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END OF TOUR REPORT - ERROL D. RODDA
TEAM LEADER AND INSTITUTIONAL DEVELOPMENT SPECIALIST
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General

This report is for the period June 1985 - June 1987 during which the writer served as the first Team Leader and Institutional Development Specialist for the TIPAN Project. TIPAN is an acronym for "Transformation and Integration of the Provincial Agricultural Network," Northwest Frontier Province, Pakistan. The responsibilities of the Team Leader are described on pages C-7 and C-8 of the USAID/University of Illinois contract to provide technical assistance to the NWFP Agricultural University, the pertinent sections of which are reproduced below.

"The Team Leader shall be the contractor's project manager, with the authority to make day-to-day policy, programmatic and administrative decisions on behalf of the contractor. He shall also be an Institutional Development Specialist with experience in strengthening agricultural universities' research and outreach programs in developing countries.

In collaboration with AU's Vice Chancellor, other senior administrative officers and faculty members, as appropriate, the Team Leader shall:

1. advance institutional changes and organizational restructuring at AU and throughout the provincial agricultural network;
2. prepare and submit for USAID approval an annual master work plan covering all elements of the contractor's involvement in TIPAN, the first such work plan being due within 60 days of his arrival in Peshawar, and every year thereafter for the four year period of the contract;
3. devise a monitoring and evaluation system to measure progress towards master work plan targets;
4. supervise and facilitate the implementation of the impact data gathering, monitoring and evaluation system;
5. submit for USAID and AU approval annual work plans for long-term advisors;
6. submit for USAID and AU approval short-term technical assistance requirements on a quarterly basis, and prepare and submit scopes of work and resumes for USAID and AU approval prior to inviting individual consultants to visit the project site;
7. submit for USAID and AU approval participant training requirements on a semi-annual basis, and, for each candidate, prepare a training implementation plan covering proposed course of study, potential

area of thesis research, and proposed position for returned participant, for AU and USAID approval;

8. serve as the contractor's member of TIPAN's Management Advisory Group, which will direct day-to-day implementation of the project;

9. hold regular, but no less than monthly, meetings with the A&E contractor team leader to ensure coordination between physical and program improvements; and,

10. submit reports as detailed in Section 2.d., below."

The first item, to "(1) advance institutional changes and organizational restructuring....", is of greatest importance. Aside from (1), the Team Leader duties are fairly representative of institutional development contract administration; observations will be made only in regard to responses or circumstances of special interest.

Major Accomplishments

The first order of business was to prepare the assigned space for team use. Connecting doors were broken through walls to convert individual rooms to a functional business office. The rooms were painted and carpets, curtains, and air conditioners were installed. An administrative assistant, secretaries, and drivers were personally interviewed and tested. They were then trained in University of Illinois and USAID procedures. Close supervision was required.

A merger of the provincial agricultural research system and the NWFP Agricultural University was one of the main objectives of this comprehensive institutional development project to link teaching, research, and outreach. Essentially no progress was made until December 1985 pending issuance of a merger ordinance. The stalemate was broken by getting Fazle Haq, Governor of NWFP, Imtiaz Sahibzada, Additional Chief Secretary for Planning and Development, and Vice-Chancellor G. M. Khattak together with the TIPAN team for dinner at the Team Leader's house. An understanding was reached that we should proceed immediately to effect a functional merger while the administrative bottlenecks involved in the ordinance were being worked out. A meeting of Vice-Chancellor Khattak with all research station directors was held shortly thereafter to signal that the merger was moving forward and that he was assuming administrative direction of the merged system. Excellent progress was made in advancing institutional changes and organizational restructuring in the combined system. The following positions were filled:

- a. Pro-Vice-Chancellor, Dr. Nurul-Islam Mian
- b. Director of Teaching, Prof. Hafiz Inayatullah
- c. Director of Research, Director Mohammad Siddiq
- d. Director of Outreach, Director Rauf Khattak

The Agricultural University continued the transition to the term system and made good progress in improvement of teaching methods and administration of examinations.

Effective communication between the teaching, research, and outreach functions of the university began with weekly counterpart meetings started after the appointment of Rauf Khattak as director of outreach. Weekly meetings of the three university directors and the director of the campus farm with the TIPAN team were started February 1, 1987. These proved to be an effective forum. The meetings were chaired in rotation by our Pakistani counterparts. They were responsible for developing the agenda for the meeting chaired. This was done in cooperation with their team counterpart.

Work plans were developed by quarters one year in advance. The work plans were updated after submitting each quarterly report and extended by a quarter to keep one year ahead. This "rolling" work plan required continual reassessment of both goals and progress, making the work plan generally much more useful than if done only once each year.

The participant training program, both degree and technical, provided the best indicator of measurable progress. As of June 30, 1987, 32 participants were enrolled for advanced degree programs and one had completed requirements for the MS degree. Twelve had been accepted for Fall 1987 enrollment in advanced degree programs and three were still under consideration.

Fifteen short-term TA assignments were completed in areas ranging from animal husbandry to rural social science. Preparation of requests for short-term TA was done in consultation with department heads and deans but generally required team input for both initiation of requests and preparation of scope of work statements.

Implementation of the project was effected mainly through interaction with the Vice-Chancellor and the USAID Project Officer. The Management Advisory Group (MAG) met infrequently. However, the weekly counterpart meeting as originally conceived (limited to the directors and the team) showed promise of filling much of the MAG role.

Because each team member had such broad responsibilities, the team appeared to be producing more paper than concrete results. Therefore, each team member was requested to undertake some activity with the department of their professional specialization. The team leader worked with the head of the Department of Agricultural Mechanization to prepare a 34-page publication, "The Curriculum and Courses for B.Sc. (Hons) and M.Sc. (Hons) in Agricultural Mechanization/Water Management." This became a model for the rest of the university.

Coordination with the A&E contractor was limited due to delays in the design and contracting process for the proposed physical improvements.

A few other representative accomplishments attributable in some way to the Team Leader's assignment are summarized below.

Initial visits were made to 13 on-campus academic departments and to field outreach/research sites in NWFP, all part of the Agricultural University. Orientation presentations and discussion meetings were held as part of all 28 meetings. Over 70 percent of all faculty members, on- and off-campus, were present in these meetings.

An Equipment Review Committee was established to refine the lists of equipment/supplies and to recommend priorities on items to be purchased through TIPAN for the Agricultural University. Lists of needed equipment/supplies for teaching, outreach, and research were formalized for 13 on-campus academic departments.

Guidelines for selection of long- and short-term contract staff were approved and implemented by the collaborating institutions.

A proposed schedule for short-term technical assistance for Phase I was developed.

A university-wide seminar was held to orient faculty and students on the objectives of the TIPAN Project.

Provincial administrative action was taken on the merger of the off-campus agricultural research sites/program/personnel with the Agricultural University.

The Agricultural University signed a Memorandum of Understanding with the Nuclear Institute for Food and Agriculture (NIFA), Atomic Energy Commission, for cooperation.

A Memorandum of Understanding for cooperation between the Agricultural University and the NWFP Extension Division was signed.

Interaction with other USAID projects and with other donor organizations increased dramatically. Coordination with PARC/CIMMYT in the Collaborative Maize Research Program was a good example. Efforts continued to develop national research linkages.

The Computer Laboratory was heavily used. Additional faculty training was instituted. Computer orientation was included in a faculty development program conducted on campus for research station staff. An order for 38 more units was placed for teaching, research, and administration requirements. Operation of the Computer Laboratory was used to set new standards for the Agricultural University in both instruction and teaching environment.

Significant progress was made in the conduct of fair examinations under the term system. The Director of Examinations, the Director of Teaching, and the faculty took a firm stand on this issue, with strong

support from both the Vice-Chancellor and Pro-Vice-Chancellor. This was good for faculty morale. New course outlines, examinations, and grading procedures were reviewed. Supplemental textbooks for new courses were selected and ordered. A list of candidates for the institutional TOEFL (Test of English as a Foreign Language) test was developed. English language classes were planned for on-campus and off-campus faculty. A new English writing course was started for first- and second-year students; total enrollment was about 300 students. A film series for students was started. Student evaluation of instruction was initiated. A student internship program was planned for about 100 second year students.

A weekly on-campus seminar series was initiated. TIPAN team members, persons on TDY, and AU faculty members made presentations. Members of the University of Illinois/Southern Illinois University computer team gave seminars on computer usage at five off-campus locations. This was the beginning of the off-campus research/outreach station seminar series.

The continued attention of the Team Leader to the achievement of measurable progress toward the goals expressed in the TIPAN Project Paper provided the basis for formal evaluation of the project.

Constraints

The limitations on the number of both resident team and TDY personnel were severe constraints to achievement of the project goals.

The Agricultural University had a limited number of qualified staff to provide the leadership required to carry out major changes. Faculty away for training will return to develop into leadership roles. Meanwhile, the relatively few senior persons have had to carry a heavy load in project implementation as well as meeting faculty needs for instruction of a growing student body.

Student unrest, mostly at other universities, coupled with a lack of support from the political system to maintain order on any campus, has made it difficult for the Agricultural University to keep the instructional program in operation. This also affected progress toward the merger of the agricultural research system with the University.

Delays in finalizing the campus construction program have had a severe impact on the instructional program as well as on faculty morale.

On the campus side, there are constraints to be overcome in the way business is conducted internally. These involve both procedures and standards. Lack of a campus-wide internal communication system is a

severe handicap. Lack of dependable electrical power, natural gas, and water affects both classroom and laboratory performance. Facilities to maintain new research and instructional equipment are inadequate.

The following constraints to successful implementation of the project are discussed in relation to provisions of the Project Paper insofar as possible.

1. "This project was designated a Title XII activity by A.I.D. to be implemented in the collaborative assistance mode. This presumes a very close collegial working relationship among A.I.D., the U.S. university, the A&E contractor, and the host country implementing institution. The administrative mechanisms proposed for this project are consistent with the establishment of this relationship."

The management approach by USAID personnel to date has been to control inputs rather than to monitor outputs.

2. "ARD will assign a senior U.S. direct-hire Agricultural Development Officer, with a technical background in agricultural research and demonstrated capabilities in managing a multi-faceted agricultural development program, to serve as Project Manager."

First, there is an inconsistency in the wording of the above statement. The Vice-Chancellor is specifically designated as the Project Manager in the Project Paper. The above statement applies to the Project Officer. It is recommended that the qualifications of the Project Officer be reviewed for conformance with the Project Paper statement.

3. "A Management Advisory Group (MAG) will be established to maintain, during implementation, the collaboration evolved during project design. The group will be responsible for the continuing monitoring and evaluation system described in Section IV.E.I., and will serve as the primary forum for raising and solving all implementation issues. It will be jointly chaired by the Vice Chancellor and the USAID Project Officer."

The Management Advisory Group met infrequently and did not function as intended.

4. A condition precedent to project implementation was the issuing of an ordinance merging the provincial agricultural research system with the Agricultural University.

Delays in meeting this requirement hindered effective project implementation. The ordinance was finally published March 19, 1987; the "appointed day" (the day on which the provisions of the ordinance were to become effective) remained to be designated at some later time. It was subsequently set as May 15, 1987.

Conclusion

The accomplishments of the Agricultural University and the TIPAN team during the tenure of the first Team Leader provided the basis for the initial project evaluation. It is hoped that their accomplishments will reflect favorably on all concerned. The excellent support of the Regional Affairs Office, Peshawar, was essential to the project and deserves appropriate recognition as part of this report.