

The A.I.D. Development Studies Program:
An Internal Assessment

November 1976

Richard N. Blue
Director, Development Studies Program
SER/PM/MD

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DSP ASSESSMENT REPORT

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DSP Report
Executive Summary
November 1976

The Development Studies Program was established in 1975 as part of the overall effort of A.I.D. to implement the 1973 Foreign Assistance Act. This act called for a new approach to development assistance - and raised the issue as to whether A.I.D. professionals were sufficiently aware of the new research findings and approaches about development which gave rise to the legislation. In response to this problem, the Agency established a task force to determine what kind of training and educational effort was necessary to re-orient A.I.D.'s professional staff toward implementing the New Directions policy. This task force identified training needs in their report of 1974. The DSP was created to implement the guidelines and objectives set out in that report.

Goals and Purposes of DSP

The overall goal of DSP is to improve the quality of analysis, design, and implementation of A.I.D. programs and projects for assisting the rural poor. Its more immediate purposes may be categorized under the following headings. Each participant who has completed DSP should have an appreciation and working understanding of:

1. the New Directions, its theory and purposes
2. techniques relevant to the improvement of decision making by A.I.D. officers with respect to the design of new programs and projects consistent with New Directions policy

3. application of development concepts derived from the social sciences, including economics, anthropology, geography, political science and public administration
4. social science methodologies related to the collection and interpretation of data necessary for program and project design
5. the practical utility of these theories, concepts, analytic and methodological tools in fulfilling the A.I.D. requirements contained in the A.I.D. guidelines, specifically technical, economic and financial, social, institutional, and ecological soundness
6. update theories and New Direction approaches in the A.I.D. sector areas of agriculture and rural development, population, health, nutrition and education

Organization

These purposes are met through an intense, twelve-week course. The course is organized around three major themes:

An emphasis on relationships of growth and equity among the rural poor

A focus on integrated rural development

An interdisciplinary approach to development theory

It was decided, after careful analysis of the alternatives, that the course should be located in the Manpower Development Division of A.I.D. This decision was based on the assumption that academic theory and A.I.D. practice would be more successfully integrated in an A.I.D. training program, than if offered in a university. To guarantee that assumption, a unique faculty was established. Five academics, representing the major social science disciplines and three A.I.D. professional faculty with wide field experience were unified into one DSP Interdisciplinary faculty team. This faculty jointly designs, manages and implements the twelve week course. They are reinforced by experts on specific topics from A.I.D., from academia, and from other development assistance organizations such as the IBRD.

Participants

The task force laid down broad guidelines for determining who should be enrolled in DSP. These included

- . Grade of FSR 4 through 2 or equivalent
- . At least 5 years remaining in A.I.D.
- . High potential of performance in project analysis, design, and implementation

The overall mix of each class would place an emphasis on field mission personnel with a balance between generalists and technical specialists. This mixture has been largely achieved.

Approaches to Learning

The DSP faculty is fully aware that the participants bring to the DSP a wide range of professional experience and knowledge. The DSP has provided an unusual opportunity for the participants and faculty to integrate their experience and theoretical approaches through an intensive educational experience. During the courses students

- . Read widely in the development literature
- . Participate in class lectures and small group discussions on theoretical and conceptual issues
- . Engage in a tutorial learning contract with a faculty member on a subject jointly agreed upon
- . Participate in skill-oriented workshops and problem solving exercises
- . Participate in a two-week field exercise which will apply concepts, data collection methods, and analytic techniques acquired in the course
- . Take key concept quizzes and other participant evaluation procedures to determine whether learning objectives have been met.

Results

Including DSP V, 121 participants have completed the Development Studies Program. With some exceptions, these participants are now located in decision making positions throughout the Agency. An evaluation questionnaire was given to all participants in DSP I through IV. The data are

more fully reported in the complete report attached. The data indicate that the Development Studies Program has been a success.

- . 89% of participants have found DSP training useful or very useful upon returning to their posts.
- . 88% agreed or strongly agreed that their training in DSP has helped them to understand the New Directions policy
- . 85% agreed that they had been able to apply social science concepts in their work after completing DSP.
- . 85% would support sending a valued member of their office or mission to DSP

These summary data speak for themselves. DSP has been successful in meeting its initial objectives. In addition to the effect on those who have taken the course, we have qualitative evidence that the new enthusiasm and skills which DSP graduates bring to their work has a multiplier effect on the rest of the agency. For example, one office, now under the leadership of a DSP graduate, has completely reorganized its activities to more closely conform to the New Directions policy.

Consulting Activities

The educational mission of DSP has been further enhanced by the opportunity DSP Faculty have had through consulting to contribute directly to the Agency's work. Faculty have participated on design and evaluation teams in the following countries: Tanzania, Lesotho, Botswana, Swaziland, Sri Lanka, Pakistan, Indonesia, Colombia, Ghana, Senegal, Honduras, and

Chile, as well as doing extensive consultation with offices in TAB and PPC on research and A.I.D. program guidelines. The DSP itself is a sounding board frequently used by Washington offices, including PPC, TA/RD, TA/Urban Development, and others. Many of these consulting activities have resulted in continuing relationships, as in the case of PPC, Lesotho, Tanzania, and Chile, testifying to the quality of the work. Finally, the consultative activity has greatly strengthened the relevance of DSP course offerings, as faculty members expand their own knowledge of the Agency's work.

New Directions for DSP

Three new activities are underway which will expand DSP's contribution to the improvement of the Agency's performance capacity:

- . DSP is providing faculty support and program advice to the newly instituted Administrators Development Seminar. ADS program content is closely coordinated with that of DSP.
- . DSP is preparing an innovative program of video based instruction which will be integrated into the AID internal training program. By next year, a catalogue of video taped training courses will be available to field and Washington personnel covering a wide range of subjects.
- . DSP is instituting an "occasional paper" series, which will be an intellectual forum for the circulation of essays and research papers done by DSP participants and faculty.

We believe that these activities, combined with the formal educational and consulting role now performed will constitute a major contribution to

the continuing and necessary evolution of the Agency's intellectual capacity to respond to the challenge of alleviating world poverty. In close collaboration with PPC, TAB and the geographic bureaus, the Development Studies Program is now in a position to play an important role in the codification and transmission of the wisdom and experience which this agency has gained over 25 years of development assistance. Beyond codification and transmission, however, the DSP faculty and participants can also make a significant contribution to the creative intellectual energy of A.I.D.

Conclusions

DSP is more than a training course. The combination of training, consultation, and research activities carried out by DSP faculty has proven to be a cost-effective method of focusing intellectual attention on the difficult issues of development assistance, as well as contributing directly to the Agency's work.

The challenge to the Agency in conjunction with host governments is to develop strategies, methods and institutions for reaching the rural poor in less developed countries. This is a difficult challenge for which there are no easy answers.

We conclude that although DSP's primary mission is to educate A.I.D. officers to more effectively implement the New Directions policy, its relevance transcends the immediate policy. The need for a highly professional, problem solving capacity will exist so long as there is a development assistance program.

Issues

There is one important issue which requires immediate attention and high level action. The attached action memorandum addresses this issue.

II. A. Purpose of Report

This report has four purposes

1. To describe the main features of the Development Studies Program, including objectives and approaches.
2. Assess the effectiveness of DSP in achieving its objectives.
3. Forecast new and emerging activities for DSP
4. Identify and discuss problem areas.

B. Main Features of DSP: Goal and Objectives

The overall goal of DSP is to contribute through professional training of AID officers to the performance of the Agency in implementing the New Directions Policy. Obviously, DSP is only one element in the continuing Agency effort to redirect its efforts in this direction. Any assessment of DSP in respect to the achievement of this goal must take into account both the contribution of other factors including the appropriateness of the Agency's use of its human resources, management systems, design and implementation criteria and guidelines and so forth. DSP is but one link in the system, although an important one. This assessment of DSP will focus specifically on its more immediate objectives.

DSP has main objectives

1. To educate AID professional officers in the meaning and purpose of the New Directions policy.
2. To improve their awareness and understanding of the development theory which constitutes the intellectual foundations of the New Directions as drawn from the social

foundations of the New Directions as drawn from the social science disciplines of economics, anthropology, geography, political science and public administration.

3. To advance their knowledge of still evolving strategies of implementation in the areas of agriculture, and rural development, health, population, nutrition and education sectors.
4. To enhance their knowledge of and ability to use data collection, design and analysis techniques appropriate to implementation of the New Directions.

Although not a specific purpose of DSP, the course nevertheless performs an important function in facilitating a wide ranging and unrestrained exchange of ideas, experiences, and development problems encountered among participants and between them and the leadership of the Agency, leading academics, and other professionals in the development community.

C. Strategy for achieving objectives.

1. To achieve these objectives, a faculty made up of five academics and three AID professionals was recruited beginning 1975; a full complement has been in place since January 1976.

These faculty represent the following disciplines:

- . Agriculture (AID)
- . Anthropology (Academic)
- . Economics (Academic)
- . Education & Human Resource Development (AID)

- . Human Geography (Academic)
- . Political Science (Academic)
- . Program Functions (AID)
- . Public Administration (Academic)

Recruitment for the staff began in 1974 after six months of design work involving considerable input from all major disciplines in the Agency. This combination of AID and Academic faculty had as its purpose a balance of development practice and theory. We believe this has been achieved.

The primary structure for achieving the objectives of the Development Studies Program is a 12 week course held three times a year in Pomponio Plaza, Rosslyn Virginia. This course is organized into the following major components,

- . The New Directions, context, performance and problems (one week)
- . Development Theory (one week)
- . Rural Development, with a multi-sector focus (three weeks)
- . Institutional Soundness
- . Social Soundness (three weeks)
- . Financial and Economic Soundness
- . Data collection & analysis methods, including field practicum (three weeks)
- . Tutorials, evaluation (one week)

The DSP pedagogy emphasizes a mixture of theory and practice, structured and unstructured learning, teamwork and individual effort.

Special features of DSP include:

- . emphasis on AID case studies
- . opportunity for guided tutorial work on AID related subjects

- . practical applications through field study in rural U. S.
- . exposure through guest lectures to leading specialists from the development community.
- . small group discussions and mutual sharing of development experience.
- . application of advanced media techniques as integral part of learning methodology.

D. DSP has completed four cycles of training, beginning in May, 1975.

Approximately 120 people have completed DSP. Twenty three participants are currently enrolled in DSP V. Participants are nominated by missions and offices, reviewed by Advisory Committee on Training and DSP staff. Criteria for selection are grades FSR 4 through 2, with an occasional FSR 5 or equivalent GS rating and high potential for being able to absorb and utilize training received. Special efforts have been made to recruit women and minorities, but with limited success. Five women have been through DSP, and four minority group professionals. The occupational mix has been kept deliberately broad, with about half of the participants drawn from generalist positions and half from technical specialties. About 60% of the participants come from field missions, the remainder from Washington. A complete breakdown is given in Appendix II.

In addition to AID officers, DSP has recently begun to invite selected participants from other donor organizations. So far, three people have been enrolled from the Organization of American States. DSP has requested nominations of host country counterparts, one or two to be placed from each regional bureau. Two have been nominated and accepted for DSP VI, beginning January 1977. This is an experimental effort which will be closely monitored.

E. Evolution of DSP

DSP I & II were considered pilot and experimental programs. Considerable changes took place between DSP courses as faculty sought to test and develop a coherent curriculum within the constraints of a twelve week program. Major changes which took place during this period of experimentation are:

- . revision of curriculum to focus on New Directions issues, including new development theory.
- . focused methodology and skills portions on implementation of Project Assistance Handbook 3 guidelines, particularly the aspects of project soundness.
- . introduced a weekly Development Forum for invited speakers to address general issues of development not covered in course.
- . increased opportunities for small group discussion focused on case studies of development assistance projects.
- . introduction of participant evaluation by faculty.
- . introduced a tutorial segment, where individual participant with guidance of a faculty member selects a development topic to be studied in depth.

We now believe that the 12 week course represents a well integrated, tightly focused program of studies which, nevertheless, permits and encourages a high degree of individual participation and intellectual growth.

III. Evaluation experience and results

A. DSP has been evaluated both internally and externally. During DSP I, II, & III, evaluation forms were filled out after each speaker, and general evaluation sessions were held at mid term and at the end. These evaluations were useful in weeding out ineffective speakers and in helping the faculty to sort out subject matter priorities and pedagogical approaches. Constant evaluation also had a negative impact. By DSP III, participants complained that too much time was being spent on evaluation and design of the next course. Therefore, in DSP IV, evaluation was limited to individual feedback to tutorial advisors and a concluding systematic written questionnaire at the end of the course. In addition, an evaluation questionnaire has been mailed to all DSP alumni, testing their attitude toward DSP experience as well as their assessment of DSP utility to their work upon return to their office or mission. Although not all results are in, we now turn to presentation of data from these written evaluations.

B. Results from post hoc evaluation questionnaires, DSP I, II & III.

The evaluation questionnaire sent out to all participants in DSP I, II, and III, is a comprehensive effort to determine both attitudes toward DSP and whether the DSP experience has been useful in helping officers implement the new directions. A more complete summary is included in Appendix II. Again we caution that many other factors effect opportunities to implement policy.

The preliminary analysis of the returned questionnaires demonstrates the following: (51% of population returned).

- . 89% of participants have found DSP training to be useful upon returning to their jobs.
- . 88% agreed that DSP helped them to understand the New Directions.
- . 85% agree that DSP has helped them to apply social science theories in implementing the New Directions.
- . 85% would support sending a valued member of their office or mission to DSP

In addition to the data summarized above, participants were asked to give examples of how they had applied concepts and tools acquired in DSP to their work. The following comments have been selected as illustrative of the range of responses. Responses were organized under five main assumptions.

Statement (give examples)

I. DSP increased understanding of the Congressional Mandate and focused on the need for "new directions" in development assistance:

Responses

- "Shortly after completing DSP, I became involved in a major effort to redefine the role of our office in relation to the Congressional Mandate. We found that we had been interpreting our role much more narrowly than intended."

- "With the advent of the Percy Amendment, AID was faced with the challenge of "how to" integrate women into the development process of LDCs. Two projects were introduced: 1. a study to develop a

methodology leading to an understanding of the role of women (in the LDCs); and 2. a study of the ways in which intermediate technology can be applied in AID projects to directly benefit rural women."

"I was involved in promoting a rural access roads project and a decentralized rural skills training project as ideal candidates for AID funding in line with the Congressional Mandate."

Statement (give examples)

II. DSP increased appreciation for "social soundness" considerations and cross sectional integration in various projects and programs:

Responses

"We hired an anthropologist to identify social and cultural barriers to the delivery of health, nutrition, and family planning services to rural communities in El Salvador."

"I prepared a project paper for Family Planning and Population which included a social analysis, economic analysis, and financial analysis based on concepts taught in DSP."

"I am at present trying to interest the Mission into reorganization into interdisciplinary teams rather than traditional sectoral divisions."

Statement (give examples)

III. DSP increased understanding of techniques for survey research, systems and financial analysis, which has in turn, provided an improved framework for project analysis:

- "Exposure to systems analysis and research practices were helpful in a study I did of a \$25 million training account."

- "I developed a survey questionnaire for use in connection with Thailand population and family planning programs. Development of the questionnaire was facilitated by experience at DSP."

- "I reviewed cost-benefit analyses prepared by program office staff and was able to point out conceptual weaknesses and definitional inaccuracies."

Statement (give examples)

IV. DSP increased self-confidence and communications skills along with the ability to deal with others of different technical backgrounds:

Responses

- "Although traditional Mission structure exist, contact with DSP graduates provides a mutual base for collaboration and harmony - technicians and programmers appear to be closer together following the DSP experience."

- "I think my increased self-confidence and skills learned in interpersonal relationships have largely been responsible for my having been promoted recently."

Statement (give examples)

V. DSP explored the use of new techniques in the implementation of development programs:

Response

"I suggested the use of portable TV taping for project managers to record and report programs in rural development activities."

Several participants took time to write letters. We include several comments from these.

One participant, a technician, recommended that the number of program officers in the Program be kept small, commenting:

"...they are paper pushers, never responsible for program implementation. They are big on format...program design, etc., but know almost nothing about the pragmatic problems of development. They can't adjust readily to new approaches, since they have so little experience in field activities to guide them."

Finally, the thoughtfulness of the following response bears reproduction in full:

I benefitted from DSP III. After several months since being a participant, there are three aspects of the training which I feel are of particular importance and should be preserved and expanded in future programs.

1. There is a strong tendency for AID employees to view development only from their own specialized responsibility and procedural correctness of administration. This breeds a sterility for innovation. The most significant benefit of the DSP was the

stimulation of thinking based on an increased understanding of the many theories and practices of development. This created an enthusiasm for new ideas and a desire to test them. The use of speakers and leaders from academic life certainly provided fresh and broad viewpoints not normally found within our own organization. Certainly, to remain dynamic, DSP must avoid teaching the mechanics of agency procedures. There are other programs for this type training.

2. The use of team effort for DSP projects was particularly beneficial and is a needed practice within overseas missions. The interdisciplinary mixture of skills promotes understanding, assists problem solving and identifies individual and group responsibilities for project planning implementation, and management. Lack of team effort is one of the major weaknesses of USAID Missions. It is even more important when we consider that during the life of a normal project, there will probably be several different project managers and continuity is lost if other staff members are not concerned and knowledgeable of the project through team effort.
3. Selection of candidates for DSP should continue to include all skills represented in AID Management, controller and other non-program personnel are an integral part of USAID programs and should be included as a part of team participation in development programs. Technical people certainly do not have a sole proprietorship for project responsibilities. Most development program are highly dependent on fiscal, logistic and management support. Increased participation and understanding promotes cooperative effort.

These comments come from an executive officer, a position not normally considered an integral part of the development project design and implementation process.

C. DSP IV Evaluation Results

Immediately on completion of DSP IV, participants were asked to complete a similar questionnaire. After they have been in the field for 6 to 9 months, they will be given a follow-up questionnaire. Results from selected questions are reported below:

- . 100% were either moderately or strongly positive about their DSP experience.
- . 89% agreed that they had learned quite a bit that they would be able to apply in their work in A.I.D.
- . 85% felt they had a better understanding of A.I.D.'s New Directions after taking DSP.
- . 77% would support sending a valued member of their office or mission to DSP, while 33% said it would depend on the person and timing.

D. On the basis of the partial returns from DSP I, II, and III participants, and the complete returns from DSP IV, we believe that the DSP has been a success. Participants in DSP, by their own assessment:

- . have a better understanding of the New Directions
- . have a better comprehension of new development theories.
- . have been able to apply concepts, methods, skills learned in DSP to New Directions policy
- . believe that DSP was a worthwhile experience which contributed significantly to their professional development.

IV. Curriculum Problems

Several weaknesses remain in the curriculum. One of these is the teaching of "social soundness" techniques. In the past the intellectual disciplines of anthropology and rural sociology have not been an integral

part of development planning and experience to the same degree that economics has been. Consequently, the introduction of concepts and techniques drawn from these disciplines has been met with resistance in some cases, and frustration in others. There is little doubt these disciplines require more effort on the part of academics and practitioners alike before they will have developed to the point where theories, concepts, and techniques are as finely tuned and have as obvious utility as, for example, financial analysis. DSP is working closely with AID and the academic community to foster greater awareness of the need for sustained effort in what might be called developmental behavioral science. For example, DSP faculty members are conducting social soundness analyses for field missions and bringing the experience into the DSP training, and they are collaborating with other social scientists in AID to improve the standard and usefulness of social soundness analysis in project planning. It will take time and a good deal of systematic experience before the behavioral sciences earn a place in the overall design and implementation process. Nevertheless, we feel a good beginning has been made and we hope AID's commitment to these disciplines will remain strong.

Another area where we hope to improve instruction is in the application of systems analysis techniques to project design and implementation. We have experimented with this in a sporadic fashion, and we now feel that the response to the potential utility of this technique warrants greater effort. Systems analysis is an ideal framework for considering the wide range of complex interactions which constitute the development process.

Finally, we hope to improve instruction in the development of both quantitative and qualitative data analysis issues. We have been surprised to discover the lack of familiarity with basic statistical measures, not to speak of qualitative ways of measuring development. More emphasis will be placed on these skills in future programs.

V. Other Activities of DSP

In addition to managing and teaching the 12 week course thrice yearly, DSP faculty are engaged in a number of other activities. The most important activity is a significant consultative service to AID. Each faculty member serves up to 1/4 time in consultative roles. From modest beginnings when several member of DSP faculty were relatively unknown this feature has recently grown to the point where the demand for such services at times threatens to exceed our capacity to supply them. Following are recent examples of DSP consultative activities.

- . Evaluation of human resources development and development administration projects in Botswana, Lesotho and Swaziland - 18-25 person days - Frank Correl
- . Program assessment and recommendations of a strategy and recommendations for future AID programs in Sri Lanka - 15 person days - Frank Correl
- . Reviewed evaluation of FY 77 Loan Proposal: Farm Management and project in Chile - 20 person days - Bill Rodgers
- . Consultation with TAB on Agro-business - 5 person days - Bill Rodgers

- . Policy - Team Leader, Evaluation of Rural Health Delivery Projects in Colombia, Indonesia and Pakistan - 30 person days - Dave Jickling
- . Consultation to Ghana Mission - 30 person days - Dave Jickling
- . Feasibility team to review sector loan proposal to Tanzania - 25 person days - Blue and Weaver.
- . Design of Evaluation System for AID Sector Loan: Tanzania 30 person days - Blue and Weaver
- . Strategy Review of AID Tanzania - 35 person days - Blue and Weaver
- . Participate on TAB project monitoring team - 5 person days - Blue
- . Team Leader and participant in Rural Health Evaluation in three countries -20 person days - Marilyn Silberfein
- . Social Soundness Analysis for Honduras Rural Development - 25 person days - Jay Ingersoll
- . Participate in Social Soundness Analysis for Senegal River Project - 44 person days - Jay Ingersoll

In addition, DSP has been invited to participate in activities which we have had to reject for lack of time or conflicting schedules. Examples are:

- . Request for participation on Cape Verde Island to head four-man team to evaluate and prepare project paper on irrigation schemes 30 person days - turned down, lack of time.
- . Invited to design training program for host country personnel in Jamaica.

Faculty member was able to identify appropriate substitutes.

These consultative activities have been well received by missions and offices. They have also contributed to the overall ability of the faculty to teach the curriculum of DSP. This is especially true for the academic faculty, who were less familiar with the practical realities of AID procedures.

B. In addition, to consultative activities, DSP faculty have been called on from time to time to teach in other programs, especially the IDI program and the Administrators' Development Seminar. In ADS, the DSP serves as the faculty, responsible with the Chairman and his assistants for course design, literature selection and participation in the course. In the course scheduled for November 7, DSP faculty will participate as faculty person in each session, and provide a leading role in seven of the fourteen days of instruction. In addition, the Director of Development Studies Program serves as faculty coordinator for the Administrator's Development Seminar.

C. New Activities

DSP has begun to broaden its service to the Agency in several ways. The underlying philosophy is that DSP, as the only substantive long term course in the Agency concerned with major issues of development, can promote and facilitate intellectual inquiry, debate, and learning in an arena broader than the 12 week course. To this end we are involved in the following:

- . Participating with MD in the development of a series of video taped self paced instructional modules which may be used in missions and offices for continuing professional education.

- . Providing with MD technical support to those missions who wish to experiment with advanced forms of media communication in project design, implementation and reporting.
- . Beginning Fall, 1976, and subject to approval, DSP will prepare an "occasional paper" series which will provide an opportunity for participants and faculty to circulate for comment and discussion essays and "think pieces" on development issues of interest to the Agency.
- . recruiting selected participants to DSP from other donor agencies and from LDC host countries where AID is working. This participation will be limited to 5 or 6 in any one course.
- . systematic followup of DSP participants through evaluation and by supplying participants with the latest research monographs, scholarly papers, etc. of interest and utility to those involved in project design and implementation.

Overall, the participation of DSP in the practical work of the Agency has gone beyond the management of the 12 week course. We now find that DSP is increasingly perceived as both a forum for various Agency interests to get their views across, as well as a contributor through a variety of consultative and advisory services to the design and implementation tasks of the Agency. This interaction between practical application and theoretical development is a key factor in the success of DSP, one which could not be duplicated under other arrangements.

VI. General Problem Areas

In addition to strengthening curriculum aspects of DSP now considered relatively weak or difficult to deal with, a number of problems continue to effect the capacity of DSP to carry out its objectives. Recommendation for action are included in the executive summary of this report. What follows is a more complete description of these issues.

. Recruitment of Participants. Appendix I goes into this in detail. The main issues here are the continuing reluctance of some missions and offices to send people to DSP, the chaotic nature of the nomination process - and the apparent difficulty in getting replacement support for Missions who do send key personnel to DSP. For example, in DSP V, of 55 early nominees, only 6 appeared in DSP V on opening day. Although DSP is designed to handle 30 participants, only 23 were enrolled in DSP V, two of whom come from the Organization of American States, leaving 21 AID participants. On the positive side, some missions have been very supportive, including Philippines, Thailand, Indonesia, Ethiopia, Afghanistan, REDSO, El Salvador. Each of these missions has sent three or more participants. We believe this is the best way to get a good return on a training investment. Other missions, such as Pakistan and Tanzania, have yet to send anyone. We have prepared an Action Memorandum on this issue to accompany this report.

. DSP Professional Staff. With the expansion of DSP responsibilities to support the ADS seminar, increased faculty resources will be needed to manage and teach both programs. Current DSP staff are fully utilized in teaching, consultative work, and management of DSP. The Chairman of ADS

has requested that DSP provide to ADS a faculty advisor as well as faculty inputs to the program. Since ADS is to be offered 4 to 5 times a year, this will add an additional burden of 1.5 to 2 person years to the existing faculty.

. DSP Supporting Staff

Because of the unusual nature of a long term, in house training course, a larger number of administrative issues arise which require thorough knowledge of AID procedures and practices. Our current support for eight (of whom 5 are IPA) professionals is 2 full time and 3 part-time GS clerical and administrative support positions. This is barely adequate for present needs and will be inadequate if additional staff are approved for ADS. As DSP expands its activities as discussed in previous sections, the burden on existing support staff will become very heavy.

. Facilities

DSP is a 12 week course, 9 weeks of which are spent in a room poorly designed to facilitate learning. The room is stuffy, crowded, acoustically very poor, and unappealing as a place to spend four to eight hours a day. In addition, faculty have been located on two different floors in Pomponio Plaza, and widely separated from each other. ADS, which operates in close coordination with DSP, has been located in another building. All of this contributes to poor communication and loss of time spent moving paper and messages between offices. Although an internal rearrangement of faculty offices has alleviated part of the difficulty, appropriate classroom facilities will remain a problem. Simply stated, the main lecture room is not

large enough to accommodate the projected target of 33 participants per DSP cycle without considerable crowding.

Placement

DSP has been taken seriously by participants as a way of improving their qualifications for implementing New Directions policy. It is difficult for participants to gain fully from the learning experience if they go through the course without a forward assignment, or if they are assigned to a position totally inappropriate to their interests and skills as development officers. Time and energy spent trying to find a job or trying to stop an inappropriate assignment is time and energy lost from learning. Given the relatively small number of officers going through DSP, this problem is magnified. To get the maximum benefit from training - personnel assignment and training should be closely linked.

APPENDICES

- I. Statement of DSP Objectives
- II. DSP IV Curriculum
- III. Sample of Evaluation Questionnaires
- IV. Summary of DSP Recruitment
- V. Faculty Bio-Sheets

DSP OBJECTIVES

Richard Blue, Director

Background:

The Development Studies Program was established in 1975 as part of the overall effort of the Agency for International Development to implement the 1973 Congressional Mandate. In 1974 the Agency established an Advisory Committee on Training, representing the various bureaus, to review the general sorts of knowledge and skills necessary to carry out the Mandate and to improve the overall professional quality of AID's cadre of officers. The Agency also formed a number of Task Forces, representing various disciplines in the Agency, to recommend particular components of training needed.

The reports of the Advisory Committee on Training and of the Task Forces were then used by the Manpower Development Division to formulate and recommend the establishment of the Development Studies Program.

The Development Studies Program was first offered in May, 1974. The first three programs were evaluated, internally and by an external source and each course was substantially revised and improved.

The organization of the program is unique in AID training. A faculty was formed by combining five university professors and three senior AID officers. They have been charged with designing and implementing a twelve week program which is offered three times a year to approximately thirty students each session.

Objectives

In pursuing its basic goal of improving the professional capability of AID officers to conceive, analyze and design and implement rural development projects that can reach poor rural people, the DSP has as its immediate purpose the creation of an intense learning environment to focus on improving the design of rural development programs through better appreciation and use of social science concepts and methods pertinent to the task. This learning focus includes three major themes:

An emphasis on relationships of growth and equity among the rural poor

A focus on integrated rural development

An interdisciplinary approach to development theory

These general themes embrace a series of more specific objectives.

Each participant who has completed DSP should have an appreciation for and understanding of the following:

1. the Congressional Mandate, its theory and purposes
2. theories and new program approaches in the AID sector areas of agriculture and rural development, population, health, nutrition and education
3. techniques relevant to the improvement of decision making by AID officers with respect to the design of new programs and projects consistent with the Mandate, including systems and cost benefit analysis.
4. theories of development derived from the social sciences, including economics, anthropology, geography, political science and public administration.

5. social science methodologies related to the collection and interpretation of data necessary for program and project design.
6. the practical utility of these theories, concepts, analytic and methodological tools in fulfilling the AID requirements contained in the AID guidelines, specifically technical, economic and financial, social, institutional, and ecological soundness.

Approaches

The DSP faculty is fully aware that the participants bring to the DSP a wide range of professional experience and knowledge. The DSP provides a unique opportunity for the participants to integrate their experience and theoretical approaches through an intensive educational experience. During the course students will:

- Read widely in the development literature
- Participate in class lectures and small group discussions on theoretical and conceptual issues
- Engage in a tutorial learning contract with a faculty member on a subject jointly agreed upon
- Participate in skill-oriented workshops and problem solving exercises
- Participate in a two-week field exercise which will apply concepts data collection methods, and analytic techniques acquired in the course
- Take key concept quizzes and other participant evaluation procedures to determine whether learning objectives have been met.

Summary and Exceptions

The purpose is to facilitate learning relevant to AID's mission by participants. The DSP does not pretend to be able to meet every AID requirement for professional management skills. Other courses are available to participants in the specific management tools of PBAR or Log Frame, for example. Nor does DSP assume that participants will be expected to be professionally competent in all social science or methods presented in the program.

We recognize, for example, that most participants will not carry out survey research or cost benefit analysis. However, the DSP assumes that all officers will be confronted with the necessity to understand and utilize the data and concepts derived from these disciplines. The effective management of contractors requires a greater ability to communicate with, direct and evaluate, whatever consultative services the Agency employs.

The challenge to the Agency is to develop strategies, methods and institutions for reaching the rural poor, the primary target group of the mandate. This is a difficult challenge for which there are no simple answers.

The emphasis of the course is to improve the ability of AID officers more effectively to use social science concepts, methods, and analysis in the identification, design, implementation and evaluation of strategies, programs and projects required to carry out the Congressional Mandate.

Agency for International Development

DEVELOPMENT STUDIES PROGRAM

Curriculum

April 15 - July 9, 1976

WEEK I - BACKGROUND

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 15 Thursday	10:00	Welcome Mr. Philip Birnbaum, AA/PPC		
	10:30	Overview of Course Richard Blue		
	11:30	Administrative Matters and Tour of Facilities Frank Correl & Faculty		
	1:00	Lunch - China Garden		

Thursday afternoon and Friday - free to read and write paper on "My Theory of Development"

April 19 Monday	9:00	Bus departs for Harper's Ferry		
	10:00	Coffee		
	11:00	Introduction - James Weaver		
	1:00	Lunch		

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 19 Monday	2:00	Discussion of course in greater detail		
		Overview - Blue		
		Week 1 - Background - Weaver		
		Week 2 - Alternative Theories & Approaches - Weaver		
		Week 3 - Integrated Rural Development, Project Analysis and Systems Analysis - Rodgers & Delp		
		Week 4 - Complementary Sectors - Jickling		
		Week 5 - Institutional & Managerial Issues - Esman		
		Week 6 - Financial & Economic Analysis - Weaver		
		Week 7 - Political and Ecological Analysis - Blue & Silberfein		
		Week 8 - Social and Cultural Analysis Ingersoll & Blue		
		Week 9 - Preparation for Field Exercise & Finish Individual Project - Silberfein		
		Weeks 10-11 - Field Exercise - Silberfein & Rodgers		
		Week 12 - Synthesis and Conclusion - Blue Development Forum - Esman		
		Discussion of Individual Projects - Silberfein & Ingersoll		

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 19 Monday	3:30	Coffee Break		
	4:00-6:00	Individual Meetings with Faculty Advisors		
	6:00-7:00	Social Hour		
	7:00	Dinner		
	8:00	Movie/Discussion Jickling & Silberfein		
April 20 Tuesday	9:00	AID Response to Congressional Mandate - (Correl) Lyman & Shakow	Implementation of "New Directions" in Development Assistance	
	10:30	Coffee Break		
	11:00	Small Group Discussions		
	12:30	Lunch		
	1:30	Congress and AID's Mandate (Rodgers) Paolillo & McCall	1975 Foreign Assistance Legislation (Public Law 94-161)	
	3:00	Coffee Break		
	3:30	Small Group Discussions		
	5:30	Social Hour		
	6:30	Dinner		
	7:30	Free		

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 21 Wednesday	9:00-12:00	"Participants' Theories of Development" (Weaver)		
	12:00	Lunch		
	1:00-5:00	Organization Building		
	5:00	Social Hour		
	5:45	Dinner		
	7:00-9:45	Organization Building		
April 22 Thursday	9:00-5:00	Organization Building		
	5:00	Social Hour		
	6:00	Dinner		
	7:30	Party		
April 23 Friday	9:00	Discussion of DSP and Individual Responsibilities - Blue		
	10:00-1:00	Individual Meetings with Faculty Advisors to discuss Individual Projects		
	1:00	Lunch		
	2:00	Bus Departs Harper's ferry		

WEEK 2 - ALTERNATIVE THEORIES AND APPROACHES TO DEVELOPMENT

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 26 Monday	8:30-9:30	Individual Reading		
	9:30-11:00	Review of Economic Concepts (Weaver)	(1) Hollis Chenery, "Growth and Structural Change", <u>Finance and Development</u> . (2) Edward E. LeClair, Jr., "Toward a New Approach to Economic Anthropology" in LeClair and Schneider, <u>Economic Anthropology</u> , pp. 196-206.	
	11:00-12:15	Traditional Approaches to Development (Weaver)	(1) Evert Hagen, <u>The Economics of Development</u> (revised ed.) Chapter 7, "Theories of Development", pp 162-193. (2) Montek Ahluwalia, "Income Inequality" in Chenery et al, <u>Redistribution with Growth</u> , Chapter 1. (3) World Bank Atlas.	(1) Jagdish Bhagwati, <u>The Economics of Underdeveloped Countries</u> , Chapters 11-13, pp. 105-129. (2) Irma Adelman and Cynthia Morris, "Who Benefits from Economic Growth?" (xerox on reserve in Library) from their book, "Economic Growth and Social Equity in Developing Countries."

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 26 Monday	12:15-1:30	Lunch - Movie		
	1:30-2:45	Traditional Approaches (Weaver)		
	2:45	Coffee Break		
	3:00-5:30	Reading/Tutorial		
	4:00	Faculty Meeting		
April 27 Tuesday	8:30-9:30	Individual Reading		
	9:30-12:15	New Perspective on Development Planning Watersion	(1) Jagdish Bhagwati, <u>The Economics of Underdeveloped Countries</u> , Chapters 14 & 15.	
			(2) Albert Waterston, "Resolving the Three- Horned Planning Dilemma"; <u>Finance and Development</u> .	
	12:15-1:30	Lunch		
	1:30-2:45	Small Group Discussions		
	2:45	Coffee Break		
	3:00	Reading/Tutorials		

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 28 Wednesday	8:30-9:30	Individual Reading		
	9:30-12:15	"Alternative Approaches to Development" (Weaver)	(1) Charles K. Wilber, <u>The Political Economy of Development and Underdevelopment</u> , Readings 6, 10, 28, 32, & 33.	(1) Bill Warren, "Imperialism and Capitalist Industrialization", <u>New Left Review</u> (Sept/Oct. 1973).
	12:15-1:30	Lunch - Movie		
	1:30-5:00	Reading/Tutorials	(2) Garrett Hardin, "The Tragedy of the Commons" (Mimeo).	(2) Stephen Hymer, "Robinson Crusoe and the Secret of Primitive Accumulation", <u>Monthly Review</u> , Sept. 1971.
	5:00	Enrichment Program		
	6:00	Dinner	(3) P. T. Bauer, "Western Guilt and Third World Poverty" <u>Commentary</u> , January, 1976.	(3) Denis Goulet, "An Ethical Model for the Study of Values", <u>Harvard Educational Review</u> , May 1971.
	7:00-8:00	Discussion		(4) Marshall Goldman, "The Convergence of Environmental Disruption", <u>Science</u> , Oct. 2, 1970. (5) Robert Heilbroner, <u>An Inquiry into the Human Prospect</u> .

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 29 Thursday	8:30-9:30	Individual Reading		
	9:30-12:15	"The Congressional Mandate & New Theories of Development (Weaver)	(1) Charles K. Wilber, <u>The Political Economy of Development and Underdevelopment</u> , Readings 1, 21, & 29.	(1) Robert L. Ayres, "Development Policy and the Possibility of a 'Livable' Future for Latin America", <u>American Political Science Review</u> , Volume 69, 1975.
	12:15-1:30	Lunch - Movie (Calcutta)	(2) Edgar Owens and Robert Shaw, <u>Development Reconsidered</u> ; Chapter 1.	(2) Marshall Wolfe, "Development Images, Conceptions, Criteria, Agents, Choices", <u>ECLA Bulletin</u> , 1973-74.
	1:30-2:45	Small Group Discussion	(3) James P. Grant, "Development: The End of Trickle Down", <u>Foreign Policy</u> , Fall 1973.	
	2:45	Coffee		
	3:00-5:30	Reading/Tutorial	(4) Barbara Ward, "A People Strategy for Development". (5) E. F. Schumacher, <u>Small is Beautiful</u> , pp 1-59. (6) Irma Adelman, "Growth, Income Distribution and Equity Oriented Development", <u>World Development</u> , February-March, 1975.	

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
April 30 Friday	8:30-9:30	Individual Reading		
	9:30-12:15	"A Third World View of Development" Arun Shourie	(1) A. Shourie, "Growth, Poverty and Inequalities", <u>Foreign Affairs</u> , January 1973.	
	12:15-1:30	Lunch	(2) John Gurley, "Capitalist and Maoist Economic Development", <u>America's Asia</u> .	
	1:30-2:30	Key Concepts Quiz		
	2:30	Movie/Discussion (Spouses Invited)		
	4:00	Social Hour (Spouses Invited)		

4/16/76

WEEK III

Integrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 3 Monday	8:30-9:30	Individual Reading		
	9:30	Integrated Rural Development Panel Rodgers/Jickling/D. Chaij		
	10:45	Movie - "A Simple Cup of Tea"		
	11:30	Discussion		
	12:30	Lunch		
	1:30-4:30	Planning Rural Development Albert Waterston American University VIR	A. Waterston, <u>Development Planning: Lessons of Experience</u>	
	4:30	Discussion		

WEEK IIIIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 4 Tuesday	9:30	Designing Rural Development Programs Uma Lele	U. Lele, <u>Designing Rural Development Programs - Lessons from Past Experience in Africa.</u>	
	11:00	World Bank		
	11:00-11:15	Coffee Break		
	11:15-12:30	Initial Presentation on Systems Approach Peter Delp	<u>Systems Tools for Development Planning</u> Delp et. al., 1976: Chapter 1.	<u>Systems.</u> John Beishon 1971. pp 7-15, 24-54. "System Definition Matrix" from <u>Systems Tools for Development Planning,</u> Delp et. al., 1976.
	12:30	Lunch		
	1:30-5:30	Reading/Tutorial		
	4:00	Faculty Meeting		

WEEK IIIIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 5 Wednesday	8:30	Individual Reading		
	9:30	Cooperatives and Other Farmer Institutions Thomas Carroll, IDB		
	11:00	Discussion		
	12:00	Lunch		
	1:00-5:00	Reading/Tutorial		
	5:00	Development Forum		

WEEK IIIIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 6 Thursday	8:30-9:30	Individual Reading		
	9:30	Population Factors in Rural Development Willard Boynton, PHA/POP		William Petersen, <u>Population</u> , HB 851.P46 (3 copies)
	11:30	Small Group Discussions		Garrett Hardin, <u>Population, Evolution and Birth Control</u> , HB 851.H28 (5 copies)
	12:15	Lunch		
	1:30	Health in Rural Development Lee Howard, TA/Health	WHO, K. W. Newell (ed.) <u>Health by the People</u> RA 425.N4 Pages ix-xii and country case studies for China, Cuba and Guatemala - pp. 1-52.	John Bryant, <u>Health and the Developing World</u> RA 425.B774 (1 copy)
	3:30	Reading/Tutorials		Philip E. Sartwell (ed.) <u>Preventive Medicine and Public Health</u> , Ninth Ed. RA 425.R78

WEEK IIIIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 7 Friday	8:30	Individual Reading		
	9:30	The Guatemala Basic Village Education Project Steve Moseley and William Bradford, AED	Manzoor Ahmed & P. Coombs, <u>Education for Rural Development</u> LC 5146.E388 (4 copies) <u>Use in the library</u> Introduction pp. xxvii- xxxiii.	Philip Coombs & M. Ahmed, <u>Attacking Rural Poverty: How Nonformal Education Can Help.</u> LC 5146.C65 (4 copies)
	11:30	Discussion		
	12:15	Lunch		
	12:30	Optional film: Nonformal Education in Ecuador		
	1:30	Education in Rural Development Stanley Applegate, LA/DR		
	4:00	Key Concept Quiz: Nonformal rural learning systems and rural health delivery systems		

WEEK IVIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 10 Monday	8:30-9:30	Individual Reading		
	9:30-12:00	Spatial Planning M. Silberfein	E. A. J. Johnson "Spatial Reconstruction: Some Policy Aspects" in <u>Organization of Space in Developing Regions.</u> Chapter 7.	Plattner, Stuart "Rural Market Networks", <u>Scientific American</u> Vol. 232, 5 (May, 1975) pp. 65-79.
	12:30	Lunch		
	1:30	Film - Chile Agrarian Reform		
	2:15	Discussion of Land Reform & Resettlement H. Silberfein/Hoang/Rodgers	H. Silberfein. "Settlement Patterns, Settlement Schemes & Development: A Look at the Rural Landscape of Africa".	
	3:00	Reading		

WEEK IVIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 11 Tuesday	8:30-9:30	Individual Reading		
	9:30-12:30	Systems Analysis for Integrated Rural Development Peter Delp	"Tree Diagrams", "Oval Programming" from <u>Systems Tools for Development Planning</u> , Delp et. al. 1976.	
	12:30	Lunch	"Sahelian Drought: No Victory for Western Aid", <u>Science</u> , Vol. 185, July 1974.	
	1:30-5:30	Reading/Tutorial		
	4:00	Faculty Meeting		

WEEK IVIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 12 Wednesday	8:30-9:30	Individual Reading		
	9:30	Nutrition in Rural Development George Poynor, INTECH	Alan Berg. <u>The Nutrition Factor</u> TX 353 .B47 (5 copies)	
			Alan Berg, et. al. <u>Nutrition, National Development and Planning</u> TX 345 .I56 (1 copy)	
	12:00	Lunch		
	1:30-4:30	Role of Agriculture in Rural Development John W. Mellor	J. W. Mellor. <u>Impact of New Agricultural Technology on Employment and Income Distribution</u>	J. W. Mellor. <u>The New Economics of Growth</u>
	4:30	Discussion		
	5:00	Development Forum		

WEEK IVIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 13 Thursday	8:30-9:30	Individual Reading		
	9:30-12:30	Intermediate Technology - What does it mean and what is AID going to do about it Thomas Arndt, AA/TA Peter Ihormann, PPC/PDA John Balis, NE/TECH Panel Discussion	E. F. Schumacher, <u>Small is Beautiful</u> J. S. Balis, <u>Utilization of Small Tractors in Integrated Agricultural Development</u>	
	12:30	Lunch		
	1:30-5:30	Reading/Tutorial		

WEEK IVIntegrated Rural Development and Systems Analysis

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
May 14 Friday	8:30-9:30	Individual Reading		
	9:30-12:30	Simplified Approach to Agricultural Development Milo Cox	Milo Cox. Paper entitled: <u>A Simplified Approach to Agricultural Systems</u>	
	12:30	Lunch		
	1:30-3:00	Systems Overview Peter Delp	<u>Systems Tools for Development Planning.</u> Delp et. al., 1976: Chapter 2	Picardi. <u>A Systems Analysis of Pastoralism in West African Sahel.</u> MIT, Dec. 1974, pp. 1-19, 149-194.
	3:00-4:00	Key Concept Quiz		
	4:00	Film		

DEVELOPMENT STUDIES PROGRAM

WEEK V

INSTITUTIONAL AND MANAGERIAL ISSUES

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 17 Monday	9:30-11:00	The Administrative Infrastructure of Rural Development M. Esman	Robert Chambers, <u>Managing Rural Development</u> . Chapter II - "What, Who, When, and How - Programming and Implementation", pp 35-54. Chapter VI - "Principles and Choices" pp. 149-164.
	11:15-12:30	Plenary Discussion	<u>Suggested:</u>
	12:30-1:00	Assignment of Exercise on Administrative Capability D. Jickling	Elliott Morse et. al, <u>Strategies for Small Farmer Development: An Empirical Study of Rural Development Projects (Executive Summary)</u> Washington, Development Alternatives, Inc., May 1975.
	Afternoon	Tutorial Research	Yusuf J. Ahmad, "Administration of Integrated Rural Development Programs", <u>International Labor Review</u> , February 1975, pp 119-142.
	4:00	Faculty Meeting	

WEEK VINSTITUTIONAL AND MANAGERIAL ISSUES

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 16 Tuesday	9:30-11:00	The Dilemmas of Constituency Organization H. Esman	Norman Uphoff and Milton Esman, "Local Organization for Rural Development in Asia", <u>Development Digest</u> , Volume XIII, No. 3, July 1975. (Complete report and country studies available in Library)
	11:15-12:30	Plenary Discussion	
	1:30-5:00	Evaluating Administrative Capability: An Analytic Framework Edward Rizzo	Peter Worsley, "Introduction" in <u>Two Blades of Grass, Rural Cooperatives in Agricultural Modernization</u> , University of Manchester Press, 1971, pp 1-40

WEEK VINSTITUTIONAL AND MANAGERIAL ISSUES

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 19 Wednesday	9:30-11:00	Institution Building and Social Change M. Esman	Milton Esman, "Institution Building as a Guide to Action", <u>AID Conference Report on Institution Building and Technical Assistance</u> , December 1969.
	11:15-12:30	Small Group Discussions Faculty	Hertru Gebreziabher, <u>Integrated Development in Rural Ethiopia</u> , PASITAM, University of Indiana, 1975.
	Afternoon	Tutorial Research	
	5:00-8:00	Development Forum	

WEEK VINSTITUTIONAL AND MANAGERIAL ISSUES

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 20 Thursday	9:30-11:00	Participation: Myth and Reality Esman & Blue	Robert Chambers, <u>Managing Rural Development</u> Chapter IV, "Managing Local Participation, Rhetoric and Reality", pp 84-113.
	11:15-12:30	Plenary Discussion	Guy Hunter, <u>The Administration of Agricultural Development</u> , Chapter 8, "Local Participation and Local Politics", pp 108-121.
	1:30-5:00	Evaluating Administrative Capability: Application D. Jickling	

WEEK VINSTITUTIONAL AND MANAGERIAL ISSUES

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 21 Friday	9:30-11:00	Reaching and Assisting the Landless Esman & Blue	S. J. Durki et. al., <u>Public Works Program in Developing Countries: A Comparative Analysis</u> , World Bank Working Staff Paper 224, February 1976.
	11:15-12:30	Small Group Discussions	
	1:30-2:30	Key Concept Exercise on Administrative Capability	
	2:45-3:30	Plenary Review of Administrative Capability Issues	
	3:45-5:00	Film: Mandabi	

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DEVELOPMENT STUDIES PROGRAM

WEEK VI

FINANCIAL AND ECONOMIC ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 24 Monday	9:30-12:30	1. Project Analysis 2. Private Sector 3. Micro-Economics Weaver	USDA Participant Manual on <u>Agricultural Capital Projects Analysis</u> , Preface, Course Introduction, Course Overview, and Section on Farm Management.
	1:30-5:30	Reading/Tutorial	Irving Sirken, "Cost-Benefit Analysis: The Technique, Its Uses and Limitations".
	4:00	Faculty Meeting	

DEVELOPMENT STUDIES PROGRAM
WEEK VI
FINANCIAL AND ECONOMIC ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 25 Tuesday	9:30-12:30	Analysis of Public Sector Projects Weaver	1. AID Handbook 3, Appendix 6G. 2. USDA Participant Manual. Section on Financial Analysis, pp. 1-35.
	12:30	Lunch Optional Film "Sahel: Border of Hell"	3. J. Price Gittinger, <u>Economic Analysis of Agricultural Projects</u> pp. 1-18, 20-24, 31-37.
	1:30-5:00	Time Value of Money Weaver	Gittinger, pp. 47-60.

DEVELOPMENT STUDIES PROGRAM

WEEK VIFINANCIAL AND ECONOMIC ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 26 Wednesday	9:30-12:30	Financial Analysis Weaver	Gittinger, pp. 60-91
	1:30-5:00	Economic Analysis Weaver	USDA Manual, Section on Economic Analysis
		Project/Reading	
	5:00	Development Forum	

DEVELOPMENT STUDIES PROGRAM

WEEK VIFINANCIAL AND ECONOMIC ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 27 Thursday	9:30-12:30	1. Non-Revenue Producing Projects	
		2. Cost Effectiveness Analysis	1. USDA Manual, Section on Refinements and Complications.
		3. Refinements and Complications Weaver	2. Gittinger, pp. 99-129 3. US AID <u>On Methodology for Education Sector Analysis</u> pp. 72-91.
	12:30	Lunch Participant Presentation	
	1:30-5:30	Project/Reading	

DEVELOPMENT STUDIES PROGRAM

WEEK VIFINANCIAL AND ECONOMIC ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
May 28 Friday	9:30-12:30	1. Benefit Incidence 2. Critique - Weaver 3. Panel Discussion Blue/Ingersoll	J. De V. Graaff, "Cost Benefit Analysis: A Critical View", <u>South African Journal of Economics</u> , Vol 43, 1975.
	12:30	Lunch	<u>Optional Reading</u> Frances Stewart, "A Note on Social Cost- Benefit Analysis and Class Conflict in LDC's", <u>World Development</u> , January 1975.
	1:30-3:30	Key Concept Quiz	
	4:00	Film "China: Century of Revolution"	

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DEVELOPMENT STUDIES PROGRAM

WEEK VII

SOCIAL AND CULTURAL ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
Tuesday June 1	9:30-12:15	Social Soundness and Social Systems Jay Ingersoll	Social Soundness Analysis, Appendix 5 A, AID Handbook 3. George Foster, TRADITIONAL SOCIETIES AND TECHNOLOGICAL CHANGE, Chapter 1, "The Cultural Context of Technological development" (distributed)
	1:30-4:30	Anthropologists and Development Michael Horowitz (SUNY Binghamton)	<u>Optional Readings</u> Everett Hagen, "Analytical Models in the Study of Social Systems" an appendix in his, THE THEORY OF SOCIAL CHANGE HOW ECONOMIC GROWTH BEGINS <u>and</u> in Le Clair, ECONOMIC ANTHROPOLOGY J. Ingersoll, "Evaluation of Asentamientos" (Honduras) in DSP Library Jack Potter et al (eds) PEASANT SOCIETY: A READER (good articles on many societies)

DEVELOPMENT STUDIES PROGRAM

WEEK VIISOCIAL AND CULTURAL ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
Wednesday June 2	9:30-12:15	Social Systems and Social Soundness Jay Ingersoll	Scarlett Epstein, "Customary Systems of Rewards in Rural South India" (distributed) in George Dalton (ed) ECONOMIC DEVELOPMENT AND SOCIAL CHANGE: THE MODERNIZATION OF VILLAGE COMMUNITIES
	1:30-5:00	Reading and Tutorial	George Foster, Chapter 2, "The Rural Community: The Traditional World"
	5:00	Development Forum Peter Dorner (Land Tenure Center) Univ. of Wisconsin Land Reform and Development	<p><u>Suggested Readings</u></p> <p>W. Allan, "The Normal Surplus of Subsistence Agriculture (Africa)" in George Dalton (ed) ECONOMIC DEVELOPMENT AND SOCIAL CHANGE</p> <p>John Beattie, OTHER CULTURES, Chapter 4, "Social Function and Social Structure" and Chapter 5, "Beliefs and Values"</p> <p>Mary Douglas, "Lele Economy Compared with the Bushong" (Zaire) in Dalton's EC. DEV. AND SOCIAL CHANGE</p> <p>Clifford Geertz, "The Integrative Revolution" in his, OLD SOCIETIES AND NEW STATES</p> <p>Robert Redfield, THE LITTLE COMMUNITY, Chapter 3, "Social Structure"</p> <p>Milton Rokeach, THE NATURE OF HUMAN VALUES</p>

DEVELOPMENT STUDIES PROGRAM

WEEK VIISOCIAL AND CULTURAL ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
Thursday June 3	9:30-12:15	Political Soundness Analysis Dick Blue	Randy Cummings, "Agricultural Change in the Northern Mekong Delta of Vietnam" (distributed)
	12:30	Luncheon Meeting Bro. Morse and Bro. Weaver Political Constraints in Development Ethiopia & Tanzania	Donald Emerson, "Orders of Meaning: Understanding Political Change in a Fishing Community in Indonesia" (distributed) Alfred McCoy, "Western trained elites in S E Asia" (distributed) Jonathan Silverstone, Weekly Report, May 7, 1976, "Development and Economics: Old Ways in a New World"
	1:30-3:30	Gap between the Elites and the Masses Van Chi Hoang	<u>Suggested Readings</u> F. G. Bailey, STRATEGIES AND SPOILS: A SOCIAL ANTHROPOLOGY OF POLITICS
	3:30-5:30	Reading and Tutorial	John Kautsky, THE POLITICAL CONSEQUENCES OF MODERNIZATION (distributed) esp. intro and and chaps. 1 & 2
	4:00	Faculty Meeting	Alfred McCoy, "Corruption in South Vietnam under Thieu and Ky" (distributed) Eric Wolf, PEASANT WARS OF THE 20TH CENTURY

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WEEK VII

SOCIAL AND CULTURAL ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
Friday June 4	9:30-11:00	Approaches to Social Change Jay Ingersoll	Neil Smelser, "Mechanisms of Change and Adjustment to Change" and Gunnar Myrdal, "Circular and Cumulative Causation (distributed) in Dalton's ECONOMIC DEVELOPMENT AND SOCIAL CHANGE
	11:15-12:30	Culture and Development Van Chi Hoang	<u>Suggested Readings</u> Peter Berger, PYRAMIDS OF SACRIFICE: POLITICAL AND SOCIAL CHANGE
	2:00-3:15	Small Group Discussions	S. Chodak, SOCIETAL DEVELOPMENT, esp. intro and chap. 1
	3:30	Friday Feature Film "Blood of the Condor" (Rated R)	Samuel Florman, "In Praise of Technology" in HARPER'S MAGAZINE Nov. 1975 (in DSP library) George Homans, THE HUMAN GROUP Francis Hsu, IEMOTO: THE HEART OF JAPAN, esp. chaps. 3, 6, 13 Ivan Illich, ENERGY AND EQUITY Alex Inkeles & David Smith, BECOMING MODERN: INDIVIDUAL CHANGE IN SIX DEVELOPING COUNTRIES Peter, Kilby, ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT (summarizes several theoretical approaches) Emmanuel Mesthene, TECHNOLOGICAL CHANGE: ITS IMPACT ON MAN AND SOCIETY Arthur Niehoff, "The Process of Innovation", chap. 2 in his A CASEBOOK OF SOCIAL CHANGE Harold Schnieder, "Economic Development and Anthropology" in ANNUAL REVIEW OF ANTHROPOLOGY, 1975

BEST AVAILABLE COPY

DEVELOPMENT STUDIES PROGRAM

WEEK VIISOCIAL AND CULTURAL ANALYSIS

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Readings</u>
Monday June 7	9:30-12:15	Social Implications of Decentralized Development: Social Soundness in Ghana Gerald Klomlan (Iowa State University)	Gunnar Myrdal, "The Equality Issue: Inequality and Power" (distributed) in his, THE CHALLENGE OF WORLD POVERTY <u>Suggested Readings</u> Joel Migdal, PEASANTS, POLITICS AND REVOLUTION: THE SOCIOECONOMIC BASIS OF POLITICAL CHANGE
	12:30-1:30	Lunch	Everett Rogers and Lynne Svenning, MODERNIZATION AMONG PEASANTS: THE IMPACT OF COMMUNICATION
	1:30-3:30	Participant Observation in Field Research and in Project Analysis Jay Ingersoll	Wertheim, W. F., EVOLUTION AND REVOLUTION: THE RISING WAVES OF EMANCIPATION Clifton Wharton, Jr., "Risk, Uncertainty, and the Subsistence Farmer" in Dalton's ECONOMIC DEVELOPMENT AND SOCIAL CHANGE
	3:45	Key Concepts and Issues Essay	<u>Reading</u> Leonard Schatzman and Anselm Strauss, FIELD RESEARCH: STRATEGIES FOR A NATURAL SOCIOLOGY (distributed) see chaps. 4, 5, and 6.

Agency for International Development

DEVELOPMENT STUDIES PROGRAM

WEEK VIII

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
June 8 Tuesday	8:30-9:30	Individual Reading	"Participation of Women in Development" - Civic Participation Division, P.P.C. Feb. 11, 1974	Jean O'Barr, "The Changing Role of Women in Developing Societies - Part 1" Comparative Area Studies Project, June, 1975
	9:30	Women in Development Johnathan Silverstone	"Human Rights and Development" AID Circular 687, Dec., 1975 Johnathan Silverstone Selections from the PPC/PDA/CP Weekly Reports	Human Resources Development Commission for Africa: U.N.E.C.A. Women and National Development in African Countries; Some Profound Contradictions, <u>The African Studies Review</u> , Vol. XVIII, No. 3 (Dec., 1975).
	10:30	Women in Development: An Ethiopian Case Study Ted Morse		
	11:15	Small Group Discussion		
	12:15	Lunch/Film: Peasant Ecology of the Philippines		
	1:30-4:30	Reading/Tutorial		
	4:00	Faculty Meeting		

WEEK VIII

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
June 9 Wednesday	8:30-9:30	Individual Reading	Clifford Geertz. "Two Types of Ecosystems." in Agricultural Involution: The Process of Ecological Change in Indonesia. Univ. of Cal., 1963.	D.J. Greenland, "Bringing the Green Revolution to the Shifting Cultivator," Science Vol. 190, (Nov. 1975).
	9:30	Ecological Adaptation: Population and Resources and Problem Environments M. Silberfein	Philip W. Porter. "Environmental Potentials and Economic Opportunities: A Background for Cultural Adaptation." American Anthropologist 67, 2 (April, 1965). pp. 409-419	Peter Gould. "Man Against His Environment: A Game Theoretic Framework" Annals of the Association of American Geographers 53, 3 (1963). pp. 290-297. Erik P. Eckholm "The Deterioration of the Mountain Environments," <u>Science</u> Vol. 189 (Sept. 1975).
	12:00	Lunch		
	1:30	Organize Teams for field Exercise		
	3:00	Reading/Tutorial		
	5:00	Development Forum		

WEEK VIII

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
June 10 Thursday	8:30-9:30	Individual Reading	Len Berry, 'Guidelines for Environmental Considerations in East Africa'	AID-Environmental procedures
	9:30	Environmental Soundness Len Berry, Dept. of Geography, Clark Univ. Commentator: Alan Jacobs, Asia Bureau, USAID		
	12:30	Lunch: Participant Presentation - McMahon and Delp -- Financial & PPT Systems		
	1:30-2:45	Small group discussion on Ecological Adaptation and Environmental Soundness		
	3:00	Reading/Tutorial		

WEEK VIII

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Reading</u>	<u>Optional Reading</u>
June 11 Friday	8:30-9:30	Individual Reading		
	9:30	Preparation for the field -- Strategy Discussion		
		Delp/Silberfein		
	1:30	Key Concept Quiz		
	2:30	Film/What are We Doing to Our World -- An Ecology Film		

DEVELOPMENT STUDIES PROGRAM

WEEK IX

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Readings</u>
June 14 Monday	8:30-9:30	Individual Reading	
	9:30	Team Building for the Field Exercise Dan Creedon	
	12:15	Lunch	
	1:30-3:30	Evaluation of Projects Brian Job University of Minnesota	Donald Campbell, "Reforms as Experiments", <u>American Psychology</u> , Vol. 24, April, 1969 Carol Weiss, <u>Evaluation Research</u> , pp. 60-91.

Optional Reading

Carol Weiss, Evaluation Research, pp. 1-22.

DEVELOPMENT STUDIES PROGRAM

WEEK IX

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Readings</u>
June 15 Tuesday	8:30-9:30	Individual Reading	
	9:30	Survey Research Dick Blue	
	12:30	Lunch Film: "The Gathering Millions"	
	1:30	Design Survey for Field Exercise (in Teams)	
	4:00	Tutorials	

DEVELOPMENT STUDIES PROGRAM

WEEK IX

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Readings</u>
June 16 Wednesday	8:30-9:30	Individual Reading	
	9:30	Design Survey for Field Research (in Teams)	
	12:30	Lunch	
	1:30-4:00	Discussion of Surveys Dick Blue	

DEVELOPMENT STUDIES PROGRAM

WEEK IX

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Readings</u>
June 17 Thursday	8:30-9:30	Individual Reading	
	9:30	(1) Map and Air Photo Exercise (Group A) J. W. Pawling Temple University	
		(2) Media Exercise (Group B) George Stoney	
	12:30-1:30	Lunch Participant Presentation: Frank Correl - Sri Lanka	
	1:30-4:30	Groups A and B Change Places	

DEVELOPMENT STUDIES PROGRAM

WEEK IX

<u>Date</u>	<u>Time</u>	<u>Topic & Speaker</u>	<u>Assigned Readings</u>
June 18 Friday	8:30-9:30	Individual Reading	
	9:30	Discussion of Team Strategy	
	12:30	Lunch	
	1:30	Discussion of Team Strategy Turn in outline, preliminary questionnaire and sample	

DEVELOPMENT STUDIES PROGRAM - IV

WEEKS X and XI

OFFSITE

DEVELOPMENT STUDIES PROGRAM - IV

WEEK XII

FINAL SESSION

<u>Date</u>	<u>Time</u>	<u>Scheduled Activities</u>
Monday July 5		*** HOLIDAY ***
Tuesday July 6	a.m.	Work on final team reports, prepare for final typing
	p.m.	Faculty meets to discuss participants' evaluation
Wednesday July 7	a.m.	Field site debriefing, lessons learned, team reports
	9:30-10:30	Teams meet with advisor
	10:45-11:30	General discussion
	p.m.	Begin tutorial conference with Advisors, receive and discuss final "grade". Advisees should schedule with faculty advisor

DEVELOPMENT STUDIES PROGRAM - IV

WEEK XII

FINAL SESSION

<u>Date</u>	<u>Time</u>	<u>Scheduled Activities</u>
Thursday July 8	a.m.	Continue tutorial discussions
	p.m.	DSP Course Evaluation: Written and general discussion - Room 428
	6:30	Dinner Party at China Garden - Wives Invited
Friday July 9	10:00	Convene in Room 428, Welcome, Mr. Daniel Creedon
	10:15	Break into six groups - participants and guests
	11:15	Short Break
	11:30	Plenary Session
		<p>Welcome and Introduction of Administrator by Mr. Charles A. Mann, AA/SER</p> <p>Remarks by Administrator, Mr. Daniel Parker</p> <p>Award of Certificates</p>
12:00	Photographs and Reception	

DSP EVALUATION QUESTIONNAIRE
(PLEASE FILL OUT AND RETURN IN ENCLOSED ENVELOPE)

I. BACKGROUND AND GENERAL ORIENTATION

1. NAME _____
2. PRESENT POSITION _____ DATE ASSUMED _____
3. POSITION PRIOR TO DSP _____
(IF NO CHANGE, INDICATE SAME)
- 4.. DSP ATTENDED (CHECK ONE) DSP I _____ DSP II _____ DSP III _____

PLEASE CHECK THE RESPONSE THAT MOST APPLIES TO YOUR FEELINGS ABOUT THE DSP YOU ATTENDED. (CIRCLE ONE)

5. WHEN I FINISHED DSP, I THOUGHT IT WAS:
(A) VERY USEFUL (B) USEFUL (C) NOT USEFUL (D) UNDECIDED
6. SINCE RETURNING TO MY POSITION, I NOW FEEL THAT DSP WAS:
(A) VERY USEFUL (B) USEFUL (C) NOT USEFUL (D) UNDECIDED

II. PLEASE ASSESS THE CONTRIBUTION OF THE FOLLOWING ASPECTS OF DSP TO YOUR GENERAL PERFORMANCE AS AN A.I.D. PROFESSIONAL:

1. ECONOMIC THEORIES AND CONCEPTS

VERY USEFUL _____ SOMEWHAT USEFUL _____
 NOT USEFUL _____ NOT COVERED IN MY DSP _____

2. SOCIAL AND POLITICAL THEORIES AND CONCEPTS

VERY USEFUL _____ SOMEWHAT USEFUL _____
 NOT USEFUL _____ NOT COVERED IN MY DSP _____

3. APPROACHES TO RURAL DEVELOPMENT

VERY USEFUL _____ SOMEWHAT USEFUL _____
 NOT USEFUL _____ NOT COVERED IN MY DSP _____

4. INTERPERSONAL RELATIONS

VERY USEFUL _____ SOMEWHAT USEFUL _____
 NOT USEFUL _____ NOT COVERED IN MY DSP _____

5. FINANCIAL ANALYSIS (B/C, DISCOUNTING, ETC.)

VERY USEFUL _____ SOMEWHAT USEFUL _____
 NOT USEFUL _____ NOT COVERED IN MY DSP _____

6. SYSTEMS ANALYSIS

VERY USEFUL _____ SOMEWHAT USEFUL _____
 NOT USEFUL _____ NOT COVERED IN MY DSP _____

7. SURVEY RESEARCH

VERY USEFUL _____

SOMEWHAT USEFUL _____

NOT USEFUL _____

NOT COVERED IN MY DSP _____

8. COMMUNICATION AND MEDIA

VERY USEFUL _____

SOMEWHAT USEFUL _____

NOT USEFUL _____

NOT COVERED IN MY DSP _____

9. SECTOR CONCENTRATION (AGRICULTURE, HEALTH, POPULATION, EDUCATION)

VERY USEFUL _____

SOMEWHAT USEFUL _____

NOT USEFUL _____

NOT COVERED IN MY DSP _____

10. INDIVIDUAL TUTORIALS

VERY USEFUL _____

SOMEWHAT USEFUL _____

NOT USEFUL _____

NOT COVERED IN MY DSP _____

11. COMPARATIVE ANALYSIS OF COUNTRY DEVELOPMENT STRATEGIES

VERY USEFUL _____

SOMEWHAT USEFUL _____

NOT USEFUL _____

NOT COVERED IN MY DSP _____

12. FIELD WORK IN RURAL U.S.A.

VERY USEFUL _____

SOMEWHAT USEFUL _____

NOT USEFUL _____

NOT COVERED IN MY DSP _____

13. OTHERS

III. PLEASE CHECK RESPONSE WHICH MOST CLOSELY CORRESPONDS TO YOUR PRESENT ATTITUDE OR EXPERIENCE.

1. DSP HAS HELPED ME TO UNDERSTAND THE NEW DIRECTIONS (CONGRESSIONAL MANDATED POLICY) OF THE AGENCY.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

2. DSP HAS GIVEN ME A BETTER UNDERSTANDING OF ECONOMIC THEORIES AND CONCEPTS RELEVANT TO IMPLEMENTING THE NEW DIRECTIONS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

3. I HAVE BEEN ABLE TO APPLY ECONOMIC THEORIES AND CONCEPTS LEARNED IN DSP RELEVANT TO THE NEW DIRECTIONS

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

4. DSP HAS GIVEN ME A BETTER UNDERSTANDING OF SOCIAL AND POLITICAL THEORIES AND CONCEPTS RELEVANT TO IMPLEMENTING THE NEW DIRECTIONS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

5. DSP HAS GIVEN ME A BETTER UNDERSTANDING OF ECONOMIC AND FINANCIAL ANALYSIS TECHNIQUES FOR PROJECT DESIGN AND ANALYSIS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

6. DSP HAS IMPROVED MY ABILITY TO ASSESS AND CRITICALLY EVALUATE REPORTS AND DOCUMENTS UTILIZING CONCEPTS AND THEORIES DRAWN FROM ANTHROPOLOGY AND RELATED SOCIAL SCIENCES.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

7. SINCE DSP, I NOW HAVE A BETTER UNDERSTANDING OF THE INTERRELATIONSHIPS BETWEEN DEVELOPMENT SECTORS AS THEY RELATE TO PROJECT DESIGN AND IMPLEMENTATION.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

8. SINCE DSP I HAVE BEEN ABLE TO INTRODUCE CONCEPTS GAINED IN DSP INTO PROJECTS AND PROGRAMS I HAVE BEEN ASSOCIATED WITH.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

9. DSP IS TOO THEORETICAL FOR AID NEEDS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

10. THE PRESENT LENGTH OF DSP IS ABOUT RIGHT CONSIDERING THE SUBJECT MATTER.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

11. RECRUITMENT TO DSP SHOULD BE LIMITED TO PROJECT OFFICERS WITH TECHNICAL BACKGROUNDS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

12. RECRUITMENT TO DSP SHOULD BE LIMITED TO GENERALISTS SUCH AS PROGRAM AND LOAN OFFICERS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

13. DSP SHOULD GIVE MORE STRESS TO TRAINING PEOPLE IN SPECIFIC ANALYTIC SKILLS SUCH AS COST-BENEFIT, SURVEY RESEARCH AND SYSTEMS ANALYSIS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

14. DSP SHOULD BE MADE MANDATORY FOR EVERY FSR OFFICER BETWEEN GRADES 5 AND 2.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

14. THE OBJECTIVES OF DSP SHOULD BE TO BRING AID PARTICIPANTS TO A HIGH LEVEL OF EXPERTISE IN RELATIVELY FEW SKILL AREAS SUCH AS BENEFIT-COST ANALYSIS.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

15. THE BASIC MIX OF DSP PARTICIPANTS IS A GOOD ONE AND SHOULD BE MAINTAINED.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

16. DSP SHOULD BE LIMITED TO SENIOR OFFICERS IN GRADES 2 AND 3.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

17. ON BALANCE I FEEL THAT DSP WAS A WORTHWHILE COURSE FOR ME AS AN AID OFFICER.

STRONGLY AGREE _____ AGREE _____ DISAGREE _____ STRONGLY DISAGREE _____

18. IF MY SUPERVISOR ASKED ME IF HE OR SHE SHOULD SEND A VALUABLE MEMBER OF MY OFFICE TO DSP, I WOULD RECOMMEND (CIRCLE ONE)

- A. STRONG SUPPORT FOR SENDING PERSON TO DSP
- B. QUALIFIED SUPPORT
- C. SEND SOMEONE ELSE
- D. AVOID SENDING ANYONE.

IV. PLEASE THINK ABOUT THE WORK YOU HAVE BEEN DOING SINCE LEAVING DSP. CAN YOU GIVE US THREE EXAMPLES OF SPECIFIC SITUATIONS WHERE THE THEORIES, CONCEPTS OR SKILLS LEARNED IN DSP HAVE BEEN APPLIED BY YOU IN YOUR WORK? (USE EXTRA SHEET IF NECESSARY)

A. _____

B. _____

C. _____

V. PLEASE IDENTIFY OTHER SKILL AND CONCEPT AREAS NOT COVERED WHICH YOU FEEL SHOULD BE TAUGHT IN DSP. (KEEP IN MIND THAT THE AGENCY OFFERS A NUMBER OF SHORT COURSES ON SPECIFIC ASPECTS OF PROJECT MANAGEMENT.)

1)

2)

3)

VI. PLEASE GIVE US ANY ADDITIONAL THOUGHTS ABOUT YOUR EXPERIENCE IN DSP AS IT RELATES TO YOUR PRESENT ATTITUDE TOWARD YOUR JOB, THE DEVELOPMENT APPROACH TAKEN BY THE AGENCY, OR YOUR ABILITY TO CARRY OUT YOUR PROFESSIONAL RESPONSIBILITIES.

DSP FOLLOW-UP QUESTIONNAIRE

1. NAME _____
 2. PRESENT OFFICE ADDRESS _____
 3. PRESENT POSITION (SPECIFY ACTUAL FUNCTIONS) _____
-

PLEASE ASSIST US IN FORMULATING A DSP FOLLOW-UP AND CONTINUING EDUCATION PROGRAM BY ANSWERING THE FOLLOWING QUESTIONS.

4. DSP SHOULD PROVIDE CURRENT INFORMATION ABOUT DSP SPEAKERS, PROGRAMS, ETC. TO DSP ALUMNI. (CIRCLE ONE)
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
5. DSP SHOULD PROVIDE INFORMATION ABOUT SCHEDULED PROJECTS DSP GRADUATES HAVE BEEN INVOLVED IN SINCE DSP
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
6. DSP SHOULD CIRCULATE IMPORTANT ARTICLES OR ABSTRACTS OF BOOKS RELEVANT TO AID PROGRAM AREAS.
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
7. DSP SHOULD REPRODUCE AND CIRCULATE AID RELEVANT ESSAYS OR ARTICLES WRITTEN BY DSP PARTICIPANTS AND FACULTY.
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
8. DSP SHOULD PROVIDE CONTINUING EDUCATIONAL SUPPORT AND REINFORCEMENT TO ALUMNI BY OFFERING "INSTRUCTIONAL" MODULES DESIGNED FOR SELF PACED INSTRUCTION.
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

9. WHICH OF THE FOLLOWING TOPIC AREAS FOR INSTRUCTIONAL MODULES WOULD YOU CONSIDER USEFUL IF DEVELOPED FOR OFFICE AND MISSION USE BY DSP?

(1) STATISTICS FOR AID PROJECT ANALYSIS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(2) FINANCIAL SOUNDNESS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(3) PREPARING ENVIRONMENTAL IMPACT STATEMENTS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(4) NEW APPROACHES TO ECONOMIC DEVELOPMENT - JAMES WEAVER

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(5) AN APPROACH TO RURAL DEVELOPMENT - ALBERT WATERSTON

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(6) GUIDELINES FOR SOCIAL SOUNDNESS ANALYSIS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(7) PPT - KEN SMITH, USAID/PHILIPPINES

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(8) PLEASE SUGGEST OTHER TOPICS OR SKILL AREAS YOU WOULD FIND USEFUL WHICH COULD BE PREPARED BY DSP

DSP FOLLOW-UP QUESTIONNAIRE

1. NAME _____
 2. PRESENT OFFICE ADDRESS _____
 3. PRESENT POSITION (SPECIFY ACTUAL FUNCTIONS) _____
-

PLEASE ASSIST US IN FORMULATING A DSP FOLLOW-UP AND CONTINUING EDUCATION PROGRAM BY ANSWERING THE FOLLOWING QUESTIONS.

4. DSP SHOULD PROVIDE CURRENT INFORMATION ABOUT DSP SPEAKERS, PROGRAMS, ETC. TO DSP ALUMNI. (CIRCLE ONE)
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
5. DSP SHOULD PROVIDE INFORMATION ABOUT SCHEDULED PROJECTS DSP GRADUATES HAVE BEEN INVOLVED IN SINCE DSP
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
6. DSP SHOULD CIRCULATE IMPORTANT ARTICLES OR ABSTRACTS OF BOOKS RELEVANT TO AID PROGRAM AREAS.
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
7. DSP SHOULD REPRODUCE AND CIRCULATE AID RELEVANT ESSAYS OR ARTICLES WRITTEN BY DSP PARTICIPANTS AND FACULTY.
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION
8. DSP SHOULD PROVIDE CONTINUING EDUCATIONAL SUPPORT AND REINFORCEMENT TO ALUMNI BY OFFERING "INSTRUCTIONAL" MODULES DESIGNED FOR SELF PACED INSTRUCTION.
A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

9. WHICH OF THE FOLLOWING TOPIC AREAS FOR INSTRUCTIONAL MODULES WOULD YOU CONSIDER USEFUL IF DEVELOPED FOR OFFICE AND MISSION USE BY DSP?

(1) STATISTICS FOR AID PROJECT ANALYSIS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(2) FINANCIAL SOUNDNESS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(3) PREPARING ENVIRONMENTAL IMPACT STATEMENTS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(4) NEW APPROACHES TO ECONOMIC DEVELOPMENT - JAMES WEAVER

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(5) AN APPROACH TO RURAL DEVELOPMENT - ALBERT WATERSTON

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(6) GUIDELINES FOR SOCIAL SOUNDNESS ANALYSIS

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(7) PPT - KEN SMITH, USAID/PHILIPPINES

A. VERY USEFUL B. USEFUL C. NOT USEFUL D. NO OPINION

(8) PLEASE SUGGEST OTHER TOPICS OR SKILL AREAS YOU WOULD FIND USEFUL WHICH COULD BE PREPARED BY DSP

APPENDIX IV

Participant Recruitment to DSP

This appendix provides a detailed breakdown on the pattern of nominations, withdrawals, and participation for the DSP from its inception in May 1975. The data is broken down by region, by mission and office - and by class period. There are two tables, a summary table, showing the distribution of nominees to participants by region and by origin (field or Washington), and a detailed table, which classifies nominees according to the type of action taken.

Table 1
Summary Data on Recruitment
DSP I-V

<u>Region</u>	<u>Total Nominated</u>	<u>Total Attended</u>	<u>Total Withdrawn or not attended</u>
<u>AFRICA</u>			
Field	51	24	27
Washington	10	7	3
	61	31	30
(Tanzania: No nominees)			
<u>LATIN AMERICA</u>			
Field	48	22	26
Washington	5	5	0
	53	27	26
(Jamaica: No nominees)			
<u>ASIA</u>			
Field	38	19	19
Washington	8	6	2
	46	25	21
(Pakistan, Sri Lanka: No nominees)			
<u>NEAR EAST</u>			
Field	20	10	10
Washington	6	4	2
	26	14	12
(Egypt, Syria, Cyprus, Portugal, Jordan: No nominees)			
<u>WASHINGTON OFFICES (Selected)</u>			
PHA	5	5	0
TAB	4	3	1
Misc. (OLAB/SER, WD)	19	15	4
(PPC: No nominees)	—	—	—
TOTALS	214	120	94

TABLE 2

	I May 75	II Sept. 75	III Jan. 76	IV April 76	V Sept. 76	VI Jan. 77	VII April 77	VIII Sept. 77	Totals
Africa									
Redso West Africa	-	-	1WT	1A	1A	-	-	-	2A/1WT
Redso East Africa	-	-	-	-	1W	-	-	-	1W
Ghana	-	-	1A	1N	1A	-	-	-	2A 1N
Ethiopia	1W/1A	-	-	2A 3W	1A 1FM	-	-	-	4A/4W/1FM
Mali	-	-	-	-	1W	-	1N	-	1W/1N
Dakar (Regional)	-	-	1A	-	1A 2W	-	-	-	2A/2W
Niamey (Regional)	-	-	1A	1A	1FM	-	-	-	2A 1FM
Jaoude (Regional)	-	-	-	-	-	-	-	-	-
E.Africa (Regional) (Arusha)	-	-	1A	-	1WT	-	-	-	1A/1WT
Zaire	1A	-	1A	1A	-	-	-	1N	3A 1N
Nigeria	1A	-	-	-	1WT	-	-	-	1A/1WT
Liberia	-	1A	2W	1W	1A 1W	-	-	-	2A/4W
Kenya	2A	3A	-	2W	1NR/4W	-	1N	-	5A/1NR/6W/1N
Mauritania	-	-	-	1W	-	-	-	-	1W
Upper Volta	-	-	-	1WT	-	-	-	-	1WT
Mbabane - OSARAC	-	-	-	-	1W	-	-	-	1W
Tanzania	-	-	-	-	-	-	-	-	-
Sudan	-	-	-	-	-	-	-	-	-
Development Planning	1A	-	-	1A	-	-	-	-	2A
EMS	-	-	-	-	1W	-	-	-	1W
ESA	-	-	1A	2A	-	-	-	-	3A
Development Resources	-	1A	1W	-	-	1N	-	-	1A/1W/1N
Regional	-	-	-	1A	1WT	-	-	-	1A/1WT
Sahel/FWA	-	-	-	-	-	-	-	-	-
Afr/CAWA	-	-	-	-	-	-	-	-	-

GRAND
TOTAL 31A/22W/5WT/1NR/2FM/5N

KEY: A -Attended
D -Delayed
W -Withdrawn
N -Nominated
WT -Withdrawn due to transfer
FM -Withdrawn by SER/FM due to Financial Mgt. Course
NR -Nominated but retired

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TABLE 2 (cont.)

	I May 75	II Sept. 75	III Jan. 76	IV April 76	V Sept. 76	VI Jan. 77	VII April 77	VIII Sept. 77	Totals
Latin America									
Paraguay	-	1A	-	-	-	-	-	-	1A
El Salvador	2A	-	1A	1W	1A 1D	-	-	-	4A/1W/1D
Colombia	-	-	-	1A	-	-	-	-	1A
Brazil	-	-	-	-	1W/1FM	-	-	-	1W/1FM
Guyana	-	-	1A/1WT	1D	1D	1N	-	-	1A/1WT/2D/1N
Guatemala	-	-	-	1D	-	1N	-	-	1D/1N
ROCAP	-	-	-	-	1A	-	-	-	1A
Peru	1A	-	1W	-	-	-	-	-	1A/1W
Nicaraguay	-	1A	-	1A	2A	-	-	-	4A
Uruguay	-	-	-	1A	-	-	-	-	1A
Panama	-	2A	-	-	-	-	-	-	2A
Haiti	-	-	-	1A	1W	-	-	-	1A/1W
Ecuador	-	1A	1N	1W	1WT	-	-	-	2A/1WT/1W/1N
Costa Rica	-	-	1D	-	1W	-	-	-	1W/1D
Chile	-	-	1W	1A	1WT	-	-	-	1A/1W/1WT
Dominican Republic	-	-	1A	1W	1W	1N	-	1N	1A/2W/2N
Honduras	-	1A	1W	1W	1G/1WT	1N	-	-	1A/2W/1WT/1G/1N
Bolivia	-	-	1W	1D/1W	2W	-	-	-	4W/1D
Jamaica	-	-	-	-	-	-	-	-	
Development Planning	-	1A	-	-	-	-	-	-	1A
Dev. Resources	2A	-	1A	-	-	-	-	-	3A
MRSD	-	-	-	1A	-	-	-	-	1A

GRAND
TOTAL 27A/14W/4WT/1FM/6D/1G/6N

KEY: A -Accepted
D -Delayed
G -Below grade
N -Nominated
W -Withdrawn due to transfer

FM -Withdrawn by SER/FM due to Financial Mgt. Course
WT -Withdrawn due to transfer

TABLE 2 (cont.)

	I May 75	II Sept. 75	III Jan. 76	IV April 76	V Sept. 76	VI Jan. 77	VII April 77	VIII Sept. 77	Totals
Asia									
India	-	-	1W	-	-	-	-	-	1W
Bangladesh	-	-	1A	1W	2W	1N	-	-	1A/3W/1N
Indonesia	-	-	-	1A	1A/1R	-	-	-	2A/1R
Nepal	1W	-	1A	1A/1W	1A/1WT	-	-	-	3A/2W/1WT
Thailand	1A	-	1A/1W	1A/1W	1A/1NA/1W/1WT/1N	1FM	-	-	4A/3W/1WT/1N/1FM/1NA
RED	1A	-	-	1W	1FM/1W	-	-	-	1A/2W/1FM
Philippines	1A	-	1W	2A	1W/2D/1WT	1N	1N	-	3A/2W/1WT/2N
Vietnam	1A	-	1A	-	-	-	-	-	2A
Korea	-	-	1A	-	-	-	-	-	1A
Laos	1W/1A	1A	-	-	-	-	-	-	2A/1W
Cambodia	1A	-	-	-	-	-	-	-	1A
Pakistan	-	-	-	-	-	-	-	-	-
Sri Lanka	-	-	-	-	-	-	-	-	-
Bangla/India/Sri Lanka	-	-	-	1W	-	-	-	-	1W
Development Planning	-	-	1W	1A	1A	-	-	-	2A/1W
Project Development	-	1A	-	1A	-	-	-	-	2A
Technical Resources	-	-	-	2A	-	-	-	-	2A
									GRAND
									TOTAL 26A/16W/2WT/2FM/3N/1R

KEY: A -Accepted
N -Nominated
R -Retired
W -Withdrawn

FM -Withdrawn by SER/FM due to Financial Mgt. Course
WT -Withdrawn due to transfer

TABLE 2 (cont.)

	I May 75	II Sept. 75	III Jan. 76	IV April 76	V Sept. 76	VI Jan. 77	VII April 77	VIII Sept. 77	Totals
AG	-	1A	-	-	-	-	-	-	1A
SER/AA	-	-	-	-	1A	-	-	-	1A
Mgt. Planning	-	-	1A	-	-	-	-	-	1A
Data Mgt.	-	1A	-	-	-	-	-	-	1A
Personnel	-	1A	-	-	-	1N	-	-	1A/1N
Manpower Dev.	-	1A	-	-	-	-	-	-	1A
Int. Training	1A	-	-	-	-	1N	-	-	1A/1N
PBAR	-	-	-	-	1A/1WT	-	-	-	1A/1WT
Schools, Hospitals	-	-	-	-	-	-	-	-	-
Housing	-	-	-	-	-	-	-	-	-
Mgt. Operations	-	-	-	-	-	-	-	-	-
Financial Mgt.	-	-	-	-	-	-	-	-	-
Narcotics Control	-	-	-	-	-	-	-	-	-
Contracts Mgt.	-	-	-	-	-	-	-	-	-
Commodity Mgt.	-	-	-	-	-	-	-	-	-
Engineering	-	-	-	-	-	-	-	-	-
									TOTAL 8A/1WT/2N
									GRAND
									TOTAL 23A/1WT/6N/2R/2W

KEY: A -Accepted
N -Nominated
W -Withdrawal

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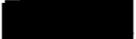
TABLE 2 (cont.)

	I May 75	II Sept. 75	III Jan. 76	IV April 76	V Sept. 76	VI Jan. 77	VII April 77	VIII Sept. 77	Totals
PHA	-	-	-	-	-	-	-	-	-
Program	-	-	1A	-	-	-	-	-	1A
Population	-	1A	1A	-	2A	-	-	-	4A
PUC	1A	-	-	-	-	1N	-	-	1A/1N
O/LAB	1A	-	1A/1R	-	-	-	-	-	2A/1R
OPA	-	-	-	1W	-	-	-	-	1W
TAB	-	-	-	-	-	1N	-	-	1N
Agriculture	-	-	1A	-	1A	1N	-	-	2A/1N
PPU/EUI	-	-	1A	-	-	-	-	-	1A
Education	-	-	-	-	1W	-	-	-	1W
Urban Development	-	-	-	-	-	-	-	-	-
Science Tech.	-	-	-	-	-	-	-	-	-
Dev. Adm.	-	-	-	-	-	-	-	-	-
Health	-	-	-	-	-	-	-	-	-
Nutrition	-	-	-	-	-	-	-	-	-
Rural Dev.	-	-	-	-	-	-	-	-	-
Food for Peace	1A	-	-	1A	-	-	-	-	2A
Women in Development	1A	-	1A	-	1R	1N	-	-	2A/1R/1N
PPC	-	-	-	-	-	-	-	-	-

TOTAL 15A/2W/2R/4N

KEY: A -Accepted
 N -Nominated
 R -Rejected
 W -Withdrawn

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Richard N. Blue
Personal DataBorn:   Married, Two ChildrenEducation

BA - Political Science, Portland State College, 1962
 PhD - Government and International Relations, Claremont Graduate School 1967

Academic Experience

Instructor, Pomona College, 1965
 Assistant Professor, Political Science, University of Minnesota, 1965
 Associate Professor, Political Science, University of Minnesota, 1975
 Director and Professor, Political Science, AID Development Studies Program, 1975
 Faculty Intern - Pakistan Desk, U. S. Department of State 1967
 Fulbright - Hays Fellow - University of Delhi, New Delhi India, 1968
 MUCIA-PASITAM Fellow - University of Rajasthan, Jaipur, India, 1971-72

Honors, Professional Activities

NDEA Fellowship 1962-65
 Best Paper Award - Midwest Political Science Meeting 1969
 (with Roger Benjamin)
 Chairman, American Political Science Association, Media Task Force, 1973-74
 Grant for studying Institutional Design Issues in AID Programming, 1974

Major Publications

"U. S. Foreign Policy in Vietnam" 1967
 "Modernization and Political Change in India" 1969
 "Small Farmer Strategies in a Green Revolution Area" 1974
 "Institutional Design Issues in AID Programming" 1976
 "Political Change: A Film Guide (with J. Morrison) 1975
 Submitted for Publication - Tanzanian Model of Development (with Jim Weaver

Consulting

Consultant to UNDP/FAO Chambal River Project, India 1971-72
 Consultant to REDSO/NAIROBI & Tanzania Mission, USAID, 1975-76
 (with Jim Weaver)

FRANK D. CORREL

Personal:

Married, 2 children

Education:

B.Sc (Commerce) 1950, Rider College, Trenton, New Jersey
A.M. (History) 1955, Columbia University, New York, N.Y.
Further graduate work in Economics at American University,
Washington, D.C. (1958) and in international development
and trade at School for Advanced International Studies,
John Hopkins University, Washington, D.C. (1968-69)
under AID Senior Officers' training program.

Languages:

French and German

Work Experience:

Seventeen years experience with AID as program officer,
involved in planning and implementation of country and
regional assistance strategies and programs, general
program management and budgeting, planning and evaluation
of technical and capital assistance activities and food
and other commodity aid.

1973-1975 - Chief, Program Division, Sometime Acting
Director of Development Planning, Bureau for Near East
and South Asia.

1972-1973 - Chief, Program Division, Technical Assistance
Bureau.

1971-1972 - Philippines Desk Officer.

1969-1971 - Assistant Director for Program, USAID/Rabat,
Morocco.

1964-1968 - Chief, Program Division, Africa Bureau.

1959-1964 - Program Officer concerned with commercial
import, food aid voluntary agency, and technical
assistance programs in East Asia. Service in Korea, Viet
Nam and AID's Washington office of Vietnam Affairs.

1952-1959 - Program Officer, and earlier Procedures Analyst,
Bureau of Export Controls, U.S. Department of Commerce.
Analysis of strategic and other trade with communist countries
and application of export controls.

1953-1955 - U.S. Army

PETER DELP
Biographical Sketch

Born: [REDACTED]

[REDACTED] Not Married

Current Position: Assistant Professor (since 1972)

Dept. of Industrial Engineering, University of Wisconsin, Madison
teaching courses in Socio-technical Systems: dynamics and control,
Design of Industrial Control Systems, Project Management, and Theory
of Design.

On Leave: Academic year 1975-1976 as Senior Associate, Program of Advanced
Studies in Institution Building and Technical Assistance, a program of
the Midwest Universities Consortium for International Activities funded
by a 211(d) grant from the U. S. Agency for International Development.

Current Assignment:

Lecturer in Analytical Skills Program and Development Studies Program,
sponsored by Manpower Development Division, U.S.A.I.D., Rosslyn, Va.

Education: University of California, Berkeley

B.S. Mechanical Engineering, 1966

M.S. Mechanical Engineering, Design Division, 1967

Ph.D. Industrial Engineering and Operations Research, Human Factors
in Technology Group, 1972 - Minors in Dynamic Systems Analysis
and Control; Statistics.

Principle Research Areas: Application of System Design and Analysis to
large scale problems in both the public and private sectors including
planning, control, and evaluation of international assistance programs.

Related Research Products:

Co-author of a text Systems Tools for Development Planning, (with
A. Thesen, H. Seshadri, and J. Motiwalla) PASITAM, Indiana University,
(forthcoming in 1976)

"Systems Perspective on Development Planning" a presentation at the
IEEE Systems, Man, Cybernetics Conference, San Francisco, Sept. 1976
and videotaped as part of a multi-media package for PASITAM, Indiana
University, December, 1975.

"System Programming" a multi-media package for PASITAM, Indiana Univ.
December, 1975.

"System Models and Tools in Institutional Development" (with A. Thesen,
N. Seshadri, and J. Motiwalla), Proceedings of II Interamerican
Conference on Systems and Information, Mexico City, November, 1974.

DR. VAN CHI HOANG - EDUCATIONAL BACKGROUND AND LIFE-TIME EXPERIENCES

As Dr. Hoang was born from a family of confucian scholars who had opposed French colonialism for three successive generations and as he himself, later, participated in various revolutionary movements in Vietnam after his graduation from the French University in Hanoi where he studied chemistry and medicine, the domain of his knowledge covers equally well such different fields as: 1. Oriental culture, 2. Western science and technology, and 3. Revolutinal doctrines, tactics and strategies.

Confucian studies had been discontinued in Vietnam since 1917 with the result that most Vietnamese of his age or younger were cut off from the very source of their own culture and tradition. The same studies were, however, carried out in confucian families and, thus, Dr. Hoang was among the very few Vietnamese who have such a performance. As a matter of fact, it was in recognition of his knowledge of oriental culture and Vietnamese traditions that he was appointed Chief of the Cultural Service at the Ministry of Information when he came to Saigon in 1955.

His western education provided him with modern knowledge, rational thinking and the sense of analysis which during the last 20 years helped him in his researches on North Vietnam.

Above all, it was however, his participation in successive revolutionary movements in Vietnam during the last forty years or so which gives him more opportunity than many others to understand:

1. The politics of Vietnam and the particular tendency of each political organization, party or individual leader.
2. The Communist ideology, tactics and strategies (Dr. Hoang joined Ho Chi Minh during the War of Resistance (1946-54) and was decorated by Ho.
3. The major causes which led to a gradual weakening and finally to a catastrophic collapse of the anti-communist regime in South Vietnam (and also in China in 1949)

These three special abilities are well reflected in his various publications, particularly in his book "From Colonialism to Communism - A case history of North Vietnam." It was also in reference to such abilities that Dr. Hoang worked as a consultant with the Rand Corporation and the NSC of the US Government.

Born in Vietnam at a time when the French had just completed their military and administrative control over the country, Dr. Hoang had throughout his life the opportunity to observe from within a few particular phenomena which were less visible to the eyes of an outside observer.

1. The gradual impact of Western civilization on an Asian feudal society. It started with an eagerness for rapid modernization and ended with a bitter frustration which led the country through a series of wars and revolutions, and finally, to a Communist victory. The Communists succeeded - said Dr. Hoang - mainly because two major national aspirations had been listed on the top of their party manifesto:
 - a. A complete eradication of the evils left behind by feudalism and colonialism, and
 - b. An intensive program of industrialization. The promise they gave and the efforts they have made in the direction of these two goals had a real impact on many Vietnamese minds.
2. A gradual widening of the gap between the (new) rich and the poor which, in turn, created a multitude of new social evils, all of them unknown in the former traditional and Confucian controlled society.
3. A gradual loss of all traditional values, to be replaced only by Western individualism. This, in turn, created a moral decadence in the whole society and the coming to power of a ruling elite who, because of their vested interests, misused funds, either collected from local taxpayers or provided by foreign aid.

To sum up, it was in recognition of all the above-mentioned abilities, most particularly his knowledge of various cultural, social and political factors which hinder many efforts towards economic development in a LDC like Vietnam, that Dr. Hoang has been selected as Senior Faculty member for the Development Studies Program.

His series of lectures will include:

The Problem of Revolution in LDC's.
 Corruption in LDC's.
 The widening gap between the Elite and the Masses in LDC's.
 The Process of Cultural Development and Cultural Diversification in World History
 American Intellectuality compared to others
 The 'Contractor's Mentality' in LDC's.

PUBLICATIONS (in English)

BUDDHA WEPT, Hoa Mai Publisher, Saigon 1956
 THE NEW CLASS IN NORTH VIETNAM, Cong Dan Publisher, Saigon 1958
 FROM COLONIALISM TO COMMUNISM - A Case History of North Vietnam
 Praeger Publishers, New York, 1964
 COLLECTIVISM AND RICE PRODUCTION, In North Vietnam Today, Praeger
 Publishers, New York 1966
 WHY NO PEACE IN VIETNAM, University of Melbourne, Australia, 1968

PUBLICATIONS

WHY NO PEACE IN VIETNAM, in "Vietnam Seen from East and West", University
of Melbourne, Australia, 1968

Name: Jasper Ingersoll

Personal: [REDACTED]

Education: Harvard, BA in social relations (anthropology, sociology, and psychology) 1951

Cornell, PHD in anthropology, minors in sociology and in Southeast Asian studies

Languages: French & Thai; limited German & Lao: studying Spanish

Work Experience: Navy: 18 months, 1945-46, in the Pacific

UNESCO: Asian desk officer in Technical Assistance Department, Paris, 1952-53; head of research and library section in community development training center in Ubon, Thailand, 1954-56.

Field research: Village study in central Thailand, stressing development and main village roles, 1959-60.

University of California, Berkeley: lecturer in anthropology, 1961-63.

Catholic University, Washington, D.C.: teaching in anthropology, especially - social aspects of development, Southeast Asia, role analysis, systems analysis, Indian-Chinese civilization, 1963-present.

Mekong social research: Social implications of Nam Pong tributary project in northeastern Thailand, on research contract with AID, 1967-68; social feasibility of proposed Pa Mong mainstream project, with U.S. Bureau of Reclamation feasibility study, 1968-69.

Southeast Asia Development Advisory Group (SEADAG): Chairman of Mekong Panel, 1969-71.

World Bank: consultant on Mekong and urban development projects, in Washington and Southeast Asia, part time 1971-74.

AID: examined social issues in agrarian reform program in Honduras, August 1974; designed 4-year social-cultural evaluation and information feed-back study.

Publications: Stressing various social-cultural aspects or implications of development: fatalism, Buddhism and economics, social dimensions of river basin projects, social feasibility, social systems in irrigation.

ED JICKLING

Personal:

Married, five children

Education:

University of Chicago BA 1948 in general studies
MA 1951 in political science
PhD 1953 in political science

Post-graduate studies at Oxford University and the Institute of Social Studies, The Hague

Experience:

1975 to date, Staff member, Development Studies Program
AID, Washington, D. C.

1971-75, Human Resources Development Officer
US/AID Mission to Bolivia
Management of education and public administration projects.
Coordination of sector assessments.

1968-71, Development Administration Officer
AID, Washington, D. C.
Development of programs for improving local action capability
in developing countries. Also evening lecturer in management
at the University of Maryland.

1961-68, Public Administration Officer
US/AID Mission to Guatemala
Advisor to the Government of Guatemala on management systems
and local government development. Various temporary assignments
with AID Missions in Vietnam, El Salvador, Costa Rica, Panama,
Venezuela and Paraguay

1958-61, Training Officer
International Cooperation Administration, Washington, D. C.
Conducted training workshops in administration for participants
from developing countries.

1955-58, Management Analyst
Navy Department, Washington, D. C.
Systems analysis and organization of training programs for
management- analysts.

1953-55, Instructor in Government, Careleton College, Northfield, Minn.

1951, Intern in Personnel Management, ECA (Marshall Plan) Washington,
D. C.

1946-47, U. S. Army Criminal investigation in the Philippines

WILLIAM L. RODGERS

Education: B. S. in Animal Husbandry and Agriculture,
University of Connecticut, 1953

Post Graduate, B.F.T., in Foreign Trade and Latin American
Area Studies, American Institute for Foreign Trade, 1956. .

Publications:

"Latin America and the World Food Crisis," November, 1974
Open Forum Magazine.

"Brazil Emphasizes Agricultural Research," November, 1971
War on Hunger Magazine.

Work Experience:

Fluent in Spanish and Portuguese. Worked in both the private
and public sector in Latin America for a total of 17 years;
from 1950 to 1975, spanning a period of 25 years. In addition,
owned and operated a beef cattle ranch and feeding business in
New Mexico.

Field experience includes:

Chief, Employee and public Relations, American and Foreign Power
Company, Santiago Chile, 1956-61

Deputy Director, Peace Corps, Colombia, 1963-66;

Chief, Agriculture Division, USAID, Peru, 1966-69

Chief, Agriculture Division, USAID, Brazil, 1969-75

Served as member for State of New Mexico on President's Export
Expansion Council, 1962-63.

Military Experience:

U. S. Marine Corps, 1946-48

U. S. Army-Commissioned 1953

Name: Marilyn Silberfein

Education:

Ph.D. - 1971: Syracuse University, Syracuse, New York: Geography
Dissertation: "The Regional Impact of Tanzanian Settlement Schemes."

M.A. - 1965: Syracuse University, Syracuse, New York: Geography
Thesis: "The Changing Circulation Patterns of Central Connecticut."

B.A. - 1962: University of Connecticut, Storrs, Connecticut: Graduated
with high honors and distinction in history.

Teaching Experience:

Temple University
Philadelphia, Pa.
Department of Geography

10/68-5/72 Instructor to
9/73-10/75 Assoc. Professor

Northwestern University
Evanston, Illinois
Department of Geography

9/72-3/73 Visiting Asst.
Professor

Syracuse University
Syracuse, New York
Peace Corp Training Program

6/65-12/65 Lecturer &
Discussion Leader

Major Publications:

"Changing Circulation and Economic Activities Among African Women,"
in Women's Role on the Face of the Earth, Pat Burnett, editor
(Maaroofa Press, forthcoming, fall, 1975).

"Settlements as Revolutionary Approaches to Rural Growth," in
Contemporary Africa, Geographical Interpretations of a Continent
in Change, C. Gregory Knight & Jim Newman, editors (Praeger,
forthcoming, Spring, 1975).

The Regional Impact of a Village Settlement," Chapter in Tanzanian
Village Settlement, Rodger Yeager, Editor, (In Press, publication
date not yet determined).

"A Cyclic Approach to Settlement Patterns in Africa," South African
Journal of African Affairs, Special Issue in Settlement Patterns in
the Rural Development of Africa, IV (May, 1974); pp. 11-20

Constraints on the Expansion of Commercial Agriculture: Iringa
District Tanzania, Center for International Studies, Ohio University,
Africa Series: No. 21, February, 1974, 52 pp.

"Agricultural Extension Policy & Its Local Interpretation of Musoma
District, Tanzania," Rural Africana, Winter, 1973, 41-55.

Consultantships:

1. Evaluation of applicants for Fullbright-Hays Grants for graduate research in Africa. Washington, D.C. December, 1975.
2. Advisor to the Ministry of Land Settlement, Government of Tanzania, Author of three confidential reports on the viability of village settlement schemes in Musoma and Iringa District 1967-1968.

Research Awards:

1. National Geographica Society, "The Role of Labor Migration in African Agricultural Expansion," Kenya, East Africa, May-December, 1975.
2. Social Science Research Council, "The Role of Labor Migration in African Agricultural Expansion," Kenya, East Africa, May-December, 1974.
3. National Science Grant (Biomedical Award) "Food Consumption Patterns in an Urban Ethnic Neighborhood," (Interdisciplinary Team Project) Temple University, Philadelphia, Pa., 1972.
4. Research Fellow, Foreign Area Fellowship Committee, "The Regional Impact of Tanzanian Settlement Schemes," Tanzania, East Africa, 1966-1968.

Papers Presented to Professional Societies and Invited Seminars:

1. "Drought and Mobility Among the Kamba of Kenya," Annual Meeting, African Studies Association, October, 1975. San Francisco, California (with John Pawling).
2. "Centralized Planning and Traditional Territoriality: A Tanzanian Case Study," Annual Meeting, New England-St. Lawrence Division, Association of American Geographers, October, 1975, New Haven, Connecticut.
3. "Alternative Development Strategies in Kenya and Tanzania," Annual Meeting, Association of American Geographers, April, 1975, Milwaukee, Wisconsin.
4. "Behavioral Constraints on the Spacing of Settlements," Invited paper, Social Science Research Council Conference on Environment and Spatial Cognition. May 9-11, 1974, Capahosie, Virginia.

5. "African Studies in an Interdisciplinary Framework: Suggested Topics for Geographical Research," Invited paper, Syracuse University Annual Seminar. March 29-31, 1973, Syracuse, New York.
6. "A Historical Geography of Apartheid in South Africa," Annual Meeting, National Council for Geographic Education, November, 1971, Atlanta, Georgia.
7. "The Role of Rwankoma Village as a Regional Focal Point," Annual Meeting, The East African Institute of Social Research, December, 1966, Nairobi, Kenya.

Conferences and Arranged Sessions:

1. Panel Coordinator "Female Spatial Mobility," Annual Meeting, Association of American Geographers, April, 1976, New York, New York.
2. Panel Coordinator, "Perspectives on Drought in East Africa," African Studies Association, October, 1975, San Francisco, CA.
3. Conference Co-Chairman, "Issues in Imperialism in Africa," Temple University, African Studies Committee, Annual Seminar, April 24, 1974.
4. Panel Coordinator, "Patterns of Rural Migration," Annual Meeting, African Studies Association, November, 1972, Phila, PA.
5. Conference Co-Chairman, "Rural Initiatives in African Agricultural Development," Temple University, African Studies Committee, Annual Seminar, May 5, 1972.

Guest Lectures:

1. Northwestern University, African Studies Lecture Series, "Perennial Drought in Kenya: The Traditional Response Revisited," October 27, 1975, Evanston, Illinois.
2. Department of Geography, University of Nairobi, Seminar Series, "The Dispersion Strategy of Cultivators in Semi-Arid Areas," November 20, 1974, Nairobi, Kenya.
3. De Paul University Geographical Society Lecture Series, "African Rural Development: A Tanzanian Case Study," January 27, 1973, Chicago, Illinois.

Editing:

1. Guest Editor, Special Issue on the Preservation of Open Space in Urban Areas, Regional Science Research Institute Discussion Paper. Series: Nov. 73, May, 1974.
2. Guest Editor, Special Issue on Agricultural Development and Employment, Rural Africana, No. 19, Winter, 1973.

CURRICULUM VITAE

Personal:

Name: James H. Weaver
Place of birth: [REDACTED]
Date of birth: [REDACTED]
Marital status: Married, 3 children
Home address: [REDACTED]

Education:

Ph.D. University of Oklahoma
(Economics) 1963
B.S.B.A. University of Arkansas
(General Business) 1955

Academic and Professional Experience:

At American University since 1963
Rank of Professor since September, 1969
Chairman, Department of Economics, 1967-1969, 1973-1974

Academic and Professional Honors:

Delivered the Phi Kappa Phi Distinguished Faculty Lecture at American University in 1972.
Nominated by American University to the Danforth Foundation for E. Harris Harbison Award for Distinguished Teaching for 1970.
Academic Excellence Award for Outstanding Teacher, 1967.
Danforth Associate since 1966

Miscellaneous Professional Activities:

Board of Directors, Consumer United Insurance Company, 1973-75
Board of Directors, Washington Suburban Institute, 1971-72
Board of Directors, Bethesda Project Awareness, 1971-72