of contact with and knowledge of ODM, but it also raises a number of questions about the image the ODM has as a development agency, and the type of work volunteers want to do. Cook's study showed that as many as 48 per cent of RVs had no communication from ODM while they were working overseas, and 88 per cent said that they knew nothing about ODM schemes for providing assistance towards further training for service overseas. Some of those who did make contact with ODM felt that their enquiries were not dealt with sympathetically.

General comments from other RVs regarding their view of ODM are based upon the contact they had with ODM staff overseas, and the publicity material put out by the Ministry. Many volunteers felt that ODM and the whole British presence overseas was quite cut off from the realities of the country, and even the life-style of technical cooperation staff was more in keeping with that of the country's elite than with ordinary people.

In Appendix C there is a list of comments from recently returned volunteers about attitudes expressed in an ODM recruitment film called 'Food for the Future'. These views require very serious consideration if RVs are going to be looked upon as a possible source of recruitment for the 'Development Cadre'. There is clearly a need to look into the relationship between ODM and volunteers before, during, and after their overseas assignment.

a) Skills and Training

Is it just a question of there being a serious breakdown in communication or is there no further demand for the skills RVs have to offer

There is no reason why skills cannot be improved and modified if people know that their present qualifications is not appropriate. Cook shows that 57 per cent took at least one further education course on return from VSO, the majority on a full-time basis. A small number of RVs are making these changes all the time, as indicated by the examples of agriculturalists. However, even for this group it is not easy because it is not made clear by agents such as ODM what skills and qualifications are required by different countries, and as mentioned earlier there are also tremendous problems in finding an appropriate course and getting a grant. All these obstacles almost certainly result in a high drop-out rate, even among those potentially most useful as development workers.

b) Auspices for future work overseas

From the high numbers of RVs working for NGOs in the UK it is clear that these agencies provide suitable opportunities for working overseas again or for doing work related to overseas concerns. Half of VSOs home-based executive staff are ex-volunteers and most are interested in working overseas again. This picture is repeated among other agencies. These at best are only holding operations because none of them is big enough to provide a career structure. This means that there is a second much smaller wave with considerable experience coming onto the job market or undertaking further study. From a brief survey of those who worked for Oxfam, many find their way into international organisations both commercial and of the UN variety. Why at this stage more are not absorbed by the ODM remains a mystery.

Demand for overseas staff by ODM

From the note on the 'Present Structure and Certain Constraints'<sup>5</sup> the overall number of British staff serving overseas is declining.

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<sup>5</sup>, 'ODMs Technical Cooperation Cadre', in Overseas Manpower and Consultancies Dept., ODM, May, 1977



It is anticipated that the number of supplemented staff, 5,500 in 1976, will fall at the rate of 7 per cent per annum for the next few years, primarily because countries are training their own people to take over jobs.

In contrast to this the number of Technical Cooperative Officers (TVOs) is planned to increase from just short of 1,000 in 1977 to an estimated 1,400 over five years.

It is also expected that there will be a change in the type of work people are doing overseas, and therefore a change in the demand for skills of both supplemented staff and TCOs. The direction of this change is in terms of an increase in rural development and renewable natural resources (RNR) and a proportional decline in those working in education and government service sectors. Comments from ODM staff and outside observers indicate that they believe this change is taking place far too slowly, especially in terms of fulfilling the aims of the ODM White Paper, 'More Help for the Poorest'. At this point it is worth considering whether the example set by the volunteer sending societies in having their own field staff trained in selecting projects under new criteria could not be adopted more fully by the ODM.

The note goes on to recognise that there might be problems in trying to find the right type of people to meet the increased demand in the RNR field. This is mainly because of the highly specialised nature of the demand. For example, five years ago countries were looking for experienced agricultural economists; now they are looking also for specified areas of expertise. In view of the trends in demand and the skills and experience of serving TCOs, it would seem that a large number will only be called upon to fulfil one job overseas. Overseas Governments have come to expect and indeed require mature people for jobs; it could therefore, be interpreted as an insult if a young person was sent even though on paper he or she had the right skills.

There is little systematic information giving a profile of supplemented staff, although ODM is about to undertake some research into this area. However, it is thought that many hold senior posts in the civil service and will continue to do so for some time to come.

It would seem from this brief look at the demand for overseas staff that there is a widening gap between most of the recently returned volunteers who would want to work overseas again and the type of people the ODM is recruiting. However as the demand for TCOs is expected to increase and difficulties are being faced in meeting some of the present requests RVs, with their increasingly specialised experience in rural development, must feature in any long term recruitment strategy.

This being the case serious thought has to be given to what RVs can do in the five to ten years between their return and a subsequent TCO posting. It should be noted that there are a few older RVs with relevant skills, as the RVA Clearing House shows, who would qualify for work overseas now.

When looking at the type of qualifications required and the numbers interested in a career overseas the total number of RVs to be considered would be quite small. A rough estimate would put the number at 30 each year, but this excludes all those who might be prepared to undertake relevant study or training.

How can the ODM attract these people to work for them ? How can their interest be maintained during the period between recruitment and getting an overseas posting, bearing in mind the experience of the Natural Resources Scholarship Scheme ?<sup>6</sup> Would they be suitable to join some Development Cadre ?

Some suggested answers to these questions are given below:

- If ODM wants to tap a younger more critical group, the sort of people who in the past would not have considered working in the Government structure, they will have to show a readiness to talk to them on equal terms in the same sort of language. In addition they need to give some evidence that they are not limited by traditional structures and established views but are prepared to look at problems in new ways, to experiment, be imaginative and open-minded, and above all show that they are committed to working for development. These qualities should be sought in new staff when vacancies occur on both the home and overseas front. This could be done partly by changing the tone and style of personal letters and printed material. Informal meetings could be arranged with enquirers, rather than simply despatching standardised information and application forms, or rejections on the grounds of youth and inexperience.

- With a clearer idea of the likely demand for personnel to work overseas a longer-term strategy could be worked out. This would provide the opportunity to recruit RVs and be confident that they will be utilised in the Development Cadre.

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<sup>6</sup> Specialist training scheme for postgraduates in the skills necessary for the production and marketing of natural resources. One problem has been the placement of trainees.

- With a better knowledge of the skills required, a large portion of the interim period could be given to the acquisition of training and relevant experience. This should include the specialist skills required and a broad understanding of the development process in order to make sure that these are not seen in isolation of the wider issues of development. The possibility of working overseas as a trainee in a number of situations should be considered, for example with a research programme or an NGO (non-Governmental Organisation) with a developing country Government and through an expansion of the UK involvement in the UN Associate Expert programme. However in a number of cases it is important to recognise that NGO programmes and Government efforts should be kept quite independent. In the UK there is a good opportunity for training programmes to be organised within the Ministry, and with the NGOs which perform a variety of tasks in the aid field. They should also include academic and technical institutions concerned with development.

In short, I am arguing for a more flexible approach to recruitment and training of people from a wider range of backgrounds and experience to join both the overseas and home-based work force. This should in no sense be interpreted as a lowering of the levels of skills required to do the job in hand, but is more concerned with the motivation and orientation of the people needed to implement the aid strategy laid down in the White Paper 'More Help to the Poorest'.

If the long-term planning strategy of recruitment is to be taken seriously, the resources required for the various elements in the programme will have to be made available. Recruitment and training of overseas staff will have to be seen as the critical point in the whole aid programme. There are obviously going to be higher management overheads if anything more adventurous is to be attempted, but if the right type of person is to be attracted this is an essential investment in the future of a more purposeful aid programme.

SECTION I

Appendix A :

QUESTIONNAIRE COMPLETED BY GENERAL  
MEMBERS OF RETURNED VOLUNTEER ACTION  
NAME

PERMANENT/PARENTS' ADDRESS

TEL:

PRESENT ADDRESS

TEL:

DATE OF BIRTH CURRENT DRIVING LICENCE YES/NO

FAMILY CIRCUMSTANCES: MARRIED/SINGLE/DIVORCED NO. OF CHILDREN  
AGE/SEX

PRESENT OCCUPATION

EDUCATIONAL/PROFESSIONAL QUALIFICATIONS

PREVIOUS WORK EXPERIENCE (with dates) (e.g. 1969-70 Teaching Science,  
Comprehensive School, London).

VOLUNTARY WORK EXPERIENCE - OVERSEAS

SENDING AGENCY DATES COUNTRY

PROJECT (please detail e.g. Teacher/E.F.L: Instituto Politecnico Loyola,  
San Cristobal, Dominican Republic. University  
level technical students/Urban location)

Please list those countries of the Third World in which you have worked or  
travelled (other than purely in transit). If working, state the kind of  
work, if not working, state occupation (include voluntary service referred  
to above.)

COUNTRIES DATES PROJECTS/OCCUPATIONS etc..

Are you in touch with any colleagues or specialists still in the area?  
YES/NO

SECTION II

QUALIFICATIONS & EXPERIENCE

Please indicate in the appropriate columns, fields in which you have a) qualifications (Q), and b) experience (E). (This is for our storage/retrieval system. Information you have already given in Section I should also be given here.)

When answering the questions, please bear in mind that:

The questionnaire is sent to a large number of people working in a wide variety of technical fields. If the questions seem vague, this is to make them as widely applicable as possible. We ask YOU to define what you have to offer.

The Headings in Section II cover the main occupational categories, but in the section marked 'Additional Information', a mechanical engineer might state, for example, that he has knowledge of diesel engines, pumps, motors, plastic and steel pipes, machine tools, etc. Please think through the work you do and list as many items as you think important. Remember that you know a great deal more about your subject than those who prepared the register, and those who will use it. Please be as self-explanatory as possible.

Remember, Tick both the general category and the appropriate speciality.

	Q	E		Q	E
AGRICULTURE	1		ELECTRICAL ENGINEERING	38	
Extension	2		Generators	39	
Livestock/Vet	3		Wiring	40	
Forestry	4		Electronics	41	
Ag. Engineering	5		Computing	41x	
Horticulture	6		MECHANICAL ENGINEERING	42	
Poultry	7		Plant Eng.	43	
Arable	8		Sheetmetal	44	
Grasslands	9		Welding	44x	
Fishing	10		Toolmaking	45	
Economics	11		Pumps	46	
RURAL DEVELOPMENT	12		Production	47	
Domestic Science	13		CHEMICAL ENGINEERING	48	
Marketing	14		VEHICLE MAINTENANCE	49	
Co-operatives	15		APPROPRIATE TECH.	50	
Settlement Schemes	16		Agriculture	51	
CONSERVATION	17		Manufacture	52	
Land/Water Cons.	17x		Processing	53	
Wildlife Cons.	17y		Design	54	
Pollution Control	17z		PUBLIC HEALTH/MEDICINE	55	
IRRIGATION	18		Nutrition	56	
Dams & Barrages	19		Food Science	57	
Wells	20		Doctor	58	
Hydrology	21		Nurse	59	
CIVIL ENGINEERING	22		Surgery	60	
Roads	23		Midwife	61	
Bridges	24		Childcare	62	
Airstrips	25		Health Visiting	63	
Surveying	26		Paramedical	64	
Explosives	27		Family Planning	65	
Sanitation	28		Epidemiology	66	
BUILDING	29		Physiotherapy	67	
Construction	30		Radiography	68	
Architecture	31		Medical Tech.	69	
Housing	32		Occupational Therapy	70	
Concrete Design	33		Medical Admin.	71	
Causeways	34				
Water Supply	35				
Feasibility Surv.	36				
Supervision	37				

Qualifications & Experience

	Q	E
SOCIAL/COMMUNITY WORK	72	
Community Devt.	73	
Social Worker	74	
Mental Handicap	75	
Physical Handicap	76	
Youth/Sports	77	
Community Relations	78	
Law	79	
Local Government	80	

HANDICRAFT	81	
Textiles	82	
Pottery	83	
Woodworking	84	
Other	85	

RELIEF WORK	86	
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EDUCATION	87	
Primary	88	
Secondary Sci.	89	
Secondary Arts	90	
University	91	
Technical	92	
Further Ed.	93	
Teacher Training	94	
ELT	95	
Adult Ed.	96	
Planning/Admin.	97	

COMMUNICATIONS	98	
Radio/TV	99	
Journalism	100	
Publishing	101	
Telecommunications	102	
Printing	103	
Librarian	104	
Photography	105	
Design	106	

	Q	E
ECONOMICS	107	
Accountancy	108	
Finance	109	
Management	110	
Work Study	111	
Administration	112	
Planning	113	
Statistics	114	
Computers	115	
Systems Analysis	116	
Transport Management	117	

MISCELLANEOUS	118	
Survey Research	119	
Archeology	120	
Geology	121	
Scientific Research	122	
Navigation	123	
Marine Technology	124	
Petroleum Technology	125	
Tourism	126	
Other		

AREAS OF EXPERIENCE		
Asia	1a	
Europe	2a	
N. America	3a	
Middle East	4a	
Africa	11a	
Carribean	12a	
C & S America	13a	
Pacific	14a	

LANGUAGES*	SPEAK READ WRITE		
French	21a		
Spanish	22a		
Portuguese	23a		
Arabic	24a		
Local .....	31a		
Other .....	32a		

\*Please indicate s (smattering)  
in the boxes: wk (working knowledge)  
f (fluency)

ADDITIONAL INFORMATION

What can you undertake? (e.g. prepare specifications, drawings, testing innovations, recommending machines.)

What facilities (if any) can you call upon from your 'professional' situation? (e.g. drawing office staff, computer time, costing data.)

Other Details:

SECTION III

AREAS OF INTEREST/AVAILABILITY

Please complete this ONLY if you are willing to take an ACTIVE INTEREST in the areas you indicate, and see the undertaking at the end.

DEVELOPMENT ORGANISATIONS  41a

Home Action  42a

Briefing those going abroad  43a

\*Campaigning in this country  44a

\*Research/Documentation  51a

Schools/Colleges  52a

Abroad  53a

Emergency Relief  54a

Other Developmental work  61a

Short Term  62a

(No.weeks notice required)

Long Term  63a

COMMUNITY ACTION/WORK

Immigrants  81a

Youths  82a

Elderly  83a

Homeless  84a

Prisons  91a

Handicapped  92a

Mentally Ill  93a

Hospital  94a

Women's Rights  101a

Advisory

Local Volunteer Bureaux  102a

Citizens'Advice Bureaux  103a

Welfare Rights  104a

Civil Liberties  111a

Housing/Neighbour hood  112a

Law Centres  113a

\*If you have a particular area of interest,detail under "ADDITIONAL INFO..."

OVERSEAS STUDENTS/NURSES  64a

Orientation  71a

Social Contact  72a

Hospitality  73a

Counselling

Marriage/Family  114a

Sexual/Family Planning  121a

Drugs/Alcohol Abuse  122a

Suicide  123a

TEACHING EFL/LITERACY  74a

ENVIRONMENTAL ACTION  124a

ADDITIONAL INFORMATION/OTHER AREAS OF INTEREST:

WHAT VOLUNTARY WORK ARE YOU INVOLVED IN ALREADY ?

FURTHER INFORMATION ON YOUR AVAILABILITY (university vacations, secondment,etc)

PLEASE SIGN BELOW ACCORDING TO YOUR UNDERTAKING :

(a) Use this information for your records only

Name:.....Date.....

(b) I undertake to respond to all requests as indicated below. (Delete as appropriate)

overseas work/other full time work/consultative/advisory  
other part-time involvement

Name:.....Date.....

\*Most of the money for running this scheme in '77 &'78 has been provided by the Voluntary Services Unit of the Home Office. However, a small charge will be made to requesters for each request processed by the office, in order to help meet the deficit.

All the numbered answers on this questionnaire are stored on a punch card system

Appendix B :

CIIR Volunteers involved in rural development projects who have returned to the UK since 1974

	<u>Professional Qualification and Project Overseas</u>	<u>Employment on Return</u>
1.	B.Sc. Mech. Eng. 5 years in community development programme in Birmingham before becoming a CIIR coordinator which involved the evaluation of rural development projects.	Development Studies course at UEA
2.	SRN/SCM; advanced Midwifery Diploma Trainer of midwives in rural clinic	Midwife attached to hospital
3.	City & Guilds Full Tec.Cert. for Radio Engineering Technical instructor for radio schools programme	BBC Engineer
4.	SRN/Social Worker pre-school play groups - trainer	Senior Social Worker
5.	Doctor Trainer of nursing auxiliaries in rural clinic	Senior House Officer - Paediatrics
6.	SRB/SCM; Tropical Medicine Course Trainer of auxiliaries in rural clinic	Health Visitors course
7.	B.Sc. Electronics & Social Worker Electrical Engineering Dip. Social Administration Dip. Social Work Studies CIIR Coordinator evaluating rural development projects	
8.	B.Sc. Applied Science (inc. Public Health Engineering) Sanitary Engineer	Sanitary Engineer
9.	B.Sc. Agriculture Agricultural training extension programme	



- |            |   |  |
|------------|---|--|
| 10.        | BA Geog./Geology<br>Soil/Water Survey Project   |  |
| 11.        | BA Economist<br>Soil/Water Survey Project   | ODM  |
| 12.        | City & Guild Engineer<br>Technical instructor for<br>Radio Schools programme  | Hospital elect-<br>ronics engineer   |
| 13.        | B.Sc. Nutrition<br>Nutrition Projects with<br>women's groups  |  |
| 14 +<br>15 | B.Sc. Horticultural Science<br>BA French & Linguistics<br>Rural integrated community<br>development project<br>(health/nutrition/<br>agriculture) | Lecturer Bath<br>University Teacher<br>training  |
| 16         | B.Sc. Human Biology<br>Earthquake relief project  | Health Education<br>Officer  |
| 17.        | Dip. Dietetics<br>Dip. Institutional Management   | Dietician in<br>Hospital   |
| 18.        | SRN/SCM<br>Trainer of nursing<br>auiiliaries  | Health Vistors<br>course   |
| 19.        | SRN/SCM<br>Trainer of nursing<br>auiiliaries  | District Midwife   |
| 20 +<br>21 | B.Sc. Applied Science<br>(Metallurgy)<br>SRN/SCM  | Psychiatric nur-<br>sing training<br>Health Vistors<br>Course                              |
| 22.        | City & Guild Engineer<br>Technical Instructor for<br>Radio Schools Programme  | Radio Engineer   |
| 23.        | BBC Qualified Radio Engineer<br>Technical instructor with<br>Radio Schools programme  | Technical instructor<br>with trust for training<br>engineers from third<br>world countries |
| 24.        | B. Agricultural Science<br>Agricultural training<br>project   | Projects Officer<br>with a development<br>agency   |
| 25.        | Public Health Inspector<br>Earthquake Relief project  | Local community<br>development programme<br>worker   |

26 +	B.SC.Sociology	Teacher
27	City & Guilds Mechanical Eng. Rural community development programme	Teacher training course
28.	SRN Trainer of nursing auxiliaries	Health Vistors course
29.	City & Guild Mechanical Eng. Agricultural Diploma	Development Studies course at UEA

Appendix C :

Responses to ODM film 'Food for the Future'

An ODM recruitment film called 'Food for the Future' contains assumptions which seem to reflect the nature of its current recruitment policy and, incidentally, in our experience reflect the attitudes of many current ODM personnel. What are these assumptions?

(i) Development is portrayed as a problem of technology, solvable by technology, and in particular 'high' technology imported from more industrialised countries, i.e., crop sprayers, tractors, etc.

(ii) Development can in some sense be transferred from one country or group of countries to others. Directed at 3rd year agricultural students.

(iii) Development is a 'top down' process and little or no reference need be made to the desires and expressed needs of poor people in the country concerned. For example, in the film we are told that the country concerned can no longer 'afford' subsistence farmers because they are too inefficient but must change over to commercial farming and in particular cash crops for export (picture of coffee growing).

(iv) Development is consistent with increased British exports and in fact these two processes are complementary (picture of happy smiling African sitting on a Massey Ferguson tractor with the make clearly visible).

(v) Development is basically a process of increasing production, not one of catering for the needs of the poorest by reducing inequality and enabling the poorest to increase their consumption.

(vi) Development will be brought about by large projects managed by expatriate personnel or (eventually) the local elite.

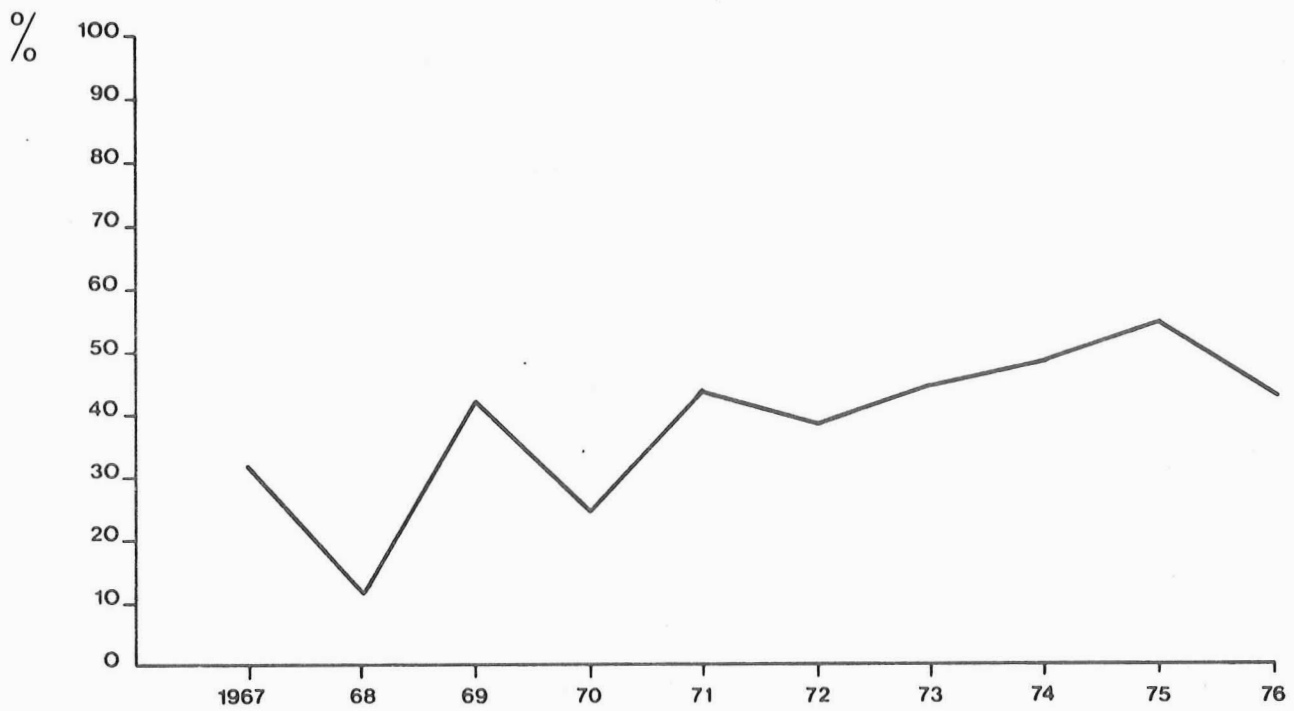
(vii) That there is a 'good career' in 'employment overseas' (not in 'development') and the personnel employed can effectively combine a very high standard of living (car, house, etc) with effective development work.

(viii) Development is something brought by expatriates (i.e., whites) and given to local people (i.e., blacks).

Unless major changes are made in ODM's recruitment policy these attitudes are likely to persist and ODM's efforts prove ineffective in relation to the goals expressed in the White Paper.

Ref: RVA paper on how to improve OMD's development strategy June 1977

Graph: Proportion of volunteers wishing to work abroad  
in 1977, by year of return from voluntary service



List of Tables

Table I	No. of volunteers abroad by main volunteer agencies, 1973-76.
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Table III	British volunteers abroad with IVS by type of project.
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Table VI	Areas of interest expressed by Returned Volunteers in both full-time and part-time work.
Table VII	Study of 175 VSO volunteers who returned to the UK between July and September 1976.
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