A REVIEW

of the

PILOT TRAINING COURSE

of the

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT (ASIP)

Conducted July 21-August 29, 1975

Prepared by the Staff of the ASIP

Governmental Affairs Institute
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* We have omitted in this reprint the Exhibits that proved least helpful for understanding the ASIP training method.

FOREWORD TO REVISED EDITION

Since the writing of the PTC Review, much has happened. Participants from the PTC reported very favorably on lessons learned and changes implemented in their country programs. Some devised and conducted successful training in their own countries based on their ASIP experience. Others reported success in applying or using specific ASIP training skills. One country used their results from one of the ASIP tasks as a basis for a Stocktaking and Pre-Feasibility Examination of the Marketing Sub-Sector for the Preparation of a 10 Year Development Plan for the [country] Marketing Corporation.

In October 1976 the ASIP signed a new contract to institutionalize the ASIP approach to agricultural management training in two developing countries. This will require three years. Many countries have expressed an interest in institutionalizing the ASIP approach, and reconnaissance trips to these countries will take place in January and February 1977. In-country training programs will begin in August 1977.

We wish to express our gratitude to the many people at AID, especially members of the Technical Assistance Bureau, who have supported our work and provided an opportunity to expand and test the work done so far.

Agricultural Sector Implementation Project

Albert Waterston, Director
Wayne Weiss, Assistant Director
John L. Wilson, Senior Associate

January 1977

I. INTRODUCTION

The paper dated April 10, 1973 (Exhibit A, attached), describing the Agricultural Sector Implementation Project (ASIP) of the Governmental Affairs Institute, sets forth the five phases in which the ASIP hopes to achieve its objective "to help bridge the gap between planners and farmers by improving the planning, implementation and management capabilities of those in developing countries concerned with agricultural and rural development." In Phase I of the Project, the ASIP staff prepared a Manual, more properly, a reference book based on a comparative study of theory and practice in the fields of agricultural and rural development. With this reference book as the main base, and as a part of the Phase II of the Project, the ASIP staff designed a course of instruction for transferring the information in the Manual, and to a lesser extent, other information as well, to managers concerned with agricultural and rural development in developing countries.

To test the teaching materials and the ASIP's systematic approach to the learning process before entering Phase II of the Project, which calls for the conduct of seminars for trainers of agricultural managers in selected developing countries, the ASIP gave a Pilot Training Course (PTC) in "Managing Planned Agricultural Development" at its location in Washington, D.C., for a six-week period between July 21 and August 29, 1975. Twenty-one participants, selected jointly by their governments and USAID country Missions, from six countries in Asia, Africa and Latin America attended the PTC. The names and positions of the participants, as well as their addresses in the countries from which they came, are appended as Exhibit B. By prior arrangement, sixteen participants (mostly middle-level civil servants working in agricultural and rural development) attended the entire six-week course; a seventeenth participant (No. 12 in Exhibit B) attended the last four weeks of the Course; and four participants, (Nos. 11, 13, 15 and 16 in Exhibit B), all of whom were higher-level civil servants, attended the last two weeks of the Course.

This is the ASIP staff's own Review of the Pilot Training Course. The Review is addressed to a particular group with a particular purpose in mind. Its purpose is to record the way the ASIP staff went about preparing for the PTC, and the results of the staff's assessment of the course and teaching materials made during and immediately after the PTC, with a view to making

available the lessons learned from the PTC to those who may conduct ASIP-type courses in the future. Usually, the text of a report which purports to evaluate a course is expected to be the main source of information, with exhibits as scholarly addenda for the benefit of those who may wish to pursue aspects of subjects beyond the discussion in the text. In this Review, however, the reverse is true. The main body of information will be found in the Exhibits, while the text merely expands upon them. The trainers who constitute the audience which the ASIP wishes to reach with this Review, will therefore wish to spend most of their time on the Exhibits which follow the text of the Review.

The ASIP believes that its training approach to the management of planned agricultural and rural development is usable by others working in the field. It is our hope that this review, by making available lessons learned in the conduct of the PTC, will make it easier for trainers in developing countries to conduct programs which incorporate the ASIP approach. In our review, we have sought especially to (a) describe the ASIP approach and how it was applied, (b) assess what was achieved in the course, (c) identify its successes, and (d) suggest principles and practices which promise to yield additional successes in future courses.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Albert Waterston, Director
Wayne Weiss, Assistant Director
Gene M. Owens, Project Associate
John L. Wilson, Project Associate

February 1976

II. THE ASIP TRAINING APPROACH

A. Introduction

The ASIP approach to training agricultural managers is a meld of a specific training process and a specific body of substantive materials. The training process, devised by the Coverdale Organisation of London, England, and modified somewhat by the ASIP, involves the use of a systematic way of getting things done to achieve objectives. The substantive materials, the compilation of which ASIP began over three years ago and still continues, involves conclusions based on a comparison of theory and experience in the fields of agricultural and rural development. While the reasons for failures are discussed, the conclusions emphasize successes which promise to be transferable in developing countries and regions.

B. The Coverdale Approach

Coverdale courses include many practices and principles calculated to improve management capabilities, which can be grouped under seven training themes:

1. Evolving a synthesis of group objectives which, while not implying conformity, involve voluntary acceptance of, and commitment to, mutually agreed purposes which everyone understands

2. Using a systematic way of getting things done which involves progression through a series of preparatory, action and review stages leading to the achievement of shared objectives

3. Expanding awareness of what is happening to encompass the whole of a situation through improved observation

4. Developing perceptiveness in recognizing strengths and skills of those involved in joint activities

5. Planning cooperation for mutual benefit, by using the skills and strengths of everyone involved to the greatest mutual benefit

6. Learning how to listen actively and how to make proposals for harmonizing different objectives

7. Recognizing how to apply management authority effectively at different organizational levels

These seven themes comprise the content of a Coverdale course, studied by the method of learning from planned experiences. The purpose of the Course is to provide a learning experience in which participants discover and practice methods for continuous self-improvement and the development of skills useful in managing people. All seven training themes are explored, some in depth, in a course.

The Course usually takes place in a residential facility and lasts five full days. Tasks are used as the main medium of instruction. Whereas lectures are a good way to impart information, and case studies are useful for analyzing and discussing what has been done, tasks are best for imparting skills, since tasks involve "learning-by-doing," or "learning by experience."* If the skills acquired are to be practical, they must fit the participant's actual situation. Consequently, each participant in a Coverdale course is expected to bring his own knowledge and experience to a task and is never required to engage in "role-playing", i.e., to pretend that he is someone he is not. And since every participant's knowledge and experience differs from those of others, the way in which a task is carried out, as well as the results obtained, may vary among individuals or groups. There is no one right answer; on the contrary, there are usually a variety of acceptable answers.

Tasks may have a narrow or broad training objective. Thus, a task, sometimes embodied in an "exercise" or a "workshop", may be employed to solve a specific problem. But in the Coverdale context, a task is used primarily to provide participants with a systematic <u>way</u> of solving problems rather than a means of solving a <u>specific</u> problem. A task which is primarily intended to provide individuals with skills in solving problems sometimes may also result in the solution of a specific problem; and a task which is primarily intended to result in the solution of a specific problem sometimes may also provide skill in solving other problems. But in both these kinds of tasks, the secondary result would be incidental to the primary goal.

In Coverdale courses, tasks are purposely unrelated to participants' regular lines of work to reduce the risk to their self-esteem from errors of judgment made in execution of tasks.

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* One does not learn how to ride a bicycle by listening to a lecture on how to do it or by analyzing the case of someone who learned to ride a bicycle! One can gain knowledge from lectures and case studies about what <u>should</u> work, what went well or wrong, or what one <u>ought</u> to do. But to become skilled in anything one must actually gain experience in tackling difficulties, getting things done and bringing about improvements.

For the same reason, course participants are not graded by the staff nor are reports made to superiors on how participants did.

To carry out tasks, participants in Coverdale courses usually are divided into three or four groups, each with six or seven persons. At any given time, all groups may be assigned the same tasks or different ones. The small groups and the task-centered learning method provide participants with opportunities to present their views to their colleagues and to the course staff. Special attention is given to ensuring that the more vocal participants do not deprive the more reticent participants from making adequate use of these opportunities. Each group has its own coach, usually a Coverdale staff member, whose main job is to help the group concerned apply the training themes previously discussed in carrying out its assigned task. The coach encourages experimentation rather than speculation, in order that course members can learn from their own first-hand experience. Coaches never allow themselves to become involved in the substantive aspects of a task.

C. The ASIP Approach

In the ASIP's Pilot Training Course, most attributes found in the Coverdale courses were adopted, including the system of task-centered learning and the use of small groups and coaches. However, the tasks used for five of the six weeks of the PTC were either based on the substantive materials in the Manual or on similar substantive materials. As may be seen from the PTC Course Schedule (Exhibit C), participants were introduced to the task approach from the beginning of the Course, the first week being largely allotted to the carrying out of tasks based mainly on the substantive materials in the Manual. In the second week of the Course, which was conducted at Hilltop House in Harpers Ferry, West Virginia, two members of the Coverdale Organisation staff and two ASIP staff members gave a specially-tailored Coverdale-type course to the sixteen participants (all those listed in Exhibit B except Nos. 11, 12, 13, 15 and 16) who were attending the PTC at that time. Beginning with the third week, however, and continuing to the last day of the PTC, participants applied the management principles they had learned in the second week of the Course in carrying out assigned tasks based on the substantive materials in the Manual or elsewhere.

The combination of the Coverdale learning process and the ASIP substantive materials was the salient feature of the ASIP approach in the PTC to the training of agricultural managers, and is the salient feature of its approach to the training of agricultural managers in developing countries. The approach, firstly, emphasizes the linkages between the substantive and management aspects of agricultural and rural development projects, programs and plans, and the necessity of dealing with

both aspects. And, secondly, it concentrates on developing skill in managing planned agricultural and rural development (by a "learning-by-doing" methodology) rather than only on imparting knowledge (about what managers ought to do).

The Director of the ASIP, Albert Waterston, was Director of the PTC. Three ASIP staff members, Wayne Weiss, Gene M. Owens and John L. Wilson, were the coaches during the PTC. These ASIP staff members had undergone training in Coverdale courses, especially the three coaches who, in addition to having taken the regular (Part I) Coverdale course, had also taken the advanced (Part II) course and had received special counseling and training in coaching procedures by Coverdale consultants oven an extended period.

It needs to be noted, finally, that the ASIP approach in the PTC was only one element--albeit an important one--in the overall ASIP system. Other major elements in the ASIP system include the use of selected cooperating institutions in developing countries to train agricultural managers in ASIP techniques; the training of trainers for these institutions; the use of modules to prepare ASIP courses suited to agricultural managers at various levels and interests; and the provision of ASIP consultancy services to help cooperating institutions and trainers prepare and carry out courses, as well as follow up on ASIP courses to help participants apply lessons learned in ASIP courses to specific problems after their return to their jobs.

1. The Objectives of the PTC

The ASIP set the following two objectives for the PTC which were displayed in the conference room used for General Sessions by the participants and which were frequently referred to by ASIP staff during the Course:

(a) to provide PTC participants with a systematic approach to getting things done in dealing with planned agricultural development, and

(b) to provide PTC participants with tools and knowledge related to agricultural management which they could put to use in their countries.

To achieve these objectives, the ASIP made a considerable effort to devise agricultural and rural development tasks of various kinds and complexities which would provide participants of the PTC with opportunities to (a) apply the systematic approach to getting things done, and (b) acquire knowledge, techniques and skills which they could use in managing planned agricultural development in their countries.

Because of the ASIP training approach, the PTC made as much use as possible of tasks, with lectures and field trips interspersed as comparatively light relief and as a source of ideas to be applied in subsequent tasks. At the start of a General Session where a task was to be undertaken, each participant received a typewritten statement of the task. The statement also indicated the purpose of the task; gave instructions for carrying it out which included the constraints, limits or other conditions which participants were to take into account in dealing with the task; and indicated the product which was to result (e.g., a report for a General Session of all PTC participants, and whether the report was to be presented informally or formally). Finally, the statement indicated the sources to be tapped for information in carrying out the task.

After participants had read the task and their questions had been answered, time was allotted for reading source materials. Thereafter, the resource person on the ASIP staff who was most concerned with the task briefed the participants, calling attention to salient features in the Manual or elsewhere which participants might wish to bear in mind in carrying out the task. After participants' questions on the briefing had been answered, the participants broke up into three or four groups of from 2 to 8 persons, in accordance with instructions from the ASIP staff. Frequently, participants were instructed to form groups by country; sometimes, they were told to form multi-country groups. Each group had a member of the ASIP staff as a coach. While the coach sought to help his group carry out the assigned task, he did not participate in the substantive discussions, unless he was also the resource person for the task. The ASIP resource person provided a group with information only upon request and only to the extent required to help the group reach its own conclusions. After each group had explored and discussed the assigned task and had completed it to its satisfaction, its participants were given time to make notes in their individual "logbooks", which the ASIP had provided, concerning any aspects of the task they considered worth remembering for future use in their countries. At a pre-assigned time (as may be seen in Exhibit C, the steps to be taken in carrying out each problem were assigned definite time limits which were posted at the start of each task assignment), the groups would usually come together in General Session, when the findings of each group were presented and discussed.

2. Other PTC Characteristics

Two other characteristics of the PTC require mention. First, continuing attempts were made during the Course to tailor the PTC to the individual needs of participants. This necessarily required the establishment of procedures prior to the start of the Course for discovering and acting upon these needs.

These procedures and the results obtained are discussed in IV, I, below. Second, the Course was designed to provide the middle-level agricultural managers who were to take the six-week course with the skills required to "brief the boss" about what they had learned in the PTC when they returned to their jobs at home. To this end, high-level civil servants were invited to come only for the last two weeks of the PTC. In preparation for their coming, participants who had attended the previous weeks of the Course planned how to inform the newcomers about what had occurred before their arrival and to integrate them as smoothly as possible into the Course. The results obtained from this effort are also discussed below.

III. PREPARING, MONITORING, REVIEWING, AND FOLLOWING UP ON THE COURSE

A. Preparing the PTC

Although the ASIP staff occasionally discussed aspects of the PTC prior to March 1975, full-time preparation of the Course by the staff started at the beginning of that month. Preparation of the Course began with a series of staff meetings, in some of which Coverdale staff joined as consultants. At these meetings, objectives for the Course were set, the implications of the ASIP task-oriented approach for the PTC were discussed in detail, a determination was made about the way tasks were to be presented, tentative Course schedules were set, staff assignments for the preparation of specific tasks were made, timetables fixed, and instruments for monitoring and reviewing the PTC were devised.

By the time the PTC began, 35 tasks had been drafted and were kept ready for possible use in the PTC. An additional task was drafted after the Course started, increasing the total number of tasks to 36. The number of tasks which had been drafted by the time the Course began was known to exceed what could be carried out during the Course, but they were prepared, nevertheless, to allow the greatest possible flexibility in meeting the needs of PTC participants as they would be revealed during the Course. Only 20 tasks were actually used in the Course. These are appended as Exhibit D, in the order in which they were used in the Course. The 16 tasks which were not used are appended as Exhibit E. In addition to the 20 tasks used in the Course, a Memorandum from the ASIP staff to the PTC participants was used as the basis for a discussion session on training in the penultimate session of the Course on the afternoon of Thursday, August 28th. The Memorandum is appended as Exhibit F.

Each task was embodied in a Task Statement. The Task Statement was divided into four parts.

(a) A definition of the Task. This was usually a one-sentence description of what had to be done.

(b) Purpose. This provided the rationale for the task, usually by indicating the skills which the task was intended to develop.

(c) Instructions. These were specific directions, usually 4 to 6 in number, for carrying out the task. They usually provided guidelines, contraints and procedural suggestions, but not "recipes," for carrying out the task. While the directions often sought to call attention to specific aspects of the task, considerable latitude was allowed to encourage diversity of results.

(d) Sources. This referred to the information which was to be considered in carrying out the task. Usually, this included (a) a reading assignment, most often from the Manual, but sometimes from other documents, and (b) the knowledge and experience of the participants. The Task Statements sometimes were accompanied by materials required for carrying out the tasks. These materials included a draft law establishing regional organizations, which was to be revised; prototype terms of reference for a sector survey task; a budget form for an extension task; and project descriptions required for a task on project organization.

In designing tasks, substantive issues had priority over procedural ones. Most of the tasks were loosely structured procedurally with few constraints on the way results were to be presented. But two tasks required formal presentations in an attempt to simulate situations on the job which require such presentations. Some tasks were designed to be carried out in a single morning or afternoon session; others required a full day or two; and two required three days. However, virtually all tasks were capable of expansion or contraction as might be required. Some tasks were relatively simple; others relatively complex. Some were "open tasks"; others were "closed tasks"*; some tasks were specialized and intended for a specific kind of

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* "Open tasks" were not specified in detail, there were many ways of tackling the task, and the end product was abstract and not immediately apparent; "closed tasks" had clear-cut instructions or did not need much in the way of instructions because the job was a familiar one, there were obvious or familiar ways of doing the task, and the end product was concrete and clear.

agricultural manager, e.g., extension workers; others, e.g., a task on devising a rural development model, were broader and intended for all kinds of agricultural managers.

Every task was designed to simulate the realities in developing countries to the greatest extent possible, and some were based on actual projects and programs in these countries. Tasks which were based on real projects or programs, or which approximated them, were considered essential, not only to achieve the PTC's announced objectives, but also to permit participants to carry out tasks in a way which would provide them with results they could apply in their countries.

The Course was purposely left open-ended at the start to permit it to be tailored to the needs of the participants who were coming. While this made sense in the light of the lack of information about the participants who were coming for the Course, it also was desirable because it would have been difficult to foresee fully participants' interests even if more had been known about them. For these reasons, only the schedule for the first two weeks had been firmly fixed when the PTC began, and of this schedule, the second week covered the Coverdale management portion of the PTC. By the time the second week of the Course began, enough had been learned about participants' interests from a questionnaire they had filled out and from ASIP staff conversations with them to permit the Course schedule for the third and fourth weeks to be prepared. During the fourth week, the schedule for the fifth and sixth weeks was prepared. While the procedure which was followed left the final Course schedule uncertain until the fourth week of the PTC, this had no palpable adverse effect on the conduct of the Course. Delayed preparation of the Course schedule was possible, in part, because virtually all the tasks to be used during the PTC were ready for use at the start of the Course and, in part, because all resource persons for the tasks were exclusively ASIP staff rather than outsiders. Indeed, the reliance on ASIP staff members as resource persons for most of the Course was one of the distinguishing features of the PTC.

B. Monitoring Instruments

Several instruments were devised during the Course's preparatory phase to monitor the progress of the PTC during the six-week period of the Course. These instruments, which are discussed below, included:

1. A participant questionnaire

2. The use of an Interview Task for obtaining information about participants' interests

3. Luncheons with participants

4. Daily ASIP staff meetings

5. Informal consultations among ASIP staff while groups were working on tasks

6. The use made of an independent consultant to evaluate the ASIP PTC

7. The use made of Coverdale consultants to help integrate the management with the substantive aspects of the ASIP PTC

1. Participant Questionnaire

On the second day of the PTC, each participant was asked to complete the questionnaire appended as Exhibit G. The primary purpose of the questionnaire was to provide the ASIP staff with information required to tailor the Course as much as possible to the interests and backgrounds of the participants and, incidentally, to provide the information required to carry out the first task of the Course. The way in which the questionnaire was put to use in tailoring the PTC to participant needs is discussed in IV, I.

2. Interview Task

To provide ASIP staff with information, as well as to introduce the ASIP task approach with a subject which was of especial interest to the participants, the first task (see Exhibit D) required each participant to interview, and be interviewed by, another participant about a management problem each had listed in the questionnaire as of major importance in his or her country which he or she wanted to have discussed or resolved during the PTC. The interview task was also a useful means of getting participants from different countries to meet each other and to learn about the problems which other participants considered to be major in their countries. The way the Interview Task was conducted is discussed in IV, I.

From the information provided by the participants in the questionnaire and the interviews, a profile of each participant's background and interest was prepared.* Each profile indicated, among other things, what the participant concerned considered were his or her country's major agricultural and rural development management problems, what were the country's greatest needs

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* Participants who arrived after the second day of the Course completed the questionnaire as soon as feasible after their arrival.

for improving the management of agricultural and rural development, and what the participant hoped to get from the PTC. Each profile also included the ASIP staff estimate of the extent to which the PTC was likely to meet the participant's interests and expectations. Participants' profiles are appended as Exhibit H. Code numbers have been used in lieu of participant names.

Analysis of participants' answers to the questionnaire and interviews also permitted ASIP staff to classify participants in accordance with their major fields of interests (Exhibit I); their principal concern with activities at the administrative center or at regional or local levels of their countries (Exhibit J); and to list the problems and country needs considered most important by a majority of participants (Exhibit K) and by a minority (Exhibit L).

Exhibits H, I, J & K were used for a number of purposes, including the (1) selection of the most appropriate tasks from those which had been prepared beforehand; (2) preparation of a new two-part task on institutional coordination (Task No. 18, Exhibit D) to meet many participants' expressed interest in this subject; (3) constitution of special interest groups on Wednesday, August 27, 1975 (see p. 8, Exhibit C) to carry out different tasks in accordance with participants' expressed interests; (4) identification of a participant with special expertise in agricultural credit who joined the ASIP resource person in briefing participants for the task on agricultural credit (Task No. 14, Exhibit D); and (5) selection of subjects to be covered in lectures and for special emphasis during briefings for the various tasks. To inform participants about their collective interests, a "feedback" session was held on Monday, August 4, 1975 (see p. 3, Exhibit C) during which an ASIP staff member summarized the results obtained from the answers to the questionnaire and the interview task.

3. Luncheons with Participants

To supplement the information obtained from the questionnaires and participant interviews, each coach and the Director of the ASIP took individual participants to lunch until all the participants had had an opportunity to meet individually with a senior member of the ASIP staff. The purposes of the luncheon sessions, the subjects covered and the method used to record the results of the sessions are outlined in a memorandum attached as Exhibit M. The results obtained from the luncheons are discussed below in IV, J.

4. Daily ASIP Staff Meetings

Arrangements were made before the PTC started for ASIP staff to meet each morning before the sessions began, at the

end of the day after a day's session, or at both times, to review what had transpired in the previous sessions, to insure that everything was in order for the next sessions, and to take such actions as circumstances required. These meetings were particularly useful in the first week of the Course. Thereafter, the number of meetings required diminished, and were called only when circumstances made them necessary.

5. Informal Consultations among the ASIP Staff

When group sessions were in progress during the execution of tasks, coaches and the Director frequently conferred informally for short intervals outside the group meeting rooms to exchange information about group progress with the task under consideration. These informal consultations sometimes led to the extension or contraction of the periods allotted for group activity or the General Sessions. They also provided insights into procedural or other problems which required solution.

6. Independent Evaluator of the PTC

The presence of an independent outside evaluator of the PTC who had considerable experience with agricultural training and management proved helpful because the evaluator occasionally made suggestions for improving the Course which sometimes were incorporated into the PTC. The report of the independent evaluator is appended as Exhibit N.

7. The Coverdale Consultants

The Coverdale consultants, one or both of whom were present for a period which began about a week before the Course and extended from time to time until the fourth week of the Course, provided frequent suggestions during the Course for integrating the substantive materials of the PTC with the managerial principles covered during the Course's second week. These suggestions helped bring about a smooth merger of ASIP substantive materials and Coverdale training and management principles. The report of the Coverdale Organisation is included as Exhibit O.

C. Evaluating the PTC

Before the Course began, the ASIP staff devised a form to be filled in by each coach as soon as possible after the completion of each task. The form, which is appended as Exhibit P, sought to record each coach's views concerning (1) the effectiveness of the task and the way it was programmed; (2) the way participants in the coach's group reacted to the task; (3) the role played by the coach while the task was being carried out; and (4) how the task and its execution could be improved. After the Course ended, Messrs. Wayne Weiss and John Wilson,

two coaches in the PTC, submitted memoranda concerning the PTC Task Evaluation Sheet, which are appended, respectively, as Exhibits Q and R. As may be seen, these memoranda, while accepting the usefulness of the Evaluation Sheet, suggest changes if the Evaluation Sheet is used again.

In addition to its primary function as an instrument for reviewing the effectiveness of each task, as well as the reactions of participants and coaches to each task and the way it was carried out, the Evaluation Sheet was designed to record as much relevant information as possible about the Course and the way it was conducted. Summaries of the salient points noted by the coaches in the Evaluation Sheets for each task are included as Exhibit S. These summaries provide useful information for the use of the PTC tasks in the future.

D. Following up on the Course

On the final day of the PTC, participants were given time to consider how they proposed to apply what they had learned to their jobs upon their return home. In General Session, they were asked to state what they proposed to do and many did so. They were also given time to meet with their fellow-countrymen and plan how they would keep in touch with each other to support one another in the use of the skills acquired in the PTC. These plans were also discussed in the final General Session.

Soon after the end of the PTC, the ASIP prepared a "Follow-up Questionnaire", which was sent to each of the participants a little more than three months after the end of the PTC. The questionnaire summarizes the plans of those participants who reported on them in the final General Session and seeks to learn to what extent these plans or others based on the PTC have been started or put into effect. The ASIP expects to evaluate the results obtained from the questionnaire in a later paper. A copy of the Follow-up Questionnaire is included as Exhibit T.

IV. LESSONS FROM THE PTC EXPERIENCE

A. Tasks

1. The Task as a Learning Device

The ASIP task approach turned out to be a very flexible learning method. The approach allowed participants with a wide variety of experience to apply their varying experience to the same task and learn lessons and acquire skills from it. Groups

found little difficulty in adapting each task to the country or local conditions familiar to the participants of the group. For example, in dealing with the transport component of the Extension Task, the Guyanese country group, whose participants frequently travel to and from rural communities in Guyana by river, provided for transport of extension agents by boats in carrying out the task. The participants in another group replaced the hypothetical pay scale listed in the task with the one which actually prevailed in their country. In other tasks, groups modified task instructions, or even ignored some of them, to adapt the instructions to conditions in their countries. These adjustments were usually consistent with the ASIP aim of making the tasks as realistic as possible and helped each group obtain results which, although often different from one group to another, were relevant to the experience of the participants in each group. Even when hypothetical data used in a task were contrary to the experience of participants in their own countries, as was true in the tasks on Extension and Project Organization, participants had little difficulty in carrying out the tasks and produced excellent results. This was especially true in the multi-country groups, where no one set of data could be devised to satisfy all participants, but it was also true for uni-country groups.

While the task approach proved to be very successful for teaching purposes, what participants learned largely depended on how they viewed the opportunities presented by the tasks. At one extreme, a group would deal with a task as though it related to problems which might be encountered in the country of the group's participants. In this group, alternative solutions to problems were explored and a solution selected which promised to deal most effectively with the problems posed in the task. At the other extreme, another group used the same task to describe and justify the way the country of the group's participants dealt with the problems raised in the task, without going beyond this to suggest improvements in the way problems were actually handled. Even so, it was clear that participants in this group were thinking in depth about the problems raised and that they were learning alternative ways of treating the problems from the results obtained by other groups.

One indication of the efficacy of the task as a learning device was the rate of participant activity. There was an unusually low absence rate throughout the PTC. Failures to participate were rare. In most instances, absences were due to illness or administrative problems. In only two instances was the lack of participation traceable to task content or group procedures. In one case, a personality clash and criticism of one participant by other members of a uni-country group led to the temporary withdrawal of one participant. (This problem was resolved quickly with counseling by ASIP staff and consultant.) In the second case, a participant

withdrew from his group and did the task alone because he felt that the task (Project-Scheduling) required more time than had been allotted and that the group of eight was too large for the room assigned for the group. Since his complaint appeared justified, the allotted time was extended; however, nothing could be done at the time to move the group to another room.

2. The Duration of Tasks

The duration of the tasks used in the PTC may be divided into three periods: (1) those which were carried out in a half-day or less; (2) those which were carried out in a day; and (3) those which were carried out in two or three days. Since the Course was a "Pilot Training Course" one of whose purposes was to test the teaching materials which had been prepared, the ASIP attempted to try out as many tasks as possible. This meant that the time allotted to most tasks was a half-day.

Experience showed that most tasks would have benefitted from more time, and probably none could have been carried out as well as it was in less time than was allotted to it. One task which took two days and another which took three days to complete were judged to be very successful, as were the one-day tasks. Most of the half-day tasks were also judged to be successful or very successful. Among the most successful half-day tasks were the tasks on Project Organization, Local Planning and Problem Solving, Inter-Institutional Coordination, Farmer Organization and the Rural Development Model.

Some half-day tasks, including the successful ones, suffered from a lack of time for participants to deal effectively with some problems posed by the tasks. This was because most tasks used in the PTC involved policy, human organization, project management and other issues which were inherently complex. To sort out these issues and agree on proposals for carrying out tasks required more information gathering activities and discussion than usually could be afforded in a half-day session. The Why-How Task, which required less than two hours to carry out, was one of the least successful tasks. The Ends and Means Task, which the ASIP staff judged to be the least successful task, lasted a half-day. However, the dissatisfaction with this task was at least as much due to the task design as it was the task's duration.

The ASIP consensus is that many, if not most, of the half-day tasks should have been full-day tasks; and for the half-day, two-part task on Extension, a period of a day and a half probably could have been used with considerable benefit.

Participants appeared to prefer tasks which took at least a day to complete. Among the reasons given for the preference were the following: (1) longer tasks seemed more in keeping with participants' ideas of reality; (2) more attention could be devoted to gathering information, discussing the full range of issues involved, and preparing the end product; and (3) longer tasks allowed better planning and allocation of responsibilities among group members.

There were some indications that when two tasks were assigned in one day, the afternoon task suffered in ways not true of afternoon sessions for full-day tasks. Apparently, the effort required to carry out two tasks in one day fatigued participants much more than the effort required to carry out a single, full-day task. However, afternoon tasks sometimes produced excellent results. In fact, one of the most satisfactory tasks, the one on Local Planning and Problem Solving, was an afternoon task.

3. Shortcomings of the Task as a Learning Device

The Ends and Means Task required that a distinction be made between ends and means which was largely a matter of definition. The Strategies Task also became, in the way participants approached it, largely an exercise in defining strategies, objectives, policies and policy instruments, and in classifying activities according to these terms. Experience with these tasks revealed that the ASIP task approach is a poor method for imparting definitions, whether or not they are generally accepted definitions. Where generally accepted definitions exist, participants' experience, a major input in the ASIP task approach, is of little value. Where there are differing definitions, participants get into a needless wrangle. In either case, reading assignments or lectures can provide the definitions more efficiently than tasks. Consequently, the two tasks under discussion need revision to avoid participant preoccupation with the definitional aspects of the subjects covered.

4. Use of Hypothetical Data

Many tasks provided data which were not related to specific countries. But this did not prevent participants from carrying out these tasks. Where the data given in a task were contrary to country conditions, e.g., in the Extension and Project Organization Tasks, there were some complaints that the data were unrealistic. Nevertheless, participants liked the tasks and produced some of the best results with them. Consequently, we conclude that the use of data which are not realistic for a specific country is not a serious impediment to the successful execution of a task. This appears to be especially true for

multi-country groups, where no specific set of data is likely to meet all participants' notions of what is realistic.

5. Potential Tasks not Developed in the PTC

Three kinds of tasks were considered for use in the PTC, but were never prepared.

(a) Country manuals. One idea was to give participants in a uni-country group the task of re-drafting a section of the Manual in such a way that it would be fully applicable to their country. The nearest task of this kind was the one for the Stocktaking and Diagnostic Survey, which required participants to revise prototype terms of reference for such a survey to make it country-specific. Since this was one of the most successful tasks in the PTC, there is good reason to think that tasks which require participants to re-draft other parts of the Manual to make them country-specific might be worthwhile.

(b) Tasks based on participant information. Participants were asked to bring to the PTC information about a project or program on which they were working in their jobs with a view to the preparation of tasks based on these materials. It is uncertain whether such tasks are likely to be good ones. Based on PTC experience with some tasks prepared after the Course began, it appears that it is difficult to design tasks during the progress of a course, e.g., the Why-How Network Task, which was designed during the PTC, had shortcomings which may have been due to the speed with which it had to be designed.

(c) Tasks based on participant-formulated problems. The idea was to have participants describe problems they were having and to devise tasks to deal with them. However, although the ASIP had requested participants to bring problems with them for this purpose, virtually none did so. It is possible that the poor participant response was due to the lack of time which the ASIP had to correspond with participants which characterized the PTC recruitment process. It still seems worthwhile to consider the possibility of building tasks on actual problems in future courses.

6. Proposed Task Revision

As indicated, groups sometimes solved tasks by describing the procedures followed in their countries rather than by considering other options. This tendency was particularly marked in one uni-country group, but all groups tended to do this when the time allotted to carry out a task was limited unduly. While an obvious way of reducing this tendency is to allot enough time for groups to deal with tasks, added time alone may not be a completely adequate way of dealing with the problem.

Part of the problem may have been due to the way tasks were worded. For example, a task might ask groups to "Propose a (procedure, organization, etc.) for your country and justify your choice." This form, with variant wording, was used in many tasks. There was, therefore, nothing to prevent participants from merely adopting the current situation or practice in their countries as the solution to these tasks.

To avoid this in the future, tasks should include instructions asking participants to distinguish between what their countries are doing or have done and ways in which these may be improved upon. If participants concluded that they like what their country does or has done, it would be a decision arrived at after consideration of alternatives. Moreover, if the task also required participants to suggest ways of improving implementation of programs or policies they recommend, even those participants who are satisfied with the current programs and policies in their country would still have to consider alternatives to the way in which they are being implemented in their own countries. This would require participants to consider a broader range of possibilities. It needs to be recognized, however, that participants are likely to find it easier to suggest innovations about some things than about others. For example, participants generally feel themselves better equipped to recommend changes about matters with which they are familiar than with those with which they are rarely associated directly.

To encourage participants to innovate would require that tasks be modified to incorporate such phrases as, "Propose ways of improving the (regional planning organizations, extension system, etc.) of your country and justify your suggestions," "Prepare an (organization, extension system,etc.) for your country which improves upon the present one," or "Suggest three ways to improve (.....) of your country." It also might be desirable to include an instruction which calls for a description of the current practice or situation. A second instruction might ask participants to identify successful or desirable aspects of the country approach. A third instruction might require identification of management principles which would improve upon the current situation. And a fourth instruction might then ask for a proposal incorporating both their country's successful practices and the applicable management principles. By these means, participants would be encouraged to draw lessons from their experience instead of merely describing it, to use reference material critically and to synthesize their job and course experience in proposing ways of improving the management of agricultural and rural development projects and programs in their countries.

In setting up tasks, however, it might be well to accept the fact that participants (particularly in a multi-country

course) are likely to want to describe the current situation in their country and, frequently, to defend it. Consequently, the early tasks in a course may have to be devised in such a way as to allow this. Tasks which call for much innovation may not be desirable at the very beginning of the course, partly because innovation is more difficult than description. At first, it might be best to have tasks which allow participants to describe procedures and practices in their countries, before asking them to improve upon them. This also provides opportunity for participants to learn how to work together and familiarize themselves with the mechanics of the task approach before tackling more innovative and otherwise more difficult tasks.

B. Task Briefings

The ASIP staff member most concerned with a task, usually because he had drafted it as well as the related sections in the Manual, briefed the PTC participants on the task. The briefings sought, among other things, to (a) relate the task being undertaken to preceding and future tasks and lectures or field trips, (b) summarize or highlight the salient features in the Manual which were applicable to the task, (c) explain or amplify the nature of the end product required or otherwise provide guidance to participants about what they were expected to produce, and (d) answer participants' questions of fact or procedure concerning the task.

At the start of the course, the summarization of the salient features in the Manual preceded the distribution of the task statement. However, it was quickly apparent that this sequence did not allow participants to relate the material in the Manual to the task during the summarization. Consequently, the procedure soon was reversed. The task statement was distributed first and after participants had spent the allotted time reading the task and the related part of the Manual, the summarization followed. This change allowed the participants and the briefer to relate the summarization of the source materials to the task. Placement of the reading period before the summarization also allowed participants to read the source materials, which the briefer could then highlight in his summarization.

After participants had read the task statement, the briefer customarily asked for questions about the task. There were usually very few questions, despite the fact that later discussions in the groups often showed that aspects of some tasks were not fully understood. It is possible that the way briefers sometimes phrased their questions may have discouraged questions. Thus, when questions were phrased to require a "yes or no" answer, they were usually greeted with silence. When the questions were directed to specific aspects of the task or source materials and

required more than a "yes or no" reply, participants responded well; indeed, too well at times, because they tended to enter upon a discussion of the task which would have been more appropriate during group discussions when the task was being considered, or in the General Session in which the task solutions were explained and discussed. Questions to participants about a task need to be carefully phrased to encourage participants to ask for explanations about the nature of a task, its purpose, constraints, end product, and so on, without encouraging or permitting them to engage in discussions affecting the actual solution of the task, which belong in group or General Session discussions.

Time for reading the Manual and the summarization were included in the task briefings to insure that participants would be informed about the source materials when they worked on the tasks. It turned out, however, that failure to read the source materials was not a problem. Most participants read the assigned portions of the Manual before each session (assigned readings were made available from a day to a week in advance). After experience with the first few tasks showed that participants were reading the assigned materials before the briefing session, reading periods were eliminated for most of the tasks which followed.

Several reasons may explain why participants consistently read the assigned readings in advance of the course sessions. First, the assigned readings were generally short--often less than twenty triple-spaced pages. Second, almost all readings were in the Manual, a personal copy of which was given to each participant. And third, the source materials were directly relevant to, and frequently essential for, carrying out the tasks. An uninformed participant would find it difficult to participate fully in carrying out tasks and, since the tasks involved "learning-by-doing," could not learn as much as he did when he was fully informed; nor could he participate as fully as his more informed colleagues in the group discussions during the carrying out of the tasks. Fourth, since the small size of the groups quickly made it apparent who was and who was not informed, social pressure also may have influenced participants to prepare for group discussions. Fifth and finally, the fact that the tasks used in the PTC were tailored as much as possible to participants' interests, also helped account for the high level of participant preparation for group discussions.

Because participants were usually familiar with the source materials when briefings began, they preferred briefings which went beyond mere summarization to highlight critical points, by example or otherwise. As the Course proceeded and participants became more familiar with the Manual and drew more extensively on their own experience, it became possible to make briefings shorter.

There are several other points to be made about the briefings on the basis of the PTC experience. First, the time given to the briefings can probably be reduced from the range of 15 to 45 minutes they took during the PTC. It seems desirable, in general, for the time devoted to a briefing to be related to the time devoted to a task. Fifteen-minute briefings appear to be ample for most half-day tasks. However, a longer time was required for an unusually complex half-day task, or for a half-day task with source material with ambiguities. As experience showed, briefings should not be summaries of the readings, but selective expositions which put the readings in perspective and highlighted those points which were especially noteworthy for carrying out tasks. The PTC made plain that, in general, briefings should be held to the minimum time required to permit participants to understand the source materials and the nature of the end product which was to result from the task. Finally, the briefing period should not be allowed to anticipate the discussions which properly belonged in group sessions when the task was being carried out; nor should the briefer allow himself to suggest, directly or by implication, a solution to the task which participants might be led to interpret as the briefer's preference. If the briefer feels that examples would help, he should give at least two with differing solutions, as information. When questions or discussions in the briefing period begin to deal with actual solutions of a task, the time probably has arrived to terminate the briefing and begin group discussions.

C. The General Sessions

In preparing the tasks, ASIP staff had had some trepidations that the inclusion of a General Session at the end of each task might be found by the participants to be dull and repetitious. However, in practice, the General Sessions turned out to be a welcome and important part of the proceedings because they stimulated a great deal of "give and take" among groups. Participants tended to identify themselves with their group's results and frequently spoke up in General Sessions in behalf of these results. Discussions during General Sessions were particularly animated for the tasks on the Stocktaking and Diagnostic Survey, the Rural Planning System in Regions, Marketing, and Local Planning and Problem Solving. For some of these tasks, participants indicated that they expected to use the results generated in the tasks as models or foundations for action when they returned to their jobs in their country.

One conclusion appears warranted from the experience with the General Sessions: unless an exception seems warranted, each task should include a General Session which allows each group sufficient time to present its main findings and to discuss these findings with participants in the groups.

D. The Logbooks

The ASIP PTC adopted from the Coverdale courses the employment of logbooks by participants. In the Coverdale courses, participants have found the logbooks very useful for noting lessons they learned from tasks they had helped carry out. A special time is allotted by Coverdale for this purpose at the end of group activities related to each task. The PTC also allotted time for this purpose. At first, participants used the logbooks as intended, but they soon began to use them to make all kinds of notes during briefings and general sessions, as well as during group discussions, instead of limiting their use to lessons learned. While this may have been partly due to the fact that the use of the logbooks was not emphasized consistently, it remains unclear whether the logbooks lend themselves to use in ASIP type courses in the same way as in Coverdale courses.

E. The Manual

Except for a couple of tasks, the PTC relied on the draft Manual prepared by the ASIP staff as the prime source of information for the tasks. The use of virtually a single source of information prepared by the ASIP staff had advantages. One of these was the close relationships between assigned readings and the tasks, since the tasks had been drawn primarily from, and were largely based on, information in the Manual. Among other things, this made it possible to pinpoint the parts of the Manual which were relevant to the tasks and to exclude those parts which (although perhaps useful for other purposes) were extraneous. This, in turn, permitted assigned readings to be short, rarely more than 20 pages of triple-spaced typescript. Short, relevant readings, almost always from a single source, made it easy for participants (even those whose native language was not English) to prepare themselves adequately for each task; so much so that, as already indicated, time which had been set aside during sessions for participants to read the Manual could be used increasingly, as the Course proceeded, for carrying out tasks.

Moreover, since the Manual and the tasks had been written by the staff, the staff was generally well-informed about the content and thrust of the Manual and the tasks. This made it possible for the staff to provide knowledgeable coaching and briefing assistance during group and general sessions. Experience during group discussions clearly demonstrated that coaches had to have read, and even re-read, the section in the Manual relating to a task in order to coach effectively. This need to know what was in the Manual was particularly noteworthy when unforeseen events sometimes made it apparent while the task was

being carried out that instructions for a task or its time schedule were unsuitable. On these occasions, coaches' knowledge of the Manual and the task made appropriate adjustments possible with minimum disruption.

The Manual was frequently used during group discussions of tasks and was cited by groups as a source during the discussion of more than half of the PTC tasks. In the case of some tasks for which participants did not refer to the Manual, the Manual nevertheless constituted an important source of information; but in other cases, the Manual did not seem to be particularly important, perhaps because participants had experience in the subject covered by a task which they considered more significant than the information in the Manual.

Tasks which elicited the most frequent references to the Manual either dealt with technical subjects (e.g., Data Classification) or were innovative (e.g., the Rural Development Model). However, for the Extension Task, instructions apparently reflected the experience of participants so that they appeared to have less need to refer to the discussion of the subject in the Manual. For the Inter-Institutional Coordination Task, which was devised after the start of the Course, the Manual was not used because it did not adequately cover the subject.

F. Materials Used in Task Discussions

The standard materials used in carrying out tasks by each group included an easel, a flip chart, colored markers, an alarm clock, notepaper and the Manual. In the Extension Task, small calculators were used, as well as data brought by participants from their countries, e.g., a Philippine Regional Plan and the Uruguayan Agricultural Census. For the task on the Regional Planning Law, the Nicaraguan participant used a Nicaraguan Law establishing Nicaragua's Institute for the Development of Small Farmers (INVIERNO). The same document was also introduced when the Local Planning and Problem Solving Task was being carried out. The Ghanaian participants used a reference book they had brought in carrying out some tasks. A paper on the Uruguayan credit system, brought by one of the Uruguayan participants, was used in carrying out the Agricultural Credit Task. For the Course as a whole, however, the use of materials brought by participants was disappointingly low, despite the fact that the ASIP had sent letters to participants prior to their departure for Washington asking them to bring materials for use in the PTC.

G. Groups

Two types of groups were used in the PTC: uni-country and multi-country. Uni-country groups were composed of participants from a single country; multi-country groups were composed of participants from two or more countries.

Most tasks were carried out by uni-country groups, mostly because this was made desirable or necessary by the nature of the tasks, but also because participants preferred to work in uni-country groups. There were advantages and disadvantages in having uni-country groups for most tasks. A major advantage was the common fund of knowledge which participants in a uni-country group possessed. This allowed them to work on a task with minimum discussion of the nature of the environment in which a given task was to be carried out. The major disadvantage of the uni-country group was that it tended to accept or defend current practice in the country concerned with little thought given to the possibility of improving upon current practice. In contrast, when tasks were carried out by multi-country groups, the results tended to be stated more innovatively in terms of bettering prevailing practice.

For this reason, and also because ASIP staff thought it desirable to expose participants as much as possible to varying views and approaches, ASIP staff sought to use multi-country groups whenever possible. Even so, only five tasks were carried out with multi-country groups, to wit., the Why-How Network and Project Scheduling Tasks, and the Project Organization, Inter-Institutional Organization and Farmer Organization Tasks which were carried out simultaneously on August 27th. Since the last three tasks were each carried out by a group composed of participants who had indicated that they had a special interest in the subject, each group consisted of persons with similar interests or specialties rather than similar nationalities.

Because of the good experience obtained with multi-country groups, the ASIP staff believes that they should be used wherever they are consistent with task aims. However, it might be best to start with uni-country groups in carrying out early tasks in a course to allow participants to develop good working patterns with those whose information and approach are generally similar before shifting to multi-country groups, which necessarily expose participants to varying data and approaches. This could mean that some tasks may have to be re-worded.

Of course, if an ASIP-type course is given in a developing country, the problem of uni-country vs. multi-country groups will not arise. However, a similar problem may arise if participants from different regions of the country take the course. During

the PTC, uni-country groups sometimes found their country too aggregated to deal with conceptually, and therefore selected a particular region of the country when carrying out a task.

As already noted, the number of participants in a group varied from as few as two (for the two Uruguayans in the PTC) to as many as eight (in a multi-country group). Experience showed that a group of six or seven persons provided a sufficient variety of opinions to keep discussion moving and yet was not so large as to inhibit adequate participation by one or two of the more reticent participants.

H. Training in Problem-Solving vs. Problem-Solving

During the PTC, participants frequently expressed their preference for tasks which could be applied to actual problems in their countries, and they sometimes modified the simulated problem in a task to conform to one in their own country. The ASIP staff generally shared participants' views that the value of a task would increase if it dealt with an actual, instead of a simulated, problem, and therefore approved when participants did this.

However, it became apparent that when participants converted a task dealing with a simulated problem to an actual one in their country, they often became so preoccupied with the actual problem that they tended to ignore the procedures which the PTC sought to inculcate to improve participants' general skills in dealing with problems. Consequently, while participants might have used the task to solve a particular problem which interested them, they might have learned little about how to systematically solve the kinds of problems with which the original task was concerned. The staff concluded that for participants to acquire the skills required to solve problems of a certain kind in a systematic way required tasks toward which participants could take a reasonably detached attitude. Only simulated tasks were of this nature since participants are unlikely to have strong views about how they were to be resolved, unlike the situation which prevailed during tasks relating to actual situations with which participants might have been associated. Moreover, simulated tasks were likely to be less threatening to participants than actual tasks, thereby allowing participants to make errors without undue penalties.

In retrospect, therefore, it appears that while the objective of a training course like the PTC is to improve the skills of agricultural managers to solve real problems, during the training period tasks which raise simulated problems are likely to be superior to those which deal with actual problems. Only when participants have acquired sufficient expertise to apply

systematically the management principles required to deal effectively with all kinds of problems, is it desirable for participants to deal with actual problems in their country. This is likely to be toward the end of a course rather than at the beginning.

Since the acquisition of a skill requires the establishment of a new habit, and frequently the replacement of an old one, repetition is essential. Participants should therefore be told in one way or another that they must be prepared to deal with similar tasks over a period of time in an appropriate manner until they have acquired the expertise to solve problems systematically. Participants should be made to recognize the importance of repetition in the training process, and why mere perception of the need to do things in a different way is inadequate for improving skills. Trainers must be prepared to explain the difference between the acquisition of information and the establishment of a skill, to vary the nature, duration and other attributes of the tasks used so as to minimize the dulling effects of repetition.

I. Tailoring the Course

As indicated in II, C, 2, above, the ASIP laid plans before the beginning of the PTC to tailor the Course as much as possible to the needs of the particular participants in the Course. Since the ASIP had little control over selection of participants, and little prior information about the interests and needs of those who showed up for the Course, some of the tailoring of the PTC was perforce done after it started. However, much work was done beforehand. Thus, as already indicated, 35 tasks covering a wide range of subjects were prepared before the Course started from which tasks could be drawn which best met participant needs. A prime consideration in the ASIP approach to the PTC, but not limited to it, was that people were more likely to want to do those things which interested them than those things which the ASIP believed they should do. In devising the PTC, therefore, the greatest possible flexibility was built into the Course to allow adjustments to be made to meet participant interests and needs. This was why almost twice the number of tasks which could be used in the PTC were knowingly prepared beforehand.

Experience during the PTC confirmed that people are easily motivated to work hard at things which interest them. As has already been said, there were no noticeable mental or physical dropouts during the Course. Boredom was virtually absent from the Course. On the contrary, a major problem was the possibility that participants working on one task after another without a break might go stale.

To carry out ASIP tasks required that participants spend time considering issues, making decisions, and proposing policies and procedures about aspects of agricultural and rural development which they considered to be related to their own work. Differences of opinion within groups had to be explained and reconciled. This proved to be intensive and emotionally-involving work. Participants frequently said that they were working very hard. Since the amount of work they did was voluntary, and no penalty accrued to anyone who let down on the work, it was a tribute to the tasks used that virtually no one stayed away from the sessions unnecessarily, or let down while in attendance. Since each coach was in close contact with his group almost continually, it was possible to guage with considerable accuracy appropriate points at which to intersperse lectures, field trips, staff presentations, or a free morning or afternoon to permit a change of pressure or pace whenever these were deemed desirable. Because the PTC was an experimental course, more tasks were used than might be used in an ASIP course within a country, and the pace maintained was probably more intense than might be necessary in a country course. Nevertheless, it seems desirable for coaches to monitor participant reactions to the tasks used, even if the number of tasks and the speed with which they are required to be carried out are reduced, since boredom may then become a problem.

This possibility makes it all the more important that participants have an opportunity to help select the tasks they will carry out. The PTC experience showed that participants responded well to requests about what they thought they needed. When participants learned that the staff responded to their requests, they increased their efforts to inform the staff about what they thought they needed. And when the tasks they sought were assigned they worked on them with enthusiasm. Nor was it necessary for every task to meet the requirements of all participants. The knowledge that they would be given tasks which met their needs apparently made participants go along with some tasks which met others' needs more than their own. Consequently, a high level of motivation was generally maintained for all tasks, even among those whose interests were not being met directly.

The ASIP's planning for tailoring the PTC to participant needs began with the letter of welcome sent to each participant (Exhibit U). The letter asked participants to bring to Washington written information about any project or program with problems which needed solutions, as well as background information on the agricultural sector of their countries, to be used in the PTC. Unfortunately, many participants received the letter too late to respond effectively to it. Although a fair number brought agricultural background material which was used in the Course, only two or three brought information about projects or programs.

The questionnaire mentioned in III, B, above and appended to this Review as Exhibit G, which each participant filled out on the second day of the PTC, was the second means used to tailor the Course to participant interests and needs. The questionnaire worked well in providing the information required for the PTC. However, it can be strengthened for future courses by the addition of a question which asks participants to indicate the nature of materials they have brought for possible use in the course they are attending.

Prior to providing the answers called for by the questionnaire, participants were told that the answers they gave would be used to help tailor the Course to their interests and needs. They therefore understood that they were participating in the design of the Course.

Section III, B, 2 describes the several purposes which the questionnaire served. One question asked participants to list the most serious problems they were concerned with as agricultural managers. Xerox copies of the answers were made and were used in interviews which constituted the first task in the PTC. (See Task No. 1, Exhibit D.) Each participant was paired with someone he or she did not know. One member of each pair of participants interviewed the other, using the written answers to the question given by those interviewed as the basis, to expand and clarify the answers. Thereafter, participants were paired once again with persons previously unknown to them and the respective roles of the participants were reversed, so that those who had been interviewers were interviewed, and vice versa. As the discussion in III, B, 2 indicates, the analysis revealed which areas of interest a majority and a minority of the participants considered to be most important. Exhibits K and L list these. When the analysis was completed, the ASIP staff explained to the participants how they expected to meet participant interests with specific tasks, lectures or other means; and participants commented on the ASIP proposals.

A third way in which the ASIP went about tailoring the PTC was to have each participant select one task from among alternatives to carry out. This was done in the final week of the Course, when participants were invited to choose a task they preferred from among three in which they were interested (Nos. 17, 18 and 19). Since time constraints did not allow all participants to work on each task, groups were formed on a first come, first served basis, to work on the three tasks simultaneously on Wednesday, August 27th.

Participants undertook the task in the normal manner, except that task briefings were shorter than usual in order to allow more time for group reporting in General Session. In General Session, copies of each group's task were distributed

to members of the other groups. As each group reported, it explained the task and the process by which the group had proceeded, as well as the results obtained. The entire exercise turned out to be exceptionally successful and this suggests that participants in future courses could profit by more frequent use of the procedure. However, since each group in this procedure does not have the benefit of comparing its findings with those of other groups, it is important that the coach be well-informed about the substantive aspects of the task to insure that the group obtains all the information it requires to prepare a balanced report.

The lunch that each member of the ASIP staff had with each participant (see discussion in III, B, 3 above and IV, J, below) provided a fourth way of getting information which was used to tailor the Course to participant needs. Because the luncheons provided an informal setting for frank and private discussion, they proved to be an important tool for insuring that participants' needs and interests were being met. The luncheons also permitted the ASIP staff to explain why some tasks had been included in the PTC even though not requested. No great differences of opinion about what should have been included or excluded in the Course emerged.

However, the ASIP was not always able to meet the interests of the participants. For example, some participant interests were outside the scope of the PTC. This was explained to the participants. Certain problems were not particularly susceptible to solution in a training course. For example, some participants came from countries which had problems with specific donor or technical assistance agencies. These matters were handled by helping participants arrange appointments with the agencies concerned. Sometimes, particular needs were not known because some participants did not articulate what they thought they needed; and sometimes, their perceptions of their needs changed during the Course.

It was also impossible to provide every participant with exactly what he or she wanted even when it was within the scope of the PTC. Thus, two of the three professional planners in the Course would have liked to have had more tasks related to the technical aspects of planning, while other participants felt that they had had more tasks on planning than they wanted. On the whole, however, participants felt that the Course had had materials of direct interest to them, although many would have liked to have had more emphasis given to subjects in which they had a special interest.

J. Luncheons with Individual Participants

The questionnaire and participant interviews provided a considerable amount of information which was used in tailoring the Course to participants' wants and needs. But experience with the lunches which individual staff members had with individual participants in the third and fourth week of the Course made it clear that some kinds of information can best be obtained in a private, two-person meeting.

The luncheons, usually composed of a coach and one participant, lasted from 45 minutes to almost two hours. Frequently, a participant who seemed to be an unlikely source of information provided the most useful information. One participant revealed inter-personal problems in a work group which predated the PTC, and one participant revealed some of his own personal problems as a manager in his job at home. These problems were interfering with the effectiveness with which tasks were being carried out. In both cases, actions were taken to improve the situation. A senior official from another country, with considerable experience, was assigned to the group concerned with the information required to improve the effectiveness of the group; and the participant with managerial problems received counseling from ASIP staff and the Coverdale consultant. In both instances, the measures taken resolved the problems, with great improvement in the operational effectiveness of those concerned.

The lunches also provided information about particular interests of participants which could be met by the ASIP staff or Coverdale consultant. For example, a few participants wanted to hear from the Coverdale consultant about how best to deal with a difficult supervisor. An arrangement was made to meet this need. Frequently, a coach obtained insights during the lunch with a participant which were useful in coaching later group sessions. Indeed, some of the best suggestions for improving the Course originated during the lunches. Conversely, the luncheons furnished an excellent medium for ASIP staff to explain features of the Course which the participant did not completely understand, or for a coach to answer questions which a participant hesitated to ask in a group or general session.

After each luncheon, the ASIP staff member concerned prepared a note on the basis of the outline in the memorandum attached to this Review as Exhibit M. The note gave particular attention to the participant's needs, desires and problems. These notes were reviewed by the Assistant Director of the ASIP and appropriate action was taken when necessary. The luncheons proved to be useful not only in tailoring the PTC to participant wishes and needs, but also in dealing promptly

with problems which ranged from the inadequacy of hotel accommodations and money problems to career development problems and social stress.

For all these reasons, the ASIP recommends one-to-one lunches with participants as one of the most effective devices for keeping staff and participants, as well as a course, on the right track. Arrangements should be made in a country where an ASIP course is given to have these luncheons made an integral part of the course.

K. Other Than Task Training

In addition to the tasks, there were staff and guest presentations and lectures, field trips and a movie.

The presentations by the staff were well-received. This was partly due to the fact that they were given mostly in response to participant requests for more information about the subjects covered. The research which the staff had carried out for the Manual stood the staff in good stead and demonstrated the value of having a substantively-informed staff available to provide more or less impromptu presentations on subjects of participant interest.

Although two of the guest presentations were very well received, guest lectures were somewhat less effective than the staff lectures. This was perhaps to be expected since they were less in tune with previous Course work and, in some instances, with participant major interests. The ASIP staff concluded that theoretical presentations were more difficult to integrate into an ASIP-type course than those with an empirical orientation. Presentations which were based on experience were the most successful in generating participants' interest and in providing information for use in later tasks and discussions.

For the Agricultural Credit Task, a participant with experience in the field of agricultural credit joined a member of the ASIP staff in briefing the rest of the participants. This was an experiment which did not work well enough to be recommended for future courses. In the ASIP approach, the briefing needs to be broad enough to cover all major aspects of a task. It is improbable that a participant in an ASIP-type course will have experience of the necessary breadth, since most of it is likely to be limited to his own country. To the extent that this is so, a participant's experience can best be used in carrying out the task and in commenting on the results obtained by other groups.

Experience with the field trips was mixed. The first trip to the National Agricultural Library and the National Research Station at Beltsville were disappointingly lacking in substance. The second trip to King George County, Virginia, was a great success because participants enjoyed the opportunity the trip afforded them to talk to farmers operating cash grain farms. Part of the problem with the first trip was that it was insufficiently discussed with those who were to be responsible for the program. Learning from the experience, the ASIP staff discussed the program with those concerned beforehand to assure themselves that the second trip would be informative. The lesson is that field trips should be planned as carefully as the rest of the course to insure that they are relevant and productive.

The movie "A Future for Ram" was used in connection with an exercise on Force Field Analysis. The film was useful for this purpose, although participants' reactions to the exercise itself were mixed.

L. Integrating the Coverdale and Substantive Parts of the PTC

As described in II, B, above, the combination of the Coverdale learning process with the substantive content of the ASIP teaching materials constitutes a salient feature of the ASIP approach to the training of agricultural managers in developing countries.

The primary aim during the first week of the PTC was to familiarize participants with the small-group, task-centered approach and the use of the Manual as a reference source for use in the execution of tasks. It was expected that the groups would encounter difficulties in the way they went about carrying out each task, but this was considered to be desirable as a prelude to the second week of the Course. Except for the last day of the second--the Coverdale--week, when an attempt was made to link the Coverdale portion of the PTC with what had gone on in the first week of the PTC and with what was to take place in the next four weeks of the PTC, the Coverdale portion of the Course was concerned with management principles without reference to the substantive materials on agricultural and rural development in the Manual.

The Coverdale week was considered the most successful week in the PTC. Participants found it relevant to their work in their countries, and the ASIP staff considered the skills which participants had learned as essential for the successful execution of the substantive tasks which were assigned after the Coverdale week.

As indicated in II, B, above, participants were expected to apply the management principles they had learned in the second week of the Course to the substantive tasks they would be required to carry out thereafter. After the Coverdale week, the staff believed that it might be counter-productive to emphasize the management procedures participants had learned during that week. Consequently, the staff held back during the third week to see how the participants would apply the Coverdale management principles to the substantive tasks which were assigned. At first, the participants tackled the substantive tasks with the systematic approach they had learned during the Coverdale week, but the use of the management skills was soon less frequent than was desirable. This possibility had been foreseen during the PTC planning stage and this was why a Coverdale review session had been scheduled for the fourth week of the Course. After the review session, participants once again began making greater use of the systematic approach. Indeed, there was a significant improvement in the way participants worked together in groups in the last weeks of the Course.

It is the ASIP view that a more detailed plan for integrating process and substance is required than the one followed in the PTC. The ASIP staff has considered three possibilities for insuring greater integration of process and substance in future courses without making a final determination about which one, or what combination of the three, is preferred because the methods used would depend on the situation in a particular country. The three possibilities are:

(a) To add two days of Coverdale-type training to allow a full week of concentration on the systematic approach and other basic management skills. This alternative seeks to meet the requests of many PTC participants to increase the time spent on learning management skills while decreasing the intensity of the Coverdale portion of the PTC.

(b) To divide and extend the time allocated to Coverdale-type training by providing one week of work on the systematic approach and basic management skills during the second week of an ASIP course. In the fourth or fifth weeks there would be a follow-up with more advanced training on the management of an organization (a one-day task which would concentrate on the roles and inter-relationships of policy-makers, managers and staff) and on steering and joining (tasks on integrating people into work in progress). This alternative would provide participants with a more thorough grounding than was possible in the PTC in basic management skills before they tackled the more difficult tasks. It would also provide a means for maintaining management skills during the intervening weeks of substantive tasks.

(c) To build Coverdale procedures into the substantive tasks, e.g., the use of observers for group work; process reviews for each substantive task; and process, as well as substantive, guidance by coaches.

A final issue which the ASIP staff has discussed is the necessity for future Coverdale participation in the ASIP country courses. The staff feels that the Coverdale training and consultancy made major contributions to the success of the PTC. While every effort should be made to embody in ASIP staff members competency to conduct Coverdale training, and much progress has been made in this direction, the staff believes that it is not yet ready to take over completely the Coverdale part of the ASIP training program. The ASIP therefore recommends that for the first two countries in which ASIP courses are undertaken that the Coverdale Organisation be asked to provide the training and consultancy services required.

M. The Course Schedule

The particular sequence in which tasks were fitted into the schedule did not appear to diminish the effectiveness with which they were carried out. For example, the Stocktaking and Diagnostic Survey Task was scheduled in the last two weeks of the Course because the ASIP staff felt it was important that the higher-level personnel, who attended only the last two weeks of the Course, participate in the Task. The fact that this scheduling made it necessary to separate the Task from other closely-related tasks did not appear to concern the participants. This experience would seem to indicate that, within reason, tasks can be scheduled in whatever sequence seems best calculated to meet course objectives.

Since the design of the second half of the PTC had to wait until the completion of the analysis of participant wants and needs, which could not be accomplished before the end of the second week of the Course, a degree of uncertainty existed until then about the schedule for the rest of the Course. While this had no palpable unsettling effect on the substance part of the Course (since virtually all the tasks required were on hand), it sometimes made it difficult to answer participants' inquiries about the timing of free periods and work days, and the length of sessions.

Whenever possible, the time set for the start and finish of each session, and for the lunch period, was the same throughout the Course or, if changes had to be made, attempts were made to give participants as much notice as possible. However, it was sometimes necessary to rearrange the time allotted to a task immediately before it was scheduled to begin or even while

it was in progress. As a rule, the ASIP tried to avoid time over-runs in order not to interfere with post-session appointments or other commitments participants may have had. Sometimes, however, this proved impossible. In these cases, it was not possible to provide participants with the advance notice. The ASIP staff opted for a change in the schedule only when it seemed very desirable. Not to have made changes in these cases would have made it necessary to cut off essential discussion or otherwise seriously reduce the effectiveness of a task.

Based on the PTC experience, the ASIP makes the following recommendations:

(a) The times when sessions and lunches begin and end each day should be standardized as much as possible.

(b) Participants should be informed about the schedule as early as possible in the course. They should also be told about the timing and duration of free time, as well as when they may expect to be away from the main training site on field trips, residential sessions, or for other reasons.

(c) It is better to allow extra time for tasks and end them early than to run over the allotted time. Participants tend to become restless when held overtime.

(4) If it is essential to keep participants for longer than the allotted time, participants who have engagements should be given an opportunity to report on their tasks early in the general session.

(e) If it becomes necessary to alter the schedule, participants should be informed about the change, and the reason therefor, as early as possible to reduce inconvenience to them as much as possible.

N. Reinforcing Desirable Course Behavior

Because the nature of the ASIP task approach is such that there are few right or wrong answers to the tasks, the staff has a consulting or guiding rather than a teaching role. This means that the participants make the major decisions about how to go about solving a specific task. However, there are some areas in which the staff needs to play a leading role. One of these is in the area of course behavior.

Course behavior refers to a series of action patterns which are desirable for the establishment of a favorable learning

environment. Desirable course behavior includes such participant action patterns as the regular and timely completion of reading assignments, regular and timely attendance of sessions, and a proper sense of responsibility to others about the timing and content of reports made during General Sessions. The way participants go about these things can make a big difference in the learning environment.

The ASIP found that the staff could do much to set the tone for participant behavior by adopting appropriate behavioral patterns itself. First, the staff itself had to be punctual and sympathetic to participants' views. Secondly, it could not set arbitrary rules. This implied, thirdly, that when rules were set, that the reasons therefor would be given. Thus, if groups were asked to make their reports in General Session in 15 minutes or less, they had to be told that this was essential to allow each group to report in the available time. In addition, the staff might suggest how groups could stay within the proposed time limits, e.g., by concentrating on only two (or three) major points in their reports instead of trying to cover all the points made. Fourthly, if participants volunteered a feasible alternative suggestion and could agree upon it, the staff might substitute the participants' suggestion for the staff's, e.g., by extending the session for 15 or 20 minutes. Fifthly, the staff could reinforce the right behavior whenever it appeared appropriate by complimentary comments which showed due appreciation for the desired behavior, e.g., clearly made points and staying within time limits. Finally, it is necessary not only to have participants want to behave in desirable ways, but to make it possible for them to behave in that way. Thus, to help them keep track of time, alarm clocks should be provided. To help them maintain their reading schedule, reading materials should be made available adequately in advance. To get participants to stay within time limits, these must be reasonable. To get them to attend regularly, time must be set aside as free time for them to do things they want to do.

During the PTC, the ASIP was able to establish desirable patterns of behavior. Participants generally read the materials assigned in advance of the sessions. Reporting in General Session by work groups was generally within time limits set beforehand. Participants were usually on time for sessions. The use of flip charts for reporting helped clarify points made by groups.

Because of the importance of the staff's role in establishing a proper learning environment, the ASIP recommends that prior to the start of a course within a country, staff should lay out a program of action designed to achieve desirable participant behavior during the course. Experience in the PTC showed

that the staff's role is crucial to the creation of a proper learning climate. The establishment of such a climate should not be left to chance or ad hoc staff behavior.

O. Late Joiners

Although the ASIP knew that attempts to integrate latecomers into courses long after the start of the courses had often been unsuccessful, the ASIP decided to experiment with late joiners because it offered an opportunity to test certain procedures which might be employed when the ASIP courses were conducted in specific developing countries. The joining of the four high-level latecomers in the PTC was considered a complete success. Not only did the joiners require only a very short initial adjustment period, they soon were so thoroughly integrated into the Course that after only two days even ASIP staff found it difficult to remember that the four latecomers had not been present for the full period of the Course. This was largely due to the early starting participants' acceptance of responsibility for informing the newcomers about what had transpired before their arrival.

But the success of the joining procedure required planning. At the beginning of the six-week Course, those participants who started then were forewarned that four participants would be joining the PTC at the start of the fifth week to remain until the end of the Course and that the starting participants would learn how to integrate the late joiners into the Course. During the second--Coverdale--week, one day was devoted to helping the participants to master the skills required to integrate newcomers into an ongoing program of work. In the fourth week of the Course, just before the newcomers arrived, the Coverdale consultant to the ASIP conducted a half-day review session for the participants which included a planning session on the integration of late joiners into the PTC. Each group then made its own plan for integrating the particular participant(s) who would be joining it, since the integration problems facing each group differed from those of the others. Thus, the four Guyanese participants were to be joined by a high-level agricultural manager from Guyana; the group composed of four participants from the Philippines, two from Uruguay and one from Nicaragua were to be joined by two high-level Philippine agricultural managers; and a group composed of six participants from Ghana were to be joined by a high-level agricultural manager from Pakistan.

Consequently, the early-starting participants were well-prepared for the late joiners and knew that they--the early starters--were to be responsible for the success or failure of the joining exercise. In the process, the joining permitted

participants to test the efficacy of procedures and skills they had learned in the PTC and to learn how to use these procedures and skills on their return to their countries to brief their colleagues there about what they had learned in the PTC.

When each of the four late joiners arrived, they filled out the questionnaire which the other participants had filled out earlier (see Exhibit G). Time was provided for the groups to brief the newcomers, and a short review of the first four weeks of the PTC was also presented by the ASIP staff.

The most effective integrating agent, however, was the task method itself. By the time of the latecomers' arrival, the early-starting participants were well-trained in tackling a task. They were able, therefore, to quickly turn to carrying out the task assigned after the latecomers had joined the Course. Because the latecomers were new at the task approach, they were in the position of novitiates rather than superiors, their usual position in their jobs at home. Despite situations within each group which might have made it possible for them to assert the authority they normally exercised in their jobs at home, they tended to participate in solving tasks as equals with the often lower-ranking, early-starting participants. They were all the more stimulated to behave in this way because the ASIP task approach requires the widest possible participation in order to insure a high quality product.

The combination of these factors made it difficult for one person to dictate a solution to task problems which required consideration of a wide range of alternatives. The fact that the latecomers found themselves in groups which had already established a systematic approach to carrying out tasks helped the joiners adapt to this approach in less time than it had taken the original participants. Even parts of the approach which the early participants had learned only after repeating several tasks during the Coverdale week of the PTC seemed to be learned more quickly by the newcomers. Perhaps this was made necessary because it was imperative that they do so if they were to participate effectively in carrying out tasks.

P. Preparing Participants' Return to Their Jobs

To help participants make the transition from training to work, planning periods were scheduled during the Course for participants to draw up their own plans, both as individuals and country groups, for putting into practice what they had learned. The first of these planning periods was set during the last session of the second--Coverdale--week. This session was devoted entirely to planning the application of management skills to their work when they returned to their jobs, as well as to the tasks which participants would be assigned during the last four weeks of the Course.

A second planning period was part of the Coverdale review session held at the end of the fourth week of the Course. And a third planning session was part of the final session of the Course. The last two sessions covered both the management procedures and the substantive aspects of the Course.

Each planning session began with a staff member's or consultant's explanation of what participants were being asked to do and the reason therefor. Time was allotted for participants to review their logbooks or other notes and to draft a plan for use upon their return to their countries. Each participant was then requested to review the plans with another participant of his or her choosing to get another's reaction to the plan. Finally, participants were asked to meet with others from their country to plan how they might work together upon their return home to encourage and support each other in the use of the skills they had acquired in the PTC. Examples of plans devised in the final PTC session are found on page two of Exhibit T.

The results obtained from these back-to-work planning sessions were all good and the ASIP recommends that such sessions be incorporated into all country training courses. While these sessions proved to be useful even for participants from different organizations, or even for those from different countries, they should be especially useful for participants from the same organization. There would then be a greater likelihood of a multiplier effect on a particular organization. For this reason, it is recommended that in setting up courses in specific countries that an effort be made to recruit participants from organizations in teams. Such teams, when informed during ASIP courses in methods of working together, should do much to provide the mutual encouragement and support required to improve the management of the organizations from which the teams come.

Q. Directing and Coaching

1. Introduction

The task approach puts the responsibility for learning on participants. It eliminates the responsibility of the course staff for giving the "correct" answers to substantive problems. During the course, the staff's main responsibility is to manage the environment to encourage the participant learning process. This meant that during the PTC, the staff had to take whatever actions appeared desirable to allow participants to carry out assigned tasks. These actions involved motivating the participants to undertake the execution of tasks (e.g., by tailoring the Course to participant wants and needs); and eliminating obstacles to task activity, (e.g., clearing up misunderstandings of task instructions); dealing with personality conflicts within

groups; seeking to improve group working skills; and encouraging, or even pressuring participants on occasion, to make decisions which need to be made in order to carry out tasks.

As the Course was run, ASIP staff members participated most actively at the start. Gradually, as participants gained expertise in dealing with the task approach, participants were encouraged to discuss the results of group deliberations in General Session among themselves with fewer and fewer interventions by the ASIP staff. Finally, in the penultimate day of the Course, the training format was reversed and the participants conducted a session on "In-Country Training" (see Exhibit F) in which the ASIP Director and coaches received participants' advice on how to undertake an ASIP management course in the participants' countries.

2. The Role of the Course Director

The PTC had a Course Director who was responsible for overall supervision. The Course Director played a prominent role at the beginning of the Course in welcoming the participants, explaining the PTC's objectives, the task approach and the role of the coaches. He also played an important role on the last couple of days of the Course to sum up and help participants plan for their return to their jobs. However, the role of the Course Director was largely a behind-the-scenes one between the start and end of the Course in setting the overall orientation of the Course, sifting oral reports from the coaches and taking such actions as appeared desirable.

On the first day of the PTC, the Course Director explained and lent authority to the role which the coaches would play. Since participants were assumed not to have had experience with coaches in the way they were to be used in the PTC, considerable efforts were made to define the coach's role, why he was considered necessary, under what circumstances he would intervene in group discussions and under what circumstances he would refrain from intervening. Above all, the Director sought to make clear to the participants that, consistent with their own responsibility for acquiring the skills to be practiced in the PTC, coaches would act as observers and expediters, not as teachers or evaluators of individual performance.

The use of coaches turned out to be an exceptionally useful training aid. It provided participants with a continual source of guidance which could be brought to bear on group activities whenever required to remove bottlenecks and to expedite group action, without infringing on the group's freedom to make the substantive and process decisions required to carry out assigned tasks. It also provided a feedback mechanism which allowed adjustments to be introduced quickly, soon after problems arose or before.

3. The Role of the Task Director

Each task had its Task Director who was a member of the ASIP staff. The Task Director was usually the staff member who had had the major responsibility for drafting the section in the Manual with which the assigned task was concerned. Because of his familiarity with this section of the Manual, the Task Director was usually the resource person for technical questions that emerged in work groups. The Task Director was also either the Course Director or one of the three coaches. Despite the "doubling up", the system worked well, largely because groups rarely needed to call upon the resource person.

The role of the Task Director in briefing the participants on a task has already been described in IV, B, above. The Task Director was also responsible for guiding the discussions in the General Sessions to ensure that enough time was given to each group to make its report. He also sought to encourage questions and comments, emphasize key points as they arose, and cap the General Session with a summary of the salient points which emerged in the reports and the discussion. In doing these things, the Task Director sought to promote exchanges among the participants and to emphasize the different ways in which different countries went about dealing with similar problems. While the Task Director might express a substantive opinion, he more often sought to extract from participants their points of view. The Task Director could and did provide information about what ASIP research showed worked well or poorly in most countries, but he never claimed to be an expert in the countries represented in the PTC. Instead, questions were raised and discussion was encouraged which stimulated participants to explore alternative solutions to problems.

This approach raised problems where the Task Director felt that participants were insufficiently informed or otherwise unable to make viable decisions. In these cases, different Task Directors took different routes, some interposing their own views based on ASIP research, others leaving questions unanswered, and in one or two cases, ending General Sessions at points which might have misled some participants about a proper course of action. Given the nature of the PTC, it was to be expected that divergent approaches would be taken experimentally. However, in a country setting, it might be more desirable to have a general policy concerning the appropriate approach to be taken in discussions during the General Session.

4. The Role of the Coaches

PTC coaches had two objectives, both similar to the ones which Coverdale coaches have:

(a) To insure that groups make progress toward objectives, and

(b) To help groups learn and draw appropriate conclusions from the task which could be applied in the future.

In practice, PTC coaches found that these coaching objectives required them to (a) get participants to go beyond the mere recitation of experience to draw conclusions or test hypotheses based on that experience, and (b) help participants develop habits and skills required to use reference works as a source of principles and other information to be applied and adapted to specific situations.

a. Drawing Conclusions and Testing Hypotheses

As indicated in IV, G, above, to get some participants to go beyond mere recitation and justification of current practice in their countries was a problem in the PTC. This problem, as recommended in IV, A, 6, above, can be alleviated partly by rewording tasks. However, the coach must be ready to stimulate the group to go beyond the information-gathering stage when it becomes necessary. This is because, as the PTC experience showed, participants had a tendency to continue gathering information long after they should have stopped, especially when faced with a complex task which required difficult decisions to be made.

The work groups were convenient places for candid interventions. Participants showed themselves willing to tolerate criticism and to accept suggestions in a small group from persons (whether participants or coach) with whom they had established close daily working relationships to a much greater extent than they were in the General Sessions, where participants from the other groups in the PTC and other ASIP staff were present. This difference in attitudes also arose from the fact that participants within a group tended to see themselves as bound together in a cooperative enterprise and the other groups and their members as competitors. What might be acceptable behavior amongst one's fellow group members was not always acceptable in the presence of outsiders.

b. Use of Reference Works as Source Materials

The assigned tasks frequently referred to participants' own experience and the Manual as sources to be used in carrying out tasks. Participants had little difficulty in applying the lessons of their own experience to the tasks. But they encountered difficulty in applying the lessons of experience in the Manual to specific tasks. Part of the problem was that the lessons in the Manual had been drawn from experience all over the world and

therefore had to be adapted to the situation in a specific country. Coaches had to intervene at times to help participants relate the general principles in the Manual to the particular situation in their country. The gap between the general and the particular seemed so great at times that participants did not recognize the relevancy of what was in the Manual to an assigned task.

This situation can be ameliorated somewhat by the inclusion of an instruction in tasks which requires participants to identify principles in a specific reference work which are applicable, perhaps with modifications, to an assigned task. Task Directors can also encourage participants to use reference sources by referring to them in briefings and General Sessions. Nevertheless, the PTC showed that here also the coach has the prime responsibility for guiding the participants.

The success with which a coach intervenes in group discussions depends on how well he is able to bring the reference materials to the attention of participants without forcing a particular solution upon them. The coach must realize that participants require practice in searching out and applying principles to their problems. For this reason, the coach is of little value if all he does is to get participants to incorporate in their report a principle or two he has called to their attention.

5. Course Staffing

The PTC was conducted by a professional staff composed of a Course Director and three coaches, all of whom substituted for Task Directors, resource persons, administrators, and even general handymen in arranging and re-arranging seating and other physical conditions in the ASIP Course rooms, as the situation warranted. Because the ASIP task approach relies almost exclusively on staff members rather than on outside resource persons, the burden on the staff was frequently very heavy. In addition, the need to tailor the Course to participants' wants and needs took a great deal of time. While this paid off handsomely, it added to the pressures.

The ASIP believes that future ASIP courses will need more professional staff members with training experience if the high standards which the staff sought to set and maintain in the PTC are to be sustained in the future. It is difficult to know exactly how many will be needed in a given country without knowing the number of courses, participants and duration of courses needed, but in general, a senior staff member will be needed for every group in a course, in addition to a Course Director and full time administrative officer.

V. ADMINISTRATION OF THE PTC

The administration of the PTC included the sending of information about the PTC to AID Missions; selecting, collating and sending information to participants; insuring that participants were met on arrival; arranging for housing; and assuring that all preparations for the actual conduct of the Course had been undertaken and that participants had a proper learning environment, i.e., an environment free from disruptions and impediments to learning. These aspects of administration are discussed below sequentially, as they were carried out in preparing for and conducting the PTC.

A. Notifying AID Missions about the PTC

An airgram informing AID Missions of the PTC was sent on April 19, 1975, about three months before the Course was scheduled to begin. Since it may require two weeks for an airgram to reach the person with responsibility for acting on it, it is safe to assume that some AID Missions had less than ten weeks to complete participant selection and processing.

The notification airgram, appended hereto as Exhibit V, gave the background of the ASIP; stated the purpose of the Course; told the Missions for whom the Course was intended; explained the approach to be taken in the Course, the training materials and the methodology; and indicated how the Course fitted into the over-all concept of the ASIP and how this was related to Mission and country needs. It was sent to twenty-three AID Missions initially, and subsequently to a twenty-fourth (Guyana). Because there were few responses, a follow-up telegram was sent on May 14, requesting replies from Missions which had not yet answered the initial airgram.

B. Mission Responses

Nine of the twenty-three Missions never responded, nine responded negatively, and five replied by nominating from one to six participants. Four of the nine Missions that responded negatively (all in Latin America) indicated that they lacked qualified English-speaking candidates for the Course. USAID/Pakistan, which at first responded negatively because of a lack of funds, later sent one participant.

At one point it seemed that it might be necessary either to delay the Course or to send an ASIP staff member on a recruitment trip in order to assure the minimum number of participants.

In part, the recruitment problem may have been due to the short lead time afforded the Missions.

On the other hand, the experience with recruitment of participants in Guyana showed that top-quality participants for training could be selected and processed with notice of no more than 45 days. The Guyanese case illustrates that if a government gives a high priority to rural development, if the USAID has an on-going program commitment in the country, fewer problems in the recruitment of trainees are likely to be encountered.

C. Selection of Participants

As already indicated, the ASIP was not very much involved in the selection of participants, which was handled by or through AID Mission personnel. Background information sent to the ASIP from Missions on individual participants was scant. Decisions by the ASIP to accept or not to accept nominees were based on individuals' titles or the positions they held. There was an implicit faith that Missions would nominate appropriate candidates. Fortunately, they did.

A broad range of participants attended the PTC (see Exhibit B). This heterogeneity produced no noticeably serious problems. Nevertheless, it is clearly desirable that ASIP staff be involved in participant selection to a greater extent than it was in the PTC.

D. Materials Sent to Participants

Following the selection and acceptance of participants, they were sent letters (Exhibit U) congratulating them on having been selected and giving the background of the ASIP and the objectives of the PTC. The letter had three attachments: 1) a description of the general informational materials to bring for use in the Course; 2) information on the duration of the Course, location and hours of training, preferred date of arrival, how to make hotel reservations, weather conditions in Washington and appropriate clothing to bring, and how to arrange return flights home; and 3) a list of hotels which had been used during previous training courses run by GAI. The hotel list was outdated, which led to problems because some of the hotels had changed management and should not have been recommended. Participants selecting rooms in the least expensive hotels were disappointed, and a few early training sessions were adversely affected because these participants had found their accommodations uncomfortable.

E. Participant Arrival

In order to combat the effects of jet lag and give participants time to prepare for the first day of the PTC, the ASIP recommended to AID Missions that participants be scheduled to arrive in Washington at least two days before the Course. Incoming participants were met at D.C. airports by staff of the Washington International Center (WIC), given maps of D.C. and told where hotel reservations had been made for them.

F. Other Pre-Course Preparations

The following specific actions, in addition to ones already discussed, were carried out before the arrival of the participants:

1. All meeting rooms were reserved and arranged.
2. Participant notebooks were assembled.
3. Telephone was installed near meeting room.
4. Health and accident insurance was acquired.
5. Formal reception honoring participants was planned.
6. Residential facilities were reserved.
7. Bus for transportation to/from residential facilities was reserved.
8. Arrangements were made with a local bank for participants to cash checks.
9. Extra secretarial help was recruited.
10. All supplies for the Course were obtained.
11. Certificates for completion of Course were designed and ordered.
12. All materials for use during first week of the Course were duplicated and assembled ready for use.

G. First Day of Course

The Assistant Director of the ASIP gave an administrative briefing on the first day of the Course to deal with a series of matters of concern to the participants. The subjects

covered in the administrative briefing included: hours of training and location of sessions; identification of staff members; arrangements for receiving mail and phone messages; payment of participant per diem; travel from the main training site; participants' return travel; free time scheduled during the Course; places of interest for leisure hours (tours, tourist attractions, shops); location of post offices and restaurants; staff members to see in event of problems; special problems (e.g., personal safety or use of public transportation).

H. Course Administration--Recurring Factors and Special Problems

As indicated in various parts of this Review, each task, discussion or lecture session of the training course was planned separately and the totality of sessions was combined in ways calculated to provide perspective and continuity. Course administration was designed to integrate the entire process and achieve a coherent whole. The following checklist was followed to ensure that sessions would work well:

1. Condition of Training Area

Rooms were selected which were well-lighted and ventilated and large enough for a non-participant to enter the room or to call the coach out without interrupting the work of the groups. A flipchart was always available for each work group. This was essential for the effective use of the systematic approach which requires the use of a flipchart to insure that participants can contribute from their own experience to the success of the group's efforts. Experience during the PTC indicated that when the group understood the role played by charts in the reporting process, members became proficient in using the chart both to aid in task process and to produce a final task product.

2. Staff Responsibilities

Staff meetings were held as needed, often daily, and in some cases twice daily. During the first week of the Course, meetings were held at least once a day. Because an important element of the Course was planned flexibility to allow the Course to be designed to meet individual participant's needs, a full and steady exchange of information was essential. Frequent staff meetings made this possible.

Each staff member was briefed on his responsibilities for each session. The appropriate staff members were designated to make administrative announcements, brief guest lecturers, respond to participant questions, conduct a substantive briefing

session, and to insure that all necessary supplies for a session were on hand. Further, when it was necessary to prepare charts or list information on the blackboard in advance, to type or reproduce materials in advance, or any other duty, these responsibilities were assigned to staff members.

3. Special Problems

Problems clustered around particularly sensitive issues, especially hotel or other rooming arrangements, and per diem and allowance payments. Problems of timely and proper per diem and allowance payments arose because of uncertainties in the minds of some participants who received incomplete briefings--or no briefings at all--from USAIDs before departing from their countries for the Course. Lines of responsibility for providing per diem and allowance funds were unclear. The USDA was the responsible technical participant programming agency in this case, under the AID system of "farming out" participants. AID's Office of International Training was also involved. USDA was authorized to disburse checks on the basis of a telegram from AID Missions, rather than on receipt of PIO/Ts, the AID document authorizing training. Most participants hand-carried their PIO/Ts, which were immediately sent by ASIP to the responsible AID office by messenger. USDA, however, reportedly did not receive the PIO/Ts until some time thereafter. In the case of four participants, checks were issued erroneously, resulting in duplicate payments which had to be recovered--a task which was difficult and time-consuming, and which resulted in frayed tempers, ill-will and embarrassment to the participants.

Under USDA's regulations, it proved impossible for participants to get checks without disrupting the training because they personally had to pick up checks from the USDA cashier during Course hours.

The second major administrative problem during the PTC concerned one of the hotels the Ghanaians used. The participants did not discuss their housing problems with the ASIP staff, though numerous opportunities were given for such a discussion. Having heard indirectly that problems existed, the Assistant Director of ASIP called and personally visited the resident manager of the hotel in question to discuss the difficulties which the participants had encountered. Because the participants would not make a direct complaint, however, no more could be done.

In summary, the ASIP staff felt that aside from the per diem and hotel problems, administrative arrangements proved to be satisfactory. Since the administrative conditions in

connection with country courses are likely to differ greatly from those in Washington, recommendations about accommodations and per diem are unnecessary. However, the ASIP believes that those arrangements which are conducive to the establishment of a good learning environment are important enough to warrant careful consideration wherever an ASIP Course is to be carried out.

EXHIBITS

EXHIBIT A

GOVERNMENTAL AFFAIRS INSTITUTE
1776 MASSACHUSETTS AVENUE, N. W.
WASHINGTON, D. C. 20036

THE AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Albert Waterston
Director
Agricultural Sector Implementation Project

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THE AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

A. The Project's Objective

1. At one end of the planning scale in most less-developed countries, planners at the center of government produce plans for agricultural and rural betterment; at the other end, farmers follow their own "plans" with little reference to, or awareness of, the plans produced at the center. The prime objective of the Agricultural Sector Implementation Project is to help bridge the gap between planners and farmers by improving the planning, implementation and management capabilities of those in the developing countries concerned with agricultural and rural development. 1/

2. The Project seeks to achieve this objective in four phases:

(a) Phase I: The assembly of a core of basic information about how to

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1/ Agricultural development is herein conceived as an essentially intra-sectoral activity which includes all services necessary to its promotion; while rural development is conceived as a multi-sectoral activity which includes, besides agriculture, infrastructure (schools, clinics, roads, communications, power, etc.) and welfare services (control of disease, programs for improved nutrition, higher adult literacy, family planning, etc.). While the primary objective of agricultural development is increased growth in agricultural output and supplies, the primary objective of rural development is the enrichment of material and social welfare. But agricultural development is the backbone of rural development since it provides the increased income required for self-supporting rural development. While it is true that attempts to achieve agricultural development outside the framework of a program for rural betterment often fail to benefit a majority of producers, it need not be so. This, and the problems inherent in a multi-sectoral approach, make it desirable to limit the scope of the Project mainly to agricultural development, except where a country with which the Project is concerned is engaged in a rural development program. Moreover, since the Project seeks to ensure the widest possible distribution of benefits from agricultural development, attempts will be made, wherever feasible, to deal with agricultural improvement in terms of its impact on rural welfare. This is especially important for regional, subregional and local development, where a multi-sectoral approach is often the preferred approach.

better the formulation, implementation and management of plans, programs and projects for the agricultural and rural sectors (b) Phase II: The design of a course of instruction to transfer this information to agricultural managers concerned with agricultural and rural development in developing countries (c) Phase III: The conduct of seminars in selected institutes in developing countries for training teachers who will teach the course to agricultural managers (d) Phase IV: The provision of consultancy services in setting up, conducting, and following up on, the course in selected developing countries. 2/ There will also be a Phase V in which the lessons of experience gained in carrying out the Project will be compiled in forms which will permit its effective dissemination to training institutes and developing countries.

B. Some Impediments to Sector Management

3. Since the formulation of sound plans for agricultural or rural development requires capabilities which are in short supply in poor countries, the gap between plan and performance in these countries is often attributable to ill-devised plans. It is easy to name countries in Latin America, Africa

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2/ Although the four Phases have a certain sequential logic, they will overlap each other in time. It is palpably impossible to carry out all four Phases in full by June 30, 1974, when the present U. S. AID contract for the Project expires. However, for the purpose of obtaining the perspective required to get the job done, this time limitation has been temporarily disregarded. If the general thrust in this paper is agreed upon, it should then be easy to select components discussed in the paper which can be completed by June 30, 1974.

and Asia with plans which are inconsistent, unrealistic or otherwise difficult or impossible to implement. Even when plans are relatively sound, however, results may be poor because central planners merely incorporate in their plans what must be done to achieve aggregate input and output targets, without indicating with sufficient precision how, by whom and when it is to be done. Critics have often cited India's plans as being in this category, but the same criticism applies to the agricultural plans of most other countries.

4. Often, what needs to be done is not done because of inadequate systems of communication between planners and technical ministries, departments and agencies; 1/ between entities of a national government, on the one hand, and regional and local government agencies on the other; or between those in the private sector who are engaged in production, storage, marketing and other activities related to agriculture and those in the public sector who are supposed to provide the supporting services. There is a widespread paucity of good informational systems for disseminating needed technical, economic and other information to farmers. Between tradition-bound farmers and government officials a yawning gap often exists. The failure of communication is so common that it is difficult to cite a low-income country where communication among government entities or between them and the private sector is good.

1/ One reason for this is that planners tend to see a problem as an aggregate while operational people tend to see it as a project, or as one experienced observer has put it: "Planners see a problem as a forest while project people see only a tree".

5. Yet another reason for discrepancies between plan and performance is the lack of suitable administrative procedures and institutional organization at all levels of government for managing agricultural and rural development. This accounts for the fact that in many developing countries, expenditures from budgetary and loan resources lag badly behind what is available for agricultural projects. Perhaps most important, the dearth of skilled managers and other personnel at all levels, but especially at regional, subregional and local levels, seriously impedes the transfer of knowledge to producers, thereby curtailing agricultural and rural development even when a government has a strong desire to develop the agricultural and the rural sectors. In Tanzania, for example, President Nyerere has felt it necessary to denude the Central Government of its civil servants in order to staff regional governments with trained personnel to further ujamaa, his program for rural development.

C. Basic Materials for Dealing with Management Problems

6. The Agricultural Sector Implementation Project is concerned with devising methods for dealing with these problems, as well as with others which impede planned development in the agricultural and rural sectors. There is a sizable but scattered body of theoretical and applied knowledge, obtained from research and experience which provides information for this purpose and, more generally, for improving management of planned development in the agricultural and rural sectors. Without systematized information about which approach has proved successful and which unsuccessful, and why one has been more or less successful than another, managers of agricultural

and rural development in less developed countries may have to make decisions based on partial information, hunch or whim.

7. The task of the Agricultural Sector Implementation Project is, therefore, to collect available information required to lay a sound basis for improving the planning and management of agricultural and rural development. A convenient way of doing this is to compare theory with practice in countries which have tried to plan their agricultural and rural development in a systematic way. In Phase I, the Project proposes to make such a comparison and analyze the results. The lessons learned from the comparative analysis will be incorporated in a handbook or manual which will lend itself to ready reference.

8. Good management of the agricultural and rural sectors requires realistic plans. This means that in formulating a plan, planners must be alert to the problems of implementation and indicate precisely how the plan is to be carried out after carefully weighing the feasibility of the means they propose for this purpose. Planners must also take account of the main problems agricultural managers are likely to encounter when they attempt to program, finance, organize, staff, budget, control and otherwise administer the execution of the plan on a day-to-day basis. Since management is essentially the conversion into action of the means of implementation required to carry out a plan formulated to achieve specified objectives, formulation, implementation and management of development plans constitute interrelated aspects of the same process. The manual will therefore be concerned with the formulation, provision for implementation, and management of agricultural and rural development plans, although it will

concentrate on improving the decision-making involved in dealing with the problems encountered in implementing and managing agricultural plans, programs and projects. The following subjects will be covered in the manual:

a. The problem of linking agricultural and rural development plans with national plans. How programs for the agricultural and rural sectors need to be fitted into the framework of a plan for a national economy where a plan exists; and, where there is no viable plan, how planned development of agriculture and the rural sector may proceed outside the framework of a national plan. The discussion will include an account of how it has proved possible for some countries, e.g., Mexico, Taiwan, and Israel, to develop their agriculture in the absence of a national development plan.

b. The varieties of time horizons for agricultural and rural programs will be considered, as well as why the time horizon depends on the nature of the agricultural products involved (e.g., why differing time horizons are required for annual crops; citrus, coffee and other tree crops; large-scale irrigation and colonization projects; and forestry). The varying practices in different countries in setting time horizons and the reasons for the variations.

c. The relative desirability of partial as opposed to comprehensive plans for developing the agricultural and rural sectors and the circumstances when a partial or a comprehensive approach is preferable (e.g., why a partial approach is acceptable, e.g.,

for Uruguay but not for El Salvador). Why a proper division of the agricultural sector into subsectors, branches and sub-branches is essential to good planning and good management. The principles involved in classifying the agricultural sector, including methods of dealing with agribusiness as it relates to agricultural and rural development (In this connection, the Project will draw on the work of the U. S. AID Harvard University Project on Agri-business).

d. Growing realization of the need for an intra-national regional, subregional and local approach toward development of agriculture and the rural sector. The increasing emphasis on planned development "from-the-bottom-up" as a corollary to development "from-the-top-down". Definitions of rural and agricultural development needs as a matter of who does the defining. The possibilities of social upheaval inherent in helping the few as against the many. The importance of centralized policy formation and decentralized implementation of plans for agriculture. Decentralization as a device for putting as much decision-making as possible at the lowest feasible level, and the benefits arising from this approach. The need to insure the fullest possible participation of producers in the formulation and implementation of agricultural and rural development plans, programs and projects. The value of giving producers a choice instead of having the choice made for them. The problems raised by this approach, especially at early stages of development when constraints on giving producers real options are greatest. The critical importance of improved

communication systems for the success of decentralized decision-making within the limits of national development objectives and policies. Methods by which communication systems may be improved (Note: True decentralization of management and decision-making requires better communication even more than better coordination, because better communication is essential to a two-way flow of information when a central government recognizes and wishes to cultivate decentralized decision-making and producer participation, while improved coordination too frequently means that the center ultimately seeks to impose its will on the regions, sub-regions and localities).

e. The importance of a systematic and sequential approach to planning the agricultural and rural sectors. The use of trial and error, iteration and successive approximation in dealing with the many functionally interdependent, interlocking and interacting elements in the agricultural and rural sectors.

f. The need to include in plans for the development of agriculture a preponderance of components concerned with implementation. The indivisibility of plan formulation and provision for plan implementation to assure a realistic approach to agricultural and rural development.

g. Objectives for planned agricultural and rural development. The need for clarity, conciseness and a limited number of objectives for sound planning and management of agricultural development. The importance of distinguishing between objectives and means

(e.g., strategies and policies) for their achievement. The differing agricultural objectives in developed and less-developed countries and the implications of these differences for management of agricultural and rural development in poor countries.

h. The stocktaking and diagnostic survey as a basic tool for a systematized approach to the planning and management of planned development of agricultural and rural development. How to devise and make such a survey. The preparation of suitable terms of reference for the survey. Components of a stocktaking and diagnostic survey: (1) what constitutes basic data in the sector; (2) making a suitable inventory of agricultural (natural, capital, institutional and human) resources; (3) how to determine agriculture's role in the economy; (4) how to determine the status and potentialities of agriculture in the economy; (5) methods and problems of projecting domestic and export demand for, and supply of agricultural products; and (6) the need to note informational gaps.

i. Allocating resources and setting targets for agricultural development. Methods of setting targets. The need to relate planners' and farmers' targets. The inadvisability of setting too many targets.

j. The importance of devising a clear-cut strategy for agricultural and rural development. Alternative strategies, e.g., the development of small peasant holdings, mechanization, increased output on plantations or other large holdings, etc. The management of a strategy of development.

k. The importance of appropriate policies for managing the implementation of agricultural and rural development. When are economic incentives preferable to government intervention? The elimination of disincentives to production. Problems raised by highly skewed income distribution which adversely affect rural producers. The management of instruments of policy and other measures for giving effect to strategies for furthering agricultural and rural development. Price, credit, tax, manpower, employment, land settlement, production, marketing, investment and agrarian reform policies in carrying out strategies for agricultural and rural development.

l. The role of projects in agricultural and rural development. The need to be alert to the socio-political aspects of projects. The importance of participation in project preparation of those who will be called upon to execute them. The concept of projects as systems. The establishment and management of a project system to guard against the emergence of bottlenecks, not only in the input-output phase of the production process, but in the harvesting, storage and marketing phases. How to deal effectively with unforeseen bottlenecks. The tendency for harvesting, storage or marketing activities to break down when production is increased by a special effort. The need to counteract these possibilities by giving emphasis to the "when", "how" and "who" of agricultural and rural management (in this connection, the

Project will endeavor to make use of the project-management findings of the U. S. AID Vanderbilt University Project).

m. How gaps in what is known about how to accelerate agricultural development can be filled with a properly conceived research program. The need to guard against agricultural research which is inappropriate to the stage of development of underdeveloped countries. How resources for research should be allocated and research scheduled in ways which will yield the greatest possible return to these countries.

n. The need to supplement financing of agriculture "from the top down" with financing from the bottom up. The need to mobilize underutilized or unused resources in the productive process as a part of regional, subregional and local participation in the development process. What this means for management of agriculture and rural development.

o. The establishment and improvement of agricultural institutions and organizations in the government and private sectors for bettering management of agriculture and rural development. Why a "wholistic" approach to organizational and institutional reform may be less desirable in practice to a partial approach oriented to problem-solving in which institutional, organizational and administrative reform is restricted only to what is required to solve specific management problems.

p. The proper use of technical "know-how" for improving management of agricultural and rural development. The importance of the educational and training elements in consultancy services, especially at regional, subregional and local levels.

q. Methods of evaluating progress of agricultural and rural development and their importance for management. The use of management systems for implementing agricultural and rural development projects and programs. Areas especially sensitive to the emergence of bottlenecks. How to set up projects and sector programs in ways which will make it possible to locate bottlenecks as early as possible during their execution.

D. Design of a Training Course for Transferring Basic Information

9. It is expected that the manual, by itself, will be a useful reference text for those concerned with planning and managing agricultural and rural development in poor countries. However, from the point of view of the Agricultural Sector Implementation Project, the manual is only a first step in improving the capacities of agricultural managers and in helping bridge the gulf between planners and producers. If the manual is to be more than an addition to the literature on agricultural and rural development, an effective way must be found for translating pertinent information in the manual into forms which can be made useful to agricultural managers, especially those who work with farmers. Ways must be found to bring farmers into the planning process beyond the usual attempts to get farmers to carry out projects and programs that someone has planned for them. Experience with the Comilla Project in Pakistan, the Puebla Project

in Mexico, the CADU Project in Ethiopia and others has demonstrated that well-trained agricultural managers can find ways of stimulating farmers' participation in planning "from the bottom up" and in achieving both increased output and higher levels of living. It would be impractical to prepare a manual which all agricultural managers, regardless of educational background and training, could use as a guide. Moreover, a manual by itself cannot be a sufficient basis for transferring information to the many individuals in the public and private sectors at national, regional and local levels who would qualify as "agricultural managers." 1/

10. The kind of information that agricultural managers need about management of the agricultural and rural sectors varies with the level at which they operate. For example, at the national level, agricultural managers would generally require a broad overview of the problems of both management and techniques for improving planned development of the agricultural and rural sectors (e.g., the major objectives, targets, strategies and policies for development of the agricultural and rural sectors and the problems they raise). At the regional level, agricultural managers may have to have more detailed information than at the national level to

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1/ As used herein, the term "agricultural managers" includes individuals concerned with agriculture in key positions intermediate between the Project and farmers (but excluding Project personnel and farmers). Agricultural managers would comprise government officials, including national, regional and local planners; agricultural extension and other agricultural service personnel at all levels; rural cooperative officials and other individuals concerned with marketing, credit and other activities related to agriculture; as well as key agrobusinessmen and others in the private sector engaged in storage, marketing and other activities associated with agriculture.

operate effectively (e.g., they may have to know how to go about linking provincial with national markets and local with provincial markets), although they may not require as broad a spectrum of information as agricultural managers at the national level; while at the local level, agricultural managers may require very detailed information (e.g., about exactly how to manage a project), although the information required would generally be narrower in scope than at the national and regional levels.

11. To meet these varying needs, it is proposed as Phase II of the Agricultural Sector Implementation Project, to design a course for training agricultural managers in poor countries in methods of planning, implementing and administering the development of the agricultural and rural sectors. The substantive core of the course will come from the materials in the manual and will be so arranged as to permit the course to be adapted as required to train agricultural managers with varying backgrounds, skills and experience at national, regional, subregional and local levels in countries of varying size and situation at different stages of development.

12. To make the one course sufficiently flexible to meet these diverse needs, the course will be subdivided into major "themes", sections or "modules", each with, let us say, six to ten sessions containing the information required for those at subregional or local levels whose work brings them into direct contact with farmers. Each section of the training course will, however, be capable of contraction to fewer sessions, let us say three or four, for use at the regional level, where less detailed information may be required. Finally, it will be possible to contract each section into a single session, in which only the broad essentials of a

"theme" can be conveyed to officials at the national level.[1/] By this process of contracting the training course as required to meet managerial, time, technical, country and other requirements, the same course will be able to serve agricultural managers at all levels and in various situations. In each course, an attempt will be made to address the curriculum to the solution of the specific problems encountered in the management of agricultural plans, programs and projects in ways which are pertinent to the level and educational background of the agricultural managers concerned.

13. While such a course would meet the needs of persons concerned with agricultural and rural development at different levels or in different situations, it would fall short of the need to bridge the gap between planners and agricultural managers if it only provided a better appreciation of the issues involved in improving agricultural and rural management. Such a course might be useful in a university, where conceptualization of problems and their solution often suffice. But if government officials and those in the private sector concerned with agriculture in developing countries are to come to grips with "real-world" problems as they are encountered in the field and learn to solve them, the course must provide a means of learning by doing. To this end, agricultural managers who take the course will learn the principles of sector planning and management

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1/ However, it is probable that for some agricultural managers at the national level, e.g., for central planners, more sessions on some aspects of the course, would be required, just as it is probable that at the local level only one or two sessions of some aspects of the course would be required.

by carrying out specially-prepared, action-oriented, "problem-solving" tasks embodying principles which are similar to those encountered in the field in dealing with farmers and others concerned with agriculture. Wherever possible, the tasks will be based on on-going projects or actual experience or, if these are not feasible, on simulated experience which approximates real-life situations as closely as possible.

14. In addition to providing a basis for technical solutions to sector planning and management problems, the tasks used in the course will embody precepts which have been found useful in eliciting and encouraging farmer response and participation in development programs and projects. In this way, the course will seek to impart information to agricultural managers, not only about what a manager needs to do to improve performance in the agricultural and rural sectors, but just how, and how not, to go about getting farmers and others to cooperate with those responsible for getting programs and projects moving in these sectors.

15. Such a course could be used with great effect by teachers with considerable experience. However, this would be a wasteful approach to communicating with agricultural managers because, with the very few teachers with great experience who are available to teach the course, few agricultural managers could be trained during each course period. Since there is need to train many agricultural managers in a poor country if available information for improving agriculture is to be dispersed widely enough to permit the appropriate amount of decentralization of management for agriculture to regional, subregional and local levels, a more productive approach is required.

16. To this end, the curriculum for each section of the course will be set up as a "package" in which the syllabus has been "programmed" as much as possible with step-by-step procedures, case studies, workshops and exercises, worked out in detail. "Codified" instructions for the conduct of each session will be provided for teachers. The materials for each session will be accompanied by a specific statement about the object of the session; how it fits into the objectives of the section concerned and the course; a description of the content of each session; the way the session is to be conducted; when participants are to be separated into groups for exercises, workshops, syndicates or other exercises; and how best to go about separating the agricultural managers who will take the course into groups for different purposes; the role of the teacher and how he is to function; the time to be allotted for each session and its component parts; the different functions of general and group sessions in the training process; the varying lengths of courses at the national, regional, subregional and local levels; whether and what outside assignments should be given; how to adjust the content of each module and the curriculum as a whole to different levels of learning sophistication as required by the intellectual capacities and educational backgrounds of the agricultural managers concerned; when to compress and when to extend a course to meet the specific requirements in different situations and different countries, and so on.

17. It is expected that the teaching materials and the detailed explanations accompanying them will make it possible for teachers who are not experts in agricultural development, but who, besides having an aptitude toward teaching, have some experience in agriculture, planning or management, to train much larger groups of agricultural managers than

would be possible if only experts in the field were used as teachers. To obtain this "multiplier" effect, the Project proposes to conduct training seminars for prospective teachers of the course. To train them properly will require intensive, almost individualized, instruction by suitably-prepared Project personnel, assisted by members of the staffs of institutes whose cooperation is to be enlisted as indicated in Section E, below.

18. Since the Project will have a small professional staff, perhaps no more than three, the number of prospective teachers in a training seminar will have to be limited, let us say, to six. However, after training, six teachers could each train a minimum of 20 agricultural managers in a course and six teachers could train a total of at least 120. And the course could be repeated as often as desired in a country. By this "fanning-out" approach the Project, with only three members of its own staff, could ultimately reach many more agricultural managers than it could if Project personnel taught the agricultural managers directly.

E. Institutes for Teacher Training

19. To train the teachers, the Project proposes in Phase III to enlist the cooperation of a few institutes, selected from public administration, agricultural, management or business administration institutes operating in or for the benefit of low-income countries. In close cooperation with U. S. AID Regional Bureaus and Missions and their contract or PASA staffs, and after consulting appropriate multilateral organizations as required, staff of the Project, assisted by thoroughly-briefed staff members of the institutes, will conduct training seminars for teachers in which both the substantive and methodological aspects of the course will be covered. It is to be hoped that after the first, or possibly a second, training seminar

for teachers, institute staff will themselves conduct training seminars for additional teachers, thereby enriching institute programs and staff capabilities, as well as strengthening the links between institutes and the countries they serve. Should an institute which has cooperated in running a training seminar wish to continue giving training seminars, the Project would be prepared to furnish advice and guidance for this purpose.

20. It is premature to specify the precise location and number of cooperating institutes but it might be desirable, for example, to select one institute in each of the three major continents -- Africa, Asia and Latin America -- where many countries are in need of improving the management of their agricultural and rural sectors; or alternatively, two institutes could be selected in one continent, e.g., one in English-speaking and another in French-speaking Africa; or one in East and another in West Africa; or it may be desirable to proceed in stages and start with a pilot training seminar in one institute and proceed with others thereafter on the basis of the experience gained.

21. Because of differences in language, culture, educational systems, the educational background of agricultural managers, and the level of their expertise, as well as the state of agriculture, the course and the teaching aids employed will have to be adapted to meet the specific requirements of each continent, group of countries or an individual country for which the course may be given. Moreover, depending on the problems which require priority solutions in the area concerned, some parts of the course may have to be emphasized by expansion or otherwise, while others are de-emphasized. Nevertheless, it is not expected that the substance of the course will differ markedly from one continent or country to another.

However, it is possible that the seminar at an institute will reveal that the course needs revision or adaptation to meet the specific needs of a particular country or group of countries. In that event, revisions will be made before the course is conducted in the country or countries concerned. To the greatest extent possible, attempts will be made to promote intercontinental exchange of ideas and to apply the lessons of experience learned in one place to others. For this purpose, maximum use will be made of the experience of U. S. AID Field Missions, as well as the experience of multilateral and other agencies.

22. Since the teachers used will play a crucial role in the transfer of the information in the course, their selection will be carefully planned. While the possibility of using some teachers from outside the continent where agricultural managers are to be trained is not excluded, especially in the short run, every effort will be made to obtain teachers from the continents and preferably, the countries, in which they are to teach. Appropriate criteria for selecting teacher candidates will be prepared by the Project in cooperation with each institute, with the aid and advice of such U. S. AID, multilateral and other entities as may appear desirable. Where desirable, attempts will also be made to tie-in with on-going U. S. AID and multilateral programs and projects for agricultural and rural development.

F. Consultancy Services

23. Training is an important step in transferring knowledge. But as experienced teachers and operators know, the learning process should continue when the time comes to apply what has been learned in a training course. Moreover, supervisors sometimes labor under the mistaken belief

that a course of training is useless unless a subordinate who has taken the course can quickly produce spectacular results when he returns to his work. Often, existing institutional, and other constraints inhibit one who has been trained from applying what has been learned. In this case, training by itself will not accomplish much unless there is a change in the institutional constraint. Institution building and reform are often sine qua non for improved management of agricultural and rural development. Informed advice on how to improve institutional organization and how to adapt precept to realities in the field can go a long way toward assisting agricultural managers who take the course to make the transition from course to job with maximum possible effect.

24. To reinforce the impact of the courses and to consolidate the lessons they teach, the Project will offer in Phase IV three kinds of consultancy services, 1/ as follows: (a) help in setting up courses in specific countries; (b) advice and guidance to teachers during conduct of the courses; and (c) follow up advice and guidance to agricultural managers in applying in the field the principles they learned in the course.

1/ The term "consultancy services" is used in lieu of "technical assistance" because the Project seeks to deliver knowledge instead of manpower by playing an advisory rather than an operational role in Phase IV. It is proposed to have Project staff provide advice and guidance during intermittent, short-term visits to a country for the purpose of assisting and guiding teachers and agricultural managers in carrying out their tasks largely on their own, rather than by providing staff for long periods which would participate in carrying out these tasks. This approach will seek to stimulate self-confidence and initiative in teachers and agricultural managers instead of overshadowing them with technical assistance experts who do what teachers and managers must learn to do. This approach is justified if the Project succeeds in achieving its Phase III goal of training teachers to set up and conduct courses which provide agricultural managers with the knowledge required to improve the planning, implementation and management of accelerated agricultural and rural development.

25. Representatives of the Project, in close cooperation with U. S. AID Regional Bureaus and Missions, international and other appropriate agencies, will be prepared to provide advice and guidance in setting up training courses in a few countries from which the teachers who are to participate in the institute seminars come. The level at which the greatest training effort will be required is likely to differ from country to country. Some countries, e.g., Indonesia, are especially weak in middle-level management; others, e.g., some African countries, have a dearth of top management personnel. In some countries, the educational backgrounds of agricultural managers will be lower than in others, and so on. These differences will have to be taken into account in setting up courses in each country and Project personnel may be able to help by pointing out the factors which need consideration.

26. To help assure that the courses at each level are suitable for the managers and country concerned, and as part of the process by which teachers are selected for institute seminars, representatives of the Project will endeavor, in collaboration with U. S. AID Missions and other appropriate agencies, to explain the Project's objectives and mode of action to appropriate supervisory officials in the countries from which teacher candidates are sought, and to arrange with these officials for setting up courses appropriate to the needs of the country after its teacher candidates have been trained in the institute seminar. Indeed, such an agreement might be made a prerequisite to approval of the applications of teachers nominated by a country for the seminars, to insure that teachers trained in the institute seminars have a training program to conduct when they return to their respective countries.

27. Secondly, the Project will also be prepared to advise on the preparation and execution of the courses conducted in selected countries by teachers trained at an institute seminar. Because of the limited number of Project personnel, these consultancy services will have to be concentrated in a few carefully-selected countries where they are likely to provide a "demonstration effect" for other countries.

28. Thirdly, since the best test of the courses will be the effect they have on improving management practices in a country, the Project will be prepared, through the provision of consultancy services in a few countries, to advise agricultural managers after they have completed the course.

29. Because institutional and organizational inadequacies often constitute serious impediments to improved management of plans, programs and projects in these sectors, the Project will give particular attention in its consultancy activities to institutional, organizational and administratige reforms required to improve the capacity of institutions to organize and manage agricultural and rural development.

30. A special effort will also be made to advise agricultural managers in direct contact with producers, as well as managers who are concerned with the development of agriculture "from the bottom up", to apply what they have learned in the course to the solution of the problems they encounter in this work. By following up on the courses with consultancy services in this way, the Project will seek to help close the gap between planners and producers.

31. In Phase V, the Project will collect, analyze and disseminate the lessons of experience gained in the first four Phases, but especially in

Phase III (when teachers are trained to conduct the course) and Phase IV (when the Project provides consultancy services). The Project will seek to carry out Phase V activities by (a) arranging to use the few countries in which it has concentrated its efforts as demonstration projects for the benefit of agricultural managers from other countries; (b) conducting conferences and seminars for agricultural managers in developing countries and others where the lessons learned will be considered and evaluated; and (c) setting up data banks in a clearing house from which the lessons learned may be distributed in suitable form to interested persons in developing countries, with due account to efficiency and effectiveness, as well as the costs and benefits to be obtained.

G. Summary and Conclusion

32. The three-pronged, interrelated approach outlined in this paper, involving research, training and consultancy services, provides a systematic way of bridging the gap between planners and farmers in the agricultural and rural sectors. Phase I, which provides for the collection of available knowledge for improving management of the agricultural and rural sectors, and its analysis to separate out what is useful from what is not, requires the application of research techniques and analysis to theory and practice. But experience has shown that research, no matter how fruitful and relevant, is insufficient to bridge the gap between planners and producers unless accompanied by both training and technical advice. The world is full of useful knowledge unused for want of people who have learned how to apply the available knowledge.

33. To make the results of the research completed in Phase I available in usable form to those who need it, Phases II and III will provide for

training the many agricultural managers required to carry out plans, programs and projects in the agricultural and rural sectors. The consultancy services to be provided in Phase IV of the Project will help teachers in setting up and conducting the courses, and, thereafter, follow up on the courses by advice and guidance to agricultural managers on required institutional reforms and on how to apply what they have learned in the course after they return to their jobs. In this way, the lessons of experience which have been collected in Phase I, converted into educational material in Phase II, transferred to teachers in Phase III, can be taught to agricultural managers, and through them to producers, in Phase IV. Finally, in Phase V, what Project personnel have learned in carrying out the Project will be disseminated to those concerned in developing countries.

EXHIBIT B

NAMES & ADDRESSES OF PARTICIPANTS TO THE PILOT TRAINING COURSE

GHANA

1. BOSOMPEM, Ransford Emmanuel Addae
   Deputy Director of Animal Husbandry
   Department of Animal Husbandry
   P. O. Box 5779
   Accra

2. OBENG-BOAMPONG, Mrs. Christine
   Senior Agricultural Economist
   Ministry of Agriculture
   P. O. Box M 37
   Accra

3. OKPOTI, Emmanual Koney
   Assistant Director of Agriculture
   Regional Agricultural Office
   P. O. Box M 199
   Accra

4. OTINKORANG, Edward S.
   Assistant Director of Agriculture
   Regional Agricultural Office
   Department of Agriculture
   Box 245
   Sekondi

5. WILLIAMS, Beauclere Addo Augustus
   Deputy Director of Agriculture
   Regional Agricultural Office
   Department of Agriculture
   Box 8
   Koforidua, E.R.

6. YAMOAH, Percy Ernest
   Principal Agricultural Officer
   Planning Division
   Ministry of Agriculture
   P. O. Box M 37
   Accra

GUYANA

7. AMSTERDAM, Lewis Llewellyn
   Project Manager, Mathew Ridge-Port Kaituma Complex
   Northwest District
   Essequibo

8. BERKELEY, Errol W., Agricultural Economist
   Ministry of Agriculture
   Regent & Vlissengen Rd.
   Georgetown

GUYANA (cont'd)

9. BULLEN, Courtney W.
Agricultural Extension Officer
Ebini Research Station
Ebini, Berbice River

10. GORDON, Keith Michael
Project Manager (Ag.) Kibilibiri Unit
Guyana Agricultural Products Corp.
166 Waterloo Street
Georgetown

11. TELFER, Irwin Everest
Principal Agricultural Officer
Resource Development & Planning Division
Ministry of Agriculture
P. O. Box 1001
Georgetown

NICARAGUA

12. NAVARRO, Luis A.
Vice Manager
Institute for Campesino Development
P. O. Box 2421
Managua

PAKISTAN

13. KAKLI, Dr. M. Sulaiman
Chief, Agriculture & Food Section
Planning Commission
Government of Pakistan
149 F 6/3
Islamabad

PHILIPPINES

14. BACONAWA, Efren T., Chief Planning Officer
Bureau of Animal Industry
Department of Agriculture
Rita Legarda Building
Magsaysay Blvd., Sta. Mesa
Manila

15. BALTAZAR, Ruis Rivera
Assistant Secretary, Chief of Finance & Management Services
Office of the Secretary
Department of Agriculture
Quezon City

PHILIPPINES (cont'd)

16. BATANGANTANG, Ely M.
Acting Director, Agriculture Staff
National Economic & Development Authority
Padre Faura
Manila

17. GABALDON, Pelayo J.
Assistant Executive Director
National Food & Agriculture Council (NFAC)
Department of Agriculture
Diliman
Quezon City

18. ORTICIO, Hegino Ma.
Project Director
CIADP-IRDP
Department of Agriculture
Office of the Secretary
Diliman
Quezon City

19. SARMIENTO, Arturo R.
Regional Director
Bureau of Plant Industry
Davao City

URUGUAY

20. CASAS, Roberto J.
Agricultural Engineer
Terinta y Tres 1374, P.5
Montevideo

21. ESTEFANELL, Gonzalo A.
Agricultural Engineer
Colonia 892 5to Piso
Montevideo

EXHIBIT C

PTC FINAL COURSE SCHEDULE

FIRST WEEK

Monday, July 21

9:30	Course convenes. Welcome by the Project Director, Albert Waterston
9:35	Introduction of Staff members, consultants and guests - A. Waterston
9:40	Administrative Briefing - Wayne Weiss
9:55	Presentation: New Perspectives in Development - A. Waterston
11:15 - 11:30	Coffee break
11:30 - 12:45	Presentation continued
12:45 - 2:15	Lunch
2:15	Presentation by Marjorie Belcher (for Curtis Farrar, Assistant Administrator, Technical Assistance Bureau, Agency for International Development)
2:45	Question Period
3:00	Session ends

Tuesday, July 22

9:00	Background of the ASIP - A. Waterston
9:30	Overview of the PTC - W. Weiss
9:50	Briefing on questionnaire - W. Weiss
10:00	Questionnaire
10:45	Coffee
11:00	Task briefing: Interviews -W. Weiss
11:10	Interview I
11:40	General Session
11:45	Interview II
12:15	Write up notes
12:45	Lunch

Tuesday, July 22 (cont'd)

2:15	PAS/GAI Welcome, Edmond Ricketts, President, PAS/GA
2:30	Task briefing: Duration of Plans - A. Waterston Reading: Manual, pp. 17-25
2:50	Group work
4:30	General session/Preview
4:40	Session ends

Wednesday, July 23

9:00	Task briefing: Data Classification System - John Wilson Reading: Manual, pp. 28-41
9:40	Group work
12:00	Lunch
1:30	Task briefing: Ends and Means - J. Wilson Reading: Manual, pp. 158-167
2:15	Group work
3:45	General session
4:30	Session ends

Thursday, July 24

9:00	Review
9:15	Task briefing: Rural Development Model - A.Waterstc Reading: Manual, pp. 72-91
9:50	Group work
12:00	Lunch
1:30	Presentation: Akiva Charles Landau, "Agricultural Planning in Israel." Discussion: "Agricultural Planning in Israel" continued - A. Waterston (Replaced Task, Strategies, Part I)
4:45	Session ends

Friday, July 25

9:00	Task briefing: Strategies, Part I & II - A.Waterston Reading: Manual, pp. 292-324
9:40	Group work
11:00	General Session
11:45	Review/Preview
12:00	Presentation: Paul Worthington - "AID Organization"
12:15	Session ends

AFTERNOON FREE

SECOND WEEK

Sunday, July 27

3:30	Bus departs from 1776 Massachusetts Ave., N.W. for Harpers Ferry residential training week.
	Coverdale Management Week

Friday, August 1

1:30	Bus departs Hilltop House, Harpers Ferry, for Washington

THIRD WEEK

Monday, August 4

9:00	Review and forward look
9:15	Feedback session on participants' questionnaires - Gene Owens
10:10	Task briefing: Why-How Network - W. Weiss Reading: Manual, pp. 110-113
10:25	Group work
10:45	Coffee
11:00	Group discussion: Farmers and Planners
11:45	General Session
12:30	Lunch
2:30	Task briefing: Plan Targets - A. Waterston Reading: Manual, pp. 230-291
3:10	Group work
4:10	General Session
4:55	Session ends

Tuesday, August 5

9:00	Task briefing: Extension, Part I - J. Wilson Reading: Manual, pp. 688-710 & 731-736
9:45	Group work
12:00	Lunch
1:30	Task briefing: Extension, Part II - J. Wilson
2:00	Group work
3:30	General Session
4:30	Director briefs participants on Formal Group Method to start Thursday, and groups meet to elect Chairmen and Secretaries

Wednesday, August 6

9:00	Presentation: A. Waterston, "Regional Planning"
12:00	Lunch
1:50	Task briefing: Defining a Region - A. Waterston Reading: Manual, pp. 92-94 & 119-128
2:15	Group work
4:15	General session
5:00	Chairmen and Secretaries for Formal Group Method task meet with A. Waterston and G. Owens for briefing

Thursday, August 7

9:00	Briefing of all participants by A. Waterston and G. Owens on Redrafting Law for Rural Planning System in Regions
9:30	Group meetings begin: Group 1 in Room 1 Group 2 in Room 2 Group 3 in General Session Room (Groups will meet throughout the day at the discretion of the Chairman)

Friday, August 8

9:00	Groups meet at times designated by the Chairman in places designated for each group
11:00	Mr. Charles Kiefer: Mid-course evaluation
4:00	Deadline for submission of final draft laws to Mrs. Judy Neal for typing and reproduction

Saturday, August 9

10:00	Distribution of copies of each group law to all group members for group study and discussion at times and places designated by the Chairman of each group
2:00	Deadline for each group's delivery to Mrs. Judy Neal of questions addressed to the other two groups
4:00	Distribution of copies of questions addressed to each group

FOURTH WEEK

Monday, August 11

8:00	Leave GAI for National Agricultural Library and USDA National Research Station
12:30	Lunch
1:45	Arrive at GAI
2:00	Presentation of reports by group Chairmen and question-answering period in Formal Group Session
4:30	Session ends

Tuesday, August 12

9:00	Presentation: Mrs. Uma J. Lele of The World Bank, "Design of Rural Development: Lessons from Africa"
12:00	Lunch
1:30	Task briefing: Local Planning & Problem Solving - J. Wilson
	Reading: Manual, pp. 712-722
	Group work & General session
4:30	Session ends

Wednesday, August 13

9:00	Task briefing: Marketing Systems - J. Wilson Reading: Manual, pp. 396-424.2
9:30	Group work
12:30	Lunch
2:00	Marketing Systems - continued
3:30	General session
5:00	Session ends

Thursday, August 14

9:00	Review of management principles and systematic approach
	Preparation to receive new participants to the Course
12:30	Lunch
2:00	Task briefing: Agricultural Credit - Pelayo Gabaldc A. Waterston
	Reading: Manual, pp. 536-551.6
	Group work & General session
5:00	Session ends

Friday, August 15

Free day

FIFTH WEEK

Monday, August 18

9:00	Introduction of new Course members - W. Weiss
	Intermediate review: "The ASIP: Past, Present, and Future"- W. Weiss
	Presentation and Task: Force-Field Analysis Technique" - W. Weiss Movie: "A Future for Ram" Force Field Analysis Application, Group work
12:00	Lunch

Monday, August 18 - (cont'd)

2:15	Presentation: Project Implementation - A.Waterston
5:15	Session ends

Tuesday, August 19

9:00	Task briefing: Stocktaking & Diagnostic Survey - A. Waterston
	Reading: Manual, pp. 172-229; Annex C, pp. i-ix; Annex D, pp. i-xv
	Work groups

Wednesday, August 20

11:00	Deadline for submitting Terms of Reference for typing
1:00	All groups' Terms of Reference submitted for review
3:00	General session: Work Group Presentations
5:00	Session ends

Thursday, August 21

8:30	Bus will depart for a field trip to Virginia, where farm management and farm information systems will be analyzed on selected farms
4:00 (approximate)	Arrive back in D.C.
7:00 - 9:00	Reception

Friday, August 22

9:00	Presentation: Mr. Obaidullah Khan, "Management of the Rural Development Program in Bangladesh."
12:30	Session ends

Afternoon Free

SIXTH WEEK

Monday, August 25

9:00	Presentation and Task: Project Scheduling for Improved Implementation - W. Weiss
	Reading: Manual, Annex E, pp. i-xxx
12:30	Lunch

Monday, August 25 - (cont'd)

3:30	Presentation: Project Monitoring - G. Owens Reading: Manual, pp. 868-880; Annex F, pp. i-xix
4:45	Session ends

Tuesday, August 26

9:00	This morning will be free
12:30	Lunch
2:00	Presentation: "Implementing Improved Marketing Systems" - Dr. Harold Riley, Chairman, Department of Agricultural Economics, Michigan State University
4:30	Session ends

Wednesday, August 27

9:00	Several tasks in the areas of program and project implementation by participants in special interest groups. Major areas of interest identified by participants include: 1) Project Organization - G. Owens 2) Inter-Institutional Coordination - Pat Devlin 3) Farmer Organization - J. Wilson Work Groups, which for these tasks will include an ASIP staff member, will meet to investigate the area in which members have expressed an interest
12:30	Lunch
2:00	General session: Work Groups on special interest are
4:30	Session ends

Thursday, August 28

9:00	Task briefing: Training - W. Weiss Reading: Manual, pp. 760-785; pp. 29-55 of Training for Development, by Lynton & Pareek
10:45	General session
12:00	Lunch: Cosmos Club
1:45	Discussion Session: Conducting Training In-Country - All staff
4:15	Final PTC Evaluation - Mr. Charles Kiefer
5:00	Session ends

Friday, August 29

9:00	Closing Remarks - ASIP Director and Staff
	Discussion: Follow-up on the job
	Presentation of Certificates
11:30	Course ends

EXHIBIT D

THE TWENTY TASKS USED IN THE ASIP PTC
(in order of their use in the Course)

1.	Interview	D1
2.	Duration of Plans	D2
3.	Data Classification System	D3
4.	Ends and Means	D4
5.	Rural Development Model	D7
6.	Strategies - Parts I & II	D8
7.	Why-How Network	D10
8.	Plan Targets	D11
9.	Extension - Parts I & II	D12
10.	Definition of a Region	D17
11.	Rural Planning System in Regions	D18
12.	Local Planning and Problem Solving	D32
13.	Marketing	D33
14.	Agricultural Credit	D34
15.	Stocktaking and Diagnostic Survey	D35
16.	Work Scheduling for Project Implementation	D37
17.	Project Organization	D39
18.	Inter-Institutional Coordination - Parts I & II	D44
19.	Farmer Organization II	D46
20.	Training	D47

INTERVIEW

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Interview ____ (name) _____ about the major management problem which he/she indicated in the questionnaire he/she would like to see solved during the course and write a description of the problem in your own words.

Purpose

To start an early exchange of ideas among the participants and to help provide the materials, especially problems which PTC participants want to solve, which are to be included in later sessions of the course.

Instructions

1. The interviewer should obtain from the person interviewed as precise a statement of the problem as possible. The interviewer should describe as clearly as possible, and in sufficient detail, the exact nature of the problem which the person interviewed wishes to solve. For example, the description should go beyond such general terms as "improving the implementation of agricultural plans" and deal with specific aspects of the implementation problem (e.g., how to improve the mobilization of rural savings for financing agricultural and rural development).

2. If the person interviewed listed more than one problem, the interviewer should ask the person interviewed to select the one with the highest priority. If time permits, the interviewer and the person interviewed may describe a second high priority problem.

3. If the person interviewed has not indicated any problem on the questionnaire, the interviewer should check with the person interviewed to determine if the latter still has this view.

4. The interviewer should attempt to confine his explanation to about one-half of a page and, in any event, to less than a full page for each problem.

5. Since each participant will be interviewer and interviewed, the time for carrying out this task has been divided into two periods. In the first period, half of the participants will act as interviewers of the other half; in the second period, those who were interviewers in the first period will be interviewed about their problems.

Sources

The participants of the Pilot Training Course.

DURATION OF PLANS

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Recommend the duration of agricultural and rural development plans appropriate for your country.

Purpose

To determine the extent to which your country requires long-term, medium-term and annual plans for agricultural and rural development.

Instructions

1. Prepare a proposal which recommends the duration(s) of plans which you believe to be appropriate for your country. In preparing your proposal, you may wish to keep in mind that while most experts recommend that three plans be prepared: long-term (or perspective), medium-term and annual plans for agricultural and rural development, many countries have only two.

2. Prepare an outline of the reasons for your proposal for use in presenting your point of view to the other members of your group.

3. The group should organize itself to provide time for each member to prepare his/her proposal and thereafter to present his/her point of view to the other members of the group. Time should also be provided for each member to revise his/her proposal as he/she sees fit after the group has commented on his/her proposal.

4. If more than one member of the group is from the same country, they should feel free to work individually or together in preparing their presentations to the other members of the group.

Sources

Your own experience and pages 17-25 of the Manual.

DATA CLASSIFICATION SYSTEM

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Propose a data classification system for the agricultural sector of your country and justify your choice.

Purpose

To improve your ability to determine the attributes of various data classification systems and their usefulness for different purposes.

Instructions

1. Whether or not all participants in the group are nationals of the same country, your first objective should be to come to a unanimous decision concerning a single data classification system for the country or countries concerned.

2. If, however, you cannot come to a unanimous decision, indicate for each country concerned, the classification systems recommended and the number of participants supporting each recommendation.

3. Justify the classification system or systems selected.

Sources

Your own experience and pages 28-41 of the Manual.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

For each of three designated periods, indicate which of the items on the attached list your group believes would be ends (objectives) and which would be means of achieving ends.

Purpose

To improve skills in distinguishing between ends (objectives) and means of achieving objectives for plans of different durations.

Instructions

1. Indicate which items on the attached list would be appropriate agricultural development objectives and which items would be appropriate means of achieving objectives for 1-year, 5-year, and 20-year plans by checking the appropriate blanks.

2. If you believe any items fit more than one designation, i.e., both means and ends, or for more than one plan period, indicate the different circumstances that would make this item appropriate to these different designations.

3. Be prepared to present and defend your conclusions in General Session.

Sources

Your experience, the Manual, pp. 158-167, and the attached list of Ends and Means.

ENDS AND MEANS LIST

	Ends: Plan Periods In Years			Means: Plan Periods In Years		
	1	5	20	1	5	20
1. To achieve self-sufficiency in food grain production.	___	___	___	___	___	___
2. To achieve a growth rate of 5% per year in agricultural income.	___	___	___	___	___	___
3. To initiate and carry out a land redistribution.	___	___	___	___	___	___
4. To reorganize the Ministry of Agriculture.	___	___	___	___	___	___
5. To achieve an equitable distribution of income.	___	___	___	___	___	___
6. To double the number of extension agents.	___	___	___	___	___	___
7. To double the number of primary education teachers.	___	___	___	___	___	___
8. To double the use of fertilizer.	___	___	___	___	___	___
9. To control the corn stem borer or wheat rust.	___	___	___	___	___	___
0. To lower food prices.	___	___	___	___	___	___
1. To improve national health and nutrition.	___	___	___	___	___	___
2. To institute a system of regional planning.	___	___	___	___	___	___
3. To produce 100,000 tons of rice.	___	___	___	___	___	___
4. To produce 100,000 tons of fertilizer.	___	___	___	___	___	___
5. To build 60 miles of feeder roads.	___	___	___	___	___	___
6. To develop a high-yielding varieties seed production program.	___	___	___	___	___	___
7. To establish an agricultural research program.	___	___	___	___	___	___
8. To provide a rural public works program to provide drainage for irrigated areas.	___	___	___	___	___	___
9. To pass a national marketing law.	___	___	___	___	___	___
0. To nationalize the candy bar industry.	___	___	___	___	___	___

Staff Note

This is a one-part task with an attached answer sheet. The group will agree on one set of answers to be presented in general session. This is expected to take 1/4 of a day (15 minutes for explanation, 45 minutes for group work; an hour for general session).

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Prepare a rural development model for your countries.

Purpose

To learn how to apply and modify general lessons of experience with rural development to the needs of your countries.

Instructions

1. List the elements of a workable rural development model for your countries. In preparing your model, you should feel free to adopt unchanged, modify, eliminate or add to the six elements listed and discussed on pages 72-91 of the Manual.

2. Indicate the reasons why each of the elements of your model are essential to your model and why they collectively constitute a workable model for rural development in your countries.

3. Indicate the main social, political and economic difficulties likely to be encountered in implementing the model, and how you would propose they be dealt with.

4. Prepare an outline of your model and your justification for it for presentation at a General Session.

Sources

Your own experience and pages 72-91 of the Manual.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task - Part I

Suggest a strategy or strategies for implementing a development objective for your countries. The strategy or strategies should give primary emphasis to increased agricultural output.

Purpose

To consider the problems of selecting a strategy for a development objective,

Instructions

1. In selecting stragegies, you may present more than one alternative.

2. Indicate the assumptions on which your choices of strategies are based.

3. Indicate (a) the major problem(s) you envisage in carrying out the proposed stragegy or strategies in your countries; and (b) what you believe might be done to reduce the difficulties.

4. Prepare a paper with your conclusions for presentation to a General Session.

Sources

Pages 292-324, and your own experience.

STRATEGIES

Task - Part II

Suggest a strategy or strategies for implementing a development objective for your countries which should give primary emphasis to improved income distribution among small farmers.

Purpose

To consider the problems of selecting a strategy for a development objective.

Instructions

1. In selecting strategies,you may present more than one alternative.

2. Indicate the assumptions on which your choices of strategies are based.

3. Indicate (a) the major problem(s) you envisage in carrying out the proposed strategy or strategies in your countries; and (b) what you believe might be done to reduce the difficulties.

4. Prepare a paper with your conclusions for presentation to a General Session.

Sources

Pages 292-324, and your own experience.

WHY - HOW NETWORK

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Try to harmonize a farmer's objective: to build a small bridge over a stream in order to facilitate marketing of their vegetables; with a national objective: to increase cotton production in order to improve the balance of payments.

Purpose

To practice reconciling different objectives aimed at advancing agricultural or rural development in order that both the national objective and the farmer's objective can be achieved.

Instructions

1. Using the "Why-How" network practiced during the "Coverdale" week of the PTC, try to harmonize the two objectives given in the statement of the task.

2. Chart your "Why-How" network so that your group can display and explain your conclusions in General Session.

3. If you find it impossible to reconcile the two objectives, identify the reasons for this.

Sources

Pages 110-118 of the Manual and your own experience.

PLAN TARGETS

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Suggest the most important kinds of targets which you would recommend be included in a plan for the agricultural development of your countries.

Purpose

To consider the pro's and con's of setting different kinds and numbers of agricultural development targets.

Instructions

1. List which input, output and other targets you consider essential to the implementation of an agricultural development plan.

2. Indicate the reasons why you consider the listed targets to be essential.

3. Prepare an outline of your conclusions for presentation to a General Session.

Sources

Pages 230-291 of the Manual and your own experience.

EXTENSION

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task - Part I

Prepare an Extension Program to cover both subsistence and commercial farmers, and a Budget Proposal for the extension program for submission to the appropriate budget authorities.

Purpose

To increase knowledge in handling the problems encountered in designing and financing an extension program that must reach subsistence as well as commercial farmers.

Instructions

1. Prepare the program to cover about 50,000 farmers of the kinds typical in the areas represented by the members in your group.

2. The objective of your program should be to increase agricultural income and to insure that small scale and subsistence farmers join in producing and sharing in the increased income.

3. Because of the need to conserve scarce funds, the program should be justifiable as a practical rather than an ideal program. Your group should be prepared to answer questions from the budget authorities about this aspect of the program.

4. The Program and Budget Proposal should consist of three parts:

   a) a Statement explaining the program;
   b) a List of the Personnel Requirements; and
   c) a Budget.

5. The Statement should:

   a) (1) List the types of farmers affected by the program; (2) percentages of total farmers of each type; (3) ratios of professional agents to farmers; and (4) principal crops grown by each type of farmer affected by the program. For instance, farmers may be divided between commercial and subsistence producers; large and small scale farmers; owners and tenants; export and domestic crop producers; or in any other way you consider desirable. The data should be put in a table. For example, the table might look like this:

EXTENSION

Part I - cont'd

Type of Farmer	Percentage of Total Farmers	Professional Extension Agent/Farmer Ratio	Principal Crops
Large-commercial	3%	1/500	coffee, tea
Small-commercial	7%	1/500	tea, sugar
Subsistence	80%	1/1000	rice
Nomads	10%	1/2000	cattle, goats
	100%		

b) Justify the distribution of emphasis among types of farmers and crops in your program by showing how the program supports its objectives, makes good use of the funds requested in the budget, and provides transportation for extension personnel to reach farmers.

c) Explain the distribution of the extension personnel (demonstration farmer, semi-professional worker, professional extension agent, etc.) for each type of farmer or crop and how these personnel are to be used (e.g., supervision of semi-professional or farmer extension worker, supervision of demonstration plots, etc.)

6. For your List of Personnel Requirements:

a) Divide the number of persons required for the extension program in three categories:

1) professionals and administrators (i.e., those with professional qualifications, like college degrees);

2) semi-professionals - those with elementary or secondary school educations, or vocational or in-service training (e.g., lower level extension agents, farmers who became full time extension agents);

3) farmers - assistants used for extension functions (e.g., model farmers and demonstrators).

b) For professionals and administrators, write job descriptions of not more than five lines outlining the major technical and supervisory responsibilities of each type of professional or administrator. List semi-professional staff by job title. Write a brief description of the responsibilities given to farmer assistants.

c) For purposes of this task, you need not include overhead personnel, such as clerks, drivers, etc.

7. Budget:

In order to provide some idea of the costs of this program, draw up a budget, using the attached Extension Program Budget Form, which reflects personnel and transportation costs only.

a) Allocate a cost of 1 unit per year to get a farmer to do any form of demonstration or extension work while he is still a farmer, 5 units per year for each semi-professional staff member, and 20 units per year for each professional or administrative officer.

b) Allocate 1 unit per year as the cost of a bicycle, 6 units per year as the cost of a motor scooter, and 16 units per year as the cost of a jeep or light truck.

c) Enter the number of each type of personnel (under A) or vehicle (under B) required in Column (1). Multiply Column (1) by cost per person or per vehicle in Column (2) to obtain the costs for each category (Column (3)). Add the costs in Column (3) to obtain the required total costs in Column (4).

8. The total Program and Budget Proposal should not be longer than six pages, including a budget using the attached Extension Program Budget Form.

Sources

Pages 688-710 and 731-736 of the Manual, and your own experience.

EXTENSION PROGRAM BUDGET FORM

A. Staff:	(1) Number	(2) Cost Per Person		(3) Costs	(4) Total Costs
A 1. Professional	____	20	=	_____	
A 2. Administrators	____	20	=	_____	
A 3. Semi-professionals	____	5	=	_____	
A 4. Farmer assistants	____	1	=	_____	
A 5. Totals for personnel					_____

B. Transportation:	Number	Cost per Vehicle		Costs	
B 1. Jeeps	_____	16	=	_____	
B 2. Light Trucks	_____	16	=	_____	
B 3. Scooters	_____	6	=	_____	
B 4. Bicycles	_____	1	=	_____	
B 5. Total for transportation					_____
Total budget (A 5 + B 5)					_____

EXTENSION

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task - Part II

Reduce the extension budget by 30 percent and show how the major objectives of the extension program as described in the Statement you have prepared may still be realized with the reduced project.

Purpose

To practice separating essential elements from the less important ones in an extension program.

Instructions

1. Because of a series of unforeseen developments which include severe drought damage to major crops, a 40 percent drop in prices received for major exports and an unexpected major reduction in receipts of foreign financial assistance, the budgetary authorities have decreed major reductions in all programs.

2. In modifying the extension program, maintain the approach and pattern of emphasis on farmers and crops you established in your Statement describing the program. However, you may modify the personnel staffing and transportation arrangements as you consider desirable.

3. Prepare (a) a Revised List of Personnel Requirements, (b) a Revised Budget, and (c) a supplementary Statement describing (1) how the Revised Program will differ from the original Program in its impact on farmers and production, and (2) why you believe it is still a viable approach to achieving the original Program's objectives.

Sources

Pages 688-710 and 731-736 of the Manual.

DEFINITION OF A REGION

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Define a region for your country which you believe to be appropriate for the purposes of development planning.

Purpose

To consider the appropriateness of different definitions for development regions in your country.

Instructions

1. Each participant in the group should first prepare the following definitions of a development region for his/her country:

   a) one definition should be what the participant considers the ideal;

   b) one definition should be what the participant considers the least desirable;

   c) one definition should be what the participant considers the most likely selection of the government of his/her country.

2. For each definition, the participant should indicate the economic, political and social considerations for his/her choice.

3. After participants have made their choices, the group should organize itself to compare and discuss participants' choices.

4. Thereafter, each participant should indicate whether his/her original choice needs to be revised and, if so, how it needs revision, on the basis of the points made during the discussion.

Sources

Your own experience and pages 92-94 and 119-128 of the Manual.

RURAL PLANNING SYSTEM IN REGIONS

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Revise, as necessary, the accompanying "Draft of a Law Establishing an Integrated Rural Development Planning System for all Regions of the Country".

Purpose

The purpose of this task is to give you an opportunity to apply principles of organization and administration for rural development at the regional level of a country.

Instructions

1. Your group is to review the attached draft law and revise it to the extent it considers necessary. The draft law is composed of provisions which might be found in proposals and laws for establishing rural development organizations at the regional level in many countries. While the draft law has some good points, it also has provisions which violate sound principles of organization and administration.

2. Space has been left after each article of the draft law to facilitate the revision. Your group should feel free to accept any article in the draft law as written, revise it, or eliminate it entirely. In drafting your version of the law, form is less important than clarity.

3. In revising the draft law, your group should feel free to choose any country, real or imagined, as a guide.

4. As part of the revision, prepare a chart showing the organizational structure your group is recommending. In drawing the chart, use unbroken lines to show a supervisory relationship and broken lines to show advisory relationships.

Sources

Experience of members of the group, as well as pages 42-72; 92-137 and 625-644 of the Manual. In connection with Article I of the draft law, see also pp. 156 & 157 of the Manual.

DRAFT OF A LAW ESTABLISHING AN INTEGRATED RURAL DEVELOPMENT PLANNING SYSTEM FOR ALL REGIONS OF THE COUNTRY

ARTICLE I

Purpose

(1) The purpose of this law is to promote development of the nation's economy through regional planning.

(2) The guiding principles of the regional institutions established by this law are to:

(a) increase the national income and output to the maximum possible;

(b) raise the level of depressed regions to that of the more advanced regions of the country;

(c) increase employment as much as possible; and

(d) ensure balanced regional development through central guidance and planning.

ARTICLE II

The Integrated Rural Development Planning System

(1) Considering that:

(a) to accelerate development in all regions, it is necessary to establish comprehensive development planning for all development activities in each region of the country; and

(b) since there already exist different kinds of institutions and organizations within the country which prepare development plans;

(c) it is desirable to replace these with an integrated system of rural development planning that will consist of:

1. a Ministry of Rural Development;

2. an Organization for Rural Development Planning in each region;

3. Agricultural Coordinating Councils; and

4. other necessary institutions.

(2) Accordingly, there is hereby established an Integrated Rural Development Planning System, with elements provided for in this law and as depicted in the Chart of the Integrated Rural Development Planning System, attached as the last page of this draft law.

ARTICLE III

Definition of a Region for Planning Purposes

(1) For purposes of the integrated system of rural development planning, a region is defined as having the same boundaries as an administrative (or political) subdivision of the country headed by a governor.

ARTICLE IV

Establishment of the Ministry of Rural Development

(1) A Ministry of Rural Development is hereby established in the capital city, and will have the same status and privileges of other Ministries. The Minister will answer directly to the Head of State.

ARTICLE V

Functions of the Ministry of Rural Development

(1) The Ministry of Rural Development will be responsible for:

(a) The review, evaluation and coordination of all planning proposals that relate to rural development in the various regions. These will include the plans and projects prepared by the Ministry of National Planning, the Ministry of Agriculture, the Ministry of Industry & Commerce, the Ministry of Health & Education, and other technical ministries involved in rural development;

(b) Preparation of rural development project proposals for inclusion in national plans;

(c) Review of all rural development projects carried out and financed by the various technical ministries; and review and approval of all Rural Development Annual Budgets;

(d) Project evaluation exercised jointly with the Ministry of Finance; and

(e) Preparation of semi-annual reviews and progress reports on regional projects and programs.

ARTICLE VI

Establishment of Regional Organizations for Rural Development

(1) A Regional Organization for Rural Development is hereby established in each region of the country. It shall consist of two entities: (a) a Rural Development Board, and (b) a Regional Planning Agency.

(2) The Rural Development Board will be the policymaking body, and the Regional Planning Agency will be the technical body of the Regional Development Organization in each region.

ARTICLE VII

Organization of Rural Development Boards

(1) Rural Development Boards will be composed of the following persons:

(a) A representative of the Ministry of Rural Development;

(b) An elected member of the Legislature;

(c) A representative from the regional farmers' organization ;

(d) The Secretary-General of the Regional Planning Agency, who will act as Chairman of the Board; and

(e) The heads of each of the technical divisions of the Regional Planning Agency.

(2) In addition, representatives of technical Ministries may be invited to be members of the Board.

(3) The Board will be responsible to the Governor of each region, and will assist the Governor in devising policies concerned with planning for regional development.

ARTICLE VIII

Functions of Rural Development Boards

(1) Rural Development Boards will be responsible for the:

(a) preparation of policy guidelines for regional development plans;

(b) coordination of planning activities of Ministries concerend with regional development, as well as Regional Agricultural coordinating Councils which are already established in each region under the authority of the Ministry of Agriculture (see Article XV).

(c) supervision of the implementation of regional development plans and the preparation of reports on their progress. The Boards will also be responsible for ordering needed adjustments in carrying out the programs or projects.

ARTICLE IX

Establishment of Regional Planning Agencies

(1) In each region, a Regional Planning Agency will be established which will be responsible to the Rural Development Board.

ARTICLE X

Functions of Regional Planning Agencies

(1) Regional Planning Agencies will be responsible for the:

(a) conduct of surveys of regional resources and problems;

(b) preparation of regional social and economic plans;

(c) preparation of Rural Development Annual Budgets (see Article V (3));

(d) coordination of the planning activities of all technical Ministries concerned with regional development as well as those of the Agricultural Coordinating Councils.

Article XI

Organization of Regional Planning Agencies

(1) The organization of each Regional Planning Agency will consist of:

(a) a Secretary-General;

(b) a Deputy Secretary-General;

(c) a Secretariat;

(d) five Divisions.

ARTICLE XII

Secretary-General and Deputy Secretary-General

(1) Each Regional Planning Agency will be directed by a Secretary-General, who will also be Chairman of the Rural Development Board in the region. The Secretary-General will be responsible to the Governor.

(2) In carrying out his tasks, the Secretary-General will be assisted by a Deputy Secretary-General, who will be responsible to the Secretary-General.

ARTICLE XIII

Functions of the Administrative Secretary

(1) The Secretariat will be headed by the Administrative Secretary, who will carry out tasks related to the administration of the Regional Planning Agency, and will act as liaison between the Rural Development Board and the Regional Planning Agency.

(2) The Administrative Secretary will be responsible to the Secretary-General of the Regional Planning Agency.

ARTICLE XIV

Functions of Regional Planning Divisions

(1) The five Divisions of each Regional Planning Agency will consist of:

(a) an Infrastructure Division - responsible for planning major public works in rural areas;

(b) a Rural Development Division - charged with coordinating the planning of agricultural production and rural industry;

(c) an Economic and Financial Division - responsible for preparation and analysis of economic plans for rural development, preparation of the Rural Development Annual Budget and its audit;

(d) a Governmental and Socio-Cultural Division - responsible for manpower planning, education and training for rural development, and for fostering proper attitudes toward rural life through the expansion of local governmental units; and

(e) a Project Implementation and Monitoring Division - charged with the development of uniform guidelines for insuring that implementation is provided for in all rural project plans, and for monitoring and reporting on the progress of rural development projects.

ARTICLE XV

Working Relationships at the Regional Level

(1) To achieve maximum efficiency and effectiveness in setting up regional development plans and programs, each Regional Planning Agency will be obligated to continuously conduct and maintain relationships, consultation and coordination with regional and technical agencies, including the Agricultural Coordinating Councils.

(2) Despite the provisions in Article II, the Regional Agricultural Coordinating Councils currently in operation under the direction of the Ministry of Agriculture shall not be replaced.

(3) The Regional Agricultural Coordinating Councils, which are and will continue to be directed by the Head of Extension Services in the Ministry of Agriculture, are charged with coordinating the execution activities of:

(a) extension services ;

(b) rural credit services ;

(c) marketing cooperatives;

(d) rural public works;

(e) producers' cooperatives .

(4) A formal channel of liaison will be established between each Regional Agricultural Council and corresponding Rural Development Board.

ARTICLE XVI

Location of Regional Entities

(1) Taking into consideration the need for widespread participation and interaction with the rural populace, the Rural Development Board will be established in rural towns of no more than 20,000 inhabitants, as designated by the Minister of Rural Development.

(2) Regional Planning Agencies will be located in the provincial capital to assure effective communication with the technical ministries.

(3) The Regional Agricultural Coordinating Councils will continue to be located near Agricultural Research Stations in each region, or as designated by the Minister of Agriculture.

ARTICLE XVII

Coordination of Regional Planning Activities

(1) The Ministry of Rural Development will be responsible for insuring co-operation and consultation between the integrated Regional Organizations and the Ministry of National Planning.

ARTICLE XVIII

Personnel Assignments and Responsibilities

(1) Employment/personnel regulations of the integrated Regional Organizations will be fixed by the Ministry of Local Government, except for planning personnel of technical ministries assigned to regions by their ministries.

ARTICLE XIX

Enforcement

(1) This law is to become effective on the date of its enactment.

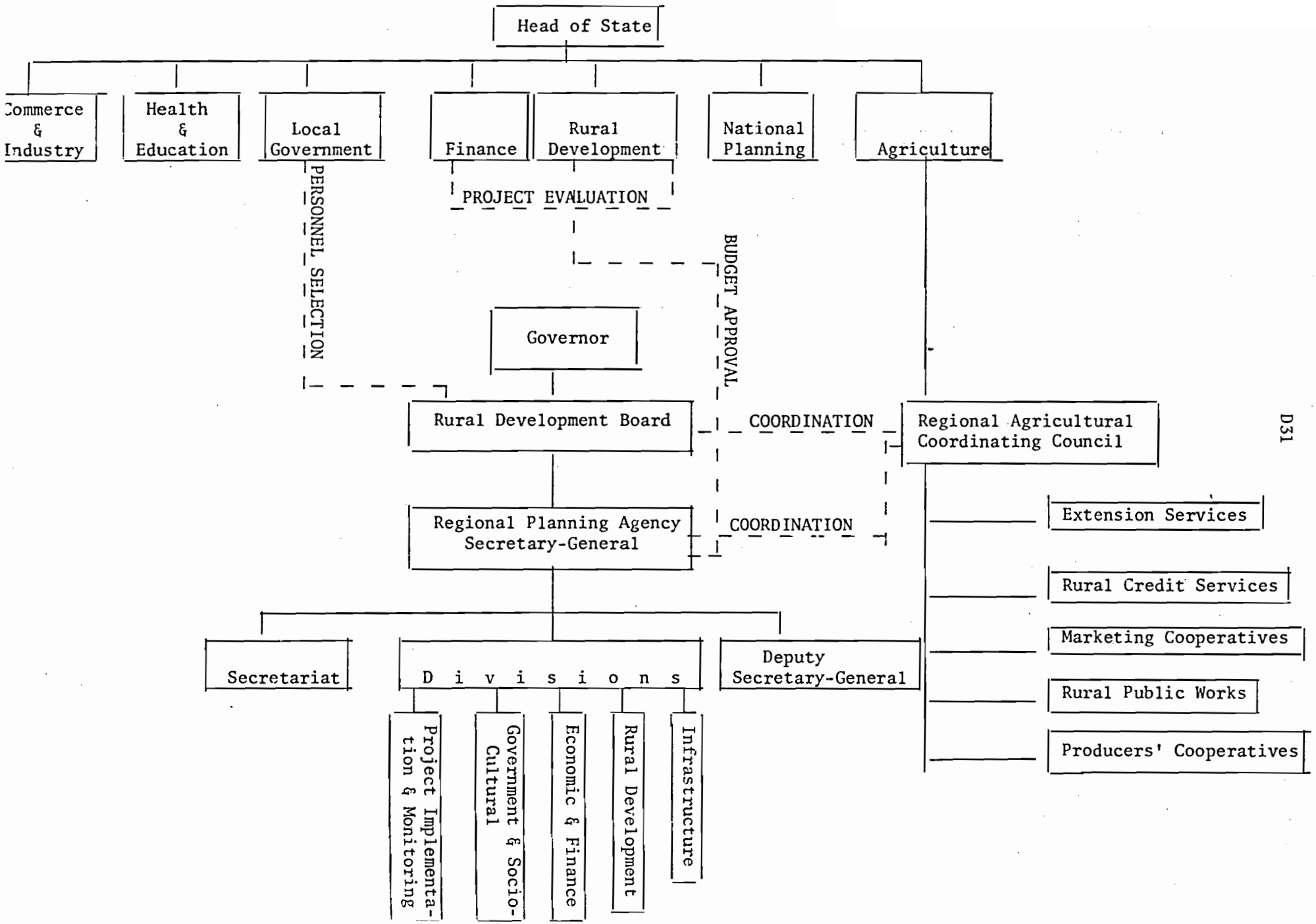
Enacted in:_____(Place)

On:_____(Date)

HEAD OF STATE

_____(Signature)

INTEGRATED RURAL DEVELOPMENT PLANNING SYSTEM



AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Outline the approach you think groups of farmers could most successfully use to learn to solve their mutual problems.

Purpose

To consider the advantages and disadvantages of different ways by which farmers can expand their participation in the identification and solution of their mutual problems.

Instructions

1. One approach to helping farmers solve their problems is some form of organization. Another approach relies on technical assistance to groups of farmers. Other approaches are possible. Describe the approach you advocate for helping a group of farmers to improve their ability to solve their problems and implement their solutions.

2. Indicate the methods you advocate to:

   a) encourage the group's interest in attempting to solve its problems;

   b) enable the group to collect the information necessary for solving group problems;

   c) help the group learn how to identify problems and how to solve them, and how to implement the group's decisions.

3. What problems do you foresee in trying to implement this approach to helping farmers solve their own problems in your country? What could be done to deal with these problems?

4. Prepare an outline of your proposed approach to be used to present your views in General Session.

Sources

Your personal experience and pp. 715-722 of the Manual.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Prepare a program for improving rural and agricultural marketing systems.

Purpose

To examine the nature of the rural marketing systems in the countries represented in your group and consider alternative ways of improving their operation.

Instructions

1. List the major purposes that the marketing systems in your countries should serve.

2. List, in the order of importance, the major problems in the marketing systems in your countries that prevent the purposes from being served.

3. For each of these problems which you have listed, suggest steps which you believe would help the system serve the purposes you have set.

4. Indicate the major political, social and economic problems at national and local levels which would make it difficult to implement the steps listed above.

5. If possible, indicate how these problems might be surmounted.

6. Prepare a presentation for the General Session which outlines the purposes and problems you have listed, and your proposals for dealing with them.

Sources

Your own experience and pp. 396-424.2 of the Manual.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Describe an agricultural credit program which you believe meets the needs of small farmers and which meets criteria for:

a) efficiency;
b) equity; and
c) institutional viability.

Purpose

To apply principles of sound credit management to the agricultural problems of a country, particularly as they apply to small farmers.

Instructions

1. In describing the credit program, consider the desirability of participation in the program of:

   a) the public sector, the private sector, or both; as well as,
   b) institutional or non-institutional sources of credit, or both.

2. Prepare a paper of no more than three pages outlining your group's credit program indicating:

   a) why you believe it meets the three criteria listed in the assigned task;
   b) how it fulfills the small farmer credit requirements of the country;
   c) the major problems likely to be encountered in implementing the program; ar
   d) how you would solve those problems.

3. Select a member of your group to explain your conclusions to the other participants of the course in General Session.

Sources

Pages 536-551.6 of the Manual, and your own experience.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Prepare a report in the form of terms of reference for a team which is to conduct an agricultural stocktaking and diagnostic survey for a specified country.

Purpose

To learn the major elements involved in preparing terms of reference for a team which is to make an agricultural stocktaking and diagnostic survey.

Instructions

1. From among the countries of the members of your group, select a country for which your group will prepare terms of reference for the survey. In selecting a country, be guided by the availability of data for the country, as well as the number of individuals in the group who either know the country or who can provide the group with information needed to carry out the task effectively.

2. The stocktaking and diagnostic survey for which you will prepare terms of reference is to provide statistical and other information for the preparation of a ten-year agricultural development plan for the country concerned.

3. In preparing the terms of reference, be guided by the country's national development objectives and, if you know them, the development objectives for the agricultural sector. If the country does not have development objectives, or you do not know what they are, set objectives for the agricultural sector to guide the team in carrying out the survey.

4. Identify the subsectors of the agricultural sector to which the team should (a) limit the survey, and (b) give special attention.

5. Indicate in broad outline the major agricultural issues (e.g., the key constraints on agriculture, potential new markets for the country's agricultural products, pricing or incentive policies which could help achieve development objectives) which the team should emphasize.

6. The date on which the preparation of the ten-year plan will begin is exactly four months from the date that the survey team will begin working. The survey team's report should be ready on the day the planners begin preparation of the plan. This time constraint should be borne in mind when your group lays out the amount of work which the survey team will be required to do. Be realistic about the amount of work you ask the survey team to accomplish in the time it has at its disposal.

7. To help the team meet the time constraint, indicate in the terms of reference how much time the survey team should spend in the field and how much it should allot to drafting the team's report. Bear in mind that the longer the team gathers information in the field, the more time it may need to prepare its report.

8. In laying out what you want the team to do, also bear in mind the country's data constraints and that there is no point in writing terms of reference that cannot be carried out. You are not being asked to draw up terms of reference for a survey in a country which has all the data one would like to have.

9. As part of the terms of reference, give the number of persons to be included on the survey mission and draft job descriptions of no more than three sentences for each individual on the team.

10. Your group's report must not exceed five single-space typewritten pages or ten double-space typewritten pages.

Sources

In preparing the terms of reference, draw upon your own experience, information which your group has about the country concerned, and the Manual (see pp. 172-229; Annex C, pp. i-ix; and Annex D, pp. i-xv). In using the Manual, you should bear in mind that the information in the Manual is couched in general terms so as to apply, as much as possible, to many countries. Since the terms of reference you are being asked to prepare apply to a specific country, you should use the Manual only as a guide, to be modified and adapted as necessary to meet the situation in the country with which you are concerned.

WORK SCHEDULING FOR PROJECT IMPLEMENTATION

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Prepare a work schedule using a PERT network for the project described in the attached page .

Purpose

To improve your ability to analyze and schedule projects in order to use resources more effectively and thereby improve project implementation and increase chances for project success.

Instructions

1. Prepare a list of the resources you think you will need to implement the project and the organizations that should be involved.

2. List the major activities which you believe are essential for the effective implementation of the project; then, establish a logical sequence for these activities.

3. Develop a PERT network which shows the inter-relations among the project activities you have selected.

4. Estimate how long it will take to complete each activity and compute the critical path.

5. Analyze the project and suggest actions which might reduce the total time required to complete the project.

6. Be prepared to describe your conclusions and the reasons for them in General Session.

Success Criteria

Your network should consist of at least fifteen (15) distinct events, with inter-relations properly shown.

Sources

Annex E of the Manual, and your own experience.

THE MIDLANDS PROVINCE IRRIGATION PROJECT

Background

Midlands Province is predominantly agriculturally-based, producing mainly sugar, rice and peanuts for export; and rice, vegetables and root crops, such as yams, for domestic consumption. Small subsistence plots occupy about 10% of the total land area. The larger farms, which comprise about 5% of the total farms in number, occupy about 50% of the total land area. Agriculture is mainly rainfed, with rain falling mostly from August to November. If the water supply were adequate throughout the year, an additional harvest would be possible. There is an export market for the additional crops.

Project Information

The government plans initially to irrigate 2000 acres of the Province, expanding efforts later as project operations show success. About 400 farmers live in the project area, and the project aims to double their production by installation of a sprinkler irrigation system and by providing credit for equipment and supplies. It is planned to install the irrigation system over a three-year period.

Formal approval by the Ministry has been granted, and the necessary project activities can now begin.

Background Information

Data about the soil types of the Province are incomplete, and the best sites for location of wells remains to be determined. It is not yet known what machinery and equipment the farmers in the project area possess, nor what kind and how much equipment and other inputs they will need. There is also a need to determine where water pipes should be laid. Loan agreements will have to be entered into with individual farmers, and repayment schedules established. Marketing arrangements will have to be worked out. There may be a need for training farmers, and some roads may be needed. Your group should feel free to determine what other information is needed for implementing the project and for allowing time for its collection.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

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Task

Select appropriate project implementation organizations to carry out each of the three agricultural projects appended to this paper.

Purpose

To apply the principles involved in assessing the suitability of different kinds of organizations for implementing agricultural projects.

Instructions

1. Divide your group into three sub-groups and have each sub-group determine the appropriate implementation organization for a different one of the three projects, as well as the reasons for its choice.

2. When the sub-groups have completed their analyses of their projects, each sub-group should present its recommendations and the reasons for them to the entire group for consideration, discussion and modification, if necessary.

3. After the group as a whole has agreed on the kind of implementation organization which would be appropriate for each of the three projects, an outline of its recommendations and the reasons for them should be prepared for use in General Session.

4. In selecting implementation organizations for the three projects, participants should consider at least five types: (a) expansion of functions of existing organizations to include implementation of the new project; (b) creation of a new autonomous agency for this purpose; (c) entering into a contract with an organization outside the government to carry out the project; (d) creating an organization to manage only the one project, and reporting to the center of government; and (e) creating an organization to manage only the one project, and reporting to field service or regional agencies.

5. As part of the process of selecting an appropriate implementation organization, participants should consider the administrative requirements for dealing with the nature, size and scope of the project concerned, its management requirements, the project's prospective beneficiaries, its manpower needs, the method of financing of the project, and other characteristics you think important.

6. In justifying their selections, participants should list the advantages which their choice would have for the project. They should also indicate the disadvantages associated with their choice and how they would propose to reduce the possibly bad effects of these disadvantages for the project.

Sources

1. "Agricultural Project Execution: Decision Alternatives and Consequences". (attached). It may also be useful to read the strategies for partial administrative reform in Chapter XII, pages 574-584 of the Manual.

2. Other information on organization for project execution is contained in Chapter XII of the Manual, pages 611-625 and 633-644.

THE BUENA VISTA IRRIGATION PROJECT

A proposed loan of $12.2 million from the World Bank will help realize the full benefits of irrigation systems in two provinces of the country.

The irrigation project is to be implemented in the Buena Vista Valley, which lies in two provinces separated by the Buena Vista River. The valley has about 90,000 hectares of potentially cultivable land, of which about 40,000 hectares can be irrigated. However, only about 14,000 hectares are being irrigated at present. Land tenure problems, poor maintenance, and inadequate extension, credit and marketing support services are among the reasons for the under-utilization of the irrigation facilities.

The project being assisted by the loan will help to close the gap between potential and actual use of irrigation investments. It will provide full development of about 10,300 hectares in one province and about 2,000 hectares in the other. The project will contribute to higher cropping intensity, increased agricultural production, and increased farm incomes. It will benefit about 3,800 small farmers with holdings ranging from one hectare to twelve hectares.

In both provinces, the project includes rehabilitation of existing irrigation, drainage and road networks, construction of rural infrastructure, supply of equipment and machinery for operation and maintenance of the irrigation, drainage, and road networks, on-farm development through investment and short-term credit, and consultancy services. The project is scheduled for completion in 1982.

Alternatives for selecting an implementation organization are currently under review.

IMPROVED POULTRY PROJECT

The Intercontinental Agricultural Foundation has under consideration a loan of $1,200,000 for improvement and expansion of poultry-keeping and breeding in the south central region of the country. Twenty project villages in the region were surveyed by Village Service agriculturalists in early 1974 to ascertain the "felt needs" of the established poultry raisers in the area. Although there was no expressed desire on the part of the established poultry raisers for improvement of their poultry, a program was planned because of the nutritional needs of the area and projected increased demand for poultry products. It is expected that 2,000-2,500 farmers will directly gain from the project as increased numbers of farmers are brought into poultry raising and the marketing of eggs and birds increases. This increased production and demand for feed and other inputs should raise incomes over a wide area as well as contribute to improved nutrition.

The Improved Poultry Project has as its principal technical aims:

a) to expand the number of poultry raisers from about 250 to 2,000-2,500;
b) to replace the rural fowl population by selected breeds;
c) to increase the number of types and specializations in breeding;
d) to improve feeding and rearing techniques;
e) to improve the poultry housing and basic poultry-keeping equipment;
f) to improve market and cooperative organization for the sale of eggs and table birds.

The project will establish an educational program to improve basic technical knowledge and to provide poultry raisers with a better grasp of accounting procedures and the management of poultry flocks. A special effort will be made to include women in the poultry-raising program and in the educational program.

The project should expect financial returns from the investment in two years from the date of initiation. Implementation organization(s) are under consideration.

SMALLHOLDER FRUIT & CITRUS TREE DEVELOPMENT PROJECT

A proposed multi-national loan of $6.5 million is under consideration to assist in financing a $20 million fruit and citrus tree planting and rehabilitation project. The project will cover about 50,000 hectares located in the central plateau that extends across several provinces of the country. The project will be jointly financed with the United States Agency for International Development. The government and the farmers will participate for about 50% of the total project cost.

The project will help raise farmers' income and foreign exchange earnings by increasing fruit production. It is expected that by 1985, net foreign exchange earnings from the fruit and citrus exports will increase by $10 million a year. About $6.4 million will accrue to some 32,000 farm families, increasing existing farmers' average income by 50%.

The project includes the rehabilitation of some 35,000 hectares of existing fruit and citrus groves, and planting up to 15,000 hectares of new land with fruit crops (citrus, avocado, mango, but mostly citrus); strengthening of extension services; training of 230 extension workers and 2,000 fruit tree farmers; improvement of 950 kilometers of rural roads; research on fruit and citrus crop cultivation; funds for equipment and staff for the organization which will be responsible for carrying out the project, and consultant services.

A firm decision on the implementation organization has not been made, but is under expert review.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task - Part I

Propose what you consider to be the best methods for improving inter-institutional coordination at the central level.

Purpose

To examine practical ways of improving central inter-institutional coordination for the formulation and implementation of rural development plans.

Instructions

1. Indicate what you think are the major reasons for poor inter-institutional coordination in rural development planning at the central level.

2. After discussion of the alternative methods of coordination mentioned in the Manual, e.g., use of advisory groups, indicate what you think are the best methods of improving coordination at the central level.

3. Be prepared in General Session to support with examples the methods chosen to deal with the indicated reasons for poor coordination.

Sources

Pages 110-118, 671-682, and especially, pages 584-594 of the Manual, and your own experience.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task - Part II

Propose what you consider to be the best methods for improving inter-institutional coordination between central institutions and regional or other field institutions.

Purpose

To examine practical ways of improving inter-institutional coordination between the center and the field for the formulation and implementation of rural development plans.

Instructions

1. List the major reasons for poor coordination between central and regional/field institutions.

2. Suggest what you think are the best methods for improving coordination between central and regional/field institutions.

3. Be prepared in General Session to support with examples the methods chosen to deal with the indicated reasons for poor coordination.

Sources

Pages 584-594, and especially, pages 110-118 and 671-682 of the Manual, as well as your own experience.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task

Outline a policy on how farmer organizations can be established and used to achieve development objectives.

Purpose

To improve skills in developing policies for farmer organization that will support national objectives.

Instructions

1. Identify the types of farmer organization (e.g., type of cooperative, elective local government, collective farming), which are appropriate for each of your countries and indicate what conditions make these types of organization appropriate.

2. Outline a policy on how much authority to operate and control the organization should be given to the members themselves rather than to internally or externally selected leadership for each type of farmer organization you have identified above. As organizations mature, the degree of allowable authority may change so this should be accounted for where necessary. For instance, you might decide cooperatives require more financial supervision as their size and resources grow.

3. List measures for implementing the policies you have selected above. What can you do to change the degree of authority of the membership over their organization? Be as specific as possible in stating what types of staff, training, activities, etc., would be necessary to successfully implement your policy.

4. Prepare a briefing for the General Session covering the 2 or 3 major reasons for your policy on each type of farmer organization and the 2 or 3 principle measures for implementing the policy. Illustrate with examples of how these recommendations might affect organizations in your countries.

Source

Pages 711-730 of the Manual will be especially helpful in defining how responsibility should be divided between members of local organizations and the staff of the sponsoring agency. Pages 424.4-424.10 discuss some types of local organization.

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

Pilot Training Course

July 21 - August 29, 1975

Task - Part I

Describe the management problems of your Ministry of Agriculture which a good management training program could help resolve and outline a management training program to deal with these management problems.

Purpose

To allow you to diagnose your Ministry's management training needs and decide how these needs may be met.

Instructions

1. Describe the major management problems training could help solve which exist at at least one of the levels in your Ministry of Agriculture, e.g., at the top policymaking, middle-management, or lower-management level.

2. Indicate the subjects you think should be covered in a management training program for people at this level.

3. If you deal with needs at more than one level, and you feel that different levels in the Ministry will require a different subject, indicate which subjects you feel are appropriate for each level.

4. Bearing in mind that lack of time often prevents officials from being released for training, indicate the amount of time which officials should give to management training at the level (s) which you have selected.

5. Indicate the extent to which management training should be on-the-job or off-the-job.

6. Indicate which organizations (e.g., the Ministry, a separate institute concerned with management, public administration or agriculture) you believe should be involved in: (a) design of the training; and (b) conduct of the training; indicate also whether the training should be held within the country or elsewhere.

7. Indicate the ways you think management training should be followed up to help officials incorporate in their Ministry's operations what they have learned from their training.

8. Be prepared to discuss and give the reasons for your recommendations in General Session.

Sources

Draw on your own experience, pp. 760-785 of the Manual, and the hand-out from Training for Development, by Lynton, and Pareek.

EXHIBIT F

28 August 1975

MEMORANDUM

TO: PTC Participants

FROM: ASIP Staff

SUBJECT: In-Country Training

1. The ASIP staff would appreciate your advice on the best ways of conducting a management training program in countries similar to your own.

2. This would allow the ASIP staff to benefit from the knowledge and experience of the PTC participants in an immediately useful way (since the ASIP expects soon to conduct training programs in one or more countries). Moreover, ASIP would like to encourage participants to give further consideration to management training appropriate to their countries.

3. Following are some aspects of management training needs in countries similar to yours about which the ASIP staff would like to obtain more information:

   a) which officials should receive management training, and what priorities are to be given to management training at each level;

   b) whether on-the-job or off-the-job training is more desirable;

   c) which institution could best provide the training, e.g., a training institute, a university, a Ministry, or another organization;

   d) whether it might be preferable to conduct a management training course with only the nationals of the country as participants or a course with the nationals of several countries as participants;

   e) what might be the best way to follow up on training programs to help officials incorporate in their work what they have learned during the training program.

4. Please prepare your conclusions and the reasons for them in a form which will permit you to advise the ASIP staff in a Special Session called for that purpose.

EXHIBIT G

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT (ASIP)

Pilot Training Course (PTC)

July 21 - August 29, 1975

QUESTIONNAIRE

Your response to the following questions will enable the ASIP staff to understand better the management problems you face in connection with agricultural programs and projects. The information you provide will be used to help fit the training course to your needs.

---

1. NAME: _____
(please underline your last name)

2. TITLE: _____

3. INSTITUTIONAL ADDRESS: _____

_____

_____

4. WHAT IS YOUR PREFERRED MAILING ADDRESS?

_____

_____

_____

5. DESCRIBE BRIEFLY THE MAJOR AREAS FOR WHICH YOU HAVE RESPONSIBILITY IN YOUR ORGANIZATION. _____

_____

_____

_____

_____

_____

_____

6. WHAT DO YOU CONSIDER TO BE YOUR COUNTRY'S GREATEST NEEDS FOR AGRICULTURAL AND RURAL DEVELOPMENT? _____

7. IN YOUR OPINION, WHAT ARE THE MOST IMPORTANT FACTORS THAT HAVE CONTRIBUTED TO AGRICULTURAL OR RURAL DEVELOPMENT IN YOUR COUNTRY? _____

8. WHAT DO YOU EXPECT TO GET FROM THIS COURSE? _____

NAME_____

9. PLEASE LIST WHAT YOU CONSIDER TO BE THE MOST SERIOUS PROBLEM OR PROBLEMS WITH WHICH YOU ARE CONCERNED AS AN AGRICULTURAL MANAGER._____

EXHIBIT M

30 July 1975

MEMORANDUM TO: ASIP Staff

FROM: Gene Owens GWO

SUBJECT: Personal Interview with ASIP-PTC Participants

1. Beginning Monday, August 4, ASIP coaches will conduct personal interviews with each PTC participant during luncheon sessions at The Brookings Institution.

2. A schedule and Brookings cards will be arranged for this purpose, and participants will be notified of the opportunity for luncheon sessions with ASIP staff during the feedback session on Monday, August 4.

3. It goes without saying, that great care should be taken to assure the participants of the confidentiality of the session and that we would appreciate their candid assessment of the PTC so as to improve it.

4. There are several purposes for the luncheon sessions:

   a) to engender good feelings through personal attention;
   b) to ascertain any personal problems that might be hindering them from taking full advantage of the Course;
   c) to gain evaluative feedback about the training process, training materials, relations with ASIP staff, and new problems or needs;
   d) to gain some idea about the possibilities, utility and institutional means through which ASIP might undertake in-country training.

5. Since the backgrounds of the participants are so varied, rather than select specific questions, several possible areas for questioning, with sample questions, are included. (See Annex to this memo).

6. A very short summary statement (1/2 page) of each interview session, possibly dictated to the temporary typist, should be written up to record relevant new information.

ANNEX

POSSIBLE AREAS OF QUESTIONING & SAMPLE QUESTIONS

I. Participant Selection and the Selection Process

- What were the reasons for your selection to come to the ASIP PTC?
- How and when did your government tell you about your selection?
- What kind of information did USAID give you concerning your selection?
- Did you have a choice as to whether to come, or did you feel it was a part of your job?
- Were there other co-workers that also should have been selected for the PTC?

II. Course Process

- Did you feel there was too much to do during the first week, or not enough?
- How about the introduction to the Course and the methods to be used - was it adequate?
- Do you feel that you have had a chance to inject your own ideas for consideration in the Course?
- How about the Course schedule - are things going too fast, too slow, or about right?
- Have you had adequate opportunity to share ideas with others?
- Have you gained any new ideas from others that will help you?
- Which do you enjoy most - work groups or General Session?
- Do you feel that by working together with people from other countries that you have made new friends or professional contacts?
- Have you had a chance to talk much with the ASIP staff, and have they been helpful?

III. Course Substance

- What about the Manual - has it been very useful?
- Do you think the Manual can be adapted to your country's needs?
- What would you suggest to improve the Manual?
- Do you enjoy working together in groups, or would you rather work alone or in one large group?
- What are your reactions to the ASIP tasks and the task analysis approach?
- What about the General Sessions - do you get a chance to put across your own ideas?
- How would you improve the General Sessions?
- Have the tasks chosen thus far been relevant to your needs?
- Do you have suggestions for task areas?
- In general, has the material you have read in the Manual, or that you have heard from the ASIP been correct, based on your experience?
- Do you see any similarity between the Coverdale week and and the sessions in Washington?

ANNEX

IV. Transferability and Practicality of ASIP Materials

- How relevant are the tasks you have worked on to the problems you have to face at home?
- Do you think the training techniques used here will work well in your country?
- What about adapting the Manual to emphasize your country's problems - how long do you think it would take?
- Do you think the techniques learned here are too sophisticated, or are they about right for your country's stage of development?
- Of course, some of the candidates for future training will not have as high an education as you - do you think that will pose a problem in reading and working on tasks?
- What institutions in your country carry out training along the same lines as ASIP? (If you pursue this line, try to get Director, location or address, etc.)
- Do you think that ASIP's training program would be useful in your country?
- How do you think you could help in getting ASIP involved in your country?

V. Usefulness of ASIP PTC to Career Goals and Aspirations

- In general, do you think this Course will help you in your career on returning?
- In what ways will it help?
- What do you think will be most important - knowledge from the Manual, ability to work better with people, or the exchange of new ideas with others?

EXHIBIT N

REPORT OF EVALUATION

OF THE PILOT TRAINING COURSE

AGRICULTURAL SECTOR IMPLEMENTATION PROJECT

---

by

Charles F. Kiefer, Sr.
Consultant

GOVERNMENTAL AFFAIRS INSTITUTE
1776 Massachusetts Avenue, N.W.
Washington, D. C. 20036

September 4, 1975

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2. ASIP Staff Resumes
3. Coverdale Organization Materials
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5. PTC Participants' Listing
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PREFACE

The writer of this Report of Evaluation of an agricultural training project has lived with the pilot course for a little over six weeks. The underlying research and development effort on the project has been in process for more than three years. The writer is accordingly quite mindful of the limitations imposed by the insufficiencies of time and understanding upon any short term visitor or consultant on most agricultural endeavors. Yet the evaluative effort must be made within these and other human constraints, but with considerable humility.

A great deal of useful knowledge has been acquired and circulated throughout the world over the past twenty years on the several ways and means to improve the agricultural condition and outlook, especially of peoples and institutions in many of the developing countries. If it now were only a matter of further disseminating and/or adapting this information in an organized fashion where it is most needed, and thus assuming that the educative and training job is being and has been largely done, and that action will inevitably occur, then a certain assurance to all workers in the field of agricultural development, including cultivators, would have occurred. Unfortunately, as everyone knows, this assurance has, for many reasons, been deferred and delayed, with very few exceptions.

The emergence or resurgency of a heightened concern for more systematic action on the problems confronted in the timely implementation of agricultural policies and programs in the developed and developing world is an idea whose time has come. To the writer, the existence of the Agricultural Sector Implementation Project tends to symbolize this broadening concern, flowing as it does in tandem with the advent and outcome of the recent World Food Conference in Rome. I have therefore approached this evaluation with much more than ordinary or casual interest. The cooperation of the Governmental Affairs Institute and project staff as well as of the participants in the Pilot Training Course is gratefully acknowledged. The Project Director reviewed the report in draft.

I. Introductory Background

The Agricultural Sector Implementation Project (ASIP) of the Governmental Affairs Institute is one of several educational and training efforts in agriculture and rural development financed by the Agency for International Development (AID), U.S. Department of State. The broad purposes of these efforts, in keeping with law and U.S. foreign policy, is to promote American foreign trade and investment in agricultural commodities and related industry, to share with friendly countries the relevant experience of the United States in agriculture and rural development, and to discover the more effective ways and means of communicating, adapting and translating the U.S. agricultural experience to farm and rural people in prevailing conditions in designated developing countries.

The chief objective of the ASIP "is to help bridge the gap between planners and farmers by improving the planning, implementation, and management capabilities of those in the developing countries concerned with agricultural and rural development". 1/ The Project is technically denoted as Contract AID/csd 3630.

Work under the cost reimbursement contract began in mid-1972. By successive contract amendments, the present estimated total costs of ASIP to the contractor, Governmental Affairs Institute (GAI), through March 1976 are about $670,000. A wide variety of activities pertinent to the purpose and objectives of the Project have been performed by the ASIP staff in anticipation of later offering of agricultural, educational, training and consulting services to developing countries, as requested. The several amendments to the basic Contract reflect the adjustments and enlargements of the ASIP function and mission as viewed by the parties to the contract over the past three years.

As a part of the work under the Contract, it was determined by AID/GAI to conduct a pilot training course with participants from several developing countries to evaluate the training materials developed by the ASIP staff, to thus test experimentally a course design and methodology, to seek utilization of the ASIP materials and approaches, and for other specific related purposes as set forth in contract amendments. Accordingly, in the late spring of 1975, the AID Missions in several countries were informed about the ASIP endeavor and were requested to secure appropriate nominations of officials in the agricultural and rural development sectors in the respective countries queried. As a result, officials from six countries were selected by established AID-country procedures to attend the ASIP Pilot Training Course (PTC) during July 21 - August 29, 1975. ASIP does not appear to have been deeply involved in the formal selection of participants. The ASIP staff was fully occupied in preparing course materials and otherwise informally projecting alternative designs and course segments for the PTC.

Several days before the PTC began, the writer was retained by GAI, with the concurrence of AID, to perform an evaluation of the ASIP Pilot Training Course. This Report of Evaluation is the result. Exhibit 1 may be read in this connection.

1/ The Agricultural Sector Implementation Project, by Albert Waterston and others, Governmental Affairs Institute, Washington, D.C., Revised April 10, 1973, p.1.

II. Terms of Reference of Evaluator

The Letter of Agreement of 14 July 1975 cites the following terms of reference for the writer, as follows:

"1. The degree to which the purpose and training objectives of the course are met;

2. The degree of success in getting participants involved in the training program;

3. The participants' perceptions of the relevance of the training approach and materials for application to their work in their home environments;

4. The degree to which participants are given the opportunity -- and make use of it -- to apply the principles of agricultural management emphasized in the training materials, and to modify those principles to suit conditions in their own countries." (underscoring supplied.)

Several illustrative techniques of evaluation were listed, all of which have been used by the writer.

The ASIP staff, it is freely acknowledged, have been altogether cooperative and helpful in the day-to-day conduct of this evaluation. It should be borne in mind that the ASIP staff is preparing its own evaluation of the Pilot Training Course. While there has been close cooperation between the writer and the ASIP staff in portraying the background and operation of the PTC, little formal exchange of evaluative comment about the PTC as an entity has occurred. Accordingly, the writer attaches more than ordinary significance to the formal ASIP evaluation when it is completed.

III. Summary of Conclusions and Recommendations

The initial training course, just concluded, in managing planned agricultural and rural development by the Agricultural Sector Implementation Project of the Governmental Affairs Institute was a significant and important success. Developed and presented to participants from six countries after three years of preparation of authoritative materials, with the assistance of the Coverdale Organization of London, the six-week pilot effort provided an organized and productive testing of both the Project leadership and staff and of the specially prepared course program. The results at this point are highly satisfactory, and should be most encouraging to all concerned with the Project and its short and longer term prospects.

This independent evaluation of the course experience portrays the many strengths of the Project as expressed in the course and its underlying purpose and approach. It also seeks to point up those areas in the pilot course structure and content which, in the view of the writer and of the participants, can be improved in future efforts similar in character, and in keeping with Project purposes and objectives.

There is little doubt but that there will be requests expressed from some governments for a suitable replication of the pilot course in the months ahead in their respective developing countries. Of the need for such a course or courses, there is no doubt in the mind of either the participants or of this reviewer. Together we have separately and independently made a number of constructive suggestions which appear in the text and Exhibits of this Report of Evaluation.

The writer's summary recommendations are briefly devoted to the essentiality of the Project's continuation and of improvement of its activities and programs. Included in his specific suggestions and recommendations are proposals to strengthen the Project staff and its advisory, teaching, and training facilities. Brief but particular emphasis is given to the crucial importance of future funding of the Project at a level and for a time period reasonably certain to assure the hoped-for results. Scattered throughout the text of the Report are a number of suggestions designed to sharpen the focus of the content of future courses. These are also intended to fortify the ideas, structures and systems employed in managing and implementing planned agricultural, rural, and total development, by helping to achieve more effective development action.

IV. Pre-PTC Planning

ASIP Staff

No words of the writer will either add to or detract from the established reputation of the ASIP Director in the broad field of agricultural and rural development planning throughout the world. For many years, Albert Waterston has been and is a writer and an interpreter of the development experience of many countries. From his former World Bank position and otherwise, he has travelled widely and served as an advisor to the Bank and to key officials in the public and private sectors of many developing and developed countries. As a university professor of economics he has conveyed his shrewd insights and comparative experience to his academic colleagues and students both at home and abroad.

The point of this brief statement is to emphasize a major strength of the ASIP in the leadership of Albert Waterston. He would acknowledge that he has himself had little operating experience in the past several years as a program manager or administrator of a sizeable agency or enterprise. This apparent gap in his otherwise richly authoritative experience is more than offset by the keen vitality of his observations and analyses of the current and emerging factors that make for more effective and planned management of agricultural and rural development programs in the developing countries.

There are, at the present writing, four other members of the ASIP professional staff. 1/ One staff member left the Project as the course began. Another may leave in the days ahead. The present professional staff all possess excellent

1/ Their resumes are attached as Exhibit 2.

academic training, and all but one have had some foreign experience, even though they are comparatively young. Some of this experience is related to agricultural development, if not to program management and project leadership. Part of the constant job of the ASIP Director is the development and improved performance of the ASIP staff. He works at this job regularly with apparently good results. The professional staff is energetic, close knit, proud, and responsive. The fact of its present all-Caucasian quality detracts not a little from the fuller realization of ASIP objectives. While the writer did not delve into the ASIP staff salary structure, he has the impression that there may be some budgetary inability to pay salary scales at levels comparable to the current U.S. Federal Pay Schedules, for "substantially equal work". This, coupled with the ASIP future uncertainty, lends more than ordinary concern by the staff under the Director regarding their future.

The staff had worked diligently on various chapters of the draft ASIP Manual, including the prodigious assessment of its undergirding bibliographic and development literature foundations. In the weeks immediately preceding the PTC, it had worked on some thirty tasks for use in the PTC. A task is a written training instrument defining a certain problem area in a ministry or agency or area of a developing country associated with the agricultural or rural sector. It sets forth the purpose of the task or exercise and the instructions to follow in its accomplishment. In all cases, the consultative sources in the ASIP draft Manual are identified. It is hard work to devise relevant tasks in relation to ASIP and PTC objectives, and a number have been developed well beyond the needs of the available PTC total time allocations. It was apparent, however, that the specific designs of, and specific plans for the entire PTC was largely in the minds of the ASIP leadership and staff as the course began. This is undoubtedly inevitable and perhaps supportable in a pilot effort.

Task Analysis

Task analysis, as described above, is a comparatively newer analytic and training methodology that contributes to forming a more specific training, educative and research program in both the short and longer run. The technique assumes that the substance of the assigned task is taken from the "real world" and that the value of a task-oriented training program may best be measured by assessing what participants are able to do after the training program is completed that they were unable to do before the program began.

Educators and trainers predominantly using the task approach attempt to discover what potential trainees and course participants need to know; of that which they need to know, what do they already know; and, of that which they need to know, what can be learned in a training and possible longer-ranged educational program. 1/ While these ideas are in the mind of the ASIP leadership, they could have been built into the PTC only with more time and personnel qualified

1/ Evaluating Training Effectiveness and Training Achievement, by B.G. Pasquariella and S.M. Wishik, New York, 1975, p.14.
Developing Vocational Instruction, by Robert Mager and Kenneth Beach, Jr., Fearon Publishers, 1967.
Helping People Learn, by Francine Hickerson, East-West Communication Institute, 1974.

to perform the pre-test and post-test operations involved. The ASIP staff deserves plaudits for its work up to this point in advancing the task analysis concept, and it recognizes that much more work needs to be done to improve its uses, especially in collaboration with the developing countries. More will be said about the tasks and work of the PTC later in the Report.

It does not appear from a review of the ASIP files by the writer that the ASIP staff had much knowledge of or access to evaluative data regarding other training courses in agricultural and rural development beyond those of the World Bank. A listing of these efforts by many institutions at many places cannot be reproduced here. Some of them have been successful. Others are still going on. There are many distinctive characteristics in some, and some common elements in many. The writer does not know whether such data are readily available in useable form. He does appreciate the value of not having to "rediscover the wheel." It is understood, of course, that a certain amount of this "discovery" work attends every pilot undertaking.

Coverdale Organization

For nearly 20 years, the Coverdale Organization in Britain has been developing and offering a system of management training initially directed to the private industrial sector. In recent years it has entered into the public sector. It is one of a number of companies formed after World War II to translate and help apply the results of behavioral science research to modern-day organizations, large and small, public and private. Hardly anyone in a position of management responsibility, in the West at least, over this period can fail to be generally aware of the existence of these firms and some of their efforts. It is a part of the daily mail. Many of these firms have allegedly different and contrasting emphases in content and approach, in program working styles and methodology. All are directed to the improvement of individual, group and organizational effectiveness, and perhaps to increased individual job satisfaction. Many of these firms take proper advantage of the copyright laws in protecting their alleged uniqueness. Much of the underlying literature is in the public domain. It is in the areas of application where a measured and competitive secrecy understandably prevails. One has to take and pay for the course(s) to gain the hoped-for values.

There is attached Exhibit 3. This is a modest sampling of information on the Coverdale approach to using one's experience and strengths to improve his and his organization's performance. The major themes of the lectures, tasks, simulation and role-playing exercises involve: setting of aims and objectives, listening for meaning, supportive development of others' strengths and skills, observing successes, setting criteria for progress and success, using authority and influence appropriately and systematically.

Ordinarily, the Coverdale Organization offers two one-week courses at appropriately spaced intervals, with a built-in follow-up on the job by a Coverdale representative during subsequent weeks or months. It seems undeniable that a most useful service has been performed by the Coverdale Organization to its largely but not exclusively British clientele.

Early in the ASIP enterprise, the ASIP Director took the Coverdale course. Subsequently, several months later, the ASIP professional staff took the courses, and became persuaded of the inherent values of the Coverdale approach to ASIP. A formal understanding had been reached between AID and among GAI/ASIP and Coverdale which, with letter amendments, continues to the present time. The essences of the Coverdale insight are now an integral part of the equipment of each member of the ASIP staff and are woven into many of the ASIP tasks and group work. In addition, the Coverdale Organization has participated quite fully in the PTC design, and has contributed significant advisory services to the ASIP staff at critical points of the ASIP-PTC planning. One full week and part of an additional day were set aside in the PTC for a fairly thorough involvement by the ASIP staff and participants in the Coverdale approach. Coverdale representatives handled their responsibilities with admirable effectiveness, 1/ and the PTC participants cooperated fully with the week's program at Harpers Ferry, W.Va. More will be said about this later in this Report.

It is understood that the ASIP Director was unsuccessful in his efforts to secure advice and counsel from at least one other established training institution and may have rejected one or more other possibilities. The ASIP files and quarterly reports to AID do not reflect that he received other assistance in this management training area from U.S. or other governmental or private sources.

The PTC Participants

ASIP did not participate significantly in the participant selection process. ASIP was able to communicate briefly with the participants before departure from their countries. Time regrettably did not permit the sending of the ASIP Manual to participants, nor was the schedule and content of the six-week PT Course available for advance mailing. Exhibit 5 contains the names, position titles, and country of origin of the participants.

Exhibit 6 is a self-explanatory summary of the backgrounds of the full PTC participants. More than half of the full PTC participants are professionally oriented in agriculture, possess graduate level degrees, are under 40 years of age and have had considerable management experience and training. All of the participants have college diplomas and hold various important middle to upper middle-level positions in their Agricultural Ministries at home. Only six have been in their respective positions for more than five years. Some seven participants work in the field away from their Ministry or Department headquarters and their capital cities. Obviously, the general "mix" of participants was altogether good. To be sure, there was only one woman participant, and some full time participants were more senior in middle-level rank and experience.

On the whole, however, considering the speed in which the participant selection process occurred, the AID Mission staffs did an excellent job. It does not

1/ Their resumes are attached as Exhibit 4.

appear that the ASIP leadership could have provided, within the time and staff constraints, on-site consultative assistance to the AID Missions or to participating country decision makers in the participant and topical selection process for the PTC. This is an important matter for AID/ASIP re-consideration in the event of an extension of the PTC in the countries participating in the PTC, and otherwise.

It will also be important in the ultimate assessment of the ASIP PTC to keep in mind the backgrounds of these particular participants in relation to the substantive segments or topics offered during the pilot course. Each reader of this Report will undoubtedly possess his or her own conceptions of the content of a PT Course, but it is, in the writer's view, the responsibility and obligation of ASIP to "deliver the goods" as specified in the oft-amended contract. It should be added here that the educational and experience backgrounds of the full time participants was, as it turned out, generally appropriate for the pilot course. In the view of this observer, the ASIP staff might have taken a bit more risk in the direction of presenting more challenging and shorter tasks. Time for advanced planning and specific knowledge of participants' backgrounds was too limited to achieve the ideal "fit". Yet, from an overall standpoint the participant "fit" with the PTC worked out very well, fortunately.

Senior Officer Participation

A particularly useful and more than merely noteworthy element of the PTC was the arrangement under which more senior representatives from the participating countries were invited, and some four persons (from the Philippines, Guyana and Pakistan) were enabled to attend the PTC during the final two weeks. It is difficult to exaggerate the importance of having senior officers 1/ of agricultural ministries become intimately involved in and knowledgeable about the specific training being given to middle-level officers. Credit is due both to AID and ASIP for working out this arrangement. Parenthetically, this participation of more senior persons was useful and effective to the PTC, and did not inhibit the work of the PTC nor of the full time participants. This is not the place to discuss the significance of this strong feature of the ASIP, but it has a prominent place in the assessment of the PTC/ASIP, and of the various possible alternatives or variants of this ASIP-PTC linkage element.

It must be added that the final so-called "tailoring" of the PTC to the apparent and expressed needs of the participants did not occur until well after the participants arrived in Washington, and a questionnaire, denoted here as Exhibit 7, was administered and evaluated by ASIP. Undoubtedly this was a wise move, considering the nature of this pilot effort and the inability of the ASIP staff to have any real knowledge of the expressed needs of the participants before their arrival. Yet, looking ahead, much more timely decisions and improvements in the design of the course are both conceivable, necessary, and possible, given a more measured and less hectic approach to both the interests and backgrounds

1/ Their basic personal and professional history data were not readily available to the writer.

of participants, to the strengths of ASIP, and to the orderly selection of topics and methods in course design and administration. Especially is this true in contemplation of the years of experience of USAID in this field.

Need for an ASIP Training Specialist

A concluding note on ASIP/PTC pre-course planning is in order. In the judgment of the writer, it would have been very helpful and economical to the ASIP Director and staff to have had the services of an experienced professional training specialist. Such a person - culturally, professionally, and administratively talented - would have been of great value in shaping up written alternative course designs, in analyzing and proposing time distribution by topic, day, and hour in advance of and during the course, in relieving the Director and Assistant Director of delegated operational details, in securing audio-visual aids and equipment, in meeting the participants and handling their complaints, in relieving the Coverdale Organization of some of its advisory role, in handling schedule changes and field trip logistics, in advancing alternative techniques to particular subject matter coverages, and otherwise acting as a training staff advisor and evaluator to the ASIP Director and staff, and perhaps to the participants.

The lack of such services has been only fairly successfully endured, for a pilot course. When the ultimate assessment of the PTC is made in contemplation of its extension and inauguration of a first course or a train-the-trainers course or both in or for a developing country, the presence on the ASIP staff of such professional services will be, in the writer's view, of very high importance. Improvisation is always in the mind of trainers, teachers and educators in the training field, but it must be kept to a minimum in a developing country.

V. The Pilot Training Course Experience

Reference has already been made to the backgrounds of the participants and the strengths of the ASIP staff. The initial meetings of the participants as a group with the ASIP staff were mutually friendly and hospitable in every way. All of the participants, as is usual and well-known, were courteous, a bit reserved, and curious. Nearly all of their questions at the outset were nicely handled within the competence of the ASIP staff. It is indeed regrettable, well nigh intolerable, and unconscionable that foreseeable difficulties arose concerning participants' housing and finances. No suggestions are offered here on this latter point.

Exhibit 8 contains many of the salient features of the PTC concept and content, together with estimates of time devoted to major course methodologies employed, and to significant topical or subject matter areas. The Exhibit should be carefully read at this point. One must keep in mind that the time available for the conduct of the PTC is roughly equivalent to one semester of university instruction.

In general, the intellectual disciplinary foundations of the course are in economics, law, with generous inclusions from history, sociology, some anthropology and statistics, some behavioral science, some public administration and management. Opinions will vary both as to the desired and actual "mix" of inter-disciplinary influences in the PTC. Much will also depend on the definitions applied by the reader of this Report to the various topics covered, and the importance the reader attaches to each topic for a pilot course. A great deal of contrasting opinion is likely to emerge here. But this is not the vehicle for a comparative analysis of differing and contrasting points of view.

As can be seen from Exhibit 8, major reliance was given to lectures and to tasks and related group work, as previously defined. Some role playing and simulation was used in the Coverdale segment at Harpers Ferry. One short film was used in the PTC. All participants became useful and experienced chart makers during the course. The writer does not recall the use of a single formal short or long case study, although the use of illustrations was frequent in the lectures. Since the PTC was not intended to be a "train the trainers" course, the writer is not critical over the omission of selected case studies. This and other teaching and learning methodologies can be better considered by the ASIP staff in that context when it comes to pass.

Exhibit 9 is a listing, prepared before the PTC began, of the topics planned to be handled during the PTC. It does not include the topical coverage of the second week's work at Harpers Ferry, shown in Exhibit 10. This is a compilation of the weekly course schedules.

Exhibit 11 is a random selection from the writer's files of representative tasks performed during the PTC. The ASIP files should be consulted for a more detailed examination of all tasks used in the PTC. Good results were achieved.

Searching questions can be readily asked about the implications and meanings of the content coverage and the time estimate allocated or used by ASIP in subject matter areas or topics as reflected in the course schedules. Here are a few.

Was this a pilot course mainly devoted to implementation? The answer is "yes", if one defines planning to include implementation of plans at the cultivator level. It is "no", if one asserts that good planning as discussed in the PTC is essential, but that implementation or execution of plans, policies, programs, and projects from the capital city to the cultivator on the land is an identifiably separate matter. The PTC was, as its ASIP architects described it, a course dealing with more effective management of planned agricultural and rural development. Thus, on balance, the PTC was slanted more towards planning management than to implementation management.

Did the so-called principles of agricultural management clearly emerge during the PTC? No, but a useful beginning was attempted.

How much time and attention was given to management problems and questions in the PTC? Quite a bit, as can be seen in the Exhibit. Was it all relevant to agricultural development and policy and program implementation? Only in a most

general sense. Fully half of the Harpers Ferry week usefully focussed on individual self-assessment. Some of the teaching tasks there were of the most elementary type not taken from a farmer or agricultural ministry or department setting. A goodly portion was simply organized common sense, put forward to the participants in a novel manner. Some of the tasks and discussions at Harpers Ferry detracted from a subsequent substantive emphasis on agricultural development and implementation.

How much time was devoted to agricultural ministry and departmental management questions? Some, but by far not enough, in this writer's view. Throughout the PTC, the role of management was expressed too often by implication and not explicitly.

Would one continue to retain the Coverdale Organization as ASIP consultants in the future? Yes, provided the able young lecturer at Harpers Ferry is available, and until a current stocktaking review of other teaching and learning materials of Coverdale's competitors is made and a determination reached that the Coverdale connection can be appropriately terminated or enlarged. If it is enlarged, more attention in depth should be given to agricultural management settings and course materials.

Was the emphasis in the PTC on agricultural or rural development, or both? The emphasis was on agricultural development and its strong linkages to rural and urban development. At times, during the PTC there was infrequent conceptual confusion. Perhaps the emphasis on agricultural development could be even stronger in the future. Perhaps the emphasis has to be on total development.

How much attention was given to problems of small farmers? Here a most commendable and valuable set of summary insights occurred during one or more the the PTC lectures and presentations, distilled all too briefly from the known experience of Taiwan, Mainland China, Japan and Sri Lanka. This is one of the more important themes on which ASIP speaks with authority from existing literature.

How much attention was given to the roles of the private sector and of agro-industrial groups in the PTC? Some, but not enough.

How much attention was given in the PTC to narrowing the gaps between and among natural, physical, and economics research, and planning and extension, and action by the cultivator. Hardly any attention was given to the role of research. Much too little attention was given to the substantive issues of extension and development action. This was perhaps because of PTC merger of the Extension task with a task on Budgeting. This was quite detrimental to the treatment of both topics.

What, then, are some of the things that can be improved in the design of a first course, building on the strengths of the PTC? It depends on the length of the course, and the viewpoint of the ASIP Director. If a six-week course is envisioned, some of the time devoted to planning and to marketing in the PTC can be reduced. About half of the time taken by Coverdale at Harpers Ferry can be preserved or separated in the personal self-assessment phase, and the

rest left for trade-offs with topics in human relations, economics of small farms (under 5 acres), agricultural credit, statistics for agricultural middle managers, films and a few short case studies. The tasks and related assignments can be circulated sooner to participants. Some of the tasks can and must be streamlined and sharpened, without detriment to the principles or messages involved.

More time has to be provided as stated above for discussion of the problems and economics of small farmers (2-5 acres, under 15). Some concentration on the lessons recently learned is required, including a careful aggregative analysis of what has succeeded and the role of implementing processes and institutions in those parts of the world where comparative success is occurring.

More time must be provided for discussion of modernizing management systems in agricultural ministries and departments. This is now known to be much more of a key element in policy and program administration and implementation. Much of the Coverdale material, other than the self-assessment feature, can be usefully woven with much more agricultural relevance into the future ASIP course programs at other points in the work schedule. Re-consideration should be given to the present ASIP policy of separating the topic of management and concentrating its delivery largely in one continuous week, in favor of integrating or interleafing management and implementation topics during the entire expanse of the course.

Another notable strength of the PTC was the draft ASIP Manual. Read thoughtfully in a training context, it is a valuable addition to the training literature for primary use in the developing countries. It is not a "cookbook". There can be little doubt but that the participants found the Manual both a daily necessity as well as an economy for their effective performance of the work of the PTC. When the Manual is revised and edited, it will become a more useful training tool, particularly as its user audience is clarified. Only a few chapters need extended revision and fortification. Perhaps after the revision in immediate prospect, it should always be a Draft Manual. It will not injure the role of the Draft Manual in a future ASIP course to supplement its use with current articles and supportive "hand outs" for additional reading and reflection by the course participants.

The ASIP staff regularly made its own daily assessment of the work of the PTC through forms devised for this purpose 1/, through chats with participants and through organized luncheon feed-back sessions with each participant. The orderly evaluation of this data by ASIP will provide still another valuable resource in the ultimate assessment of the PTC. Consideration may usefully be given in certain segments of the course to a more extensive use of the tape recorder, and particularly to the acquisition and prudent use of an ASIP closed circuit television capability and portability. No one can improve on the words of the poet Robert Burns, who exclaimed on the values of being able "to see ourselves as others see us." The reasons behind these suggestions are obvious.

1/ See Exhibit 12.

The course produced no single leader of the participant group as a whole, nor was there a continuing steering committee of the participants. The reason was that there were no such needs in the PTC. Each country or regional group performed admirably and effectively both in country or regional groupings or in mixed country groupings. Each segment of the course made its contribution to the knowledge of each participant in numerous ways -- some novel and original, some re-inforcing and supportive, others corroborative and supplying of emphasis, still others identifying roadblocks to development and winnowing out the importances from the trivialities. The PTC was in no way threatening. Messrs. Gabaldon (Philippines), Bullen (Guyana), Estefanell (Uruguay), Navarro (Nicaragua), Williams (Ghana) and Sarmiento (Philippines) appeared to this writer to possess excellent working styles and capabilities for further significant growth in their career paths at home in the period immediately ahead. As noted earlier, the presence of more senior officers during the final two weeks contributed materially in many realistic ways.

The preceding commentary causes the writer to observe that, in future courses, further consideration be given to undertaking a more systematic, confidential evaluative focus on the strengths and opportunities for self-improvement of the individual participants by qualified members of the ASIP staff based on their performance during the course. If this can be directly related to improved individual career planning by the participants, it can advance ASIP as well as country purposes. Some of this occurred during the PTC without incident. This is a researchable topic.

There were several highlights in the PTC. The following few are cited not necessarily in the order of their occurrence or importance: the "re-entry plan" of Mr. Sarmiento (Philippines) in response to a Coverdale Task On Returning Home 1/, the enormous contributions of Albert Waterston's lectures at a time when the lecture system is increasingly under attack in educational and learning circles, the searching questions of Mr. Gordon (Guyana), the lecture-discussion of Uma Lele of the World Bank, the ASIP tasks on the law and project organization, the patience and inter-active vitality of John Waterston of the Coverdale Organization in stressing the systematic approach to problem solving and to listening, the use of Mr. Gabaldon as a resource person in the ASIP agricultural credit task, the summary referred to policymaking in Ghana by Percy Yamoah during the Harpers Ferry week.

As to whether there exists a strong and enduring motivation by the PTC participants to follow through with their ASIP-strengthened insights, the writer does know. It appears that there is. Yet the writer would avoid these possibly self-serving declarations and rely more on the judgments of the participants' supervisors over the course of the next several months.

The reader of this Report recognizes, as does the writer, that not everything that ought to be included in a pilot training course can, in fact, be included in such an effort. Hard choices have to be made. Lessons have to be learned from actual experience.

1/ See Exhibit 13.

Reference has been made to the several strengths and issues for consideration arising during the PTC, as perceived by the writer. There is no question in the mind of the writer that the PTC was and is worth all of the effort of preparation for and in conducting the pilot effort. Nor is there any doubt but that the ASIP approach as reflected in the PTC is transferable in the main with some adaptation to prevailing conditions in the developing country or region.

As has been stated, the largest and most significant area for improvement of the PTC as one confronts in the future the agricultural sector ministries of the developing countries lies, in the writer's view, in the development and systematic presentation of the concept, construction, establishment and installation of management systems. This should be done, not in the context of management or administrative reform, desirable though that may seem to some Western observers, but from the standpoint of working from where the country is now towards modernized management systems in filing, mail handling, communications, personnel management, budgeting, accounting, amenities, audit, clearances, input delivery functions, headquarters field relationships, farmer advisory services, research management systems and sub-systems.

In this connection, the experience and writings of Albert Waterston on planning systems is especially pertinent, as is the systematic approach, if not systems, of the Coverdale Organization. Parenthetically, it was useful in the PTC to briefly contrast the Coverdale methodology with that of Kurt Lewins' Force Field Analysis as presented by the ASIP Assistant Director.

Let us now proceed to examine briefly the evaluative comments of the participants, taken by questionnaire from the participants at the mid-course point and at the end of the course as shown in Exhibits 14, 15 and 17.

Participants' Evaluation

The writer professes no special expertise in the devising of, and interpretation of responses made to, questionnaires. Accordingly, the reader of this Report is encouraged to review these data for his or her own critical and evaluative purposes. These exercises are often fraught with user suspicion. The truth about the results of training seems elusive, especially in a cross-cultural setting. A certain restraint in interpretation may be in order.

On the whole and in the aggregate, the writer is impressed with the thoughtful and constructive character of the responses to the questionnaires. He believes they "told about" the PTC as they perceived it, "like it was", and as it can be in the future. There are many encouraging and valid points of view reflected therein which ASIP can wisely utilize in its future planning and operations. One can readily see, by inspection of Exhibit 15, the perceived values of the PTC to the participants, their reactions to leading characteristics of the PTC, and their feelings about their own involvement in the PTC and its meaning for their lives and work. One can see, if not believe, from the responses, that attitudinal changes may have begun to occur during the PTC. One can see, if not believe, that nearly all the participants enjoyed, profited from, and contributed greatly to the AID-ASIP effort. The quantifying numbers around most responses in all

three Exhibits should be most gratifying as well as revealing to the ASIP Director and staff. There was no cross-consultation in preparing the questionnaires. The response scatter on certain questions will be interesting and provocative to the reader, even though he keeps the aggregate response evaluation in mind. Some focus on the extremes reflected in the response scatters should briefly be made by ASIP to fortify future operations.

The writer is resisting the temptation to indulge in this report in a statistical and interpretative analysis of all or even several of the questionnaire responses. Each reader can readily do this by an examination of the cited Exhibits. The writer agrees particularly with the participants' aggregate response to question 26, parts a. - m. of Exhibit 15. He has no demurrer to offer on any of the participants' responses shown on this Exhibit.

There is no doubt in either the views of nearly all of the participants, or of the writer, that the PTC has made an extra-ordinary impact on the minds and outlooks of all participants, and that there appears to be more than a reasonable chance that this impact may be sustained after the participants return home to their jobs. This, to the writer, is a great deal, but not all, of what the ASIP purpose and contract is about.

There is no doubt in the mind of the ASIP Director of the large-sized job confronting him and his associates in the weeks and months immediately ahead. Much of this work is stipulated in the underlying amended contract and related plans of work. It is not within the purview of this evaluation to examine any current options that may be available to the parties to this effort.

There is some doubt in the mind of the author as to whether the project can move forward with expedition and effectiveness through the end of March 31, 1976. There is also more than ordinary doubt that continuation of the project after next April is assured at a level of support and capability in keeping with the dimension and potentiality of ASIP thus far revealed.

On the writer's assumption that the ASIP can be further strengthened and improved to fultill its short and longer-run purposes more effectively, building on its experience to date, let us examine the writer's conclusions and recommendations in these regards.

VI. Conclusions and Recommendations

Conclusions

Reference has already been made early in this Report to the specific terms of reference the fulfillment of which is a function of this evaluation effort. 1/

There is no question in the mind of this reviewer that the Purpose and Training Objectives of the ASIP Pilot Training Course were met in a most effective manner. Scattered throughout the preceding text and accompanying Exhibits are numerous evidences of the actual course experience, the strengths of the ASIP approach and the opportunities for improvement as perceived both by the evaluator and the participants.

1/ Pilot Training Course Evaluation, Governmental Affairs Institue, Washington, D.C., 14 July 1975, p.1-2.

The degree of success in securing participant involvement in all phases or segments of the PTC was outstanding. The writer has been involved in training programs with participants of other countries both in the U.S. and abroad. For reasons not always evident, there occurs some silent detachment from the program on the part of at least one and often more than one, of the participants. In the case of the PTC, very little of this occurred in any significantly recurring fashion. Some special attention was given to the Uruguayans, and one or two others. This is, in the writer's experience, attributable mainly to the leadership and work of the ASIP Director, Assistant Director, and ASIP staff. It is also the result of the commitment by the participants, all of whom cooperated fully in the entire PTC program. Attendance at all course sessions was excellent. The Exhibits reflecting participant reactions at mid-course and at the end of the course speak for themselves. The writer accepts these judgments of the participants, and is quite aware that what training course participants say and do after they return home to their work is at least of equal, and possibly of greater, importance!

The participants' perceptions of the relevance of the PTC for application to their work at home may also be re-read in the Exhibits in this connection, and need no further extended discussions. Of course, they were courteous, mannerly, and patriotic. Yet the chance forays and brief individual chats held by the writer with all participants tend to confirm the data reflected in the participants' evaluations.

The degree to which the participants made use of the numerous opportunities during the PTC to utilize the ASIP approaches and techniques and, in some cases, to modify them to suit their home situation, was indeed commendable, vigorous, and devoid of foot dragging. In the writer's view, "they came to play", and the ASIP staff and Coverdale consultants responded fully to a willing working group.

Recommendations

At several places in this Report there appear a few suggestions advanced by the writer for improving the planning and execution of future ASIP training efforts. These are based entirely on his observations of the PTC in action, and his background reading. 1/ It seems reasonable to assume that these suggestions will receive consideration by the ASIP Director and staff, along with the suggestions of the participants and the ASIP staff. These specific suggestions in the text of the author will not all be repeated here. There are some recommendations to be made of a somewhat higher priority of importance. These are as follows:

1. The writer believes and recommends that the ASIP enterprise be extended beyond next March 31, 1976, on a basis carrying at least through June 30, 1977 or even longer. This will provide both AID and GAI a much longer period of comparative financial stability to refine plans and programs for extension of ASIP as contemplated, and to produce results. More could be written about this theme, but it is not within the province of this consultant's concern so to do at this point. The writer simply believes there is a great potentiality in the ASIP which deserves the fullest exploitation as it is further developed.

1/ See Exhibit 16.

2. There is an obvious and urgent need now for an Associate or Deputy ASIP Director. No one has all of the answers to the problems of agricultural and rural development. No one individual, no matter how competent, can administer fully unto all of the ASIP dimension and portents as set forth in the underlying documentary and contractual papers that has brought the project from its inception to the present point. The obligations and pressures of the project will doubtless increase. Such a deputy or associate director would share the burdens and responsibilities of the Director. In the view of this writer, he or she would most desirably be a non-U.S. national, under 50 years of age, knowledgeable in some depth of experience in the work of program management at a senior policymaking level, knowledgeable about the multi-faceted problems of development, and reasonably respected for his or her prior performance. Such a person would be able to speak and act for the Director in consultations abroad as they may arise, to contribute materially to the ASIP work product, and to provide greater balance to the ASIP leadership.

3. A third recommendation has already been mentioned in the text. It is the careful acquisition of a professionally trained and experienced training specialist. The details behind this proposal have been previously discussed. As the ASIP confronts the future, such a talent is essential.

4. The writer and the ASIP Director have constructively discussed the wisdom and desirability of creating and utilizing a small ASIP advisory committee. The purposes and uses of such a committee would, of course, be largely in the hands of the ASIP Director. As briefly discussed, the initial membership might include an educator, an agricultural or political economist, an international banker, an agricultural scientist. Not all of this small group need to be U.S. nationals. All of them would be ASIP resource persons from time to time, and be selected by the ASIP Director. The present ASIP Assistant Director could be the secretary to the committee and keep only summary records of meetings, the agenda of which would be approved by the Director. The costs of this committee would be minimal, but the strategic and substantive values of such a group would be great. The ASIP Director viewed this notion very favorably, and is doubtless considering the matter at the present time.

In the event that ASIP is requested to develop a "train the trainers" course and/or a short pilot course for senior level policymakers and program managers, such an advisory committee would be quite useful to the ASIP Director and staff. The content, design, time frames, and structure for these courses will be in considerable contrast from the PTC. Exhibit 17 may be read briefly in this connection.

5. If and when ASIP's future is determined, it will be important to construct a roster of various subject matter specialists who might on occasion be utilized under short-term contracts to handle, purusant to written plans, specific aspects of the training courses and consultancies offered by ASIP to various countries throughout the developing world. It is, as everyone knows, difficult to acquire competent specialized services on short notice, especially from other countries or regions.

6. ASIP top leadership should, in continuing close collaboration with USAID, be intimately involved in the process of selecting the country or countries in which it is contemplated to hold a "train the trainer" course and/or a first course building upon the PTC, or both, as reflected in the underlying long range plans and contract. The criteria for such selection should be developed as soon as the ASIP future role is determined. The application of the criteria in the selection of a country or countries is, of course, an AID decision. The on-site participation of the top ASIP leadership in discussions with the AID Mission in the designated country and with decision-makers in the country would be most helpful and crucial to securing more of the hoped-for results. A review of the AID-USDA-Turkey collaboration of a few years ago in this connection would be most useful.

7. Now that the PTC has been completed, the ASIP assessment thereof begins parallel with other project work. The present vacancy(ies) on the staff should be filled as soon as possible, keeping in mind the ASIP staff experiences and turn-over thus far. The Director fully understands these Project requirements, and the need to strengthen and up-grade staff as opportunities so to do arise.

There may also be a need in the foreseeable future, depending on the ASIP outlook after March 31, 1976, for an administrative officer to handle some of the regular recurring administrative project details. Understandably, this burden has fallen up to this point to the Assistant Director and the Director's Secretary, with fragmentary assistance from other professional staff. If the ASIP grows, this mis-named "housekeeping" function ought to be centralized in one position so that the other professional staff can concentrate on their professional duties.

8. Reference has already been made to the desirability of acquiring or otherwise utilizing the tape recorder and closed-circuit television during the courses. This recommendation requires some study by ASIP staff. In the opinion of the writer, both of these facilities would, in various ways, contribute greatly, if prudently and efficiently used, to the fulfillment of the ASIP, country, and individual participant objectives. The present GAI space allocation to ASIP for these purposes may require some adjustment and modification.

9. It is recognized that the effectuation of the preceding recommendations will involve an increase in the annual budget of ASIP. Whether the ASIP budget for the period after March 31, 1976 is to be financed entirely from USAID sources or from AID and other sources is a matter outside of this evaluation and there has been no discussion of this point. In the writer's view, ASIP should be continued, strengthened and fully financed. Once this decision is reached, the work of country selection, course design and re-design, material revision, and the large amount of other preparatory work can take on more of a program and operating character. Less ad hoc

activity at course time will be achievable. The greater use of the embryonic ASIP library can be made much more significant to participants, past and future, wherever they are. Little, if any, use was made of it in the PTC.

10. Finally, it is recommended that, if and when a determination is made regarding the ASIP work program after March 31, 1976, the sharpened focus for the future and the relevant portions of the prior contract and amendments be updated and brought together in a new superseding contract instrument.

THE ASIP PILOT TRAINING COURSE:

SOME LESSONS LEARNED AND POINTERS FOR THE FUTURE

August 30, 1975

Prepared for the Agricultural Sector Implementation Project of the Governmental Affairs Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036, U.S.A.

Prepared by:

THE COVERDALE ORGANISATION
270 Earls Court Road
London SW5 9AS
England.

Telephone: 01-370-6065

THE ASIP PILOT TRAINING COURSE:

SOME LESSONS LEARNED AND POINTERS FOR THE FUTURE

As of this writing, the ASIP Pilot Training Course is clearly a highly successful undertaking. Participants' responses on the independent evaluator's Mid-Course Evaluation, in informal conversation, and in group and general sessions indicate that the PTC is stimulating, provocative, and seen as potentially useful back home.

Obviously, as in any course lasting six weeks, some sessions have been better than others, but a number of things seem clear:

1) The ASIP small group, task-centred learning method does ensure that all course members, without exception, have opportunities to present their views to their colleagues, and to the course staff.

2) Participants naturally wish to hear the views of experts, from within the ASIP staff and from outside. Commitment to using new ideas, however, comes only from trying to use them and from seeing the beneficial effects which they can produce. The emphasis on the PTC was therefore quite properly on the tasks, with lectures and discussions interspersed as comparatively light relief, and as sources of ideas to be applied in subsequent tasks.

3) The PTC combined Coverdale management techniques with agricultural planning and implementation material very successfully. A number of themes were emphasised both during the Coverdale week and during the ASIP course as a whole, both before and after the Coverdale week. These included:

   --transferring success (e.g. from Country or Region A to other countries and regions);

   --modifying and adapting practices found successful in one country before applying them elsewhere, breaking the assump-

tion that there are pre-packaged, universally-applicable solutions to problems of development or management;

--recognising the linkages between the technical and management aspects of every project, and planning to deal with both these aspects;

--noting the difference between theory ("what you ought to do") and practice ("what is being done" and "what can be done"), and concentrating on developing skill in managing planned agricultural development;

--breaking down complex tasks into components, and planning in detail what has to be done to tackle each component; in ASIP's approach, substituting partial or sector plans for overall plans;

--using the lessons of experience to improve the management (implementation) of plans;

--clarifying the objectives of development plans and tasks (for example, is the aim to redistribute wealth or to increase food production quickly?) in the early stages of plan formulation, recognising that the aims set initially are likely to be clarified further or even altered in the light of information gathered subsequently;

--harmonising apparently incompatible aims, using the "Why?-How?" network technique (for example, can a programme be designed to help achieve both a redistribution of wealth and a rapid increase in food production?);

--"planning from the bottom up", linked with "managing from the bottom (or middle) up", implying that those lower down in the economic and management hierarchies have objectives

.../..

of their own, and can exert a powerful constructive influence on those at higher levels.

The Coverdale and ASIP elements of the PTC were thus closely linked.

4) As to the effects of the Coverdale residential week itself, in the fifth week of the PTC the working groups were using A Systematic Approach, interim reviews, clarification of aims and success criteria, and asking "Why?" repeatedly to further clarify and harmonize purposes at several levels of openness and generality. The regularity and degree of formality with which these Coverdale themes were used varied among the different country groups. In informal conversations with six participants, all said that they intended to apply one or more specific Coverdale themes to their own work, or to projects on which they were working back home.

5) PTC Participants made detailed personal plans to apply what they had found useful on the course on two occasions during the PTC: once at the end of the Coverdale week, and again during the half-day review of the Coverdale themes which took place during the fourth week of the PTC. ASIP (and Coverdale) should follow up each participant after two to three months, to discover what he or she has actually put into practice as a result of the PTC.

6) It has been suggested that the elements of the Coverdale week be spread through future ASIP training courses. This may well be worth trying, with the proviso that participants spend at least a full three-and-one-half days initially on Coverdale work. This is necessary in order that participants begin to lower the barriers of formality and courtesy -- barriers which prevent the serious consideration and exploration of new ideas and approaches. Considering the impact that Coverdale techniques have retained from the second to the fifth weeks of the PTC, however, the present structure of the PTC must be seen as successful.

.../..

7) ASIP staff who coached during the Coverdale week did so very competently. They are now well qualified to coach on any Coverdale part of future ASIP courses, with the assistance of a senior supervising Coverdale coach.

8) Coaching the ASIP tasks is more difficult, since the subject matter is more complex and the learning objectives for the small group sessions were less explicitly stated. A proposal for increasing the effectiveness of coaching on ASIP tasks follows later in this report. This is not to imply, however, that the quality of coaching during the ASIP tasks was anything but competent; simply that it is still capable of further improvement. It appears that, for many ASIP tasks, the coach needed only to clarify any unclear points at the start of a group session, and reappear only occasionally thereafter, often to initiate interim reviews.

9) During the PTC, three types of tasks were used: short, half-day tasks, a long,formally-structured task (rewriting a rural development and planning law), and a mid-length, informally-organised task (the stocktaking and diagnostic survey). All three types of task produced satisfactory results. The formal task has at least two advantages: First, it gives each group the opportunity of questioning each other group in depth, rather than presenting their conclusions to the course as a whole, with limited opportunities for lengthy and probing discussion. Second, the formal task simulates the typical Civil Service environment back home, in which short, formal presentations are required from middle-level staff. Counterbalancing these advantages is the fact that during the PTC, the general session presentations of task results enabled skilled session directors to ask more probing questions than might otherwise have been raised, and direct participants'

attention to key issues. In future ASIP courses, it may be that some of the half-day tasks could usefully be expanded into mid-length tasks, giving better quality end products.

Pointers for Future ASIP In-Country Training Courses

I. Before the course:

1. Clarify who should participate on the course. There are likely to be at least three different types of participants which ASIP will wish to have:

   a) middle-level agricultural managers who can apply what they learn on the course to their own work;

   b) senior policy-makers who have the power to implement elements of ASIP's approach to managing planned agricultural development throughout their organisations;

   c) nationals of the country being trained as ASIP trainers, in order to run or assist in running further ASIP courses in their country.

   The middle-level managers (type (a) above) are likely to be better able to implement the ASIP methods if there are at least two of them from one geographical location on a course. This will ensure that each middle-level manager on the course will have a colleague back in the field with whom he can talk over his successes and difficulties in applying the ASIP approach. Coverdale has found that isolated middle managers often lose their initial enthusiasm unless there is someone else close by to reconfirm that what they are trying to do is worth the effort. There are inevitable frustrations and setbacks in "bridging the gap" between a good idea and its successful implementation. Most managers need fairly frequent reassurance that what they are trying to do is recognised as worthwhile.

2. It is likely that a different sort of pre-course briefing will be required for each type of participant. Middle managers will need to have their expectations focussed on learning new approaches which they can put into practice themselves, within their own spheres of influence. Their focus will be on what approaches they personally want to apply, and how they will adapt and implement them. Policy-makers will need to take a wider view: How do the ASIP approaches relate to their national, regional, and organisational objectives? Where in their organisations can each of the ideas presented be used? Who should be encouraged to use them? How? Which other organisations or government departments should also know about the ASIP approach, in order that common national objectives can be more effectively achieved? The trainers' focus will be on discovering those aspects of the course which the other participants from their country find most useful and relevant. In the light of what they discover, they will be learning how to conduct the course so as to make it even more useful and relevant to their country. This will involve gaining understanding and skill (through practice) in presenting the substantive elements of the course -- both agricultural planning and management -- and in using the ASIP group- and task-centred learning method.

3. Determine what role the AID mission in the country can play in selecting and briefing participants, and what will need to be done by ASIP staff. What will ASIP staff want done before they arrive in a country to conduct a training course? What will they want to do after they arrive? In light of the responses to these questions, how long before a course will (some) ASIP staff need to arrive?

4. As much as is possible, an institution in the country should be delegated to arrange staff and participants' accommodation, expenses, conference facilities and materials, etc. These administrative details

can consume a great deal of time, and ASIP staff will need to devote all their energies to the course itself. Alternatively, ASIP may need to retain a full-time administrator to deal with course arrangements in-country, particularly if courses in several countries are being arranged simultaneously.

5. More broadly, consideration must now be given to the types of skills and to the number of staff required if ASIP is to move from the writing of the Manual and the conduct of the PTC to its next phase of work. See (1) below.

II. During the course:

1. The ASIP is now passing from a research and development phase to an implementation phase. Increased emphasis will have to be placed on presenting the substantive material in the Manual, briefing the tasks, and conducting the discussions of task results in ways which generate enthusiasm for learning. Among the many skills required for this task are:

--extensive substantive knowledge;

--the ability to "think on your feet", in order to give high-quality responses to spontaneous questions from participants;

--an awareness of the presenting staff member's responsibility for generating an atmosphere in which learning and serious thinking is encouraged, and skill in generating such an atmosphere;

--a clear conception of the aims and success criteria for each session: What issues should participants consider during a given general session? Are there any specific conclusions which they should reach? Any pitfalls to be avoided? Should they consider the applicability of their conclusions to their own

work? In the light of the staff member's pre-session answers to these self-administered questions, how will he judge that he is being successful in achieving his aims while the session is in progress? (not afterwards, when it is too late to do anything about it).

--an understanding of the need to manage all the activities and influences which bear on the effectiveness of each task: the task briefing, supply of the right reading materials at the right time, work group composition and size, instructions to coaches on what they should emphasise during the task, provision of adequate supplies of paper, markers, etc., adequate heating/cooling, lighting, coffee, etc., absence of delays and distractions from the time a task briefing has begun to the end of the presentations on that task....and so on. All these factors influence -- quite strongly -- the quality of the course, and the learning which takes place during it. They need need to be managed, not left to chance.

2. In the light of the experience gained from the PTC, future ASIP coaches could be briefed on what substantive aspects of the task to emphasise or elaborate upon, what quality and type of end product can be expected, and whether there are issues to which the coach should direct his group's attention during the task. This will greatly reduce the chances that one group will produce a result which misses the point of a task, or which is of embarrassingly lower quality than the results produced by other groups. If a coach knows in advance what the end product should look like, he can intervene before his group goes too far down the wrong road, or the road of low aspirations.

3. Even more individual attention than was given on the PTC could usefully

be paid to each participant's plans to apply ASIP/Coverdale approaches at work. ASIP staff should know and record what each course member is planning to do after the course ends. These records will become the basis of follow-up later on. See (1) below.

III. After the course:

1. A planned programme of follow-up should be built into the ASIP training course design. This could consist of all the following elements:

   a) Meetings between participants after the course, on dates arranged during the course. These meetings would be for the purpose of spreading successful practices and discussing ways of overcoming difficulties.

   b) One or more questionnaires from ASIP asking for specific, detailed examples of applications and for descriptions of difficulties encountered. After receiving completed questionnaires, ASIP should consider distributing selected successful applications to all past participants, in order to spark off new or renewed efforts to put the ASIP approach into practice. Individual letters of advice on how to tackle the difficulties reported by participants could be written where it was possible and appropriate to do so.

   c) Visits from ASIP staff several months after the end of the course, or a one-to-five-day ASIP refresher seminar for participants on a previous course. This should end with another session of "planning for back at work", so that participants re-commit themselves to action.

By these means, the influence and effectiveness of an ASIP training programme will be prolonged and increased. Moreover, ASIP will gather

material from these follow-up activities which will confirm that the training is having effects, and indicate in what ways it is being used. These applications could form the basis of future ASIP publications on how the gap between planning and implementation is being bridged -- through applications of ASIP approaches.

* * *

John Waterston

August 30, 1975

EXHIBIT S

SUMMARIES

OF SALIENT POINTS IN

THE ASIP PTC TASK-EVALUATION SHEETS

FOR EACH TASK

(See Exhibit D for the Tasks Referred to in the Task-Evaluation Sheets which follow)

These Task-Evaluation Sheets were a working analysis done soon after the PTC. Since these summaries were written, the ASIP staff has come to different or additional conclusions about some of the issues mentioned here (see the main report).

SUMMARIES OF SALIENT POINTS

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TASK NO. 1: INTERVIEW

The first task required each participant to interview another on the major management problem(s) the person interviewed wanted to have solved during the PTC. A copy of the third page of the questionnaire that the participant interviewed had filled out earlier that day (see Exhibit G) was provided as a point of reference.

This task differed from all the others in that no group work was involved. It served to introduce participants to each other since each interviewer came from a different country than the one interviewed.

The results of the interviews were in most cases different from the comments on page three of the questionnaire. In nearly all cases, the interview was much more specific about the problem; generalities like "poor communication" either disappeared or were explained. In some cases, the interviews produced a completely new problem. Apparently, consideration of the details of the problem led some of those interviewed to change their minds. This was a valuable learning experience and a good introduction to the need for careful analysis which the PTC wished to generate for the tasks. Several participants said that the interview was both useful to them and a welcome change from the start in other courses they had had.

Proposed Revision

Instruction No. 4 in Task No. 1 was ignored by virtually all participants. Since the most useful records of interviews were longer than a half page and the few that stayed closest to the half page limit were the least useful (and often did not go much beyond the page three comments of the questionnaire), it is suggested that Instruction No. 4 be eliminated.

TASK NO. 2: DURATION OF PLANS

Distinguishing Characteristics

This was the first task of the PTC that drew on material from the Manual. It was selected as the initial substantive task because of its simplicity, good coverage in the Manual, and the expectation that participants would be familiar with the subject. Even so, most participants were unsure of what was expected of them. This tentativeness perhaps might have been reduced somewhat by a clearer explanation in the briefing session of what was expected as an end product.

The Group Process

Country groups were used for this first half-day task. The use of country groups for the initial substantive task appears to have been a good idea to allow participants to get a "feel" for small group work with persons of the same background. Intervention by ASIP coaches was frequent, particularly in procedural matters, and with explanations of what was expected from the group.

The End Product

The end product of each group was greatly influenced by the task briefing and the clarifying statement in Instruction No. 1. In both the briefing and the instruction, an attempt was made to guide the participants toward discussion of appropriate issues. While the second sentence in Instruction No. 1 limited the group's range of response, it led them toward a successful group experience. This was considered desirable for the groups' first substantive task.

All groups tended to be somewhat cautious in their recommendations, with each group expressing as most appropriate the situations which actually existed in their countries, or they only modified these situations slightly.

Proposed Revisions

It was suggested that greater attention be given to getting a group product, instead of individual products from participants. Instruction No. 3 was not generally carried out, and probably assumes a greater degree of group organization than existed. Instruction No. 4 would not be relevant for in-country training.

Other Considerations

The task should specify, with a separate instruction, that a General Session will be required in which each group is expected to present a charted outline of its conclusions. This is especially important in initial tasks before procedures have become well established.

In general, coaches and participants felt that one-half day was insufficient for discussion of the issue. At least a full day is needed to deal with the problem.

TASK NO. 3: DATA CLASSIFICATION SYSTEM

Distinguishing Characteristics

The task as written is country-specific and was intended for presentation early in the PTC. The subject matter of the task was fairly technical.

The Group Process

The Manual was often referred to and was considered helpful in completing the task. In addition, a member of the ASIP staff, serving as a resource person, was called in for further clarification in each of the groups. Because of its technical nature, those familiar with the subject tended to dominate the group discussions, but this was not necessarily bad. The coaches noted that the task was also useful as a learning activity for them as well as the participants.

The End Product

The end product for this task was not as important as the discussion that preceded it in the groups. The need to justify the decision reached made necessary a degree of concensus within each group. All coaches noted that the participants felt they had successfully completed the task, implying that concensus had been reached.

Proposed Revisions

Instructions No. 1 and 2 would have to be changed for in-country training. Reference to a General Session is required in the task instructions.

Other Considerations

The task is obviously capable of expansion, considering the additional time needed to complete the task.

TASK NO. 4: ENDS AND MEANS

Distinguishing Characteristics

Comments on the ASIP PTC evaluation sheet suggest that this task was one of the least successful tasks given during the PTC. As a consequence, it provides several points of reference for task revision and improvement. First, unlike most tasks, it included an attached answer sheet. The presumption of most groups was that there was one set of correct answers. Second, the terminology of what is meant by ends and means was unclear. Third, different groups perceived the task differently, suggesting that the task statement and perhaps the briefing failed to clarify the task.

The Group Process

The task was carried out in country groups. In retrospect, multi-country groups might have been more appropriate. One group assumed the Ends-Means List to be a statement of country objectives. Another group viewed the List in the abstract and it was quickly checked off. Consequently, the time devoted to the task varied greatly. How much was actually learned about ends and means, their inter-relationships, and their relationship to plan duration is in doubt.

Proposed Revisions

This task, if it is to be used, should be revised. Several suggestions were made by coaches. These included revision of the Manual, and making it an individual task rather than a group task. The task may have been poorly scheduled, since comments seemed to suggest that certain learned precedents--regarding plan formulation and revision--might have been required for a full understanding of the difference between ends and means.

Other Considerations

It was suggested that the objective of this task be reconsidered in the light of the Why-How technique to see if this approach could be used to complement the Ends-Means task. The objective of this revised task would be to make it clear that each "why" statement was an end, and each "how" statement a means. The amount of time devoted to the Ends-Means task during in-country training will depend on a clearer understanding of its learning objectives, and perhaps require more information before it is used.

TASK NO. 5: RURAL DEVELOPMENT MODEL

Distinguishing Characteristics

This task is capable of modular expansion and contraction to fit the training needs and interests of different groups. In the PTC, one-half day was allotted to introduce participants to the model. An effort was made to narrow the task in the briefing by a statement that rural development would be dealt with in greater detail during the Course.

The Group Process

The task is designed for use by country groups, although different regions within a country might have different perceptions of the usefulness and applicability of the various elements of the development model.

Enthusiasm and degree of participation was especially high for this task. In fact, most groups wanted to spend more than the scheduled time on the task. To some extent, the time constraint limited the amount of attention that could be given to each instruction. As a whole, however, the group discussions and end products were of very high quality.

The End Product

The task clarified the groups' notions of the objectives of rural development and was relevant to participants' experience. In the groups composed of participants from Ghana and Guyana, elements of the model were related to specific, current projects. Discussion in General Session was animated and useful for exchanging ideas. The use of the task early in a course was fortunate because of its relevance to current issues in participants' countries set a good tone for future tasks.

Proposed Revisions

Other than the time allotted, there were no complaints. Even as an introductory task, a full day could be spent usefully on this task.

It may be useful to have a follow-up task on the rural development model late in the Course to gauge the degree to which participants have changed their minds.

Other Considerations

As suggested by the treatment of the task by Guyana and Ghana, greater use of actual project materials might be built into an expanded task of this type.

TASK NO. 6: STRATEGIES I and II

Distinguishing Characteristics

This Task is divided into two parts, each intended for discussion during a half-day session. However, to take advantage of an unexpected opportunity to have Mr. Akiva Charles Landau of Israel speak to the group, both Parts I and II were combined into one half-day session. However, all ASIP coaches agreed that the two parts of the task were too much for the time allotted.

Group Process

Evaluation sheets show that intervention by ASIP coaches were high in most of the groups. Intervention dealt almost solely with matters of substance. Definitional problems and semantic confusion surrounded the use of the terms strategy, objectives, policies and policy instruments. The evaluation suggests that more time be spent discussing the meaning and interrelationships of these terms, either in a General Session or in a prior task.

The End Product

Considering the time constraint, two of the three group products were very good. However, one of these groups was unenthusiastic about the task. Also, this was one of the few tasks in which the end-product of one group showed a clear misunderstanding of the principles and practices in the Manual. Experience in the General Session showed that it is preferable to let participants rather than coaches point out sources of error although participants should not be allowed to perpetuate a misunderstanding without correction. Compression a one-day task into a half-day session perhaps increased misunderstandings.

Proposal for Revisions

All coaches suggested that more time be devoted to this task. It was also suggested that a short task dealing with the meanings and relationships among objectives, strategies, policies and policy instruments precede the Strategies Task.

Other Considerations

The instructions call for each group to present a paper. Because of shortened time frame for both Parts I and II, a charted outline was used successfully in lieu of a paper.

TASK NO. 7: WHY-HOW NETWORK

Distinguishing Characteristics

This task's objective was to integrate a technique introduced in the Coverdale week with a substantive planning issue (Harmonization of Objectives) in the Manual. It was the first task following the Coverdale week.

Three revisions in the task were made immediately prior to the Task presentation: (1) a discussion session was introduced; (2) a General Session was provided for in the instructions; and (3) a staff moderator was selected to combine the three How-Why Networks generated by work groups in lieu of individual group presentations.

The Group Process

Mixed country groups were used. A high degree of participation and enthusiasm was generated in every group. The introduction of a discussion session comparing the risks of planners with risks of farmers was well received.

The End Product

The end product of the Why-How Task was not considered to be as important as the group process. Some participants understood the technique the second time around. Over-all utility of the task is measured in the fact that there were several subsequent references to the "Why-How" technique in later tasks, or to the need for harmonizing planners' and farmers' objectives.

The relative risks faced by farmers and planners was enthusiastically discussed in the group sessions and in the General Session.

Proposed Revisions

It was suggested that the first two modifications incorporated into the task be retained, but not the use of an ASIP staff moderator. This is because work groups seemed to prefer presenting their own findings instead of having someone else summarize them.

Other Considerations

The task was successful in achieving its objective of integrating the ASIP and Coverdale training approaches. Yet it was unlike many of the previous tasks since it depended mostly on the ideas and opinions of the participants rather than on principles in the Manual. Consideration might be given, therefore, to the use of discussion groups on topics about which participants might have strong opinions.

TASK NO. 8: PLAN TARGETS

Distinguishing Characteristics

This was the first task dealing in a comprehensive way with the substance of the Manual following the Coverdale week.

It was a difficult task which required more than 60 pages of reading from the Manual.

The Group Process

Participation was high, although group enthusiasm and innovation was judged lower than usual. The fact that the task was scheduled for the afternoon may have helped lower enthusiasm. It was noted that the groups were very time conscious, and adjusted the time devoted to the resolution of issues to the need for preparing an outline for presentation in General session.

The End Product:

The end product and discussion of each group was noted as being especially competent and based largely on each group's experience or existing governmental programs. A certain amount of pride in each country's approach for agricultural development was also apparent in the country group presentations for this task. It perhaps should be expected during an early phase of a training program that participants' more recent experiences would be fresh in their minds, and provision might be made for expression of these programs.

Proposed Revisions

All evaluations judged the task good as written or suggested only minor improvements. The task is capable of modular expansion with much more emphasis being given to the material in the Manual. The task was judged by all coaches as one in which all participants felt the issues raised were important.

Other Considerations:

The physical and intellectual demands of the task approach became clearer with this task. After a stimulating and enthusiastic working session, the work groups were less enthusiastic, complaining in one instance about the amount of reading, in spite of a universal feeling that the issues in the task were important.

The task was judged definitely useful for in-country training. It was suggested that in expanding or revising the task, consideration be given to distinguishing between plan targets for region and plan targets for a national plan.

TASK NO. 9: EXTENSION - PARTS I & II

Distinguishing Characteristics

This task was one of the most successful ones in the PTC. The task was carried out by country groups over a full day. In some cases materials brought by the participants were used in the completion of the task.

The Group Process

Part I of the task was given to each group in the morning and Part II in the afternoon. Since the task was perceived to be realistic, participation and enthusiasm were high throughout the day-long period.

The task involved assimilating a considerable amount of background information about the nature and format of the Extension program to be designed. Instructions were more detailed than for any previous task. Because of this, two of the four groups did not give full attention to all the instructions. An intermediate General Session following the completion of Part I might have corrected this situation.

The number of interventions by ASIP coaches was low in all groups; other comments suggest that participants were sufficiently interested in and knowledgable about Extension to resolve most of the issues that arose on their own.

The End Product

The General Session was held at the end of the day, and the end product for each group took the format of the Extension Program Budget Form included with the task instructions. The work of each group was of high quality and showed an in-depth understanding of budgetary constraints.

Proposed Revisions

Revisions of this task for use in-country would be minor, and would deal principally with matters of scheduling and changing the background information to reflect the country's circumstances. It was suggested that one day be allocated to the design of the Extension Program, complete with personnel requirements and descriptions (Part I), followed by a General Session as an interim review. Then, on the subsequent day, the problem of budgeting and revision could be undertaken.

Other Considerations

Electronic calculators were used by each group and should be made available for in-country training.

Some substitution of background data was necessary. Care should be taken in carrying out the task to see that groups do not become so involved in the exercise that they lose sight of training objectives. Interim reviews may be necessary to reiterate training objectives.

TASK NO. 10: DEFINITION OF A REGION

Distinguishing Characteristics

This task had a two-fold objective: (1) to cover the substantive material in the Manual about the definition of country regions; and (2) to serve, in part, as a transition and background for a formal three-day task on regional planning which was scheduled to follow. The majority of participants had expressed a strong interest in regional planning. Thus, a half-day lecture followed by this task was designed to focus attention on the issues, processes and problems involved in regional planning. The task-evaluation sheets note that the task generated much interesting discussion.

The Group Process

Country groups were utilized. However, task instructions called for individuals to work separately and then to achieve a consensus for the group. ASIP coaches noted that this practice worked well. Also, the differences in perspective among members of the country groups suggest that the same procedure would work equally well for participants from the same country.

The End Product

Since one objective of this task was to stimulate individual thought about the problems involved in defining a region, there was no single product prepared as a group presentation. Instead, a group spokesman discussed the several issues that arose.

Proposed Revisions

Discussion in a General Session was an important element in the success of this task; it should be mentioned as a specific instruction. One coach noted that Instruction 1(c) was ambiguous since what is the most likely definition selected by a country might be what has already been selected. The task, as written, assumes there are no regions at present.

Other Considerations

It was noted that the material in the Manual was especially relevant for this task.

TASK NO. 11: RURAL PLANNING SYSTEM IN REGIONS (DRAFT LAW)

Distinguishing Characteristics

This task, which involved re-writing a referred to Draft Law, was the only one which employed the Formal Group Method. The ASIP Formal Group was a modified form of the Syndicate Training Approach developed in England.

The task had several unusual features. The Draft Law was based on actual laws establishing rural development organizations at the regional level with some modifications incorporated to achieve training objectives. The task was open-ended. The groups could reject the law and write their own work within the format of the Draft Law and revise it article by article, or accept a portion of the law, revising or eliminating other portions. Interestingly, each of these options was chosen.

The Draft Law was by far the longest task of the PTC, extending from Thursday morning over the weekend to Monday afternoon.

The Group Process

Unlike the situation with other ASIP tasks, coaches were not present during group discussions. It was expected that Chairmen and Secretaries would motivate participants to carry out the task without the presence of coaches. An ASIP staff member was available as a resource person throughout the deliberations. Because ASIP coaches did not observe groups, the group process was not evaluated.

The End Product

The revised Draft Laws varied greatly in quality, creativity and understanding of the organizational issues involved. As noted, all three possible options were selected. The country group that chose to rewrite the law felt more pride in its work, and its participants justifiably appeared to perceive themselves as being the most successful with the task. However, in the light of the difficulty of the task, all groups' end products reflected a great deal of work and insight into problems of organizing for regional development.

Areas of Revision

This task was more conceptual in its orientation, in contrast with the more practical, operational tasks that make up the majority of the ASIP tasks. The task required abilities and management of group members which not all groups performed with equal competence or enthusiasm. Some participants had little or no background concerning organizational issues, and failed to see the relevance of the task for themselves. Consequently, the staff had to try to overcome an attitude of "we have never done this type of thing before."

TASK NO. 11

Some aspects of the Draft Law appeared to be too subtle and needed to be simplified. The receptivity of the task could perhaps have been improved by scheduling it later in the PTC. In addition, a more extensive briefing and greater discussion of organizational issues for regional planning would have simplified the task greatly.

Other Considerations

The objective of the ASIP Formal Group was to build on success, rather than critique another's product. The collection of prepared questions, while giving control over the pace and issues discussed, still retained an air of critique.

One difficulty with this task was related to the fact that it was carried out over the weekend, necessitating Saturday work, and then extended one-half day because of scheduling problems. The length of the task and its schedule may have been responsible for the fact that one group did not participate as fully as the other two.

TASK NO. 12: LOCAL PLANNING & PROBLEM SOLVING

Distinguishing Characteristics

This was one of the most successful half-day tasks. It generated outstanding end-products by each of the country groups. Some materials brought by the participants were used and served to illustrate several points. Finally, it was noted that the subject was of particular interest to several participants and could serve as the basis for other tasks on this subject.

The Group Process

Since the topic dealt with local problems and frequently involved specific issues which interested individuals, each country represented wanted to make its own presentation. That meant there were five separate products. Enthusiasm was high for all participants.

The End Product

The General Session in which each group discussed the several approaches to local farmer organization was considered one of the most informative sessions of the PTC.

Proposed Revisions

It was noted that since each country wanted to present its own outline for local problem-solving, more time should have been allowed for presentation during the General Session.

It was also noted that the first three explanatory sentences of Instruction No. 1 do not contribute to the task resolution, and could be deleted. Moreover, there is an error in the cited source material. It should read pp. 711-730.

Other Considerations

The principal reasons for the high level of success appear to have been participant interest in the subject matter, the opportunity to individually contribute to the discussion, and the clarity of the task instruction. All coaches rated the task good as written.

TASK NO. 13: MARKETING

Distinguishing Characteristics

This was a full day task performed by country groups. The most distinguishing characteristic of the task was that it raised real problems in the participants' countries. All of the groups felt that the issue was one of major importance and most participants demonstrated some knowledge of the subject.

The Group Process

The task did not generate high levels of group enthusiasm or supportiveness. Yet in all groups, the task was competently carried out. A considerable amount of data using country experience was collected and presented within narrow time constraints. Since the preparation of the task was carried out over the full day, ASIP coaches noted the value of several interim reviews to see that the substance of the task did not overshadow the effective use of the systematic approach to getting things done.

The End Product

The presentations were especially useful in that the task instructions especially called for recommendations about how to surmount major marketing problems in each country. There was considerable give and take during the General Session, particularly concerning the appropriate degree of public versus private involvement in the marketing sector. The most successful aspect of the task was the fact that the end product, including basic recommendations for improvements of the marketing sector, was perceived as something that could be utilized when the participants returned home.

Proposed Revisions

All ASIP coaches judged the task good as written, and appropriate for the time allotted. The format of the task is exemplary and should be used as a model for other tasks of this nature.

TASK NO. 14: AGRICULTURAL CREDIT

Distinguishing Characteristics

This task had two unusual features. First, a participant with special expertise and experience in agricultural credit shared responsibility with an ASIP staff member for briefing the other participants. This appeared to be a useful practice and one that could be used for other tasks. Second, several additional pages supplementing the material in the Manual were handed to the participants at the time of the task briefing. However, it was found that this material was not thoroughly read during the time allotted and not used during the working session.

The Group Process

Although several participants said that they were unfamiliar with the subject, enthusiasm and perceptions of the importance of the issues involved were high. The role of the ASIP coaches as motivators toward action was noted as especially successful for this task. In a couple of instances, where participation was lacking, the stated reason was lack of knowledge about the subject. Yet, on the whole, the groups accepted the fact of limited experience and proceeded to produce credible products.

The End Product

ASIP coaches felt that the participants surprised themselves with their own capabilities. The several suggestions for credit programs appeared viable and responsible to the task instructions. The task probably engendered good feelings among the participants about over-all group capabilities.

Proposed Revisions

As with several of the half-day tasks, much more time could have been usefully allotted to the subject. In the case of agricultural credit, a lecture or discussion session in addition to the task briefing might have made the participants surer of their capabilities. In general, this task demonstrated that a major strength of the task approach is that it is capable of drawing out latent strengths and capabilities.

TASK NO. 15: STOCKTAKING & DIAGNOSTIC SURVEY

Distinguishing Characteristics

The Stocktaking and Diagnostic Survey was one of the most, if not the most, successful tasks presented during the PTC.

The task called for a modified formal approach that combined some of the features of the formal task and the standard ASIP task format. Thus, the task was carried out in two days, ASIP coaches were used only to conduct interim reviews and did not directly observe group work, and the General Session was conducted formally, but without a prior exchange of questions among country groups.

The Group Process

Groups perceived the task as very useful since the skills and practices were directly transferable to their recurrent problems on the job.

One of the positive features of the task was that it permitted extensive use of aspects of the "systematic approach" in carrying out the task. This was the first major task undertaken by the four newcomers (policymakers) who joined the PTC for the final two weeks. Country groups were to steer the newcomers by acquainting them with established group procedures and management practices they had learned previously. Apparently, in those groups in which the new participants were from the same country, the steering and joining exercise stimulated greater supportiveness and use of the systematic approach.

Because of the length of the task period, interim reviews were noted as especially valuable. In one instance, a group delayed action because of a misunderstanding of the term "diagnosis." The interim review resolved the problem with a decision to append a clarification which permitted the group to take appropriate action.

The End Product

The over-all success of this task is best illustrated by the fact that the Guyanese group prepared a product which it announced it would actually use on their return to their country. It was, in fact, an excellent product that was able to build on the points of view and expertise of the entire PTC. The output of the other groups which also drew on materials brought to the Course by participants, was also competent, and showed considerable creativity and innovation.

The fact that each group had an opportunity to look over the products produced by the other groups stimulated inter-change in the General Session.

TASK NO. 15

Proposed Revisions

All ASIP coaches rated the task good as written and highly appropriate for in-country training. The term "Stocktaking and Diagnostic Survey" was not familiar to some participants, but was easily explained by reference to the Manual.

Other Considerations

This task was one of the earliest written for the PTC and one of the most frequently revised by the staff. In fact, it was changed from the formal, "syndicate", format to the long, informal format only shortly before it was used. The attention and time devoted to the task contributed to its smoothness of operation and enthusiastic reception. The lesson learned is that the task training method demands continual revision up to the last moment.

The task briefing for the Stocktaking and Diagnostic Survey--unlike others--did not deal with the expected end product, a Draft Terms of Reference. Instead, an attempt was made to relate the Survey to procedures for project identification. This material was perceived as especially useful by the participants. This could be done since the Manual dealt extensively with procedures for drawing up terms of reference and carrying out a survey. For in-country training much more time--perhaps a week--should be devoted to the task.

The support staff and services (typing and xeroxing) contributed greatly to the task's successful execution.

TASK NO. 16: SCHEDULING FOR PROJECT IMPLEMENTATION

Distinguishing Characteristics

Several innovative practices were used in carrying out this task. Initially, the material in the Manual was presented in a programmed format by the ASIP staff. This procedure involved performing several "mini tasks" by individual participants (i.e., determining the critical path, selecting activities, etc.). After programmed instruction, multi-country groups were formed to permit the inclusion in each group of individuals familiar with PERT technique who could help those without this experience.

The project description which provided the material for the PERT exercise was based on an actual project carried out by an international organization.

The Group Process

This was perhaps the most technically difficult task given during the Course. Enthusiasm was relatively high, yet full participation was lacking in two groups. In one instance, the size of the group was too large for working space. In another instance, a problem associated with status led to deference of one participant to another.

Considering the difficulty of the task and the short amount of time devoted to its completion, the participants worked well with one another. ASIP coaches intervened to a greater degree than in other tasks, but this was expected, given the technical nature of the new skill. It was suggested that coaches need to have practiced using the technique themselves in order to be most effective.

The End Product

The PERT networks prepared by each of the groups were competent pieces of work, of a higher quality than was to be expected. Most participants expressed pride in their own PERT diagnosis, and were pleased to have learned how to put a new skill into practice. All groups perceived the irrigation project used as the material for the exercise from a macro-perspective, rather in terms of operational activities, as expected by the staff.

Proposed Revisions

The project description is of critical importance for this task. As used in the PTC, several assumptions were necessary to carry out the task, and these tended to produce an aura of unreality. Ideally, a real agricultural or rural development project proposed or on-going in the participants' country should be used. This procedure would expand the scope of the task, but would greatly increase its practical value and perceived utility.

TASK NO. 16

The simulated exercise used in the PTC showed the PERT task to be one of the most useful tasks for in-country training. Several days could have been devoted to learning the skills of network analysis and scheduling.

Other Considerations

The Project Monitoring task, which was presented in a lecture format because of time constraints, was designed to mesh with the Project Scheduling task. In fact, both tasks utilize the same descriptive data. Given adequate time, the two tasks should be carried out in succession.

NOTE

For Wednesday, August 27, 1975, participants selected one task from three (Task Nos. 17, 18, & 19, which follow). Three groups, one of five participants and two of eight participants each, were formed. Each group worked separately in the morning session on the task its members had selected and explained the task and its conclusions in General Session in the afternoon. This procedure allowed participants to choose a field of greatest interest (answers to the questionnaires had previously indicated a high rate of interest in the field covered by the three tasks) and permitted the ASIP to test three tasks in a period in which only one or two might otherwise have been tested.

TASK NO. 17: PROJECT ORGANIZATION

Distinguishing Characteristics

This task was one of the three from which participants could select a subject of special interest. The ASIP coach purposely played a small role, to give participants the greatest possible leeway. The task required an analysis of three agricultural projects for which the World Bank had made loans. Because of this, the task was based on real life, unlike the situation in most of the other tasks of the PTC.

The Group Process

Instruction No. 2 served as a built-in process review session, as well as a check on the content of each sub-group's activities. Enthusiasm and supportive development was unusually great.

The End Product

Each sub-group was very pleased with its analysis and devoted considerable effort to produce a quality product. Sub-groups went beyond the minimal requirements in the instructions. In the sub-groups, several assumptions were made because of the sketchiness of the project descriptions, but this was to be expected.

As a part of the task, the group took over the role of the ASIP moderator during the General Session, with the appointed group spokesman briefing other participants on the nature of the task. The spokesman chaired the discussion, and summarized the major points of interest.

Proposed Revisions

This task was one of the most enthusiastically carried out during the PTC. However, participants familiar with poultry-raising maintained that the technical aspects of the project description sheet were not consistent. In general, however, participants read into the project description much more than was intended. Nevertheless, the project description should be checked for technical accuracy, since experience showed that what might appear as minor inaccuracies distract a group.

Other Considerations

The task was especially designed in modular format. It can be expanded in several different ways: (1) by increasing the number of projects; (2) by dealing with each project separately rather than in sub-groups; (3) by increasing the number of groups working on the same project, etc.

TASK NO. 18: INTER-INSTITUTIONAL COORDINATION - PARTS I & II

Distinguishing Characteristics

This task was one of the three from which the PTC participants selected their greatest area of interest for group work. The ASIP moderator was to play a minimal role, to let participants themselves explain the background of the task in General Session as well as their task results.

This task was designed to cover issues and problems that some participants considered to be especially acute in their countries. Most participants in the group were high level officials working at the administrative center of their countries.

The Group Process

This was cited as one of the more animated group sessions of the PTC. Because of lack of agreement among participants, the coach played a more active role than had been planned.

The End Product

The reasons for poor coordination and the suggested solutions are of extraordinary high quality and should be incorporated where appropriate in the Manual.

Proposed Revisions

Whereas the Manual deals with coordination in several areas, it does not bring together as a unit principles and methods for improving coordination. This should be remedied.

TASK NO. 19: FARMER ORGANIZATION II

Distinguishing Characteristics

This task was one of three from which the PTC participants were given an opportunity to select their own area of interest for group work. The ASIP moderator was to play a minimal role, to let participants themselves explain the background of the task in General Session in addition to their task results.

The task used was a revised task designed to consider special problems which had been mentioned by participants, in the participant questionnaire or orally. Most members of the group were agricultural staff personnel who worked with farmers or farm groups.

The Group Process

As with the other "interest group" tasks selected by the participants, enthusiasm and participation was extraordinarily high. It was noted, however, that the ASIP coach needed to intervene more frequently in multi-country groups than in country groups.

The End Product

Because each country's circumstances differed, the group had to deal with farmer organization on a country-by-country basis. On the other hand, several general measures for implementing policies to promote farmer organization were discussed. The outline and briefing prepared for the General Session provided a practical rather than a theoretical solution to the problems of organizing farmers.

Other Considerations

Although this task was sucessfully used in the "interest group" format, it could also have been used in conjunction with the local Planning and Problem Solving task. Used together, and perhaps with the Extension task, a phased consideration of management problems at the local level could be achieved.

TASK NO. 20: TRAINING

Distinguishing Characteristics

This was the last task of the PTC. It was designed to fulfill two objectives: (1) to focus the attention of participants on their training needs and how these might be resolved; and (2) to lead into the discussion session scheduled for the afternoon, at which time participants were to offer advice on the best ways for ASIP to conduct in-country training. The task was successful in achieving both objectives, although the latter goal was given the greatest attention.

The Group Process

Country groups were used and evaluations show that participation, enthusiasm and supportiveness was relatively high. Training was of obvious interest to the participants, and perceived by them as an important matter in their countries. The timing of the task also seemed appropriate.

The End Product

The outlines and discussions about training needs were invaluable for future in-country training by the ASIP. Noted as especially significant were (1) major problems in middle-management; (2) subjects for management training program; (3) appropriate periods of training for different managerial levels; and (4) training organization. These data, when combined with specific advice on ASIP's role in a country, provided a first step toward making the ASIP operational in countries.

Proposed Revisions

It was noted that the material on training in the Manual needs revision.

EXHIBIT T

GOVERNMENTAL AFFAIRS INSTITUTE

1776 Massachusetts Avenue, N.W., Washington D. C. 20036
Cable: GAI Washington, D. C.

Telephones: Administration (202) 833-2505
Agricultural Sector Implementation Project (202) 833-2508

December 12, 1975

Dear:

Now that you have had a chance to re-settle in your job and to see the Pilot Training Course (PTC) in perspective, the Agricultural Sector Implementation Project (ASIP) is coming to you, as we said we would, to get views about the Course you took in July-August 1975. We hope that your trip home was uneventful, as all airplane trips should be, and that you and yours are in good health and spirits.

On the last day of the ASIP PTC, August 29, 1975, you reviewed and planned to apply to your work what you had learned in the PTC. You will recall that you were asked to consider and comment on two questions:

> How do you propose to apply what you learned in the PTC when you return to your country?
>
> How do you plan to keep in touch with other participants in the PTC after your return to your country so as to support one another in the use of your new skills?

During the August 29th session, ASIP staff made note of what some of you intended to do. These intentions have been summarized on the next page. We would like to follow-up on the final day's discussion to determine the extent to which you have been able to do what you had hoped to do or to apply what you learned during the PTC. To assist you, we are listing on page 3 of this questionnaire, the topics covered during the PTC. Your responses to the nine questions on pages 4, 5, and 6 will provide information which will help us in preparing future courses and in improving the Manual. Thank you for your help.

Of course, we should be happy to have you add a note telling us how you are getting along. All of us send you our best wishes for Christmas and 1976.

Yours sincerely,

Albert Waterston, Director
Agricultural Sector Implementation Project
Vice President, Governmental Affairs Institute

Enclosure

SUMMARIES OF PARTICIPANT PLANS FOR USING WHAT WAS LEARNED IN THE PTC

Irwin Telfer (Guyana) - The participants from Guyana treated the PTC tasks as if they were actual situations because many of the tasks were relevant to problems in Guyana. Hence, they had many ideas and proposals for using the results of their task work back in Guyana. For example, the Stocktaking and Diagnostic Survey task can be used to help establish an Agricultural Purchasing Corporation. They also felt that what they learned in the PTC will be a big help in completing a Source Book for Agricultural Planning that has been in process of preparation for some time in Guyana.

Errol Berkeley (Guyana) - The participants from Guyana also plan to have a seminar of several days' duration to acquaint their co-workers with what they have learned. They plan to reproduce some of the materials they obtained in the PTC and circulate them among co-workers. They plan to keep in touch by personal contact and through joint work on the above activities.

Efren Baconawa (Philippines) - Stated that he had sent information on the Course to people at regional and lower levels before he left his country. He will now follow up by reporting to them on the Course.

Louis Baltazar (Philippines) - Participants from the Philippines could maintain contact because they saw each other in their normal work. He felt that what they had learned would be especially helpful in current reorganizations that are designed to decentralize authority. He also expected the work on the Stocktaking and Diagnostic Survey to be helpful, since a survey is currently in progress.

Luis Navarro (Nicaragua) - Said he planned to get together with the Uruguayans in their country. He was especially hopeful that he could use PTC techniques to improve the project monitoring system in Nicaragua.

Percy Yamoah (Ghana) - Said he had a plan to use what he had learned, but did not specify details.

Ransford Bosompem (Ghana) - Said he planned to hold a seminar for animal husbandry workers in his region, including supervisors, to convey some of the Course information, especially the Coverdale aspects, to them.

A LIST OF TOPICS COVERED DURING THE ASIP PILOT TRAINING COURSE

Determining Time Horizons of Agricultural Plans

Selecting Classification Systems for Agricultural Data

Applying an Agricultural & Rural Development Model

Regional Planning:

- Defining A Region
- Organizing for Regional Planning
- Harmonizing Objectives
- Reconciling Farmer & National Objectives

Objectives for Agriculture: Ends and Means

Stocktaking & Diagnostic Surveys (Sector Analysis)

Selecting Targets for Plans

Selecting Agricultural Development Strategies

Marketing Policies & Incentives

Organization of Projects

Creating & Using Project Work Schedules

Agricultural Credit

Preparing, Budgeting & Revising Extension Programs

Farmer Organization

Local Planning and Problem Solving

Training Agricultural Managers

Why-How Network

Intra- and Inter-Institutional Coordination

ASIP PTC FOLLOW-UP QUESTIONNAIRE

1. Have you discussed what you learned in the PTC with your co-workers who did not attend the PTC and, if so, how did you go about doing this?

2. After returning to work, which aspects of the ASIP PTC were you able to apply on the job?

3. Have you tried to make changes in your organization in line with what you learned in the ASIP PTC? If so, can you describe what changes were made or discussed?

4. Have you made an effort to meet with other ASIP PTC participants or have you heard from others? If so, how did you go about getting in touch with one another?

5. If you had an opportunity to meet with ASIP participants, what aspects of the PTC did you discuss, and what conclusions did you reach?

6. Do you now believe that your organization could benefit from ASIP training, properly modified to fit conditions in your country? If so, have you discussed the need for ASIP training with others in your organization or country? With what results?

7. What would you suggest be done to make ASIP training more useful?

8. Has the PTC been of any value to you in fulfilling your career goals? If so, in what way?

9. What aspects of PTC would you consider to be particularly worthwhile?

EXHIBIT U

GOVERNMENTAL AFFAIRS INSTITUTE

1776 Massachusetts Avenue, N.W., Washington D. C. 20036
Cable: GAI Washington, D. C.

Telephones: Administration (202) 833-2505
Agricultural Sector Implementation Project (202) 833-2508

20 June 1975

We are pleased that you will be participating in the course for Managing Planned Agricultural Development, to be held between July 21 and August 29, 1975. The course, which is sponsored by the U.S. Agency for International Development, will be conducted by the Agricultural Sector Implementation Project (ASIP), of the Governmental Affairs Institute (GAI). The ASIP, which is described in detail in the paper accompanying this letter, seeks to bridge the gap between planners and farmers through improvements in the planning, implementation and management of agricultural and rural development plans, programs and projects.

Except for a one-week period, the course will be held at the GAI offices in Washington, D.C. You will find further information about the course on Attachment B, labeled: Course Information.

The immediate objective of this letter is to tell you something about the course and its objectives, and to ask you to begin collecting materials to bring with you. For the last three years, the staff of the ASIP has been comparing theory and practice in the field of planned management in agricultural and rural development. The results of this research have made available a considerable body of knowledge about development procedures in agricultural and rural development which have worked in developing countries. These procedures have been incorporated in a Manual which will constitute one of two basic sources of information from which participants will draw during the course. A second source of knowledge will be the participants themselves. The course will seek to blend the information in the Manual with the experience of the participating managers. To this end, the course will rely on specially-prepared teaching materials which emphasize learning-by-doing tasks based on actual projects and programs, or on projects and programs which closely simulate reality. We believe that this course is uniquely oriented toward the development of managerial skills needed by those concerned with agricultural and rural development.

We hope to accomplish two major objectives with our course. First, we hope to provide participating agricultural managers with a body of information which they can put to use in their own countries upon their return from the course. Second, and more important, we hope to provide participants with a systematic approach toward getting things done in dealing with problems of planned agricultural and rural development. We believe that it is this skill which is most needed by agricultural managers today.

In order to make it possible for you to get the most out of the course, I am asking you to give thought and time to the collection of the following materials:

(1) Written information about at least one project or program in agricultural or rural development in your country for which solutions are needed. Our teaching materials provide a method for utilizing such information in ways which will help you solve problems relating to the projects or programs you wish reviewed.

(2) General information about the organization of agriculture in your country from which you and others can draw on during the course in solving tasks oriented to your country. You will be asked to provide information about your own country's agricultural and rural organization for specific tasks to be undertaken during the course. For this reason, I suggest that you make a special effort to collect the information outlined in Attachment A to this letter.

I take the liberty to suggest that you bring the material with you instead of sending it, because of the danger that it may arrive too late if you send it by mail.

We look forward to meeting you and working with you as together, we work toward solutions to your management problems. We believe it will be a challenging and rewarding time for all of us.

Yours sincerely,

Albert Waterston, Director
Agricultural Sector Implementation
Project

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ATTACHMENT A

Materials and Information to Bring to the Training Course

In addition to the information about specific projects and programs which you would like to have considered, please bring reports, studies or other data which incorporate the following information:

1. Data on your country's natural resource base: climate, land resources, forests and fisheries, major crops, both for export and consumption.

2. Nature of the agricultural sector: farm size, land tenure and ownership, percentage and number of subsistence farmers, problems of seasonal migration, transportation and marketing networks.

3. Organization of government resources for agriculture: extension, research, taxation and financing of agriculture; recent production performance, major policies and incentives.

4. Organizational charts of the Ministry of Agriculture and other organizations concerned with agriculture and rural development.

5. A description of major agricultural projects, including project objectives, links to sector goals, and major constraints.

6. A list of what you consider to be serious problem areas in agricultural management in your country, and of data which you need, but presently lack, in order to improve management.

7. Any other data or materials which you feel are essential to an understanding of the major problems in agricultural and rural development management in your country.

DEPARTMENT OF STATE

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For each address check one ACTION | INFO

EXHIBIT V

285P

DATE REC'D.

DATE SENT

11-26-75

TO - AIDTO CIRCULAR A 227

ACTION

A/DA

INFO.

FROM - AID/Washington

E.O. 11652:N/A

SUBJECT - Agricultural Planning

REFERENCE - AIDTO CIRCULAR A-440 of 6/19/74

1. Purpose

The purpose of this airgram is: a) to inform selected USAIDs of a six-week Pilot Training Course in Managing Planned Agricultural Development to be conducted in Washington, D. C., from July 21-August 29, 1975; and, b) to obtain Mission and Host government expressions of interest in making nominations for the course.

2. Background

The Agricultural Sector Implementation Project (ASIP) in the Governmental Affairs Institute supported by A.I.D.'s Technical Assistance Bureau (TA/DA), has recently produced a manual entitled Managing Planned Agricultural Development which concentrates on successes achieved in worldwide agricultural and rural development. The manual, which embodies the findings of two years' research into the management of agriculture and rural development, draws on more than 1100 sources, including books, journal articles, agricultural sector plans, studies and reports from A.I.D., the World Bank, regional banks, the FAO and others. In addition, many field practitioners have been interviewed, and their experience is incorporated in the manual. Senior agricultural officials from eight countries and from development assistance organizations reviewed key findings of the ASIP during an October, 1974 seminar. (The eight countries represented were Colombia, Costa Rica, Ghana, Guatemala, Nicaragua, Nigeria, Panama, and Thailand.) A further review of the draft manual is currently being undertaken by AID/W, USAIDs and private consultants.

PAGE 1 OF 3

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY:
W. Weiss PWorthington:clb	TA/DA	21802	4/15/75	RLFarmer, Acting Dir.

A.I.D. AND OTHER CLEARANCES

LA/CEN:DLazar(draft)
LA/PAN:RCanaur (draft)
LA/EP:SChernenkoff
LA/NC:MKranz(draft)
LA/DR:CVanHaeften(draft)
LA/DR:SJLittlefield
EA/TD:LWoldenoff
NESA/TECH:JKilton

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AID-5-39 (10-71)

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To make the ASIP findings most useful for the developing countries, the second (present) phase of the ASIP calls for the creation of a series of training tasks based on the findings in the manual. These tasks will form the core of a "learning-by-doing" Pilot Training Course, which is planned for July 21-August 29, 1975, at GAI's Training Center, 1776 Massachusetts Avenue, N.W., Washington, D. C. (See Attachments A and B for more complete details on the phasing of ASIP efforts.)

3. For Whom Is the Course Intended?
The course is primarily directed toward middle-level agricultural managers from the public sector of the host country. However, ASIP encourages USAID's to nominate high-level personnel for the last two weeks of the course, when it will be oriented toward the integration of policy and its applications. Because experience indicates that training results are more effective, and implementation more likely, when people who work together receive training together, USAIDs are encouraged to nominate up to six participants. Participants may be from the same organization, or from different organizations working on the same or related projects and programs. It should be noted that since total attendance will be limited to 24 participants, country participation will be limited to 4-6 countries and not all countries who express interest can be accommodated in this initial course.

Middle-level managers are herein defined as supervisory personnel, but generally not officials with prime responsibility for policy formulation, and not front-line workers. For example, Ministers of Agriculture, at one extreme, and extension agents at the other, would not be in the Target group for this course. The additional information which follows can be used by Missions and host governments to guide participant selection from within the broad area which remains between these extremes. Also ASIP will be prepared to work with individual USAIDs or host country governments in narrowing the selection criteria within the context of particular country needs or circumstances.

4. What Is Unique About This Course?
This course aims to provide practical, task-oriented training based on successful projects and programs and the lessons that can be drawn therefrom for improving agricultural planning and implementation. This requires the use of special training materials, a training methodology which combines substance and processes, and appropriate follow-up after the course is concluded.

a. Training Materials. These are based on the findings of ASIP research, expressed in the manual, on what has worked well in a number of countries and which promise to be applicable to other countries. The areas covered will include such subjects as: the fixing of objectives, strategies and policies for agricultural and rural development; the conduct of sector and subsectoral surveys; regional planning for agricultural and rural development; program and project management; the management of extension and research; training of agricultural and rural development personnel; effective use of consultants; and other subjects for improving the management of agricultural and rural development.

b. Training Approach and Methodology. The primary approach will consist of the assignment of practically oriented training tasks, which combine both the substance of the manual and the participants' experience with a systematic approach to getting things done. These tasks, which will be carried out in small work groups, are based on the idea that managers can best improve their ability to manage by doing the things they do in real life. To this end, tasks will be based as much as possible on actual problems encountered by participants in their own countries. In addition to task work, there will be seminar discussions and consultative sessions designed to meet the needs of individual participants in dealing with the specific problems they face on their jobs. These sessions will be designed to help participants take home with them what they need in order to deal with problems upon their return home.

5. What Follows the Course?

The next phase of the ASIP calls for the selection of one country in which ASIP training and consultancy will be applied. This phase of the ASIP program will consist of: 1) ASIP staff assistance to the government involved in the preparation of a manual on Managing Planned Agricultural Development, tailored to the country's specific needs and priorities; 2) conduct of an in-country training course based on the country manual and the specific training needs identified; and, 3) training by ASIP staff of country personnel who would conduct additional training courses, multiplying the effect of the initial course and systematically creating a cadre of trained managers. ASIP's objective is for host country personnel to identify national needs and to help these personnel design and conduct their own future training programs which will result in improved management of agricultural and rural development. See Attachment B for further details.

6. Missions will be responsible for participant costs for international travel and per diem. Further information, including a schedule of the course, will be sent to participants upon confirmation of their nomination.

7. Action requested: Because of the limit on participants who can be accommodated (24) addressees are requested to advise as soon as possible as to whether they are interested in participating in the PILOT Training Course and if so the number of participants they propose to send. On the basis of replies received, we will establish and advise addressees of the number of countries which can be accommodated and the participant quotas for each country. Specific nominations will be requested at that time. In considering whether to participate and selecting candidates careful considerationsshould be given to the nature of the course as outlined in para. 4 above.

Attachment A - April 10, 1973 paper TO BE RUN WITH 108
Attachment B - ASIP Work Plan for 4/1/75 through 12/31/75

SEND TO:

LA		Asia		Africa	
Costa Rica	SAN JOSE	Philippines	MANILA	Nigeria	LAGOS
Nicaragua	MANAGUA	Indonesia	JAKARTA	Ghana	ACCRA
ROCAP		Thailand	BANGKOK	Tanzania	DAR ES SAALM
Guatemala				Liberia	MONROVIA
Peru	LIMA			Kenya	NAIROBI
Colombia	BOGOTA			Zaire	KINSHASA
Panama					
Uruguay	MONTEVIDEO				

KISSINGER