

BIBLIOGRAPHIC DATA SHEET

1. CONTROL NUMBER
PN-AAJ-687

2. SUBJECT CLASSIFICATION (695)
DC00-0000-G326

3. TITLE AND SUBTITLE (240)

Action-training in project planning and management; a review of the experience of the National Planning Project, USAID - Government of Jamaica, 1976 - 1979

4. PERSONAL AUTHORS (100)

Kettering, Merlyn

5. CORPORATE AUTHORS (101)

USDA/OICD

6. DOCUMENT DATE (110)

1980

7. NUMBER OF PAGES (120)

37p.

8. ARC NUMBER (170)

JM338.91.K43

9. REFERENCE ORGANIZATION (130)

USDA/OICD

10. SUPPLEMENTARY NOTES (500)

11. ABSTRACT (950)

12. DESCRIPTORS (920)

Project implementation	Project planning
Project management	National planning
Development strategy	Training methods
Program planning	Jamaica

13. PROJECT NUMBER (150)

532003900

14. CONTRACT NO. (140)

DS/RAD

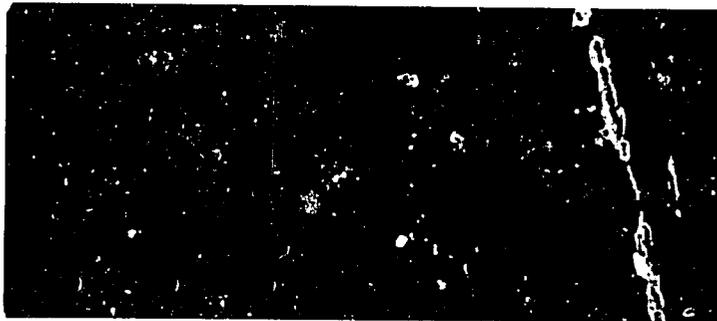
15. CONTRACT TYPE (140)

16. TYPE OF DOCUMENT (160)

JM
330,411
R43

PA-RAJ-687

DPMC



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ACTION-TRAINING
in
PROJECT PLANNING & MANAGEMENT
A Review of the Experience of
The National Planning Project,
USAID - Government of Jamaica,
1976 - 1979

written by

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USAID/Jamaica Project
(532-0039)

April 1980

PREFACE

This paper is an interim report by Dr. Merlyn Kettering on the Jamaican experience with the National Planning Project. The National Planning Project was made possible from a grant from USAID, Kingston. The initial impetus of the project was to help Jamaica prepare and implement projects that could be financed by foreign donors and lenders. The Development Project Management Center (DPMC) was asked to help in the design of the project. As the design of the project proceeded and high level officials were consulted, the project scope was enlarged. In addition to helping Jamaica plan and carry out foreign financed projects, the project was to institutionalize a Jamaican capability to train Jamaicans to plan and carry out projects and to consult on projects. It was contemplated that an action-training mode would be used, i.e. trainees would be assigned to real projects. As part of the training they would work on their project, with the instructors serving as consultants for the life of the project.

The present report describes how, in order to respond to Jamaican needs, the scope of the project, including the action-training approach, was enlarged and modified.

Dr. Merlyn Kettering, a specialist in project management and organizational development, has served as an adviser consultant to the National Planning Project since its beginning.

Morris J. Solomon
Coordinator, DPMC
Washington, D.C.
March 24, 1980

Table of Contents

	page
I. The Problem	1
II. Response to the Problem	1
A. The Action-Training Approach	2
B. The Training-Consultancy Team	3
III. Application of Action-Training in Jamaica	5
IV. Modification of The National Planning Project	6
A. Building a Project System	7
B. Institutionalization of Project System	7
C. The Project Profile	10
D. Role Training For Project Development	11
E. Diversification of Training Interventions	12
F. Broadening the PDRT Conception of its Training Role	15
G. Location of PDRT and Its Sponsor	15
V. Project Results	16
VI. Considerations in Design of Future Project Management Programs	20

List of Illustrations

1. Action-Training Model	2
2. The training-Consultation Team and Project Work Groups	4
3. An Overview of the Project Planning System	8
4. Roles of Project Personnel In the Stages of a Live Project	12
5. PDRT Matrix of Action-Training Interventions	14
6. Growth in Various PDRT Activities	17
7. Number of Projects Directly Assisted by PDRT Training and Consultation	18

List of Attachments

1. Project Planning and Management Series	
2. Type of Assistance to Projects by The Project Development Resources Team, Funding and Status of Projects As of August 25, 1980, Under The National Planning Project of Jamaica	

ACTION - TRAINING
IN
PROJECT PLANNING AND IMPLEMENTATION

A Review of the Experience of
The National Planning Project
USAID-Government of Jamaica,
1976 - 1979

By: Dr. Merlyn Kettering

I. The Problem

Jamaica in the Mid-1970's faced the need to attract and mobilize capital as a critical contribution to its development program. One major source of external financing is donor and lending agencies which provide project development assistance. Jamaica's ability to mobilize external capital inflows from these agencies was seen largely as depending on Jamaica's capacity to prepare and present sound and sufficiently attractive projects to lenders and to demonstrate improved performance in the implementation of the projects.

II. Response To The Problem

The National Planning Project was initiated in late 1976 by the Jamaican Government with the assistance of USAID Jamaica. The purposes were (1) to improve the capability of the Jamaican Government to plan and carry out development projects, (2) to increase the flow of development capital, and (3) to improve capital utilization through accelerated and successful project implementation. Two innovative elements in the National Planning Project were:

- a. The "action training" approach
- b. The training-consultancy team

A. The Action-Training Approach

The action-training approach is characterized by an emphasis on in country, on-the-spot-training of persons actually responsible for "live" projects. Action training is tailored to answer the needs of people engaged in real project activities; action-training makes use of their own project activity experiences and project problems as focal points of the training.

It is a type of systematic, action oriented, in-service training which, by its very nature, performs practical functions in development of projects. In practice, projects to be used in action-training are selected by a sponsoring agency or ministry and a project work group is assigned to the development of the project. The project planning team is first given a brief initial training during which they begin to plan the project. This is followed by a period of consultations and workshops until a complete project plan is developed. If a project is authorized for implementation, a project implementation team is appointed and receives initial training followed by consultations, workshops and progress reviews. Figure 1 illustrates the original conception of how action-training would work.

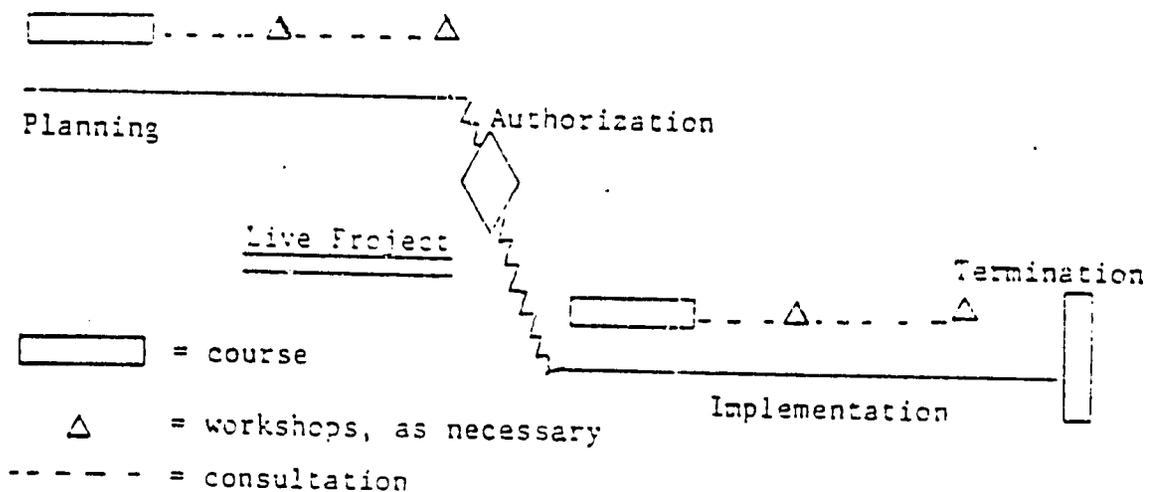


Figure 1 - Action-Training Model

The Training-Consultancy Team

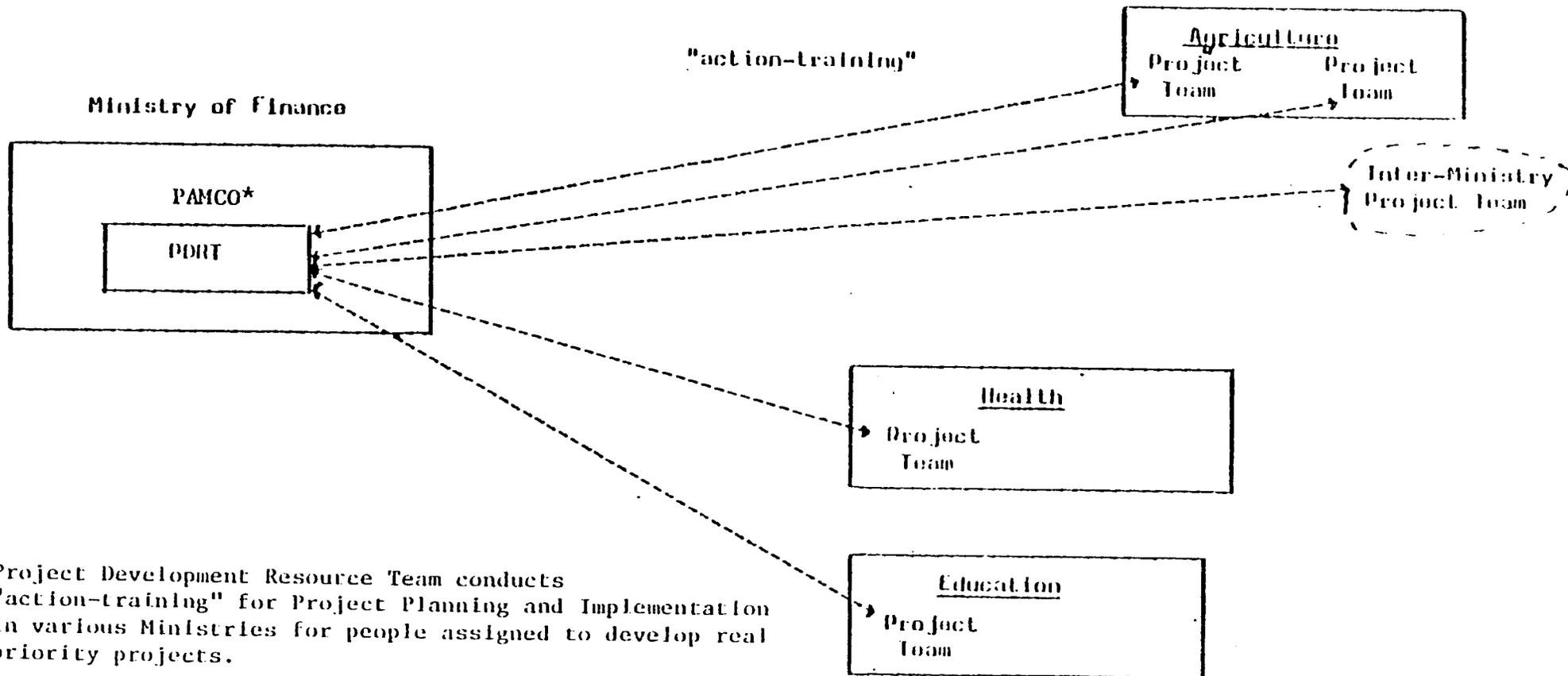
To carry out action-training, a central training-consultancy team, the Project Development Resource Team (PDRT) was to be set up in a key, central location in the government of Jamaica. This was to be a local, multidisciplinary team, knowledgeable and experienced in project planning and management, composed of a financial analyst, an economist, and engineer and an agriculturist. Two expatriates (an agriculturist and an engineer) were to assist in the development of the PDRT during the first two years. In addition, there were provisions for short term consultancy to work on specific aspects of planning, planning of implementation and management of projects.

Developing training materials, recruiting the services of both long term and short term consultants and other technical support were to be provided by the Development Project Management Center (DPMC) of the United States Department of Agriculture. Materials were to be developed into manual form for use by the PDRT and others.

A major goal of the National Planning Project was to establish an institutionalized Jamaican capability to carry on with an "action-training" program for projects. This was a very important element of the project because it would reduce dependency upon the lending agencies for project planning and management expertise. The costs, for the Nation and for the agencies, of external consultants would be lowered and there would be more effective use of technical assistance in projects.

The establishment of the Project Development Resource Team (PDRT) with the capabilities to promote action-training for pre-investment and implementation planning increases the realism of project plans through the combination of local expertise with foreign expertise. It integrates the project more closely to its immediate environmental setting.

The establishment of a multi-disciplinary team was difficult because of the



Project Development Resource Team conducts "action-training" for Project Planning and Implementation in various Ministries for people assigned to develop real priority projects.

* PAMCO (Project Analysis and Monitoring Company) was formerly the Projects Division of the Ministry of Finance

Figure 2 : The Training-Consultation Team and Project Work Groups

departmentalization in the civil service. Initially the lack of established posts was resolved by temporarily assigning persons to the team. This problem affected the entire Projects Division as well as the PDRT. It was eventually solved by the creation of a statutory body from the Projects Division--The Project Analysis and Monitoring Co. Ltd., (PAMCO)--which could have more flexibility in hiring so as to attract highly qualified persons from a wide range of disciplines. Although the recruitment of persons is no longer a problem, the tenure may be a continuing problem with the team.

Persons are now on contract and may terminate to go to more attractive posts or to return to the security of the civil service. There has not been enough experience to determine what the effects of this form of institutionalization will have staff turnover. However, the PDRT and PAMCO, as a whole, is now staffed with high quality personnel.

III. Applications of Action-Training in Jamaica

In summary, the mandate of the PDRT, as the unit responsible for action-training in Jamaica, was as follows:

- a) to utilize "action-training" so that all training results in direct and immediate project development;
- b) to increase project planning, implementation planning and management capabilities throughout the government, especially at implementing levels, to support policies of government decentralization; and
- c) to become an institutionalized indigenous unit capable of carrying on training and consultation for future development of in-country capabilities in project planning, implementation planning and management.

The PDRT was established within the Projects Division of the Ministry of Finance. The PDRT was to accelerate the movement of projects through the planning and implementation stages by training and consulting with project work teams. Figure 2 illustrates the relationship of the PDRT with the Ministry of Finance and the Sponsoring/Executives Agencies, the latter being the clients to be served by the PDRT. It should be noted that the arrows in Figure 2 point in both directions. This reflects the PDRT's awareness of its need to learn from ministry personnel. The stance of "learner" is critical for all involved in the project including the training consultation team and the advisors as well.

At the beginning of the project the Jamaican authorities asked that the initial emphasis be on planning and on projects for the agricultural and industrial sectors. The focus on planning was consistent with the objective of attracting foreign capital. As projects were developed and approved, action-training was expanded to include implementation and management. Later the training was also expanded to health, education and other sectors.

IV. Modification of The National Planning Project

Projects are models of causation to produce desired change. They are based on sets of hypotheses and assumptions about how the world is, how it acts and how it can be changed. Project papers tend to convey the impression that projects, when properly planned, are like a set of blue-prints which can be handed over for execution and easily transformed into reality within a reasonable time period. Most development projects have a great deal more uncertainty than is implied by these written intentions. This tends to be particularly true of institution-building and organizational change projects, such as the National Planning Project. A high degree of uncertainty and ignorance about the project environment and the factors of causation combine to produce circumstances throughout implementation which require substantial modification in original project plans.

Major modifications in the original plan for the National Planning Project, included the following:

- . Building of a Project Planning System Which Training Would Support.
- . Institutionalization of Project System,
- . Introduction of a Preliminary Proposal Document--
The Project Profile--as part of the Project System
- . Diversification of Training For Different Roles in Project Planning,
Implementation Planning and Management.
- . Diversification of Training Interventions For Different Situations
- . Broadening the PDRT Conception of Its Training Role, and
- . Relocating the PDRT and Its Sponsoring Agency To Overcome Staffing
Difficulties.

A. Building a Project System

The PDRT was seeking to introduce project management training which would serve the decision makers. There was no coordinated system for project identification, appraisal, planning and approval to which the training could relate. Intensive study and discussions with Jamaican officials resulted in the designing of a Jamaican Project System and the subsequent adoption of this system by the Jamaican Government. The project planning system has evolved into a definite form after considerable experience with actual projects over the past three years. The system involves the development of standardized formats for project documents so that comprehensive and comparable information is forwarded on all projects to facilitate analysis and the decision making processes.

At designated points in the process, and with data submitted in given formats, decisions are made about the project using criteria of priority and worthiness. The process and content of the project system form the basis for the PDRT training programs. Figure 3 represents an overview of the Jamaican Project Planning System. It indicates a series of project studies of successively increasing costs. Of course the system is only a model. The time, number and depth of pre-investment studies will vary depending upon the size and complexity of the project as well as other variables. The PDRT tailored action-training to support the performance of the newly established Project Planning System, rather than focusing solely upon selected projects.

B. Institutionalization of Project Systems

An important lesson from the project is that action-training must fit within coherent systems of project planning, selection and monitoring. One of the first tasks of PDRT was to design a Project Planning and Decision-Making System. This system has evolved into an accepted process for government decision-making on projects. At the Identification Stage, an inter-ministerial Pre-Selection Committee judges the merits of

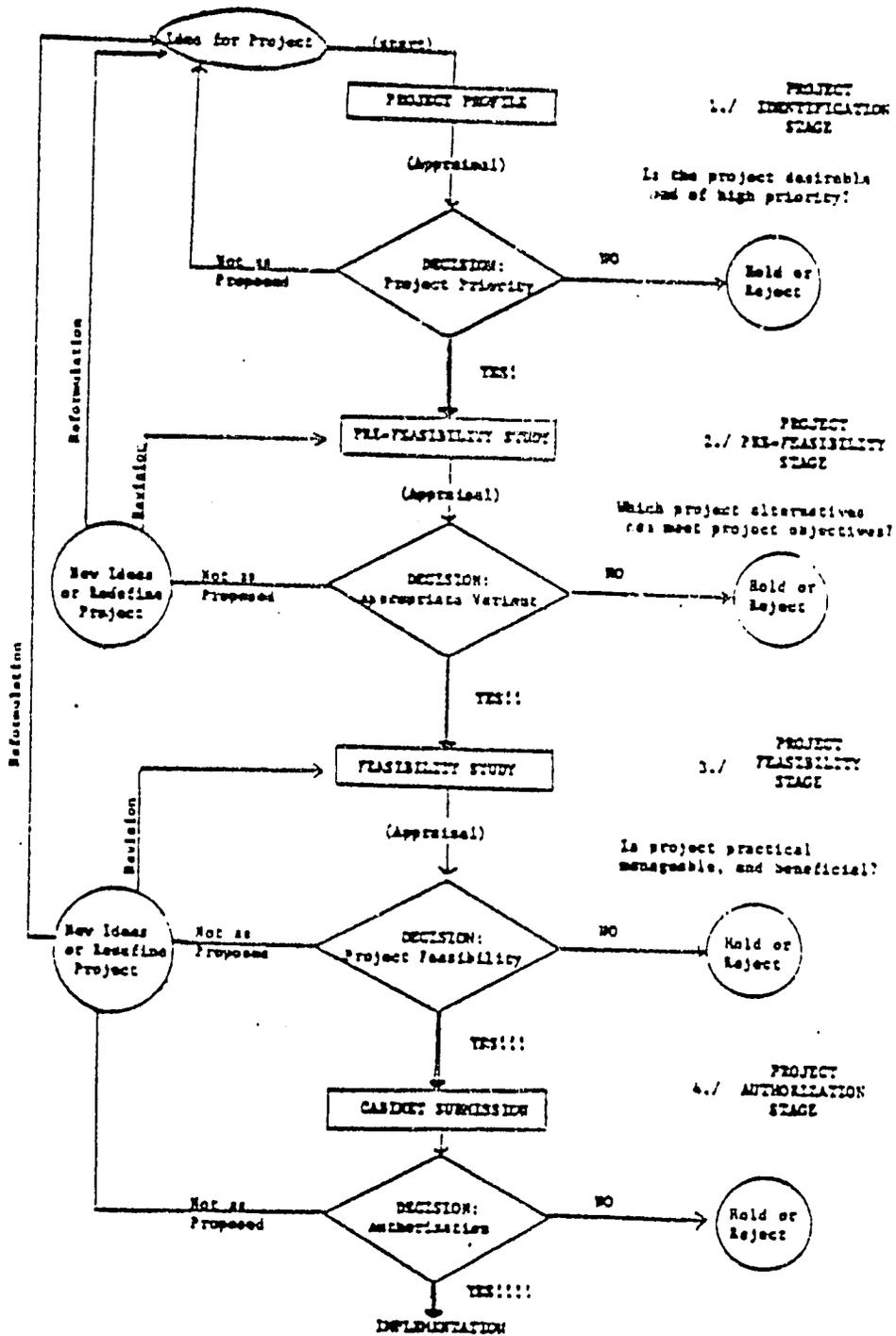


Figure 3 - An Overview of the Project Planning System Highlighting Decision Points, Project Preparation Documents, and Decision Flows in the System.

the project idea in light of national and sectorial priorities. The Pre-Selection Committee is composed of representatives from all key Ministries and Agencies involved in development, such as National Planning Agency, Scientific Research Council, Project Analysis & Monitoring Company, Minister of State for Planning, etc. It can promote a project for further study (involving more extensive investigation and the expenditure of pre-investment financing for feasibility studies), recommend implementation, request clarification or reformulation regarding aspects of the project, or reject the project. The decision of the Pre-Selection Committee must be reviewed and approved by the Economic Council before it is official. This decision point permits early discussion on the desirability of pursuing further study on ideas submitted, through sponsoring ministries, on the Project Profile. PAMCO serves as secretariat to the Pre-Selection Committee and coordinates the appraisal of the projects advanced to pre-investment study stage.

In addition to the Project Decision-Making System, project monitoring systems are being established to facilitate the expediting of project implementation. PAMCO plays a central role in project monitoring to ensure effective and efficient use of foreign exchange on capital investment projects. This has also resulted in an expansion of the training role for PDRT to include more emphasis on implementation planning and management problem-solving as opposed to an earlier focus upon project pre-investment planning.

The introduction of project planning and monitoring systems involves significant change in organizational systems and behaviours. This is not a quick or easy process and requires that the PDRT have expertise and experience in the approaches and techniques of organizational change and development. The project design did not recognize the importance of this aspect of the project. For example the qualifications of the PDRT and the project advisors did not include skills relevant to organizational development, training and consultation. While the critical role of systems

development and organizational change was not reflected in the project design, the need for these skills and activities were recognized and provided for at the early stage of implementation.

C. The Project Profile

At the core of the project planning system is the Project Profile. This document represents the first formal conceptualization of a project. It facilitates a relatively short but complete description of the project. Designed to answer the most basic and relevant questions about projects at the earliest stages of formulation (why, what, who, when, how), the project profile provides a standard format which can be used and adapted for a wide variety of projects. Its function is to ensure that adequate information is at hand when the first decisions about the desirability of a project are made. The Project Profile is relatively simple to prepare, because it is based upon existing and readily available data. From a Project Profile, the areas in which data are still required may be identified, thus the Project Profile itself should involve only a modest expenditure of time and money.

One unforeseen impact of the project has been the wide use of the Project Profile developed by the PDRT. Its use in Jamaica has increased the number of project ideas flowing into Ministries, the participation of field staff in project preparation, and the elimination of non-priority or undesirable project ideas. The Project Profile has been adopted by a number of organizations working at the community level; its simplicity permits easy and early development of project ideas which can be further formulated by communities with the assistance of specialist advisors from both government and nongovernment agencies. One agency, Community Enterprise Organization Company, is responsible for the development of community projects to increase the growth and sufficiency of small communities. This agency depends heavily upon the Project Profile for basic project development. The Project Profile has also ensured better use of pre-investment study funding for projects which have been pre-selected.

The Project Profile also facilitates more rapid development of projects. This was demonstrated for example in 1979 when Jamaica experienced extensive flooding. The emergency relief committee required an immediate flow of project ideas to form a disaster relief program. The Project Profile became the major vehicle for submitting ideas for appraisal and incorporation into the larger rehabilitation program.

The Project Profile is an extremely important document. It permits the development of a relatively large inventory of project ideas from which projects may be selected for presentation to international agencies-- with a minimal training in planning and appraisal.

D. Role Training For Project Development

The original project design considered that training would be addressed to project teams responsible for the two primary phases of actual projects, a) planning before authorization and b) planning of implementation and management after authorization. In examining actual projects, it became clear that different persons and units performed a wide variety of tasks in relation to every project. The capacity to develop projects was dependent upon everyone knowing how to perform their role well rather than one team knowing about all roles. These roles may include project identification, project profile preparation, project appraisal, feasibility study, managing consultants, etc. The PDRT adapted the action-training model so that it would be geared to narrower roles that specific working groups were being asked to perform. For, example, the Project Profile is drawn up by one set of people; its official appraisal is done by another set; the feasibility study by still another, etc. This led the PDRT to tailor the training to a larger number of specific roles corresponding to roles in actual projects. The major focus of action-training to the present, has been in five major areas: Project Profile Preparation, Project Implementation Planning, Project Management, Project Administration and Project Appraisal.

From this discussion, it can be seen that "action-training" is not simply a method of training. It has been found necessary to have a capability within the PDRT for all types of interventions because of the variety of demands and opportunities to which the PDRT must respond.. Action-Training is an approach to training which is not confined to a single model, but can be determined by the needs of the trainees or the projects which are incorporated in the training. "Action-Training" can have an alternating focus upon ACTION or TRAINING as well as the integration of these complementary but competing objectives. Figure 4 illustrates the various roles that have a place in most projects in Jamaica. Training is seen as a means of giving the required skills to those who will be carrying out these roles.

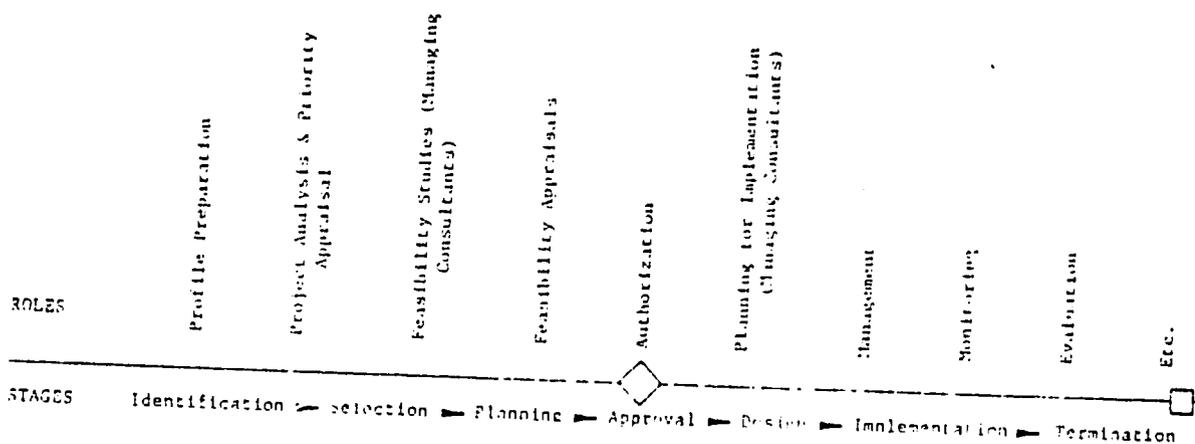


Figure 4 - Stages of a Live Project and Some Different Roles of Project Personnel

E. Diversification of Training Interventions

It was found useful to provide a broader range of training interventions than was anticipated. For example, the PDRT has given a one-day overview of project management to high level government officials

and members of the political directorate; one-day consultations with a project group on specific planning or implementation problems; university lectures, etc. While the action-training approach was retained, it was found that there was scope for a varying mix of action and training.

Action and training represent the two complementary objectives in this approach:

ACTION: Developing Real Projects

TRAINING: Developing Human Skills

These objectives are complementary, but also can be competitive. The persistence of traditional perceptions of training forces the demand for a "certificate" as the end product of the course (TRAINING). In contrast, the urgency for successful projects forces the demand for moving projects, regardless of the training involved (ACTION).

In certain training activities of the PDRT, the two objectives are well integrated and complement each other so that the real projects are developed while training is conducted. In other instances, the objectives are not combined well and may compete with each other. In certain project workshops, the PDRT is given the mandate to see that the project is developed, therefore, action is the focus, not training. In some courses, training is the focus, project simulations are used, but no actual projects are developed. The expectations of the client Ministries or Agencies and the availability of real projects for certain training exercises often determine whether ACTION and TRAINING may be integrated in a single course. The PDRT has balanced the forces by differentiating the training interventions to include the variety of interventions shown in Figure 5.

The specific content of any training intervention is determined by the roles of the persons being trained with respect to real projects and the status of development of the projects used in the training. As different persons have different responsibilities toward projects at

	action - - - - - ACTION	
T R A I N I N G	<u>action-training</u> seminars lectures surveys project study	<u>ACTION-training</u> PROJECT consultation PROJECT workshops PROJECT reviews PROJECT appraisals
T R A I N I N G	<u>action-TRAINING</u> administration COURSE planning SEMINARS analysis SEMINARS "in-country COURSES"	<u>ACTION-TRAINING</u> PROJECT PROFILE COURSE IMPLEMENTATION PLANNING COURSE PROJECT MANAGEMENT COURSE PROJECT WORKSHOPS

Figure 5 - PDRT Matrix of Action-Training Interventions

different points, action-training attempts to give them the specific tools and understanding necessary for the performance of their specific tasks. In addition, the training focuses on the actual problems encountered on a real project rather than on general presentations. For example, a session is given on Appraisal Criteria, only as this is relevant to the actual project being developed and the responsibility of the project team.

As discussed previously, different training interventions emphasize more strongly either action or training. Seminars, for example, de-emphasize action but highlight content. Consultation and workshops, de-emphasize content and emphasize action.

Seminars have played an important role. They are useful for top level officials who cannot attend workshops, but must be familiar with project planning and management. They are also useful to introduce and explain innovations such as the project profile and the project planning and monitoring systems. Seminars have helped to establish the program of PDRT by giving both visibility and credibility to the team.

Administrative courses have been important in helping to establish linkages with other training institutions and building a training reputation; project profile and project implementation courses have been most important for establishing a reputation for the PDRT as a practical and useful training-consultation team. Consultation has been an important means for establishing credibility and introducing Project Profiles. Extended two to three weeks, Project Management Workshops have permitted the development of management plans for specific projects, directly involving project managers in the process.

F. Broadening The PDRT Conception of Its Training Role .

As can be seen from the activities described above, the PDRT broadened its mandate to include taking an active role in the creation of a Jamaican Project System in order to facilitate training as well as project planning and management. In addition, the PDRT has provided training assistance to other training institutions in Jamaica. For example, when the Administrative Staff College was set up by the Public Service Commission, the PDRT helped design and provide lecture and consultation inputs for courses in project management. The PDRT has assisted with the development of planning and implementation units and systems in various Ministries and Agencies. The PDRT encouraged the Ministry of Agriculture to continue to give a course on project profile preparation to local extension personnel using Ministry of Agriculture Staff. The PDRT members have been guest lecturers at special programs such as one on project management at the University of West Indies. Thus, the PDRT becomes actively involved in the total training programs relevant to projects and organization development to support overall project performance of Selected Ministries and Agencies.

G. Location of the PDRT and Its Sponsor

The PDRT was located in the Projects Division of the Ministry of

Finance. The original expectation was that government civil service positions for members of the PDRT would be available. This was never accomplished. Instead, members of the PDRT were seconded or temporarily assigned from various ministries on a short term basis. This involved frequent staff position vacancies, uncertain career prospects and in one case a reduced salary. The project was able to function effectively because of the continuity provided by expatriate advisers and the enthusiasm of the Jamaican members of the PDRT despite their uncertain tenure. In the Spring of 1979, the Project Division, including the PDRT, became part of a public corporation (PAMCO) which acts as an agency of the Ministry of Finance. This permitted recruitment of personnel on a more flexible and permanent basis.

Within specific Ministries, the training activities of the PDRT has increased the awareness of the need for more rational project planning, project appraisal, and monitoring systems. The PDRT is assisting with the development of Ministry-level systems to parallel the government-level systems being established. This will facilitate the flow of projects and the use of financial and technical assistance on projects at the field level. To impact favorably on both planning and implementation of projects, it is necessary that PDRT establish an interactive relationship with Ministries and other operating agencies.

V. Project Results

A.) Number of Participants By Type of Intervention.

In its three years of existence, the PDRT has carried out training and consultation interventions in response to requests from responsible Jamaican agencies. Figure 6 shows the number of participants (cumulative) in the various types of training and consultation interventions. It should be noted that the implementation courses started late but are becoming a more prominent part of the workload as time goes on.

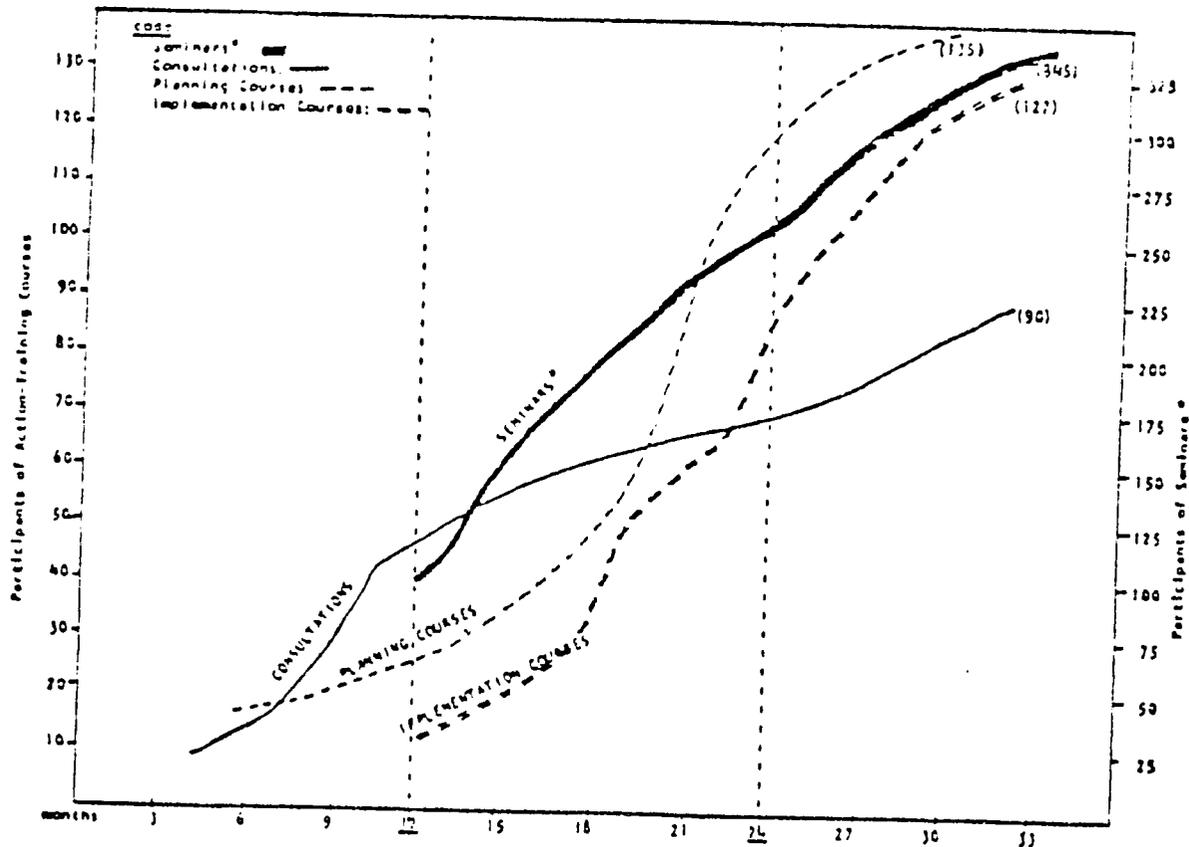


Figure 6 - Growth in Various PDRT Activities (by number of participants)

B.) Number of Projects By Type of Intervention.

The original project called for the selection of "priority" projects to be developed. The shift to roles, as the organizing focus for training, caused a change in characteristics of projects selected. Also a larger number of projects were affected than originally planned in response to specific needs of the Jamaican Government and in support of the Project System. Figure 7 shows the number of projects over time.

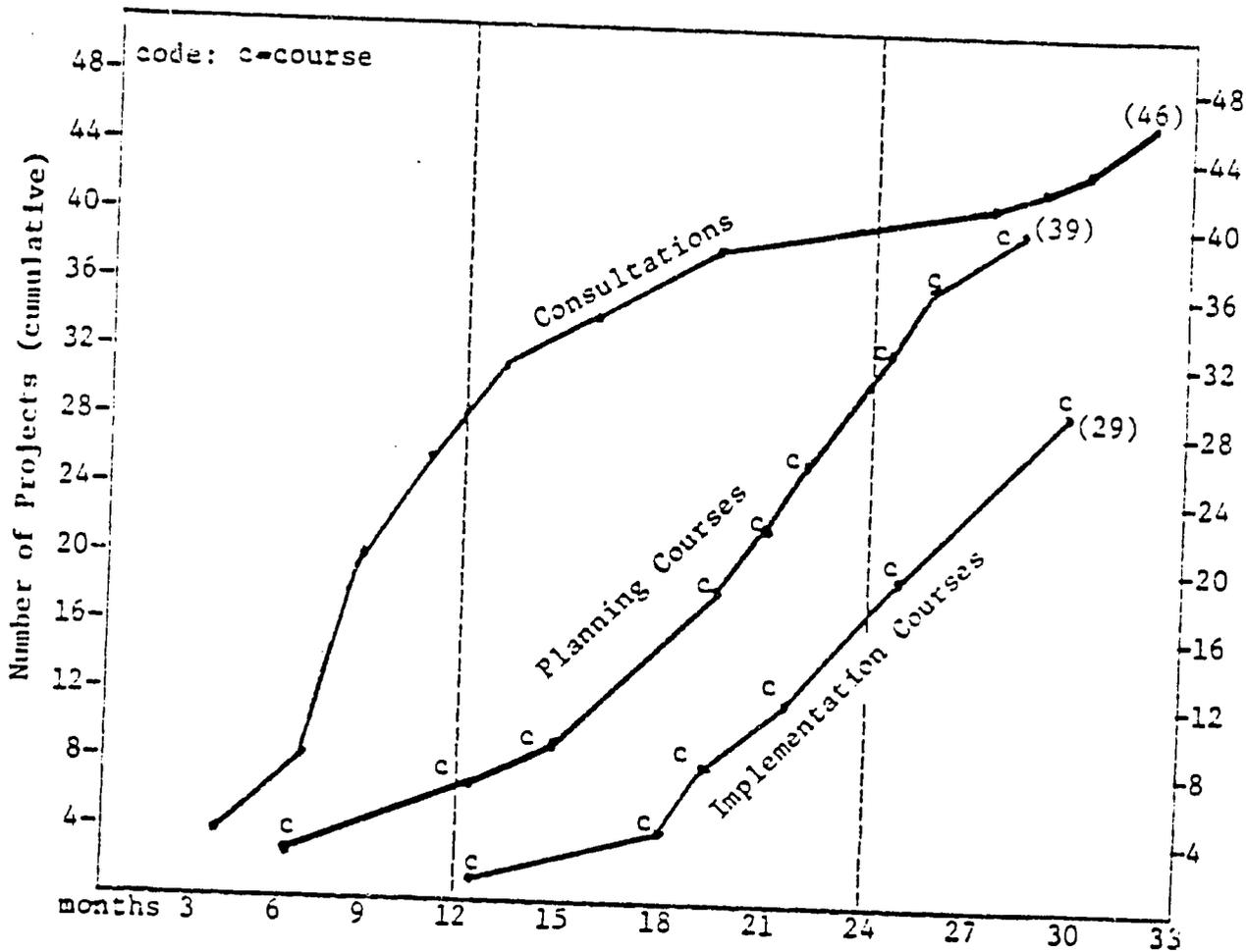


Figure 7 - Number of Projects Directly Assisted by PDRT Training and Consultation*

*"See Attachment 2 for a Partial Listing of Projects Assisted by The Project Development Resources Team As of August 25, 1980"

C.) Materials.

The original project called for the writing of a manual as a product of the National Planning project. The PDRT/PAMCO has prepared the Project Planning and Management Series which it is hoped will be published in the very near future. It presently consists of four manuals and forty-five modules (see Appendix A). The series is designed with a great deal of flexibility so that other manuals and modules can be added as materials are developed. In training-workshop situations, it is sometimes possible to use only one or several modules without the manuals and in other instances both the manual and some modules would be used.

D.) Training.

The action-training approach is now widely accepted with respect to project training in Jamaica. An Administrative Staff College has been created in the past two years which focuses upon training for high-level government officials. A former member of the training-consultancy team was initially recruited to establish a Project Training Course (Division) and instituted a variation of "action-training" for the administrators who attend the course. Another former member of the training-consultancy team has been now recruited to carry on that program and has significantly influenced the design of the training and the curriculum, based upon the experience of the team.

The National Planning Agency, among other institutions, have adapted the action-training approach and materials to their project training needs. Faculty members of the management programs at the University of the West Indies, have also recognized the importance of including project planning and management; they have called upon the training consultancy team to have an input into their courses. Although the action-training model cannot be instituted there, it is possible to conduct the courses with significant practical inputs from persons with extensive project experience.

VI. Considerations In Design of Future Project Management Programs

Every country has special needs and circumstances which have to be reflected in a country project management training program. But the Jamaican experience has made it clear that there are substantial advantages in linking training with actual projects in a close relationship with responsible country organizations. The following considerations will influence the design:

1. The action-training approach is most appropriate when there is a commitment, at various levels, to achieving greater country project capability. Approaches that build commitment are very desirable.
2. A measure of commitment at higher levels is the willingness and ability to provide sufficient incentives for members of the required staff.
3. If at all possible, the PDRT type organization should be headed by a host country national who is responsible for the total administrative effort from the very beginning.
4. Where condition 2. and 3. cannot be met, a more prolonged effort should be planned and special efforts must be made to reduce dependency tendencies that are likely to develop.
5. There is a substantial advantage in locating the PDRT in a central agency of the Government or in an organization that is closely linked to such an agency, so that there is legitimacy given to the coordinating role for improvement of the project system. Under some circumstances, the PDRT might be advantageously attached to a non-civil service unit closely aligned with a central government agency.
6. The coordinating role of the PDRT can best be carried out if it is oriented toward offering services to clientele who have the responsibility for planning and carrying out projects.
7. The PDRT should be a small unit. As procedures become settled, it is desirable that the PDRT work to facilitate the transfer of the teaching and substantive procedures to other training agencies but continue to perform a support and innovative role. In this way the PDRT can serve as a catalyst to existing training facilities such as institutes and universities.
8. For the first two years it is important to minimize turnover of the PDRT personnel. At a later point, movement out of the PDRT into other agencies can be highly beneficial.

9. The role and length of stay of expatriates should be tailored to the availability of local skills. There should be a strong bias in favor of greater reliance on local personnel. Countries with a substantial reservoir of technical skills may not require resident expatriate assistance. Countries that are desperately short of technical skills may have to postpone the use of local personnel as members of the PDRT.
10. The action-training approach can facilitate responsible decentralization of planning and implementation of projects, provided a framework has been established centrally as part of the total effort.
11. Attachment of the PDRT to a project liaison and development office in USAID rather than to an administrative office is advisable. The nature of the USAID attachment is very important because there must be continued interest in the project and knowledge about its progress or lack thereof, if the project is to reach its full potential in the host country.
12. Key skills to be provided for are those of systems design and organizational development (OD) as well as the inter disciplinary skills of project management.

Attachment 1:

PROJECT PLANNING AND MANAGEMENT SERIES

MANUAL I - Planning for Project Implementation

MANUAL P - Project Planning Manual

MANUAL M - Project Management Manual

MANUAL PF- Pioneer Farm Implementation Planning

MODULES

1. Defining Project Objectives (Objective Tree)
2. The Logical Framework
3. Work Breakdown Structure
4. Activity Description Sheets
5. Project Organization
6. Linear Responsibility Charts
7. Project Scheduling - Bar Charts
8. Bar Charting for Project Control/Scheduling
9. Project Scheduling - Network Analysis
10. Milestones Description Charts
11. Resource Planning & Budgeting
12. (Title not yet decided)
13. Project Technology Analysis
14. Demand Analysis
15. Market Strategy Analysis
16. Project Area Analysis
17. Project Costs & Benefits
18. Project Profile

19. Financial Analysis
20. Cash Flow Analysis
21. Discounting
22. Net Present Worth Analysis
23. Cost-Benefit Analysis
24. Benefit-Cost Ratio Analysis
25. Internal Rate of Return
26. Social Analysis of a Project
27. Economic Analysis of Projects (including Border Pricing)
28. Financial Statements & Ratios
29. Project Selection & Needs Analysis
30. Brainstorming
31. Decision-making System for Projects
32. Project Institutional Environmental Analysis
33. Ecological Analysis for Projects
34. Introduction to Contracts, Jamaican Contract Documents & Tendering Procedures
35. Selection & Use of Consultants
36. Project Documents for Planning & Implementation
37. Report Writing for Projects
38. Project Files
39. Formats for Pre-Feasibility & Feasibility Studies
40. Motivation of Employees and Personnel Evaluation
41. Design of a Project Management Control System
42. Evaluating & Forecasting Project Progress & Performance
43. Project Termination
44. Introduction to Lending Agencies
45. Organizing and Conducting Conference Meetings
46. Withdrawal of and Accounting for Loan Funds in the Financing of Projects

ATTACHMENT 2

Type of Assistance to Projects
by The Project Development Resources Team,
Funding and Status of Projects,
As of August 25, 1980
Under the National Planning Project of
Jamaica

<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project</u> <u>As of August 25, 1980</u>
1. Mango Top Work	Profile Training and Follow-on Consultation	Domestic	Complete, members of Team involved in other projects
2. Logging and RR sleeper ties	Profile Training and Follow-on Consultation	Local Funding	Pilot Project for UNDP. The people involved in other projects-1 went on to be implementer for project.
3. Seed Production Farm	Profile Training and Follow-on Consultation	Local Funding	Seeking Foreign Funding. Site has been provided.
4. Marginal Land Dairy Development	Profile Training and Follow-on Consultation	Foreign Funding	In Execution on Pilot, revised significantly. People working on other projects.
5. Sorghum, Joint Venture with Aluminum Company	Profile Training and Follow-on Consultation	Government and Private Funding	Project Rejected
6. Urban Farmer Training	Profile Training and Follow-on Consultation	Local Funding	In implementation, expanded in several other places.
7. Soya Farm Project	Profile Training and Follow-on Consultation	Local Funding	Rejected
8. Pork Processing	Profile Training and Follow-on Consultation	Local Funding	Rejected-later became founder for a different project.
9. Craft	Profile Training and Follow-on Consultation	Local, Foreign, and Non-Government Funding	In Implementation
10. Garment Industry Upgrading	Profile Training and Follow-on Consultation	Foreign Funding	Completed

<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project</u> <u>As of August 25, 1980</u>
11. Women's Vocational Training Center	Series of Consultations	Foreign Non-Government	In successful operation
12. Land Settlement Project in Ebony Park	Consultation on Feasibility Study and Implementation Planning	Foreign Funding	In Implementation
13. Utility Pole Program	Profile Training and Follow-on Consultation	Local and Foreign Funding	In Implementation
14. Fishing Boats	Consultation on Feasibility	Foreign Funding	Approved
15. Coordinated Craft Industry	Consultation on Profile and Feasibility Study	Local Funding	Attempted to get foreign funding, reduced project for local funding
16. Land Reclamation for Rice	Consultation on Profile and Feasibility Study	Foreign Funding	In Implementation
17. Childhood Basic Services	Consultation on Profile, Feasibility and Implementation	Foreign Funding	In Implementation
18. Childhood Nutrition Gastroenteritis Project	Profile Training and Follow-on Consultation	Local Funding	In Implementation
19. Black River Upper Morass Land Development	Consultation on Profile, Feasibility and Implementation	Foreign Funding	In Implementation
20. Sunflower Pilot Project	Consultation on Profile	Local Funding	Present Status Unknown
21. Adolescent Mother Project	Consultation on Profile	Local and Foreign Non-Government Funding	Present Status Unknown

	<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project</u> <u>As of August 25, 1980</u>
22.	Sugar Factory Rehabilitation	Consultation on Feasibility	Foreign Funding	In Implementation
23.	Yallahs Water Project	Consultation on Feasibility	Foreign Funding	Early Stages of Implementation
24.	Blue Mountain Water Supply	Consultation on Profile and Pre-Feasibility Study	Foreign Funding	Still in Study Stage
25.	Agriculture Marketing Program	Consultation on Profile	Foreign (AID) Funding	Early Implementation, limited Scale
26.	Meat Processing Plant	Consultation on Feasibility	Foreign Funding	In Study Stage (limited implementation of some aspects)
27.	Agricultural Credit Small Farm	Consultation on Profile and Feasibility	Foreign Funding	In Process of Approval
28.	Meat Processing Project	Profile Training and Follow-on Consultation	Foreign Funding	Rejected Locally
29.	Market Improvement	Consultation on Profile and Feasibility	Foreign Funding	Significantly revised some aspects in Training
30.	Polyester Cotton Mill	Consultation on Appraisal and Design	Foreign Funding	In Implementation
31.	Commercial Fisheries	Consultation on Feasibility	Foreign Funding	Awaiting Approval
32.	Solid Waste Marketing Study	Consultation on Feasibility	Foreign Funding	Still in Study Stage
33.	Coffee Expansion	Consultation on Profile and Feasibility	Foreign Funding	Limited Implementation with Domestic Funding

	<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project As of August 25, 1980</u>
34.	Second Population Project	Consultation on Appraisal	Foreign Funding	In Implementation
35.	Dependent Women Vocational Center	Consultation on Profile	Foreign Non-Government Funding	Approved-but no progress yet
36.	Integrated Rural Development	Implementation Training	Foreign Funding	In Implementation
37.	Particle Board Factory	Consultation on Feasibility, Implementation and Training	Foreign Funding	Local Approval Pending
38.	Blue Mountain Coffee Processing	Implementation Training	Seeking Foreign Funding	Some Local Implementation awaiting Foreign Funding
39.	Secondary Roads Project	Implementation Training	Foreign Funding	In Implementation
40.	Charlemont Settlement Project	Implementation Training	Mostly local, but some Foreign Funding	In Operation
41.	Land Lease Site	Implementation Training	Local Funding	In Operation
42.	Integrated Rural Development Demonstration Center	Implementation Training	Foreign (AID) Funding	In Operation
43.	St. Mary Pioneer Farm	Implementation Training	Local Funding	In Operation
44.	First Rural Development Project-Site Development	Implementation Training	Foreign (World Bank) Funding	In Implementation
45.	Lacovia Irrigation Project	Consultation on Profile	Foreign Funding	Approved

	<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project As of August 25, 1980</u>
46.	Piedro Plains Irrigation Project	Consultation on Profile	Foreign Funding	Approved
47.	Pure Farm Production	Profile Training and Follow-on Consultation	Local Funding	In Implementation
48.	Grape Production Yallah	Profile Training and Follow-on Consultation	Local Funding	In Implementation
49.	Cocoa Demonstration	Profile Training and Follow-on Consultation	Local Funding	In Implementation
50.	Potato Expansion	Profile Training and Follow-on Consultation	Local Funding	In Implementation
51.	Home Industry Fruit Processing	Profile Training and Follow-on Consultation	Local Funding	In Implementation (expanded)
52.	Grape Production St. Catherine	Profile Training and Follow-on Consultation	Local Funding	In Implementation
53.	Vegetable Demonstration	Profile Training and Follow-on Consultation	Local Funding	In Implementation
54.	Demonstration Farm	Profile Training and Follow-on Consultation	Local Funding	In Implementation
55.	Tumeric Pilot Project	Profile Training and Follow-on Consultation	Local Funding	Rejected
56.	Small Stock Feeding	Profile Training and Follow-on Consultation	Local Funding	In Implementation

	<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project As of August 25, 1980</u>
57.	Pioneer Farm	Profile Training and Follow-on Consultation	Local Funding	In Operation
58.	Cassava Production Marketing	Profile Training and Follow-on Consultation	Local Funding	Significantly Revised, in Implementation
59.	Pepper Processing	Profile Training and Follow-on Consultation	Local Funding	In Implementation
60.	Fruit Juices Processing	Profile Training and Follow-on Consultation	Local Funding	Awaiting Approval
61.	Export Vegetable Project	Profile Training and Follow-on Consultation	Local Funding	Pilot Project in Implementation
62.	Agriculture Training Complex	Profile Training and Follow-on Consultation	Local Funding	In Implementation
62.	Agriculture Training Complex	Profile Training and Follow-on Consultation	Local Funding	In Implementation
63.	Tropical Plants for Export	Consultation on Profile	Local Funding	In Operation
64.	Black Coral	Consultation on Profile	Local Funding	Awaiting Legislation on Environmental Protection
65.	Crown College Project	Profile Training and Follow-on Consultation	Foreign Funding	Approved-Awaiting Site Selection
66.	Community Health Clinic in Junction	Profile Training and Follow-on Consultation	Non-Government Funding	In Implementation

	<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project</u> <u>As of August 25, 1980</u>
67.	Correspondence Education Project	Profile Training and Follow-on Consultation	Local Funding	In Implementation
68.	Health, Nutrition	Consultation on Profile and Feasibility	Foreign (AID) Funding	Awaiting Approval
69.	Family Planning Education	Profile Training and Follow on Consultation	Local Funding	In Implementation
70.	12 Pioneer Farm Sites	Implementation Training	Local Funding	In Implementation
71.	Fish Farming Extension	Implementation Training	Local Funding	In Implementation
72.	Production Education	Consultation on Project Profile	Foreign Funding	In Authorization Stage
73.	Agricultural Planning/Training	Consultation on Profile and Feasibility	Foreign Funding	In Implementation
74.	World Bank Rural Integrated (cluster of 9 sites) Land Sites Development	Implementation Training	World Bank	In Implementation
75.	20 Commercial Enterprise Projects*	Profile Training and Follow on Consultation	Local Funding	In Implementation
76.	Duhaney Clinic	Consultation on Feasibility	Foreign Funding	In Implementation
77.	Maternal Health Clinic - Expansion at Jubilee Hospital	Implementation Training	Local Funding	In Implementation

*Small industry, craft and Agriculture Projects (Furniture, dairy farms, tourism).

	<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project As of August 25, 1980</u>
78.	Secondary School Family Planning	Implementation Training	Local Funding	In Implementation
79.	Family Planning Consulting Services Follow-up for College Students	Implementation Training	Local Funding	In Implementation
30.	Health Records Project	Implementation Training	Local Funding	In Implementation
31.	Fort Antonio Development Project	Consultation on Feasibility	Foreign Funding	Awaiting Approval
32.	Solid Waste Management - Kingston	Consultation on Feasibility and Appraisal	Foreign Funding	Awaiting Approval
33.	Grain Storage	Consultation on Profits Feasibility and Appraisal	Foreign Funding	Awaiting Decision
84.	Water Reclamation and Reuse-Kingston	Consultation on Feasibility	Foreign Funding	Awaiting Decision
35.	Goats and Sheep Multiplication	Consultation on Feasibility	Foreign Funding	Approved
36.	Community Health Aids Effectiveness	Consultation on Profile	Foreign Non-Government Funding	Awaiting Decision
37.	Sanitation Mulching	Consultation on Profile	Foreign Funding	Still in Preparation
38.	Small Fisherman	Consultation on Implementation	Foreign Non-Government Funding	In Implementation

<u>Name of Project</u>	<u>Kind of Assistance</u>	<u>Funding</u>	<u>Status of Project As of August 25, 1980</u>
89. Fruit Juice Processing	Consultation on Feasibility and Appraisal	Foreign Non-Government Funding	Pending Decision