

TABLE OF CONTENTS

PROJECT ASSISTANCE COMPLETION REPORT
Agriculture Sector Training Project (No. 517-0160)

	pages
A. <u>BRIEF PROJECT HISTORY</u>	1-3
B. <u>DELIVERY OF PROJECT INPUTS</u>	3
C. <u>COUNTERPART CONTRIBUTION</u>	4
D. <u>PROJECT ACCOMPLISHMENTS (EOPS)</u>	4-6
E. <u>PROGRESS TOWARDS ACHIEVEMENT OF PROJECT PURPOSE</u> <u>Other Accomplishments</u>	6-7
F. <u>PROJECT DESIGN ADJUSTMENTS</u>	7
G. <u>REQUIREMENT FOR CONTINUED MONITORING</u>	8
H. <u>REQUIREMENT FOR FUTURE DATA ANALYSIS</u>	8
I. <u>LESSONS LEARNED</u>	8-12
1. <u>Project Organizational/Management Structure</u>	
2. <u>Project Technical Content</u>	

ANNEXES

1. Participants Trained Under Agriculture Sector Training Project (No. 517-0160)

1-

PROJECT ASSISTANCE COMPLETION REPORT
Agricultural Sector Training Project No. 517-0160

A. BRIEF PROJECT HISTORY

The Agricultural Sector Training Project Agreement was signed on June 30, 1983, for a period of seven years. A.I.D. provided \$5 million in loan funds, with a GODR counterpart contribution of RD\$3 million. In 1990, an 18 month extension of the PACD was made to December 31, 1991 (bringing the total LOP to 8 and 1/2 years) to allow for the return of all Ph.D. candidate participant trainees.

A.I.D. assistance for the project was requested by the Technical Secretariat of the Presidency (TSP), in coordination with the National Planning Office (ONAPLAN). The project was designed based on a training plan prepared by the Secretariat of the Department of Agriculture (SEA) for the training of personnel in priority areas of the agricultural sector in the Dominican Republic.

The overall goal of the project was to increase the productivity, employment and income of the Dominican farm population, as well as the social well-being of the population as a whole. The project was to contribute to this goal by improving the technical and professional capabilities of Dominican personnel responsible for the allocation of training resources for agricultural development and university teaching.

The purpose of the AST project was to: 1) strengthen research, teaching, extension and program implementation capabilities of agricultural institutions including public agencies and universities; 2) establish a coordinated on-going system to determine agricultural sector graduate training objectives and requirements; and 3) finance training programs for agricultural priority needs on a continued basis.

The GODR proposed that the project be administered and implemented by the Departamento de Cooperación Técnica Internacional (DCTI), ONAPLAN/TSP, and the Secretariat of Department of Agriculture (SEA). Before participating in the project, these three recipient organizations were required to submit to USAID/Dominican Republic the following information: 1) an Operational Manual establishing the training plan procedures, including participant selection procedures and training priorities; 2) the contractual responsibilities of scholarship recipients, sponsoring institutions, and those of the Technical Secretariat of the Presidency (TSP); 3) evidence of adequate staffing in TSP/ONAPLAN; 4) a time-phased plan for all training activities during the training period; and 5) the establishment by TSP of an Advanced Education Fund to support planned project activities as a continuous and permanent commitment.

The GODR was to provide RD\$50,000 to the fund per year during the life-of-project, up to a total of RD\$350,000. Upon project completion, the GODR was to continue to provide annual allotments as a commitment to short- and new long-term agricultural graduate training programs to be implemented by Dominican universities.

The Advanced Education Fund was to provide 35 local scholarships in agriculture at Dominican universities. The Fund also financed in-country thesis research programs of participants being trained in the U. S. and third countries. ONAPLAN, with the assistance of the Inter-university Coordinating Committee, and the Research, Extension and Training Department of SEA, helped compile lists of research topics on agricultural issues for distribution to participants in training programs. The participants, in turn, helped select topics applicable to Dominican agricultural conditions. The topics were then discussed with academic advisors at U.S. universities before the participants were authorized to proceed with a Master's thesis and/or Ph.D. dissertation.

Prior to 1983, the GODR demonstrated interest in the agricultural sector by increasing the national budget for agricultural production. The USAID agricultural sector strategy had a close relationship with the host country priorities. The AST project objectives directly supported the country development program, as well as Dominican strategies to strengthen the human resource base and increase food production.

The AST project was designed to address the major constraints to higher level education, including the Dominican capacity to carry out effective research, and university instruction and the lack of public and private resources for agricultural educational. It was envisioned that the AST project would substantially increase the professional talent needed to perform research programs by increasing the number of professors/researchers at the university level.

Upon initiation of the project and in collaboration with the Subsecretariat of Agriculture for Planning and Research, Extension and Training and with the Inter-university Coordinating Committee (ICC) and other organizations, ONAPLAN reviewed the country annual training needs to establish long-range agricultural sector priorities. The project candidates for scholarships were screened and selected by a committee composed of the Director of ONAPLAN (chairman), a representative from each of the four agricultural colleges (ISA, UASD, UCE and UNPHU), a representative from the Secretariat of State for Agriculture and a USAID/Dominican Republic representative. The committee also included representatives from sponsoring institutions. Candidates were informed of their acceptance after results were received from the Graduate Record Examination (GRE) and a minimum level of English proficiency was obtained in short-term English

training courses.

Three U.S. organizations submitted proposals for the provision of technical assistance for placement services and the management of project activities in the United States. Upon evaluation of proposals by the TSP/ONAPLAN and USAID, LASPAU (Latin American Scholarship Program of American Universities), an educational organization with experience in placement of trainees for studies at the master and doctoral level programs in the United States, was contracted for placement of Dominican participants.

LASPAU subcontracted Rutgers University to design and help carry out post-graduate training programs. Rutgers provided advisory services to Dominican Universities in the establishment of graduate agricultural academic programs at the masters level. Rutgers University and local universities were also involved in curricula development programs. Representatives of local universities went to Rutgers University to work on academic program development, which was complemented by technical assistance from Rutgers. Three separate three-week seminars were conducted by Rutgers during the life-of-project. Assistance was provided by ONAPLAN and LASPAU, with the participation of Dominican university professors.

LASPAU provided services for identifying and evaluating candidates. This was carried out through tests and interviews for the selection of potential candidates for graduate degree programs. The participants were then placed in U.S. university academic programs with short-term English language training, and given academic supervision and assistance in financial services as required.

B. DELIVERY OF PROJECT INPUTS

	<u>Budget</u>	<u>Disbursed</u>
1. Off-shore Training (Admin.)	764,610	750,483
2. Off-shore Training (Prog.Costs)	3,921,720	3,642,819
3. Off-shore Training (Sub-contracts)	261,147	207,191
4. In-country Training	23,723	23,723
5. Evaluation and Audit	28,800	-0-
Totals	<u>\$5,000,000</u>	<u>\$4,624,216</u>

C. COUNTERPART CONTRIBUTION

It is estimated that the GODR counterpart contribution of RD\$3 million was provided during the life-of-project.

D. PROJECT ACCOMPLISHMENTS (EOPS)

The end-of-project-status was based on the following three indicators for accomplishing the project purpose:

- 130 professionals trained (95 offshore, 35 domestic) in priority disciplines at the post-graduate level and working in agricultural sector institutions.
- Five and ten-year training investment plans for graduate training developed and being executed.
- Post-graduate training programs initiated using proceeds of the Education Fund.

The following are the categories for accomplishment of primary project outputs: 1) participants; 2) training investment plans; and 3) graduate-level training systems. Below are the projected indicators for measuring these outputs:

- 375 person-years of post graduate training (approximately 115 MS and 15 PhD degrees earned);
- 5-year plan and priority ranking of personnel training needs by discipline and level;
- Program of institutional development made including long term objectives, investment plans and training needs; and
- GODR budget allocation for graduate training.

Sixteen (16) graduate participants at the doctoral level have returned to agricultural organizations and universities where they are applying the newly acquired knowledge and skills. Due to lack of funds for laboratory equipment, data banks and reference material for the study of chemistry, soils and other agricultural subjects, the universities and/or the participants have been unable to establish programs in the Dominican Republic at the master level. At present, most of the agricultural schools offer only degrees at the B.S. level (Licenciatura), since the demand for masters-level degrees in agriculture has been reduced.

Returned participants are having a strong impact on the agricultural training sector as they return to their sponsoring institutions. Recent interviews with returned participants have

shown they have been promoted to higher paid positions not only in the public sector but in private institutions as well. Their influence on training and education has served to elevate the level of debate regarding many key issues of agricultural policy reform.

Is also notable the returnees' influence on technology generation, transfer and application of knowledge has increased the number of non-traditional agricultural export firms which require highly trained professionals as they coordinate the public and private national programs (i.e. Integrated Pest Management, Forest Management and Animal Science courses).

The activities completed under this project significantly increased the professional staff of 11 Dominican institutions which contributed to the research of agricultural problems and will develop graduate degree curricula programs in Dominican universities. The project sponsored participants abroad from the following 11 organizations: Banco Agrícola, Consejo Estatal del Azúcar (CEA), Instituto Agrario Dominicano (IAD), Instituto Nacional de Recursos Hidráulicos (INDRHI), Instituto Nacional de Estabilización de Precios (INESPRE), Oficina Nacional de Planificación (ONAPLAN), Secretaría de Estado de Agricultura (SEA), Instituto Superior de Agricultura (ISA), Universidad Autónoma de Santo Domingo (UASD), Universidad Central del Este (UCE) and Universidad Nacional Pedro Henríquez Ureña (UNPHU).

A total of 109 training programs were implemented by 105 participants receiving training in U.S. and Mexico. Due to reductions in training costs, the U.S. contractor was able to increase to 109 the number of training programs and to 105 the number of participants at master and doctoral level, surpassing by 10 the 95 participants originally scheduled for training over life of the project. The project objectives exceeded by 11%, representing savings for the implementation of 10 additional training programs.

Four universities sponsored participants responsible for establishing new academic programs at the master-degree level in the following respective universities: Superior Institute for Agriculture (20); Autonomous University of Santo Domingo (16); National University Pedro Henríquez Ureña (10); East Central University (2). Public institutions involved in developing the national agricultural sector sponsored the following number of participants: Secretariat of State for Agriculture (24); National Planning Office (8); National Institute for Hydraulic Resources 7; State Sugar Council, Dominican Agrarian Institute and the Price Stabilization Institute 6 participants per institution; and the Agricultural Bank (4). (Refer to list of participants per institution. Attachment A).

A total of 104 training programs were completed 100 participants

under the AST project, 4 participants continued doctoral programs upon completion of master degree and 5 participants withdrew from the training program. A total of 100 participants concluded training programs in U.S. and Mexico universities.

E. PROGRESS TOWARDS ACHIEVEMENT OF PROJECT PURPOSE

Four additional employees were added to the DTIC original staff during the life-of-project. Additional office space and equipment were also provided through counterpart funds to develop staff technical expertise and management skills for the training programs. The GODR Project Coordinator, in cooperation with the Inter-university Coordinating Committee (ICC) and the Office of University Cooperation (OUC) at SEA, was responsible for day-to-day project implementation. The GODR Project Coordinator and several staff members were assigned to the DTIC/ONAPLAN offices, thus reducing the staff from 5 to 2. This reduction in personnel had a negative impact on the coordination and implementation of project activities.

The USAID Project Manager in the Agriculture and Natural Resources Division (ANR) and the Training Officer (GDO) participated in project implementation meetings, the pre-selection and selection of participants and enrollment of participants in English language training at the Dominican American Cultural Institute (ICDA). A.I.D. project officers also participated in the pre-departure orientation, the preparation of participant computerized lists and in follow-up activities.

LASPAU received and screened 270 applications. A total of 105 participants were selected and approved for training programs in U.S. and third country universities. A total of 109 training programs were sponsored under the project. Upon completion of the master program, four participants were selected to continue their studies at the doctoral level. The selection procedure was considered to be effective for participation in the 5-month, in-country English language training, and for short-term university language training in the United States, GRE examination and enrollment in academic programs.

The project exceeded the academic expectations of participants and represented a savings within the project due to tuition and fee waivers received by participant trainees. This permitted LASPAU to increase to 105 the number of participants, surpassing by 10 the 95 participants targeted under this project. Four participants were therefore allowed to continue their studies at the doctoral level, with six participants at the masters level. Five participants withdrew from the training program, reducing to 104 the number of training programs implemented, with 100 participants completing degree programs.

LASPAU managed and administered funds for training candidates and

for carrying out university support programs. LASPAU also assisted ONAPLAN in scheduling examinations for acceptance in graduate schools and in monitoring and reviewing the trainees' continued academic progress, completion of academic programs and for the successful return of participants to the Dominican Republic. The U.S. contractor also supervised research schedules for thesis and dissertation presentations.

Other Accomplishments

Returned participants had a dramatic impact on the sector as they returned to their sponsoring institutions and/or moved on to higher paid positions in the private sector. Returned participants not only had a modernizing influence on the economy and society as a whole, but have served to raise the level and sophistication debate involving agricultural policy reform and education programs in the Dominican Republic. Equally notable is the influence of returned participants on technology generation, transfer and application. An increasing number of non-traditional agricultural export firms have accessed these highly trained young professionals as both public and private institutions coordinate national programs (e.g. Integrated Pest Management) under the administrative and technical supervision of the Project's returned participants.

Dominican sponsoring institutions confirmed in writing that participants who completed their training programs will be nominated to positions in which their knowledge can be applied in academic organizations, government institutions and/or the private sector. This will productively integrate the participants into the agriculture sector by the end of the 2nd quarter of 1992.

The TSP and ONAPLAN, in collaboration with the Inter-university Coordinating Committee (ICC), increased GODR capabilities by assisting public institutions in their training needs, the selection of candidates for advanced degree programs, supervising the placement of participants in the U.S. and third countries, thesis research selection topics and the development of graduate level programs at local universities. Moreover, the three project implementing entities provided continued support for advanced degree programs required for future implementation.

F. PROJECT DESIGN ADJUSTMENTS

The U.S. contractor and ONAPLAN implemented in July 1989, a 2-month evaluation, interviewing a number of returned participants who were employed in public and private sector institutions. The evaluation measured the utilization of the training received, its application to research programs in relation to salaries and stability in the position to which they were nominated.

The evaluation specifically focused on the degree to which the returned participants were assigned to positions and whether their training was being applied. It was considered appropriate that this type of major evaluation and the impact of the training project should be conducted several years after the participants had returned from training to allow them full development of the research programs, and to better determine the impact of their performance in public institutions, universities and the agricultural sector of the Dominican Republic in general.

G. REQUIREMENT FOR CONTINUED MONITORING

(See Lessons Learned, Section I.)

H. REQUIREMENT FOR FURTHER DATA ANALYSIS

(See Lessons Learned, Section I.)

I. LESSONS LEARNED

1. Project Organizational/Management Structure

- From the inception of the project there was never a clear understanding and definition of the responsibilities of each implementing entity. Between ONAPLAN, the TSP, USAID and the contracted implementing entity LASPAU, responsibilities for participant trainee follow-up and monitoring were not well defined. This problem was not resolved during the course of project implementation. As a result, specialized technical assistance was needed after the completion of the project in order to assess the experience of each returned trainee, and to apply this information to the design of future participant training programs.
- A system for the organization of returned trainees is necessary so as to maintain program continuity and instill in participant and domestic training programs a sense of "Dominican ownership". The development of an alumni association of returned participant trainees is essential for maintaining program continuity and incorporating participant feedback into future participant and domestic training programs.
- ONAPLAN and the Advanced Educational Fund should be encouraged to continue to fund domestic training programs and short-term masters programs as they have done under the project. An important part of this recommendation is to keep the various training organizations regularly apprised of potential training opportunities in the D.R.

of potential training opportunities in the D.R.

2. Project Technical Content

- Trainees should be encouraged to join international professional societies, and be assisted in how to go about this (e.g. information, personal contacts, application forms).
- Virtually all of the participants in the agriculture training program expressed their satisfaction with the technical and academic content of the program, as well as the knowledge and experiences gained from the personal exchanges of cultures.

Through project implementation efforts and key backstop support provided by the GODR and USAID, several public and private organizations are already benefiting from the skills and programs provided by returned participants (e.g. researchers, university professors) that have assumed responsibilities in their respective sponsoring institutions. The AST project has promoted and will continue to promote interrelationships among academic entities, cooperation among professionals through the sharing of knowledge and acquired experiences, and the ongoing efforts of participants in preparation of agricultural research and application.

The project helped develop the capabilities of technicians in agricultural organizations, agricultural professionals and the technical staffs, and researchers and professors. The project emphasized the participation of women from agricultural organizations involved in educational programs. The formation of a proactive alumni association comprised of all returned participant trainees, is of utmost importance and is recommended to promote professional communication and exchange of technical information in the agricultural field.

Participation of Women

One of the objectives of the project was to increase women's role in the agricultural sector by including in this project training of women at advanced degree programs of women employed in agricultural institutions representing the GODR and universities. Women selected received equal treatment in the selection and enrollment process. This measure was intended to eliminate a preference criteria of scholar recipients with reference to family responsibility and salaries received by participants while in training, which allowed women participants to travel with their dependents during the training period in the United States and third countries.

The AST project complied with the twenty percent (20%) enrollment

of women established in training projections included in the design of the project. Twenty-two (22) women representing 20% of the participants were accepted under the project, of which 21 completed their training programs. One participant completed a Ph.D program and two wrote their master's degree theses on gender issues. One woman trainee participated in a summer seminar on the role of women in development. Due to academic problems one participant withdrew from the program, while two other women participants remained in the United States upon completion of the master degree program. To date, 19 women graduates have returned to the Dominican Republic and 2 are considered non-returnees.

English Language Training

Candidates selected for training were enrolled in intensive English language programs to achieve an acceptable TOEFEL test level for admission to U.S. universities. All participants at master level programs were expected to comply with the 20-week in-country language training, and to continue intensive English language training for the required level for enrollment in U.S. graduate academic programs.

A major determining factor in achieving project objectives was the motivation of scholarship recipients who participated and completed their master and doctoral degree programs, and returned to the Dominican Republic prior to December 31, 1991. One objective was that upon return the participants would contribute to the development of their respective sponsoring institutions and/or teach at a university, assist local universities in the establishment of new graduate programs in their agricultural schools, and assist agronomy and animal science faculties in developing a new curriculum in accordance with the specializations of returned participants.

<u>Field of Training</u>	<u>Number of Participants</u>
Agronomy	10
Agriculture	3
Agriculture Administration	1
Agriculture Economics	13
Agriculture Engineering	8
Agriculture Education	4
Agriculture Extension	2
Agribusiness	3
Aquaculture	1
Animal Industries	1
Animal Nutrition	1
Animal Science	8
Business Administration	2
Building Construction	1
Chemical Engineering	1

Civil Engineering	1
Development Administration	1
Economics	4
Economic Development	1
Engineer Transportation	1
Entomology	1
Food Engineering	1
Food Technology	1
Food Science	1
Forestry	3
Forestry Soils	1
Genetics	1
Horticulture	3
Hydrology	2
Industrial Engineering	1
Irrigation	2
Natural Resources	2
Planning	1
Plant Breeding	1
Plant Pathology	3
Plant Physiology	1
Plant Protection	1
Plant Science	1
Public Administration	2
Resources Development	1
Rural Development	1
Rural Sociology	2
Social Science	1
Sociology Development	2
Soil Science	2
Veterinary/Poultry	1
Water Resource Planning	1
Wild Life & Fisheries	<u>2</u>
TOTAL	109 Training Programs

Questionnaire

A questionnaire was designed to survey and update information on AST returned participants, their present employment, professional activity, address, telephone number and place of work. The questionnaire determined the number of participant/professors contributing to academic agricultural programs and participants working in positions in public or private agricultural organizations, and documented information on participant's theses and dissertations. Based on the information gathered, a professional directory and a list of thesis and dissertations was compiled.

The questionnaire was approved by ONAPLAN and distributed to universities and public institutions sponsoring participants for

training abroad. The information obtained from PIO/Ps, USAID file records in ANR and the USAID Training Office, reports from LASPAU, data provided by sponsoring institutions, and information obtained at interviews with participants, formed the basis for the Participant Professional Directory and the list of theses and dissertations. The survey determined the number of returned participants in accordance with the field of study, sponsoring institution, gender, the transfer of participants from the public to the private sector, employment and percentage of enterprises benefiting from participants trained at GODR expense.

The Directory is on file with the USAID/Dominican Republic Training Office.

PROJECT ASSISTANCE COMPLETION REPORT
Agriculture Sector Training Project (No. 517-0160)

Clearances:

LKLaird, ANR:	<u><i>[Signature]</i></u>	Date:	<u>5/14/92</u>
PWAmato, PDO:	<u><i>[Signature]</i></u>	Date:	<u>5/14/92</u>
KGLeBlanc, CON:	<u><i>[Signature]</i></u>	Date:	<u>5/14/92</u>
DACHiriboga, PDO:	<u><i>[Signature]</i></u>	Date:	<u>5/19/92</u>

Ch