

*CHAPTER 7: BUILDING INDIGENOUS TRAINING SYSTEMS:  
WITH THE WORLD BANK AND THE UNITED  
NATIONS CENTRE FOR HUMAN SETTLEMENTS (HABITAT)*



Although creating and directing training courses was seldom stipulated in my contractual arrangements, I viewed the activity as part of the responsibility always to try to leave behind a network of motivated and knowledgeable professionals. In addition, I much enjoyed the interaction with others these training experiences involved. As a result, the Economic Development Institute (EDI), the staff college of the World Bank, invited me in 1975 to spend a year in Washington, D.C. to help prepare and conduct a pilot training program in urban planning and management. EDI is responsible for training nationals involved with Bank-supported development activities, and for years has been an international leader in this type of training.

It was my good fortune that my principal collaborator at EDI, a Bank economist and the staff person in charge of the new program, was not only an extremely agreeable colleague, but an accomplished trainer as well. He was knowledgeable, possessed an easy, collegial manner, and, in training sessions, was remarkably skillful at stimulating peer discussions.

As the pilot course was mounted at Bank headquarters in Washington, we were able to draw assistance from a pool of staff professionals. As a consequence, with both the personnel and financial resources of the Bank in support and a nine month period for preparation, we put together what up to that time was surely the finest nine-week, international training course in municipal governance ever offered. How could it not have been? Besides all of the other positive elements, we had a group of 25 course participants handpicked from around the world.

The participants came from Africa, Asia, and Latin America. They were mid-career professionals, held important posts with client agencies of the World Bank, such as the Calcutta Development Corporation in India and the Capital Development Authority of Dodoma in Tanzania, and had, in the main, first rate academic credentials — one participant even had a doctorate from Oxford University. Consequently, there was every reason to expect the training sessions to be animated and productive.

The course involved such key management issues as municipal finance administration, development of local tax systems, planning social infrastructure, pricing public services, and monitoring development projects. We proceeded from a series of assumptions regarding learning processes derived from the incipient Group Dynamics Movement reinforced by EDI's own experience:

- During the training sessions, we would be neither students nor teachers, but only participants and discussion leaders — there would be no rank of any kind; we would all be equals.
- Every phase of our work together would be built around real life situations. We would emphasize a case-study method (at that period still in the process of development) in which small groups of participant-trainees, simulating different roles, provide solutions to practical problems encountered in development situations.

- Responses in the simulation exercises could not include such phrases as "it depends"; programmatic positions had to be taken and defended on the basis of the information available at that time.
- There would be no correct or incorrect answers or responses, only those that, given the context of the situation and the information available, appeared preferable to the alternatives.
- Everyone was responsible for making sure that all participated and that no one was left out.

We would have preferred to eliminate the word "course" from what we were developing, but alternative expressions, such as "learning experience," seemed esoteric, unclear, or inaccurate. Later in preparing courses that involved public officials of the highest ranks — ministers and sub-ministers — out of deference to their status, we substituted the word "seminar" for "course"; but the objective and strategy were the same, learning through action.

Before I arrived, my colleague had completed a remarkable bit of homework. He had spent the previous year at London University preparing background papers to be used in the pilot course on two matters close to the heart of Bank officials — cost/benefit analysis and the pricing of public goods and services. Over the years, with the accumulation of experience, these essays, only about twenty pages in length, have undergone numerous revisions but have never been improved upon either in clarity of thought or simplicity of exposition.

We sought to encourage easy, open exchange among the course participants. We opened with a discussion of techniques for arriving at policies that represent the best thinking of a group of collaborators. The thought was that an organization's policy decisions expressing the best thinking of the organization, rather than that of a single individual, are apt to be the better ones. An extensive literature has developed around this obvious, but vastly underappreciated, idea. The Industrial Democracy Movement is based on it, as is the contemporary

management revolution that is finding its best expression in high tech fields where many of the young newcomers are accustomed to easy, collegial exchange.

We introduced a number of devices to encourage participation. All work was to be performed by small groups, most commonly of four persons, which would be mixed differently for each exercise. To assist in arriving at a group consensus, emphasis was placed on insuring that each contributor to a discussion built upon what the immediately preceding discussant had offered. If disagreement was to be expressed respecting a previous discussant's ideas, three positive remarks (as it worked out, mostly humorous ones) had to be made first about either the ideas or the person expressing them — simple devices, but effective in encouraging constructive exchange. Maximum emphasis was placed on arriving at a course of action. Addressing an issue involved discussing it, refining it, putting it into a condition for action, then explaining and defending it.

Because the course was Bank supported, and mounted in Washington, D.C., we were able to introduce unusual, and highly effective, pedagogical twists. As most of the simulation exercises were built around Bank experience, we were able to draw upon internal documents prepared by staff members working in real-life situations. Frequently we had only to substitute fictitious names and eliminate bits of extraneous material to have an excellent case study. In one instance, involving land acquisition issues, we simply tore a page out of a Project Appraisal Report, the document that evaluates the advisability of the Bank undertaking a proposed development effort, and handing out the rest of the report. The participants, who had been divided into small groups, then acted as teams of consultants to the particular government in recommending the policies and actions that should be substituted for the missing page.

We were also able to introduce another unusual and stimulating ingredient. In several instances, we invited the Bank officials who had the actual responsibility for dealing with a particular situation, which had formed the basis of a just completed case study exercise, come before the group, explain, *and defend* the decisions they had made. Not unexpectedly, we found that, in general, their conclusions appeared to be no better or worse than those of the course

participants. For many of the participants this was an illuminating and important discovery.

Then the *piece de resistance*: We finished the course with a two-week field trip to Indonesia to evaluate — again by working in small groups — the low-income settlement (*kompone*) improvement program in Jakarta. We then went on to Singapore where, in a briefer stay, we reviewed the innovative traffic control program that drastically reduced private automobile travel in the central business district.

The pilot course involved an enormous effort. However, it achieved its objective: It provided the basis for what became a broad, well-focused training effort involving key international aid agencies.

Although the participants greatly enjoyed the course, whether, in fact, it provided them with what they *really* needed, and whether the results as demonstrated by subsequent performance for the agencies they represented were *actually* forthcoming, we never learned. Twenty five people coming from almost as many countries, and approaching urban development concerns from a variety of vantage points, is a situation impossible to monitor. We hoped but never knew.

I personally profited enormously from the experience. I came away with the feeling — with additional experience it became a conviction — that when learning to deal with complex social issues, if one is not actively engaged, is not grinding away in intellectual give and take, the chances are that little is being absorbed. In such situations, vigorous interaction is a powerful stimulant to concentrated and creative thought.

I also gained respect for training that encourages personal interchange which results in honing a decision, and explaining and defending it. Up to that time I had worked exclusively in Latin American cultures. There I had observed the reluctance of many professionals to move a technical discussion beyond what they already knew, or felt, with certainty. If an outsider were involved the hesitation often became a total block. There are any number of factors that can

contribute to such self-strangulation. To the degree, however, that lack of self-confidence in one's professional judgment is one of them, continuous, open performance before a non-judgmental group of professional peers is one way of helping to rectify the situation.

Other elements of the course were equally informative. I found that, in the main, the young professionals at the Bank, mostly young and without formal teaching experience, whom we invited to join us in different phases of the course, were usually better discussion leaders than were their older colleagues who had such experience. There was a tendency for someone who had been a college teacher to gradually work his way to the closest blackboard and begin to assume the role of *pater familias*. While this was a situation which, at least initially, the overwhelming proportion of the participants found both familiar and comfortable, it invariably had a negative impact on the dynamics of the day's discussion. I was also impressed by the manner in which an open discussion directed by two (rather than one) well-prepared discussion leaders produced a marked synergy. Indeed, this teaching device is becoming more common in American universities.

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Upon completion of the pilot course in 1976, I left for another field assignment. I returned to international training two years later when the newly created United Nations Centre for Human Settlements (Habitat), headquartered at the time in New York City, asked me to assist with the organization of an Experts Meeting to advise UNCHS on a training program for the improvement of slums and squatter settlements in developing nations. The UN frequently employs this type of get-together when it wishes to receive the collective advice of experienced professionals. When done successfully, it is a device of considerable assistance both in clarifying the dimensions of an issue and in constructing a common approach to its resolution.

As it developed, the week-long conference was one of the most stimulating I ever attended. To this day when I encounter former participants, we are apt to refer to the "spirit of Enschede" — the name of the picturesque town on the

Eastern border of The Netherlands where the meeting took place in August of 1978. It gathered together a host of knowledgeable and dedicated professionals: directors of training institutes, key professionals from leading multinational and bilateral aid agencies, educators from around the world, and directors of non-profit organizations with broad outreach programs.

Experience had demonstrated that the vast majority of poor people in the cities of less developed countries do not live in structures that are deteriorating from a once-satisfactory state, a situation common to cities in the United States and the one usually envisioned when referring to "slum conditions". Rather, for the most part, the urban poor in the less developed nations live in squatter settlements which they have constructed themselves and, with few resources other than their own sweat, struggle to improve.

The focus of the meeting was the evolving concept of aided self-help, an approach radically different from traditional ways of planning and building. It stresses mobilization of the initiative, skills, and manpower available in low-income communities for the improvement of these areas. The approach involves a broad range of participants including those who make public policy, those who implement these policies, as well as those who are the intended beneficiaries of the policies, the inhabitants of the low-income communities. Nearly all of the actors in the process require some modification of preconceptions and the acquisition of new skills and knowledge. As discussed earlier when reviewing the application of the urban renewal program in Puerto Rico, it is an approach that continues to gain broad acceptance.

Although the concern of the meeting was the physical conditions in which the poor were living in the less developed nations of the world, the recommendations of the meeting had a profound impact on the approach that UNCHS and other international aid agencies have subsequently taken on the larger issue of training in the planning and development of human settlements. The revised approach and heightened interest were due in part to increased insight into the dynamics of community life in low-income areas and in part to the significance the creation of

UNCHS portended for directing world attention to the situation of the urban poor in developing nations.

The participants at the meeting were scathing in their criticism throughout the world of university instruction in development studies. They saw current systems of education, including course structures and methodologies, as inadequate to understanding and dealing with the contemporary reality of human settlements. They saw few examples of multidisciplinary course work that stressed the unity of environmental concerns, or examples of courses that provided educational interaction between students, their instructional staff, and the larger society outside of academia. Particularly lacking were programs directed at training personnel engaged in upgrading the condition of the poor.

The meeting provided the impetus for advancing the training program of UNCHS. It encouraged the agency to promote multidisciplinary training for all of the key actors involved with improving the situation of people in low-income communities. It also pushed the agency to support the work of established training institutes currently contributing to this effort and to collaborate closely with other members of the United Nations family. 1/

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A short time later UNCHS transferred its international headquarters from New York to Nairobi, Kenya. As I knew it would be a difficult transition and take considerable time for the agency to adjust to its new home, I opted for the assignment in Mexico discussed in the preceding chapter. Three years later, I returned to the international training program when UNCHS, successfully transplanted to East Africa, moved to enlarge and give clearer focus to its training program in urban development and management.

I went to Nairobi to help UNCHS address three interlocking issues:

- determining the role training should play in UNCHS's overall programming, the basic philosophy that should guide its efforts in training,

and the particular strategies it should adopt, e.g., the principal target groups that should be addressed and the types of training to be developed and employed;

- developing collaborative arrangements with the World Bank and other international aid agencies; and
- creating a training unit within UNCHS staffed with
- professionals dedicated to the field of training.

To assist in dealing with these issues, we solicited information and advice from a variety of sources including the member countries of UNCHS's governing body, other agencies and organizations of the United Nations system, and training centers throughout the developing world. We also commissioned special reports by consultants on the activities of bilateral aid agencies and universities in the industrialized nations. Finally, in order to update and expand upon the deliberations of the earlier meeting in Enschede, we convened a week-long conference of leading experts from around the world.

During this period, I traveled extensively, visiting training institutes in different regions of the world, carrying out training needs assessments, and assisting with the direction of training courses and seminars. The scene I surveyed in my travels was indeed bleak. In Eastern and Southern Africa, for example, my notes include the following:

(January, 1983)

"Kampala, Uganda. Saw my first war torn city since World War II. Unbelievable. I had been told that Uganda was a basket case but didn't comprehend what that meant. It meant war ravaged, wanton vandalism, gutted buildings, pot holes and filth. A scene of desolation. Nothing to drink except warm, flat beer. Few movies. No bookstores. Little merchandise. Hotel dining room not functional. Dinner served in bedroom. The complete hotel menu: whipped potatoes and bananas.

"Soldiers and police everywhere. Five road blocks between Entebbe airport and Kampala. No one goes out at night. No one camps in the countryside. Tribal hatreds and banditry disrupt life and commerce.

"And yet, it is a beautiful country. Handsome people. At one time — actually, just a few short years ago — the most advanced nation in Eastern Africa."

(February, 1983)

"Dar-es-Salaam, Tanzania. Everything rundown. In hotel — finest in city with magnificent view of harbor — nothing works. One small bulb in room. No hot water. Air conditioning doesn't work and no cross ventilation. Took a cold shower: as much sand and pebbles came out as water.

"World wide depression having devastating effect on national economy. As little is being sold abroad and that little is sold at depressed prices, there is no foreign exchange available for imports. Ergo, a thousand and one small items normally taken for granted don't exist or are extremely scarce. Item: air conditioners don't work because there are no spare parts. The same with many cars. No television because it requires imported parts. No cheese. Few light bulbs. No toothpaste. Little paper, toilet or otherwise. No working swimming pools because no chemicals. Few medicines. Little petrol.

"Not certain that the urban and rural poor are worse off than similar groups in the Andean highlands of Peru and Bolivia. Probably better off: No ostentatious wealth in sight."

In my inquiries into training in the less developed countries, I became acutely aware of such widespread conditions as:

\* training institutions and activities divorced not only from academia but also from any form of applied research or technical assistance, and, as a consequence, having only the most tenuous relationship with client groups and the realities within which these groups operated;

\* training based on needs surveys that identified small groups of practitioners of a single discipline, such as municipal finance administration, and then treating them as isolated groups involved with arcane sciences;

\* the perception that after one had been professionally accredited through acquisition of a university degree, the only requirement thereafter was the periodic acquisition of a new skill related, usually, to a new or improved technology — training that is easily accomplished and avoids coming to grips with the more difficult but far more important issues related to organizational behavior;

\* both training institutions and universities rigidly compartmentalized, parochial, conservative in everything except political views, and copying the worst practices of U.S. and European universities — particularly in treating trainees and students as passive receptacles.

I also became sensitive to the basic distinction between *education* offered at an accredited, academic institution that results in a professionally-recognized degree or diploma and *training* that involves intensive, short-term learning, which may or may not occur in a classroom, which is designed primarily for those already practicing their profession or craft, and which does not result in formal, academic recognition. I observed that in the less developed countries *education* is generally viewed as important to a society and is prestigious for those involved either as students or teachers, while *training* is generally viewed as an ancillary activity devoid of professional prestige. The long-held Western view that training is concerned primarily with imparting low-level skills, often of a manual nature, is widely accepted. As a corollary, there is a perception of trainers as failed doers and training departments and institutions as catchalls for the incompetent.

As I surveyed the condition of professional training in Third World countries and considered that the donor community, often employing academics from the U.S. and Europe as technical advisors, had been working for several decades to improve matters, I pondered why the general picture was so bleak? Basically, it seemed to me, the international aid agencies, most particularly the bilateral ones, were simply not dealing with the long-term nature of institution building. Such efforts can easily extend to 15 or 20 years or more and along the way require major programmatic adjustments and adaptations. In addition, standard practice was to identify a specific developmental problem and then, among the components of the solution, identify a few basic training needs as well as a particular training institution to satisfy those needs — often a university in the U.S. or Europe. In sum, support of training was usually designed exclusively to satisfy a narrowly conceived requirement of a short-term aid project.

Equally significant, the training field had not learned how to diagnose either the developmental needs of training institutions or those of the clients the institutions were expected to serve. The result was a discrepancy between what was needed and what was being offered. The most glaring deficiency was that, at a time when the industrialized countries were becoming aware of their own professional training needs, training was not being viewed as a priority item by the aid community for the less developed countries.

During my time at UNCHS's headquarters, I was assisted by the fortunes of circumstance. Because training was just beginning to be perceived as a major unmet need that required the support of the United Nations, it had not acquired a special set of bureaucratic rigidities. Consequently, I had easy access to the directors of the agency and a freer rein than did most members of the staff. One welcome result was that, early on, I was able to have assigned to the incipient Training Unit an energetic professional colleague from China and an equally competent secretary from Uganda. However, all was not bureaucratic heaven. Initiating a program on a global scale from such minuscule origins while located an enormous distance from possible collaborators had its special disadvantages, as excerpts from my personal correspondence of the time indicate:

(4 October 1982)

"Worked like a dray horse today! Training is in the process of acquiring an international popularity akin to blue jeans and Humphrey Bogart movies. Our embryonic unit is flooded with requests to do-this, do-that, do-the-other-thing, which, of course, is a good thing. Unfortunately for efficiency's sake, the nerve center (if I may call us three minions that) is located several thousand miles from any place where the telephones work and the elevators run."

(27 October 1982)

"We put in another absolutely incredibly disjointed day with telegrams streaming in and out, the telephone (when it was operating) jumping off its hook, training materials being typed, proofread, corrected, retyped and reproduced, carpenters and electricians working on the conference room, name cards and plaques being made up, audio-visual equipment being readied, opening speeches being prepared (every aspiring potentate requires a specially prepared talk), publicity people whacking out press releases, invitations being printed and sent out (one handsome set of cards was embossed with an invitation to attend the inaugural dinner at the end of the course), and so forth and so on, through to the specially built wall-to-wall blackboard that came with a bottom shelf much too narrow to hold chalk erasers . . ."

(31 October 1982)

"The latest administrative idiocy is that all of our discussion leaders, some 12 or 13, have to undergo medical examinations prior to entering the conference room! The reason? Comparable to any international consultant contracted by UNCHS, the person has to be cleared medically to fly to god-knows-where and to undertake god-knows-what improbable task. Only these are not consultants flying to god-knows-where to undertake

god-knows-what! Rather they are locals walking the few blocks from City Hall or the Ministry of Public Works to participate in a three-hour discussion! Unlike Andy Hardy and his cinematic playmates not everyone in this gang is anxious to put on a play. . . ."

The culminating event of this rash of activity occurred in January of 1984 when the governing body of UNCHS, composed of representatives of member nations, formally adopted an overall policy on training. The statement, *A Systematic and Comprehensive Approach to Training for Human Settlements*, was directed as much to the international aid community in general as it was to UNCHS in particular.

Paraphrased, it aimed to:

- Develop indigenous training capability.

Programs should be promoted to link the training experience and resources of the industrialized world with the activities of in-country training centers in a manner which, over time, shifts resources and capabilities to the less developed world.

- Shift the role of donor agencies from direct training to supporting in-country training activities.

The focus of aid organizations should be shifted from executing training programs to supporting governments and training institutes within the less developed nations in the satisfaction of their own training requirements.

- Carry out country needs assessments.

In order to establish the magnitudes and priorities of demand for training, needs assessments should to be undertaken on a much larger scale and encompass a far greater number of groups than in the past.

- \* Promote global centers of excellence.

A high-priority requirement is strengthening the management and training capabilities of selected training centers in the less developed countries. Such centers should: train the trainers; develop training modules; publish relevant methods, manuals, and materials; translate training materials into regional languages; and promote networking among supporting international agencies, regional centers and national training agencies.

- Exchange information.

Information networks need to be created through which the efforts of the international community and global centers of excellence can reach a much wider audience of users. Costly materials prepared for a single training event or for the use of a single training agency, such as course designs, manuals and audio-visual presentations, should be shared.

- Focus on local governments and authorities.

Special attention should be directed to improving the functioning of local agencies in the less developed nations through comprehensive training programs. Unfortunately, local governments in most developing countries do not perform well. Rather than act as key agents in the provision of basic services and facilities, they act as impediments.

- Train the trainers.

A special task inherent in the improvement of training institutions and activities in the less developed countries is the continuous training of those who do the training. This is a necessary incentive for attracting highly qualified professionals into the training field.

- Enlighten policy makers.

Through national workshops and regional seminars, policy makers must be made aware of the special value of training. Although staff training does not guarantee successful operation at any level of government, it is a necessary condition for success. Unless those involved in the various tasks of providing essential services and facilities to human settlements are capable of doing the job, the other necessary ingredients, such as financial, organizational and personnel arrangements will be ineffective.

While a number of objectives were embedded in the strategy, the overarching goal was to enable developing nations to meet their own training needs — both in the sense of defining those needs and in the development of strategies to satisfy them. The concept of identifying global centers of excellence derived from the recognition that it was impractical for the international aid community to try and work directly with training institutes in every country. If key training centers in different regions were strengthened, they could, through networking arrangements, assist other centers to become effective.

Although grossly under-funded, due principally to the channeling of UN funds to peacekeeping and other urgent, highly visible problems, the donor community has made progress in implementing the training strategy. To a major extent the advances have been propelled by national economic and political disasters — in Sub-Saharan Africa, the collapse of African Socialism; in Latin America, the economic depression of the Lost Decade of the '80s; and in Central and Eastern Europe, the demise of Communism and the Soviet Empire. Rather than retard the training movement, such cataclysmic events have galvanized it by

wedding it to broad national policies of promoting decentralization, local institution building, and democracy.

In the period 1992-98 the UNCHS collaborated in the sponsorship per year an average of 15 workshops and other training events in Sub-Saharan Africa, the Arab States, Asia, Latin America, and Central and Eastern Europe. All were undertaken in conjunction with international donors including The Netherlands, Canada, Belgium, France, Denmark, Germany, the United States, EDI of the World Bank and UNDP. Involved as well were numerous national and local collaborators, including governments, training centers, and various combinations of non-profit and private institutions. 2/ In part, the increased activity was made possible by expansion of the training staff of UNCHS from the original three to thirteen members. However, simple statement of the growth in personnel is deceptive. All of the expansion was funded from special, bilateral grants provided for specific activities programmed over short, two-to-three-year, periods of time.

Despite the considerable increase in activity, the only modifications in the overall training strategy which have taken place since 1984 have been to put greater emphasis on the improvement of key national training centers, rather than on so-called global centers of excellence, and to have training needs assessments undertaken by local, in-country institutions.

More significant than the simple increase in overall activity, has been the manner in which regional, that is, *inter-country* approaches to strengthening national capabilities have begun to evolve. Collaborative programs in Latin America and Sub-Saharan Africa are particularly well advanced. The program in Latin America, which operates under the Spanish acronym SACDEL (in English, Support Program for Capacity-Building for Local Development) involves as international donors The Netherlands, Sweden, Canada, Italy, the World Bank through EDI, and UNCHS. The aim of SACDEL is to strengthen its many partner institutions through interactions which enable participating local training institutions to learn from one another as well as share in the program's decision-making process. This shared responsibility is borne by an evolving network that includes both donors and implementing institutions.

SACDEL's activities involve seminars on decentralization and municipal strengthening policies, design workshops for the training of trainers, development of policy papers and case studies, and the preparation and publication of training materials. While the presumed executing agency is the Latin American Section of the International Union of Local Authorities (IULA), a leading international agency in the support of improved local government, the program is actually administered by the participating regional and national institutions. All of the human resources employed in the effort are drawn from the network of institutions that is being built and strengthened as the program evolves. 3/

A comparable collaborative effort, designated the Municipal Development Program (MDP), covers all of the countries of Sub-Saharan Africa. Established in 1991, its major objective is to enhance the effectiveness of democratic local government. Comparable to SACDEL the program involves a consortium of international donors in conjunction with an expanding network of agencies of central governments, institutions that provide training and support to municipal governments, non-governmental and community based organizations, and local governments themselves.

Although the executing agency of MDP is associated with an important donor institution, in this case EDI, the program has adopted a regionally-led effort. Institutionally, the expectation is for MDP to become a purely African institution linked to a network of other African institutions that progressively become the focal point for local government support. Activities involve research studies and seminars on policy reform issues, support to municipalities and their associations, decentralized cooperation, training local staffs to improve municipal management, reinforcement of training institutions, and various complementary activities related mostly to the dissemination of information. 4/

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While progress is being made, the response of the international aid community, when measured against the magnitude of the challenge for ensuring

sustained effort, remains discouraging. Despite the increase in activity, little of the international funding and, as a consequence, little of the activity is directed at tracking actual impacts. Earlier, in the examination of development programs in Venezuela, we saw where the rapid turnover of municipal finance officers vitiated their on-the-job training, and in Mexico, where what was being taught public functionaries did not correspond to what was needed. Ultimately, significant progress will depend to a marked degree on the ability to incorporate regionally and locally-led evaluation processes into every phase of the efforts. These can not be simple audit-type exercises, rather they involve assessing on a continuing basis the effect on issues ranging from job performance through institutional capability for the realization of national economic and social goals.

Central to all such efforts is development of indigenous training institutions that have sufficient reputation to attract superior professional talent and the impetus to constantly improve the competence of their staffs. To be effective such institutions must be capable of determining training needs and responding creatively to these needs, connecting easily and imaginatively with the many groups and individuals whose assistance is required in empowering provincial and local governments, and of working collaboratively with sister institutions within their country and region. The challenge is complex, long-term, and fraught with frustrations. It means struggling to support institutions in the heart-wrenching conditions of Sub-Saharan Africa, in Latin America where the difficulties of institution building form a major element of this book, as well as in the other major regions of the less developed world. It is, however, a challenge that must be pursued.

## NOTES

1. The full proceedings of the conference are contained in the publication of the United Nations Centre for Human Settlements (Habitat), "Ad Hoc Meeting of Experts on a Training Programme for the Improvement of Slums and Squatter Areas in Urban and Rural Communities: Enschede, the Netherlands, 22-30 August 1978." (Nairobi: UNCHS, February 14, 1979).

2. "Capacity Building Programmes of the Training Section." (Nairobi: UNCHS, n.d.).

3. "Fifteen Years of Training and Capacity-Building for Human Settlements Management and Development." (Nairobi: UNCHS, 1996).

See also informational bulletin of the World Bank, "SACDEL: Regional Training System for Municipal Development for Latin America: Second Phase 1994-1997." (Washington: IBRD, n.d.).

4. "The Municipal Development Programme for Sub-Saharan Africa: Working Document for Phase II of the Eastern and Southern Africa Section". Document is the proposal for a second phase (January 1995 to December 1997) of the Eastern and Southern Section of the MDP. (Washington: IBRD, December, 1994).