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END OF PROJECT
EVALUATION REPORT
AGRICULTURAL SECTOR IMPLEMENTATION PROJECT
NEPAL

Contract AID/ta-C-1350

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EXECUTIVE SUMMARY

The Agricultural Sector Implementation Project (ASIP) was developed by Public Administration Service (PAS) and implemented in Nepal and Egypt between 1977 and 1979 to field test a model for improving agricultural and rural development planning and management practices. The model consists of three integrated elements: field research to identify successful practices for planning and managing agricultural activities, training to introduce the methods and disseminate the findings of the field research, and follow-up consultation to apply the successful practices to agricultural and rural development planning and management activities.

In Nepal, the contractor implemented the project in cooperation with the Agricultural Projects Service Centre (APROSC), a quasi-independent agency of the Ministry of Agriculture established in 1975 to provide technical support services to HMG agencies in project formulation, analysis and evaluation.

The major findings of this evaluation are that:

- (1) The foundation of the ASIP model, field research, was subordinated to general management skills training, resulting in a less direct application and impact of the project on actual agricultural planning and management practices than was anticipated;
- (2) The major project activity was the training of APROSC trainers to conduct the two-week Management Skills Development Program (MSDP) which, during the first week, introduces participants to a personal and job-related planning and problem-solving model and, during the second week, introduces the Reference Book and Nepalese Supplement of successful practices and approaches to applying these practices to back-at-work tasks.
- (3) Former MSDP course participants, their supervisors, and senior-level personnel in HMG agencies value and regard as relevant the personal development and planning skills emphasized in the first week of MSDP training.
- (4) The project provided the stimulus and technical support to

formally establish a training division within APROSC which now has a basic capability to conduct the MSDP for mid-level personnel and is developing the capability--with FAO advisory assistance--to conduct a course in agricultural projects analysis and planning.

- (5) For APROSC to respond to a substantial interest and potential demand among HMG institutions for continued MSDP training, potential client institutions have consistently recommended the need for:
- (a) Clearer and more regular communication with APROSC about the aims and applications of MSDP training and the schedule of MSDP courses;
 - (b) The capability of the APROSC Training Division to modify, as necessary, the MSDP course to meet the needs of particular institutions and agricultural sub-sectors for management training;
 - (c) The addition of more senior, experienced trainers to the APROSC staff to further establish the credibility of MSDP training and to attract and train senior-level HMG planners and managers;
 - (d) MSDP training to obtain HMG certification so that participants can receive career development and job advancement "marks;"
 - (e) Training groups of planners and managers from specific institutions and sub-sectors in order to develop a "critical mass" who are knowledgeable of the language, concepts and applications of MSDP training.
- (6) In-country research has produced examples of successful planning and management practices which have been compiled in a 75-page Nepalese Supplement to the Reference Book, and some follow-up activities have taken place; however there is little evidence that the successful practices have been widely or directly utilized by planners and managers.

In general, the ASIP project has met many of the projected output targets; although it has not integrated these targets to the extent necessary to fully test the strength and application of the ASIP model. It has successfully added to the institutional capability of APROSC to organize and conduct management training which, potentially, can complement and help HMG agencies implement the products of the technical services which APROSC provides. Further, the project has developed and tested an approach to introduce planning and problem-solving skills to agricultural and rural development personnel which is regarded among those knowledgeable of the program as valuable and relevant to virtually all HMG planners and managers.

The project, however, has adequately emphasized only one of the three integrated elements of the original ASIP model: the development through training of individual and group problem-solving and planning skills. Inadequate attention has been given to field research and to the follow-up consultations to assist planners and managers apply the research findings to agricultural planning and implementation activities.

The project has tapped a substantial interest and potential demand among HMG institutions for a common and systematic approach to administrative and managerial planning and problem-solving. APROSC would be an appropriate institution in Nepal to respond to this demand, should it elect to and find the financial resources necessary to further develop and support management training activities. Additional short-term technical support would be required to further develop APROSC's capability to train trainers, assess institutional needs for training, expand the scope of training content and methods (including greater attention to and integration of technical planning skills with the general management skills now covered in MSDP), and to plan and implement follow-up consultations and support.

I. OVERVIEW OF ASIP:

The ASIP model is a structured approach to identifying and applying the learnings of previous agricultural development planning and management experience in order to improve the performance and impact of future activities. The basis of the model is applied research which is carried out to identify those factors that have contributed to the achievement of agricultural development objectives.

The ASIP model defines the products of research as "successful practices" for planning and implementing agricultural and rural development activities. The objectives of the model (see Fig. 1) are (1) to identify successful practices through field research, (2) to disseminate to agricultural planners and managers, through training or other appropriate means, the methods and products of the field research, and (3) to provide follow-up consultation and support in applying the successful practices to the planning and management of agricultural and rural development activities.

The project has been carried out in three phases. Prior to pilot testing and demonstration of applications of the model in two countries (Egypt and Nepal), the contractor compiled a general reference book of planning and implementation practices identified from a literature search of approximately 1700 references.¹ Following the implementation phase, the findings and lessons from experience are to be analyzed by the contractor and the results disseminated to USAID Missions and government institutions through written documentation and regional seminars.

The outputs expected from the in-country implementation phase of the project are:

- (1) An in-country reference book of principles of agricultural sector management developed through the ASIP field research;
- (2) An in-country team thoroughly qualified in ASIP training, research, and consultancy methods capable of continuing after contract completion;
- (3) Adequate training materials developed from the in-country

¹Published in 1976 as Managing Planned Agricultural Development.

ASIP MODEL

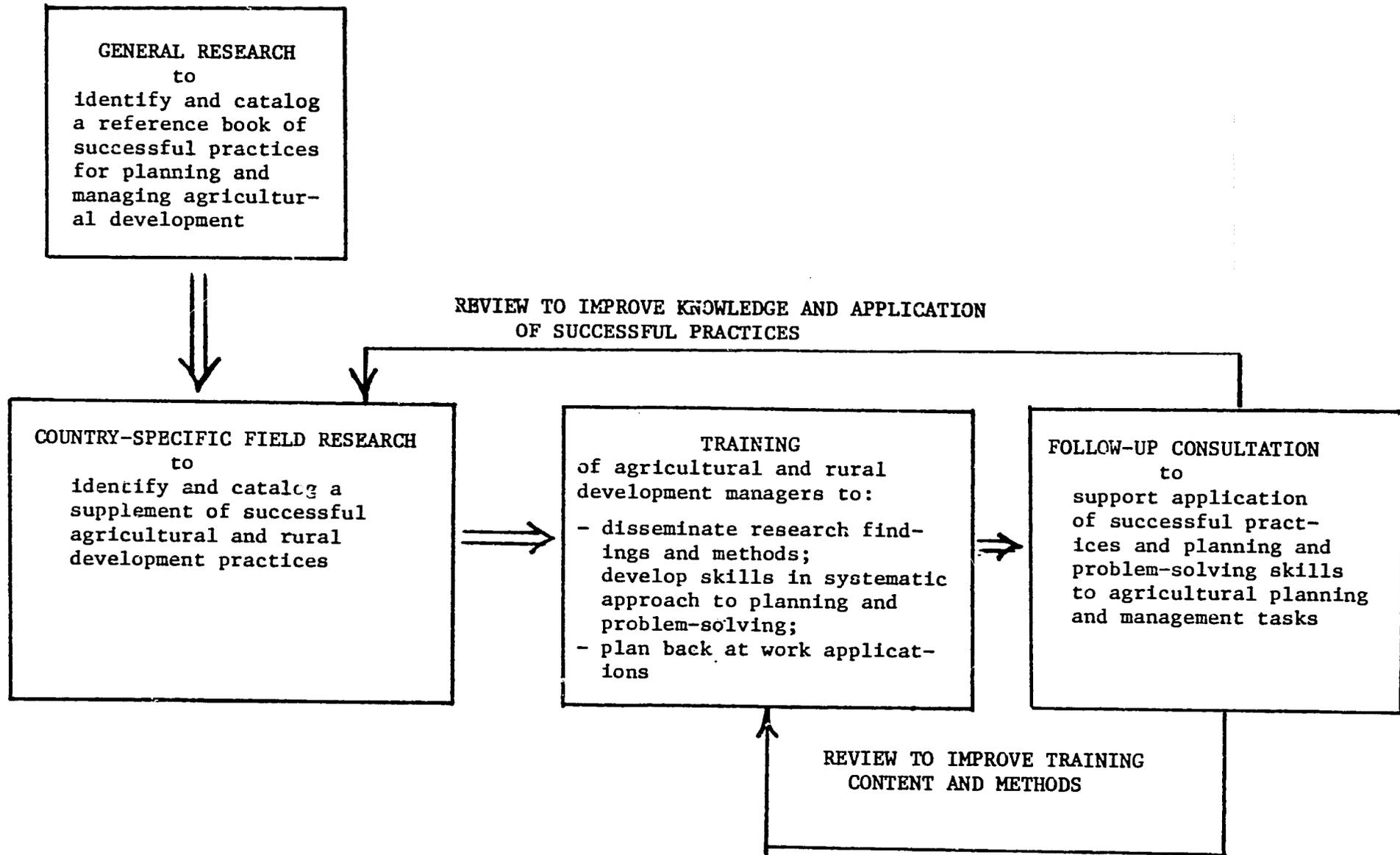


Fig. 1

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reference book;

- (4) Groups of agricultural managers trained in-country;
- (5) One or more organizations in-country capable of continuing the ASIP training.²

II. TERMS OF REFERENCE:

The purpose of this evaluation was to assess project performance and outputs with reference to the:

- (1) Institutional Capacity of APROSC to design, organize and conduct ASIP training and research on an on-going basis;
- (2) Appropriateness and Relevance of ASIP research and training to the needs and priorities for improving agricultural and rural development planning and management practices in Nepal;
- (3) Impact of ASIP training and research to-date on agricultural and rural development planning and management practices in Nepal;
- (4) Readiness for Dissemination of the ASIP research and training methods to other countries, based on experience and performance in Nepal.

Criteria for assessing project performance in each of the four areas were identified as guidelines for the evaluation (see Appendix 1), and data was collected from:

- (1) Project documents and reports, training and research materials;
- (2) Observations during the first two days of an MSDP training program conducted by the APROSC training staff;
- (3) Interviews with:
 - PAS headquarters and former Nepal field staff;
 - USAID/Nepal staff;
 - Director and staff of the APROSC Training Division;
 - Executive Director of APROSC;
 - Former MSDP course participants working in the Kathmandu area;

²Contractor's Statement of Work

- Immediate supervisors of former training participants;
- Senior-level HMG agricultural managers.

III. OVERVIEW OF ASIP/NEPAL:

In Nepal, the project was carried out between August 1977 and September 1979. The major project activities were:

- (1) Training APROSC trainers to implement specific, inductive learning methods designed by the Coverdale Organization of England and adopted by the contractor for use in the ASIP project as the basic training and research methodology;
- (2) Testing and refining a two-week Management Skills Development Program curriculum;
- (3) Conducting and compiling the findings of field research into a Nepalese Supplement of successful agricultural planning and management practices.

See Appendix 2 for a detailed summary of project activities.

PAS provided two advisors (a public administration specialist and an agricultural management specialist), research and training materials and reference and logistical support. APROSC selected and supported a training and clerical staff and provided office and non-residential training facilities.

Training Trainers:

The basic premise of ASIP training methods is that skills essential to effective management can not be "taught" but can be acquired only through personal experience and practice. The purpose of the training, therefore, is to provide participants with the opportunity to learn and subsequently apply those skills which respond to their individual needs and learning priorities. The model used in training APROSC trainers and MSDP participants has the following elements: (1) introduction of problem-solving activities ("tasks") to provide participants with experiences from which they can identify successful problem-solving practices, (2) application and further practice in applying successful

problem-solving practices to increasingly more job-related tasks, (3) continuous feedback on individual and group performance to identify and support successful problem-solving practices.

In applying this model to the training of APROSC trainers, the ASIP advisors introduced the methods and a set of learning tasks, adapted from Coverdale material, to the APROSC trainers to assess their potential as future trainers. Subsequent training programs were conducted to (a) provide the APROSC staff with practice in developing their skills in implementing ASIP training methods and activities, and (b) begin to develop and refine a basic course design and materials for training agricultural planners and managers. Staff training was thus integrated with the development and implementation of a basic training program for agricultural managers so that in conducting MSDP courses the APROSC staff were able to observe, practice and receive feedback in the following trainer roles:

- (1) Internal Coach - observer
- (2) Assistant Coach - assistant group facilitator
- (3) Coach-- group facilitator
- (4) Assistant Course Director - planning and design responsibilities
- (5) Course Director - overall responsibility for the organization, design and implementation of MSDP

By MSDP VI (June 1979) APROSC trainers replaced the ASIP advisors as Course Director, and the primary purpose of MSDP shifted from training APROSC trainers to training agricultural planners and managers. MSDP VI and VII were conducted by APROSC trainers with only minimal support from an external consultant.

Management Skills Development Program:

The MSDP was developed as a means for (a) training Nepalese planners and managers in ASIP planning and problem-solving methods, and (b) disseminating the methods and findings of field research. The course aims emphasize personal and job-related planning and problem-solving skills. The tasks during the first week have as their objectives to help participants develop skills in using a systematic approach to getting

work done (see Appendix 3), developing a common language for planning and problem-solving, setting criteria for judging success, listening more carefully to others, and managing time. In the second week, the tasks are drawn from general and Nepal-specific problems in agricultural planning and implementation, and the participants are introduced to the Reference Book and Nepalese Supplement of successful practices. Participants are expected, during the second week, to apply the systematic approach and successful practices in preparing "back-at-work" plans.

Field Research:

Field research has been carried out in a series of visits by the ASIP advisors and APROSC trainers to selected development regions. Interviews have been held with agricultural managers and observations have been made of various project activities. The findings of these visits have been reviewed by the advisors and staff and summarized as successful practices in a Nepalese Supplement (see Appendix 4). Subsequent follow-up visits have been made by the advisors and staff to determine the extent to which former MSDP participants have been able to apply the field research findings in their work and to identify additional successful practices.

IV. ACCOMPLISHMENTS:

The major accomplishments of the field implementation phase of the project in Nepal have been:

1. Establishment of Training Division in APROSC:

The project has been extremely well-placed in APROSC, an established institution with a multi-disciplinary staff of over 100 professionals and a Board of Directors of senior officials from the Ministries of Agriculture and Finance, the National Planning Commission, and local development banks.

APROSC established the Training Division as one of four permanent units of the organization to implement the ASIP training and research activities, and it has thus far supported the staff and MSDP training programs from funds it derives from technical service contracts.

APROSC now regards training as one of its principal areas of activity and has elected, up to this time, to limit the in-service courses it will conduct to the MSDP (developed under the ASIP project) and the Agricultural Analysis and Rural Development Planning Course (now being developed with FAO assistance).

The staff of the Training Division regard APROSC as providing secure employment, comparatively high salaries, and opportunities for professional growth.

2. Training APROSC Trainers:

APROSC selected and employed 12 trainers within the first four months of the project. The ASIP advisors conducted six MSDP courses to provide the trainers with practice in implementing the ASIP methods and activities and to continuously assess and provide feedback on their performance in the various trainer roles involved in planning and conducting MSDP courses.

The present staff includes a Training Director and nine Training Officers--seven of whom are regarded as qualified Coaches and four as qualified Course Directors.

3. Development of MSDP Course Design and Materials:

A standardized two-week MSDP course has been developed to introduce the systematic approach to planning and group-problem-solving and the research findings published in the Reference Book and Nepalese Supplement.

The course design and materials are patterned on Coverdale programs, but have been modified for application in Nepal. The materials have undergone continuous revision and refinement based on participant feedback and staff reviews.

The course has now been conducted seven times; the last two of which were implemented by a Nepalese Course Director and staff.

The ASIP advisors and APROSC staff have made some modifications to the basic two-week course design to meet the requirements of special participant groups. These special programs have included:

- A four-day workshop to introduce senior-level IMC managers to the aims and methods of ASIP training and research;

- A follow-up seminar with former MSDP participants to review ASIP training activities, review progress on implementing back-at-work plans, and to identify additional successful practices;
- A residential MSDP course for district-level agricultural managers;
- Two joint APROSC and Ministry of Agriculture training programs for district-level managers.

The APROSC is now planning a special MSDP program for employees of the Agricultural Development Bank.

4. Training Agricultural Planners and Managers:

The primary purpose of the MSDP courses during the contract period has been to provide the APROSC trainers with structured experience in conducting ASIP training methods and activities. Since MSDF VI this initial purpose has shifted to training agricultural managers.

In the seven courses conducted since the project began, 114 participants have attended (including 28 from APROSC) representing 31 HMG offices and agencies (see Appendix 5).

5. Field Research:

A 75 page Nepalese Supplement of successful practices has been produced, based on field research carried out by the ASIP advisors, APROSC trainers, and former MSDP participants. The Supplement is introduced and copies provided to each of the MSDP participants.

6. Follow-up Consultation:

The ASIP advisors and APROSC trainers have made follow-up visits to two of the country's development regions to review progress in implementing back-at-work plans for former MSDP participants. Most of the former participants working in the Kathmandu area have also been interviewed. Methods have been developed for recording and maintaining the data collected in the APROSC Training Division.

7. Publications:

In addition to the Nepalese Supplement and a variety of training materials, the APROSC Training Division has produced the following publications to support the training and disseminate information about MSDP and ASIP:

- Coaching Guidebook
- Course Director's Hints

- Introducing APROSC Training Division
- Management Skills Development Program
- ASIP Newsletter (monthly through 1979)

V. ASSESSMENT:

Institutional Capacity of APROSC to Organize, Design, and Conduct ASIP Training and Research on an On-going Basis:

The major requirements for a capability to continue the training and research activities introduced in the ASIP project are: (1) a staff trained and experienced in the training and research methods and knowledgeable of the needs and applications of the methods to agricultural planning and management activities in Nepal, (2) the ability, as needed, to train additional staff in the training and research methods, (3) a viable source of funding to support the training and research, (4) recognition and support for the training and research activities among HMG institutions, and (5) an interest and commitment by APROSC to continue the training and research activities.

The project has successfully trained 10 trainers who have demonstrated their capability to plan and conduct MSDP training and achieve results with only minimal outside support. The staff have demonstrated a capability to make some adaptations to the MSDP materials and course design to meet the requirements of special participant groups.

The project has successfully developed APROSC's interest and support for ASIP training methods and activities, and APROSC has financially supported the training and encouraged the dissemination and use of the training methods within other divisions of the organization.

The skills and methods used in MSDP, particularly those emphasized in the first week, have attracted considerable interest among a number of HMG institutions, and those knowledgeable of the program regard it as having potentially widespread application.

APROSC's present capability, however, is limited to delivering a general management skills training program to mid-level personnel because:

- (1) The ASIP project in Nepal has become known, within APROSC and

among HMG institutions as a general management skills training course. The training is not recognized in the context of the ASIP model as the means of disseminating products of field research to improve agricultural planning and implementation practices;

- (2) While the training methods have attracted interest among HMG institutions, the program is not widely known, and the aims and applications of the training remain somewhat ambiguous;
- (3) APROSC does not have a capability or a defined strategy for training additional trainers which is required now in order to replace five of the original and most experience MSDP trainers who will be away for the next 24 months for overseas study programs;
- (4) The Training Division does not include senior, experienced trainers necessary to help establish the credibility of the training and attract senior HMG planners and managers to participate;
- (5) Field research methods and skills have not been clearly defined and developed within the Training Division to the extent required to have a meaningful impact on agricultural planning and management practices; nor has there been developed an institutionalized means for drawing upon the existing field research skills and experience within the APROSC Technical Services Division to help in developing this capability within the Training Division;
- (6) The Training Division remains a cost center in an organization that is expected to operate largely on a self-sustaining basis from contractual services.

APROSC expresses a commitment to continue MSDP training courses. In order to implement this commitment, however, it will be necessary for APROSC to formulate a long-range strategic plan for the Training Division which should include:

- (1) Clarification of the aims of MSDP training. At present, there is ambiguity within APROSC and among client institutions about
 - (a) the objectives of MSDP being personal development or applied

management development, (b) the participants being drawn from all levels and sectors of management or specific types or groups of managers.

- (2) Methods for assessing client needs. The present MSDP curriculum remains general and relatively unchanged in content and assumes that it has relevance and application to most all managers.
- (3) Alternative strategies for training trainers. The strategy for training the present APROSC staff is time-consuming in its approach to integrating staff training with the implementation of the MSDP courses. This approach has implications for the credibility of the trainers and does not adequately account for different levels of experience or the normal attrition of training staff.
- (4) Financial support for training. During the development of the ASIP project in Nepal, APROSC has supported the training costs from its own funds. It is clear, however, the APROSC can not continue to subsidize the training even at the present level of 2-3 courses per year. The most immediate requirement is for a viable means for supporting staff costs.

Appropriateness, Relevance and Impact of ASIP Training and Research:

Interviews with former MSDP participants, their supervisors, and other HMG personnel knowledgeable of the ASIP training activities elicit a uniformly positive regard for the "systematic approach" emphasized in the first week of the course. They view this model to planning and problem-solving as simple, easily-learned and generally applicable in helping to structure administrative, management and planning tasks.

Although evidence of direct impact on planning and management of agricultural activities is less apparent, notable examples were cited by some of those interviewed. One example is the application of the "systematic approach" by a former participant to reviewing and subsequently revising a major agricultural project plan. Another example cited is the adoption by the training department of one division within the Ministry of Agriculture of some of the training methods introduced in the MSDP.

The major impact to date of the project, however, has been the dissemination of the "systematic approach" model to mid-level government personnel. In bureaucracies where there is a noticeable absence of models for basic planning and problem-solving, the "systematic approach" has provided a simple, structured method. This, in itself, has been a significant contribution, and one that provides a legitimate base from which further and more specific assistance could be provided to improve institutional performance in planning and managing agricultural activities.

In general, however, the project has not significantly impacted on specific weaknesses or requirements of agricultural planning and management. Two primary reasons can be cited:

- (1) The project has maintained an internal emphasis on training trainers in a specific methodology, with less attention given to the external requirements and applications of the training content on agricultural and management practices; and
- (2) The project has not developed an integrated, formalized information/evaluation system that is necessary in order to provide the means for (a) determining skill requirements of agricultural planners and managers, (b) assessing institutional priorities for improved planning and management performance, (c) making adjustments to training content, as necessary, and (d) assessing the application and impact of training and research products on planning and management performance.

An implicit assumption of the ASIP project in Nepal has been that virtually all managers can benefit from the content of the MSDP training. The project focus, therefore, has been on developing and improving trainer performance in the ASIP methodology for delivering the content. Thus, while there is considerable evidence of on-going review and refinement of how the MSDP courses have been conducted (methodology), there is less evidence of on-going assessment of the training content with reference to participant and client institution needs, priorities, and applications.

It is an opinion of this evaluation that the external applications of the MSDP training to specific agricultural and management needs have been perceived by HMG officials as having been subordinated to an internal

project emphasis on trainer development and training methodology, and that this perception has affected their support for the training.

VI. RECOMMENDATIONS:

Although the project in Nepal has not fully tested the application and potential impact of the ASIP model on improving agricultural planning and management performance, it has begun to successfully respond to a general need for management training within HMG institutions. APROSC has expressed a commitment to continue to develop its capability to offer management training and is receptive to further assistance if it can be provided on a short-term basis. It is strongly recommended that such assistance be provided, if requested. Priority attention should be given to helping APROSC formulate a long-range strategic plan for management training that is solidly based on an assessment of training needs and priorities among HMG development institutions. This plan should include:

- (1) Identification of the specific clients for the training;
- (2) Unambiguous goals and outputs of the training;
- (3) Realistic means for funding the training activities;
- (4) Workable strategies for recruiting and training, as necessary, the staff required to implement the training activities;
- (5) Methods for monitoring and evaluating the effectiveness of the training on intended participants' job performance;
- (6) Means for adjusting and modifying, as necessary, the training content and methods to achieve training objectives;
- (7) Appropriate means for coordinating the training APROSC elects to provide with other training programs in the country;
- (8) Means for moving as quickly as possible to deliver training programs in Nepali, particularly those for district-level participants.

With reference to the dissemination of the project experience in Nepal to other countries, the following are recommended:

- (1) The ASIP model, as a model, is promising and should be further tested. However, the initial emphasis should be given to field research, focusing on those high priority areas of agricultural

development as identified by host countries.

- (2) Criteria for the products of field research should be established, and there is the need for more clearly specifying methods for field research which can readily be implemented by operational staff and planners as well as those specially trained in applied field research.
- (3) Alternative means, in addition to formal training programs, should be identified and used for disseminating the products of field research to planners and managers to more widely and rapidly put the research findings into practice.
- (4) Follow-up consultation and support is critical, both to test the applicability of the research products and to assist planners and managers implement the lessons of past experience "on-the-job-in-the-organization." This activity has not been fully developed yet and should be a part of ASIP activities in other countries.
- (5) The ASIP model requires an internal information/evaluation system which should be designed into any future country program.
- (6) Consideration needs to be given to possible ways of re-indexing the Reference manual to make ^{it} a more readily useable reference for planners.

Series/Indicators	Methods
<p>1. <u>Institutional Capacity of APROSC to Organize, Design, Conduct ASIP Training on an On-going Basis:</u></p> <ol style="list-style-type: none"> 1. No. of staff trained in ASIP Training and Research Methods 2. No. of MSDP courses Designed, organized and conducted entirely by APROSC Trainers. 3. Existence of APROSC Plan and Strategy for (a) Recruiting ASIP Trainers, (b) Training Additional Trainers as Needed. 4. Statement of APROSC organizational Interest / Commitment plus availability of funds and other resources to continue (a) APROSC Training Division and (b) ASIP Training. 5. Capability of ASIP Trainers independently to <ol style="list-style-type: none"> (a) Design and conduct ASIP Training Activities and (b) Modify and/or adapt ASIP Training Activities to meet client needs 6. Use of ASIP Planning methods by APROSC as an institution 7. Collaboration and Integration of Staff, Resources, and Training products Between APROSC Training and Technical Services Division. 	<p>EVALUATION METHODS TO BE USED:</p> <ol style="list-style-type: none"> a) INTERVIEWS WITH <ul style="list-style-type: none"> • PARTICIPANTS • PARTICIPANTS' SUPERVISORS • SENIOR LEVEL OFFICIALS OF ORGANIZATIONS SENDING PARTICIPANTS TO MSDP • APROSC EXECUTIVE DIRECTOR • APROSC TRAINING DIVISION • APROSC TECH. SERVICES DIVISION b) REVIEW OF ASIP DOCUMENTS & FILE c) IMPRESSIONS OF EVALUATION TEAM

Issues / Indicators

Methods

B. Appropriateness and Relevance of ASIP Training and Field Research to Needs and Priorities for Improved Agricultural And Rural Development Management:

1. No. of (a) Requests for (b) courses conducted, (c) Participants Attending, and (d) client institutions sending Participants and ASIP Training
2. Strategy and Established means for Assessing client Needs for management training.
3. Capability to modify and adapt ASIP Training Techniques and Materials to meet specific client needs.
4. Capability to Assess and up date training Materials as necessary to meet client needs.
5. Means within APROSC for Assessing Application of successful practices by Agricultural and Rural Development man-agers.
6. Existence of Criteria Defining Appropriate Clients for ASIP Training.

Issues/Indicators

: Methods

- C. Impact of ASIP Training and Field Research to Date for Improving Agricultural and Rural Development Management:
1. Knowledge of ASIP Training Objectives, Methods, Techniques Among Agricultural and Rural Development Institutions in Nepal.
 2. Actual Use of ASIP Skills and Techniques by MSDP Participants on the Job.
 3. Use of Reference Manual by MSDP participants on the job
 4. Use of ASIP planning methods and Techniques by APROSC.
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APPENDIX 2 : Calendar of Activities, APROSC Training Division

1977

- August:** - ASIP/Nepal Program Agreement signed
- October:** - Office and training facilities for APROSC Training Division opened in Kathmandu
- November:** - 8 staff selected and employed by APROSC in Training Division
- December:** - Training of Trainers Workshop conducted December 14-19 by ASIP/Nepal advisors as a means of selecting ASIP trainers

1978

- January:** - 4 additional staff selected and employed by APROSC in Training Division
- February:** - First ASIP Management Training Course conducted February 5-17 for 17 participants (12 of whom were APROSC Training Division staff); 7 of 12 APROSC Training Division staff identified as potential ASIP trainers
- March:** - APROSC Training Division staff carried out field research in Eastern Development Region to begin collecting information for Nepalese Supplement of successful practices
- Staff members of Training Division participated with FAO and Agricultural Development Bank in conducting national-level workshop on two-way process in planning between HMG and small farmers
- April:** - Training Division staff members organized and conducted workshop in "Investment Feasibility Study in Agriculture and Project Planning," April 23-May 5 for 17 participants
- June:** - Second Management Skills Development Program (MSDP) conducted by ASIP advisors June 18-30 for 21 participants. The eighth trainer was selected, and the 7 previously identified served as "observers." A 25 page Nepalese Supplement was introduced
- A special two-week training of trainers workshop was conducted by the ASIP advisors for the 7 MSDP coaches
- July:** - Nepalese Supplement up-dated and re-indexed based on the suggestions made in MSDP II
- A special program in coaching skills development initiated and organized by Training Division staff in which staff coached APROSC Research Assistants in systematic approach
- August:** - MSDP III conducted August 27-September 13 for 20 participants

- September:** - Informational brochure describing course aims and training methods of MSDP published for distribution to HMG agencies
- November:** - Seminar on Agricultural and Rural Development Project Analysis and Evaluation conducted by APROSC for 11 participants. Training Division staff participated and introduced "A Systematic Approach to Getting Things Done" from the ASIP aprogram
- Participant follow-up program conducted by ASIP advisors and Training Division staff
- December:** - Training Division staff conducted field research in the Western and Far Western Development Regions

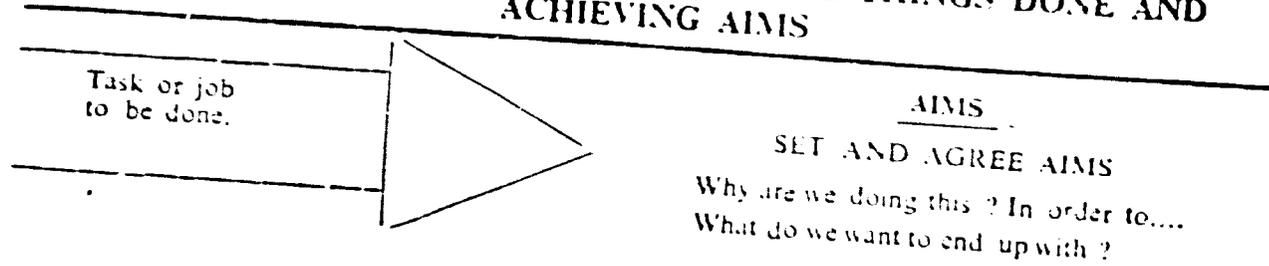
1979

- January:** - Participant follow-up program conducted by advisors and training staff in Eastern Development Region
- MSDP IV conducted for 15 participants testing the now formulated MSDP course design and materials
- Training Division staff members assigned to work on / feasibility study of Lift Irrigation Project being carried out by APROSC
- Follow-up interviews with 25 of the 38 participants from MSDP I-III
- Participant follow-up program conducted by advisors and staff in Eastern Hills Region
- February:** - Training Division staff members assisted in conducting three-week in-service training course on Statistical Framework for Monitoring Rural Area Development Projects designed and implemented by the Agricultural Development Council, Inc
- Interim evaluation of ASIP/Nepal conducted by DS/RAD
- March:** - Special four-day Senior Level MSDP conducted for 18 participants to introduce senior HMG managers to MSDP aims and methods and to obtain their recommendations for improving MSDP training
- April:** - Combined MSDP V and Extension Development Program organized and conducted by ASIP advisors and APROSC Training Division in cooperation with Ministry of Agriculture and Integrated Cereals Project April 29-May 6 for 20 District and Assistant District Development Officers. Was the first residential MSDP course to be conducted and the first to have a foreign participant (India)
- MSDP Coaching Guidebook prepared by Training Division staff

- June:**
- MSDP VI conducted June 17-29 for 20 participants. First MSDP to be conducted entirely by Nepalese staff
 - PAS Country Team Leader departed
- August:**
- MSDP VII conducted August 24-September 7 for 17 participants
- September:**
- PAS contract in Nepal concluded
 - Introducing APROSC Training Division published by APROSC

A SYSTEMATIC APPROACH TO GETTING THINGS DONE AND ACHIEVING AIMS

Appendix 3



INFORMATION	WHAT DO WE NEED TO KNOW? What is already known? What do we need to find out? When and where do we find out?
WHAT HAS TO BE DONE W. H. T. B. D.	WORK OUT W.H.T.B.D What steps do we need to take to do this task? Which steps come first?
PLANNING	AGREE PLANS Who will take each step? When? Where? How?
ACTION	CARRY OUT THE PLAN.
REVIEW TO IMPROVE	PLAN TO IMPROVE Is the job finished? If not what more do we need to do? What worked? How can we improve?

SET STANDARDS
 How do we measure our progress or success?

ASIP/NEPAL
 1978

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Preparation of MSDP - VI

The forthcoming sixth Management Skills Development Programme has been scheduled from 15th June, to 29th June, 1979. Invitations to the concerned institutions have already been sent and 7 nominations have been received. Unlike the fifth MSDP, this programme is going to be imparted to a heterogeneous group comprised from the different agricultural and rural development organizations. As the previous programmes, this programme will also be run by the Nepalese ASIP staff. John Wilson, consultant to PAS/GA is expected to arrive in Kathmandu on 14th June to assist the ASIP group. Although staff assignments are to be developed, it is expected that Nepalese Training Division staff will run the full program.

Successful Practices:

A majority of the farmers in Gadabhanjyang panchayat of Jhapa district were growing only the local variety of paddy. Due to this, the panchayat was always having low production. With a view to overcome this bottleneck to prosperity, the Agriculture Development Office and Agriculture Inputs Corporation started convincing farmers to adopt improved varieties. Agriculture development office personnel visited some of the farmers' door to door and requested them to grow IR-8 paddy as a means to increase production. As a result of this eight farmers took an interest to try. This new recommended variety on a small part of their land. The Agriculture Inputs Corporation distributed 60 Kgs. of IR-8 variety paddy seeds among those interested farmers.

These seeds, distributed by AIC, did not germinate in the farmer's field. As a result, farmers were quite desperate and their confidence in the services of Agricultural Inputs Corporation kept declining.

To overcome this, the local Agricultural Inputs Corporation Manager took a risk and paid compensation to the farmers, though it was not within the institution's (AIC) policy. The amount paid for compensation covered the cost of seeds i.e. Rs. 150/- distributed to eight farmers. In addition to this the Manager went on the spot to see the result and assured the farmers that they would make pre-germination test before distribution from next time, which would not have brought unwanted such kind of results.

This assurance and amount paid as compensation created a very good effect on those farmers. They were happy because AIC not only distributed the seeds but also guaranteed the germination. As a result of this, during the following year, AIC was successful in distributing the pre-tested IR-8 variety seeds to the same as well as other farmers of that area.

This illustrates that the improved varieties can be easily introduced if good results can be guaranteed. One way to create confidence among farmers for such a guarantee is to pay compensation in case of any losses. As well as to ensure that inputs distributed to farmers are of good quality.

Best Available Document

LIST OF NSDF PARTICIPANTS

<u>Name</u>	<u>Position</u>	<u>Course</u>	<u>Institutional Address</u>
<u>KATMANDU</u>			
Dr. Dip Raj Sharma	General Manager	I	ADB/N Kathmandu
Mr. Krishna P. Dahal	Agri. Specialist	I	ADB/N Kathmandu
Mr. Jalen Kumar Sharma	Loan Officer	III	ADB/N Kathmandu
Mr. Yogeswar Pant	Officer	VII	ADB/N Kathmandu
Mr. Rudra Raj Pandey	Branch Manager	I	AIC, Kathmandu
Mr. Rajendra P. Singh	Sales Officer	II	AIC, Kathmandu
Mr. Gehendra Bilas Pandey	Officer	VII	AIC, Kathmandu
Mr. Narendra L. Shrestha	Officer	VI	Nepal Bank Ltd. K
Mr. Bhuvan R. Sharma	Officer	IV	Nepal Bank Ltd, K
Mr. Narendra M. Shrestha	Officer	VII	Nepal Bank Ltd.,
Mr. Janak Upadhyay	Officer	VII	Food Research Sec
Mr. Divakar Poudyal	Asst. Agri. Marketing Officer	I	FAMSD, Bagbazar, I
Mr. Triratna Manandhar	Economist	VII	FAMSD, Bagbazar
Mr. S.M.S. Subhani	Agri. Statistician	III	FAMSD, Bagbahaza
Mr. Surya B. Karki	Asst. Ag. Statistician	IV	FAMSD, Bagbazar,
Mr. Narayan B. Rajbhansi	Planning Officer	IV	Nepal Food Corps Battisputali.
Mr. Khel B. Shrestha	Planning Officer	III	Nepal Food Corps
Mr. Garud Dhoj Shahi	Sales Officer	IV	DDC, Kathmandu
Mr. Ramal Neupane	Section Officer	VII	Department of C Kamaladi, Kathm
Mr. Borna Jung Pandyal	Section Officer	IV	Dept. of Co-ope
Mr. Hari B. Thapa	Section Officer	VI	Dept. of Co-ope
Mr. Khus Narayan Shrestha	Instructor	VI	Dept. of Co-ope Training Centre

<u>Name</u>	<u>Position</u>	<u>Course</u>	<u>Institution</u>
Mr. Umeswore Pradhan	Planning Officer	I	Dept. of L Khumaltar.
Mr. Ram C. Maharjan	Section Officer	II	Ministry o
Mr. Ramesh Chandra Regmi	Section Officer	II	Dept. of G H....., K
Mr. Dhanendra R. Sharma	Section Officer	VII	Dept. of I
Mr. Diwakar Adhikary	Section Officer	VI-Dept. of Land Reform, Dept. of	Irrigation
Mr. Chandra N. Ranjitkar	Irrigation Engineer	VI	
Mr. Jitendra B. Karki	Dy. Chief Officer	VI	Bastriya
Mr. Niranjana P. Poudyal	Dy Chief Officer	VI	Bastriya
Mr. Shanti Kumar K.C.	Dy Chief Officer	VI	Bastriya
Mr. Keshar Bahadur Baniya	Officer	VII	Bastriya
Mr. Hutlam Baidya	Ag. Engineer	IVZ	Peace Cor
Mr. Basudev Sharma	Officer	VI	CAE, Kat
Mr. Deepak Lama	Officer	VI	CAE, Kat
Dr. Laxmi Pradhan	Economist	I	AFROSC, I
Dr. Madhav Gautam	Nutrition Specialist	III	AFROSC, I
Mr. A. M. Shrestha	Senior Economist	VII	AFROSC,
Mr. Shyam Sundar Khadka	Ag. Specialist	VII	AFROSC,
Mrs. Ram Rajya Shrestha	Economist	VI	AFROSC,
Mr. Basanta P. Bhattarai	Training Director	I & III	AFROSC,
Mr. Lakendra P. Poudyal	Economist	I & III	AFROSC,
Mr. Kalyan Raj Pandey	Economist	I & III	AFROSC,
Mr. Purusottam Misal	Economist	II & III	AFROSC,
Mr. Padri Nath Dehal	Ag. Specialist	I & III	AFROSC,
Mr. Bharat M. Devkota	Ag. Specialist	I & III	AFROSC,

<u>Name</u>	<u>Position</u>	<u>Course</u>	<u>Institution</u>
Mr. Sushil Kumar Subedee	Economist	I & III	APROSC, Tre
Mr. Bipin Kumar Hegni	Economist	I & III	APROSC, Tre
<u>LALITPUR</u>			
Mr. Suresh N. Dhungana	Branch Manager	IV	ADB/N, Lal:
Mr. Prameswore L. Pradhan	Officer	VI	Nepal Bank
Mr. Tek Raj. Joshi	Chief	I	IHDP, Sane
Mr. Lok Nath Deoju	Asst. Horticulturist	VI	IHDP, Dada
Mr. Chiranjiv Karmacharya	Information Officer	VI	Dept of Ag Dection, H
Mr. Madan K. Manandhar	Agriculture Development Officer	II	Dept. of / Directorat
Mr. Tika Kumar Pradhan	Training Officer	III & V	Dept. of /
Mr. Purush Amatya	Senior Plant Pathologist	IV	Plant Patl Kathmandu
Mr. Ram Badan Pradhan	Entomologist	IV	Entomolog
Mr. Dhruba Joshi	Soil Scientist	IV	Soil Sect
Mr. Mahesh R. Giri	Agri. Officer	V	Dept. of
Mr. Ramesh Upadhaya	Agri. Dev. Officer	V	Agri. Dev Mangalbat
Mr. Dalaram Pradhan	Asst. Livestock Development Officer	VI	Dept. of
Mr. Dinesh C. Yadav	Asst. Plant Pathologist	VI	Plant Pa Khumalta
Mr. Purnelal Maharjan	Soil Scientist	VI	Soil Sec
Mr. Madhav Bhakta Sharma	Project Manager	VII	Nepal Re Company,

<u>Name</u>	<u>Position</u>	<u>Course</u>	<u>Institution</u>
<u>BHAKTAPUR:</u>			
Mr. Pravin L. Shrestha	Agri. Deve. Officer	II	Agri. Develo Bhaktapur
<u>KAVHE</u>			
Mr. Ramesh Lal Karn	Agri. Deve. Officer	V	Agriculture Development
<u>RAMECHHAP</u>			
Mr. Birendra B. Basnyat	Agri. Deve. Officer	V	Agri. Deve.
<u>SINDHULI</u>			
Mr. Hari B. Karki	Agri. Dev. Officer	V	Agri. Dev.
<u>BIRGUNJ</u>			
Mr. Santanu Lohani	Accounts Officer	III	AIC, B rgu
Mr. M.S. Azad	Section Officer	II	Dept. of I
Mr. Hari Dahal	Ag. Specialist Dept. of Irrigation	VI	Birgunj Irrigation
<u>MAKAWANPUR</u>			
Mr. Khadananda Chaulagain	Section Officer	III	Dept. of Makawanpu
<u>CHITAWAN</u>			
Mr. Kailash N. Gangal	Agri. Dev. Officer	V	Agri. Dev
<u>BALU</u>			
Mr. Ashok Shah	Agri. Development Officer	V	Agri. De
<u>CHARKEOT</u>			
Mr. Kumar P. Shrestha	Sub-Branch Manager	IV	ADB/N, C
Mr. Nishi Raj Bhattarai	Officer	VI	Nepal B

<u>Name</u>	<u>Position</u>	<u>Course</u>	<u>Institution</u>
<u>ILAM</u>			
Mr. Raj M. Baral	Co-operative Officer	II	Dept. of Co
<u>MAHOTARI</u>			
Mr. Satya N. Shah	Agri. Devel. Officer	V	Agri. Deve
<u>SAPTARI</u>			
Mr. Jaya Yadav	Section Officer	II	Nepal Food Saptari
<u>SARLAI</u>			
Mr. Ram Chandra Prasad	Agri. Dev. Officer	V	Agri. Dev.
<u>SUNSAHI</u>			
Mr. Prahlad Krishna Upadhaya	Branch Manager	III	ADB/N, Su
Mr. Bal Krishan Sharma	Ass. Ag. Marketing Economist	II	FMSD, Su
Mr. A. K. Chandhari	Irrigation Engineer	III	Dept. of
<u>DIANKUTA:</u>			
Mr. Kamanda P. Gupta	Ag. Officer	VII	Pakhriba:
Mr. M.H. Bhattarai	Horticulturist	II	Pakhriba:
Mr. Mitra P. Upadhaya	Agronomist	II	Pakhriba
Mr. Kamal P. Bhattarai		IV	Pakhriba
Mr. Yam B. Ma la	Officer	VI	Pakhriba
Mr. K. P. Oli	Officer	VII	Pakhriba
Mr. L. P. Shah best	Instructor	II	Fanchaya Ministry Dhanakut
Mr. Bhairab K. Kaini	ADO	II	Agri. D
Mr. Badri P. Bimoli	ADO	V	Agri. D

<u>Name</u>	<u>Position</u>	<u>Course</u>	<u>Institutional Address</u>
<u>BIRATNAGAR</u>			
Mr. Sashi Prasad Joshi	Loan Officer	III	ADB/N, Biratnagar
Mr. Hari Bhandari	Agri. Deve. Officer	II	Agri. Deve. Office
Mr. Ganga P. Mandal	Administrative Officer	IV	AIC, Biratnagar
<u>JHAPA</u>			
Mr. Nityananda Deo	Loan Officer	II	ADB/N, Jhapa
Mr. Ghambir Jung Limbu		V	Agri. Deve. Office
Mr. Ram D. Joshi	Instructor	II	Panchayat Training Ministry of Home and Panchayat
<u>DHANUSA</u>			
Mr. Amritnanda Baidya	Agri. Deve. Officer	V	Agri. Deve. Office,
Mr. Jaya B. Shrestha	Instructor	II	Training Centre Min. of Home and Panchayt
Mr. Mahendra B. Thapa	Agri. Deve. Officer	VII	JAADF, Janakpur Agri Development
<u>PALPA</u>			
Mr. Rajesh K. Shrestha	Agri. Dev. Officer	V	Agri. Dev. Office, I
<u>KANCHANPUR</u>			
Mr. Dil Bahadur Chand	Agri. Dev. Officer	IV	Agri. Devel. Office,
<u>DOTI</u>			
Mr. Gajendra B. Malla	Agri. Dev. Officer	V	Agri. Dev. Office, D
<u>NEPALGIRI</u>			
Mr. Ram Chandra Sharma	Section Officer	VI	Agri. Deve. Bank, Nep
Mr. C. K. Devkota	Ag. Officer	VII

MYAGDI

Mr. Jit B. Gurung Agri. Dev. Officer V Agri. Dev. Office, 1

~~MUSTANG~~

MUSTANG

Mr. Shambu K. Shrestha Agriculture Dev. Officer II & V Agri. Deve. Office, 1

KHAIRENI

Mr. Dina Nath Mishra Training Chief III Gandaki Ancha~~k~~ Train
Centre Khaireni tar

BAGLUNG

Mr. Saligram Sharma Agri. Dev. Officer V Agri. Deve. Office,

LUPANDEHI

Mr. Rudra K. Nepal Sub-Branch Manager VI ADB/N Dayanagar

LUMLE

Mr. Bhuvan N. Stapit Agronomist III Lumle Agriculture Co

Mr. Ganga P. Gurung P.F. Officer III Lumle Agriculture Co

Mr. Chanda K. Sen Agronomist VI I Lumle Agriculture Co

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The ASIP Management Skills Development Program

Learning from Experience

In this program there is no attempt to teach. Participants in the program learn from doing tasks. In doing these tasks, they can learn which practices are more successful than others. They have the opportunity to repeat successful practices and thereby develop their skills in getting things done.

Groups and Coaches

The participants will be divided into small groups and will be assigned tasks to perform as a group. The make up of the groups will change during the course to give participants the experience of working with different groups of people. Each group has a coach whose task is to assist the group in learning from their experiences. The coaches do not teach and they do not help the group perform the tasks. They do not evaluate the performance of the tasks, neither do they evaluate the participants. They do observe and evaluate the progress of the groups in achieving the learning aims of the program and assist the program director in shaping the program to meet the needs of the participants. Participants generally find that the coaches, rather than giving advice or information, are likely to ask questions that encourage the participant to develop their own answers.

Program Director

The program director meets with all of the participants in general sessions. During these sessions he provides explanations and illustrations of some of the learning aims and processes of the course. During these sessions the groups present reports on their tasks and exchange information with the other groups.

Tasks

The tasks are designed to give participants an opportunity to learn and practice skills in getting things done in an environment where the consequences of failure are not serious. The tasks are short and simple to permit participants to repeat their experiences frequently during the program.

Some of the tasks, especially during the first week of the program have nothing to do with agriculture. Some participants may feel that these are not serious tasks but are some kind of game or play. The learning aims of such tasks is to find out how people work together to get things done and to develop one's own skills. This can be done most easily when the participants do not become too involved in the nature of the task itself.

Some of the tasks, especially during the second week of the program are directly related to problems in agricultural management. During these tasks participants can apply what they have already learned about the process of getting a job done. They also have an opportunity to learn how to apply lessons of experience from other countries and from their own knowledge to the solution of real work problems. Although the program staff do not evaluate the actual work done in the tasks, the participants themselves have the opportunity and the necessity to judge the quality of their work.

What is Expected of Participants.

Participants are expected to set high standards for each task, treat the task as a serious and valuable learning opportunity, and attempt to do the best job they can so that they will get maximum benefit from the program. The value of the program to each participant depends entirely upon the participant's desire and willingness to do his best during each task.

Participants are expected to finish each task in the allotted time. The time element is important in making even simple tasks a real learning experience.

Participants are expected to make observations of the group process in performing tasks and to identify practices that seem successful in getting the job done. These observations are used during reviews in each group and also in general sessions.

What Participants Can Expect.

Participants can, if they choose to do so, learn from their experience during the program the necessity for having clear aims and standards for work, how to set them, how to use a systematic approach to get a job done, how to identify and use the skills of others, and how to deliberately and systematically improve one's own skills. These are things that cannot be taught by one person to another; they can only be learned by an individual through experience, conscious observation, and practice.

APROSC, TD. 1980.

INFORMATION TO PARTICIPANTS(ASIP - MSDP)1. Medium.

Tasks that are given to the groups of participants will be in English. Therefore, all the participants are required to communicate in English during working hours of the course. This in turn helps the English Speaking coaches to understand as what's going on and comment on as necessary.

2. Tasks:

More than the completion of tasks the approach seeks the participant to concentrate on the process. Tasks, sometimes might be easy going but the intention behind the task will always be to help participant learn the process involved in doing the tasks. Therefore, it is important for the group to not only complete the task but to produce a product of high quality so that lessons learned can be worthwhile. It is hoped that the process learned during this course will be adopted by the participants on their jobs wherever and whenever they fit in.

The task is the primary media used to help participants learn the process. Tasks will be carried out in groups of 6-8 participants in their own work-rooms.

3. Duration of Course:

Based on the experiences of the staff's involved in the programme and the reaction of second ASIP-MSDP participants, the programme will run for 12 (Full) working days.

4. Reporting Date:

Participants failing to report on the reporting day will not be permitted to join the course later in the week.

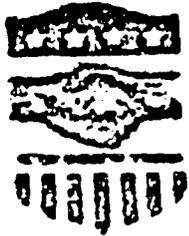
5. Programme Schedule:

The day-to-day program will be made available to the participants reporting to the Training Division. Participants are strictly advised to be present during the entire length of the course and for all sessions each day. The working hours will be from 10.00 hours to 4.00 hours with a break of half an hour during the day.

6. Facilities:

- (a) Transport: Transport will be made available to the needy participants during their stay in Kathmandu while the course is in session. To overcome the difficulties in planning the transport schedule, participants will be asked to inform the staff about the convenient points from where they would like to be met by transport.
 - (b) Refreshment: Participants will be served light refreshment at tiffin time in addition to tea/coffee.
 - (c) Stationeries: Essential stationery will be made available as necessary.
7. Allowances: No allowances will be given to the participants by APROSC Training Division. Participants are advised to make necessary arrangements for allowances from their own organisation/institutions.
 8. Accommodation: The course being non-residential, participants have to make their own arrangements. No claim on the charges incurred will be entertained by APROSC Training Division.
 9. Certificate: Participants attending the full length of this course successfully will be awarded a "CERTIFICATE" on the concluding day of the program.

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT
MISSION TO NEPAL



KATHMANDU NEPAL
AUG 8 1977

Mr. D. R. Koirala
Secretary
Ministry of Food, Agriculture,
and Irrigation
His Majesty's Government of Nepal
Singha Darbar, Kathmandu

Subject: Assistance to His Majesty's Government of
Nepal (HMG) by the Governmental Affairs
Institute (GAI) through the Agricultural
Sector Implementation Project (ASIP)

Dear Mr. Secretary:

Project Authorization

The ASIP is a project conducted under the auspices of the United States Agency for International Development (AID) through its Technical Assistance Bureau. AID has offered to HMG to make available the services of the GAI to assist in the project described below. HMG has approved the project and has designated the Agricultural Projects Services Center (APROSC) as the liaison agency for the implementation of the ASIP.

Purpose

The purpose of the ASIP is to assist in the development of a research and training capability in APROSC to provide a continuing program of training in management and project formulation and implementation in agricultural and rural development. The project will prepare a reference book adapted to the experience and needs of Nepal which will identify successful experiences and approaches relative to those needs. Within APROSC there will be created an Agricultural Program Implementation Training Division with a staff of Nepalese trainers who will be trained and assisted in the research required to adapt the reference book Managing Planned Agricultural Development to the needs of Nepal and in the ASIP training methodology. The training will emphasize inductive "learning-by-doing" through the performance of specially designed training tasks in small coach-assisted training groups. The trainees are expected to gain knowledge of successful management practices in significant areas of agricultural and rural development programs, improved skill in applying the lessons of success from their own and others' experience, and improved skills in setting and accomplishing aims and problem solving.

The trainers will also be trained and assisted in doing consultancy follow-up to the training to increase its utilization and on-the-job application. A program for evaluation of the project training impact will be designed and implemented.

It is the intent and purpose of the project to develop and establish within APROSC Agricultural Program Implementation Training Division the trained staff and institutional capability to ensure the continuation of the program after the departure of the GAI advisors.

Responsibilities of GAI

To carry out the purposes of this Agreement, GAI agrees to:

1. Provide the services of a Country Team Director and an Agricultural Management Specialist for a period of approximately 24 months. There will be no cost to HMG for their salaries, transportation, allowances, or other direct expenses.
2. Provide 2 vehicles for project use. Said vehicles shall be under the control of the advisors during the project.
3. Provide the salaries for a local-hire secretary and an administrative assistant to support the work of the advisors.
4. Provide supplies that are not locally available and office equipment as may be required for the work of the advisors.
5. Provide books and other publications that may be required for the project research activities.
6. Provide for in-country transportation and travel expenses of the advisors.
7. Provide for the cost of publication or duplication of the adapted reference book.
8. Provide additional supporting services by GAI headquarters staff and other consultants as may be required at no cost to HMG.
9. Undertake to provide the services of its advisors, consultants and other staff in full cooperation with and in support of APROSC, and will at all times provide to the fullest extent possible any and all information and assistance to APROSC that may be required in the implementation of this project.

All material, equipment and supplies provided by GAI will become the property of APROSC at the conclusion of the project.

Responsibilities of APROSC

APROSC will make available to the project the full-time services of a Director for the Agricultural Project Implementation Training Division, at least eight trainers or such other number as may be agreed upon and two translators. The Director will be assigned to work with the advisors as soon as possible after their arrival. The trainers and translators shall be assigned not later than three months after the arrival of the advisors. The trainers shall be persons with responsible experience in the management and implementation of agricultural and rural development and related programs. APROSC agrees to consult fully with the GAI advisors as to the method of selection of the trainers.

APROSC will provide such clerical and other non-technical support personnel as the training office may require.

APROSC shall provide office space for the GAI staff and the Agricultural Project Implementation Training Division and its research and training staff. This shall include the space required for a research library and for the training of the training division staff. When it is required, APROSC will also make available the space necessary for the conduct of the training program.

When required, APROSC will arrange with the appropriate Ministries and Agencies of HMG for the release of appropriate trainees from their regular duties and for their transportation and support for participation in the training program. APROSC agrees to full consultation with the GAI advisors in the selection of the organizational and/or geographic areas for training concentration.

HMG agrees that it is the purpose of the project to provide institutional capability in APROSC for sustaining a long-term training program that will continue after the withdrawal of the GAI advisors.

Responsibilities of the USAID/Nepal Mission

The Mission will provide the GAI advisors with all of the privileges and benefits that are available to other USAID contract personnel and are not inconsistent with the provisions of the GAI contract.

The Mission will provide continuing liaison support, advice, and cooperation to the ASIP project, and will participate in periodic review and evaluation of the progress of the project.

Other Provisions

Foreign personnel and their families serving in Nepal pursuant to this agreement shall be granted visas and appropriate exit and re-entry permits that are standard for the technicians of the USAID Mission to Nepal.

Mr. D. R. Koirala

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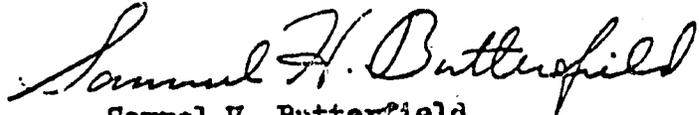
At least to the same extent and for the same items as it does for the technicians of the USAID Mission to Nepal, HMG will exempt from taxes all payments to such foreign personnel by GAI.

At least to the same extent and for the same items as it does for technicians of the USAID Mission to Nepal, HMG will at any time during the life of this agreement, exempt from all other taxes including customs duties, excise taxes or transfer taxes, any imports by foreign personnel for their personal use or for use in connection with carrying out the services under this agreement.

The provisions of this letter shall be in effect immediately and shall be valid for the duration of this project, subject to the availability of funds to the GAI.

Please indicate your agreement with the foregoing by signing the confirmation block of this letter and returning it to us.

Very truly yours,



Samuel H. Butterfield
Director

August 8, 1977

CONFIRMED:

MINISTRY OF FOOD, AGRICULTURE
AND IRRIGATION OF HIS MAJESTY'S
GOVERNMENT OF NEPAL

BY _____
Secretary

Date: _____

INTERVIEW QUESTIONNAIRE

Name: _____

Agency: _____

Position/Title: _____

ASIP Training Class: # _____

1. Are you using the skills you developed in the ASIP Training Program ?

Frequently	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Not Often	<input type="checkbox"/>
Never	<input type="checkbox"/>

(a) Which Skills do you use most Frequently ?

(b) Which Skills do you use least frequently ?

(c) Which Skills are most useful ?

2. Has your Office/Organization adopted for use some of the skills you obtained from the ASIP Training Program ?

All	<input type="checkbox"/>
Most	<input type="checkbox"/>
A few	<input type="checkbox"/>
None	<input type="checkbox"/>

(a) Which of these skills does your office find most useful in its work ?

(B) Which of these skills are least useful ?

3. Do you use the reference manual in the normal conduct of your work assignment:

Frequently

Sometimes

Not often

Never

(a) If it is being used, how is it most useful ?

(b) How could it be made to be more useful ?

4. Do you use the "Nepali Supplement" ?

Frequently

Sometimes

Not often

Never

(a) If so, how is it being used ?

(b) How could it be made to be more useful ?

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5. Which of the successful training practices identified by the training team have you put to personal use or your job ?

6. Did you prepare a "Back to work plan"

Yes

No

(a) Were you able to implement the plan ? Yes

No

(b) If not, why not ?

7. What do you do different on your, job as a result of MSDP Training ?

8. Of the training methods usual in the MSDP Training Course, which helped you most to learn ?

9. What do you feel was the most important results of MSDP Training ?

(a) for you ?

(b) for your office or organization ?

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10. Would you recommend to others to take the MSDP training program ?

Yea No

(a) If so, what are the most important reasons for your recommending the program ?

11. Do you think the MSDP program as presently conducted addresses the needs of agricultural and rural development managers ?

Yes No

(a) If so, how does the training meet these needs ?

12. What recommendations would you like to make to APROSC to continue to improve the MSDP Training Program ?

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EXTENSION PROGRAM PLANNING AND IMPLEMENTATION COURSE (EPPIC)
(TENTATIVE SCHEDULE)

		<u>Programs Detail</u>	<u>Aims</u>
SUNDAY, 16th March, 1980			
14.00	General Session	Opening remarks, Introduction of staff course aims, program standards, time group organization, course mechanics, group task, Observer, G.S. Coaches, PAR Cycle Task 7s process, Manager has to show, definition of practice, List successful practices, schedule for the day. Hand out # 1, 3, 22, 25	<ul style="list-style-type: none"> - Formal introduction with staff, - Introduction of courses. - Vocabulary. - Get people relax and people think this is enjoyable course.
15.00	Groups	<u>Task:</u> As a group list successful practices you have used when working with other people. Agree on those practices that your group will use during the next task	<ul style="list-style-type: none"> - Shake down process. - Introduce use of charts. - Thinking about processes: - Get the group prepare for observ
15.40	Groups	<u>Task:</u> Identify	<ul style="list-style-type: none"> - Put the agreed practices into op - Breakdown idea of right class re environment. - establish idea of observer role. - establish idea of actually doing - show need for planning sub-group: - Help the group to realise process achieve aims.
16.20	Groups	<u>Process Review:</u> Prepare report on <ul style="list-style-type: none"> * What practices did you plan to use ? * How did the practices work ? * What plans have you made to improve ? 	<ul style="list-style-type: none"> - Emphasise on practices. - Add on the list. - Agree practices for next task. - Introduce review.

MONDAY 17th MARCH, 1980

08.00 G.S.

Review of Previous day recall PAR,
Move the ca... Part II Introduce S/A
(Need example for run through) Hand out # 7

08.40 Groups

Tasks: "Provide the typist with a list of names and addresses of members of your group so that a complete list can be distributed later to all participants."

- First run-through of S/A
- Point out distinct stages and apply of S/A.
- Introduce the idea of completing a product for some one else. (other groups)

09.10 Groups

Tasks: Survey the shops between this building and NPL in order to inform people about where they might purchase things needed during the course. Display your results in G.S.

- Use of S/A
- Focus on information
- Participation by all members of the
- Bring some planning for sub-groups

10.00 Groups

Process review (Structured)

- Get into two column chart

10.30 BREAK

Tea Break

10.45 G.S.

Three min. reports, spiders web, observation why? observation for awareness chart
Handout # 29, 31.

11.15 Groups

Tasks: Paper pads

First run	11.15	- 11.50	- Demonstrate effectiveness of task re
Task review	11.50	- 12.00	- Raise issues of achieving standards.
Second run	12.00	- 12.30	- Cyclical use of S/A.
Task review	12.20	- 12.30	

12.30 LUNCH BREAK

14.00 **Groups** **Third run 14.00 - 14.15**
14.45 **G.S** **Process review 14.15 - 14.45**
 Reports, cyclical use of S/A
 Task reviews, Briefing for Individual S/A
 Handout # 6

15.15 **Groups** **Task: Sort the playing cards into order**
 (Individual S/A)

Preparation of Plans 15.15 - 15.50
 Select a Plan 15.50 - 16.00
 Action 16.00 - 16.10
 Review 16.10 - 16.35

16.35 **General Session** **5 min. reports on how plan was selected and**
 how closely the action followed the plan,
 Aim a general term benefits of clear aims,

- Show different people give emphasis in different stages of S/A
- Give individuals a chance to use S/A
- Check to see where groups are with S
- Get everyone charting.
- Indicate need for detail planning
- Show contributions of different stages of S/A.

TUESDAY, 18th MARCH, 1980

Programme

Aims

08.00 G.S.

Aims a general term, benefits of clear aim

08.00/15 Groups

Task: Mix packs of playing cards into maximum disorder on the table. (task working # 28)

- Provide contrast to card sorting
- Demonstrate how standards can help close down abstract aims like maximum
- Recognize open terms like maximum.

08.40 Groups

Process review (No: G.S. report)

09.40 G.S.

Vague terms, standards, time perspective in aims, why travel safely on roads, why because, what kinds of things you want to learn more about during this week. Give 10 min. Pick one of these things and ask why? Until you have gone up to 6 - 7 levels or until you get words like job satisfaction, happiness etc.

Handout # 13.

10.10 Break

10.15 Groups

Task: Share your aims with members of your group- Give groups practice in communicating. Agree on 3 - 4 aims that your group will work on for the rest of the week. ~~group will work on for the rest of the week~~ Give groups practice in communicating and agreeing on aims

- * Select at least one aim.
- * Set standards on selected aim.
- * Develop a plan to achieve that aim.

- Provide opportunity for people to produce a programme of their own choosing.
- Close down aims
- Have criteria by which groups can assess progress towards aims.

(Hint for coach: Take only one aim 1st deal with it and take another

11.25	Groups	<u>Task:</u> Make a display using botanical materials from outside this room.	- Try out process plan
^{12.05} 12.55	Groups	Process review	
12.20	Same LUNCH BREAK		
14.00	G.S.	Display results, reports, use of process plans Briefing for tower building. Handout # 43, 46, 14 - 5, 17, 18, 19, 48, 49, 50	
14.30	Groups	<u>Task:</u> Tower building for profit Handout # 11, 11 A	<ul style="list-style-type: none">- Show importance of E/A as a means of achieving aims through repeated use of information and testing ideas.- Encourage group for trial to get information while risk is low.- Need of information for planning.- Provide feedback on group achievement
15.30	G.S.	Tower building action	
15.45	Tea Break		
16.00	Groups	Process review (Structured)	
16.30	G.S.	High risk tasks, use of E/A # 29, 31, 12, 10, and 8	

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WEDNESDAY, 19th MARCH, 1980

ACTIVITIES

Aims

08.00	General Session	Schedule for the day.	
08.15	Task Groups	<u>Task:</u> Four letter words for assumption reports at 08.35 and 08.55 (Task workings H.O. # 5)	<ul style="list-style-type: none"> - Raise issue for assumptions - Work at actually breaking assumption - Provide additional experience of using S/A in cycle.
08.55	Groups	First Process Review	
09.20	Groups	<u>Task:</u> Four letter words (continued) Reports at 09.30 - 09.50.	
10.00	Groups	Second Process Review	
10.30	Tea Break		
10.45	General Session	3 min. reports; assumptions, active listening skills listing Task wording Handout # 27	
11.05	General Session	Skills, why skills, skill listing (35 min)	
11.50	LUNCH BREAK		
14.00	Groups	Skill listing/sharing	<ul style="list-style-type: none"> - Sharing information about everyone's skill. - Provide the group with challenge will develop confidence.
14.45	Groups	Skill Planning - each person make a plan for using his/her skill to help the group achieve its aims. Write the plan on a chart and display it next to your list of skills. Share plans with group members.	
15.35	Tea Break		
15.50	Groups	<u>Task:</u> Make a cartoon showing the members of your group using their process skills. Display our cartoon in S.S. room	Use process plan while doing a task
16.40	General Session	Handouts # 16, 24	<ul style="list-style-type: none"> - Show how different people's skill combined for a certain task can help for the progress.

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		<u>Programme</u>	<u>Aims</u>
08.00	G.S.	Lessons of experience log. man and machines, brief H.O.	
08.30	Groups	<u>Tasks</u> Preparation for H.O.	<ul style="list-style-type: none">- Raise the risk- Provide further practices on observation.- Get ideas from other groups- Use skill in front of others.
09.00	09.00	H.O. in action	
		# 1 Session 09.00 - 09.25 Action	
		09.25 - 09.35 Observation	
		# 2 Session 09.35 - 10.00 Action	
		10.00 - 10.10 Observation	If four groups
		# 3 Session 10.10 - 10.35 Action	2 groups at one room and two at another
		10.35 - 10.45 Observation	
		<u>Task 1.</u> Make a display using pictures with captions to illustrate things that have been significant to your group this week.	
		Standards: At least 10 pictures and captions.	
		2. List first aid practices you know of. Demonstrate one of the practices.	
		3. Design an emblem and slogan for this Programme.	
10.45	Tea Break		
11.00	Groups	Take account of H.O.	

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	<u>Programme</u>	<u>Aims</u>
12.00	LUNCH BREAK	
14.00	Groups	<p><u>Topic: Interaction</u></p> <ol style="list-style-type: none">1. Interview all course members to find out things at work cause (a) satisfaction and (b) dissatisfaction. produce a charted list of practical things that each of use can do at work to increase job satisfaction. <u>Note:</u> All course members includes the staff.2. Interview all course members to identify specific practices used effectively in working with your bosses to get a job done.3. Produce a charted list of these practices that we can use each of them in our work. <u>Note:</u> All course member includes staff.4. Conduct a lottery with prize among the members of the programme on the number of glasses in the building. One of the standards is that all the members of your group can participate with no special advantage.
16.00	Groups	Process Review.
16.30	G.S.	Reports 5 min, useful process practices Introduction of BAW Plan I (H.G. # 42)

16.55

G.S.

Three minute reports, my review, move
the excel part I
Handout # 4

- Get the group giving reports in G.S.
- Bring getting people to participate.

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