

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

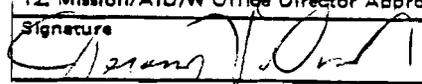
Report Symbol U-447

1. PROJECT TITLE MANAGING PLANNED AGRICULTURE (Governmental Affairs Institute)	2. PROJECT NUMBER 0209	3. MISSION/AID/W OFFICE DS/RAD
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 80-6 11/20/80		<input type="checkbox"/> REGULAR EVALUATION <input checked="" type="checkbox"/> SPECIAL EVALUATION
5. KEY PROJECT IMPLEMENTATION DATES A. First PRO-AG or Equivalent FY <u>76</u> B. Final Obligation Expected FY <u>80</u> C. Final Input Delivery FY <u>80</u>	6. ESTIMATED PROJECT FUNDING A. Total \$ <u>2,100,000</u> B. U.S. \$ <u>2,100,000</u>	7. PERIOD COVERED BY EVALUATION From (month/yr.) <u>October 1977</u> To (month/yr.) <u>September 1980</u> Date of Evaluation Review <u>October 1980</u>

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., sirgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
None		

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS <input type="checkbox"/> Project Paper <input type="checkbox"/> Implementation Plan e.g., CPI Network <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Financial Plan <input type="checkbox"/> PIO/T <input type="checkbox"/> Logical Framework <input checked="" type="checkbox"/> PIO/C <input type="checkbox"/> Other (Specify) _____ <input type="checkbox"/> Project Agreement <input type="checkbox"/> PIO/P	10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT A. <input type="checkbox"/> Continue Project Without Change B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan C. <input type="checkbox"/> Discontinue Project
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11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles) James B. Lowenthal, DS/RAD Social Science Analyst	12. Mission/AID/W Office Director Approval Signature  Typed Name <u>Jerry French, DS/RAD</u> Date <u>11/20/80</u>
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13. The Agricultural Sector Implementation Project (ASIP) is a pilot program centrally funded by the Office of Rural Development and Development Administration (DS/RAD) and implemented by Public Administration Service (PAS) to test a model for improving agricultural planning and management performance. The objectives of the model are (1) to identify, through field research, practices that have been successfully applied to overcome agricultural development problems, (2) to disseminate to planners and managers, through training or other means, the products of the field research, and (3) to provide follow-up consultation and support to applying successful planning and management practices to specific agricultural activities.

Prior to pilot testing and demonstration of the application of the model in Egypt and Nepal (1977-79) the contractor compiled a general reference book of planning and implementation practices as a basic resource and adopted a training methodology developed by the Coverdale Organization of England as the primary means for disseminating the practices described in the reference book and country specific supplements of field research.

The ASIP project terminated September 30, 1980, following a three-month extension to permit the realization of three dissemination workshops, two in the field and one in AID/W. In both Nepal and Egypt, teams of local trainers have been established to continue the management skills development training initiated by the ASIP project.

The specific value of the management skills training which has been the major activity of the ASIP project in Nepal and Egypt is due in large part to the fact that it develops skills and habits that are very much needed and are basic to most management work. In this respect, ASIP training is a very effective "opening wedge" or base-builder" for a more specifically-targeted, comprehensive program for improving institutional and individual performance in planning and managing development activities. What is required however, and the major lesson of the project, is that the ASIP model be tailored to the specific planning and management objectives of the sector in which it is applied.

14. Evaluation Methodology

Evaluations of the two field experiences were conducted in Spring 1980 by separate teams organized by the Office of Rural Development and Development Administration. ASIP/Nepal was evaluated primarily by Mr. John Hannah, a management training specialist attached to USDA's Development Project Management Center. ASIP/Egypt was evaluated by Mr. Richard Roberts, a management training consultant working with the National Association of Schools of Public Affairs and Administration. Mr. Roberts also collaborated closely with two Egyptian consultants, Mr. Mamdouh Alodal Hamind and Mr. Osman El-Kholei. Complete copies of these two reports are attached. In both instances, evaluations lasted from 10 to 15 working days.

15. External Factors

The most salient external factor in the case of ASIP/Egypt was delay in establishing a firm institutional site for the project and in facilitating administrative assignments to the trainer team.

16. Inputs

The need was identified for technical advisory personnel with stronger skills in designing and conducting applied research and broader knowledge and experience in management training and consulting methodologies. Lack of Arabic-speaking capability was acknowledged as a shortcoming of the ASIP/Egypt advisory team.

17. Outputs

The major accomplishments in both countries were:

- (a) Training of local trainers in ASIP training methods -- 6 trainers were trained in Egypt and 10 in Nepal;
- (b) Pilot testing of a two week general management skills training curriculum -- approximately 200 mid-level managers received the training in Egypt; 117 attended the courses in Nepal;
- (c) Identification and compilation of country-specific examples of successful agricultural planning and management practices -- a 75 page supplement to the general reference book has been produced in Nepal and a modest Egyptian supplement is expected to be completed by July 1980;
- (d) Development of potential local institutional capacities to continue to train planners and managers in ASIP methods -- in both countries additional support and technical assistance will be required to address fundamental institutional issues of funding for the training programs, training trainers and responding to local training needs and priorities.

In addition to field testing, dissemination of the lessons learned from ASIP was accomplished by conducting management development workshops in Santo Domingo, Monrovia, and AID/W. Finally, selections from the reference manual, Managing Planned Agricultural Development, were translated into French and Spanish and distributed to the appropriate AID Missions in Francophone, Lusaphone, and Spanish-speaking countries

18. Purpose

The purpose of ASIP as stated in the Project Paper was "to establish training programs for agricultural plan implementation (and management) in two LDC's and transfer the methodology and materials developed to two or more national or regional agricultural training and research centers and USAID's."

19. Goal

The goal of ASIP, as stated in the Project Paper, was "to accelerate the rate of agricultural and rural development within LDC's, particularly the productivity and incomes of members of the small farm sub-sector." No evaluation data was collected which would permit assessment of goal attainment.

20. Beneficiaries

The direct beneficiaries were the professional trainers and Ministry of Agriculture Officials who acquired new management and organizational skills. The indirect beneficiaries were rural farmers who will theoretically benefit from greater efficiency in the delivery of agricultural services.

21. Unplanned Effects

Not pertinent.

22. Lesson Learned

- The original ASIP model was substantially scaled down to a general management skills development training course which, although relevant to most management work and responsive to basic problems in the many countries, has not been modified or strategically implemented to address specific needs and priorities of client institutions in the two countries;
- The project activities in both countries have maintained a narrow, internal focus on training trainers and refining of the training curricula (i.e. the supply) which has adversely affected the external recognition, support and receptivity of the project as a multi-faceted, integrated activity (i.e. the demand).

- Project activities have been minimally institutionalized with reference to (a) solid grasp of a capability to implement the integrated elements of the ASIP model (b) viable sources of continued funding of the training, field research, and consultancy activities, and (c) strategies and means for training local staff.

23. Special Comments

The following comments are excerpts from the ASIP/Egypt and ASIP/Nepal evaluation reports concerning implications for the design and implementation of follow-on management development initiatives.

ASIP/Egypt

"We recommend that USAID and MOA undertake a systematic, results-oriented management development program for the agricultural sector.

The purpose of such a project would be to use management development to improve the performance of public sector organizations serving the agricultural sector in limited target areas or systems, and to develop and institutionalize the capability of the GOE to continue the program after termination of USAID involvement.

Project strategy would involve (a) aim at developing a "critical mass" of trained managers in the target areas/systems, (b) attention to all levels of management, to interrelationships among agencies in the target areas/systems, and to participant selection and mix in all training, (c) focus on operational needs rather than theoretical educational profiles, (d) a three phase cycle of information gathering/analysis, training and consultancy/follow-up, and (e) being flexible and responsive, thus offering a comprehensive training approach as described in Chapter III.

Outputs would be a functioning, result-oriented management development system in place, a critical mass of managers at all levels of all relevant agencies in the target areas/systems having received effective, appropriate training and consultancy/follow-up, and such other outputs as are needed to produce these.

Operationally, the project would have an initial period during which staff development and planning would coincide with phase one information gathering/analysis; phase two would begin with ASIP-type training and continue with other training responsive to needs, and phase three would be follow-up and consultancy, leading into a new cycle in the target area/system in question. Different areas/systems would be targeted sequentially, a first cycle starting in one as a second begins in another.

Development of training materials and new courses would be an on-going activity, as would be dissemination of field information and successful practices.

Conduct of training in Arabic should be an aim of the program, though it may not be possible in all subject areas and with all levels of management from the start.

The evaluation team has no strongly held view as to the optimal organizational location of the project; it should be where it is most likely to succeed.

Project staff should include the present ASMDP staff (assuming positive results of ASMDP work the first half of 1980) and, at the start, four to six other professionals, including a project manager; the professionals recruited should have good management and/or training qualifications, leaving the project to develop one set of skills or the other, not both; project design should assume that only basic and/or commonly needed skills needs will be met by project staff, other needs to be met by local (or expatriate) consultants.

USAID level of effort would be roughly similar to that of the overall ASIP project (\$0.5 million/year), plus adjustment for inflation, but would be over four to five years rather than ASIP's three; key elements would be two resident specialists, short-term consultants and participant training, with some materials, equipment, language training and locale refurbishing requirements.

MOA inputs would include staff, administrative support and budget; care should be taken to allow for items (such as participant per diem) normally charged to organization or governorate budgets but likely to be unusually large due to project efforts.

A management committee representing concerned agencies should be established.

USAID should arrange for semi-annual external technical review of the project to assess progress against plans and objectives with a long-term perspective, in addition to regular review within the Mission."

ASIP/Nepal

"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."