Final Report to NAFSA

Training for Development Workshop

January 15, 1980

Department of Agricultural Economics
and
Center for International Programs
New Mexico State University

Sponsor: AID/NAFSA Liaison Committee (Agency for International Development/National Association for Foreign Student Affairs)

Workshop Director: Wilmer M. Harper
Department of Agricultural Economics
New Mexico State University
Las Cruces, New Mexico 88003

BEST AVAILABLE DOCUMENT

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INTRODUCTION

Purpose

The purpose of the workshop was to provide New Mexico State University (NMSU) students, faculty, and administrators an opportunity to share information and perceptions concerning: (1) the process by which AID sponsored students are identified and selected for training; (2) the setting in which they perform as professionals; (3) the educational needs of AID sponsored students; (4) how well NMSU curricula meet the needs of international students; and (5) what role practical (nonacademic) training can play in meeting the professional needs of international students.

A basic premise which guided the design and format of the workshop was that administrators, faculty, and students perceive students' needs and the means of meeting those needs differently. Furthermore, the reason for this difference in perceptions is due to the roles and responsibilities of the individuals in each of these three groups. Given this premise, one of the underlying purposes of the workshop was to foster the development of a mutual understanding among the students, faculty, and administrators of why individuals in a given group perceive and feel as they do about the issues discussed in the workshop.

Summary of Workshop

The workshop allowed the exchange of ideas in three areas -- student selection, educational needs, and practical training -- and the subsequent development of a structure in which the three groups of participants (See Appendix A) could compare the ways in which their perceptions of student programs and structure and importance varied from group to group.

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Student Selection

A plenary session was held in which the process whereby AID sponsored students are identified and sent to U.S. colleges and universities was presented and discussed. Participants in the workshop were made aware of the work and professional environment from which most AID sponsored students are selected. This included an identification of the constraints and parameters within which students may be selected. The relationship between the individual student's plan of study to the AID PIO/P and the procedures for formulation of the individual student's plan of study were outlined and discussed. Faculty and administrators were, in general, not aware of the role and function of the PIO/P in the process and of the need to meet plan of study commitments once they have been established.

Educational Needs

Presentations were made, in a plenary session, of the findings of a survey of NMSU international students, the American Agricultural Economics Association (AAEA) field study of U.S. educated agricultural economists working in the field of development, and of the Iowa State pretest of the NAFSA survey of international students.

Following the plenary session, group sessions were held in which lists of the educational needs of international students were developed. The lists developed in the group sessions were presented and discussed in a general session. These lists served as the basis for the subsequent group and plenary sessions.

Prioritization of Needs

Following the independent development of the lists by each group -- students, faculty, and administrators — each group prepared an integrated list which aggregated the three group lists into one master list. This was done by means of a ranking chart (Appendix I) which was given to each participant. In this list each need was assigned to one of three categorizes -- very important, important, and less important — and was ranked within the given category. The categorized ranking of needs for each group was presented and discussed in a group session. See Appendix J for the final ranked tabulation of needs by each group.

Practical Training

Dr. A. J. Dye, Program Specialist OIT/USDA, discussed the types and availability of practical training which may be obtained through USDA sponsored courses. Dr. James Worley, NAFSA AID Projects Steering Committee Member, discussed the role of NAFSA workshops and similar activities in the educational process of international students.

PROJECT CALENDAR

Activities

The workshop was organized to take place in one day. This was deemed necessary if university administrators were to be expected to actively participate. The workshop was structured to consist of plenary sessions and group sessions for each subject area (See Appendix B). Each plenary session began with the formal presentation of resource materials which served as a point of departure for the group sessions. The group sessions allowed the three categories of participants to develop their ideas and

perceptions independently. Summaries were then presented and discussed in a general session.

When and Where

The Training for Development Workshop at NMSU was held January 15, 1980 from 8:30 - 3:30 in the Corbett Center at NMSU. The plenary sessions were held in a large conference room. Group sessions were held in the general meeting room and two adjacent conference rooms.

Format

The workshop incorporated both plenary sessions and group sessions for each of the subject areas (See Appendix B). Each subject area portion of the workshop was opened by a plenary session that consisted of a resource presentation, discussion, and instructions for the group sessions. Group sessions were task oriented discussions which had a coordinator and recorder, selected from the group, and a group facilitator (See Appendix A). Each subject area portion of the program was concluded by a general session in which the group recorder or coordinator presented the respective group's output. These presentations were followed by a general discussion of the groups' output and the structural differences that occurred in the results.

ADMINISTRATIVE STRUCTURE

Project Coordinators

Dr. Wilmer M. Harper, Department of Agricultural Economics and Agricultural Business and Dr. Harold Matteson, Center for International Programs, New Mexico State University, Las Cruces, New Mexico 88003.

Resource Personnel

Dr. Harold Matteson, Center for International Programs, New Mexico State University, Las Cruces, New Mexico 88003.

Dr. A. J. Dye, Program Specialist, International Training, Office of International Cooperation and Development, USDA, Washington, D.C. 20250.

Dr. James Worley, Director, Graduate Program in Economic Development, Vanderbilt University, Nashville, Tennessee 37235.

Institutional Base

In addition to the project coordinators the Seminar and Curriculum Committees of the BIFAD Strengthening Grant program at NMSU served as a steering committee for the organization of the workshop. Members of this steering committee were:

Gary Donart Wilmer M. Harper, Chairman Rex Pieper B.J. Rankin
Jack Ruttle Milton Snodgrass Ralph Turner Charles Ward

METHODOLOGY

Program Organization

The workshop was administered by the coordinators and the joint BIFAD committee listed above. The general topic for the workshop was determined in a meeting of the coordinators and the steering committee. Once the subject matter had been determined, a format was selected. Format selection criteria were the capacity of the workshop to achieve an open exchange of ideas concerning students' needs within a framework which would prompt the participants to think about given topics, to accomplish certain tasks within a group setting, and to allow the participants to become aware of potential differences in perceptions

concerning the relative importance of given items. Format logistics are discussed under the heading Project Calendar.

Student Participant Selection

Within the set of AID sponsored students at NMSU, a set of students was selected by Dr. George Gardner, Center for International Programs, that met the following criteria: sponsored by AID, would be willing to participate in the workshop, had sufficient command of English to feel comfortable when working in a group setting, and had been at NMSU long enough to have some firsthand knowledge of the conditions at NMSU. From this group a nonrandom, stratified sample of students was selected such that the geographical representation of the student participant group would approximate the corresponding geographical composition of the international student body on campus.

Resource Personnel

All resource personnel were used to supply information to workshop participants which was not general knowledge to the group. This information related to various aspects of students' programs. In addition three of the resource persons served in the capacity of group facilitators in the group sessions (See Appendix A).

The presentations by resource personnel were structured to provide a departure point for the group sessions. Although this may have introduced some bias into the content of the discussions, the time constraints of the workshop dictated that the participants be stimulated rather than allow them to proceed at their own pace.

EVALUATION

Successes

The major success of the workshop was the creation of an awareness within the administration and faculty of the way in which international students view their educational process and the personal, administrative, and professional parameters within which students are selected and will work when they return home. For many administrators, in particular, this was their first exposure to the materials and information presented and discussed. A second contingent success was the opening of communication among the three groups and the commitment to further interactions.

This workshop was organized to stimulate the awareness of all participants and to stimulate further interaction. It was successful because it allowed the participants to meet together within an environment which minimized outside interference and to make a commitment to participate in the discussions.

As a result of the workshop, all participants became aware of the imminent possibility that the returning student will find himself called upon to assume an administrative role and activities. A seminar is being organized to explore the means of meeting this need.

Problem

There were two major problems associated with the workshop. First, the problem of timing was an issue and would continue under any arrangement. This is most critical with administrators and to a lesser degree faculty and students. The date chosen was during registration for Spring Semester. This date was chosen so that students and faculty would be

back from vacation, but would not yet be involved in classes. The timing presented some problems for administrators, but was probably the optimum time to insure maximum participation by all groups.

The second problem was how to structure the groups so that maximum exchange and interaction would take place. Some participants indicated that they would like to have had an opportunity to take part in group sessions in which all three groups of participants were represented. However, the structure selected by the Steering Committee and discussed under format probably resulted in the maximum realization of the differences in the perception of needs and requirements for program structure, and since this was the major objective as conceived by the Steering Committee, the administration of the workshop does not feel it to be a problem.

Changes

Due to scheduling conflicts Ellen Wise, NAFSA, could not attend. The original intent of the program was to have Dr. Stephen Dunnett attend and discuss the NAFSA sponsored, Iowa State study of international students' needs, but he was unable to attend.

As the completion of scheduled activities allowed, the program schedule was moved forward permitting the completion of activities at 3:30 rather than 4:30. This was quite useful in maintaining the attention and commitment of the administrators in the group.

I would not change the basic structure of the workshop if I were to conduct it again at NMSU. The problem of scheduling for a large number of people is never easy. Although some administrators indicated conflicts, the compromise time period selected for this workshop probably worked as well as any.

Results

Materials. Each participant received a letter of invitation and a workshop program prior to the meeting (See Appendix C and B). Upon arrival at the meeting each participant received a registration packet which contained: name tag, pencil, tablet, list of participants (Appendix A), handouts from Dr. A. J. Dye (Appendix D and E), handout from Dr. Harold Matteson (Appendix F), handout from Jose Cortez (Appendix G), and handout from Dr. Wilmer M. Harper (Appendix H).

Materials Developed. As a result of the plenary and group discussions, lists were developed by the three groups which prioritized and ranked the educational needs of international students (See Appendix J).

Potential Changes. The new awareness on the part of administrators concerning international students' needs and programs should result in a more congenial atmosphere in which to solve problems as they arise and in which to discuss changes and additions to programs and procedures at NMSU. Administrators and faculty in attendance expressed a new and expanded awareness of the students' needs and a desire to remove obstacles from and to facilitate the achievement of student and AID educational objectives.

Benefits. The discussion of foreign student needs as apart from the needs of students in general has been established as a legitimate undertaking. This will result in the continuation of the program evaluation process initiated by the workshop.

Continuing Activities. Additional seminars will be organized to discuss issues raised in the workshop. The first such seminar is being scheduled and will address the problem of students' administrative

responsibilities when they return to their home country. The end objective of this seminar will be the structuring and development of a course to meet these needs.

In addition to this seminar proposed, seminar topics include:

1. The diploma versus certificate problem;
2. development of departmental orientation programs;
3. in-country thesis research;
4. how to achieve more flexibility in programs; and
5. should the university develop an "international team" within the university.

ADAPTABILITY TO OTHER SETTINGS

Applicability

The entire project could be replicated at other locations. The only need is for the coordination of the schedules of resource personnel and participants. The planning and coordination of this workshop was facilitated by the existence of the BIFAD grant at NMSU, but the lack of such a grant would not seriously hinder a similar effort undertaken elsewhere.

Advantages and Disadvantages

The format employed by the Steering Committee served very well to emphasize the differences which exist among the three groups and is quite good for an initial exchange of ideas and perceptions. Some participants, however, indicated a desire for the group sessions to have a mix of all three types of participants. This might become more relevant in future sessions as the core of participants come to know one another better.

Funding

The actual gathering of the local participants to take part in the discussions could be achieved without outside funding. There must, however, be some means of support for the outside resource personnel. The availability of funds for the materials used in the registration packet, lunch, etc. created the atmosphere of organization and support which elicits a higher level of commitment and effort from the participants.

FINANCIAL REPORT

Contributions from Sources Other than the Grant

Space

The three meeting rooms for the workshop were provided by NMSU at no cost to NAFSA.

Faculty/Staff Time

All planning time by the Steering Committee was provided at no cost to NAFSA. With the exception of some meals, all participants from NMSU and other institutions attended at the expense of their respective institution.

Finances

There was no financial contribution to support workshop expenses other than that supplied by NAFSA.

Grant Expenditures

Administrative Expenses:

Postage	$ 10.20*
Telephone	50.00*
Secretarial (45 hours at $3.34 per hr.)	150.30
Materials, Supplies, and Facilities	198.16

Participant Expenses:

Luncheon Costs	$242.21
Coffee Breaks	47.00
Resource Persons	0.00
Participant Travel	50.00

Planning Costs:	$ 0.00

Other:

Xerox (700 pages at $0.05 per page)	$ 35.00*
TOTAL EXPENSES FROM GRANT FUNDS	$782.90

*I certify that these expenses were paid internal to the Department of Agricultural Economics, therefore, no receipts or vouchers are attached for them.

Wilmer M. Harper

SOLD TO:
Ag. Econ.
P. O. Box 3169
NMSU
Las Cruces, N.M. 88003

Date: 2-6-80 Your Order No.:

BUSINESS RECORDS CENTER INC. 12a

2215 SOUTH MAIN STREET
P.O. DRAWER P
LAS CRUCES, NEW MEXICO 88001
PHONE 524-2866

TICKET NUMBER	DATE	QUANTITY	DESCRIPTION	UNIT PRICE	GROSS	DISCOUNT	NET PRICE
8459	1-29-79	2	chart pak 3.00-10%	2.70	5.40		
		1	chart pak 5.50-10%		4.95		10.3
564	1-30-80	3	chart pak tape	1.20	3.60	net	
		1	graph paper	1.50	1.50	net	
		4	binder 1.35-10%	1.22	4.88		4.88
		2	folders 1.30-10%	1.17	2.34		
		4	folders .35-10%	.32	1.28		
		1	AB Dick paper 10.30-10%	9.27	8.27		22.87
6265	1-21-80	4	153 ampad easel pads 12.50-10%	11.25	45.00		
		6	grease pencils black .60-10%	.54	3.24		48.24

I HEREBY CERTIFY THAT THE ABOVE BILL IS CORRECT AND JUST AND THAT PAYMENT THEREFORE HAS NOT BEEN RECEIVED AND THAT FEDERAL AND STATE TAXES HAVE BEEN EXCLUDED, EXCEPT AS REQUIRED BY STATE LAW. PAYEE: THE PAPER MILL

BY: [illegible]

NET TOTAL $81.46

PLEASE REFERENCE TICKET NUMBERS WHEN PAYMENT IS MADE

INTERDEPARTMENTAL VOUCHER

12b

15107

New Mexico State University

International Programs
Name of Ordering Account

Center for Educational Development & Evaluation/Media Services
Name of Service Department
(23)

Req. No. (13) | Date (19) 2/7/80 | No. (54)

Description of Articles or Services	Amount
JANUARY 1980	
Graphics - Gomez	$ 17.00
TOTAL	$ 17.00

Remarks:

Approved: [signature] Dept. Head

Approved: [signature] Dean/Director

Audited:

Approved: Finance Officer

(1) Debit Account C	L	Entity	Code	(11) EC	(43) Amount	(53) P/F	(60) Credit Account C	L	Entity	Code	(70) ID No.
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ID 27229

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NMSU BOOKSTORE
DEPARTMENTAL CHARGE

ACCT. NO. OBJ.

Date

Requisition #

Department

Dept. Address

Delivery Information

Clerk	Charge	Credit
	✓	

Description	Quan.	Unit Price	TOTAL
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[illegible]	[illegible]	[illegible]	[illegible]
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Subtotal			1722
SERVICE CHARGE - 15%			[illegible]
Received by:	TOTAL CHARGE		772
X	TOTAL CREDIT		( )

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17

ID 27232

12d

NMSU BOOKSTORE
DEPARTMENTAL CHARGE

ACCT. NO. OBJ.

1 4 2 2 7 1 6 3 1 0

Date 1-11-80

Requisition #

Department Ag Econ

Dept. Address

Delivery Information	Clerk	Charge	Credit
	KW	✓	

Description	Quan.	Unit Price	TOTAL
Water bottle	3	42	1.26
Slide Pens blue	12	36	4.32
Mouse Pens Logo	100	05	5.00
Casette	2	4.50	9.00
Less 10% Gift Item			1.90
Subtotal			18.68
SERVICE CHARGE - 15%			1.55
		TOTAL CHARGE	20.23
		TOTAL CREDIT	( )

Received by:
x Cheryl Wootton

18

1-15-80

UHSA 004

OKSTORE

Customer's Order No. _____ Date 1-15 1980

Name William Harper

Address Ag Econ.

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT.	MDSE. RETD.	PAID OUT
Ellie	✓					

QUANTITY	DESCRIPTION		PRICE
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	EC Marketing		
		TAX	2 37
		TOTAL	

All claims and returned goods MUST be accompanied by this bill.

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INTERDEPARTMENTAL VOUCHER

18023

New Mexico State University

NAFSA WORKSHOP	ARA/NMSU DINING SERVICES	01-18-80
Name of Ordering Account	Name of Service Department (23)	Req. No. (13) / Date (19) / No. (54)

Description of Articles or Services	Amount
[illegible] ANT [illegible] & Return to Box 3AA by 1-30-80 [illegible] call #3001 immediately	
INVOICE #245027 attached	$204.50

[illegible]arks:

Approved: [signature] Dept. Head

Approved: Dean/Director

[illegible]ed:

Approved: Finance Officer

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ARA SERVICES
INVOICE TERM. 12g
0816 BOX 30-COLLEGE STA.
LAS CRUCES, NM 88003

Terms: Due Upon Presentation
Make Checks Payable To "ARA Services"

Component Name	NMSU
COMPONENT NUMBER	
Customer Number	0 8 1 6 9 9 9
Invoice Number	245027
MONTH DAY YEAR	
Invoice Date	0 1 1 6 8 0
Amount Due	2 0 4 5 0

TO
NAESA Workshop
1-4-22716
N.M.S.U.

IMPORTANT 245027
PLEASE INCLUDE THE ABOVE NUMBER ON ALL REMITTANCE SO PROPER CREDIT MAY BE MADE TO YOUR ACCOUNT.

	DATE AND/OR QUANTITIES	DESCRIPTION	AMOUNT	
1	1-15	6 gallons coffee	27	00
2		8 dozen donuts	20	00
3		Cold Meat Buffet for 45 people @ $3.50 ea.	157	50
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TOTAL AMOUNT DUE $ 204 50

CORPORATE HEADQUARTERS
ARA SERVICES, INC.
Independence Square West
Philadelphia, Pa. 19106
Telephone: (215) 574-5000

Form [illegible]

CUSTOMER COPY

21

12h

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07/80 * BWG

WILMER M HARPER

DOUBLE EAGLE
2007403371
06905127 MESILLA
1301002507 NM

...er of the card identified on this item is authorized to pay ... amount shown as TOTAL upon proper presentation, I promise ... such TOTAL (together with any other charges due thereon) ... to and in accordance with the agreement governing the ... card

QUAN	DESCRIPTION	UNIT COST	AMOUNT
	Dinner for 03.034		84 71
		TAX	
DATE	DEPT. / CLERK / AUTHORIZATION NO.	TIPS MISC.	
		TOTAL	
		CONV. RATE	CONV. AMT.

NOTICE-DO NOT SIGN THIS BEFORE YOU READ IT OR IF IT CONTAINS BLANK SPACES. YOU ARE ENTITLED TO A COPY OF THE AGREEMENT.

COPY OF AGREEMENT RECEIVED

CARD HOLDER SIGN HERE X Wilmer M Harper

OR VISA

MGBC

HOTEL-MOTEL-RESTAURANT RETAIL CHARGE AGMT.

MERCHANT COPY

F0402 (R 06-78)

12i

INTERDEPARTMENTAL VOUCHER

4347

New Mexico State University

31FAD --AG. ECON.
Name of Ordering Account

Center For International Programs
Name of Service Department
(23)

Req. No. (13) | Date (19) 3/4/80 | No. (54)

Description of Articles or Services	Amount
Two round trips from Las Cruces to El Paso Airport for Dr. James Worley, Director Of Programs for Economic Development -Vanderbilt University.	
200 Miles @ .25 Mile (Departmental Vehicle)	$50.00

Remarks:

Approved: Dept. Head

Approved: Dean/Director

Audited:

Approved: Finance Officer

(1) Debit Account C	L	Entity	Code	(11) EC	(43) Amount	(53) P/F	(60) Credit Account C	L	Entity	Code	(70) ID No.
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APPENDIX A

WORKSHOP PARTICIPANTS AND DISCUSSION GROUPS

Discussion Group A: Administration

1.	Dr. Gerald Burke	Academic Asst. Vice President
2.	Dr. George R. Dawson	Ag. Economics and Ag. Business
3.	Dr. Vernal H. Gledhill	Ag. Experiment Station
4.	Ms. Norma Kime	Admissions, WNMU
5.	Dr. Sunny Langham	Center for International Programs
6.	Dr. William H. Matchett	Dean Graduate School, NMSU
*7.	Dr. Harold Matteson	Center for International Programs
8.	Dr. Arnold B. Nelson	Animal and Range Science
***9.	Dr. Merle H. Niehaus	Agronomy
10.	Dr. John Oren	Cooperative Extension Service
11.	Dr. L. S. Pope	College of Agriculture
12.	Dr. Donald Roush	Acting President
**13.	Dr. Sanford D. Schemnitz	Fishery and Wildlife Science

Discussion Group B: Faculty

**1.	Dr. Garrey E. Carruthers	Ag. Economics and Ag. Business
2.	Dr. Gary Donart	Animal and Range Science
3.	Dr. A. J. Dye	Program Specialist, ITD, OICD/USDA
4.	Dr. George Gardner	International Programs, NMSU
5.	Dr. Volney Howard, Jr.	Fishery and Wildlife Science
6.	Dr. Rex Pieper	Animal and Range Science
7.	Dr. B. J. Rankin	Animal and Range Science
8.	Dr. Gene Ross	Agriculture and Ext. Ed.
9.	Dr. Jack Ruttle	Animal and Range Science
10.	Dr. Milton M. Snodgrass	Ag. Economics and Ag. Business
11.	Dr. Charles R. Ward	Entomology and Plant Pathology
12.	Dr. Boyce Williams	Agronomy
*13.	Dr. James Worley	Director, Grad. Pgm. Econ. Dev., Vanderbilt

Discussion Group C: Students

1.	Mr. Daniel Chacon	Student Services, WNMU
2.	Mr. Romadhani Chambuya	Student, Agronomy
3.	Mr. Jose G. Cortez	Student, Extension
4.	Mr. Pablo Cuesta	Student, Agronomy
5.	Mr. Peverett Cweba	Student, Range Science
*6.	Dr. Wilmer M. Harper	Ag. Economics and Ag. Business
***7.	Mr. Jose R. Martinez	Student, Ag. Economics
8.	Mr. Jim Masse	Admission Officer, College of Agriculture
9.	Mr. Mosana "Lo" Montshiwa	Student, Animal Science
10.	Mr. Harrison Mturi	Student, Range Science
11.	Mr. Francis Muthomi	Student, Range Science
**12.	Mr. Loftus Ndzinge	Student, Ag. Economics
13.	Mr. Hugo Serrate	Student, Entomology

Group A will meet in Room Eddy A
Group B will meet in Room Eddy B
Group C will meet in Room 50

*Group Facilitator
**Group Recorder
***Group Coordinator

24

APPENDIX B

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

TRAINING FOR DEVELOPMENT WORKSHOP

NEW MEXICO STATE UNIVERSITY

Rooms 49-50, Corbett Center
January 15, 1980

I. Purpose

The purpose of the workshop is to provide NMSU students, faculty, and administrators an opportunity to share information and perceptions regarding:

1) The process by which AID sponsored students are identified and selected for training;
2) The setting in which they perform as professionals;
3) The educational needs of AID sponsored students;
4) How well the NMSU curricula meet the needs of international students; and
5) What role practical (nonacademic) training can play in meeting the professional needs of international students.

Since considerable time can be spent on the discussion of each of these items, this seminar is designed to provide an initial overview of each of them. We hope this workshop will stimulate subsequent, comprehensive discussions of these topics through a seminar series to be developed by the BIFAD Seminar Committee.

II. Program

The workshop to be held on Tuesday, January 15 will be divided into a morning and an afternoon session.

A. Morning Session - Background Information Regarding Student Needs, Identification and Selection Processes, and Students' Work Environment. Chairman: Dr. Harold Matteson.

1. 8:30- 9:00 Introduction and Remarks - Dr. Matteson
2. 9:00-10:00 General Session: Identifying and Selecting AID Sponsored Students.
   Presentation and Discussion

3. 10:00-10:15 Break

4. 10:15-11:45 Educational Needs of International Students.

   a. Group Sessions: Administrators, faculty, and students identify and develop list of educational needs.

   b. Presentation of results of NMSU study - Jose Cortez, Bolivia. Student Department of Agricultural and Extension Education.

   c. Presentation and summary of educational needs identified by Iowa/NAFSA study - Dr. Harold Matteson, Director, Center for International Programs, New Mexico State University.

   d. Presentation and summary of educational needs identified by American Agricultural Economics Association survey - Dr. Wilmer M. Harper, Agricultural Economics, New Mexico State University.

   e. Comparison and discussion of group lists of educational needs of international students.

B. Lunch 11:45- 1:00 Dona Ana Room, Corbett Center

C. Afternoon Session - NMSU and the International Student.
Chairman Program in Economic Development
Vanderbilt University.

1. 1:00- 2:30 Is NMSU Meeting the Needs of AID Sponsored Students?

   a. Group Sessions: Groups from the morning sessions will reconvene and develop responses to two basic criteria:

      (1) Areas in which needs are being met.

      (2) Areas in which needs are not being met.

   b. General Session: Comparison and discussion of the perceptions of the three groups.

		c. Summary and Conclusions: Chairman
2.	2:30- 2:45	Break
3.	2:45- 4:00	Role of Practical Training in Meeting Needs of International Students
		a. Group Sessions: Groups will develop a perception of the type of practical training needed by international students which can be provided by NMSU.
		b. General Session: What is available nationally. Discussion Leader: Dr. A. J. Dye, Program Specialist, ITD, OICD/USDA.
		c. General Session: Discussion and comparison of perceptions developed in the Group Sessions.
4.	4:00- 4:30	Summary and Conclusions

APPENDIX C

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

Dear

Enclosed is the program for the workshop NMSU will be conducting on January 15, 1980, under the auspices of our BIFAD program and with joint sponsorship of the National Association of Foreign Student Affairs (NAFSA). We would like very much for you to attend and participate in the program. Since the success of this workshop will depend on the attendance and continuity of attendance at the entire program of those we have invited, I hope you will make every effort to be with us.

If you have any questions after reviewing the enclosed material or if you cannot attend, please let me know by December 21.

Thank you and we look forward to your participation in the workshop.

Sincerely,

Wilmer M. Harper
Assistant Professor

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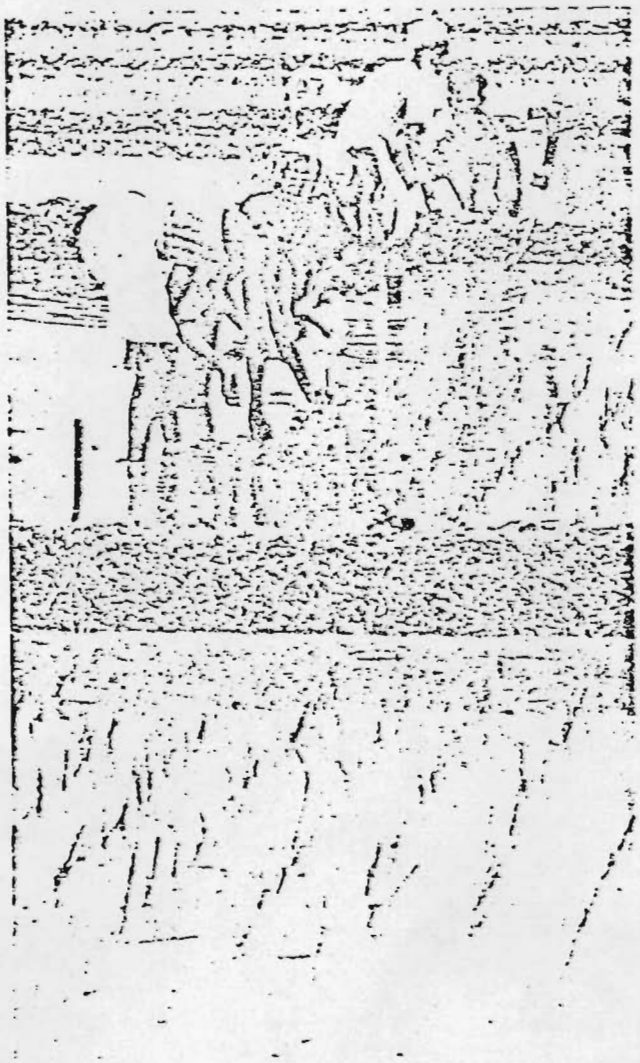
Enclosure

APPENDIX D

Sharing Agricultural Knowledge With Other Nations

United States Department of Agriculture

Office of International Cooperation and Development



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Sharing Agricultural Knowledge With Other Nations

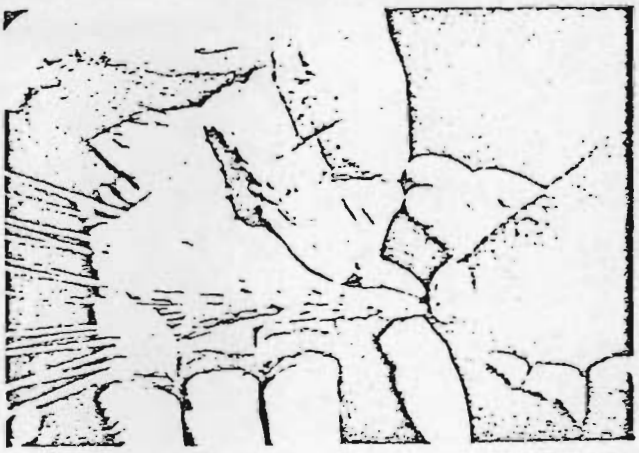
The U.S. Department of Agriculture (USDA) is the largest single source of agricultural expertise in the world. It shares its knowledge with other nations to help them grow more food, improve rural life, and contribute to economic growth and development. USDA leaders feel that by solving agricultural problems abroad, food production can be increased, economic and rural progress fostered in both developing and developed nations, income levels increased, trade expanded, and world food supplies made more secure.

Experience at Your Service

The USDA has experts in all scientific, technical, and managerial skills necessary for agricultural progress. Right now, skilled agriculturists from USDA are at work in Africa, Latin America, Asia, and the Middle East. They provide technical assistance to foreign governments, private firms, farmer organizations, and international organizations. Others provide instruction to foreign agriculturists and leaders in order to improve their abilities to develop and administer agricultural programs in their own countries.

A Look at USDA

You will find nearly 20 program agencies sharing their know-how through the USDA technical assistance, scientific exchange and training programs—in such areas as agricultural planning, organization development, management, economics, statistics, marketing, credit, nutrition, education, research, extension, conservation, cooperatives, food technology, forestry, engineering, irrigation, livestock, and agronomy.



Assistance Funding

The primary funding source for USDA agricultural assistance to developing countries is the U.S. Agency for International Development (AID). Other organizations concerned with food and agriculture in developing nations—such as the international development banks, the Food and Agriculture Organization of the United Nations, the Organization of American States, and individual country governments—can also contract for USDA technical resources and services on a reimbursable basis. USDA work in scientific exchange with cooperating countries is funded by various methods, including special cost-sharing trust funds.

The USDA-University Network

In helping solve agricultural development problems, USDA calls on agricultural know-how throughout the United States, particularly from the agricultural colleges of state universities. In 1974, USDA and these universities formed the International Science and Education Council to deal with an increasing demand for technical assistance and training in agriculture, and to coordinate programs and personnel more effectively. USDA also has formal agreements with various university consortia to implement joint technical assistance and training programs abroad.

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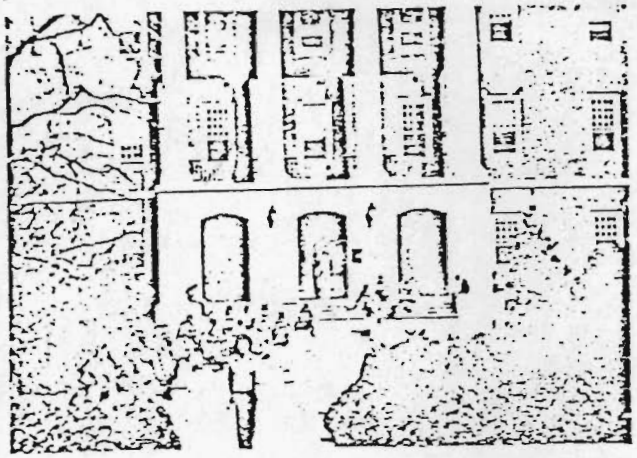

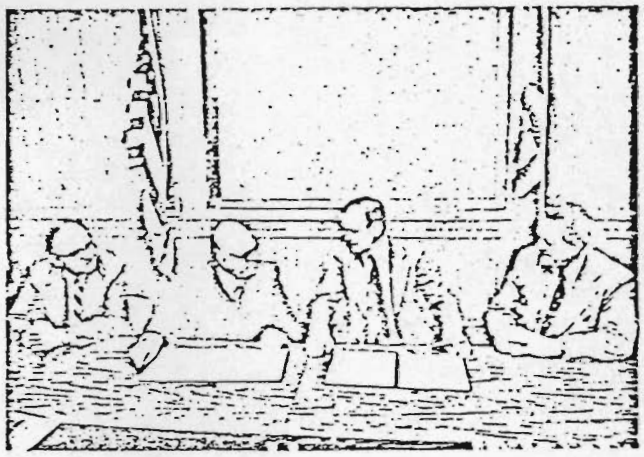

In addition, USDA actively supports the efforts of AID and the university community in implementation of Title XII of the Foreign Assistance Act. The Department, under Title XIV of the Food and Agriculture Act, is authorized to carry out programs designed to strengthen university participation in international programs. Both of these recently enacted laws offer opportunities for expanded USDA participation in international development programs in its customary patterns of cooperation with land-grant universities.

Historical Perspective

U.S. agricultural assistance to developing nations is not new. As early as 1872, Commissioner of Agriculture Horace Capron led a group of Americans to Japan to help improve farming. However, the U.S. Department of Agriculture's formal involvement in foreign development dates back to 1949, when the Point IV program was initiated. For a brief period, coordinating responsibility for international development work was vested with a USDA office. Between 1952 and 1961, a predecessor agency to AID obtained technical expertise from the Department through direct contact with each of the USDA agencies.

In 1961, legislation was enacted enabling AID to enter into agreements with U.S. Government agencies. This resulted in a formal agreement for USDA/AID cooperation in technical assistance and training. In the recent Food and Agriculture Act, Congress directed the Secretary to further expand the Department's overall participation in development assistance programs. Coordinating responsibility for the Department has been with various agencies, but is now centered in the Office of International Cooperation and Development.

OFFICE OF INTERNATIONAL COOPERATION AND DEVELOPMENT

The Office of International Cooperation and Development (OICD) is the line agency within the Department that is responsible for technical assistance, international training, development programs, coordination of international organization affairs, scientific exchange agreements and the development role of food assistance. Many of these functions are planned and carried out in close collaboration with such other U.S. agencies as State, AID, Treasury, Interior, and the Office of Management and Budget. As such, OICD works closely with other U.S. agencies as well as with all USDA agencies to provide the expertise and guidance needed to help other nations improve agriculture and rural life. The Director of OICD reports to the Assistant Secretary for International Affairs and Commodity programs.

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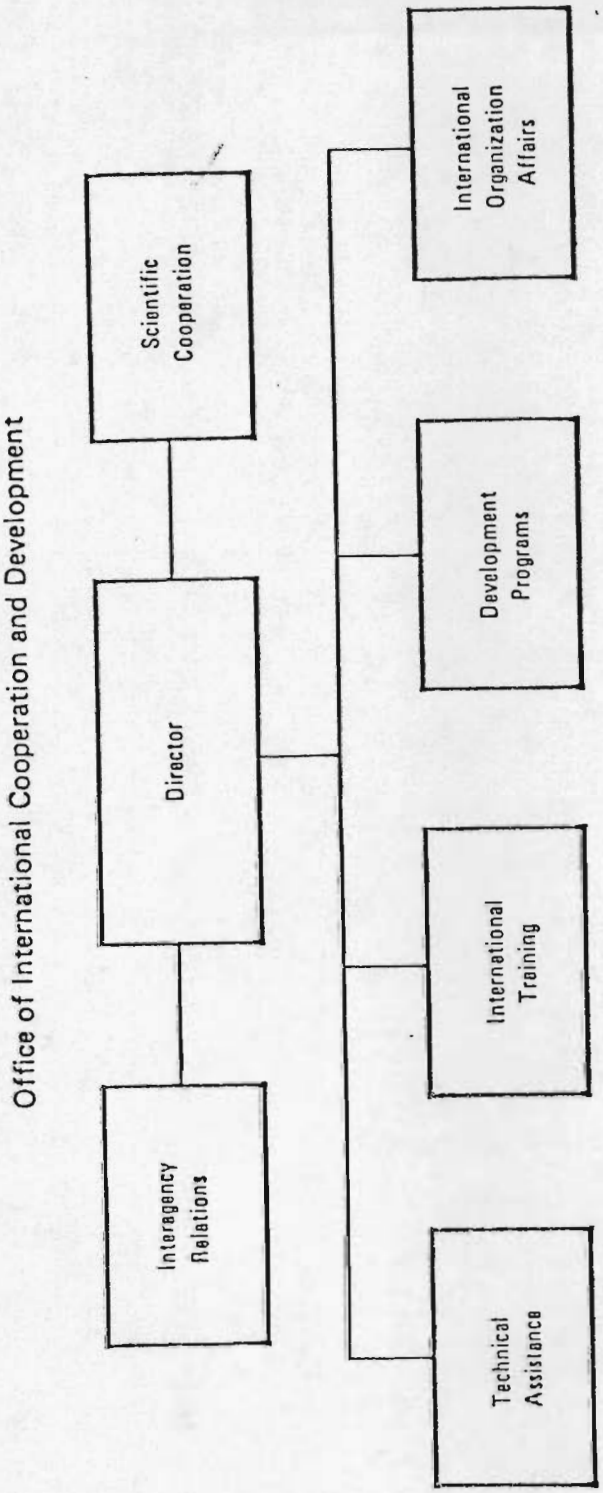

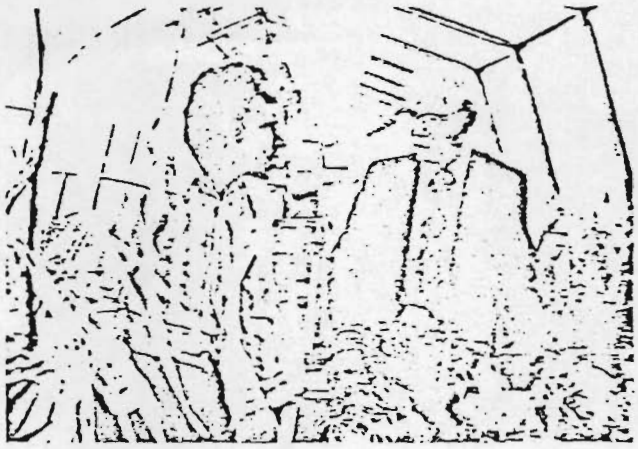

TECHNICAL ASSISTANCE DIVISION

The goal of U.S. technical assistance in agriculture is to help developing countries become more self-reliant in producing food and fiber from limited resources, and improve the quality of life for their people. During 1978, more than 700 USDA and university specialists worked in 51 countries. They were employed on technical assistance projects requiring personnel for periods varying from 1 week to multi-year resident assignments. The Technical Assistance Division (TAD) is responsible for the programs and sees that they are effective, properly staffed, and attuned to the specific needs of individual countries.

The areas of assistance to developing countries cover the full gamut of departmental experience. Increasingly, help is being provided to assist individual countries in economic planning and establishing data base information necessary for program and policy decisionmaking. Some of the areas in which the Department has recently shared agricultural knowledge with other countries include:

Production Research

U.S. scientists assist and train local researchers throughout the world to increase food supplies—by developing high-yielding and nutritious varieties, adapting them to local conditions, analyzing soil, water and nutrient requirements, and controlling diseases, insects, and other pests.

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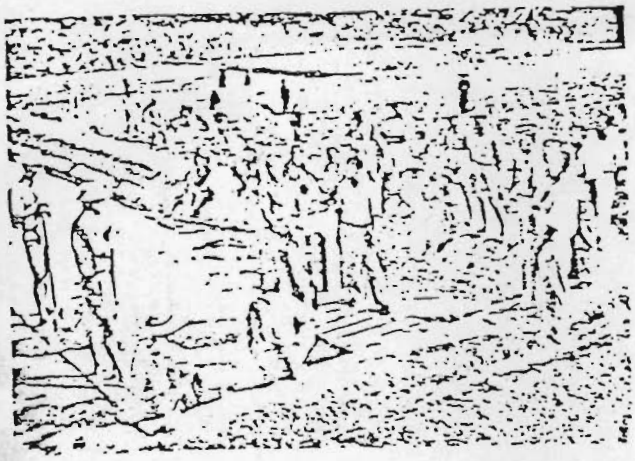
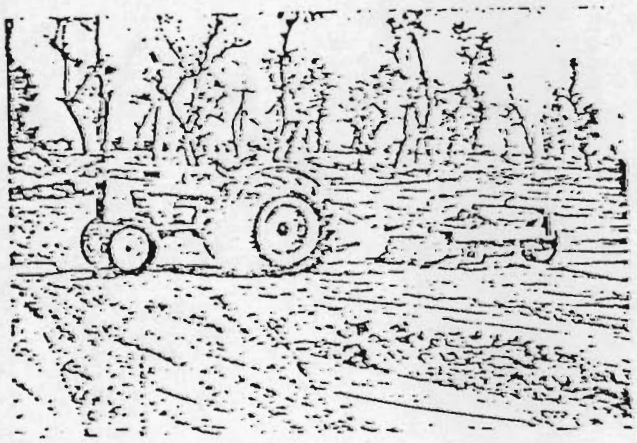
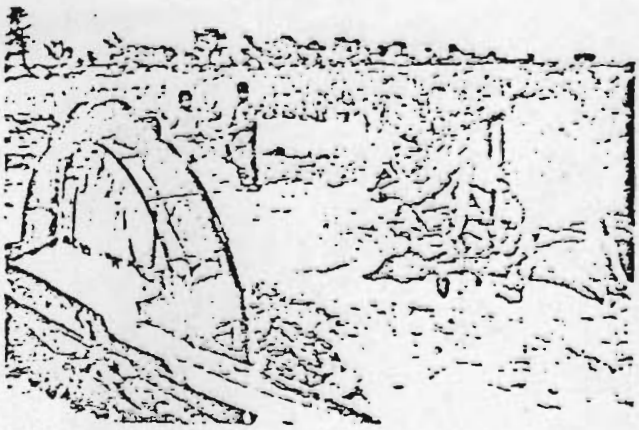


Land and Water Management

Countries suffering from lack of water, severe erosion, or poor terrain use the skills of USDA soil and water conservation experts who advise on the proper use of resources to increase agricultural production.





Nutrition

To improve diets of people in the developing world, USDA is helping to develop methods for evaluating the nutritional impact of agricultural policies and programs that developing countries can use to improve their agricultural planning and policy formulation process. Other USDA projects are specifically designed to develop, process, and market nutritious foods. These efforts include development of weaning foods, innovative use of soy products, and fortification of wheat, rice, and other staple foods to improve levels of protein and other nutrients.

Marketing

USDA marketing specialists help nations improve the flow of food and fiber from producer to consumer—through better distribution of farm output, reduction of losses in storage and marketing channels, establishment of standards and grades for agricultural commodities, and dissemination of market information.

Credit

Modern agriculture requires credit to finance improved seed, fertilizer, pesticides, and other important inputs. USDA specialists advise lending institutions and government officials on ways credit programs can meet these needs.

Cooperatives

Experts help farmers organize new cooperatives so that by working together farmers can increase their incomes. They also advise cooperative leaders and government officials on managerial, financial, and organizational methods to improve existing cooperatives.

Statistics

Economists and statisticians help developing countries develop systems for obtaining data—a crucial basis for agricultural planning. Statistical assistance programs underway in several countries include development of area sample frames, a sample survey on production and marketing of farm products, training in statistical methodology, and computer programming.

Planning and Policy Analysis

Economists assist local planning institutions in programs designed to improve agricultural policy analysis and meet government needs for short-, medium-, and long-term planning information. Data are analyzed to inventory and describe rural resources, enterprises, and households.

Forestry

USDA forestry specialists excel in helping developing nations utilize abundant forest resources and restore overexploited forests. They assist in such areas as protection of forests and development of new products through research, range and watershed management, prevention and control of forest fires, and control of insects and diseases that destroy trees.

Remote Sensing

USDA technicians help establish the capability and facilities within appropriate government ministries to utilize remotely sensed data in such areas as resource inventories, land use, crop, rangeland and livestock monitoring, and agricultural statistics. LANDSAT (Land Satellite) and other remotely sensed data can then be used as an aid in the decisionmaking process, in evaluating certain resources, and in monitoring changes in resource inventories.

INTERNATIONAL TRAINING DIVISION

The work of OICD's International Training Division (ITD) reflects the changing needs of rural and agricultural development around the world. Training programs range across the full spectrum of agricultural, nutrition, management, and rural development skills. Each year about 2,500 foreign agriculturists participate in various types of training arranged by ITD. The major areas of training services include:

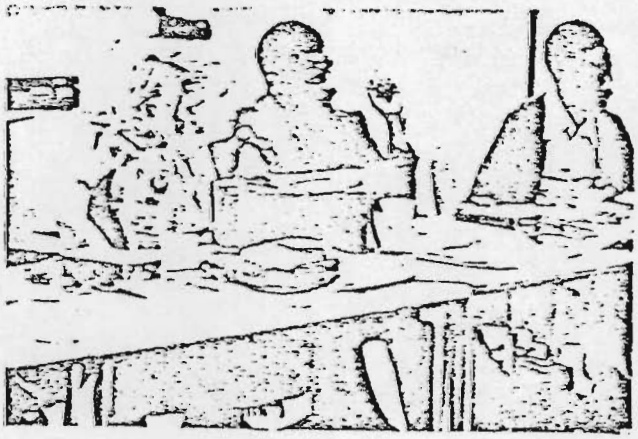
Assistance in Planning, Designing and Implementing Training Programs

Planning Services. USDA can provide assistance in planning, designing, and implementing training components of development projects.

Manpower Planning. As part of their development planning, governments need to make manpower analyses and establish training goals and plans. ITD can work with them to identify training needs and select trainees. Resident advisors or short-term teams assist foreign ministries with manpower analyses and planning.

Managing and Conducting Training Programs in the United States and Overseas

Degree Programs. Students can work toward academic degrees, from the bachelor's through the doctorate. ITD supplements academic work with specialized courses,



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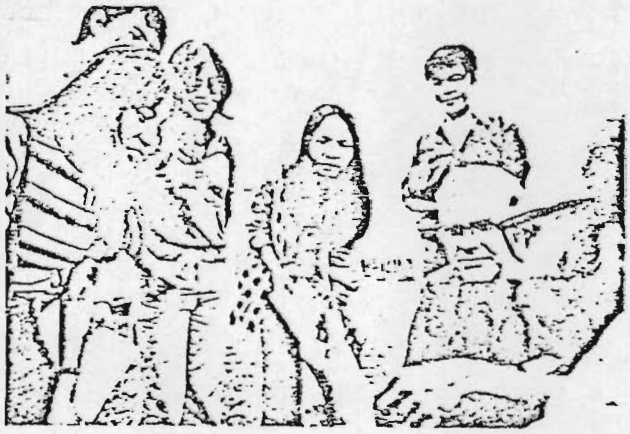
practical experience, and sometimes home country research, to ensure an understanding of operating requirements at the field level.

Specialized Short Courses. Conducted by ITD or in cooperation with universities, State Departments of Agriculture, and private companies, these courses last 4 to 18 weeks.

Courses are available in a wide range of economic and management areas and combine classroom instruction with practical experience and field observation. Many of these courses can also be taught in less developed countries. This reduces costs and allows trainees to stay close to their jobs or to combine training with direct job application. Courses in home countries are always tailored to the local situation.

Practical Skill Development and On-the-Job Training. Qualified agriculturists, administrators, scientists, and technicians can sharpen their skills with highly specialized nondegree training in the field, classroom, and laboratory.

ITD also arranges on-the-job training, which offers direct involvement in day-to-day operations and problems. Trainees work side by side with U.S. agricultural scientists, managers, or operators in laboratories, farms, offices, and industrial plants.



Multiplication of Training. A unique "Training of Trainers" program offers training skills to agriculturists. They then pass on their newly acquired knowledge in low-cost training programs in their own countries. Besides this special program, training skills can be included in almost all USDA training programs.

Management and Organization Assistance

Management and Organization Change. USDA provides short-term, periodic, or long-term assistance in management, organization development, and organization change. Assistance can be given agencies and organizations facing problems of efficiency, resource utilization, interorganizational linkages, project support, or management.

Project Management Support and Training. Through a blend of training, technical consultation, and action research in its unique Development Project Management Center, USDA provides assistance in project management training; project development; and project monitoring and evaluation. Project managers can also become part of a worldwide network and information system through the Center.

INTERNATIONAL ORGANIZATION AFFAIRS DIVISION

Liaison For USDA With International Organizations

The International Organization Affairs Division (IOAD) is responsible for liaison between USDA and international organizations concerned with agricultural development. These include the UN/World Food Council, the UN/Food and Agricultural Organization (FAO), the World Bank, the regional international development banks, the Inter-American Institute of Agricultural Sciences, the World Food Program, the International Fund for Agricultural Development, and similar organizations. IOAD is also responsible for USDA liaison with the Organization for Economic Cooperation and Development (OECD), and

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particularly for work with its Agricultural Committee and Development Assistance Committee. Together with the Foreign Agricultural Service, IOAD helps in liaison work with United Nations Conference on Trade and Development.

Interagency Coordination Within The U. S. Government

IOAD coordinates the preparation of U.S. position papers for meetings of the international organizations indicated above and participates as members of U.S. delegations to these meetings. In fulfilling this responsibility, IOAD also represents the Department at the Development Coordinating Committee's (DCC) Subcommittee on Multilateral Aid, where loans of the development banks (IBRD, IDB, ADB, and ADF) are considered and a U.S. position is worked out. Additionally, IOAD reviews international development bank financing for agricultural projects and coordinates questions of policy with the Office of the Secretary. IOAD also represents the Department in its work with the DCC Subcommittee on International Organizations.

Placement of U. S. Nationals With International Organizations

IOAD is responsible for facilitating the placement of U.S. nationals in international organizations for both short-term consultant assignments and regular career positions at headquarters or field offices of these organizations.

Reports and Information on International Organizations

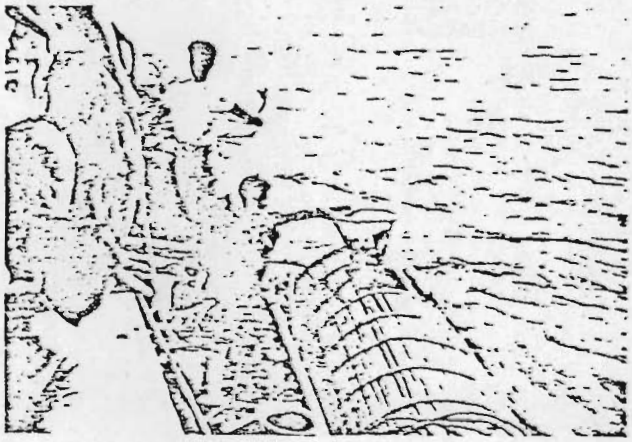
IOAD receives and maintains files on reports and publications of international organizations such as FAO and the World Bank and distributes a number of them to USDA and other officials. From time to time, IOAD prepares reports and publishes them on the work and operations of international organizations as they pertain to food, agriculture, and rural development.

DEVELOPMENT PROGRAMS DIVISION

The Development Programs Division (DPD) is the focal point for many agricultural development studies supported by AID and other interested organizations. Programs of mutual interest with international development organizations are carried out in all related areas of development.

Traditionally, a major emphasis within the Development Programs Division was placed on investigation of specific country economic activity. However, DPD is diversifying and currently investigates areas that are both multidisciplinary and multicountry in scope.

Within DPD, the Food and Nutrition Program assists AID in identifying, developing, and demonstrating approaches to increase the availability of low-income nutritious foods in order to improve the status of malnourished populations in developing nations. Additionally, the Nutrition Economics Program is developing methodologies for determining the effects of various government policies and programs on the food consumption patterns and nutrient intakes of those most likely to suffer from malnutrition—the urban poor, landless laborers, and subsistence farmers.



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SCIENTIFIC COOPERATION STAFF

The major function of the Scientific Cooperation Staff (SCS) is to provide a central coordinating point for all scientific and related technical activities in the Department. The staff serves as a link between USDA participating agencies, other U.S. Government agencies, universities, foreign governments, and other institutions in the coordination of agricultural research education, exchange of technology, and information.

In carrying out its overall coordinating role in science and technology policy, SCS proposes mechanisms for foreign assistance strategy. The primary category of activity is in developing bilateral and multilateral agreements of cooperation with other countries and bringing government, institutions, and private resources into these agreements. Concomitantly, SCS participates in international forums on science and technology.

Bilateral agreements of cooperation with both low- and middle-income countries provide a base for improving agriculture in developing nations, thus leading to improved relationships. Cooperative agreements with Brazil and Argentina are in the first stages of negotiation and those with other countries are expected to follow.

A recent interdisciplinary approach to bilateral agreements coordinated by SCS was the Binational Agricultural Research and Development Fund with Israel (BARD). The BARD was developed to promote the high priority needs of both countries and funding will be jointly provided.

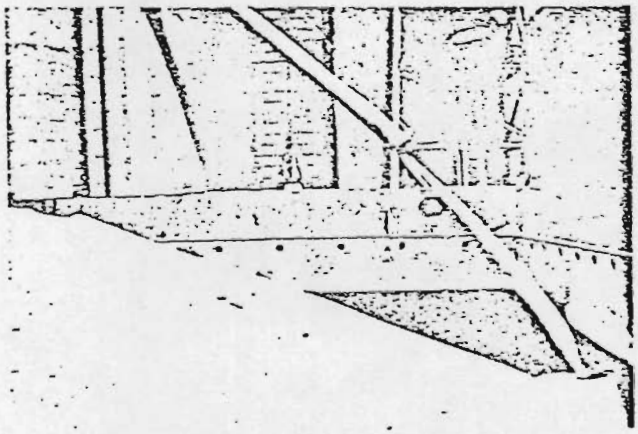
Additionally, SCS has arranged agricultural agreements of cooperation with several of the Communist countries. Presently, agreements exist with the USSR, Poland, and Romania; new cooperative agreements with Bulgaria and Hungary are being considered.

INTERAGENCY RELATIONS STAFF

OICD is responsible for coordinating the USDA policies and programs in support of U.S. bilateral and multilateral agricultural assistance programs. This coordinating effort is carried out by the Interagency Relations Staff (IRS) and involves mobilizing the resources of the various agencies of the Department, participating in Government-wide planning of these programs, and developing successful modes of collaboration with U.S. agricultural colleges and universities in the implementation of programs. Many of these efforts are carried out under the auspices of various intra-agency and interagency committees and groups including: The International Agricultural Development Committee (IADC); Board for International Food and Agricultural Development (BIFAD); the International Science and Education Council (ISEC); and the Development Coordination Committee. The IRS responsibility is coordinated in the Office of the Director.

FOOD ASSISTANCE AND DEVELOPMENT STAFF

While the Office of the General Sales Manager (OGSM) has overall responsibility within USDA for Public Law 480 food assistance programs, OICD's Food Assistance and Development Staff, in close cooperation with OGSM, works on the developmental aspects of these programs. The effort relates to departmental policy on food assistance and development, the self-help (Title I) and the new food for development (Title III) programs, and country specific analysis related to food assistance. OICD's work in this area is coordinated in the Office of the Director and utilizes the regional and country expertise found in the Technical Assistance Division of OICD and the Foreign Demand and Competition Division of the Economics, Statistics, and Cooperatives Service (ESCS).



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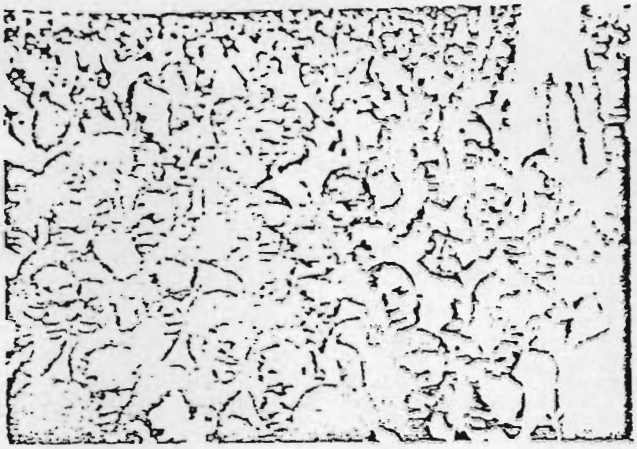
REPORTS AND TECHNICAL INQUIRIES STAFF

OICD's Reports and Technical Inquiries Staff provides on demand agricultural information needed for the design and implementation of AID's agricultural programs overseas. In response to inquiries from AID Missions for current and retrospective research literature in all areas of the agricultural sciences, the staff searches for previously processed materials derived from worldwide sources. Information resources of the Department of Agriculture, land-grant universities, National Agricultural Library, other Government agencies and international organizations are utilized, in addition to commercial bibliographic data base files. Experts in the subject fields, including AID contractors, are called on for information and technical input.

If you would like to find out more about OICD, write the Director, Office of International Cooperation and Development, U.S. Department of Agriculture, Washington, D.C. 20250.



"The United States can't feed the world. We don't have the land or the resources. But we can help developing countries help themselves, and our policies will be designed to do that."

Secretary of Agriculture Bob Bergland
February 8, 1977

"We have a twin challenge in our relations with developing nations: (1) To help them improve their own food production while meeting hunger emergencies through bilateral and multilateral food aid. (2) To aid their economic growth to the end that ultimately they can import commercially and have the facilities to utilize these imports."

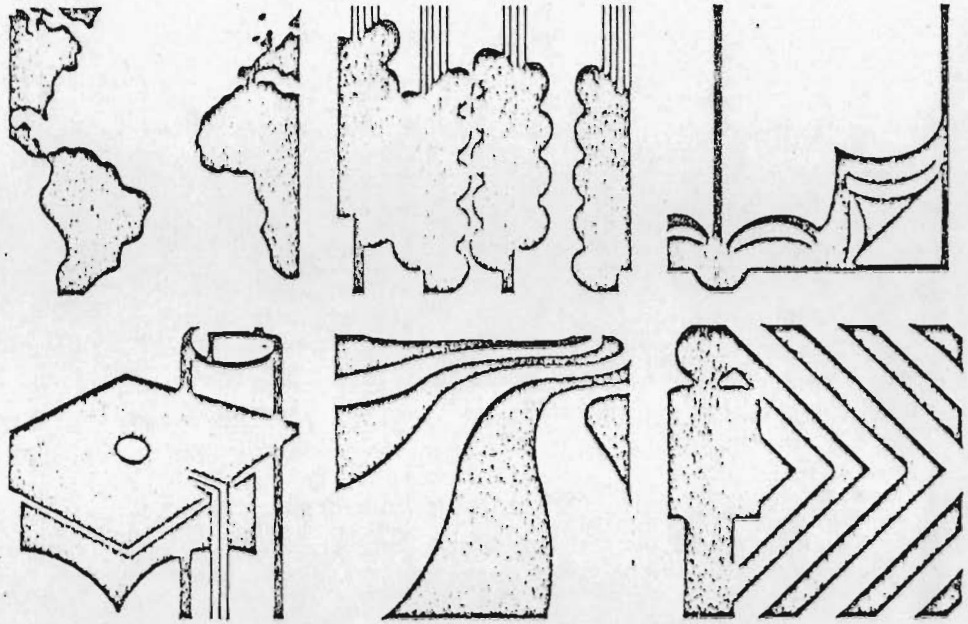
Secretary of Agriculture Bob Bergland
before the
Committee on International Relations
House of Representatives
February 23, 1978

Issued January 1979

Courses in Agriculture, 1980

Technical programs
in the United States
for foreign agriculturists

International Training Division
Office of International Cooperation
and Development
U.S. Department of Agriculture,
in cooperation with the
Agency for International Development,
and U.S. universities



Courses in agriculture and related fields conducted for foreign agriculture by the U.S. Department of Agriculture and U.S. universities, 1980

Course number	Course title	Course description	Duration	Course dates
Management of Agriculture and Rural Development				
110-3	Agricultural Communication and Media Strategies	*How to design and utilize information delivery systems. Considers audience identification, analyses of existing delivery systems, message design, and utilization of media most appropriate for the adoption process.*	6 weeks	May 19–June 27
110-5	Development and Operation of Agricultural Extension Programs (2 sections)	*Study of fundamental principles, theories and practices of agricultural extension systems. Acquire increased understanding of structure and function of extension services and how they operate to improve rural life.*	9 weeks 10 weeks	June 9–Aug. 8 Sept. 2–Nov. 7
110-15	Agricultural Trainer Development	*Methods and skills in designing, planning, administering, and presenting effective training programs for agriculture and rural development.*	8 weeks	June 30–Aug. 22
110-14	Application and Diffusion of Agricultural Research Results to the Community Level	*Focuses on methods of disseminating and utilizing agricultural research results at the community level. Examines the adoption process in detail and explores alternative strategies for utilization.*	6 weeks	June 23–Aug. 1
110-16	Vocational Agricultural Education Systems in Developing Countries	*Analysis and improvement of organization, management and curriculum of vocational agricultural systems, including curriculum design and implementation, integrating farm and work experiences, teacher and student evaluation, and overall management and organization.*	6 weeks	July 28–Sept. 5
140-15	Agricultural Project Planning for Implementation	*Application of management concepts and skills to designing projects to bring about timely implementation and completion.*	5 weeks	May 5–June 6
140-2	Agricultural Capital Projects Analysis	*Techniques for the financial and economic analysis of agricultural development projects.*	7 weeks	June 9–July 25
140-16	Managing Agricultural Project Implementation	*Focuses on organizational and technical problems in carrying out projects, including information feedback systems and network analysis for monitoring project progress and cost.*	6 weeks	July 28–Sept. 5
140-12	Organization and Operation of Rural Electric Distribution Systems	*Basic information needed to establish and develop rural electrification systems.*	6 weeks	May 12–June 20
140-23	Management of Agricultural Organizations (for lower to mid-level managers)	*Management principles and practices for lower to mid-level staff in agricultural or rural development organizations. Includes program planning, budgeting, supervision, financial and personnel management, work organization and office management, and control systems.*	8 weeks	June 16–Aug. 8
140-14	Management and Organizational Change—An Organization Development Approach (for senior and executive staff)	*Focuses on processes and strategies used by management to bring about planned change and increased effectiveness in agricultural organizations and examination of inter-organizational relationships.*	6 weeks	May 12–June 20
140-17	Management and the Role of Women in Development (for senior-level women)	*Development of management and organizational skills and strategies for utilizing women in development.*	6 weeks	March 31–May 9
140-24	Management of Agricultural Research	*Considers the uniqueness of the agricultural research process. Assists research administrators in identifying research needs, planning research, establishing research priorities given staff and budget restrictions, and management of research organizations.*	6 weeks	April 28–June 6
140-30	Contract Administration in Rural Development	*Procedures for developing, awarding, and supervising contracts in rural development programs.*	4 weeks	March 31–April 25

[redacted]	[redacted]gricu[redacted]Coop[redacted] Org[redacted]ons [redacted]	Alternative ways to bring small scale agricultural products toy[redacted]nto [redacted]brodu[redacted]and [redacted]ing o[redacted] zations.	6 weeks [redacted]	Sept. 22–Oct. [redacted]
140-33	Keys to Agricultural Development at the Local Level (6 sections)	*Identification and analysis of key social, economic, and political factors in the process of agricultural development at the local level. (A field seminar primarily for participants enrolled in academic programs.)*	2 weeks	Held between May and August. Dates to be announced.
Agricultural Economics and Policy				
140-1	Agricultural Policy Seminar (for senior-level staff)	*Identification of alternative policies and examination of policy interrelationships.*	4 weeks	April 7–May 2
140-3	Strategies for Developing the Agricultural Sector	*Techniques for applying development theories to country capabilities, resources, and traditions.*	10 weeks	June 16–Aug. 22
140-4	Basic Statistics with Emphasis on Agricultural Statistics (Spanish)	*Basic statistics, sampling theory, and field application.*	13 weeks	May 26–Aug. 22
140-8	Small Farmer Credit Distribution and Administration	*Key procedures and techniques of distributing and administering credit to small farmers.*	4 weeks	Aug. 25–Sept. 19
140-9	Small Farmer Credit Policy (for senior-level staff)	*Policy implications of developing and implementing small farmer credit programs.*	4 weeks	Sept. 22–Oct. 17
140-19	Agricultural Policy Formulation and Analysis	*Application of analytical techniques to formulating and evaluating alternative policies.*	5 weeks	March 3–April 4
140-22	Economic Forecasting for Agricultural Policymaking and Planning	*Alternative techniques for forecasting values of economic and agricultural variables useful for policymaking.*	5 weeks	Oct. 27–Nov. 28
150-2	Grain Storage and Marketing	*Grain handling techniques from farm to consumer.*	7 weeks	June 16–Aug. 1
150-5	Developing Markets for Agricultural Products	*Location and development of markets; buying and selling in markets.*	10 weeks	June 9–Aug. 15
Agricultural Production and Technology				
110-17	Agricultural Research Methodology	*Focuses on analytical research methods, procedures and criteria used in project selection, experimental design, statistical techniques, and data preparation and presentation for technical literature.*	7 weeks	June 9–July 25
120-1	Irrigation Problems and Practices	*Agronomic and engineering aspects of irrigation water management.*	8 weeks	June 9–Aug. 1
120-8	Resource Development of Watershed Lands	*Focus is on effective use and development of water soil and human resources of watershed lands.*	6 weeks	June 16–July 25
120-5	Soil Fertility Relationships Affecting Food Production	*Interrelationships among soil morphology, fertilizers, and crop fertility requirements.*	10 weeks	June 8–Aug. 15
120-6	Technical and Economic Aspects of Soybean Production	*Cultural and economic practices related to soybean production for human food.*	14 weeks	May 12–Aug. 15
120-7	Soybean Processing for Food Uses	*Principles and processes for converting soybeans to human food.*	7 weeks	June 16–Aug. 1
130-3	Seed Improvement	*Techniques for producing superior seed and for handling to maintain quality.*	10 weeks	May 26–Aug. 1
130-4	Range Management and Forage Production	*Provides framework for implementing rangeland development and planning systems. Study of range inventory, improvement techniques, grazing systems and range management plans.*	9 weeks	June 2–Aug. 1
130-5	Plant Quarantine	Operation of national plant import inspection and quarantine program.	11 weeks	Sept. 8–Nov. 21
130-8	Integrated Pest Management	*Concepts and principles of integrated pest management using newly developed USA models; relationships between research and pest control tactics and strategies.*	7 weeks	July 14–Aug. 29

Course Locations. Courses are conducted by the U.S. Department of Agriculture in conjunction with the Agency for International Development (AID), universities, and other training cooperators. Participants are administrators, scientists, and technicians in agriculture, home economics, and rural development from developing nations. Courses are conducted in an appropriate location for the subject matter involved.

Training Methods. The practical application of subject matter is emphasized in all courses and practice and field observation are included. Where appropriate, examples and case histories from developing nations are used. A major component is the examination and analysis of participants' experiences in their own countries.

Costs. Costs vary according to course length, amount of travel, facilities, and resources involved. Cost information is provided in the 1980 Course Catalog available on request.

Contact. For additional information or to nominate candidates, contact:

Dr. Robert I. Ayling
Deputy Director for International Training
USDA/OICD, Room 3529-South Building
Washington, D.C. 20250
U.S.A.

Cable Address: AGRIWASH 64334, Ayling, OICD

Issued August 1979

Sponsorship. Sponsorship or funding for most trainees is provided by AID, the Food and Agriculture Organization of the United Nations (FAO), international development banks, developing country governments, foundations and private organizations. For possible sponsorship by AID or FAO, trainees should contact AID or FAO country offices through the appropriate channels in their home countries.

Sequencing of Courses. Where possible courses have been sequenced in appropriate combinations to permit participants to maximize their time in the U.S. Additionally, special programming in areas of particular interest can be provided to supplement courses.

Application Deadline. Early application is recommended. Normal application deadline is 2 months before course begins. Later applications will be considered on a space available basis. Courses are conducted annually at approximately the same time. Announcements and catalogs issued each year provide specific dates.

Programs of the International Training Division. In addition to the agricultural courses, the International Training Division, in conjunction with its cooperators:

—provides *training in agriculture* in the U.S. tailored to individual participant needs;

—provides *short term experts* to assist in design, planning, surveys, evaluations, and studies related to training and the training components of development projects;

—*conducts training* in agriculture in developing nations;

—provides *experts to manage or advise on long term, large scale training projects* in developing nations; and

—provides *special resources for management and organization improvement* to organizations in less developed countries.

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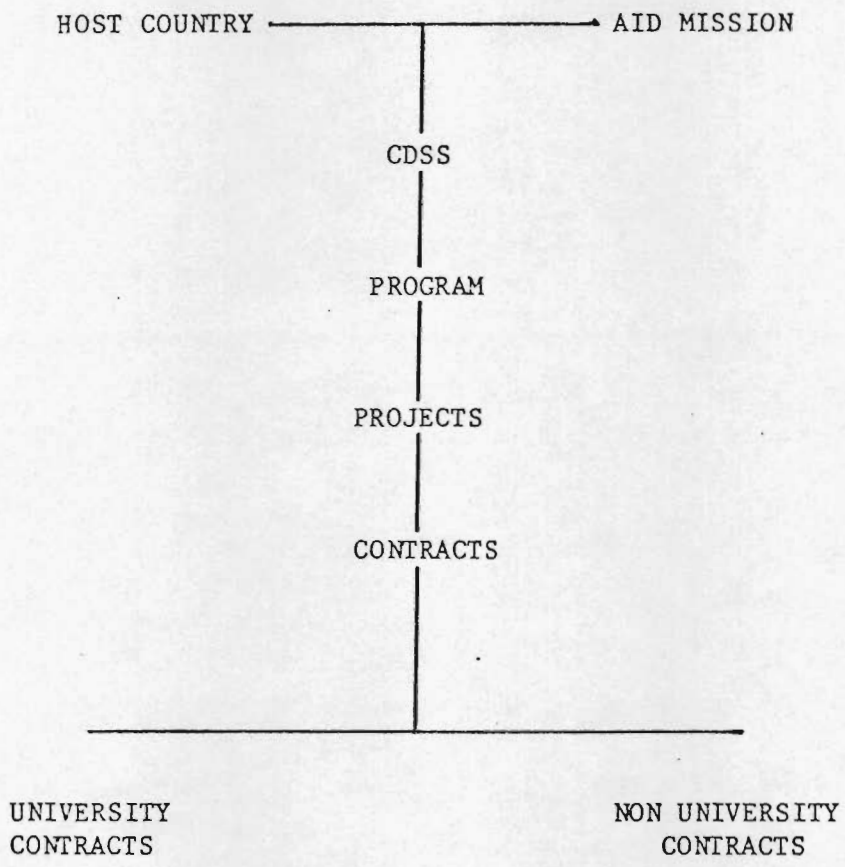
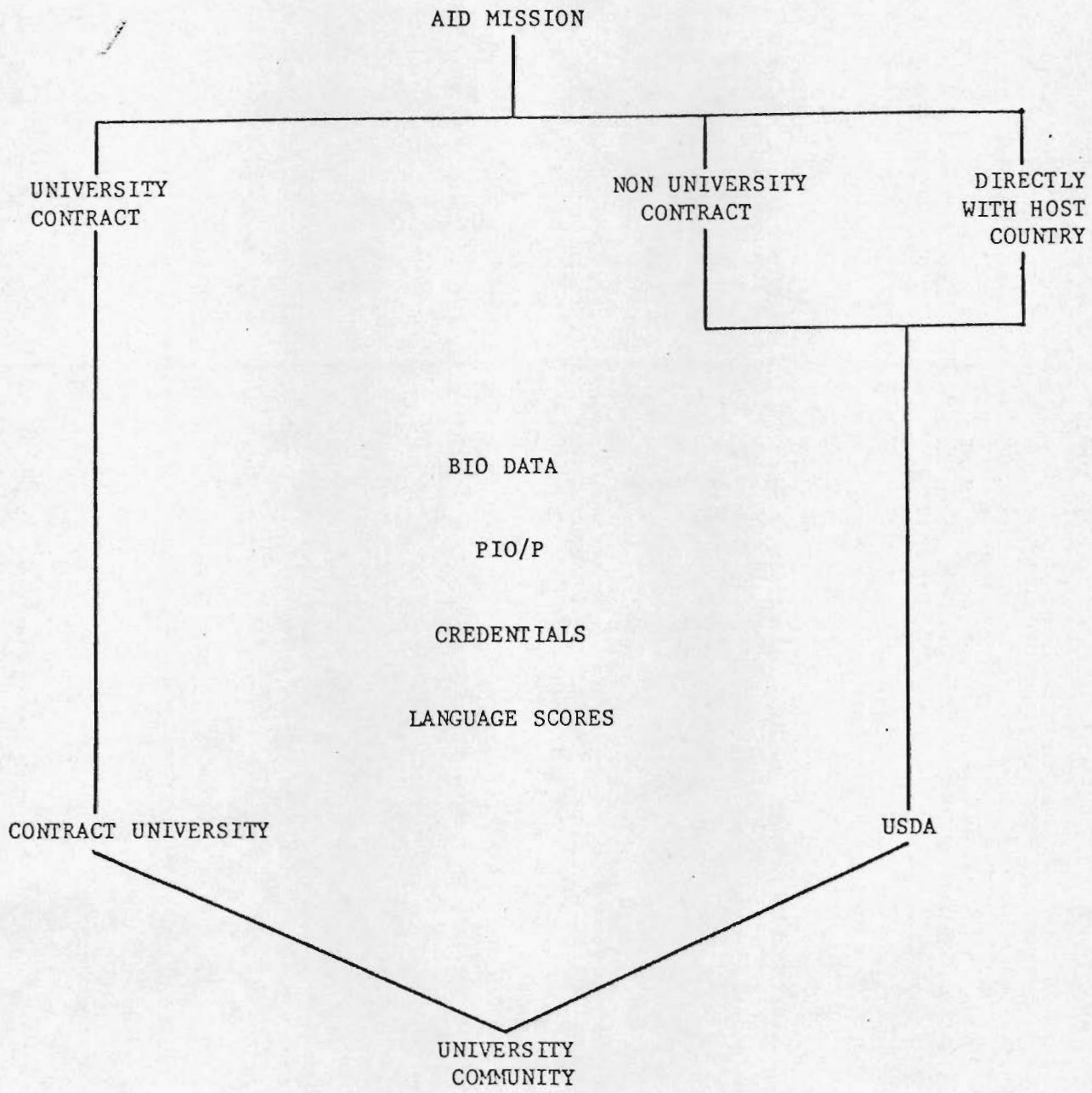
APPENDIX F

PROGRAMMING PROCESS



PARTICIPANT TRAINING PROCESS



POINTS TO CONSIDER

1. Participants are selected based on the current or future positions rather than based on their academic qualifications.

2. Participants are employed prior to their departure and expect to return to same jobs or different jobs in same organization.

3. Length of training is a consideration because a trainee should be re-established in his own country before contract terminates.

4. Participants generally hold positions which call for management as well as technical skills and knowledge.

5. Participant's employer and AID Mission are responsible for decisions regarding participants program. EXCEPTION - Host country contract.

6. Although a participants program is planned for a period of 2-3 years, funding and length of stay in U.S.A. is provided on an annual basis.

7. Changes in a participant's program which stays within his initial time frame and budget are more easily made than those changes which need more time and/or funds.

8. All AID sponsored participants are provided funds for special programming and for conducting research.

9. Both university contract and non-university contract participants should have same documentations prior to their admission to a university.

APPENDIX G

BASIC EVALUATION OF EDUCATIONAL NEEDS AND SATISFACTIONS OF INTERNATIONAL STUDENTS AT NEW MEXICO STATE UNIVERSITY

Introduction

This evaluation project is presented as partial requirement of the Basic Evaluation Course (AXED 597) dictated by professor Dr. Gene Ross. This project has the main objective of sharing its conclusions and results with the administration of the Center for International Programs at NMSU and the international students. The result and conclusions were based upon an exploratory assessment of the educational needs and related degree of satisfaction achieved by the international students.

This evaluation project has been under direct supervision of Dr. Gene Ross and it had the cooperation of Dr. Wilmer M. Harper (Department of Agricultural Economics and Agricultural Business), Dr. Paul Vaughn (Department of Agricultural Extension Education), Dr. George Gardner (Acting Director of the CIP) and Dr. Douglas Muller (Department of Counseling and Educational Psychology).

At the beginning of this work, the following questions have been asked:

-- What is the importance of doing this evaluation?

-- Do we have the time and resources to gather and analyze the evaluation evidence?

-- Will the evaluation results help international students meet their expectations and educational needs through the international program and educational staff of NMSU?

Fortunately, the answers to these questions were affirmative and at the same time there was a positive influence because the project received the effective cooperation of the Center of International Programs and the Department of Extension Education. In relationship with the utility of this evaluation, it is assumed that:

a. The sample tested was truly representative of the International students population at NMSU.

b. The answers of international students were authentic and honest.

c. The respondents understood the questions and responded accordingly. Therefore, the conclusions will be actual reflections of their attitudes and feelings.

d. Analysis and interpretation were correctly made and appropriate conclusions drawn.

e. The administration of the Center for International Programs and the University will share these conclusions and consider adjusting programs and educational activities accordingly.

General Conclusions

1. The Role of the Academic Advisor

The academic advisor role is "very important' for a majority of the international students (53.2%). However, the information that they have about the role of their academic advisor is considered "not adequate" for 21.3% of the students, although 89.3% have declared that they are "satisfied" with their academic advisement. (See Tables 4, 5, and 6.)

2. The Center for International Programs (CIP)

This Center is considered "very important" for a majority of the international students. However 27.6% declared that the actual

information they have about this center is "not adequate". Furthermore 83% of the respondents indicated they were "satisfied" with the help that they are receiving from the CIP. (See Tables 7, 8, and 9.)

3. Participation in Planning Degree Program

To share responsibilities in planning the degree program with their academic advisor is very important for the international students. At the same time, 87.1% declared that they are "very satisfied" with the extent to which they are participating in this planning process. (See Tables 10 and 11.)

4. Academic Performance, Class Activities and Work Experience

A majority (85%) of the respondents declared that the opportunity they have to discuss course work with their professors was "adequate" and is in direct relationship with the importance given to this point, because 97.7% felt that it is very important for successful academic performance. However, 12.8% of the respondents declared that the information received from their instructors concerning the requirements of their specific course was "not adequate".

In relationship with the opportunities that they have to practice what they have learned in class, 48.9% of the respondents declared that it was "not adequate".

To have actual work experience in their fields of study before returning home is "very important" according to the international students. In this regard, 48.9% of the respondents said that the opportunity they have for gathering working experience was "not adequate". (See Tables 12, 13, 14, 15, 16, 17, and 18.)

5. Seminars and Professional Meetings Attendance

A majority (89.3%) of the international students think that it was "very important" to participate in seminars with other students and to attend off-campus professional meetings. However, 72.2% of the respondents suggested that they were "not satisfied" with the current amount of participation in seminars especially to deal with problems of international development. At the same time, 63.4% of the respondents think that the opportunity they have to attend off-campus professional meetings is not adequate. (See Tables 19, 20, 21, and 22.)

6. Preparing to Return to Home Country

Many important considerations have been made in the process of preparing the international students for a successful accomplishment of their responsibilities after returning to their home country. In these concerns, the following conclusions have been made:

-- A majority (78.7%) of the international students think that it was "very important" to be able to substitute some alternative courses more relevant to their future job and development of their home countries. At the same time, (87.2%) declared that it was "very important" for them to have an academic program relevant to their future job and responsibilities. In this area, however, a majority (87.2%) have declared that their "study programs" are adequate.

-- A majority (72.3%) declared that to include "academic training" for introducing change in their home countries was "very important" to them. In this regard, 63.8% have declared that

they were "satisfied" with the current academic training toward introducing change in their home countries.

-- Eighty percent of the respondents think that it was "important" to include training in "leadership roles" for future responsibilities.

-- In relationship with the information they have about the exact agreement with their country and host agencies concerning their academic program, 61.8% of the respondents feel that it was "adequate" while 19.4% think that it is not adequate (chiefly because they are students with their own resources).

7. Thesis and Research Facilities

A majority (59.5%) think that it was "important" for them to do their thesis research in home country. Furthermore, a majority (59.1%) were "satisfied" with the facilities provided for completing thesis research. 29.8% of the respondents (undergraduate students) responded that this question was not applicable to them.

8. Housing, Meal Plans and Family Medical Care

A majority (59.6%) think that the information they have about the housing and meal plan were "important". However, 40.4% of the respondents think that the information about family medical care was "not adequate".

Recommendations

1. Academic Advisement

A. Given the importance of the role of the Academic Advisor, it could be very important to facilitate short courses or seminars about the academic advisement of students, especially international students, at the staff level.

B. Investigating why 21.3% of the respondents think that the information they have currently was not adequate in this concern is also recommended.

2. Center for International Programs

A. It is recommended that CIP stress their leadership roles for international students in order to provide important assistance to students and at the same time, provide more information about the CIP.

3. Participation in Planning Degree Programs

A. It is recommended that advisors encourage students to share responsibilities in the process of planning their degree programs.

4. Academic Performance, Class Activities, and Work Experience

A. Given the importance of the relationship between professors and students, it is strongly recommended that instructors provide more information concerning course requirements.

B. It is recommended that professors consider including factual international examples, illustrations, and materials in academic courses.

C. To give more opportunities for students to practice what they theoretically have learned in classroom activities is also recommended.

D. To provide better opportunities for work experience in the students' field of study is strongly recommended.

5. Seminar and Professional Meetings

A. To provide to students with better opportunities for attending seminars with other students, especially these which deal with problems of international development.

B. To provide with better opportunities for attending off-campus professional meetings in the student's field of study is recommended.

6. Preparing to Return to Home Country

A. Given the importance of adjusting the academic program to international students it is recommended to give them the opportunity to substitute required courses with other alternative courses more relevant to their home countries and their future job responsibilities.

B. To provide academic training for introducing change in their home countries is recommended.

C. To provide leadership role training courses for future job responsibilities.

D. To provide more complete information about exact agreement with their home country and host agencies concerning their academic training and future employment.

7. Thesis ad Research Facilities

A. To provide opportunities for developing thesis research in the student's home country.

8. Housing, Meal Plans, and Family Medical Care

A. To provide factual information about the NMSU facilities and services of housing, meal plans, and family medical care.

APPENDIX H

COURSE WORK DEFICIENCIES

1. QUANTITATIVE METHODS
2. AGRICULTURAL SECTOR PLANNING AND POLICY ANALYSIS
3. MARKETING AND AGRICULTURAL BUSINESS
4. MANAGEMENT AND PUBLIC ADMINISTRATION

PROGRAM RELATED NEEDS

1. THESES USING AN LDC PROBLEM AND DATA
2. LACK OF PERCEPTION BY U.S. FACULTY OF THE POLITICAL, SOCIAL, AND INSTITUTIONAL FACTORS INVOLVED IN THE DEVELOPMENT PROCESS
3. LACK OF KNOWLEDGE AND UNDERSTANDING OF ALTERNATIVE ECONOMIC SYSTEMS
4. NEED FOR MORE INTERNATIONAL CONTENT IN EXISTING COURSES AND NEW OFFERINGS IN CERTAIN AREAS
5. NEED FOR SABBATICAL-TYPE OPPORTUNITIES TO UPGRADE AND MAINTAIN PROFESSIONAL SKILLS.

QUESTIONS ASKED BY THE AAEA STUDY

1. WHAT WOULD THE RESPONDENTS CHANGE IF THEY WERE TO REPEAT THEIR EDUCATIONAL PROCESS?

2. WHAT WERE THE STRENGTHS AND WEAKNESSES OF THEIR U.S. TRAINING AND HOW COULD IT HAVE BEEN IMPROVED?

3. WHAT EFFECT DID THEIR TRAINING HAVE ON THEIR PROFESSIONAL CAREER DEVELOPMENT?

4. WHAT WERE THE NUMBER OF COURSES TAKEN IN EACH OF 14 AREAS AND WHERE DID THE COURSES RANK ON A SPECTRUM FROM EXTREMELY USEFUL TO A WASTE OF TIME.

APPENDIX I

RANKING OF EDUCATIONAL NEEDS

		Adequately Met	Partially Met	Not Being Met
I.	Very Important			
	1. _____	____	____	____
	2. _____	____	____	____
	3. _____	____	____	____
	4. _____	____	____	____
	5. _____	____	____	____
	6. _____	____	____	____
	7. _____	____	____	____
	8. _____	____	____	____
	9. _____	____	____	____
	10. _____	____	____	____
II.	Important			
	1. _____	____	____	____
	2. _____	____	____	____
	3. _____	____	____	____
	4. _____	____	____	____
	5. _____	____	____	____
	6. _____	____	____	____
	7. _____	____	____	____
	8. _____	____	____	____
	9. _____	____	____	____
	10. _____	____	____	____
III.	Less Important			
	1. _____	____	____	____
	2. _____	____	____	____
	3. _____	____	____	____
	4. _____	____	____	____
	5. _____	____	____	____
	6. _____	____	____	____
	7. _____	____	____	____
	8. _____	____	____	____
	9. _____	____	____	____
	10. _____	____	____	____

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APPENDIX J

RANKING OF EDUCATIONAL NEEDS: ADMINISTRATION

	Adequately Met	Partially Met	Not Being Met
I. Very Important			
1. Mang. Training		X	
2. Recog. of prof. Training			X
3. Flex. in Acad. Prog.		X	
4. Practical Training		X	
5. English		X	
6. Fundamentals of Discipline	X		
7.			
8.			
9.			
10.			
II. Important			
1. Advising - Program a) Home/Aid		X	
b) University		X	
c) Department	?	X	
2. Social Interaction a) Faculty		X	
b) Students		X	
c) Community		X	
3. Home Country Research		X	
4. Int'l Exper. for Faculty		X	
5. Assignment of Advisers		X	
III. Less Important			
1. Degree Specificity (Diploma)			X
2. More Int'l Ag. Courses & Exs.		X	
3. Cont'd Contact (prof & NMSU)		X	?
4.			
5.			
6.			
7.			
8.			
9.			
10.			

RANKING OF EDUCATIONAL NEEDS: STUDENTS

	Adequately Met	Partially Met	Not Being Met
I. Very Important			
1. Basic Pgm. for Whole Training		X	
2. Flexibility in Program			X
3. Coordination of Advisement throughout Pgm.		X	
4. Review of Financial Asst.		X	
5. Specific Degree Inf. on the Diploma			X
6. Management skills		X	
7. Training in fundamentals of the discipline	X		
8. In-country research			X
9. Degree Program	X		
10. Housing of students in Dept.		X	
II. Important			
1. Practical Training			X
2. English Language Training & Requirements	?		X
3. Special Educational Orientation			X
4. Continued Professional Contact			X
5. Contact with faculty during tr.		X	
6. Participation in Professional Societies		X	
7.			
8.			
9.			
10.			
III. Less Important			
1. Direct Communication with contractor		X	
2. Need for Annual Report from Home Country		X	
3. Good & Bad Points of U.S. transition		X	
4. Special Advisement		X	
5.			
6.			
7.			
8.			
9.			
10.			

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RANKING OF EDUCATIONAL NEEDS: FACULTY

	Adequately Met	Partially Met	Not Being Met
I. Very Important			
1. Fundamentals & Basic Prog.	X		
2. and Practical		X	
3. Program flexibility (VV Imp)			X
4. In-country research		X	
5. Broad management training		X	
6. Coord. of program at all levels (mutual understanding)		X	
7. Communication		X	
8.			
9.			
10.			
II. Important			
1. Continued prog. growth		X	
2. Personal needs		X	
3. Degree specifics			X
4. Understanding US		X	
5. Info. from home (project)			X
6.			
7.			
8.			
9.			
10.			
III. Less Important			
1. More courses in Int'l ag.		X	
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

APPENDIX K

EVALUATION QUESTIONNAIRE

for

TRAINING FOR DEVELOPMENT WORKSHOP

Please indicate in which capacity you attended the workshop:

1. Student: 7 2. Faculty: 12 3. Administrator: 9

For the following questions please indicate by circling the appropriate number (1 = low or poor, 3 = average, and 5 = high or excellent) where on a scale of 1-5 you would rate each of the items.

I. Organization and Conduct of the Workshop

$\bar{X}$	s^2		
3.24	1.38	1.	How well did the information you received prior to the workshop explain the proposed content and objectives of the workshop 1 2 3 4 5
4.46	0.40	2.	The meeting place and rooms were 1 2 3 4 5
4.35	0.38	3.	The resource materials (registration packet, handouts, etc.) were 1 2 3 4 5
4.27	0.81	4.	How well did the workshop allow you to express your ideas. 1 2 3 4 5
4.00	0.69	5.	How well did the general atmosphere of the workshop stimulate the exchange of ideas among the three groups 1 2 3 4 5
3.88	0.59	6.	Presentations by the resource personnel were 1 2 3 4 5
4.04	0.50	7.	Instructions for the group session activities were. 1 2 3 4 5
4.04	0.60	8.	Assistance of the Group Facilitators was. 1 2 3 4 5
3.92	0.69	9.	How well did the group session function. 1 2 3 4 5

II. In conjunction with the BIFAD Seminar Committee activities, we plan to develop a series of 1-2 hour seminars to deal with issues which were raised in the Training for Development Workshop. Would you please indicate below any topics which you would like to have covered in these seminars.

1. _____

2. _____

3. _____

4. _____

5. _____

III. What changes would you suggest for the same or a similiar workshop?

1. _____

2. _____

3. _____

4. _____

5. _____

IV. On a percentage scale of 0-100%, how successful was the workshop in meeting your expectations?

_____

V. What do you feel was the most significant outcome or accomplishment of the workshop?

_____

_____

_____

_____

_____

_____

_____